**COURSE CHOICE BOOKLET**



**S3, S4 & SS3, S4 & S5**

**2017-18**

**CONTENTS**

WELCOME! 4

WHAT HAPPENS AFTER THE BRoAD GENERAL EDUCATION? (S3-S4) 5

WHY ARE QUALIFICATIONS CHANGING? 5

HOW WILL THE NEW QUALIFICATIONS BE ASSESSED? 6

Updates to the new qualifications? 6

WHAT DOES PROGRESSION LOOK LIKE WITH THE NEW QUALIFICATIONS? 7

INFORMATION FOR s4/5 PUPILS MAKING SUBJECT CHOICES 8

GUIDELINES FOR CHOOSING SUBJECTS 8

USING STUDY TIME SENSIBLY 9

LIBRARY RESOURCE CENTRE 10

CAREERS INFORMATION 11

ATTENDANCE 11

SUBJECT CHOICE PROCEDURES 12

COURSES ON OFFER AT BRIDGE OF DON ACADEMY 13

ABERDEEN CITY CAMPUS COURSE CHOICE INFORMATION 142

ABERDEEN CITY CAMPUS COURSE CHOICE DESCRIPTORS 152

NESCOL COURSES 173

FOUNDATION APPRENTICESHIPS 185

COURE LOCATIONS & BUS ROUTES 193

WELCOME!

This booklet aims to give you the best guide in course choice possible. It will give you course outlines and information that will help you make an informed decision on what you may want to study in the Senior School. It is the intention of staff at Bridge of Don Academy to make this year as successful as possible for you by helping you:

To gain as good a set of examination results as you are able to achieve

To take positive steps towards your choice of a career

To take part in activities outside the classroom

To further your own personal development by giving you the opportunity to take responsibility both inside and outside the school.

The last point above is especially important. As you progress through the school you gain more and more responsibility for your own learning until the senior school where the responsibility is largely yours.

HOW SUCCESSFUL THIS YEAR WILL BE FOR YOU, THEN, WILL DEPEND ON YOUR ATTITUDE, AND IN PARTICULAR ON HOW WELL YOU GRASP THE OPPORTUNITIES OPEN TO YOU.

The purpose of this booklet is to explain to you the opportunities open to you as a senior pupil at the school, to guide you in your choice of subjects for next year and to make clear our expectations of you at this important stage in your education.

**Please read this booklet carefully** - it contains a lot of information relevant to your future education. You will have ample opportunities to discuss your choice, with your guidance teacher and with your subject teachers - but please read the booklet first of all so that the discussions you have are well informed.

The list below shows the most natural progression paths:

S3 – S4 National Courses (Nat 3 – Nat 5)

S4 – S5 Higher or National Courses (Nat 3 – Nat 5)

S5 – S6 Advanced Higher, Higher or National Courses (usually Nat 4/5)

Most young people progress in a subject from one level to the next. However, it is possible for young people to study subjects, particularly at Higher in S6 without having completed the National 5 Course. Principal teachers of the subject and Heads of House are able to offer advice in these circumstances, and make recommendations.

S3 – S4

WHAT HAPPENS AFTER THE BROAD GENERAL EDUCATION? - NATIONAL COURSES - INFORMATION ABOUT NATIONAL COURSES AND QUALIFICATIONS

The senior phase, S4-6 builds on learning which has taken place in S1-S3. All courses in S4 are designed to be undertaken in one year by pupils who have completed their broad general education in S3. S4 should give each learner increasing opportunities for exercising responsible personal choice as they move through their school career. Our curriculum responds to individual needs and supports particular aptitudes and talents. This includes understanding of the world and Scotland’s place in it and understanding of the environment. Our timetable is structured after pupil choices have been made.

This booklet will help pupils and their parents/carers to make informed choices about fourth year in school and National 4 and 5 courses. The National 4 courses are internally assessed and the National 5 courses have an external assessment. Most learners will do National 5 work with National 4 as a backup. Final decisions about levels will be made during S4. This will allow pupils the opportunity to achieve the highest level possible with appropriate personal support and challenge. This booklet contains information about all the subjects which appear on the S4 course choice sheet. It is therefore important to read about ALL the subjects.

Learners choose four subjects in S4 in addition to subjects which are compulsory; English, Mathematics, PE, and PSE.

It is always a good idea to develop one’s strengths. There are a wide range of subjects available in S4. Learners should not be afraid to approach members of staff to find out more information about subjects they are not familiar with. Every effort will be made to give learners their first choice subjects, but no guarantee can be given.

Subject choice can affect career choice and/or University entrance. Therefore we would encourage all pupils and their parent/carer to attend our Careers Evening on Tuesday 21 February. There will also be an opportunity on the night to hear more about course choice at Bridge of Don Academy. At this stage options should be kept open but if learners do have a particular career in mind, they should check very carefully the required subjects.

WHY DID QUALIFICATIONS CHANGE?

Curriculum for Excellence was the Scottish Government’s plan to introduce a new way of learning in schools and colleges. Curriculum for Excellence is designed to equip young people with the skills and knowledge they need to succeed in the 21st Century. The skills young people learn today will help them to succeed in life outside the classroom.

The Scottish Qualifications Authority (SQA) designed new qualifications which help young people demonstrate the knowledge and skills they have learned. The National Qualifications have been available in schools and colleges since August 2013. SQA is working with parents, teachers, colleges, universities and employers to make sure national standards are maintained and the new qualifications are of the same high standard as those we previously had.

HOW WILL THE NEW QUALIFICATIONS BE ASSESSED?

We will mark and assess National 1, National 2 and National 3 as well as National 4 courses. Courses at National 5, Higher and Advanced Higher courses may still include work which is assessed by schools, but for these qualifications, young people will also have to pass an additional assessment – usually a question paper and/or an assignment – which will be marked externally by SQA and graded A-D with grades A-C representing a pass. National 4 courses are marked as a pass or a fail.

The SQA are working with our teachers to implement robust quality assurance procedures that will ensure all assessments are fair, consistent and continue to meet national standards. We have developed our own internal policies and procedures to ensure we meet all the requirements of the SQA.

UPDATES TO THE NEW QUALIFICATIONS

It has been announced that to reduce the workload for pupils and teachers, unit assessments will be removed from National courses.

This will take place over 3 years with the removal of unit assessments as follows:

* National courses in session 2017-18
* Higher course changes will take place in 2018-19
* Advanced Higher in session 2019-20

The current course assessment approach requires candidates to complete internally assessed National units and a course assessment, which is normally an examination question paper and/or coursework.

These changes to assessment will result in one or more of the following:

♦ extension of the existing question paper

♦ extension of the existing item of coursework

♦ a new question paper

♦ a new item of coursework

Please note that there will be no change to the aims, rationale or content of the courses. Only the assessment arrangements will change, and there will be clarification on content for some courses.

Teachers will continue to mark and assess pupil work to give them feedback on their progress. They may use unit assessments for this purpose. Teachers will also keep parents’ and pupils informed about assessment in arrangement in their subject areas.

There are currently no planned changes to National 4 courses. Courses will remain internally assessed on a pass or fail basis and be subject to our published external verification arrangements.

WHAT DOES PROGRSSION LOOK LIKE WITH THE NEW QUALIFICATIONS?

Many pupils will be interested in progression as they make their choices. The diagram below demonstrates anticipated progression in qualifications beyond S3. Students move up or across to a level as they progress, illustrated by the arrows.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S3** |  | **Senior School - S4, S5, S6** | | | | |
|  |  |  |  |  | | |
| Third & Fourth level of Broad General Education |  | National 1-3\* |  | This may include National 4 courses, a wider range of National 3 courses, work experience, college or an appropriate combination. | | |
|  |  |  |  |  |  |
|  | National 4 |  | National 5 |  | Higher |
|  |  |  |  |  |  |
|  | National 5 |  | Higher |  | Advanced Higher/  Baccalaureate |

INFORMATION FOR S4/5 PUPILS MAKING SUBJECT CHOICES

In fifth and sixth year, there is a wide range of courses available at different levels for you to choose from enabling you to build upon the knowledge and skills you have acquired. The main features of these courses are:

* There are different levels of course in each subject:

National 3 - National 4 – National 5 – Higher - Advanced Higher

* In some subject areas there will be the opportunity to study the new National courses even although you have not studied these before. Please make sure you read all course information and entry requirements prior to choosing your subjects – if in doubt speak to your teachers.
* Most courses also have a final External Exam in May or June which will cover all the Units you have completed. This is graded A – D. If you pass the External Exam, you will be awarded a Course pass on your exam certificate at the grade that you achieved in the External Exam.

The Scottish Qualifications Authority (SQA) is responsible for all the assessments and exams in the courses that you choose this year. In the second section of this booklet, the courses and levels offered by each subject department are described. The Core Skills you will receive automatically if you pass these courses. If you are not sure about the level that you should choose, then talk to your Guidance Teacher, Subject Teacher or the Careers Adviser.

GUIDELINES FOR CHOOSING SUBJECTS

By this stage in your school we feel it is reasonable that **YOU YOURSELF** should be prepared to do a certain amount of research into the qualifications and skills you are likely to require for any career you may have in mind, or for college or university education. At Bridge of Don Academy there is a great deal of advice, help and support available to you. PLEASE USE IT!

Advice and help comes to you in the form of

this choice booklet

discussion with your Guidance Teacher

discussion with your subject teachers and your reports

discussion with your parents

the availability of the Careers Adviser

the Careers Section of the library

the various prospectuses issued by colleges and universities (available for consultation in the library)

* the Careers Evening in school on **Tuesday 21 February**

BE REALISTIC in your choice of courses - especially as Higher/Advanced Higher courses are more demanding than the National/Higher courses, you may be advised to follow a mixture of Higher and National Courses. There are opportunities for the current S4 pupils to consider completing a National course in S5 with scope to then sit the Higher in S6. However, those pupils intending to apply to university or college may have to have obtain a minimum number of Higher certificates at one sitting. Make sure you check up on the exact entry requirements for any college or university course that you intend to apply for. This is particularly important for young people considering medicine, law, veterinary science or study at Oxford/Cambridge.

Try to ensure that there is a reasonable BALANCE in your chosen course. As far as possible you should choose a reasonable spread of subjects over several modes - though, of course, you must ensure that you have included any subjects that are essential (e.g. for entry to a particular job or career).

Carefully RESEARCH what is likely to be the best course of study for you.

Be REALISTIC in the choice and level of courses you make.

Make your course a BALANCED and VARIED as you can.

Senior pupils will also be given the opportunity to develop themselves by completing enhancement courses. You will be given further information about these in school.

USING STUDY TIME SENSIBLY

The results you achieve, particularly in S5, will probably have a very significant effect on your future. Give yourself the best possible chance by giving your studies the highest priority. Included in your timetable will be supervised study periods. During these periods you can complete any unfinished work, prepare for assessments, or you may be able to arrange with individual departments to spend this time working there. There will be a teacher supervising the class during these periods to ensure that you make the best possible use of this time.

What follows are some practical steps that you can take to make studying as successful as possible.

**MAKE TIME FOR HOME STUDY:** Much of the work in S5 and S6 simply **HAS** to be covered at home. The amount of time recommended by individual departments will vary but when you add it all together you will quickly realise there are no short cuts to take if you want to do well.

**THINK ABOUT PRIORITIES:** It's when you total up the studying time that the business of priorities really begins to bite. To find the time for this work, you will probably have to curtail some of your other activities. It is **NOT** suggested that you give up **ALL** your sports or hobbies - in fact the opposite is the case. If you are working hard it is important that you take time to relax. But it does mean that you have to think very carefully before taking on extra commitments. Fifth year is definitely not the year to take on a job or to become heavily committed to an organisation if the time required runs to more than 2 evenings per week (or the equivalent of this).

**ORGANISE YOURSELF:** Plan your **TIME** carefully. Use your student planner to write down the dates on which specific assignments are due. Make sure that you don't leave everything to the last minute or you will not be able to give of your best. Organise your **NOTES:** you should be able to find information quickly and easily and thus save yourself a great deal of time and effort in the long run. Consider purchasing at least one ring binder per subject. Plan your **REVISION:** even if there is no set homework in a particular week, use some time to revise your notes, to expand your background reading on the subject or to supplement the information you already have by further research.

Finally, make sure your **ATTENDANCE AT CLASSES** is regular and punctual. If you know you will be absent from class for any reason, please let your teachers know. An absence note should of course, explain all absences.

LIBRARY RESOURCE CENTRE

The school library has much to offer all our students. As well as stocking resources for National, Higher and Advanced Higher examinations, we also have National 5 and Higher study guides and hope to stock the new Higher study materials as they become available.

We also undertake to borrow specialist items from other local libraries. Students looking for suitable resources (and their availability for loan) for AH and Baccalaureate courses can search Aberdeen University Library’s on-line catalogue at:

<https://www.abdn.ac.uk/library/collections/>

There may also be the opportunity to visit the university library during the autumn/winter term.

We provide detailed information about **careers** and hold the prospectuses for nearly all of the colleges and universities in Scotland. We also have information on gap years and hints on compiling CVs.

The library has computers which allow access to the school network and the Internet. Students should make advanced bookings whenever possible, particularly at peak times

All students are encouraged to make good use of their school library facilities during private study periods and are expected to use the library in a responsible manner, setting a good example to younger pupils. Please note that it is important to return books on time, particularly in the case of inter-library loans.

CAREERS INFORMATION

You can help yourself a great deal by getting started EARLY with plans for careers and Higher or further education.

* Make full use of the Careers Section in the library – look beyond ‘job titles’.
* For help with degree course choice, visit www.ucas.com
* PlanIT is also another very useful website, [www.ceg.org.uk](http://www.ceg.org.uk)
* [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
* Consult the Careers Adviser who is in school regularly every week.
* Your Guidance Teacher and Year Head are always willing to give advice where they can, especially when it comes to filling in forms and going for interviews
* Attend the Careers Evening

For all **APPLICATIONS** - whether for college, university or employment - the school normally has to provide a reference for you. Please allow plenty of time for paperwork to be completed. If you are leaving school for employment, Skills Development Scotland can notify you directly of suitable vacancies through Job Match. There is also a careers notice board in the main corridor of the school where a list of job vacancies is displayed.

University and college applications should be made as early as possible in the year. **DO NOT** wait until just before the closing date. Ensure that all the paperwork in connection with your application will be sent off at least **ONE MONTH** before the official closing date.

Closing date for UCAS forms - normally 15 January, for entry that year. School deadlines for applications to be submitted will be before this to allow for references to be written and final submissions made.

But note –

* for Oxford and Cambridge Universities only the closing date is normally 15 October, for entry the following year.
* the closing dates for applications to Medicine and Veterinary Medicine are also 15th October, for entry the following year.

ATTENDANCE

There will be a regular **ASSEMBLY** for all S4, S5 and S6 pupils.

It is important that you:

* read/listen to the pupil notices issued each day
* attend assemblies
* look regularly at the notice boards.

Otherwise you may well miss important announcements that concern you.

If you are **ABSENT** you should always bring a note to your register teacher on return to school.

In S5 or S6 you will be asked to sign a’ Learning Agreement’ (to be countersigned by your parent or guardian) including the above agreement on attendance.

**SUBJECT CHOICE PROCEDURES**

In the final part of this booklet you will find detailed information about courses available to you at Bridge of Don Academy. Please study this information carefully together with the earlier sections of this booklet.

**KEEP THE BOOKLET IN A SAFE PLACE FOR FUTURE REFERENCE.**

During Feb/March 2017 you should be discussing your choice of subjects with the relevant people - your guidance and subject teachers, your parents, the careers advisor and so on. Read carefully the section entitled **GUIDELINES FOR CHOOSING SUBJECTS.**

By **15 March 2017** you **must** have returned the course choice sheet to your guidance teacher.

**NEW S4 STUDENT -** you must choose 4 courses. In total you will be studying 6 - English and Mathematics are compulsory

**NEW S5 STUDENTS -** you must choose a maximum of 5courses.

**S6 STUDENTS** should follow exactly the same procedure but you may be allowed to take **one** supported study choice **AFTER CONSULTATION WITH YOUR GUIDANCE TEACHER.**

**Only those pupils doing three Advanced Highers may be allowed two/three columns of study.**

At Bridge of Don Academy we are always striving towards promoting skills development and wider achievement. This year, our S6 pupils are encouraged to choose development opportunities in these areas which will be incorporated into their timetable. These will be discussed in PSE and with the pupil’s guidance teacher. This allows our pupils to ‘give something back’ to the school as well as develop themselves as successful learners, confident individuals, effective contributors, responsible citizens. These opportunities will be highlighted after the start of the new timetable.COURSES TIMETABLED AT BRIDGE OF DON ACADEMY

ADMINISTRATION & IT: HIGHER

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 and not only in employment but also in other walks of life.

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

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

Recommended Entry

Whilst it is important that you discuss your choice with a member of the Business Education

Department, you will be expected to have attained National 5 Administration and Information Technology at Grade B or above. Pupils who gain a Grade C will only be allowed to take the course at the discretion of the Faculty Head.

Course Structure

Unit

Administrative Theory and Practice (Higher)

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

IT Solutions for Administrators (Higher)

The purpose of this Unit is to develop learners’ skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

Communication in Administration (Higher)

The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners’ knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways taking account of the needs of the audience.

Assessment

The 3 mandatory units will be internally assessed throughout the course year. A Course Assessment task must be completed before the end of April, which is then sent to SQA for external marking.

**Assignment**

The purpose of this assignment is to address challenge and application. It will assess learners’ ability to apply their problem solving and advanced IT skills in the context of a complex scenario. This assignment will give learners an opportunity to demonstrate their ability to use complex IT functions to produce, process and manage information and solve problems in unfamiliar contexts. The assignment will have 70 marks (70% of the total mark).

**Question paper**

The question paper will give learners an opportunity to demonstrate knowledge and understanding of administrative theory from all aspects of the Course and draw valid conclusions based on evidence provided. The question paper will have 30 marks (30% of the total mark).

Progression:

* other qualifications in Administration and IT or related areas
* further study, employment and/or training

ADMINISTRATION & IT: NATIONAL 4 AND 5

Purpose

All successful organisations need staff to deal with daily business activities. These include keeping accurate records and organising the flow of work. Administration and IT develops your ability to handle information, to decide priorities, solve problems and make decisions. These skills are valuable in almost every career sector but are particularly useful in areas such as office work, economics, human resource management, management services and public services administration. Administration and IT is a practical course that develops a wide range of skills for learning, work and life. You will learn how to use a range of computer software to carry out administrative tasks, support departments within an organisation and organise events. This is the only course which provides skills for Microsoft Office.

**Course Structure**

The course has **three** compulsory units, plus an **added value** unit that assesses your practical skills. The units are the same as those for **National 4 and National 5**, but you will have to produce a higher standard of work at National 5 level.

**Administrative Practices**:

* administrative tasks needed to organise and support small-scale events
* key legislation affecting employees
* good customer care.

**IT Solutions for**:

* use word processing, spreadsheets and databases to create and edit business documents
* organise and manage information in administrative situations.

**Communication in Administration**:

* collect and share information from the internet and intranet
* prepare information using multimedia and desktop publishing
* communicate using electronic methods.

Recommended Entry

Attention to detail is essential. Taking care with your work and being willing to learn new concepts.

Assessment

Your teacher will assess your work throughout the course. Items of work might include:

* practical work – such as leaflets, presentations or documents
* written work – research assignments and case studies
* projects and class-based exams.

You will also sit an assignment worth 100 marks, marked by the Scottish Qualification Authority (SQA).

Progression Route

Successful completion of National 4 can progress to National 5 and National 5 can progress to Higher. You can also progress to a range of employment, e.g. clerical/secretarial/personal assistant/management or Further Education, e.g., HNC/D or degree courses in administration, travel and tourism.

ART AND DESIGN: ADVANCED HIGHER

Purpose

Designed for the committed student who wishes to promote knowledge and understanding of the visual arts and design, their historical development and contemporary applications; to encourage personal vision and autonomy by working on a chosen theme. Showing skills to the **highest** degree of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities.

Students can also choose to study contemporary or historical studies. Personal commitment, self-reliance, critical reflection and sustained development must be shown. The chosen area(s) of development should be sufficiently rich in intellectual and aesthetic qualities.

Recommended Entry

* Level A or High B at Higher Art & Design.

Course Details

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

Art and Design (Design): Design Studies

In this Unit, learners will work in a self-directed manner to investigate the working practices and design approaches of others. They will critically analyse designers’ work and practice, evaluating the impact of external factors on their design considerations and creative choices. They will communicate informed and supported personal views, opinions and judgements on the designers’ work.

Art and Design (Design): Design Enquiry

This Unit helps learners to plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Learners will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats.

Assessment

Art and Design (Design): Design Studies

In this Unit, evidence will be required to show that the learner can investigate, analyse and evaluate the work and practice of designers working within their selected design area. They will express substantiated personal opinions on the designers’ work and practice.

Art and Design (Design): Design Enquiry

In this Unit, evidence will be required to show that the learner can produce a variety of creative investigative work and related market research, and refine a series of development ideas for a personally challenging design enquiry. The work will show considered exploration, visual coherence and continuity throughout the development process, and in-depth understanding of the design area requirements.

**Course assessment**

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher Art and Design (Design) Course, added value will focus on challenge and application. The learner will draw on, extend and apply the skills they have learned during the Course. They will be assessed through a portfolio of design work. The portfolio will assess both the process and products of learning, and include evidence of supporting contextual research and evaluation

Homework – Pupils will be expected to complete regular homework assignments for both the practical and written sections of the Advanced Higher course.

ART AND DESIGN: HIGHER

Purpose

To promote knowledge and understanding of the visual arts and design by studying contemporary and historical artists and designers linked to the practical aspect of the course, which includes investigation, media handling, problem solving and evaluation.

Recommended Entry

Pupils choosing to undertake this course should have undertaken an Art and Design course in S4/5 and achieved a B at National 5 level.

Course Details

The Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice. In the Course learners will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Learners will develop a range of complex problem solving skills, and a critical understanding of the impact of social, cultural and other external factors on artists’ and designers’ work and practice.

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

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 complete a final outcome for the Expressive Unit and a final design solution and evaluation for the Design Unit. A one hour written question paper will also be completed as part of this unit. The purpose of this question paper is to assess learners’ knowledge and understanding of art and design practice, and their ability to critically analyse and respond to examples of art and design work.

Assessment   
  
Internal assessment of units will be marked on a pass/fail basis. Pupils will then be externally marked by the SQA on their Portfolio and question paper. The Practical Folio is made up of a selection of the best work the candidate has produced in their units plus the final outcome of the Expressive Unit and the design solution and evaluation from the Design Unit. The assessment of Practical Folios follows the same process as in previous years with National 5 and Intermediate 2/Higher courses.

**Homework** – Pupils will be expected to complete regular homework assignments for both the practical and written sections of the Higher level course.

Progression

Advanced Higher Art and Design; appropriate further education HNC or HND course, degree course in art school or university (Fine Art, History of Art, Art and Design); or employment.

ART AND DESIGN: NATIONAL 4 & NATIONAL 5

Two levels of courses are available within the department for senior pupils. These enable learners of varying abilities to continue to develop their skills and improve their knowledge of art and design practices.

National 4

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired by experimenting with how they can visually represent their personal thoughts and ideas and create imaginative expressive and design work. In the Course, learners will experiment with using art and design materials, techniques and/or technology in creative and expressive ways. They will develop their critical thinking skills as they develop and produce their own creative work and develop their understanding of art and design practice.

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

* Communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology
* Develop knowledge and understanding of art and design practice plan, develop, produce and present creative art and design work
* Develop understanding of the social and cultural influences on artists and designers and their work
* Develop problem solving, critical thinking and reflective practice skills
* During the course learners complete 3 units which include an expressive, design and added value practical unit. All coursework is internally assessed within the department

National 5

This course includes a similar structure to the units of National 4 but coursework is externally assessed. Learners will also complete a written exam which assesses Knowledge and Understanding of the work of Artists and Designers from a range of areas within Art and Design.

* Recommended entry – A pass at National 4 showing a high quality of work

or Secure at Level 4.

**Homework** – Pupils will be expected to complete regular homework assignments for both the practical and written sections of the Nat 4/5 course.

BIOLOGY: ADVANCED HIGHER

Purpose

This Course builds on the knowledge, understanding and skills developed in the Higher Human Biology course. It looks at topics in greater depth and develops an understanding of the way in which biological principles can be applied to important issues facing individuals and society today.

The course focuses on the areas of cells and proteins, organisms and evolution, and investigative biology. It also aims to develop understanding and experience of experimental investigative work in biological science. This course particularly encourages independent study and includes the design and completion of an extended practical investigation. The Investigation report is submitted for assessment and contributes to the final grade achieved.

Recommended Entry

Higher Biology preferably at A or B

National 5 Maths and English (Data handling forms a significant part of the course along with extended writing and the Investigation Report)

Course Details

This course is composed of the following three Units:

**Cells and Proteins:**

Laboratory techniques for biologists.

Proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within a multicellular organism and protein control of cell division.

**Organisms and Evolution:**

Techniques for ecological field study.

Evolution; variation and sexual reproduction; evolution of sex and behaviour producing a variety of reproductive strategies. Parasitism and its impact on evolution.

Investigative Biology:

Principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

Assessment

Throughout the course, learners must:

* apply skills of scientific inquiry and draw on knowledge and understanding of key areas to carry out an experiment/practical investigation
* draw on knowledge and understanding of the key areas and apply scientific skills
* draw on knowledge and understanding to analyse and evaluate reports of biological research
* apply skills of experimentation and draw on knowledge and understanding of scientific principles and process to carry out a biological investigation

To gain the Course award pupils must pass all of the Units as well as the Course assessment and submit a Practical Report. The Unit Assessments and the Practical Report are assessed in school.

The course assessment is externally assessed and has two components:

* Component 1 — question paper 90 marks
* Component 2 — project 30 marks

The course assessment will provide the basis for grading attainment overall at levels A-D.

Homework

Homework is an integral part of the course, developing understanding of key principles and assessment success criteria. Extensive use is made of exam style questions.

Independent study and individual research are also required.

Progression

The course prepares candidates for further education, training or employment.

On successful completion of this Course, the learner could progress to:

* a biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health
* employment in a biology-based or related area including the health sector, agricultural science, education or environmental services as well as management, civil service and education.

HUMAN BIOLOGY: HIGHER

Purpose

The Higher Human Biology course builds on previous learning in National 5 Biology, allowing pupils to develop a deeper understanding of key biological concepts in real life contexts. It develops the understanding of cellular processes, physiological mechanisms, communication between organisms and the biology of populations as they apply to the human species.

The course also enables candidates to adapt their learning to new situations, make decisions based on evidence and evaluate the impact of science developments on their own health and wellbeing, society and the environment.

Recommended entry

National 5 Biology preferably at A or B **OR**

Higher Chemistry or Higher Physics at A-C

**AND**

National 5 Maths and English are desirable. Data handling forms a significant part of the course along with extended writing, essays and a research assignment.

Course details

The course is divided into three units covering four main topics:

**Human Cells**

Division & differentiation in human cells; structure & function of DNA; gene expression; genes and proteins in health & disease; cell metabolism, enzymes & cellular respiration.

**Physiology & Health**

Structure & function of the reproductive system; controlling fertility, pre and post natal screening; structure & function of the cardiovascular system; cardiovascular disease & impact on society and lifestyle

**Neurobiology & Communication [half unit]**

Structure & function of the nervous system; retention & retrieval of information; perception & memory, communication & social behaviour

**Immunology & Public Health [half unit]**

Immune system; transmission & control of infectious diseases & immunity, epidemiology.

Assessment

To gain the Course award pupils must pass all of the Units as well as the Course assessment and submit a Practical Report.

The Unit Assessments and the Practical Report are assessed in school; the Course assessment is externally assessed and has two components:

* Component 1 — question paper 100 marks
* Component 2 — assignment 20 marks

The purpose of the assignment is to assess the application of skills of scientific inquiry and related human biology knowledge and understanding.

These will provide the basis for grading attainment overall at levels A-D.

Although time is allowed in class for the practical write-ups and assignment, pupils must be prepared to give up extra time to do these if necessary.

Homework

Homework is an integral part of the course, developing understanding of key principles and assessment success criteria. Extensive use is made of exam style questions.

Independent study is also required.

Progression

Pupils who achieve an award in Higher Human Biology may progress to Advanced Higher Biology or to a Higher course in a different science subject.

The course also prepares candidates for further education and can be used to gain entry to a wide range of courses in areas associated with the life sciences.

These include Agriculture, Biology [Botany & Zoology], Biochemistry, Biomedical Sciences, Biophysics, Forensics, Immunology, Marine Biology, Medicine, Nutrition & Dietetics, Pharmacology, Radiography, Veterinary Science etc.

Higher Human Biology may also allow students to move directly into employment in a related area.

BIOLOGY: NATIONAL 5

National 5 Biology allows pupils to develop their interest in their own health and biology as well as their place in and effect on the wider world. With this knowledge and understanding they will be able to understand and contribute to discussions on a wide range of biology-related topics.

Emphasis is on the practical applications of biology and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

Pupils will be required to work independently and also as part of a group as they complete part of their course work.

Recommended Entry

The National 5 course follows on from the Biology studied throughout the BGE, particularly S3 Biology. The results of the S1-3 assessments and the S3 exam will be used to ensure pupils are placed in a course at the appropriate level.

Data handling forms a significant part of the course along with a research assignment.

Pupils are therefore also recommended to be undertaking or have achieved National 5 Maths.

Course Content

There are three mandatory units:

Cell Biology

The key areas covered are cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Multicellular Organisms

The key areas covered are cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

Life on Earth

The key areas covered are biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment

Assessment

To gain the Course award pupils must pass an externally marked written exam which is 80% of the final grade. They must also submit a practical report and complete an investigation/research assignment based on the applications of biology in a broader context. The assignment will be externally marked and is 20% of the final grade. The Practical Report is assessed in school.

Homework

Pupils will be expected to undertake regular self-study at home in preparation for end of unit/course assessments. They will also be given regular homework tasks.

Progression

Pupils who are successful at National 5 can progress to Higher Human Biology.

National 5 also gives an excellent basis for a wide range of further study options and career choices. These include all areas associated with the life sciences such as agriculture, biochemistry, biomedical sciences, forensics, medicine, pharmacology, veterinary science and many more.

BIOLOGY: NATIONAL 4

**Purpose**

National 4 Biology allows pupils to develop their interest in their own health and biology as well as their place in and effect on the wider world.

This will enable them to make informed decisions and contribute to general debate on a wide range of biology-related topics.

Emphasis in National 4 is on the practical applications of biology and the skills that are a key part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

Pupils will be required to work independently and as part of a group throughout the course.

**Recommended Entry**

The National 4 course follows on from the Biology studied throughout the BGE, particularly S3 Biology. The results of the S1-3 assessments and the S3 exam will be used to ensure pupils are placed in a course at the appropriate level.

Data handling forms a significant part of the course along with a research task.

Pupils are therefore also recommended to be undertaking or have achieved National 4 Maths and English.

**Course Content**

The course consists of three units and an Added Value Unit that is separately assessed.

Cell Biology:

Cell division and its role in growth and repair; DNA, genes and chromosomes; therapeutic use of cells; enzymes and their use in industry; micro-organisms and their use in industry; photosynthesis; respiration; controversial biological procedures.

Multicellular Organisms:

Sexual and asexual reproduction; propagating and growing plants; commercial use of plants; genetic information; growth and development of different organisms; maintaining stable body conditions.

Life on Earth:

Food webs; population growth; nitrogen cycle; fertilisers and their use; adaptations for survival; survival and learned behaviour.

Added Value Unit:

This unit will focus on challenge and application, using skills and knowledge they have learned during the course to carry out an in-depth investigation on a chosen topic.

Assessment

Pupils must pass each unit assessment and submit a practical report. These will be internally assessed.

In addition pupils must successfully complete the Added Value Report which is internally assessed.

National 4 awards are graded as pass or fail.

Homework

Pupils will be expected to undertake regular self-study at home in preparation for end of unit/course assessments. They will also be given regular homework tasks.

Progression

Pupils who are successful at National 4 can progress to National 5 Biology.

The course also provides a basis for further study options and career choices in the life sciences [agriculture, biomedical sciences, dietetics], beauty therapy or sport related subjects.

BUSINESS MANAGEMENT: HIGHER

Purpose

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

The purpose of the course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

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

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

Recommended Entry

While it is important that you discuss this with a member of the Business Education Department, students would normally be expected to have attained a National 5 Business Management at Grade B or above or National 5 English at Grade B or above plus a social subject at National 5. Pupils who gain a Grade C will only be allowed to take the course at the discretion of the Faculty Head.

Course Details

The Course has three mandatory Units.

Understanding Business (Higher)

In this Unit, learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation’s activity, and to consider the implications of a range of external factors that affect an organisation’s decision making.

Management of People and Finance (Higher)

In this Unit, learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation’s success, including leadership, motivation and finance. It also allows learners to explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

Management of Marketing and Operations (Higher)

In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm grasp of the importance of satisfying both internal and external customers’ needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

Assessment

The 3 mandatory units will be internally assessed throughout the course year. There is a Course Assessment which must be completed in class time before the end of March, which is then sent to SQA for external marking – this accounts for 30% of the final result. The remaining 70% is assessed by an external examination in May covering all of the work undertaken from the 3 mandatory units.

**Assignment**

The assignment will give learners an opportunity to demonstrate their ability to:

* make decisions by applying relevant business concepts and theories to the context of the assignment
* solve problems by applying relatively complex business ideas and concepts relevant to the context of the assignment
* draw conclusions from business data, concepts and evidence from a range of sources
* communicate business reasoning and conclusions with clarity

**Question Paper**

The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding by:

* applying knowledge and understanding of business concepts from all aspects of the Course
* drawing conclusions and suggesting resolutions to business-related issues where appropriate
* using data handling techniques to interpret business information
* producing written responses with clarity

Progression

* Advanced Higher Business Management
* HNC/D e.g. Business Administration
* Degree courses e.g. BA Business Management, BA Commerce

BUSINESS MANAGEMENT: NATIONAL 4 & 5

Course Description

We all rely on businesses to create wealth, prosperity, jobs and choices. Studying Business Management gives you the opportunity to develop important skills such as problem solving, communication, planning and organising. You will learn through real-life business contexts how organisations operate. These skills are valuable in a wide range of career sectors. The course includes the study of organisations in the private, public and voluntary sectors. This means that you can apply your skills and knowledge to real-life business contexts. The course has **three** compulsory units, plus an **added value** unit that assesses practical skills:

**Understanding Business**

* learn how entrepreneurship supports business development
* learn how organisations contribute to generating wealth and satisfying customers’ needs
* understand key business terms and concepts, and how they are applied

**Management of People and Finance**:

* understand how to apply business terms and concepts relating to the management of people and finance
* learn how to manage people in order to maximise their contribution to an organisation’s success
* learn how to prepare and interpret financial information in order to solve financial problems facing businesses.

**Management of Marketing and Operations**:

* learn about the processes and procedures organisations use to maintain quality and competitiveness
* understand how to communicate with consumers, maximise customer satisfaction and enhance competitiveness
* identify how to produce goods or services to an appropriate standard of quality.

Recommended Entry

An interest in current affairs and a willingness to follow current affairs of a business through news reports, current affairs and business programmes.

Assessment

**National 5 –** There is a course assignment which is worth 30% of the overall mark and a written exam worth 70% of the overall mark.

**Course Assignment**

This assignment will give learners an opportunity to demonstrate their ability to:

* select an appropriate business topic
* research and gather suitable business data/information/evidence relating to the context of the topic, from a range of sources
* apply knowledge and understanding of business concepts to explain the key
* features of the topic
* analyse the business data/information used to reach valid conclusions
* produce an appropriately formatted business report suitable for the purpose,
* intended audience and context of the assignment

National 4 – This course is assessed through the units and an Added Value Unit: Business Assignment

In the Added Value Unit you will plan, research and produce a document that demonstrates the skills and knowledge you have gained from studying the other units. Your work will be assessed by your teacher or tutor on an on-going basis throughout the course.

Progression Route

Successful completion of National 4 can progress to National 5 and National 5 can progress to Higher. You can also progress to a range of employment or training opportunities, e.g., administrative posts in human resources or marketing, retail management, banking, finance.

CHEMISTRY: ADVANCED HIGHER

Purpose

Advanced Higher Chemistry builds on previous knowledge from Higher and develops further ability in practical skills. The course develops the student’s knowledge and understanding of the physical and natural world and includes a research project that will also develop independent study skills, beneficial for study at university.

Many of the compulsory practical activities are carried out at the University of Aberdeen, giving a taste of university science.

Recommended Entry

* Higher Chemistry preferably at A-B **and**
* Higher Maths at A-C

Course Content

The course consists of theory, practical activities and a short practical project selected by the student in consultation with the teacher.

|  |  |
| --- | --- |
| **Unit Title** | **Brief Description** |
| Inorganic and Physical Chemistry | Electromagnetic radiation; atomic structure; electron pair theory; physical and chemical properties of transition metals and their compounds. Chemical equilibria; factors which influence the feasibility of chemical reactions and reaction kinetics. |
| Organic Chemistry and Instrumental Analysis | Structure, chemical and physical properties of organic compounds. Organic reaction types and mechanisms, linked to synthesis of organic chemicals. Origin of colour in organic compounds; elemental analysis and spectroscopic techniques; use of medicines. |
| Researching Chemistry | Stoichiometric calculations; knowledge of practical techniques and apparatus. Identification, researching, planning and safely carrying out a practical investigation. Analysis of scientific articles. |

Assessment

Throughout the course, learners must:

* apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment
* draw on knowledge and understanding of the key areas and apply scientific skills
* research, plan and carry out investigative practical work on a chosen topic.

To gain the Course award the learner must pass all of the Units and the Course assessment and submit a Practical Report. The Unit Assessments and the Practical Report are assessed in school; the Course assessment is externally assessed and has two components:

* Component 1 — question paper 100 marks
* Component 2 — project 30 marks

These will provide the basis for grading attainment in the Course award at levels A-D.

Progression

Advanced Higher Chemistry is suitable for students who wish to progress to degree courses in chemistry or related subjects such as Medicine, Dentistry, Veterinary Medicine, Chemical Engineering, Environmental and Health Sciences.

The course also provides a sound basis for direct entry into chemistry related employment such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics and research and development as well as management, civil service and education.

CHEMISTRY: HIGHER

Purpose

Higher Chemistry is a varied course covering an array of topics. It builds on topics covered at National 5 and develops learners’ curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. The course involves substantial practical work which helps to enhance and develop a wide range of practical techniques.

Higher Chemistry also involves the application of many Mathematics skills through the various calculations topics.

Recommended entry

* National 5 Chemistry preferably at A or B **OR**
* Higher Biology or Higher Physics at A-C

**AND**

* National 5 Maths at A-C. Data handling forms a significant part of the course.

Course Content

|  |  |
| --- | --- |
| **Unit Title** | **Brief Description** |
| Chemical Changes and Structure  (half-unit) | Reaction rates and periodic trends; collision theory and the use of catalysts; electro-negativity and intra-molecular and intermolecular forces and bonding. |
| Researching Chemistry  (half-unit) | Relevance of chemical theory to everyday life; exploring the chemistry behind a topical issue; collection and synthesis of information from a number of different sources; knowledge of common chemistry apparatus and techniques; planning and undertaking a practical investigation. |
| Nature’s Chemistry | Organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare; structure of organic compounds, their physical and chemical properties and their uses; key functional groups and types of organic reaction. |
| Chemistry in Society | Principles of physical chemistry; calculation of quantities of reagents and products, percentage yield and the atom economy of processes; dynamic equilibria and enthalpy change prediction; oxidising or reducing agents and their use in analytical chemistry; determination of the purity of reagents and products. |

Assessment

Throughout the course, learners must:

* apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment/practical investigation
* draw on knowledge and understanding and apply scientific skills

To gain the Course award pupils must pass all of the Units as well as the Course assessment and submit a Practical Report. The Unit Assessments and the Practical Report are assessed in school.

The Course award is externally assessed and consists of:

* Component 1 — question paper 100 marks
* Component 2 — assignment 20 marks

This will provide the basis for grading attainment at levels A-D.

The end of unit tests and practical reports are assessed in school. Although time is allowed in class for the practical write-ups and re-sits, pupils must be prepared to give up extra time to do these if necessary.

Progression

* To Advanced Higher Chemistry
* To another Science subject at Higher level
* To Higher Education: degree level and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, science and chemical engineering
* To employment and/or training in chemistry and chemistry related posts.

CHEMISTRY: NATIONAL 5

National 5 Chemistry allows pupils to develop their interest in and understanding of the world in an engaging and enjoyable way. They will engage in a wide range of investigative tasks which will develop important skills needed across all sectors of society.

Chemistry provides an excellent training for many careers, both scientific and non-scientific. The study of Chemistry promotes the development of transferable skills such as problem solving, analytical thinking, numeracy, practical skills and co-operation with others.

Entry Requirements

The National 5 course follows on from the Chemistry studied throughout the BGE, particularly S3 Chemistry. The results of the S1-3 assessments and the S3 exam will be used to ensure pupils are placed in a course at the appropriate level.

Data handling forms a significant part of the course along with a research assignment.

Pupils are therefore also recommended to be undertaking or have achieved National 5 Maths and English.

Course Content

The Chemistry course for National 5 consists of three units:

|  |  |
| --- | --- |
| **Unit Title** | **Brief Description** |
| Chemical Changes and Structure | In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated. |
| Nature’s Chemistry | The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels |
| Chemistry in Society | In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear of radiation. Learners will investigate chemical analysis techniques used for monitoring the environment. |

Assessment

To achieve a Course award pupils must submit a practical report and pass the course assessment. The practical report is assessed in school. The course assessment is marked externally and has two components:

1. **Question Paper**

This is a written exam undertaken at the end of the course externally set and marked by the SQA. The paper will consist of 20 marks of multiple choice questions and 60 marks of extended response questions.

**The question paper is worth 80% of the final mark.**

**(ii) Assignment**

Pupils will undertake a chemical investigation which will assess the application of skills of scientific investigation/research and explain the impact of chemistry applications on society/the environment. The write-up of the report will be marked by SQA.

**The assignment is worth 20% of the final mark.**Total number of assessment marks is 100.

National 5 awards are graded A-D.

Progression

* To Higher Chemistry
* To Further Education: HNC/HND courses in chemistry and chemistry-related subjects
* To employment and/or training.

CHEMISTRY: NATIONAL 4

National 4 Chemistry allows pupils to develop their interest in and understanding of the world in an engaging and enjoyable way. They will engage in a wide range of investigative tasks which allow them to develop important skills needed across all sectors of society.

Chemistry provides an excellent training for many careers, both scientific and non-scientific. The study of Chemistry promotes the development of transferable skills such as problem solving, analytical thinking, numeracy, practical skills and co-operation with others.

Entry Requirements

The National 4 course follows on from the Chemistry studied throughout the BGE, particularly S3 Chemistry. The results of the S1-3 assessments and the S3 exam will be used to ensure pupils are placed in a course at the appropriate level.

Data handling forms a significant part of the course along with a research task.

Pupils are therefore also recommended to be undertaking or have achieved National 4 Maths and English.

Course Content  
The Chemistry course for National 4 consists of four mandatory units:

|  |  |
| --- | --- |
| **Unit Title** | **Brief Description** |
| Chemical Changes and Structure | In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience learners will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, learners will work towards the concept of chemical equations. Learners will research atomic structure and bonding related to properties of materials. |
| Nature’s Chemistry | In this Unit, learners will research the Earth’s rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels are extracted and processed for use. They will investigate: the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life. |
| Chemistry in Society | In this Unit, learners will focus on the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment. |
| Added Value Unit: Chemistry Assignment | In this Unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways. |

Assessment

Pupils must pass each unit assessment and submit a practical report. These will be internally assessed.

In addition pupils must successfully complete the Added Value Report which is also internally assessed.

National 4 awards are graded as pass or fail.

Progression

* Following success at National 4 pupils can progress to National 5 Chemistry.

COMPUTING SCIENCE: HIGHER

The aims of the Course are to enable learners to:

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

Software Design & Development

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

Information System Design & Development

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

Recommended Entry

Whilst it is important that you discuss your choice with a member of the Computing

Department, you will be expected to have attained National 5 Computing Science at Grade B or above. Pupils who gain a Grade C will only be allowed to take the course at the discretion of the Faculty Head.

Course Assessment

In the Higher Computing Science Course, pupils will be assessed on each unit and also have to complete the Course Assignment and Written exam.

**Course Assignment**

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging computing science problem. It will assess learners’ skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.

The assignment will have 60 marks (40% of the total mark). This will include assessing the process and completed solution, the assignment should clearly demonstrate application of knowledge and skills, at an appropriate level, related to the design and development of software and information systems

**Written Exam**

This question paper will give learners an opportunity to demonstrate the following skills,

knowledge and understanding: applying computational thinking to understand problems across a range of contexts, analysing problems with some complex aspects within computing science across a range of contemporary contexts, the ability to communicate how a program works in technical detail, communicating understanding of advanced concepts related to software design and development, and information system design and development, clearly and concisely using appropriate terminology, understanding of the legal, environmental, economic and social impact of contemporary computing technologies and applying computing science concepts and techniques to create solutions across a range of contexts.

Computing Science: National 4/5

Computing science is vital to everyday life - socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The aims of the Course are to enable learners to:

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

Recommended Entry

Pupils wishing to take National 4/5 Computing Science should be secure at the level 3 Computing Science Experiences and Outcomes.

Software Design & Development

This unit explores an appropriate range of key facts and ideas relating to software design and development, including algorithms, data handling and human/computer interaction. Learners will develop skills in problem solving, modelling and evaluating through practical tasks using appropriate programming environments in a range of contexts, such as games development and intelligent systems. Learners will also explore the impact of emerging technologies on the environment and society.

Information System Design & Development

This unit explores a range of concepts relating to information system design and development. Learners will develop knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and

investigative tasks. Learners will also explore the impact of emerging and innovative technologies on the environment and society.

Assessment

Each course comprises two Units and an Added Value Unit. At National 4 the Added Value Unit is internally assessed. At National 5 the added value is assessed through a project and an externally marked question paper.

National 4 Added Value Unit (project)

Learners will apply knowledge and skills from the mandatory units to solve appropriately challenging computing and information science problems. They will be expected to develop, with guidance, a digital solution which will draw on and apply skills and knowledge of software and information system design and development by:

* + Analysing a straightforward problem
  + Designing a solution to the problem
  + Creating a program or application as a solution to the problem
  + Testing and reporting on the solution to the problem

**National 5 Question Paper**

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding: applying aspects of computational thinking across a range of contexts, analysing problems within computing science across a range of contemporary

contexts, the ability to communicate how a program works , communicating understanding of key concepts related to software design and development, and information system design and development, clearly and concisely using appropriate terminology , understanding of the legal implications and environmental impact of contemporary information system technologies , applying computing science concepts and techniques to create solutions across a range of contexts.

**National 5 Assignment**

The assignment should clearly demonstrate application of knowledge and skills, related

to the design and development of software and information systems. Guidelines for the assignment will include a list of questions/tasks/prompts which will lead learners through the assignment in clear stages. Marks will be awarded for:

* Analysing the problem
* Building a solution (designing, implementing, testing)
* Reporting on the solution

DANCE: HIGHER/NATIONAL 5

Course Outline

Dance Courses are explored through the following areas of study:

* Technical skills
* Choreography

Through these areas of study, learners will develop specific skills for learning, skills for life and skills for work. The development of subject-specific and generic skills is central to all Courses.

Learners will develop these skills and techniques in context and they should be made aware of the skills they are developing and of their transferability. It is this aspect of skills development that will help learners progress to further study or the world of work.

National 5 - Dance

The Course contains the following topics or areas of study:

Technical skills:

* a range of technical dance skills
* key steps and characteristics of two selected dance styles
* background and development of a selected dance style
* safe dance practice

Choreography:

* a range of choreographic skills and techniques
* evaluation and application of choreographic principles
* evaluation and application of the use of theatre arts appropriate to dance
* using theme, stimulus and choreographic principles to create dance movements

To achieve the National 5 Course, learners must pass all of the required Units and the Course assessment. There will also be an examination which will be marked by the SQA.

The Course assessment will consist of two Coursework Components: a performance and a practical activity.

Coursework: performance

Learners will perform a tutor-choreographed dance lasting between 1.5 and 2 minutes. Technical and performance skills will be assessed. This Component will have 35 marks (35% of the total available marks).

Coursework: practical activity

This Component has two parts.

In part 1 — choreography, learners will follow the choreographic process to create a dance for two people which lasts between 1.5 and 2 minutes. The learner’s use of choreographic principles will be assessed. This part will have 35 marks (35% of the total available marks).

In part 2 — choreography review, learners will respond to questions directing them to reflect on the choreographic process.

Higher Dance

To achieve the Higher Course, learners must pass all of the required Units and the Course assessment.

The Course assessment will consist of two Coursework Components: a performance and a practical activity.

The Course contains the following topics or areas of study:

Technical skills:

* a range of technical dance skills
* key steps and characteristics of two selected dance styles
* social and cultural influences on a selected dance style
* safe dance practice

Choreography:

* a range of choreographic skills and techniques
* evaluation and application of choreographic principles
* evaluation and application of the use of theatre arts appropriate to dance
* using theme, stimulus and choreographic principles to create dance movement

Coursework: Performance

Learners will perform two tutor-choreographed solo dances, each lasting between 1.5 and 2 minutes, and each worth 35 marks. Technical and performance skills will be assessed in each solo. In total, this component will have 70 marks (50% of the total available marks).

**Coursework: Practical Activity**

This Component has two parts.

In part 1 — choreography, learners will follow the choreographic process to create a dance for three or more people which lasts between 1.5 and 2 minutes. The learner’s use of choreographic principles will be assessed. This part will have 35 marks (25% of the total available marks).

In part 2 — choreography review, learners will respond to prompts directing them to reflect on the choreographic process. The learner’s discussion of choices and decisions made during the choreographic process, and an evaluation of choreographic skills will be assessed. This part will have 35 marks (25% of the total available marks).In total the practical activity will have 70 marks (50% of the available marks).

DRAMA: ADVANCED HIGHER

Drama as a subject is about understanding and projecting life on to the stage through both acting and design. It is ultimately storytelling, allowing people to communicate culture, politics, beliefs and means of entertainment to the wider audiences educating them in what is important in our world today and in the past. The skills gained from being involved in Drama can be transferred to any line of work including; problem solving, creative thinking, confidence presentation skills, teamwork, planning and communication.

**Purpose**

With the Advanced Higher Course achieving the same SCQF level points as a HNC it allows a higher quality of creativity and skills within theatre, acting, production and design to be explored. The course allows individuals to become independent in their processes and expects them to become independent researchers and practitioners, studying a wide variety of theatre practitioners and styles.

**Course Details**

The course maintains the same two units as National 5 and Higher, Drama Skills and Production however the content of work is widely different.

Drama Skills

This unit the candidate is still expected to produce a play from a stimulus but the work is completely written, produced, cast and directed own their own. The candidates work must be inspired by a key practitioner they have studied, meaning the play will be in a certain style of theatre.

Production Skills

Once again candidates will be expected to produce a work from a text. This time they should incorporate the techniques of a different practitioner they have studied to produce a work focusing on a particular element of the text.

**Assessment**

The course is again split in to a written and practical element:

Practical Performance/Presentation:

Acting – Candidates will be expected to perform a duologue with one other actor lasting around 15 minutes. This text will be a piece which highlights the actor’s practical abilities.

They must also perform a monologue lasting 2/3 minutes contrasting with their previous piece. This allows the candidate to demonstrate skills to sustain and hold a performance on their own.

These performances will be assessed by an external examiner.

Directing – A candidate will select a complex text and direct a rehearsal lasting approximately 40 minutes. They must know all aspects of the text, keeping a folio of their research and explain, justify and practical execute their choices to an external examiner.

Design – Candidates will be expected to pick a complex text and execute the role of set designer along with two other roles; lighting, sound, costume, make-up and hair, props. They need to build a scale model, create a presentation and designs to be assessed by an external examiner.

The candidate must pass both units of work and the final course assessment to gain the qualification.

Written Exam

Candidates are expected to work towards a 3000 word dissertation on a topic of their choice, analysing an element of any form of theatre. This is an important piece of work which is similar to university level work and is marked to a high standard. This piece of work will be monitored by the teacher throughout the year before being sent away to an external examiner.

**Homework**

Both units of work require the up-keep of folio work and practical requirements such as learning lines, director’s commentary, designs etc. These should be completed as homework or in study.

Research must be continued out with class time rigorously, to ensure high quality work throughout all aspects of the course, but particularly for the dissertation.

**Progression**

Candidates who have achieved an Advanced Higher qualification are extremely favourable for all theatre and performing arts courses from HNC to Bachelors.

Design elements of the new courses are extremely favourable to Art, Design, Manufacturing, Fashion and Make-up and Hair students now because of the folio work to be completed, which can be used as evidence for course applications.

Candidates who have gone on to study Law, English, Psychology, Politics and/or History have found Drama to be extremely useful due to the learning, life and work skills explored in the course, including debating, research skills, communication, extended writing and exploration of human reactions to circumstances in the world.

DRAMA: HIGHER

**Purpose**

The Higher course provides opportunities in performance, production, writing and direction expected now to show more complex skills. Pupils now develop their knowledge and understanding of drama to convey complex drama and production skills, showing skills in theatre analysis and textual analysis.

**Course Details**

The course maintains the same two units as National 5, Drama Skills and Production but are expected to produce materials and productions of a higher standard.

**Assessment**

Pupils are expected to pass both units of work as well as the final course assessment to gain the full qualification.

Practical Performance

Pupils can now be assessed in acting, design or directing, working from text(s) to provide context.

Acting – actors are expected to play two contrasting roles lasting approximately 7-10 minutes each. These roles should show a depth of characterisation and a range of skills from the actor. Each role will be assessed out of 25 marks, making the whole performance 50 marks in total by an external SQA examiner.

Design – a candidate will pick a text they would wish to design, highlighting a concept for the play. They can pick their role from; lighting, sound, props, costume and make-up and hair. All candidates must do set design with any of the above additional roles. They will then create a presentation of work for an external SQA examiner. This role is marked out of 50 in total.

Directing – directors will need to select a text they are interested in, create a directors folder and presentation, before leading a rehearsal of actors in front of the external examiner. 50 marks in total given.

All candidates will be expected to complete a preparation for performance which is 500 words justifying the decisions you have made about your ideas for acting, design or directing. This is worth 10 marks.

Written Exam

Candidates are expected to do two essays in their final exam.

One on Textual Analysis of a text studied in class.

One on Performance Analysis which will be on a play the class have gone to see that year.

**Homework**

Unit work:

As part of both units candidates will be asked to keep folios which they must add to creatively. They will also be expected to learn lines for their acting pieces and complete the building, designing and creation of any props, set, costume or sound effects which they may be focusing on. Lunchtime groups, supported study and after school rehearsals will be available at points in the year to assist with preparation for practical exams.

Written Exam: To prepare for their written exam at the end of the year pupils will be expected to complete essay work every week. This may vary from a paragraph to a full essay depending on the stage in the year.

**Progression**

Pupils can move to Advanced Higher in S6 if they desire, this qualification is worth a HNC in SCQF level points and is excellent progression for those continuing in to Higher Education.

Higher Drama is also an excellent addition for many course applications. (Please see list of options in Advanced Higher section)

DRAMA: NATIONAL 5

**Purpose**

This course allows opportunities in performance, production, writing and direction. Pupils can work together to create pieces of work which engage and excite them, allowing them a deeper knowledge and understanding of theatre and the world.

**Course Details**

The course consists of two units; Drama Skills and Productions Skills

Drama Skills allows pupils to create their own play in a group from a stimulus of their choice, going on to write, direct, act and produce this for an appropriate audience.

Production Skills allows pupils to work from text, focusing on one text to act in and another to take on a specific design role for. This is always an exciting and challenging unit where the pupils are allowed to be creative and dynamic.

**Assessment**

Pupils must pass both units of work and the course assessment to gain the qualification.

Question paper

The question paper will provide learners with the opportunity to demonstrate abilities in the areas of responding to stimulus, evaluating, analysing and applying knowledge and skills learned.

This area of the course is worth 40 marks.

Performance

Learners will prepare for a performance by working collaboratively with others and with the teacher/lecturer in the role of director. The choice of performance material will be made by the teacher/lecturer in agreement with the learners.

Candidates can be assessed in either acting or design (lighting, sound, props, set, costume and Make-up and Hair)

All of the design roles have to keep a folio of work which is ideal for pupils wanting to continue higher education or careers in any of these areas.

This area of the course is worth 60 marks.

**Homework**

As part of both units candidates will be asked to keep folios which they must add to creatively. They will also be expected to learn lines for their acting pieces and complete the building, designing and creation of any props, set, costume or sound effects which they may be focusing on. Lunchtime groups, supported study and after school rehearsals will be available at points in the year to assist with preparation for practical exams.

**Progression**

Those who receive an A or B at National 5 can progress on to take Higher Drama. This qualification at National 5 is recommended and beneficial across many college and university courses. (Please see list attached with Advanced Higher)

ENGINEERING SCIENCE: HIGHER

Purpose:

The course provides a broad introduction to engineering. Due to its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches.

The aims of the Course are to enable learners to:

* extend and apply knowledge and understanding of key engineering concepts, principles and practice
* understand the relationships between engineering, mathematics and science
* apply analysis, design, construction and evaluation to a range of engineering problems with some complex features
* communicate engineering concepts clearly and concisely, using appropriate terminology
* develop a greater understanding of the role and impact of engineering in changing and influencing our environment and society

Recommended Entry:

Pupils wishing to take Higher Engineering Science should have passed National 5 Engineering Science at Grade B or above and should have passed (or are working towards) National 5 Maths at Grade C or above. Pupils who have not met these requirements will only be allowed on the course at the discretion of the Faculty Head.

Course Structure:

**Units**

* Research and describe a complex engineering system
* Model aspects of a complex engineered solution
* Present a critical analysis of an engineered solution to a contemporary problem

**Electronics and Control**

* Develop analogue electronic control systems
* Develop digital electronic control systems
* Develop programmable control systems for mechatronic systems

**Mechanisms and Structures**

* Investigate a range of complex mechanisms and structures
* Develop mechanical or structural solutions to solve complex problems

Assessment

All units will be individually assessed. Pupils will also be required to complete the course Assignment and Written Exam paper.

Question Paper

The purpose of the question paper is to assess breadth of knowledge from across the Units, depth of understanding and application of this knowledge and understanding to answer appropriately challenging questions.

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

* The ability to communicate engineering concepts clearly and concisely, using appropriate terminology
* to design and evaluate solutions to engineering problems in a range of contexts
* demonstrate knowledge of the many types of engineering, and the wide role and impact of engineering (including existing and emerging technologies) on society and the environment
* knowledge and understanding of key concepts related to electronic and microcontroller-based systems, and their application
* knowledge and understanding of key concepts related to mechanisms and structures, and their application

The question paper will have 90 marks out of a total of 150 marks. This is 60% of the overall marks for the Course assessment.

**Assignment**

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging engineering problem. It will assess learners’ skills in analysing a problem, designing a solution to the problem, simulating or constructing a solution to the problem, and testing and reporting on that solution.

The assignment will have 60 marks (40% of the total mark).

Marks will be awarded for:

* Analysing the problem
* Designing a solution
* Constructing/simulating a solution
* Testing the solution
* Reporting on the solution

Progression

Advanced Higher; a National Certificate group programme in Engineering Construction, Mechanical Engineering, Electrical Engineering; a Degree or HND/ HNC programme. Employment in engineering/construction.

ENGLISH: HIGHER

Purpose

The course has clear progression from the skills and experiences of National 5 English. There is, therefore, a continued emphasis on the development of listening, talking, reading and writing skills.

There will be varied opportunities for the pupil to develop their language skills, both verbal and written. These opportunities will enhance the pupil’s capacity to create imaginary and recreate personal experiences, to convey information, and to propose ideas and promote arguments, as appropriately and effectively as possible. There will also be opportunities for the pupil to develop their critical reading skills to analyse and evaluate fiction and non-fiction texts of various genres, including Scottish literature and media.

Higher English demands and expects a greater degree of independent study, as is appropriate to pupils in the Senior School.

Recommended Entry

A C Pass in National 5 English will be the standard for entry to Higher English. In exceptional circumstances, which will be looked at on their merits, entry is at the discretion of the Principal Teacher.

Course Details

The course consists of the four modes of language that you are familiar with from S1 onwards: Reading, Writing, Talking and Listening. These are organised into two units:

*Analysis and Evaluation* (Close Reading and Listening);

Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

*Creation and Production* (Writing and Talking)

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

Assessment

The award of Higher English will be based on a combination of internal and external assessment. To gain the award, you must achieve a pass in all the internally assessed outcomes of each component unit of the course, as well as a pass in the external assessment.

External Assessment: Portfolio

The purpose of the portfolio is to provide evidence of the learner’s writing for two different purposes and audiences. The portfolio approach was a familiar and accepted method of assessment at Higher English.

Question papers:

1. ***Reading for Understanding, Analysis and Evaluation*** Learners will demonstrate their reading skills in the understanding, analysis and evaluation of two non-fiction texts.
2. ***Critical Reading***

Learners will demonstrate their critical reading skills and knowledge of appropriate literary contexts, forms and genres. Learners will select one question based on Scottish texts, from a set list. This is a new method of assessment at this level. Learners will also select one critical essay question.

Progression

Successful completion of the Higher English course opens the way to study at Advanced Higher. Higher English is also a prerequisite for most universities and for many occupations. Good communication skills will be essential, however, in most walks of life.

ENGLISH: NATIONAL 3, 4 & 5

Purpose

The Courses provide learners with the opportunity to develop skills in listening, talking, reading and writing; to develop their ability to communicate their thoughts and feelings, and respond to those of other people; and to use different media effectively for learning and communication.

The Courses also provide learners with the opportunity to develop an understanding of how language works, and use language to communicate ideas and information; to use creative and critical thinking to develop and articulate ideas and arguments; to develop critical literacy skills; and build on personal, interpersonal and team working skills.

The Courses allow students the opportunity to read, discuss, analyse and evaluate a broad range of non-fiction and fiction texts.

Recommended Entry

The National Courses provide the progression from the broad general education that all pupils experience in S1-3. Every pupil in S4 will do either National 3, 4 or 5 English.

Pupils who are reported at CfE Third Level Consolidating or beyond in S3 will have the opportunity to attain a qualification at **National 5 level**.

Pupils who are reported at CfE Second Level Secure or CfE Third Level Developing in S3 will have the opportunity to attain a qualification at **National 4 level**.

Pupils who are reported at CfE Second Level Developing or CfE Second Level Consolidating in S3 will have the opportunity to attain a qualification at **National 3 level**.

Progression

Candidates who achieve a National 3 pass in S4 could progress to National 4 in S5

Candidates who achieve a National 4 pass in S4 could progress to National 5 in S5

Candidates who achieve a National 5 pass in S4 could progress to Higher English, and Higher Media Studies, in S5

ENGLISH: NATIONAL 5

Course Details

The course consists of the four modes of language that you are familiar with from S1 onwards: Reading, Writing, Talking and Listening. These are organised into two units:

*Analysis and Evaluation* (Close Reading and Listening);

Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

*Creation and Production* (Writing and Talking)

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

Assessment

The award of National 5 English will be based on a combination of **internal and external assessment**. To gain the award, you must achieve a pass in **all the internally assessed outcomes of each component unit of the course**, as well as a pass in the external assessment.

External Assessment: Portfolio

The purpose of the portfolio is to provide evidence of the learner’s writing for two different purposes and audiences. The “folio” approach was a familiar and accepted method of assessment at Standard Grade English.

Question papers:

1. ***Reading for Understanding, Analysis and Evaluation*** Learners will demonstrate their reading skills in the understanding, analysis and evaluation of one non-fiction text.
2. ***Critical Reading***

Learners will demonstrate their critical reading skills and knowledge of appropriate literary contexts, forms and genres. Learners will select one question based on Scottish texts, from a set list. This is a new method of assessment at this level. Learners will also select one critical essay question.

ENGLISH: NATIONAL 4

Course Details

The course consists of the four modes of language that you are familiar with from S1 onwards: Reading, Writing, Talking and Listening. These are organised into two units:

*Analysis and Evaluation* (Close Reading and Listening);

Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

*Creation and Production* (Writing and Talking)

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

Assessment

The award of National 4 English will be based on successful achievement **of all of the internally assessed outcomes,** including Literacy, and the Added Value Unit.

Added Value Unit

The student will prepare an extended piece of writing, or an oral presentation of an appropriate length, on two texts chosen by the student him/herself.

For successful achievement of the outcome for this Unit, students will be required to provide evidence of:

* reading: by selecting relevant information from at least two straightforward texts
* talking or writing: by using straightforward language in a written or oral presentation
* listening: by responding appropriately to questions

The final assignment will be internally assessed by the class teacher.

Literacy

The student will demonstrate their reading, writing, talking and listening skills to the standards set out in the Literacy outcomes for each skill. These are a part of, but assessed separately to, National 4 English. The focus of Literacy work will be on analysing non-fiction, transactional texts for reading and listening, on demonstrating their skills in individual presentation and/or group discussion for the talk outcome, and on preparing straightforward word-based texts of a transactional nature for the writing outcome.

If a pupil fails to achieve the standard for the outcomes in Literacy, then they cannot achieve National 4 English.

FRENCH: HIGHER (NATIONAL 6)

Entry Requirements

The Higher French course is open to all pupils who will potentially attain an overall A pass for National 5 French. However, we would advise all pupils who attain a band 3 National 5 French and who wish to continue with French beyond S4 to discuss their choice with both their French teacher and their Guidance teacher.

The Higher French course is also open to those pupils in S6 who ‘dropped’ the subject at the end of s4 We would advise however that these pupils will undoubtedly have to quickly re-adjust to language learning having been absent from the subject for a year.

Aims

Higher French aims to develop further the student’s communicative competence in the language – both orally and in writing. The course also involves further development of the student’s ability to understand both spoken and written language.

Course Details

The course consists of 2 units:

* Understanding Language (Reading and Listening)
* Using Language (Talking and Writing )

The themes studied are the same as in National 5: Employability, Society, Learning and Culture. In order to gain a full award for the course, the student must overtake the required standard (pass!) 1 Unit assessment for each of the 4 skills (Reading, Listening, Writing, and Talking).

External Exam /100

Talking: Each student prepares a 2 minute presentation on a topic of their choice. This will be marked out of 10. There then follows a 5 minute interview with the class teacher on the same topic + 1 other topic. This part of the exam is marked out of 20. Pupils are permitted prompts to assist them with this exam.

Listening: This involves 2 texts ( as in National 5 ) played three times. A total of 20 marks are awarded for Listening. Candidates are permitted to use a dictionary.

Reading: This paper has 30 marks allocated. Students will be given 1 text written in the foreign language and must answer questions on the text in English. This part of the paper accounts for 20 marks. The extra 10 marks are for translating a small part of the text. Dictionaries are again permitted for this part of the examination.

Writing: There are 2 Writing papers , each worth 10 marks. The first paper is a Directed Writing paper where pupils have to respond to bullet points .

The second Writing paper is a short essay where pupils are asked to give their opinion on the topic covered in the Listening paper. (e.g if the Listening paper involves someone talking about life in their school, you will be asked to write a short essay about life in your own school ).

Progression (Dependant on staffing)

* Advanced Higher French - Speak to a member of department for more details.
* Languages can be easily combined with courses in Law, Business Management and Travel and Tourism.
* Languages are also invaluable for careers in Primary and Secondary teaching, Oil and Energy industry, Commerce , Catering and Hospitality.

FRENCH: NATIONAL 4 & 5

Both courses have the common elements of:

* Listening/Talking
* Reading / Writing.

The 4 contexts studied are:

SOCIETY

CULTURE

LEARNING

EMPLOYABILITY

National 5 requires more in depth study of each context and some extra topics.

National 4 has 3 mandatory units one of which is the ADDED VALUE UNIT. This takes the form of an assignment based on 2 Foreign Language texts.

National 5 has 2 mandatory units assessed internally on a pass/fail basis and an external exam at the end of the academic year.

This comprises:

* Reading/ Writing 50 marks
* Listening 20 marks
* Talk assessment 30 marks

This is a presentation followed by a naturally occurring conversation.

Entry Requirements

**National 4**

* Recommendation from class teacher based on test results and aptitude for languages in BGE in S3.
* Pupils must have studied FRENCH in S3.
* Pupils must be at least SECURE at Third level.

**Progression:**

National 5 depending on National 4 performance

**National 5**

* Recommendation from class teacher based on proven ability and aptitude for Understanding Language and Using Language.
* Pupils must have studied FRENCH in S3
* Pupils must be operating at least at the DEVELOPING stage of Fourth level.

Progression:

Higher French depending on National 5 grade.

GEOGRAPHY: ADVANCED HIGHER

Purpose

The purpose of Geography is to further develop the learner’s understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork will be essential parts of this Course, so that learners can interact with their environment. At Advanced Higher, learners will experience depth and challenge in the level of higher order skills, knowledge and understanding required.

Recommended Entry

A pass in Higher Geography

Course Details

This Course develops a range of cognitive skills and geographical skills. It encourages active learning which will include fieldwork, in the process of developing a high level of knowledge and understanding of geographical issues. Learners will acquire and apply relevant knowledge and evaluating, investigating, and analysing skills, at an appropriate level, in order to understand and explain geographical issues. By undertaking this Course, learners will develop a wide range of important and transferable skills, including the ability to carry out independent fieldwork/research, the use, interpretation, evaluation and synthesis of information from a range of sources. The ability to use a range of maps, statistical and fieldwork/research techniques to interpret, explain and analyse geographical phenomena will also be developed.

**Unit – Title, Length and Brief Description**

The course is in two units, which may run concurrently:

**Unit 1: Geographical Skills**:

In this Unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods

of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology

**Unit 2: Geographical Issues**

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

Assessment

The assessment of the Units in this Course will be as follows:

**Geographical Skills (Advanced Higher)**

In this Unit, the learner will be required to give evidence of:

* knowledge and application of a range of fieldwork methods and techniques; knowledge of, and application of, a statistical technique; producing geographical information
* knowledge and understanding of the contexts in which these geographical skills can be used
* the ability to carry out independent research on complex geographical issues

**Geographical Issues (Advanced Higher)**

In this Unit, the learner will be required to give evidence of:

* critical evaluation of viewpoints using evidence from a range of sources relating to complex, current geographical issues
* descriptions, explanations and analysis demonstrating knowledge and understanding of complex geographical issues

**Course Assessment**

This will be assessed through a combination of a question paper and a project. The question paper will require demonstration of knowledge, understanding and skills accumulated from across the Course. The project will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

**Course Assessment Structure**

Component 1 — question paper 50 marks

Component 2 — project: folio 100 marks

This is divided into two sections:

* Folio Section A: Geographical Study — a report on geographical research (70 marks)
* Folio Section B: Geographical Issue — an essay which critically evaluates an issue from a geographical perspective (30 marks)

Total marks 150 marks

Progression

The Advanced Higher Geography Course is recognised as an entry qualification to employment, training, further and higher education. Relevant degree level programmes can include science, geology and social science. This Course, with its wide range of transferable skills, provides preparation for a diverse range of occupations and careers, such as town and transport planning, chartered surveying, renewable energy, land and water management, environmental consultancy, development, tourism, conservation, demography, housing and social welfare.

GEOGRAPHY: HIGHER

Purpose

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this Course is to develop the learner’s understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

Through the successful completion of this Course, learners will develop a range of important and transferrable skills including: using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork. Learners will have the opportunity to develop an awareness of a range of geographical information systems through ICT or alternative means.

Recommended Entry

This is at the discretion of the Principal Teacher but pupils would normally be expected to have gained one of the following:

* A good National 5 pass (A or B) in Geography or in another social subject.
* A Higher in another social subject.
* Ideally pupils will have achieved a good pass in English at National 5 and also be studying Higher English

Course Details

The course is divided into three units: Physical Environments, Human Environments and Environmental Interactions. Within the first two units there is a range of geographical skills techniques that include fieldwork, analysis and presentation. Ordnance Survey maps work is an essential part of the course.

Unit – Title, Length and Brief Description

**Unit 1 Physical Environments:**

Learners will develop mapping skills in geographical contexts. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: atmosphere, hydrosphere (hydrological cycle and hydrographs), lithosphere (coasts and glaciation) and biosphere (soils). Personalisation and choice is possible through case studies and areas chosen for study.

**Unit 2 Human Environments:**

Learners will develop research skills in geographical contexts. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries. Key topics include: population (taking a census, consequences of youthful and ageing populations, migration), rural land use change and management (semi- arid areas of Africa), urban change and management (in the developed and developing world). Personalisation and choice is possible through contexts chosen as case studies.

**Unit 3 Global issues:**

Learners will develop skills of numerical and graphical analysis in geographical contexts. Learners will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues Key topics will include two from: **river basin management, development and health, global climate change**, trade, aid and geopolitics, energy. Personalisation and choice is possible through the issues selected for study.

Assessment

Unit Assessment

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners’ ability to use a range of geographical skills, techniques and sources in addition to demonstrating knowledge and understanding.

Course Assessment

Component 1 – Question Paper (60 marks)

Component 2 – Controlled Assessment Assignment (30 marks)

The assignment will give pupils an opportunity to demonstrate the following skills, knowledge and understanding:

* Research an appropriate geographic/environmental topic
* Process the information gathered, using two skills/techniques
* Show knowledge and understanding of the topic or issue studied
* Present a reasoned and well – developed conclusion, supported by evidence

Progression

Geography Higher is excellent preparation for University and the development of investigative and critical thinking skills. If you are successful in the Higher course you could progress to a Higher course in another social subject. A Higher in Geography can be counted as a Science or Arts subject on UCAS forms.

A successful performance in this Higher will allow you to do Advanced Higher Geography in sixth year, which is very well suited to a wide range of University courses both in skills and content.

GEOGRAPHY: NATIONAL 4 & 5

Purpose

The purpose of this course is to develop further knowledge and understanding of a range of geographical methods and techniques, concepts and key ideas. We hope that a range of interesting themes will be covered, and that students will learn important skills such as investigating, evaluating and problem solving.

Recommended Entry

Students would be expected to have completed a Social Studies Course (Geography, History or Modern Studies) in S3. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher.

Course Details

The focus of the course will be on the development of geographic skills and techniques in the context of physical and human environments and global issues Pupils will develop knowledge and understanding of the processes and interactions in these contexts.

Units Covered:

**Physical Environments unit**

Key topics will include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Pupils will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland and coastlines of erosion and deposition; or rivers and their valleys and upland limestone.

**Human Environments unit**

Pupils will study and compare developed and developing countries drawn from a global context. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes in the developed and developing countries of the world.

**Global Issues unit**

The focus will be on the use of numerical and graphical information in the context of global issues. Pupils will develop knowledge and understanding of significant global geographical issues. Two key topics will be chosen from the following: **climate change and sustainability; the impact of world climates; environmental hazards**; trade and globalisation; and **development and health**. Pupils will study major global issues and the strategies adopted to manage these.

Assessment

**Unit Assessment (National 4 and 5)**

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners’ ability to use a range of geographical skills, techniques and sources in addition to demonstrating knowledge and understanding.

**Course Assessment (National 4 only)**

Added Value Unit – Geography Assignment - In this unit, pupils will choose an issue for personal study drawn from physical environments, human environments or global issues contexts. They will research their issue and communicate their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the knowledge, understanding and skills acquired in the other three units of the course.

Course Assessment (National 5 only)

Component 1 – Question Paper (75% of the total mark)

Component 2 – Controlled Assessment Assignment (25% of the total mark)

The assignment will give pupils an opportunity to demonstrate the following skills, knowledge and understanding:

* Research an appropriate geographic/environmental topic
* Process the information gathered, using two skills/techniques
* Show knowledge and understanding of the topic or issue studied
* Present a reasoned and well – developed conclusion, supported by evidence

Progression

The **National 4** Course or its Units may provide progression to –

* National 5 Geography Course or its Units
* National 5 Environmental Science Course or its Units (where available)
* further study, employment and/or training

The **National 5** Course or its Units may provide progression to –

* Higher Geography Course or its Units
* Higher Environmental Science Course or its Units (where available)
* further study, employment and/or training

GRAPHIC COMMUNICATION: HIGHER

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 thus expanding their visual literacy.

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

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

Recommended Entry

Whilst it is important that you discuss your choice with a member of the Technical

Department, you will be expected to have attained National 5 Graphic Communication at Grade B or above. Pupils who gain a Grade C will only be allowed to take the course at the discretion of the Faculty Head.

Course Structure

Units

2D Graphic Communication

* Produce and interpret 2D orthographic sketches and drawings
* Produce 2D computer-aided designed/draughted production drawings
* Produce preliminary 2D designs and illustrations for a multi-page promotional document
* Create a multi-page 2D promotional publication and a project set of promotional publications

3D and Pictorial Graphic Communication

* Produce and interpret pictorial sketches and drawings
* Produce 3D computer-aided designed/draughted models and associated production drawings
* Produce pictorial and 3D illustrations of geometric forms and everyday objects
* Plan and produce pictorial and/or 3D models for promotional purposes

Course Assessment

**Question Paper** (70 marks – 2 hour paper)

The purpose of the question paper is to assess learners’ skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

The question paper will give learners an opportunity to use their graphic communication skills, knowledge and understanding demonstrate the skills listed above for each unit.

**Assignment** (70 Marks – practical task)

Pupils will be expected to complete the following elements:

* Analysis and research
* Preliminary graphics
* Production drawings and CAD models
* Promotional documents or publication
* Evidence will be in the form of a graphic communication assignment folio

Progression

Advanced Higher; a National Certificate group programme in Engineering Construction or Graphic Design; a Degree or HND/ HNC programme. Employment in engineering/construction.

GRAPHIC COMMUNICATION: NATIONAL 4/5

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 thus expanding their visual literacy.

The aims of the Course are to enable learners to:

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

Course Structure:

Units

2D Graphic Communication

* Produce and interpret 2D sketches and drawings
* Produce preliminary 2D colour designs and illustrations for single-page promotional displays
* Create 2D promotional graphic layouts

3D and Pictorial Graphic Communication

* Produce and interpret pictorial sketches, pictorial drawings and 3D models
* Produce pictorial and 3D colour illustrations
* Create pictorial or 3D promotional displays

Course Assessment

**Question Paper**

The purpose of the question paper is to assess learners’ skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

The question paper will give learners an opportunity to use their graphic communication skills, knowledge and understanding demonstrate the skills listed above for each unit.

**Assignment**

Marks will be awarded for:

* Analysing and researching the graphic brief
* Effective and correct application of skills in:
* preliminary graphics
* production drawings
* promotional graphics and illustrations
* Evaluation
* Evidence should include a graphic communication assignment folio

Progression

Pupils who pass National 5 Graphic Communication at a B or better would be able to tackle Higher Graphic Communication. Pupils who managed to gain a C pass would be allowed to progress to the Higher at the Faculty Heads discretion.

HISTORY: HIGHER

Purpose

Higher History widens your knowledge of key historical developments and helps you to develop skills of reporting, communicating, evaluating and investigating.

Recommended Entry

This is at the discretion of the Principal Teacher but pupils would normally be expected to have gained one of the following:

* A good National 5 pass (A or B) in History or in another social subject.
* A Higher in another social subject.
* Ideally pupils will also be studying Higher English as the ability to write fluently is of key importance

Course Details

Historical Study: Scottish and British - **“Britain 1851 - 1951”**

Topics include the problems of poverty in the early twentieth century, the Liberal reforms and the formation of the welfare state. We investigate the Post War Labour Government; assess how democratic the county was as well as the changing nature of society at this time.

Historical Study: European and the World - **“USA, 1919 - 1968”**

A study of the USA in the twentieth century: the multi-ethnic character of American society is examined by looking at the conditions faced by the Black population and immigrants to the USA, economic issues such as the Wall Street Crash and the Great Depression and the expansion of the federal government under the New Deal of the 1930s.

Historical Study: Scottish History – **“Migration and Empire: 1830-1939”**

In this unit you will explore the significance of Scotland’s involvement in the Empire in the development of the Scottish identity. We investigate reasons for the internal and external migration of Scots, the experience of a multitude of immigrant groups who came to Scotland, the impact the emigrating Scots had on the British Empire and finally, we look at the overall impact that immigration and the Empire had on Scotland.

Course Assessment

* All units must be completed and unit assessments passed in order to gain a course award.
* You will also sit an external examination comprising of source and essay based questions.
* An essay on a chosen area of the course work must be prepared and written in supervised class time. This will be marked externally.
* All unit assessments and the external examination must be passed before a grade is awarded at this level.

Progression

After Higher History you may choose to complete Advanced Higher. This course is a useful qualification for higher and further education in such subjects as history, archaeology, politics, international relations, philosophy or any social science course.

HISTORY: NATIONAL 4 & 5

Purpose

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

Recommended Entry

Students would be expected to have completed a Social Studies Course (Geography, History or Modern Studies) in S3. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher.

Course Details

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners will acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical events and themes.

Units covered:

Historical Study: Scottish

In this Unit, learners will develop techniques to comment on historical sources. Events and themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Historical Study: British

In this Unit, learners will develop techniques to comment on the impact of a historical development. Events and themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Historical Study: European and World

In this Unit, learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Assessment

Unit Assessment (National 4 and 5)

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners’ ability to use a range of literacy skills such as describing, explaining and analysing information, in addition to source handling skills and demonstrating knowledge and understanding.

Course Assessment (National 4 only)

Added Value Unit: History Assignment

In this Unit, learners will exercise choice in selecting a topic for personal study drawn from Scottish, British or European and world contexts. They will research their chosen topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of historical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other Units of the Course.

Course Assessment (National 5 only)

Component 1 – Question Paper (75% of the total mark)

Component 2 – Controlled Assessment Assignment (25% of the total mark)

The assignment will give pupils an opportunity to demonstrate the following skills, knowledge and understanding:

* Research an appropriate historical question
* Collect relevant evidence from at least two sources of information
* Draw on knowledge and understanding to explain and analyse the causes and/or impact of the historical topic or question
* Present a reasoned and well – developed conclusion, supported by evidence

Progression

The National 4 Course or its Units may provide progression to –

* National 5 History Course or its Units
* further study, employment and/or training

The National 5 Course or its Units may provide progression to –

* Higher History Course or its Units
* further study, employment and/or training

HOSPITALITY COOKERY COURSE: NATIONAL 5

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately in employment.

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene learners will have the ability to follow safe and hygienic practices in all cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

**The course is made up of 3 mandatory units and a course assessment.**

Cookery Skills, Techniques and Processes (National 5)

In this Unit, learners will be required to provide evidence of their:

* cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes
* ability to work safely and hygienically

Understanding and Using Ingredients (National 5)

In this Unit, learners will be required to provide evidence of their ability to:

* apply their understanding of a range of ingredients
* select appropriate ingredients and use them in the preparation of dishes
* work safely and hygienically

Organisational Skills for Cooking (National 5)

In this Unit, learners will be required to provide evidence of their ability to:

* plan a two-course meal
* follow recipes and implement a time plan to produce a two-course meal
* carry out an evaluation of the meal
* work safely and hygienically

**Course Assessment**

The course assessment allows pupils to demonstrate their skills from all units and is used as evidence for their course outcome. Externally set by SQA, assessed within school. The activity will require learners to plan, prepare and cook a three course meal to a given specification. Pupils will also be required to sit a question paper which will be externally marked by the SQA.

Homework

Homework will vary in its structure. It will involve increasing knowledge and skills in a variety of forms e.g. finding information on the internet, practising practical skills.

Recommended entry

Learners would normally be expected to be secure in the third level experiences and outcomes for Health and Wellbeing (Food and Health) or Technologies, completed National 4 Hospitality: Practical Cookery, or at the discretion of the subject specialists.

Progression

This course opens up a range of progression routes-both vertical and lateral-to further and higher education, including other National Qualifications, Skills for Work Courses, Scottish Vocational Qualifications, Higher National Certificates, Higher National Diplomas and degrees in hospitality –related subjects.

Cost

Pupils make a wide variety of dishes (2-4 servings) using fresh produce to meet the requirements of the units. The cost helps to cover ingredients used such as chicken, fish, meat, fresh fruit and vegetables. The approximate cost for the ingredients this year will be £60.

HOSPITALITY COOKERY COURSE: NATIONAL 4

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately in employment.

The Course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene learners will have the ability to follow safe and hygienic practices in all cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

**This course would also be suitable for S6 pupils interested in improving their skills in cookery. The course can be partially or wholly covered and assessments may not necessarily be completed.**

**4 units make up this course.**

Cookery Skills, Techniques and Processes (National 4)

In this Unit, learners will be required to provide evidence of their:

* cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes
* ability to work safely and hygienically

**Understanding and Using Ingredients (National 4)**

In this Unit, learners will be required to provide evidence of their ability to:

* apply their understanding of a range of ingredients
* select appropriate ingredients and use them in the preparation of dishes
* work safely and hygienically

**Organisational Skills for Cooking (National 4)**

In this Unit, learners will be required to provide evidence of their ability to:

* follow recipes and implement a time plan to produce dishes
* carry out an evaluation of the dishes
* work safely and hygienically

**Added Value Unit** to demonstrate pupils’ skills from all units and used as evidence for their course outcome. The activity brief will require learners to prepare and cook a two course meal to a given specification.

Assessment

All units are internally set and assessed by the school.

Award

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

National 4 Courses are assessed by pass/ fail and are not graded.

Homework

Homework will vary in its structure. It will involve increasing knowledge and skills in a variety of forms e.g. finding information on the internet, practising practical skills.

Recommended entry

Learners would normally be expected to be developing at third level experiences and outcomes for Health and Wellbeing (Food and Health) or Technologies

Progression

This course allows pupils to progress to:

* Hospitality: Practical Cookery National 5
* Textile Technology National 4 and 5 levels
* Hospitality: Practical Cake Baking & Finishing National 5

Cost

Pupils make a wide variety of dishes (2-4 servings) using fresh produce to meet the requirements of the units. The cost helps to cover ingredients used such as chicken, fish, meat, fresh fruit and vegetables. The approximate cost for ingredients this year will be £50.

MATHEMATICS: ADVANCED HIGHER

Purpose

Learners will develop skills in selecting and applying complex mathematical techniques in a variety of situations requiring knowledge of mathematics. These skills will enable progression to further learning and to employment. The abstract content of the Course will greatly benefit students who wish to pursue a career in pure mathematics and the more practical aspects of the Course will benefit those intending to study any of the many courses which utilise mathematics.

**Recommended Entry**

Students should have attained at least a grade B for Higher Mathematics.

**Support**

Additional support will also be provided through the Maths Homework Club which usually runs during Thursday lunchtime each week.

Students will have access to SCHOLAR and can use MyMaths for much of the course.

**Unit - Title, Length and Brief Description**

*Methods in Algebra and Calculus*

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*

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*

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**

Successful completion of this course may lead to HNC/HND/Degree, and employment in:

Science & Mathematics Finance

Computing & ICT Engineering

Construction Health and Medicine

Manufacturing Industries Transport and Distribution

MATHEMATICS: HIGHER

**Purpose**

Learners will develop skills in selecting and applying mathematical techniques in a variety of mathematical situations. These skills will enable progression to further learning and to employment. Learners will experience in-depth study of the ways in which mathematics describes our world, and become skilled in interpreting, analysing, communicating and managing information in mathematical form.

**Recommended Entry**

Students should have gained at least a grade B for National 5 Mathematics.

**Support**

Additional support will also be provided through the Maths Homework Club which usually runs during Thursday lunchtime each week.

Students will have access to SCHOLAR and can use MyMaths for much of the course.

**Unit - Title, Length and Brief Description**

*Mathematics: Expressions and Functions*

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*

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*

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 either the qualification as a general or specific entry requirement for mathematics, engineering, or science HNC/D or degree courses.

MATHEMATICS: National 5

**Purpose**

The aim of this course is to build upon and extend students’ mathematical learning in the areas of algebra, geometry and trigonometry. The course will provide an experience broadly equivalent in difficulty to Standard Grade Credit and Intermediate 2 level. The course consists of three units: Expressions and Formulae, Relationships and Applications. There is also an external exam at the end of the academic year. Students may also be asked to sit the National 5 Numeracy unit assessment.

**Recommended Entry**

S5/6 Students should have gained a pass for National 4 Mathematics and have begun gathering evidence for the National 5 Mathematics: Applications unit.

**Support**

Additional support will also be provided through the Maths Homework Club which usually runs during Thursday lunchtime each week.

Students will have access to SCHOLAR and can use MyMaths for much of the course.

**Unit - Title, Length and Brief Description**

*Expressions and Formulae*

Learners will develop the knowledge and skills that involve the representation of ideas in symbolic form and the straightforward manipulation of abstract terms: use numerical skills linked to expressions and formulae; use algebraic skills linked to expressions and formulae; use geometric skills linked to expressions and formulae; use mathematical reasoning skills linked to expressions and formulae.

*Relationships*

Learners will develop knowledge and skills which involve relationships in mathematics: use algebraic skills linked to linear relationships; use algebraic skills linked to quadratic relationships; use geometric skills linked to relationships; use trigonometric skills linked to relationships; use mathematical reasoning skills linked to relationships.

*Applications*

Learners will develop knowledge and skills which involve applying their mathematics: use trigonometric skills linked to applications; use geometric skills linked to applications; use numerical skills linked to applications; use statistical skills linked to applications; use mathematical reasoning skills linked to applications.

**Homework**

'On going' homework, where pupils are asked to finish off any work that was not completed in class, is set on an almost daily basis. A formal homework exercise, to be submitted to the teacher, is set on a regular basis and will usually be based on past Standard Grade exam questions. There are also online homework tasks that will be set for completion on [www.MyMaths.co.uk](http://www.MyMaths.co.uk) – each pupil will be issued with login details (which parents can also use to check performance). Internet facilities will be made available to pupils at lunchtimes each week.

**Assessment**

Pupils will sit assessments throughout S3 which will be used to determine the level of exams that they will be presented for in S4. Throughout S4 pupils will sit the unit assessments required to obtain a pass. At the end of S4, the whole course is assessed with an external exam.

**Progression**

Pupils may progress to different levels of courses throughout 3rd, 4th and 5th year depending on their performance at the level they are initial set at. Mathematics (National 5) leads to Higher.

MATHEMATICS: National 5 Lifeskills

**Purpose**

The Course aims to:

♦ motivate and challenge learners by enabling them to select and apply mathematical techniques to tackle a range of real-life problems and situations

♦ develop the ability to analyse a range of real-life problems or situations with some complex features involving mathematics

♦ develop confidence and independence 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, make informed decisions

♦ develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information

♦ communicate mathematical information in a variety of forms

♦ develop the ability to think creatively and in abstract ways.

**Recommended Entry**

S4/5/6 Students should have gained a pass for National 4 Mathematics and have begun gathering evidence for the National 5 Mathematics: Numeracy unit.

**Support**

Additional support will also be provided through the Maths Homework Club which usually runs during Thursday lunchtime each week.

Students will have access to SCHOLAR and can use MyMaths for much of the course.

**Unit - Title, Length and Brief Description**

Lifeskills 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.

Lifeskills Mathematics: Geometry and Measures

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.

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.

**Homework**

'On going' homework, where pupils are asked to finish off any work that was not completed in class, is set on an almost daily basis. A formal homework exercise, to be submitted to the teacher, is set on a regular basis and will usually be based on past Standard Grade exam questions. There are also online homework tasks that will be set for completion on [www.MyMaths.co.uk](http://www.MyMaths.co.uk) – each pupil will be issued with login details (which parents can also use to check performance). Internet facilities will be made available to pupils at lunchtimes each week.

**Assessment**

Pupils will sit assessments throughout the year to gather evidence for the required units (see above). At the end of the year, the whole course is assessed with an external exam.

**Progression**

If pupils pass National 5 Lifeskills Mathematics then they can go on to do National 5 Mathematics.

MATHEMATICS: National 4

**Purpose**

The aim of this course is to build upon and extend students’ mathematical learning in the areas of algebra, geometry and trigonometry. The course will provide an experience broadly equivalent in difficulty to Standard Grade General and Intermediate 1 level. The course consists of three units: Expressions and Formulae, Relationships and Numeracy. There is also an internal Added Value Exam at the end of the course.

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained a Standard Grade Foundation award, A pass at Access 3, are secure at 3rd Level Mathematics (from S1/2) or equivalent.

**Support**

Additional support will also be provided through the Maths Homework Club which usually runs during Thursday lunchtime each week.

Students will have access to MyMaths for much of the course.

**Unit - Title, Length and Brief Description**

*Numeracy*

Learners will develop numerical skills in number processes and information handling in order to solve problems and to make informed decisions. These skills will be developed in contexts including those of money, time and measurement.

*Expressions and Formulae*

Learners will develop the knowledge and skills that involve the representation of ideas in symbolic form and the straightforward manipulation of abstract terms. This will include simplification of expressions and evaluation of formulae covering aspects of algebra and geometry. Learners will apply operational and reasoning skills in contexts, including those taken from life and work.

*Relationships*

Learners will develop knowledge and skills which involve relationships in mathematics. Learners will work with straightforward relationships in algebra, geometry, trigonometry and statistics. They will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions. Learners will apply operational and reasoning skills in contexts, including those taken from life and work.

**Homework**

'On going' homework, where pupils are asked to finish off any work that was not completed in class, is set on an almost daily basis. A formal homework exercise, to be submitted to the teacher, is set on a regular basis and will usually be based on past Standard Grade exam questions. There are also online homework tasks that will be set for completion on [www.MyMaths.co.uk](http://www.MyMaths.co.uk) – each pupil will be issued with login details (which parents can also use to check performance). Internet facilities will be made available to pupils at lunchtimes each week.

**Assessment**

Pupils will sit assessments throughout S3 which will be used to determine the level of exams that they will be presented for in S4. Each unit is assessed internally. To test the whole course students will sit an end of course Added Value Exam. To receive an award in National 4 Mathematics students must achieve all the component units and pass the Added Value Exam.

**Progression**

Pupils may progress to different levels of courses throughout 3rd, 4th and 5th year depending on their performance at the level they are initial set. A pass at Mathematics (National 4) and evidence gathered for some of the National 5 Mathematics: Applications unit leads to Mathematics (National 5).

MATHEMATICS: National 3 Lifeskills Mathematics

**Purpose**

The aim of this course is to build upon and extend students’ mathematical learning in the areas of arithmetic, money, data handling, shape and measurement. The course will provide an experience broadly equivalent in difficulty to Standard Grade Foundation and Access 3 level. The course consists of three units: Numeracy, Managing Money & Data and Shape, Space & Measurement.

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have been secure at 2nd Level Mathematics in S1/2 or equivalent.

**Support**

Additional support will also be provided through the Maths Homework Club which usually runs during Thursday lunchtime each week.

Students will have access to MyMaths for much of the course.

**Unit - Title, Length and Brief Description**

*Numeracy*

Learners who successfully complete this Unit will be able to: use numerical skills to solve simple, real-life problems involving money/time/measurement; interpret graphical data, and situations involving probability to solve simple, real-life problems involving money/time/measurement.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

*Managing Money & Data*

Learners who successfully complete this Unit will be able to: manage money in basic real-life contexts; manage data in basic real-life contexts.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

*Shape, Space & Measurement*

Learners who successfully complete this Unit will be able to: use shape and space in basic real-life contexts; use measures in basic real-life contexts.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

**Homework**

'On going' homework, where pupils are asked to finish off any work that was not completed in class, is set on an almost daily basis. A formal homework exercise, to be submitted to the teacher, is set on a regular basis and will usually be based on past Standard Grade exam questions. There are also online homework tasks that will be set for completion on [www.MyMaths.co.uk](http://www.MyMaths.co.uk) – each pupil will be issued with login details (which parents can also use to check performance). Internet facilities will be made available to pupils at lunchtimes each week.

**Assessment**

Pupils will sit assessments throughout S3 which will be used to determine the level of exams that they will be presented for in S4. Throughout S4 pupils will sit the unit assessments required to obtain a pass. Each unit is assessed internally. To receive an award in National 3 Mathematics students must achieve a pass for all the component units.

**Progression**

Pupils may progress to different levels of courses throughout 3rd, 4th and 5th year depending on their performance at the level they are initial set. A pass at National 3Lifesills Mathematics and passing the National 4 Mathematics Numeracy unit leads to National 4 Mathematics.

MEDIA: HIGHER/N5

# Purpose

Media Studies looks at the way in which we see the world is "mediated" - through film, television, newspapers, the internet etc. In a one-year “crash” course it is not possible to do justice to a wide range of media and so the course will be limited to **the moving image** (film and television drama). The course combines theoretical analysis and study of the media with practical production skills.

# Recommended Entry

As Media Studies is not taught formally as a separate subject in S1 - 4, students will have to make an effort to learn in one year what might be learned over several years in another subject. This involves a fair amount of reading and writing as well as viewing.

Those who have studied media language as part of English courses will be at an advantage. For those wanting to do Higher Media, a **Grade C in National 5 English** will be required.

In order to reach the required standard in the limited time available, you will be expected to work on your own over the summer holidays with a booklet on the language of the moving image. **Entry is at the discretion of the Principal Teacher.**

# Course Details

In the study of the media, different media products are referred to as “texts”. The course will be based on the "key concepts" of Media Studies (Categories, Languages, Narrative, Representation, Audience and Institutions) and involve the study of both fictional texts (such as a feature film and TV drama) and non-fictional texts. As part of the production assignment, you will make an advert for an audience of your peers.

# Assessment

The Course assessment will consist of two Components: a question paper and an assignment worth 50% each. The question paper will have one Section. The assignment will have two sections.

The purpose of this question paper is to assess the learner’s ability to apply knowledge and understanding by analysing media content in context. The purpose of the assignment is to assess the learner’s ability to apply the skills, knowledge and understanding acquired throughout the Course in a production of media content. For those who do not look as if they are achieving the required standard by the Estimates, National 5 is available.

# Progression

Nowadays, most universities and further education colleges study film and the media and this course would be a good introduction. Furthermore, since the media is such an essential aspect of modern life, this course should give you some insight into the media that you use every day.

MODERN STUDIES: ADVANCED HIGHER

Purpose

The purpose of this course is to provide opportunities for students to develop further their knowledge and understanding of political, social and international issues and the theories underpinning them and to promote the development of the critical skills of analysis and evaluating. The course is concerned with the detailed study of contemporary society and is structured to provide ample opportunity for individual and independent study.

Recommended Entry

You will need an A or B in Higher Modern Studies but in some cases, and at the discretion of the Principal Teacher, a C may be acceptable. There will be a considerable amount of individual work, which will require a high degree of self -motivation and effort.

Course Details

Students at Bridge of Don Academy will study to following study theme:

Social Issues and Research Methods — Law and Order

Students are expected to study two of the following three contexts: understanding the criminal justice system, understanding criminal behaviour and responses by society to crime.

The **Research Methods** element of the course requires students to investigate various research methods, research methodology and related moral and ethical issues.

The course involves a considerable amount of individual reading and personal research using resources in the department, the school library and the Sir Duncan Rice Library the University of Aberdeen. In addition the creation and use of primary sources such as interviews, questionnaires and attitude surveys will be encouraged. Teaching will be done mainly through a system of tutorials and group discussions.

Assessment

For the internal assessment students have to demonstrate that they have followed acceptable academic research methods in the planning and execution of their dissertation and that they are aware of the limitations of their particular research methods. For the course award there is a formal exam and a 4-5000 word dissertation both of which are marked externally.

Progression

This is excellent preparation for study at University in any discipline. It will be particularly useful for those of you going on to take a degree in Political Studies, International Relations, Modern History, Law, Sociology, Economics or any other humanities or social science course. Students may also progress to employment in local government or social science related work.

MODERN STUDIES: HIGHER

Purpose

The purpose of this course is to develop your knowledge and understanding of political, social and international issues and to promote the development of the critical skills of analysis, synthesis, evaluating and decision-making. Using the skills of the political and social scientist you will analyse issues and arrive at conclusions through an objective and critical examination of the world today. If you are interested in world events then you will enjoy this subject.

Recommended Entry

While entry is at the discretion of the Principal Teacher, students would normally be expected to have attained a ‘good pass’ (A or B) at National 5 in Modern Studies or another social subject or a Higher in another social subject. Pupils should also have a good National pass or Higher Pass in English.

Course Details

There are three units of study which are divided into separate topics as follows:

|  |  |  |
| --- | --- | --- |
| **Unit I**  Political Issues in the UK  Decision Making in Central Government  The Electoral System, voting and political attitudes | Unit II  Social Issues in the UK  Wealth and Health Inequalities in the UK – the cause and effect of poverty and ill health, distribution of wealth and case studies of women and ethnic minorities | Unit III  International Issues  The USA as a World Power will be studied |

There will also be an Assignment for which you will be able to research a topic in which you have a good interest from a wide range of Modern Studies topics studied.

Assessment

There will be assessment throughout the course.

The Assignment will be assessed as a formal examination with the aid of information gathered as a result of your research.

There will also be an external Examination Paper which assesses both the knowledge and understanding of topics studied and skills learned.

Progression

Modern Studies Higher is excellent preparation for University and the development of management skills. If you are successful in the Higher course you could progress to Advanced Higher Modern Studies or to a Higher course in another social subject. Alternatively you 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 Law, Law and Government, Politics, Sociology and International Relations or in Public Administration. You could also progress to employment in local government or social science related work.

MODERN STUDIES: NATIONAL 4 & 5

Purpose

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop the learner’s knowledge and understanding of contemporary political and social issues.  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

S4, 5 and 6 classes will sit the new National 4 and 5 Modern Studies. Students would be expected to have completed a Social Studies Course (Geography, History or Modern Studies) in S3. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher.

Course Details

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

Units covered

*Unit 1: Democracy in Scotland and the UK*

In this Unit, learners will develop skills by using sources of information in order to detect and explain examples of exaggeration and selectivity in the use of facts. Learners will develop a detailed knowledge and understanding of democracy in Scotland and the United Kingdom. They will develop a knowledge and understanding of the UK political structure including the place of Scotland within this and the debates around this arrangement. Learners will then have a choice of contexts for study which will be drawn from **either** the Scottish political system **or** the UK political system.

*Unit 2: Crime and the Law in Scotland and the UK.*

In the crime and the law context, learners will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

*Unit 3: The study of a world power such as The USA*

In this study students will learn about current socio-economic issues within the USA and it’s political processes. Socio-economic issues such as employment, income, migration, housing, health, education, crime and the law. The study will focus on the nature and causes of the issue and attempts to address the issue. Political systems: rights and responsibilities in the political system, opportunities for (and limits to) participation in the political system, the representation of citizens in the political system. The impact of the USA on other countries. There will be an evaluation of the success of the USA in tackling a key socio-economic issue (for example healthcare provision).

Assessment

Unit Assessment (National 4 and 5)

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners’ ability to use a range of skills, techniques and sources in addition to demonstrating knowledge and understanding.

Course Assessment (National 4 only)

Added Value Unit – Modern Studies Assignment - In this Unit, learners will choose an issue for personal study drawn from modern studies contexts. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

Course Assessment (National 5 only)

Component 1 – Question Paper (75% of the total mark)

Component 2 – Controlled Assessment Assignment ` (25% of the total mark)

The assignment will give pupils an opportunity to demonstrate the following skills, knowledge and understanding:

* Research an appropriate Modern Studies topic
* Evaluating the effectiveness of two research methods used, commenting on their strengths and weaknesses where appropriate
* Drawing on knowledge and understanding to explain and analyse key features of the topic or issue
* Present a reasoned and well – developed conclusion, supported by evidence

Progression

The National 4 Course or its Units may provide progression to -

* National 5 Modern Studies Course or its Units
* further study, employment and/or training

The National 5 Course or its Units may provide progression to -

* Higher Modern Studies Course or its Units
* further study, employment and/or training

MUSIC: ADVANCED HIGHER

Purpose

To provide experience in performing, composing and listening.

Designed to serve the needs of those wishing to follow a career in music or to pursue a leisure interest in music.

Recommended entry

Higher music at level A or B. Candidates must also be Grade five standard on two instruments.

Course details

All candidates must undertake these units

* Music : Composing
* Music : Listening
* Music : performing

Composing

Candidates must experiment using a variety of compositional techniques in creating compositions and/or improvisations and/or arrangements. For example - Composing a show or pop song — verse, bridge, chorus and modulation with accompaniment.

Listening

Candidates will listen to a variety of music and be aware of a range of musical and stylistic concepts. They will analyse musical works and composers’ use of music concepts and factors influencing the development of their music

Performing

To perform on two instruments, both Grade five standard for a total of 20 Minutes.

Assessment

To gain the award of the course, the student must pass all the unit assessments as well as the external assessment.

Progression

Students who achieve Advanced Higher Music might progress to:

* Degree courses in Music
* HNC or HND courses in Music
* Other degree and higher education courses which use Advanced Higher Music as a general entry qualification.
* To employment

MUSIC: HIGHER

**Purpose**

To provide experience in: Solo and/or Group Performing, Composition and Listening

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained National 5 Music

Course Details

**Music with performing**

* COMPOSING - In this Unit, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.
* PERFORMING – The performance will have 60 marks (60% of the total marks available for the course assessment) it will last a total of 12 minutes. Each instrument/voice will be marked out of 30.
* The performance time on either of the two selected instruments must be a minimum of 4 minutes within the overall 12 minute programme. In the performance, learners will perform a minimum of two contrasting pieces of music on each of the two selected instruments. All pieces must be of Grade four standard or above.
* UNDERSTANDING MUSIC – The question paper will assess knowledge and understanding of music, music concepts and musical literacy from across the course. It will be worth 40 marks (40% of the total marks available for the course assessment)

**Aims of the course**

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

**Progression**

Students who achieve Higher Music might progress to:

* Advanced Higher in Music
* Degree courses in Music
* HNC or HND courses in Music
* Degree and higher education courses, which use Higher Music as a general entry qualification.

MUSIC: NATIONAL 4 & 5

Introduction

Music has always played an important part in people's lives. It embraces all cultures and provides a means of communication which we can all understand. As a subject within the curriculum it can provide the pupil, not only with the means and opportunity to develop skills which are specifically musical, but enhance the work undertaken in all other subject areas.

Recommended entry

Pupils are required to play two instruments and Instrumental tuition on at least one is preferable.

**Course Details**

In music there are 3 distinct activities involving 4 elements of study. The first of these activities is Performance in which the pupils are required to play two contrasting instruments. Both instruments are externally assessed by a visiting examiner and the pupils must play a total of 8 minutes.

These instruments may be chosen from 2 of the following categories:

Accordion Harp/Clarsach

Bass guitar Keyboard (Piano, Electronic Keyboard, Organ)

Bagpipes/Chanter Strings (including Scottish Fiddle)

Brass or Brass Band Instruments) Tuned Percussion (Xylophone/Glockenspiel)

Drum kit/Timpani/Snare Drum Voice

Guitar Woodwind (including Recorder)

The second activity is Composition and involves the pupils in creating their own musical compositions. This may include Improvisation on a given piece (like a piece of Jazz), arranging a song for a group of musicians or composing an original piece of music.

The third activity is Listening and includes the study of both live and recorded music. In this activity pupils learn how to recognise by sound the many different aspects of music. This may include the recognition of instruments, how a piece is constructed, its style or even its composer.

Throughout the year, there are units of work which incorporate all the elements of the course, but the main emphasis is on practical music-making. A particular study is made of music of the 20th Century, and up to the present day, including Jazz, Blues and Rock. Also featured is a study of the music of Scotland.

**Homework**

There is not a great deal of homework, but pupils may be asked to complete any written work begun in class. Practice on solo instruments will be expected and Study Support groups exist for those pupils who need extra help.

**Assessment**

Solo performance is externally assessed by a visiting examiner and Listening by external examination. Composition is internally assessed with external moderation. In each of the elements pupils are encouraged to reach their highest level of attainment.

**Progression**

Pupils who successfully complete the course at National 5 level may progress to Music Higher level.

PHYSICAL EDUCATION: HIGHER

Recommended Entry Requirements

* National 5 pass in Physical Education at grade A
* Achieved a National 5 pass in English at grade A or B.
* In S6, previous PE experience to a suitable level and in agreement with the Principal Teacher.

Course Description

The course comprises 2 mandatory units:

* Practical Skills - pupils must achieve a pass in 2 separate activities for all assessment standards.
* Factors impacting on Performance - Pupils will further investigate all the factors that may impact on performance. These include physical, social and mental factors. This knowledge will be built on from the National 5 Physical Education course. Pupils are required to pass every assessment standard in this unit.

**Activities**

The following activities will be assessed throughout the course:

* Swimming (Mandatory)
* Volleyball
* Basketball

Assessment

* Performance – pupils will be assessed on their ability to plan, prepare, perform and evaluate their performance whilst performing in a challenging environment. This will be a single performance. (60% of course award)
* Question Paper – this paper allows the pupils to demonstrate their knowledge of the factors that may impact on performance whilst analysing and evaluation the performance developmental process. (40% of course award)

Homework

Homework will be issued on a weekly basis. These will be mainly written tasks but there will be occasions when other tasks are issued. There are strict deadlines for homework and these deadlines are essential to progress in Higher Physical Education.

PHYSICAL EDUCATION PRACTICAL PERFORMANCE UNIT: HIGHER/NATIONAL 5

Recommended Entry Requirements

* Pupils must have demonstrated the ability to perform in a range of activities.
* Pupils must have shown, for a sustained amount of time, the ability to take PE kit for lessons.
* Pupils ARE NOT eligible for this course if they have elected to take National 4/National 5 or Higher Physical Education
* Pupils ARE NOT ELIGIBLE for this course if they have successfully completed National 5 Physical Education Practical Skills unit.

Course Description

The course will consist of practical performance only in a variety of activities through discussion with the class teacher. Some of these may include:

* Swimming (Mandatory)
* Basketball
* Badminton
* Volleyball
* Handball
* Gymnastics
* Table Tennis

Assessment

Pupils will be required to pass two different practical activities at their relevant level.

If successful, pupils will be credited with a unit pass in Practical Skills at their relevant level.

Homework

This course is a practical only course and therefore no homework will be issued.

Career Information

Useful as qualification for:

1. PE Teaching 2. Sports Science

3. Leisure Activities/Management 4. General for Higher Education

5. Physiotherapy 6. Psychology

7. Sports Coaching 8. Working with others

9. Primary Teaching 10. Ambulance/Fire Brigade

PHYSICAL EDUCATION: NATIONAL 4/5

Purpose

The aim of the National 5 course is to develop *successful learners, confident* *individuals, responsible citizens* and *effective contributors* through Physical Education.

The course comprises of 2 mandatory units.

* Performance Skills
* Factors Impacting on Performance

## Performance Skills

Pupils will develop a range of movement and performance skills in physical activities. They will develop consistency and control, fluency of movement and body and spatial awareness. Pupils will perform across a range of activities with the specific focus being on their best two.

The course will consist of practical performance only in a variety of activities. Some of these may include:

* Swimming (Mandatory)
* Basketball
* Badminton
* Volleyball
* Handball
* Gymnastics
* Table Tennis

## Factors Impacting on Performance

The portfolio will focus on 3 main sections:

1. Understanding factors that impact on performance - Physical, Social, Mental & Emotional.
2. Planning, developing and implementing approaches to enhance personal performance.

3. Monitoring, recording and evaluating performance development.

## Course Assessment

Course assessment will consist of two components:

1. Performance – a one off practical performance. The allocation of marks will be out of 60.
2. Portfolio (National 5 only) - assessment will be out of a total of 40 marks. The allocation of marks will be for researching what factors impact on performance and also evaluating and recording performance.
3. Added Value Unit (National 4 only) – a one of performance in a selected activity. Pass or Fail only.

The final mark will be graded A – D. (National 5 only)

National 4 is a Pass or Fail.

You will be assessed through both Components, a performance and a portfolio and you will effectively perform and evaluate your performance in a physical activity and provide a supporting personal performance development plan to improve performance in the future.

The course is specifically about improving your sporting ability.

## Component 1 – Performance

The course will include a range of activities which may include basketball, badminton, swimming and football. Your best activity will be the mark that counts towards your final grade. Your mark will be decided upon your ability to plan and prepare for, effectively perform, and evaluate personal performance improvement in your best physical activity.

The Performance mark is assessed by the PE Dept.

## Component 2 – Portfolio (National 5 only)

The purpose of the portfolio is to provide evidence of the process involved in planning for personal performance development.

Evidence will be collated by the learner, with support from your teacher, on an on-going basis during the course. Learners may present this evidence in the form of a logbook, diary, development record or any other appropriate format.

The marks will be awarded for planning and implementing a personal development plan which includes

* Setting goals
* Monitoring progress on an on-going basis and adapting plans where appropriate
* Reviewing and evaluating the effectiveness of the personal performance development plan
* Identification of area(s) for future development

The portfolio will be submitted to SQA for external marking.

SQA Leadership Award Programme (SCQF 5 & 6)

Recommended Entry Requirements

Four National 5 Qualifications including English

Course Description

This Award helps learners understand the meaning of leadership. Pupils learn about the variety of different leadership styles, skills and qualities. A number of leaders are compared in an attempt to discover what makes an effective leader. The knowledge gained from this task helps pupils consider their own potential for leadership. Learners move on to using their leadership abilities in an activity of their choosing. This Award gives learners the chance to explore the relationship between leadership and teamwork. Opportunities are promoted which allow individuals to build their self-confidence and self-esteem.

Assessment

Assessment is all carried out internally and can take the form of: written records, recordings of interviews, emails, blogs, assessor record of learner responses, review sheets, diaries, log books, evaluations sheets, electronic presentations, electronic journals, photographs, and videos, etc.

There are two Units in this course:

1. Leadership: An Introduction

2. Leadership in Practice.

Homework

Homework will be regular and may take the form of research, or the planning of a future activity. Pupils may also be involved in leadership activities out with the normal school day.

Career Information

In general, the award will: build confidence in learners and in their own leadership abilities; help learners to develop leadership skills and the values necessary for working with others; help learners to see the impact they can have on others and on the success of an activity; encourage reflective learning; improve self-esteem and the self-awareness of learners in relation to the contribution they can make to society.

PHOTOGRAPHY: HIGHER

Course Outline

This course will introduce you to the creative and practical aspects involved in photography.

The course is intended to improve independence, planning and self-motivated working.

Photo shoots will sometimes be required to take place in pupils own time, so this should be considered when making course choices. You will build your own folio whilst studying fundamental aspects of photography which will involve written research and evaluations.

The course will develop your understanding of photography practices, processes and the after effects involved in photography, ensuring that you can edit and prepare your photographs effectively and creatively.

Skills You Will Learn:

* Develop knowledge and understanding of a range of photography practice.
* Analyse the impact of social and cultural influences on photographers and their work.
* Plan, develop, produce and present creative photographic work using a range of photographic media, techniques and processes.
* Communicate personal thoughts, feelings and ideas in your photographic work.
* Use creative and technical problem solving skills and be able to critically reflect on and evaluate your own work and the work of others.

Recommended entry

We would offer this course to S5 and S6 pupils only. We advise that pupils have sat and passed or are expected to pass National 5 in Art and Design and/or National 5 English. S6 pupils will be given priority depending on uptake.

Digital SLR cameras which are required for the course are available for pupils to use, however, there is a chance that you can use your own camera if it meets camera specifications for the course.

PHYSICS: ADVANCED HIGHER

Purpose

The Advanced Higher Physics Course builds on the knowledge and skills developed in Higher Physics. It uses mathematical knowledge and skills to analyse and solve problems in real-life contexts.

Through a deeper insight into the structure of the subject the Course reinforces and extends pupil knowledge and understanding of the concepts of physics and also develops skills in investigative practical work.

A considerable amount of independent study is required.

Study of Physics also develops important transferable skills such as logical thinking, problem solving, working with others, communication and computing.

Recommended Entry

Higher Physics, preferably at A or B, **and** Higher Mathematics.

Course Details

The course consists of three units: Mechanics, Electrical Phenomena, Wave Phenomena as well as a Practical Investigation:

***Mechanics: 40 hours***

Kinematics and relativistic motion, angular motion, rotational dynamics, simple harmonic motion, wave particle duality.

***Electrical Phenomena: 40 hours***

Electrical fields, electromagnetism, motion in a magnetic field, self inductance, forces of nature.

***Wave Phenomena: 20 hours***

Waves, interference, polarisation.

***Practical Investigation: 20 hours***

Help is given in the selection and carrying out of the investigation. However the investigation itself requires much independent study and application of initiative.

Assessment

To gain the Course award pupils must pass all of the Units as well as the Course assessment and submit a Practical Report. The Unit Assessments and the Practical Report are assessed in school.

In addition the Course award involves successful completion of two components:

* an external examination of 2.5 hours.
* the internal assessment of the work for the Investigation following SQA guidelines and external assessment of the Investigation Report.

Progression

An award in Advanced Higher Physics allows progression to:

* a degree or HND in Physics, Science, Mathematics, Computing, Engineering, Technology or other related fields.
* employment in Science, Mathematics, Engineering, Technology or a related area.

The study of Physics opens doors to a wide range of careers.

This includes work in a research laboratory, the design of computer games, monitoring the environment, exploration of new techniques for renewable energy, invention of life-saving medical equipment, making the latest cars the safest ever, modelling financial markets.

PHYSICS: HIGHER

Purpose

The Higher Physics Course reinforces and extends the knowledge and understanding of the concepts of physics and related problem solving skills and practical abilities acquired at National 5 by providing a deeper insight into the structure of the subject. It develops learners’ curiosity, interest and enthusiasm for physics in a range of contexts.

The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts. The course also develops important transferable skills such as logical thinking, problem solving, working with others, communication and computing.

Recommended Entry

* National 5 Physics. preferably at A or B **OR**
* Higher Biology or Higher Chemistry at A-C

**AND**

* National 5 Maths preferably at A or B. Data handling forms a significant part of the course.

Course Details

The course consists of units (3x 40 hours) plus 40 hours flexible time.

Unit - Title, Length and Brief Description

*Mechanics and Properties of Matter (H) 40 hours*Content outline: vectors, equations of motion, Newton’s second law, momentum and impulse, pressure and density, gas laws.

*Electricity and Electronics (H) 40 hours*Content outline: electric fields and resistors in circuits, alternating current and voltage, capacitance, analogue electronics.

*Radiation and Matter (H) 40 hours*Content outline: waves, refraction of light, optoelectronics and semiconductors, nuclear reactions, dosimeters and safety.

Assessment

To gain the Course award pupils must pass all of the Units as well as the Course assessment and submit a Practical Report. The Unit Assessments and the Practical Report are assessed in school. The Course assessment is externally assessed and consists of:

Component 1 — question paper 100 marks

Component 2 — assignment 20 marks

The Course assessment will provide the basis for grading attainment at levels A-D.

Although time is allowed in class for the practical write-ups and re-sits, pupils must be prepared to give up extra time to do these if necessary.

Progression

The progression routes are:

* to Advanced Higher Physics
* to another science subject at Higher level
* to a degree, HND or HNC in Physics, Science, Mathematics, Computing, Engineering, Technology or other related fields.
* to employment in Science, Mathematics, Engineering, Technology or related area.

Physics opens the doors to a wide range of careers.

This includes work in a research laboratory, the design of computer games, monitoring the environment, exploration of new techniques for renewable energy, invention of life-saving medical equipment, making the latest cars the safest ever, modelling financial markets.

PHYSICS: NATIONAL 5

Purpose

This course covers much of the theory and technology that enables the modern world to function. Physics is not maths - but it does help if you are good with numbers.

Physicists try to understand how the universe works. By better understanding the universe, they can improve our lives as well as satisfy their curiosity.

The course also develops important transferable skills such as logical thinking, problem solving, working with others, communication and computing.

Recommended Entry

The National 5 course follows on from the Physics studied throughout the BGE, particularly S3 Physics. The results of the S1-3 assessments and the S3 exam will be used to ensure pupils are placed in a course at the appropriate level.

Data handling forms a significant part of the course along with a research assignment.

Pupils are therefore also recommended to be undertaking or have achieved National 5 Maths and English.

**Course Content**

The course consists of three units:-

Waves and Radiation:   
This unit will investigate wave parameters and behaviour including use of the wave equation, observation of the Doppler effect, the electromagnetic spectrum, refraction and reflection of light, and the nature of alpha, beta and gamma radiation.  Applications of nuclear radiation, half-life calculations and nuclear safety will also be investigated.

Electricity and Energy:   
This unit will study electrical charge carriers and electric fields, practical electrical and electronic circuits, potential difference, ohms law and electrical power (enabling pupils to evaluate circuits and solve problems) specific heat capacity, enabling the pupils to carry out heat energy calculations and the gas laws and kinetic model.

Dynamics and Space:   
Pupils will study vectors and scalars, specifically displacement and velocity; they will learn to interpret velocity-time graphs, calculate acceleration and learn to apply Newton’s Laws of motion.  Projectile motion will be studied and an introduction to space exploration will be investigated.  The final part of the unit will be an introduction to cosmology.

Assessment

To gain the Course award pupils must submit a practical report, internally assessed.They

must also complete:-

* an externally set and marked written exam which is 80% of the final mark and
* an investigation/research assignment based on the applications of Physics in a broader context. The report for the assignment is externally marked and is 20% of the final grade.

National 5 awards are graded A-D.

Homework

Pupils will be expected to undertake regular self-study at home in preparation for end of unit/course assessments. They will also be given regular homework tasks.

Progression

Following success at National 5 pupils can progress to Higher Physics.

PHYSICS: NATIONAL 4

Purpose

This course covers much of the theory and technology that enables the modern world to function. Physics is not maths - but it does help if you are good with numbers.

Physicists try to understand how the universe works. By better understanding the universe, they can improve our lives as well as satisfy their curiosity.

The course also develops important transferable skills such as logical thinking, problem solving, working with others, communication and computing.

**Recommended entry**

The National 4 course follows on from the Physics studied throughout the BGE, particularly S3 Physics. The results of the S1-3 assessments and the S3 exam will be used to ensure pupils are placed in a course at the appropriate level.

Data handling forms a significant part of the course along with a research task.

Pupils are therefore also recommended to be undertaking or have achieved National 4 Maths and English.

**Course Content**

The course consists of three units and an Added Value Unit that is separately assessed:-

Electricity and Energy

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy.

The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.

Waves and Radiation

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of waves and radiation.

The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation.

Dynamics and Space

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space.

The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

Added Value Unit

This is a self study assignment which is a physics project undertaken in class.

Assessment

Pupils must pass each unit assessment and submit a practical report. These will be internally assessed.

In addition pupils must successfully complete the Added Value Report which is internally assessed.

National 4 awards are graded as pass or fail.

Homework

Pupils will be expected to undertake regular self-study at home in preparation for end of unit/course assessments. They will also be given regular homework tasks.

Progression

Following success at National 4 pupils can progress to National 5 Physics.

PSYCHOLOGY: HIGHER

This is a course that will be delivered by Aberdeen College. Teaching methods include group work, class discussion and individual assignments as well as e-learning material.

## Purpose

The aim of Higher Psychology is to develop understanding of concepts, approaches, methods and applications underpinning the scientific discipline of psychology.

## Recommended Entry

The nature and demands of this course make it suitable only for pupils in sixth year. Pupils must have as a minimum the following:

* An A or a B pass at National 5 English
* A National 5 pass in History, Geography or Modern Studies

## Course Details

The course comprises of three units:

###### Approaches and Methods in Psychology

Psychology seeks to describe, explain, predict and control the events surrounding behaviour. This unit looks at the five main approaches used within psychology and the different research methods. It also looks at experimental designs in order to prepare students for their practical research project, which is taken alongside the second unit.

*Social Psychology*

This examines the way in which individuals think and act so as to fit in with patterns of behaviour laid out by society. Three topics are studied as well as classical experiments, which support theories of human behaviour. These topics are Altruism, Aggression, Attitudes and Social Pressure.

###### Psychology of Individual Differences

The study of individual differences considers a number of concepts which enable us to understand the individuality of human beings. These concepts include intelligence, personality, and abnormal behaviour.

*Research Project*

Students will be required to complete their own piece of psychological research into an aspect of human behaviour covered in one of the units. This will be externally marked forming part of the overall grade for Higher Psychology

**Assessment**

For all three units students will be assessed through a mixture of internal and external assessments. Homework assignments will be set on a regular basis and background reading is essential.

**Progression**

* to university to study psychology
* to university to study any other Arts or Social Science course

RMPS: HIGHER

**Course Description**

This course offers pupils the option to study topics that are both engaging and at times a cause of controversy. It will be a challenge to pupils both intellectually and personally, and will help them develop key skills in the analysis and evaluation of sources and arguments, as well as providing personal opinions with sound justification. An important aspect of this course is developing the ability to see and assess arguments from another person's perspective. This is an important life skill that is not often emphasised in other curricular areas.

The Higher RMPS course offers three areas of study:

[**World Religions**](http://stmungosrmps.wikispaces.com/World+Religions+-+Christianity)

Judaism or Islam. Different aspects of one of the six main world Religions including, beliefs, practices and sources. We will be discussing the key questions such as: What does it mean to be human? What do the followers want to achieve in life? How do they go about achieving their goals?

**Morality in the Modern World**

Crime and Punishment or War. In this unit students develop the knowledge and skills necessary to understand: theories about the relationship between religion and moral values; some of the guiding philosophical principles an individual might use when making moral decisions. Different perspectives will be studied on these issues including Utilitarianism, Moral Relativism and differing philosophical outlooks.

**Religious and Philosophical Questions**

Existence of God or Miracles. Students will critically analyse philosophical questions and responses. understand contemporary relationships between belief and scientific theory. These relationships are explored by investigating the nature of Christian revelation and scientific enquiry.

**Assignment**

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course. The assignment is worth 33% of the pupils’ overall grade.

**Conditions of award**

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

**Homework**

Regular homework assignments are an integral part of the course. Homework tasks are varied and may involve the completion of a written assignment, the preparation of a presentation, assessment or preparatory reading of a segment of the text being studied by the pupil. Homework is regarded as essential in supporting and augmenting the work done in class.

RMPS: nATIONAL 4 and 5

**Purpose**

This course develops **critical thinking skills** and enables pupils to reflect upon **big questions, issues of religious belief and of morality**. The ability to analyse beliefs and moral values and evaluate their worth is developed throughout the course. The course is run as a bi-level one (Nat4/5) to meet the different needs of the pupils who choose RMPS.

**Recommended Entry**

Pupils should have demonstrated ability and effort in RMPS during S1 – S3 during their Broad General Education.

**Course details**

**National 4 – Offered to S4, 5 and 6**

**World Religion**

In this Unit, learners will develop skills to describe and comment on the meaning and context of sources related to the religion selected for study. They will develop straightforward knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

**Morality and Belief**

In this Unit, learners will develop skills to describe and express views about contemporary moral questions and responses. They will develop straightforward knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

**Religious and Philosophical Questions**

In this Unit, learners will develop skills to describe religious and philosophical questions and responses. They will develop straightforward knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

**Added Value Unit: Religious, Moral and Philosophical Studies Assignment (National 4)**

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course.

**Conditions of award**

To achieve the National 4 Religious, Moral and Philosophical Studies Course, learners must pass all of the required Units, including the Added Value Unit.

**National 4 Courses are not graded.**

**Homework**

Regular homework assignments are an integral part of the course. Homework tasks are varied and may involve the completion of a written assignment, the preparation of a presentation, assessment or preparatory reading of a segment of the text being studied by the pupil. Homework is regarded as essential in supporting and augmenting the work done in class.

**Progression**

A pass at National 4 will allow the learner to progress to Intermediate 2 Philosophy (also offered at Higher)

National 5 – Offered to S4, 5 and 6

**World Religion**

In this Unit, learners will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study. They will develop detailed factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

**Morality and Belief**

In this Unit, learners will develop skills to explain and express reasoned views about contemporary moral questions and responses. They will develop detailed factual and theoretical understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the word’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

**Religious and Philosophical Questions**

In this Unit, learners will develop skills to analyse religious and philosophical questions and responses. They will develop factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

**Added Value Unit: Religious, Moral and Philosophical Studies Assignment**

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course

**Conditions of award**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment (**final external exam)**. Course assessment will provide the basis for grading attainment in the Course award.

**Homework**

Regular homework assignments are an integral part of the course. Homework tasks are varied and may involve the completion of a written assignment, the preparation of a presentation, assessment or preparatory reading of a segment of the text being studied by the pupil. Homework is regarded as essential in supporting and augmenting the work done in class.

**Progression**

A pass at National 5 will allow the learner to progress to Higher Philosophy (also offered at Intermediate 2)

PRACTICAL WOODWORKING: NATIONAL 4/5

**Purpose**

On completing the Course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment.

You will use a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features including adjusting tools where necessary. You will also be able to read and interpret drawings and diagrams, measure and mark out timber sections and sheet materials in preparation for cutting and shaping tasks. You will also gain knowledge and understanding of sustainability issues in a practical woodworking context.

Recommended Entry:

Pupils wishing to take Practical Woodworking should have successfully completed the Manufacture elements of the S3 Technical course and have been able to demonstrate a high regard for the safe working practices required in order to work in the workshop.

**Course Structure**

**Units – the same units are delivered at National 4 and 5**

**Practical Woodworking: Flat-frame Construction (National 4/ 5)**

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

**Practical Woodworking: Carcase Construction (National 4/5)**

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

**Practical Woodworking: Machining and Finishing (National 4/5)**

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

**Assessment**

Each unit will be assessed internally. In addition to this you will have to complete the course assessment:

**Added Value Unit (National 4 – Pass/Fail)**

This Unit requires you to draw on and extend your range of practical woodworking experiences and skills in order to produce an effective overall response to the task. The practical activity will be sufficiently open and flexible to allow for personalisation and choice.

**Practical Course Assignment (National 5 – Graded)**

The purpose of the practical activity is to allow learners to demonstrate the application of skills and knowledge that they have developed during the Course to produce a finished product to a given standard in wood.

The practical activity will comprise 100% of total marks. It should be carried out under workshop conditions.

The working drawings for the practical activity will not detail every aspect of the product. This will allow the task to be sufficiently open and flexible to allow for personalisation and choice, and will allow learners to demonstrate practical creativity.

This practical activity will give learners an opportunity to demonstrate their skills, knowledge and understanding gained throughout the course.

**Examination (National 5)**

Pupils will also be required to sit an external examination which will count towards 30% of their final mark.

**Progression**

On completion of National 4, you can continue to National 5. On completion of National 5 you could consider taking Design and Manufacture at Nat4/5. Or take further study at college.

SCOTTISH BACCALAUREATE in Science

**Purpose**

This is a new qualification aimed at encouraging more young people to study science or languages in sixth year and help them to make the transition from school to university and employment.

**Recommended Entry**

This course will be accessible to pupils who will gain a coherent group of Higher and Advanced Higher Qualifications in science and languages respectively.

**Course Details**

What makes this course unique is the Interdisciplinary Project. This is an Advanced Higher project in which you apply your subject knowledge in realistic contexts. You carry out an investigation or practical assignment - your theme may be for example-‘Employability and using languages in the Scottish market’ or perhaps ‘Testing energy options for sustainable solutions’. This is likely to involve you working out with your school – in a college, university or in a community or workplace setting.

For further information, you can speak to your science teacher or languages teacher.

**Twilight Course**

If the school is unable to run this qualification, there will be the opportunity for you to attend a twilight class after school at a central venue in Aberdeen. There you will meet other pupils from other schools where the school has been unable to offer the qualification. More details about this will follow once the education department has organised the courses.

HIGHER SPANISH

**Aims**

Higher Spanish aims to develop further the student’s communicative competence in the language – both orally and in writing. The course also involves further development of the student’s ability to understand both spoken and written language.

**Course Details**

The course consists of 2 units:

* Understanding Language (Reading and Listening)
* Using Language (Talking and Writing)

The themes studied are the same as in National 5:

* Employability
* Society
* Learning
* Culture

In order to gain a full award for the course, the student must pass an assessment in all of the above 4 skills.

**Entry Level**

The Higher Spanish course is open to all pupils who will potentially attain an overall A pass for National 5 Spanish. However, we would advise all pupils who attain a band 3 National 5 Spanish and who wish to continue with Spanish beyond S4 to discuss their choice with both their languages teacher and their Guidance teacher.

The Higher Spanish course is also open to those pupils in S6 who ‘dropped’ the subject at the end of s4 We would advise however that these pupils will undoubtedly have to quickly re-adjust to language learning having been absent from the subject for a year.

**Assessment**

**HIGHER EXTERNAL EXAM : /100**

Talking - Each student prepares a 2 minute presentation on a topic of their choice. This will be marked out of 10. There then follows a 5 minute interview with the class teacher on the same topic + 1 other topic. This part of the exam is marked out of 20. Pupils are permitted prompts to assist them with this exam.

Listening: This involves 2 texts ( as in National 5 ) played two times. A total of 20 marks are awarded for Listening. Candidates are permitted to use a dictionary.

Reading: This paper has 30 marks allocated. Students will be given 1 text written in the foreign language and must answer questions on the text in English. This part of the paper accounts for 20 marks. The extra 10 marks are for translating a small part of the text. Dictionaries are again permitted for this part of the examination.

Writing: There are 2 Writing papers , each worth 10 marks. The first paper is a Directed Writing paper where pupils have to respond to bullet points .

The second Writing paper is a short essay where pupils are asked to give their opinion on the topic covered in the Listening paper. ( e.g if the Listening paper involves someone talking about life in their school, you will be asked to write a short essay about life in your own school ).

**Progression**

Advanced Higher (Dependent on staffing) – speak to a member of staff for further information.

Languages can be easily combined with courses in Law, Business Management and Travel and Tourism. Languages are also invaluable for careers in Primary and Secondary teaching, Oil and Energy industry, Commerce, Catering and Hospitality.

SPANISH: NATIONAL 4 & 5

Both courses have the common elements of:

* Listening/Talking
* Reading / Writing

The 4 contexts studied are:

* SOCIETY
* CULTURE
* LEARNING
* EMPLOYABILITY

National 5 requires more in depth study of each context and some extra topics.

National 4 has 3 mandatory units one of which is the ADDED VALUE UNIT.

This takes the form of an assignment based on 2 Foreign Language texts.

National 5 has 2 mandatory units assessed internally on a pass/fail basis and an external exam at the end of the academic year.

This comprises Reading/ Writing 50 marks

Listening 20 marks

Talk assessment 30 marks

This comprises a presentation followed by a naturally occurring conversation.

Entry Requirements:

**National 4**

* Recommendation from class teacher based on aptitude for languages n BGE
* Pupils must have studied SPANISH in S3.
* Pupils must be at least SECURE at 3rd level outcomes.

**Progression:**

National 5 Spanish depending on performance in National 4

**National 5**

* Recommendation from class teacher based on proven ability and aptitude for Understanding Language and Using Language.
* Pupils must have studied SPANISH in S3
* Pupils must be operating at least at the DEVELOPING stage of Fourth level.

**Progression:**

Higher Spanish depending on National 5 grade.

TRAVEL AND TOURISM: SKILLS FOR WORK COURSE (NAT 4 OR 5)

Purpose

This Course is the base level vocational Course in Travel and Tourism. It is designed to enable a learner who has little or no experience of Travel and Tourism to gain the basic Skills for Work as an introduction to employment in the industry.

Recommended Entry

Entry to this Course is at the discretion of the school. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher of Faculty of Social Studies.

Course Details

The principal aim of this course is to prepare students for careers in the tourism industry which is a major employer and revenue earner in the Scottish economy. The course is also of interest to anyone wishing to study travel and tourism as part of a general education or those wishing to gain an insight into how the industry works. The development and growth of tourism, the services provided by the industry and a closer look at popular holiday destinations is covered in the course.

**Travel and Tourism: Employability**

The general aim of this Unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will gain an understanding of the skills and qualities identified by employers as being the most important in the Travel and Tourism industry and have opportunities to show those skills during various school based activities or part time employment.

**Travel and Tourism: Customer Service**

The general aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

**Travel and Tourism: Scotland**

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, current trends and impacts of tourism in Scotland and develop the skills required to meet the needs of customers.

**Travel and Tourism: UK and Worldwide**

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, current trends and impacts of tourism in these areas and develop the skills required to meet the needs of customers.

Assessment

To achieve the Course award the candidate must successfully achieve all the Unit outcomes which make up the Course. They will be assessed on a pass/fail basis within centres.

Progression

Successful completion of the Course will enable learners to:

* Progress to other Travel and Tourism Courses at college and beyond
* Employment in the Travel and Tourism industry

|  |
| --- |
| http://www.paneuro.net/wp-content/uploads/2012/11/AberdeenCityCrest1-300x244.jpg  **ABERDEEN CITY CAMPUS COURSE CHOICE 2017/18** |

Aim The Aberdeen City Campus aims to maximise the number of appropriate learning opportunities and experiences for the young people of Aberdeen. Pupils will be offered an enhanced choice of subjects that will increase their breadth of education further to that already on offer in their own school or school consortia. The City Campus provides greater diversification, including courses run by other educational training providers, to meet the needs of individuals in a changing educational environment.

Definition An Aberdeen City Campus class is one that is open to pupils from all of the Secondary schools in the city.

Evolution The City Campus started in session 2011/12. An initial aim of the City Campus was to provide all pupils in the city the opportunity to study Advanced Highers at two central locations. This was a measure designed to equalise the choices for all pupils. Specific subject areas that could not be provided for in all schools were catered for in this programme. Pupils completing courses outwith their home school gain both in academic achievement and social development. Learners will be better prepared either for further education or the world of work by their involvement in the City Campus.

From this beginning a wider range of courses is now offered to pupils in the city through many active partnerships. These range from university engagement to vocational training organisations. Currently Higher Dance and Mandarin are two of the more unusual specialist courses included in the programme.

Current partners in delivering the City Campus are – SHMU (Station House Media Unit), North East Scotland College, ACCESS RGU, The EAL (English as an Additional Language) Service, Saks Hair Academy and Citymoves Dance Agency.

To facilitate this City Campus model, all of the Secondary schools have a common timetable on a Monday/Wednesday and Tuesday/Thursday afternoon. This allows pupils to travel to the location where their chosen course is delivered. All pupils have the same opportunity to access these courses as a result of this common timetabling and funded transport.

Provision of Courses

Courses are provided at different SCQF levels to support the Senior Phase Curriculum.

Application Procedures

# Requires ACC City Campus Application to be completed

\* Requires online NESCol Application to be completed

**SCQF 7**

|  |  |
| --- | --- |
| Monday/Wednesday | Tuesday/Thursday |
| * Biology **AH** *(AGS)* # * Drama **AH** *(AGS)* # * Geography **AH** *(Harlaw)* # * History  **AH** *(AGS)* # * Mandarin  **AH** *(Oldmachar)* # * Modern Studies  **AH** *(AGS)* # * Physics  **AH** *(Harlaw)* # | * Business Management **AH** *(Hazlehead)* * English **AH** *(AGS)* # * History  **AH** *(AGS)* # * Mathematics of Mechanics  **AH** *(Harlaw)* # * Physics **AH** *(AGS)* # |

**SCQF 6**

|  |  |
| --- | --- |
| Monday/Wednesday | Tuesday/Thursday |
| * Administration and IT **H** *(AGS)* # * Computing Science **H** *(AGS)* # * Creative & Digital Media  **FA L6** *(NESCol)\** * Dance **H** *(Citymoves)* # * Economics **H** *(AGS)* # * ICT – Hardware & System Support  **FA L6** *(NESCol)\** * Mandarin **H** *(Oldmachar)* # * Mechanical Engineering  **FA L6** *(NESCol Altens)\** * Social Care & Healthcare  **FA L6** *(NESCol)\** | * Business Skills **FA L6** *(NESCol)\** * Children & Young People **FA L6** *(NESCol)\** * Computing Science **H** *(NESCol)* \* * ESOL **H** *(The EAL Service at Harlaw)*# * Exercise and Fitness Leadership **NPA L6** *(NESCol)* \* |

**SCQF 5/6**

|  |  |
| --- | --- |
| Monday/Wednesday | Tuesday/Thursday |
| * Creative Textiles and Garment Manufacture **NPA L5/6** *(NESCol)* \* |  |

**SCQF 3/4/5**

|  |  |
| --- | --- |
| Monday/Wednesday | Tuesday/Thursday |
| * Computing Science **L5** *(NESCol)\** * Construction Crafts *(NESCol)\** * Early Education and Childcare **SfW** **N5** *(NESCol) \** * Food Manufacturing **NPA L6** *(NESCol)\** * Health Sector  **SfW N5** *(NESCol)* \* * Introduction to Hair and Beauty Sector (Hair)  **C&G L1/N4** *(NESCol)* \* * Introduction to Vehicle Technology  **IMI N4** *(NESCol - Altens)* \* * Introduction to Working in the Community **N5** *(NESCol)\** * Laboratory Science **SfW N5** *(NESCol)\** * Photography  **NPA L5** *(NESCol)* \* | * Beauty Therapy  **C&G L1/N4** *(NESCol)* \* * Business Skills **NPA L5** *(NESCol)\** * Construction Crafts - **SfW N4** with optional extended work experience on Mon/Wed afternoons. Please select in both columns. *(NESCol – Altens)* \* * Digital Media *(NESCol)\** * DofE Award Leadership training. # * Early Education and Childcare  **SfW N4** *(NESCol)* \* * Energy Skills **SfW N5** *(NESCol –Altens)\** * Engineering  **SfW N5** *(NESCol – Altens)* \* * ESOL  **N5** *(The EAL Service at Harlaw)* # * Girls in Energy **SfW N5** (NESCol at Kincorth)\* * Mandarin  **N4/5** *(Oldmachar)* # |

**Other Awards/Qualifications**

|  |  |
| --- | --- |
| Monday/Wednesday | Tuesday/Thursday |
|  | * Saks Hair Academy *(Saks at Northfield)* # |

In addition to the courses listed previously, the courses below will also run but these will be outwith Travel Afternoon times.

**Additional Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| Course | SCQF Level | Provider | Time |
| Advanced Higher Chemistry | 7 | St. Machar | Tue & Thur 1.30 – 3.30pm |
| Advanced Higher Computing | 7 | St. Machar | Tue & Thur 1.30 – 3.30pm |
| Advanced Higher Design & Manufacture | 7 | St. Machar | Tue & Thur 1.30 – 3.30pm |
| Higher Design & Manufacture | 6 | Harlaw | Tue & Thur 1.30 – 3.30pm |
| Advanced Higher French # | 7 | Hazlehead | Tue 2pm-4pm & Thurs 1pm-3pm |
| Higher French # | 6 | Hazlehead | Mon 2pm-4pm & Wed 1pm-3pm |
| N5 German # | 5 | Hazlehead | Mon 2pm-4pm & Wed 1pm-3pm |
| Higher German # | 6 | Hazlehead | Mon 2pm-4pm & Wed 1pm-3pm |
| Girls in Energy (Shell) SfW | 5 | BoDA or Dyce | To follow |
| Girls in Energy (Shell) SfW | 5 | Hazlehead | To follow |
| Advanced Higher Graphic Communication | 7 | St. Machar | Tue & Thur 1.30 – 3.30pm |
| Higher Graphic Communication | 6 | Harlaw | Mon & Wed 1.30 – 3.30pm |
| Higher Psychology \* Group 1 | 6 | NESCol | Mon 2pm-5pm |
| Higher Psychology \* Group 2 | 6 | NESCol | Wed 2pm-5pm |
| Higher Psychology \* Group 3 | 6 | NESCol | Thur 2pm-5pm |
| Higher Sociology \* | 6 | NESCol | Tue 2pm-5pm |
| SfW N5 Maritime Skills  (Scottish Maritime Academy, Peterhead) \* | 5 | NESCol | Fri 9.15am-2.45pm |
| Supported Learning Links Course \* | 2/3 | NESCol | Fri 9am-4pm |
| Access to Art and Architecture (ACES) | - | RGU | Wed 4.30pm-6.30pm |
| Access to Business and Management | - | RGU | Mon 4.30pm-6.30pm |
| Access to Communication and Media | - | RGU | Mon 4.30pm-6.30pm |
| Access to Computing | - | RGU | Tue 4.30pm-6.30pm |
| Access to Engineering | - | RGU | Wed 4.30pm-6.30pm |
| Access to Health Professions | - | RGU | Wed 4.30pm-6.30pm |
| Access to Law/Law and Management | - | RGU | Mon 4.30pm-6.30pm |
| Access to Life Sciences | - | RGU | Tue 4.30pm-6.30pm |
| Access to Nursing and Midwifery | - | RGU | Tue 4.30pm – 6.30pm |

Application Procedures

For RGU Access courses please contact [access@rgu.ac.uk](mailto:access@rgu.ac.uk) to register

SHMU can be contacted by emailing [brian@shmu.org.uk](mailto:brian@shmu.org.uk)



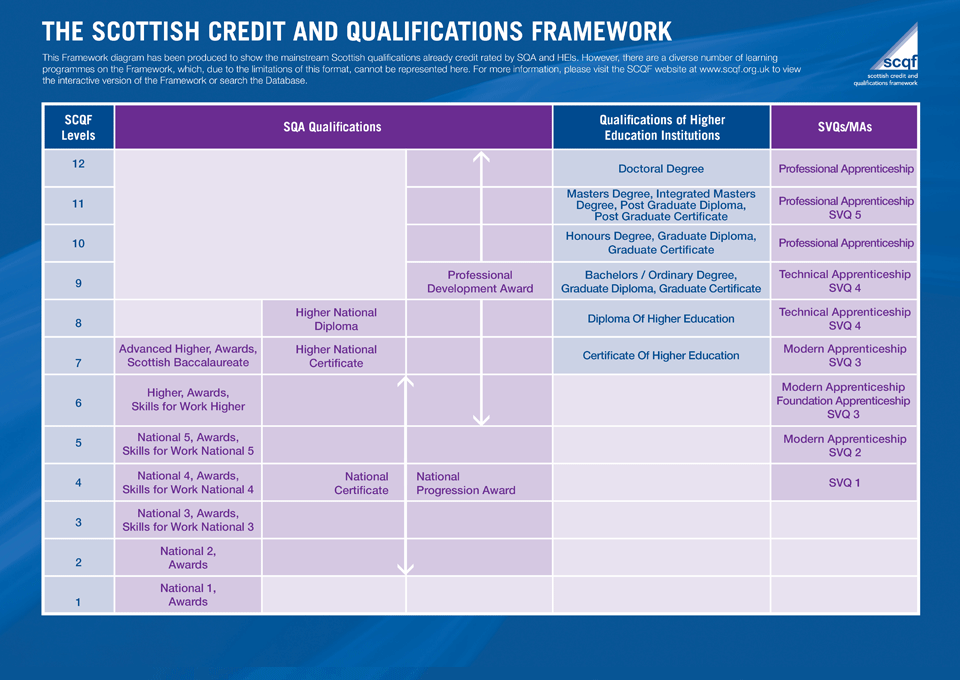
**Aberdeen City Campus Course Choice 2017/18**

**LIST OF COURSES IN ALPHABETICAL ORDER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **SCQF Level** | **Qualification/Award** | **Providing Partner** | **Venue** | **Page** |
| Access to Art & Architecture (ACES) | - |  | RGU | RGU | 56 |
| Access to Business Management | - |  | RGU | RGU | 56 |
| Access to Communication & Media | - |  | RGU | RGU | 57 |
| Access to Computing | - |  | RGU | RGU | 57 |
| Access to Engineering | - |  | RGU | RGU | 58 |
| Access to Health Professions | - |  | RGU | RGU | 58 |
| Access to Law/Law & Management | - |  | RGU | RGU | 59 |
| Access to Life Sciences | - |  | RGU | RGU | 59 |
| Access to Nursing & Midwifery | - |  | RGU | RGU | 60 |
| Administration & IT | 6 | Higher | ACC | AGS | 8 |
| Beauty Therapy | 4 | City & Guilds Level 1/National 4 | NESCol | NESCol (City) | 38 |
| Biology | 7 | Advanced Higher | ACC | AGS | 9 |
| Built Environment | 6 | Units | NESCol | NESCol (City & some Altens) | 39 |
| Business Management | 7 | Advanced Higher | ACC | Hazlehead | 10 |
| Business Skills | 5 | National Progression Award level 5 | NESCol | NESCol (City) | 39 |
| Business Skills | 6 | Foundation Apprenticeship | NESCol | NESCol (City) | 52 |
| Chemistry | 7 | Advanced Higher | ACC | St. Machar | 11 |
| Children & Young People | 6 | Foundation Apprenticeship | NESCol | NESCol (City) | 54 |
| Computing Science | 7 | Advanced Higher | ACC | St. Machar | 12 |
| Computing Science | 6 | Higher | ACC | AGS | 13 |
| Computing Science | 6 | Higher | NESCol | NESCol (City) | 40 |
| Computing Science | 5 | SCQF 5 | NESCol | NESCol (City) | 39 |
| Construction Crafts – Construction Academy | 4 | Skills for Work National 4/5 | NESCol | NESCol (Altens) | 40 |
| Construction Crafts | 5 | Skills for Work National 5 | NESCol | NESCol (Altens) | 41 |
| Creative & Digital Media | 6 | Foundation Apprenticeship | NESCol | NESCol (City) | 52 |
| Creative Textiles & Garment Manufacture | 5/6 | National Progression Award Level 5/6 | NESCol | NESCol (City) | 41 |
| Dance | 6 | Higher | Citymoves | Citymoves Studio | 35 |
| Design & Manufacture | 7 | Advanced Higher | ACC | St. Machar | 14 |
| Design & Manufacture | 6 | Higher | ACC | Harlaw | 15 |
| Digital Media | 6 | National Progression Award level 6 | NESCol | NESCol (City) | 42 |
| Drama | 7 | Advanced Higher | ACC | AGS | 16 |
| Duke of Edinburgh Leadership Training | 5 | SCQF Level 5 | Adventure Aberdeen | TBC | 34 |
| Early Education & Childcare | 4 | Skills for Work National 4 | NESCol | NESCol (City) | 42 |
| Early Education & Childcare | 5 | Skills for Work National 5 | NESCol | NESCol (City) | 43 |
| Economics | 6 | Higher | ACC | AGS | 17 |
| Engineering | 5 | Skills for Work National 5 | NESCol | NESCol (Altens) | 43 |
| English | 7 | Advanced Higher | ACC | AGS | 18 |
| ESOL (English for Speakers of Other Languages) | 5 | National 5 | ACC - EAL Service | Harlaw | 19 |
| ESOL (English for Speakers of Other Languages) | 6 | Higher | ACC - EAL Service | Harlaw | 19 |
| Exercise & Fitness Leadership | 6 | National Progression Award Level 6 | NESCol | NESCol (City) | 44 |
| Food Manufacturing | 6 | National Progression Award Level 6 | NESCol | NESCol (City) | 44 |
| French | 6 | Higher | ACC | Hazlehead | 21 |
| French | 7 | Advanced Higher | ACC | Hazlehead | 20 |
| Geography | 7 | Advanced Higher | ACC | Harlaw | 22 |
| German | 5 | National 5 | ACC | Hazlehead | 23 |
| German | 6 | Higher | ACC | Hazlehead | 24 |
| Girls in Energy | 5 | Skills for Work Level 5 | NESCol | Kincorth | 45 |
| Graphic Communication | 7 | Advanced Higher | ACC | St. Machar | 25 |
| Graphic Communication | 6 | Higher | ACC | Harlaw | 26 |
| Health Sector | 5 | Skills for Work National 5 | NESCol | NESCol (City) | 45 |
| History | 7 | Advanced Higher | ACC | AGS | 27 |
| ICT – Hardware & System Support | 6 | Foundation Apprenticeship | NESCol | NESCol (City) | 53 |
| Introduction to Hair & Beauty Sector (Hair) | 4 | City & Guilds Level 1/National 4 | NESCol | NESCol (City) | 46 |
| Introduction to Vehicle Technology | 4 | Institute of the Motor Industry Award | NESCol | NESCol (Altens) | 46 |
| Laboratory Science | 5 | Skills for Work Level 5 | NESCol | NESCol (City) | 47 |
| Introduction to Working in the Community | 5 | National 5 Units | NESCol | NESCol (City) | 47 |
| Mandarin | 4/5 | National 4/5 | ACC | Oldmachar | 28 |
| Mandarin | 6 | Higher | ACC | Oldmachar | 28 |
| Mandarin | 7 | Advanced Higher | ACC | Oldmachar | 29 |
| Maritime Skills | 5 | Skills for Work National 5 | NESCol | Scottish Maritime Academy, Peterhead | 48 |
| Mathematics of Mechanics | 7 | Advanced Higher | ACC | Harlaw | 31 |
| Mechanical Engineering | 6 | Foundation Apprenticeship | NESCol | NESCol (City) | 53 |
| Modern Studies | 7 | Advanced Higher | ACC | AGS | 32 |
| Photography | 5 | National Progression Award Level 5 | NESCol | NESCol (City) | 48 |
| Physics | 7 | Advanced Higher | ACC | AGS or Harlaw | 33 |
| Psychology | 6 | Higher | NESCol | NESCol (City) | 49 |
| Saks Hair Academy | - | Diploma | Saks | Northfield | 36 |
| Social Care & Healthcare | 6 | Foundation Apprenticeship | NESCol | NESCol (City) | 54 |
| Sociology | 6 | Higher | NESCol | NESCol (City) | 49 |
| Supported Learning Links Course | 2/3 | See Course Description | NESCol | NESCol (City) | 50 |

**List of Courses (SCQF Level)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **SCQF Level** | **Qualification/Award** | **Providing Partner** | **Venue** | **Page** |
| Biology | 7 | Advanced Higher | ACC | AGS | 9 |
| Business Management | 7 | Advanced Higher | ACC | Hazlehead | 10 |
| Chemistry | 7 | Advanced Higher | ACC | St. Machar | 11 |
| Computing Science | 7 | Advanced Higher | ACC | St. Machar | 12 |
| Design & Manufacture | 7 | Advanced Higher | ACC | St. Machar | 14 |
| Drama | 7 | Advanced Higher | ACC | AGS | 16 |
| English | 7 | Advanced Higher | ACC | AGS | 18 |
| French | 7 | Advanced Higher | ACC | Hazlehead | 20 |
| Geography | 7 | Advanced Higher | ACC | Harlaw | 22 |
| Graphic Communication | 7 | Advanced Higher | ACC | St. Machar | 25 |
| History | 7 | Advanced Higher | ACC | AGS | 27 |
| Mandarin | 7 | Advanced Higher | ACC | Oldmachar | 29 |
| Mathematics of Mechanics | 7 | Advanced Higher | ACC | Harlaw | 31 |
| Modern Studies | 7 | Advanced Higher | ACC | AGS | 32 |
| Physics | 7 | Advanced Higher | ACC | AGS or Harlaw | 33 |
| Administration & IT | 6 | Higher | ACC | AGS | 8 |
| Business Skills | 6 | Foundation Apprenticeship | NESCol | NESCol | 52 |
| Children & Young People | 6 | Foundation Apprenticeship | NESCol | NESCol | 54 |
| Computing Science | 6 | Higher | ACC | AGS | 13 |
| Computing Science | 6 | Higher | NESCol | NESCol (City) | 40 |
| Creative & Digital Media | 6 | Higher | NESCol | NESCol (City) | 52 |
| Dance | 6 | Higher | Citymoves | Citymoves Studio | 35 |
| Design & Manufacture | 6 | Higher | ACC | Harlaw | 15 |
| Digital media | 6 | National Progression Award Level 5 | NESCol | NESCol (City) | 42 |
| Economics | 6 | Higher | ACC | AGS | 17 |
| ESOL (English for Speakers of Other Languages) | 6 | Higher | ACC - EAL Service | Harlaw | 19 |
| Exercise & Fitness Leadership | 6 | National Progression Award Level 6 | NESCol | NESCol (City) | 44 |
| Food Manufacturing | 6 | National Progression Award Level 6 | NESCol | NESCol (City) | 44 |
| French | 6 | Higher | ACC | Hazlehead | 21 |
| German | 6 | Higher | ACC | Hazlehead | 24 |
| Graphic Communication | 6 | Higher | ACC | Harlaw | 26 |
| ICT – Hardware & System Support | 6 | Foundation Apprenticeship | NESCol | NESCol | 53 |
| Mandarin | 6 | Higher | ACC | Oldmachar | 29 |
| Mechanical Engineering | 6 | Foundation Apprenticeship | NESCol | NESCol | 53 |
| Psychology | 6 | Higher | NESCol | NESCol (City) | 49 |
| Social Care & Healthcare | 6 | Foundation Apprenticeship | NESCol | NESCol | 54 |
| Sociology | 6 | Higher | NESCol | NESCol (City) | 49 |
| Creative Textiles & Garment Manufacture | 5/6 | National Progression Award Level 5/6 | NESCol | NESCol (City) | 41 |
| Business Skills | 5 | National Progression Award level 5 | NESCol | NESCol | 39 |
| Computing Science | 5 | SCQF 5 | NESCol | NESCol | 39 |
| Construction Crafts | 5 | Skills for Work National 5 | NESCol | NESCol | 40 |
| Duke of Edinburgh Leadership Training | 5 | SCQF Level 5 | Adventure Aberdeen | TBC | 34 |
| Early Education & Childcare | 5 | Skills for Work National 5 | NESCol | NESCol | 43 |
| Engineering | 5 | Skills for Work National 5 | NESCol | NESCol (Altens) | 43 |
| ESOL (English for Speakers of Other Languages) | 5 | National 5 | ACC - The EAL Service | Harlaw | 19 |
| German | 5 | National 5 | ACC | Hazlehead | 23 |
| Girls in Energy | 5 | Skills for Work National 5 | NESCol | Kincorth | 45 |
| Health Sector | 5 | Skills for Work National 5 | NESCol | NESCol (City) | 45 |
| Introduction to Working in the Community | 5 | National 5 Units | NESCol | NESCol (City) | 47 |
| Laboratory Science | 5 | Skills for Work National 5 | NESCol | NESCol | 47 |
| Maritime Skills | 5 | Skills for Work National 5 | NESCol | Scottish Maritime Academy, Peterhead | 48 |
| Photography | 5 | National Progression Award Level 5 | NESCol | NESCol (City) | 48 |
| Mandarin | 4/5 | National 4/5 | ACC | Oldmachar | 28 |
| Construction Crafts – Construction Academy | 4 | Skills for Work National 4/5 | NESCol | NESCol (Altens) | 41 |
| Beauty Therapy | 4 | City & Guilds Level 1/National 4 | NESCol | NESCol (City) | 38 |
| Early Education & Childcare | 4 | Skills for Work National 4 | NESCol | NESCol (City) | 42 |
| Introduction to Hair & Beauty Sector (Hair) | 4 | City & Guilds Level 1/National 4 | NESCol | NESCol (City) | 46 |
| Introduction to Vehicle Technology | 4 | Institute of the Motor Industry Award | NESCol | NESCol (Altens) | 46 |
| Supported Learning Links Course | 2/3 | See Course Description | NESCol | NESCol (City) | 50 |
| Access to Art & Architecture (ACES) | - |  | RGU | RGU | 56 |
| Access to Business Management | - |  | RGU | RGU | 56 |
| Access to Communication & Media | - |  | RGU | RGU | 57 |
| Access to Computing | - |  | RGU | RGU | 57 |
| Access to Engineering | - |  | RGU | RGU | 58 |
| Access to Health Professions | - |  | RGU | RGU | 58 |
| Access to Law/Law & Management | - |  | RGU | RGU | 59 |
| Access to Life Sciences | - |  | RGU | RGU | 59 |
| Access to Nursing & Midwifery |  |  | RGU | RGU | 60 |
| Saks Hair Academy | - | Diploma | Saks | Northfield | 36 |

****

**Aberdeen City Council Courses**

|  |  |
| --- | --- |
| **­­ADMINISTRATION & IT HIGHER**  **SCQF 6** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | National 5 Administration & IT. |
| **Course Content** | The Course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in enabling learners to work towards industry standards in IT in an administration-related context. While the skills, knowledge and understanding it develops reflect current administrative practice, the Course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing currency and relevance.  The Course has three mandatory Units: Administrative Theory and Practice (Time and Task Management, Customer Care, Effective Teams, Workplace Regulations and Impact of ICT), IT Solutions for Administrators (Complex functions in Word Processing, Spreadsheets and Database) and Communication in Administration (PowerPoint, E-diary, Publications and E-mail). |
| **Assessment** | Aside from the 3 Unit Assessments, the learner will be assessed by a combination of a question paper and an assignment. The question paper, worth 30 marks, will require the retention and integration of learning from across the Units as well as a demonstration of a depth of knowledge and understanding developed across the course.  The assignment, worth 70 marks, assesses the learners’ ability to apply their problem solving and advanced IT skills in the context of a complex scenario. |
| **Materials Required** | The school provides all materials for all courses, the pupils don’t need to bring anything. |

|  |  |
| --- | --- |
| **BIOLOGY ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Higher Biology at grade A or B. |
| **Course Content** | This course is composed of the following 3 Units:   * **Cells and Proteins:** proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The Unit includes important laboratory techniques for biologists. * **Organisms and Evolution:** evolution; variation and sexual reproduction; sex and behaviour and parasitism. This Unit covers techniques for ecological field study.   **Investigative Biology:** This Unit builds on understanding of the scientific method from Higher Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research. |
| **Assessment** | To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:   * Component 1 — question paper 100 marks * Component 2 — project 30 marks |
| **Materials Required** | Access to Scholar is expected and the Bright Red Advanced Higher book is recommended. |

|  |  |
| --- | --- |
| **BUSINESS MANAGEMENT ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur 2-4pm |
| **Location** | Hazlehead Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Higher Business Management at Grade A or B. |
| **Course Content** | The aim of the course is to provide pupils with an opportunity to extend and enhance understanding developed at previous levels of study. Pupils are expected to assimilate new content but there is considerable emphasis on using ideas to which candidates have already been exposed, particularly in terms of problem solving and decision-making within organisations. Pupils are expected to apply these ideas in an extended context and, in this respect, the Course broadens and deepens the issues raised at Higher level, particularly with respect to international influences and the principles and practices of management. It will enable pupils to extend their problem solving skills in a way that will help them to assess their personal effectiveness as potential members of the business community and develop further their ability to communicate by means of written and spoken language.  The course content is organised in 3 units:   1. The Internal Environment 2. The External Environment 3. Researching a business |
| **Assessment** | The course consists of:   * Three mandatory units with unit assessments * Final Exam   + Component 1 – Question Paper (worth 80 marks)   + Component 2 – Business Report (worth 50 marks) |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **CHEMISTRY ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur |
| **Location** | St. Machar Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Higher Chemistry at Grade A or B. |
| **Course Content** | The course is comprised of three units:   * Inorganic and Physical Chemistry * Organic Chemistry and Instrumental Analysis * Researching Chemistry   Study at this level builds on previous knowledge and understanding of the physical and natural environments. Throughout the course, concepts which have been introduced in the Higher course are developed, leading to deeper and broader understanding. The range of practical skills is also developed with many new techniques being introduced. The course also develops the skills of independent study and thought – particularly during the individual research project. The course is particularly suitable for candidates who wish to progress to degree courses either in chemistry or in subjects in which chemistry is a major component such as medicine, chemical engineering, and the environmental and health sciences. |
| **Assessment** | The three mandatory units are assessed internally by Unit Assessments.  The externally assessed parts of the course are a written paper, worth 100 marks and a project worth 30 marks. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **COMPUTING SCIENCE ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur |
| **Location** | St. Machar Academy |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Higher Computing Science. |
| **Course Content** | This course develops & extends a range of skills related to the design & development of software & information systems, including skills in analysis & problem-solving, designing & modelling, developing, implementing & testing, and skills in evaluating systems and solutions across a range of contemporary contexts..  The Course consists of two mandatory Units and a Course assessment, which consists of a project and a question paper.  **Software Design and Development (Advanced Higher)**  This Unit explores a range of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs. Learners will develop skills in, developing well-structured, complex modular programs through practical tasks, using appropriate programming languages. Through investigative and practical work, learners will gain an understanding of the similarities and differences in different contemporary programming paradigms.  **Information System Design and Development (Advanced Higher)**  This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop skills in developing and implementing complex information systems through practical tasks using appropriate development tools. Learners will develop their independent learning skills by investigating a contemporary development, describing its purpose, features and applications, a related technical challenge or current area of development, examining its legal and/or ethical implications, and evaluating its environmental, economic and/or social impact. |
| **Assessment** | The Course assessment will consist of two Components: a project and a question paper. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **COMPUTING SCIENCE HIGHER**  **SCQF 6** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Pupils wishing to participate in this course should have achieved a pass at N5 Computing or evidence of an interest in computing and N5 pass in a related technology subject. |
| **Course Content** | The Course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of contemporary contexts.  The Course has two mandatory Units: Software Design and Development (Computational constructs, Data types and structures, Testing and documenting solutions, Algorithm specification) and Information System Design and Development (Database and Web based structures, Media types, Coding and testing). |
| **Assessment** | Aside from the 2 Unit Assessments, the learner will be assessed by a combination of a question paper worth 90 marks and an assignment worth 60 marks. Learners will apply knowledge and skills from the Units to solve an appropriately challenging computing science problem. The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **DESIGN & MANUFACTURE ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur |
| **Location** | St. Machar Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Higher in Design & Manufacture |
| **Course Content** | The Course consists of three mandatory Units and Course assessment. The Course assessment will consist of a project and a question paper.  **Design and Manufacture: Product Analysis (Advanced Higher)**  This Unit will require learners to carry out an analysis of the performance and production of a product or suitable item. Learners should consider the design and record its functional requirements, operation and use. Learners will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors. Alongside this, learners will explore the materials, manufacturing techniques and assembly procedures.  **Design and Manufacture: Product Development (Advanced Higher)**  This Unit allows learners to critically explore and consider design and manufacturing aspects of an existing commercial product. Learners will consider modifications that might be made to such products and seek opportunities for designing and communicating improvements — thus identifying a design opportunity. Through research and development, and visualisation activities, learners will present their ideas.  **Design and Manufacture: Product Evolution (Advanced Higher)**  The Unit allows learners to explore the historical factors which have influenced the design, development and manufacture of a commercial product in terms of the influences of technology, materials, trend, and policy, considering how these have directed and influenced its evolution. It is a study over a product’s development history and possible future evolution, through the application or influences of new and emerging technologies. Learners will identify and consider the key and critical stages of the product’s development and the historical influences on which design decisions have been made. This Unit requires learners to develop a strong skills set for enquiry and use of evidence. |
| **Assessment** | The Course assessment will consist of two Components: a project and a question paper. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **DESIGN & MANUFACTURE HIGHER**  **SCQF 6** | |
| **Days** | Mon/Wed |
| **Location** | Harlaw Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | National 5 Grade A or B in Design and Manufacture.  Or Higher Art and Design Grade A or B |
| **Course Content** | The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.  The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance.  The Course allows learners to consider the various factors that impact on a product’s design. Pupils will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use.  Learners will develop:   * skills in design and in refining design proposals * practical skills in the planning and development of models and prototypes * skills in evaluation and research * knowledge and understanding of manufacturing processes and materials * an understanding of the impact of design and manufacturing technologies on   our environment and society  The course is made up of three units of study:   * Design * Materials and Manufacturing * Design and Manufacturing Assignment |
| **Assessment** | Unit Assessments (internally assessed)  Assignment – 50% of final grade (internally assessed)  Question Paper – 50% of final grade (set and marked by SQA) |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **DRAMA ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | While entry is at the discretion of the department, students of Advanced Higher Drama should have achieved an A/B pass at Higher Drama and English. In some instances, students who have other previous experience of drama may also have access to the Advanced Higher course. |
| **Course Content** | This course consists of two core units as well as a practical examination and a written project. Although the unit titles are the same as Higher there is a focus on Theatre Practitioners and their impact on modern theatre. Students will be required to analyse the influences, theories and practice of these practitioners.  **Drama Skills**  In this Unit, learners will be required to provide evidence to demonstrate their knowledge and skills in devising, directing and performing through the exploration of a key practitioner. They will independently create a devised drama production, using their dramatic interpretation of complex texts. They will present it to an audience and evaluate their effectiveness as an actor or director.  **Production Skills**  In this Unit, learners will focus on a study of a key theatre practitioner, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation. They will also view and analyse a live theatrical event, considering performance concepts and effectiveness. |
| **Assessment** | *Component 1 — Practical Exam*  The practical exam will have 60 marks (60% of the total mark). The practical exam has two sections.   * Section 1 will have 50 marks. (For performance in the chosen role of acting, directing or design) * Section 2 will have 10 marks. (These marks are awarded for a report based on their chosen role and production)   *Component 2 — Project*  The project will have 40 marks (40% of the total mark).   * The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written report and may contain visual evidence.   *Total 100 Marks* |
| **Materials Required** | No materials are required. |

|  |  |
| --- | --- |
| **ECONOMICS HIGHER**  **SCQF 6** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Higher Business Management **or** Higher Modern Studies **and** Higher English. |
| **Course Content** | The Course gives learners an appreciation of how markets and governments work and how the decisions taken in these economic contexts affect our daily lives. Studying economics will enable learners to become better-informed, by developing an awareness of the importance of the economic dimension to our lives.  The Course has three mandatory Units:  **Economics of the Market**; supply and demand and an in-depth understanding of markets and how they operate.  **UK Economic Activity**; the role of public and private sectors in the economy, the effects of the Scottish economy on the UK economy and consider the implications of government actions and suggest solutions to relatively complex economic problems.  **Global Economic Activity**; explore global trade and the balance of payments and their importance in the UK economy, examine exchange rates, consider economic features of the European Union, developing countries and emerging economies and their social impact. |
| **Assessment** | Aside from the 3 Unit Assessments, the learner will be assessed by a combination of a question paper and an assignment. The question paper is worth 70 marks and the assignment is worth 30 marks. |
| **Materials Required** | Ruler, highlighters and coloured pens/pencils. |

|  |  |
| --- | --- |
| **ENGLISH ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Higher English at grade A or B. |
| **Course Content** | The Advanced Higher English course is comprised of two units:   * **English: Analysis and Evaluation**   *Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.*   * **English: Creation and Production**   *Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.* |
| **Assessment** | Internal assessments will be carried out under controlled conditions and assessed on a pass/ fail basis. If any internal unit is failed, pupils will be given an opportunity to revise their work, following feedback from their teacher.  The course will be graded A-D by the external assessment of:   * A two part portfolio – total 60%   Part A: Dissertation – 30%  Part B: Writing – 30%  *(comprising two pieces of original writing)*   * A two part question paper – total 40%   Part A: Literary study – 20%  Part B: Textual Analysis – 20% |
| **Materials Required** | Pen drive and selected texts may be required to be purchased. |

|  |  |
| --- | --- |
| **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) NATIONAL 5 & HIGHER**  **SCQF 5 & 6** | |
| **Days** | Tue/Thur 2-4pm |
| **Location** | EAL Service, held at Harlaw Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | These qualifications are specifically for candidates whose first language is not English. **Entry is by recommendation and/or initial assessment from the EAL Service.** Individual circumstances will be taken into account. |
| **Course Content** | The courses develop and assess the four skills of reading, writing, speaking and listening in the following contexts:   * ESOL for everyday life * ESOL in the context of work and study   The texts and themes covered are relevant to learners and help them progress to further study or the world of work. |
| **Assessment** | These qualifications are internally assessed and externally moderated. There are two mandatory Units (ESOL for Everyday Life and ESOL in Context) and an external exam which can be taken upon successful completion of the units. The units can also be taken individually in which case there is no exam and candidates will receive a SQA Unit award for each Unit passed. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **FRENCH ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue 2 – 4pm/Thur 1-3pm |
| **Location** | Hazlehead Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Higher French (preferably at Grade A). |
| **Course Content** | The Advanced Higher French course consists of 3 units:  **Understanding Language** – within the contexts of Society, Learning, Employability and Culture students have the opportunity to develop and extend their reading and listening skills  **Using Language** – in the same four contexts students develop and extend their talking and writing skills  **Specialist study** – students develop and extend their planning, research and analytical skills to undertake an independent study based on literature or media. |
| **Assessment** | There will be one Unit assessment in each of the four skills (pass/fail)  The course assessment will comprise –   * A Reading and Translation paper worth 50 marks * A Listening and Discursive writing paper worth 70 marks * A speaking performance marked by a Visiting Examiner worth 50 marks (completed in February or March) * A portfolio (the final product of the work done on a literary or media topic). This is worth 30 marks and is sent off to the SQA for assessment by them before the Easter break. |
| **Materials Required** | A French-English dictionary. |

|  |  |
| --- | --- |
| **FRENCH HIGHER**  **SCQF 6** | |
| **Days** | Mon 2-4pm, /Wed 1-3pm |
| **Location** | Hazlehead Academy |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | National 5 French at Grade A or B. |
| **Course Content** | The Higher French course consists of 2 units:  The **Understanding Language** Unit develops and practices the skills of Reading and Listening, and the course covers 4 themes – Society, Learning, Employability and Culture. These 4 areas develop the topic areas and build on the work covered in the N5 course.  In the **Using Language** Unit students develop their speaking and writing skills covering the same 4 themes. |
| **Assessment** | There are unit assessments for Reading, Listening and Writing – these are pass/fail. The Speaking internal assessment counts towards the final course assessment.  The external exam, which determines the course award grade, consists of a **Reading and Writing** paper worth 40 marks (1 hour 30 mins) and a **Listening and Writing** paper worth 30 marks (1 hour)  The **Speaking performance** consists of a presentation (10 marks) and a follow up conversation (20 marks). The Speaking assessment is recorded in class, marked according to SQA guidelines, and may be sent away for verification. |
| **Materials Required** | A French-English dictionary. |

|  |  |
| --- | --- |
| **GEOGRAPHY ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Harlaw Academy |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Higher Geography at Grade A or B. |
| **Course Content** | The Advanced Higher qualification in Geography gives learners an in-depth understanding of complex ideas about how the world works. It also gives them the chance to carry out their own research on geographical issues of interest to themselves, with an emphasis on fieldwork. Learners will be able to use sophisticated geographical methods to gather information and will be able to use statistics to analyse this data and identify relationships within it. They will be able to describe and summarise different viewpoints on a range of issues from a local to global scale and evaluate them critically. The skills developed in Advanced Higher Geography provide an excellent preparation for the demands made on students when they progress to further education. |
| **Assessment** | There will 2 elements that are externally assessed: Exam 50/150 and Folio (Geographical Study and Geographical Essay) 100/150.  There will be 2 internal unit assessments: Geographical Skills and Geographical Issues. |
| **Materials Required** | Coloured pencils and notebooks.  Their school should equip them with a copy of a Phillips Modern Atlas ISBN 978-1-84907-194-9. The school makes use of google classroom to share information and update folio work, so students must bring their google login details. |

|  |  |
| --- | --- |
| **GERMAN NATIONAL 5**  **SCQF 5** | |
| **Days** | Mon 2 – 4pm/Wed 1-3pm |
| **Location** | Hazlehead Academy |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Pupils would be expected to be sitting, or to have already gained, a Higher pass in another Modern Language. |
| **Course Content** | The N5 German course consists of 2 units:  **The Understanding Language Unit**: Students develop and practice the skills of *Reading* and *Listening* in the four contexts of Society, Learning, Employability and Culture, covering the themes of family, friends and social issues, leisure and healthy living, school and education, jobs and future plans, holidays, travel and tourism.  **The Using Language Unit:** covers the same contexts and themes and develops the skills of *Speaking* and *Writing*. |
| **Assessment** | The **external exam** which determines the course grade consists of a Reading paper (worth 30 marks), a Writing paper (worth 20 marks) and a Listening paper (worth 20 marks).  A **speaking performance** will be completed in Feb / March, marked according to SQA guidelines and may be sent off for verification.  Regular homework (at least 2 hours a week) will be issued. A lot of independent learning will be expected and the use of self-study materials e.g. SCHOLAR is very much encouraged. |
| **Materials Required** | A German -English dictionary. |

|  |  |
| --- | --- |
| **GERMAN HIGHER**  **SCQF 6** | |
| **Days** | Mon 2 – 4pm/Wed 1 -3pm |
| **Location** | Hazlehead Academy |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | National 5 German at Grade A or B. |
| **Course Content** | The Higher German course consists of 2 units:  The **Understanding Language** Unit develops and practices the skills of Reading and Listening, and the course covers 4 themes – Society, Learning, Employability and Culture. These 4 areas develop the topic areas and build on the work covered in the N5 course.  In the **Using Language** Unit students develop their speaking and writing skills covering the same 4 themes. |
| **Assessment** | There are unit assessments for Reading, Listening and Writing – these are pass/fail. The Speaking internal assessment counts towards the final course assessment.  The external exam, which determines the course award grade, consists of a **Reading and Writing** paper worth 40 marks (1 hour 30 mins) and a **Listening and** **Writing** paper worth 30 marks (1 hour.  The **Speaking performance** consists of a presentation (10 marks) and a follow up conversation (20 marks). The Speaking assessment is recorded in class, marked according to SQA guidelines, and may be sent away for verification. |
| **Materials Required** | A German -English dictionary. |

|  |  |
| --- | --- |
| **GRAPHIC COMMUNICATION ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur |
| **Location** | St. Machar Academy |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Higher Graphic Communication at A or B. |
| **Course Content** | The course aims to allow learners to develop their skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. The course provides opportunities to study a diverse range of graphic applications which might include, business, industrial and the built environment, computer-aided work, publishing and moving graphic media.  The course is split into two units:   1. **Technical Graphics**   Learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation.   1. **Commercial and Visual Media Graphics**   Learners will develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication. |
| **Assessment** | * Project – 60% of final grade (internally assessed and externally moderated by SQA) * Question Paper – 40% of final grade (set and marked by SQA) |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **GRAPHIC COMMUNICATION HIGHER**  **SCQF 6** | |
| **Days** | Tue/Thur |
| **Location** | Harlaw Academy |
| **Starting Date** |  |
| **Entry Requirements** | National 5 Grade A or B in Graphic Communication.  Or Higher Art and Design A or B based on teacher recommendation |
| **Course Content** | This course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others.  The aims of the Course are to enable learners to develop:   * skills in graphic communication techniques, including the use of equipment, graphics materials and software * creativity in the production of graphic communications to produce visual impact in   meeting a specified purpose   * skills in evaluating the effectiveness of graphics in communicating and meeting their purpose * an understanding of graphic communication standards protocols and conventions, where these apply * an understanding of the impact of graphic communication technologies on our environment and society   The course is made up of two units:   * 2D Graphic Communication * 3D and Pictorial Graphic Communication |
| **Assessment** | Unit Assessments (internally assessed)  Assignment – 50% of final grade (internally assessed)  Question Paper – 50% of final grade (set and marked by SQA) |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **HISTORY ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed and Tue/Thur 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Higher pass at A or Upper B. |
| **Course Content** | 'The House Divided': USA 1850 - 65  A study of American society and the tensions within it, the causes and nature of conflict, the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.  American society on the eve of war, including: political, economic and social questions arising out of the newly acquired territories; centralised Federation in conflict with States' rights; conflict between the Southern slave economy and Northern industrialism.  The coming of war, including: the civil rights questions; the failure of compromise; the outbreak of war.  The Civil War, including: military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of blacks during the war.  The effects of war, including: the political consequences; social and economic conditions in North and South. |
| **Assessment** | To gain an overall award for the course, students must achieve a pass in each of the two internal assessments, as well as the external exam.  External exam:  **The dissertation**: The dissertation will allow learners to apply research, analysis and evaluation skills as they investigate a complex historical issue. 50 marks.  **The Question Paper** (3 hours): The question paper is marked out of 90. It will be divided into two sections:   * Historical Issues will have 50 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course. * Historical Sources will have 40 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the course and apply these to unseen historical sources.   Throughout the year, students will be prepared for the question paper through regular practice with source-handling and essay questions, both in class and for homework. For the dissertation, students will also have access to library facilities at the University of Aberdeen. |
| **Materials Required** | No specific materials are required. |

|  |  |
| --- | --- |
| **MANDARIN NATIONAL 4/5**  **SCQF 4/5** | |
| **Days** | Tue/Thur 2-4pm |
| **Location** | Oldmachar Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Pupils would be expected to be ‘Secure’ at Third or Fourth Level Modern Languages Experiences and Outcomes or to have gained a pass at the SQA Mandarin Languages for Life and Work Award(N4) or N4 Mandarin.  This course is also suitable for learners who are sitting, or have already gained a Higher pass in another Modern Language but have little previous knowledge of Mandarin. |
| **Course Content** | This course builds on the language learning skills developed in the Broad General Education phase in the contexts of 'Society', 'Learning', 'Employability' and 'Culture'. The course provides learners with the opportunities to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; use different media effectively for learning and communication; use language to communicate ideas and information; enhance their understanding and enjoyment of their own and other cultures.    The Course is made up of 2 mandatory Units:  1) Understanding Language - developing reading and listening skills;  2) Using Language - developing talking and writing skills;  and  an Added Value Unit: Assignment - the opportunity to apply language skills to investigate a chosen topic. |
| **Assessment** | To achieve the National 4 Modern Languages Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded and all Units are internally assessed on a pass/fail basis in line with SQA marking instructions and quality assured.  To gain the award for the N5 course, learners must pass the Course assessment (exam), which determines the final grade for the course (A-D) and will consist of 3 parts  - a Reading and Writing question paper;  - a Listening paper; a Speaking performance  - a presentation and conversation.  The Reading, Writing and Listening papers will be externally set and marked by the SQA, the Speaking performance will be conducted, recorded and marked internally in line with SQA marking instructions and quality assured |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **MANDARIN HIGHER**  **SCQF 6** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Oldmachar Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | A pass at National 5 Mandarin at grade A or B. This course is also an option for pupils with a native Chinese speaking background and some Chinese reading and writing skills who may not have formally studied Mandarin in Scotland in the past. |
| **Course Content** | This course builds on previous language learning skills in the development of communicative competence in Mandarin.  The course consists of two units:   1. Understanding Language - developing and extending reading and listening skills in Mandarin, and developing knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.   Using Language - developing and extending talking and writing skills in Mandarin, and developing knowledge and understanding of detailed and complex language covering the same four contexts. |
| **Assessment** | To gain the award for the course, learners must pass the Unit assessments as well as the Course assessments. The Unit assessments will show understanding of Reading, Listening, Talking and Writing. The external assessment determines the final grade for the course (A-D) and will consist of 3 parts:  - a Reading and Writing question paper worth 40 marks;  - a Listening and Writing paper worth 30 marks;  - a Speaking performance worth 30 marks. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **MANDARIN ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Oldmachar Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Pupils would usually be expected to have attained a pass at Higher Mandarin at grade A or B or an equivalent level. |
| **Course Content** | The Advanced Higher Mandarin course consists of 3 units:  **Understanding Language** – within the contexts of Society, Learning, Employability and Culture students have the opportunity to develop and extend their reading and listening skills  **Using Language** – in the same four contexts students develop and extend their talking and writing skills  **Specialist study** – students develop and extend their planning, research and analytical skills to undertake an independent study based on literature or media. |
| **Assessment** | There will be one Unit assessment in each of the four skills (pass/fail)  The course assessment will comprise -   * A Reading and Translation paper worth 50 marks * A Listening and Discursive writing paper worth 70 marks * A speaking performance marked by a Visiting Examiner worth 50 marks (completed in February or March) * A portfolio (the final product of the work done on a literary or media topic). This is worth 30 marks and is sent off to the SQA for assessment by them before the Easter break. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **MATHEMATICS OF MECHANICS ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Tue/Thur 2-4pm |
| **Location** | Harlaw Academy |
| **Starting Date** | 6.6.17 |
| **Entry Requirements** | Higher Maths at A or B.  Higher Physics.  Pupils should also be studying Advanced Higher Mathematics.  Mathematics of Mechanics can be taken as a fourth Advanced Higher, if a pupil is also studying Maths and Physics at Advanced Higher. |
| **Course Content** | Learners study mechanics in a way that recognises problem solving as an essential skill. The focus within the course is placed firmly on applications of mathematics to real-life contexts and the formulation and interpretation of mathematical models. The course offers depth of applied mathematical experience and, thereby, achieves relevance to further study or employment in the areas of mathematical and physical sciences and engineering. When an Advanced Higher Mathematics of Mechanics course is taken in addition to the Advanced Higher Mathematics course, an opportunity is offered for the candidate to acquire exceptional breadth and depth of mathematical experiences. |
| **Assessment** | This course consists of three mandatory units with unit assessments, a prelim and a final exam. |
| **Materials Required** | Textbook ‘Understanding Mechanics’ by Sadler & Thorning. |

|  |  |
| --- | --- |
| **MODERN STUDIES ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed 2-4pm |
| **Location** | Aberdeen Grammar School |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Pupils would be expected to have attained a Higher or component units at Higher level in Modern Studies or another Social Subject. |
| **Course Content** | The overall theme of the course is **‘Law and Order and Research Methods’** and comprises two units, one of 80 hours and one of 40 hours as outlined below:  **Unit 1: Social Issues: Law and Order and Research Methods**  **Context A: Understanding criminal behaviour**  This includes; The nature and extent of criminal behaviour, evaluation of theories of criminal behaviour and the social and economic effects of criminal behaviour.  **Context B: Responses by society to crime**  This includes; Theories and explanations of responses to crime, current responses to crime and evaluation of responses to crime.  **Unit 2 – Researching Contemporary Issues**  This unit will allow the pupil to carry out independent research on the content of a unit studied at Higher or Advanced Higher in Modern Studies. The pupil will develop the investigative skills of planning, researching, analysing and presenting through the production of a **4500 word dissertation** for which part of the research must involve a primary method. |
| **Assessment** | To gain a full award for the course, pupils must achieve **all the component units of the course** (internally assessed) as well as **the external assessment**. The external assessment comprises of an externally set and assessed question paper and the dissertation. In addition, pupils must pass internal assessments throughout the course relating to the content and research methods related to the main study theme **(Unit 1)** and practical research methods **(Unit 2).** |
| **Materials Required** | A ring binder, folder and A4 paper. Pupils need access to the internet as we use Google Classroom a lot and they also need to be able to print articles and handouts as there is  a lot of reading. |

|  |  |
| --- | --- |
| **PHYSICS ADVANCED HIGHER**  **SCQF 7** | |
| **Days** | Mon/Wed or Tue/Thur 2-4pm |
| **Location** | Harlaw Academy (M/W) Aberdeen Grammar School (T/Th) |
| **Starting Date** | 5.6.17 |
| **Entry Requirements** | Pupils will normally be expected to have attained Higher Physics and Higher Mathematics at Grade A or B or other relevant qualifications. |
| **Course Content** | This course is composed of the following four Units:   * **Rotational Motion and Astrophysics:** develop and apply concepts and principles in a wide variety of situations involving angular motion, rotational dynamics and angular momentum. An astronomical perspective is developed through a study of gravitation; leading to work on general relativity and stellar physics. * **Quanta and Waves:** develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced. Work on wave theory is developed including: Interference, Division of amplitude, Division of wavelength, and Polarisation. * **Electromagnetism (half-unit):** develop and apply concepts and principles in a wide variety of situations involving electromagnetism. Electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits. * **Investigating Physics (half-unit):** the Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice. |
| **Assessment** | Throughout the course, learners must:   * apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment * draw on knowledge and understanding of the key areas and apply scientific skills, typically in an end of unit assessment. * research, plan and carry out investigative practical work on a chosen physics topic   To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:   * Component 1 — question paper 100 marks * Component 2 — project 30 marks |
| **Materials Required** |  |

**ADVENTURE ABERDEEN**

|  |  |
| --- | --- |
| **DUKE OF EDINBURGH’S AWARD LEADERSHIP TRAINING**  **SCQF 5** | |
| **Days** | Tue/Thur |
| **Location** | TBC |
| **Starting Date** | September 2017 |
| **Entry Requirements** | This programme is aimed at current DofE participants and award holders aged 16 years and over, who wish to develop leadership skills, although it is also available to young people who are not currently undertaking a DofE programme.  There are no other pre-requisites for this course.  *Note: this course requires a minimum of 10 people to run.* |
| **Course Content** | This course is split into 4 core modules, with each module has between four to eight learning outcomes, which should be met for each module undertaken.   * **Introduction to the DofE**   Aim - To provide information needed to be a DofE leader and run DofE programmes with a group. At the end of this module you should have a sound background knowledge of the DofE, understand the benefits of doing a programme and developed the skills to assist others in planning their own programme.   * **Teamwork & Leadership skills**   Aim – to give a basic level of understanding about working in teams and leadership skills, which you can apply when working in your DofE group. At the end of the module you will have a sound understanding of the development of group dynamics and the effectiveness of group work.   * **Managing a DofE group**   Aim – To provide DofE leaders with the skills which are essential in managing a DofE group. At the end of the module young people should have a good understanding of a range of organisational and communication skills. They will appreciate the importance of evaluation and develop the skills necessary to manage a DofE group.   * **Practical DofE Leadership**   Aim – To provide DofE leaders with the practical skills necessary to work in a DofE group. At the end of the module young people will have developed their own leadership skills within a group. |
| **Assessment** | For learners to receive SCQF accreditation for their work, a portfolio of evidence must be compiled and submitted to the Duke of Edinburgh’s Award. Therefore, candidates must complete the final practical module, which will involve a minimum of 17 hours of volunteering with a local DofE group.  In addition learners can attain certificates of attendance / completion in each of the DofE modules.  (The hours accumulated during the practical module can also be dual accredited as part of the volunteering section for a Silver or Gold DofE award, but must not be done during curriculum time). |

**CITYMOVES**

|  |  |
| --- | --- |
| **DANCE HIGHER**  **SCQF 6** | |
| **Days** | Mon/Wed |
| **Location** | Citymoves Studio, Schoolhill (Above the Triplekirks) |
| **Starting Date** |  |
| **Entry Requirements** | Higher Dance accepts male and female students from 5th and 6th year. Previous dance or drama experience is preferable. |
| **Course Content** | **Technical Skills Unit**   * Develop and apply skills in two contrasting techniques. In 2015/2016 these will be Contemporary and Jazz. * Research key practitioners and historical context influencing these two distinct styles.   **Choreography Unit**   * Create a group piece of choreography that communicates their chosen theme. |
| **Assessment** | **Component 1 — Performance (70 marks)**  Candidates will perform two tutor-choreographed technical solos, each lasting between 1.5 and 2 minutes, and each worth 35 marks.  **Component 2 — Practical Activity (70 marks)**  This component has two Sections.  **Section 1**: Choreography will have 35 marks. In this Section, candidates create and present a choreography for a group of dancers (excluding self), lasting between 2 and 3 minutes.  **Section 2**: Choreography Review will have 35 marks. In this Section, candidates review their work as a choreographer by explaining the relationship between their research, theme and an initial motif, explaining the reasons for the choreographic choices made, and reflecting on their skills as a choreographer. |

**SAKS AT NORTHFIELD**

|  |  |
| --- | --- |
| **SAKS HAIR ACADEMY DIPLOMA** | |
| **Days** | Tue/Thur |
| **Location** | Northfield Academy |
| **Starting Date** |  |
| **Entry Requirements** | Strong interest in the Fashion Industry / Hairdressing. |
| **Course Content** |  |
| **Assessment** |  |
| **Materials Required** |  |

**North East Scotland College (NESCol) Courses**

NESCol courses are offered on three campuses:

* City is the main building on the Gallowgate
* Altens is on Hareness Road
* The Maritime Academy is in Peterhead.

**NOTE:** Where demand exceeds available places selection measures will be applied, and in case of pupils not securing a place on their chosen College course they should have an in school back up option for that column.

|  |  |
| --- | --- |
| **BEAUTY THERAPY CITY & GUILDS LEVEL 1/NATIONAL 4**  **SCQF 4** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Pupils interested in this course should have a clear understanding that course delivery will include classroom based theory work as well as the development of practical skills. Pupils should have a stated interest in this area of employment and should understand that there is a requirement to wear a specified uniform to be purchased by the pupil and make-up and piercings are to be removed during lessons. |
| **Course Content** | Study of units including Facial Skin Care, Nail Services, Day Make-Up, Salon Reception Duties, Health and Safety and Maintaining Salon Treatment areas. |
| **Assessment** | Assessment will be based on a range of practical activities during which you will be observed and questioned. You will also be required to sit written and online invigilated assessments. |
| **Materials Required** | You will be required to provide & wear a specified uniform tunic, black dress trousers and non-slip enclosed shoes. Information on how to purchase the tunic will be given at time of offer. |
| **BUILT ENVIRONMENT        SCQF 5/6**  **NC Units** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | This course is suitable for pupils who have achieved or are working towards A or B passes at National 5 in English and Maths and who have achieved, or will be working towards one or two Highers from subjects including Graphic Communication, Physics and Engineering Science. |
| **Course Content** | This course will include 4 main units taken from the National Certificate.  Pupils will get credit for individual units achieved and gain insight into possible career pathways such as Architecture, Civil Engineering, Quantity Surveying or Construction Management. |
| **Assessment** | Evidence for assessment will be collated through a range of classroom based activities and assessments.  There is no final examination. |
| **Materials Required** | None |

|  |  |
| --- | --- |
| **BUSINESS SKILLS SCQF 5**  **NATIONAL PROGRESSION AWARD – LEVEL 5** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | There are no particular entry requirements for this course but pupils should be able to work at N5 level and have an interest in developing essential skills and knowledge for future employment in a business setting. |
| **Course Content** | This one year programme comprises a National Progression Award covering units in  •Skills for Customer Care  •Market Operations and the Scottish Economy  •PC Passport: IT Software – Word Processing and Presenting Information  •PC Passport: Internet and Online Communication  •PC Passport: IT Software – Spreadsheets and Database  •IT Solutions for Administrators |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. |
| **Materials Required** |  |

|  |  |
| --- | --- |
| **COMPUTING SCIENCE        SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | There are no particular entry requirements for this course although having an interest in Computer Science is essential. |
| **Course Content** | This course will provide pupils with a qualification at Level 5 in Computing and will introduce pupils to areas including programming, software and hardware. |
| **Assessment** | Assessment will be by way of end of course assessment plus portfolio work and classroom based assessment throughout the year. |
| **Materials Required** | None |

|  |  |
| --- | --- |
| **COMPUTING SCIENCE HIGHER**  **SCQF 6** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Pupils wishing to participate in this course should have achieved a pass at N5 Computing or evidence of an interest in computing and N5 pass in a related technology subject. |
| **Course Content** | The Course is made up of the following Units:   * Information Systems Design and Development * Software Systems Design and Development   Both units will introduce you to a range of advanced computational processes and thinking. You will learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry. |

|  |  |
| --- | --- |
| **CONSTRUCTION CRAFTS SKILLS FOR WORK NATIONAL 5**  **SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (Altens) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | This course is a suitable progression for pupils who have already completed Skills for Work N4 Construction Crafts. It would also suit pupils who have taken D&T courses in school at N4 and N5 level. |
| **Course Content** | This course will include 4 main units and acts as an introduction to a range of Construction Sector trades. The units in One Brick Walling, Bench Joinery and Decorative Painting Techniques are mandatory, along with the Employability Skills unit. If time allows the optional Plumbing of Sanitary Appliances unit may be completed. |
| **Assessment** | Candidates will be assessed through observation of practical tasks being carried out within the workshop setting. Candidates will also have to complete a self-review and a folio. |
| **Materials Required** | You must wear the appropriate Personal Protective Equipment, including safety boots, boiler suit & safety glasses in order to be admitted into the workshop. |

|  |  |
| --- | --- |
| **CONSTRUCTION CRAFTS SKILLS FOR WORK NATIONAL 4**  **(CONSTRUCTION ACADEMY) SCQF 4** | |
| **Days** | Tues/Thurs 2pm – 4.30pm and Optional Extended Work Experience Placement Mon/Wed pm’s. |
| **Location** | NESCol (Altens) and Industry placement where relevant |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | This course is a suitable for pupils interested in employment in the Construction Sector, with an understanding of the requirement to follow Health and Safety regulations in a workshop and industry setting. Pupils should have numeracy skills to N4 level. |
| **Course Content** | This course will include units in Half Brick Walling, Bench Joinery, Decorative Painting Techniques, Plumbing, Employability Skills, Practical Copper Pipework, and Carpentry and Joinery Techniques. |
| **Assessment** | Candidates will be assessed through observation of practical tasks being carried out within the workshop setting. Candidates will also have to complete a self-review and a folio. |
| **Materials Required** | You must wear the appropriate Personal Protective Equipment, including safety boots, boiler suit & safety glasses in order to be admitted into the workshop. |

|  |  |
| --- | --- |
| **CREATIVE TEXTILES NATIONAL PROGRESSION AWARD LEVEL 5/6**  **& GARMENT MANUFACTURE SCQF 5/6** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 19th June 2017 |
| **Entry Requirements** | Applicants should have a genuine interest in developing skills for working in the fashion and garment manufacture industry. You should have achieved or be ~~aiming~~ working towards achieving Nat 5 Art and Design. Prior experience with textiles would also be of benefit but not essential. |
| **Course Content** | This is a practical course aimed at pupils with an interest in fashion and garment manufacture. Development of creative and practical skills essential for working in the industry is the key focus through units including Garment Pattern Cutting, Industrial Sewing Skills, Develop and Manufacture Skirts, Colour, Sketchbook Development and Creative Textile Development. |
| **Assessment** | To achieve the course award you must attend regularly and successfully complete all the units. Assessment will be through ongoing assessment under open book conditions alongside with project work and creation of finished garments. |
| **Materials Required** | A selection of needles and pins; a selection of threads; fabric scissors; tape measure; chalk. |

|  |  |
| --- | --- |
| **DIGITAL MEDIA NATIONAL PROGRESSION AWARD LEVEL 6**  **SCQF 6** | |
| **Days** | Tues/Thurs 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | There are no particular entry requirements for this course but pupils should be able to work at N5 level and have an interest in developing digital and IT skills. |
| **Course Content** | This one year programme comprises 2 National Progression Awards at Level 5 in Digital Passport (units in Social Media Literacy, Information Literacy and Network Literacy) and Digital Media Editing (units in Still Images Editing, Audio Editing and Video Editing) |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. |

|  |  |
| --- | --- |
| **EARLY EDUCATION & CHILDCARE SKILLS FOR WORK NATIONAL 4**  **SCQF 4** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Candidates should have a genuine interest in working with children and understand that course delivery will include usual classroom based activities as well as practical skills development. Candidates should have achieved or be expecting to achieve passes at National 4 Level. |
| **Course Content** | The Course is made up of the following 4 units.  • Child Development  • Play in Early Education and Childcare  • Working in Early Education and Childcare  • Care of Children |
| **Assessment** | To achieve the Course award you must attend regularly and successfully complete the 4 units. Assessment will be continuous and based on internally marked tests and case studies along with project work and a folio. |

|  |  |
| --- | --- |
| **EARLY EDUCATION & CHILDCARE SKILLS FOR WORK NATIONAL 5**  **SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | This course is a suitable progression opportunity for pupils who have already achieved N4 SfW Early Education and Childcare, but having this qualification is not essential. Pupils should be working towards or have achieved N5 English to participate in this course. |
| **Course Content** | The Course is made up of the following 4 units.  • Child Development  • Play in Early Education and Childcare  • Working in Early Education and Childcare  • Parenting |
| **Assessment** | To achieve the Course award you must attend regularly and successfully complete the 4 units. Assessment will be continuous and based on internally marked tests and case studies along with project work and a folio. |

|  |  |
| --- | --- |
| **ENGINEERING SKILLS FOR WORK NATIONAL 5**  **SCQF 5** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (Altens) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Candidates should have a genuine interest in engineering and should have some practical skills in D&T at N4 level. Working towards attainment of N5 Maths would also be of benefit. |
| **Course Content** | The Course is made up of the following 4 units.  • Mechanical and Fabrication  • Electrical and Electronic  • Maintenance  • Design and Manufacture |
| **Assessment** | To achieve the Course award you must attend regularly and successfully complete the 4 units. Assessment will be continuous and based on observation of practical tasks. |

|  |  |
| --- | --- |
| **EXERCISE & FITNESS LEADERSHIP NATIONAL PROGRESSION AWARD LEVEL 6**  **SCQF 6** | |
| **Days** | Tue/Thur 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | This course is a suitable progression from N5 Physical Education. A pass in N5 Biology or working towards Higher Biology would also be of benefit. |
| **Course Content** | This course will include 3 main units – Cardiovascular Training, Fixed Weight Training and Circuit Training. During this course pupils will learn about the main physiological effects of different types of training on the body and how to individualise training for selected clients. |
| **Assessment** | Candidates will be assessed by way of a range of formative and summative approaches to assessment, including observation of practical performance, case study and closed book assessment. All assessment is continuous through the course. |
| **Materials Required** | Generic sports clothing and shoes. |

|  |  |
| --- | --- |
| **FOOD MANUFACTURING NATIONAL PROGRESSION AWARD LEVEL 6 SCQF 6** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils wishing to participate in this course should have a stated interest in the Food Manufacturing sector and should be working towards or have achieved a related N5 qualification in Engineering, Hospitality or Science. |
| **Course Content** | The Course is made up of the following Units:   * Fundamentals of Food Science * Food Manufacturing: Food Production * Commercial and Social Drivers * Sustainability |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. There is a closed book assessment element to the Fundamentals of Food Science unit. |

|  |  |
| --- | --- |
| **GIRLS IN ENERGY SKILLS FOR WORK - NATIONAL 5**  **(SPONSORED BY SHELL) SCQF 5** | |
| **Days** | Tues/Thurs 2pm – 4.30pm |
| **Location** | Kincorth Academy (run by NESCol)  **NOTE –** this course will also be offered outwith travel afternoons in Hazlehead and either Bridge of Don or Dyce Academies. |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | This course sponsored by SHELL is suited to girls with an interest in progressing into careers in the Energy Sector. Pupils should be working towards, or have achieved N5 Maths, and ideally also N5 Physics. |
| **Course Content** | This one year Skills for Work N5 award includes study of the following units:  •Energy: An Introduction  •Domestic Wind Turbines Systems  •Domestic Solar Hot Water Systems  •Employability and Careers  •Oil/Gas Extraction |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. |
| **Materials Required** | You must wear the appropriate Personal Protective Equipment, including safety boots, boiler suit & safety glasses in order to be admitted into the workshop. As this is a sponsored course, PPE is provided by the Sponsoring company. |

|  |  |
| --- | --- |
| **HEALTH SECTOR SKILLS FOR WORK NATIONAL 5**  **SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Applicants should have a genuine interest in developing skills for working in the Health and Social Services industries and understand that course delivery will include usual classroom based activities as well as practical skills development. Candidates should have achieved or be expecting to achieve passes at National 5 Level |
| **Course Content** | 4 Units – Working in the Health Sector, Life Sciences Industry and the Health Sector, Improving Health and wellbeing, Physiology of the Cardiovascular System. |
| **Assessment** | To achieve the course award you must attend regularly and successfully complete all the units. Assessment will be based on case studies along with project work and a folio. |

|  |  |
| --- | --- |
| **INTRODUCTION TO HAIR & BEAUTY SECTOR CITY & GUILDS LEVEL 1/NATIONAL 4**  **(HAIR) SCQF 4** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils interested in this course should have a clear understanding that course delivery will include classroom based theory work as well as the development of practical skills in the salon environment. Pupils should have achieved or be expected to achieve at least 3 awards at National 4. Pupils should have a stated interest in this area of employment and should understand that there is a requirement to wear a specified uniform to be purchased by the pupil. |
| **Course Content** | Course content will cover practical skills including shampooing, conditioning, styling and colouring, as well as essential skills for the workplace, including customer care, reception skills, health and safety and personal presentation. |
| **Assessment** | Assessment will be based on a range of practical activities during which you will be observed and questioned. You will also be required to sit written and online invigilated assessments. |
| **Materials Required** | You will be required to provide & wear a specified uniform tunic, black dress trousers and non-slip enclosed shoes. Information on how to purchase the tunic will be given at time of offer. |

|  |  |
| --- | --- |
| **INTRODUCTION TO VEHICLE TECHNOLOGY**  **INSTITUTE OF THE MOTOR INDUSTRY (IMI) AWARD - NATIONAL 4**  **SCQF 4** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (Altens) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | No particular entry requirements but candidates should have a stated interest in progressing to employment in the Automotive Industry and should be expecting to achieve National 4 in the core skills of Communication, Numeracy, IT, Problem Solving and Working with Others.Pupils are expected to understand the need to comply with Health and Safety standards, particularly in relation to the high standards of behaviour required in a workshop environment. |
| **Course Content** | Units at introductory level in Motor Vehicle Workshop Safety, Intro to the Automotive Retail and Repair Industry, Steering and Suspension, Braking System Checks, Cooling and Lubrication System Checks, Light Vehicle Construction, Fuel Systems. |
| **Assessment** | Achievement is through observation of successful completion of various practical tasks when working on the vehicles. |
| **Materials Required** | You must wear the appropriate Personal Protective Equipment, including safety boots, boiler suit & safety glasses in order to be admitted into the workshop. |

|  |  |
| --- | --- |
| **INTRODUCTION TO WORKING IN THE COMMUNITY NATIONAL 5 UNITS SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | In order to secure a place on this course you will be expected to have achieved, or working towards achievement of at least 4 theory based subjects at National 4. |
| **Course Content** | This course aims to prepare you for entering community based employment or progression to associated further studies. Through this course you will be introduced to subjects that will provide you with an understanding of your place in your community and what positive contributions you can make to your community. You will also have the opportunity to explore some of the key issues that can affect a community, such as, crime. During this course you will study a range of SQA units in sociology, criminology, leadership and personal development as well as a unit designed to prepare you to undertake volunteering in your community. |
| **Assessment** | Assessment will be diverse, mainly open book, with the aim of developing a broad range of essential and employability skills. |

|  |  |
| --- | --- |
| **LABORATORY SCIENCE SKILLS FOR WORK - NATIONAL 5 SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | This course would suit any learner working towards N5 or Higher Sciences with an interest in developing practical Laboratory Skills to prepare for Further or Higher Education, or future employment. |
| **Course Content** | This one year Skills for Work N5 award includes study of the following units:   * Laboratory Science: Careers using Laboratory Science * Laboratory Science: Working in a Laboratory * Laboratory Science: Practical Skills * Laboratory Science: Practical Investigation |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. |
| **Materials Required** | This course will require use of a scientific calculator. A Lab Coat will have to be worn in Laboratories. |

|  |  |
| --- | --- |
| **MARITIME SKILLS SKILLS FOR WORK NATIONAL 5**  **SCQF 5** | |
| **Days** | Friday 9.15am - 2.45pm |
| **Location** | Scottish Maritime Academy, Peterhead |
| **Starting Date** | 9th June 2017 |
| **Entry Requirements** | No specific entry requirements, but a commitment to travel independently to Scottish Maritime Academy in Peterhead every Friday and a genuine interest in progressing to the related industries. |
| **Course Content** | Course will include study in following units: Introduction to Seamanship, Introduction to the Maritime Environment, Small Boat Engineering and Health and Safety in the Maritime Sector. Successful completion of this course will support progression to employment within the commercial Sea Fishing industry, the Royal Navy, the Merchant Navy and the supply/standby sector in the North Sea. |
| **Assessment** | Assessment will be based on observation of and completion of a range of classroom based activities and practical activities. There is no final exam but regular attendance is essential for success completion. |
| **Materials Required** | You must wear the appropriate Personal Protective Equipment, including safety boots & boiler suit. |

|  |  |
| --- | --- |
| **PHOTOGRAPHY NATIONAL PROGRESSION AWARD LEVEL 5**  **SCQF 5** | |
| **Days** | Mon/Wed 2pm – 4.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 19th June 2017 |
| **Entry Requirements** | No specific entry requirements although preference will be given to applicants with a clearly expressed interest in photography and/or progression to employment or further study in Creative Industries. |
| **Course Content** | Pupils will learn how to use simple automatic functions of a camera to produce images relevant to the units. Units to be delivered include Understanding Photography, Photographing People, Photographing Places and Working with Photographs. Through unit based project work and peer evaluation pupils will learn about composition, framing, colour, mood, use of natural and artificial lighting and how to edit and present images. |
| **Assessment** | Continuous ongoing assessment and unit assessments based on project work produced. |
| **Materials Required** | A3 layout or sketchpad; Coloured pens and pencils; 4GB memory stick. |

|  |  |
| --- | --- |
| **PSYCHOLOGY HIGHER SCQF 6** | |
| **Days** | Mon 2pm – 5pm (Group 1)  Wednesday 2pm – 5pm (Group 2)  Thursday 2pm – 5pm (Group 3) |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils wishing to participate in this course should have achieved a pass in Higher English and understand the requirement for a high level of commitment to self study. |
| **Course Content** | The Course is made up of the following Units:  • Understanding the Individual  • Investigating Behaviour  • The Individual in the Social Context |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. There will be an assessment for each Unit. In addition there will be an assignment (the assignment will require learners to plan, carry out and report on their psychological research investigation) and an external exam in June. |

|  |  |
| --- | --- |
| **SOCIOLOGY HIGHER SCQF 6** | |
| **Days** | Tues 2pm – 5pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Pupils wishing to participate in this course should have achieved a pass in Higher English and understand the requirement for a high level of commitment to self study. |
| **Course Content** | The Course is made up of the following Units:  • Studying Human Society: The Sociological Approach  • Understanding Human Society 1  • Understanding Human Society 2 |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. There will be an assessment for each Unit. In addition, there is an assignment (the assignment will require learners to use sociological skills, knowledge and understanding to carry out and report on a piece of secondary research) and a final external exam in June. |

|  |  |
| --- | --- |
| **SUPPORTED LEARNING LINKS COURSE SCQF LEVEL 2/3** | |
| **Days** | Friday 9.30am – 3.30pm |
| **Location** | NESCol (City) |
| **Starting Date** | 9th June 2017 |
| **Entry Requirements** | Pupils wishing to participate in this course should be in their final year of school, working towards National 2 or 3 Level qualifications and have an additional learning support need. |
| **Course Content** | There is a wide range of choices available which your school will go over with you and help you to choose. The College will try to make sure you get your favourites, as far as possible. You can do up to eight subjects.  Options include:   * Office Skills & Keyboarding * Working with Craft Tools (Joinery) * Information Technology * Food Preparation for Healthy Eating * Exploring Visual Images (Art) * Car Maintenance * Painting & Decorating * Countryside Skills * Drama * Music * Investigation into Care of the Elderly * Computer Activity * Local Investigation * Personal Presentation (Hair & Beauty) * Retail Skills (Working in our charity shop) * Enterprise Coffee Shop (Bakery) |
| **Assessment** | Through completion of college certificates or SQA units, as appropriate. |
| **Materials Required** | Individual units may require particular equipment or clothing which will be communicated upon allocation of options. |

**Foundation Apprenticeships at NESCol**

Foundation Apprenticeships are a fundamental change in the approach to education in the senior phase and were developed to help young people gain valuable, real-world work experience and access work-based learning while they’re still at school.

They are a work-based learning opportunity for senior-phase secondary school pupils.  Lasting two years, pupils typically begin their Foundation Apprenticeship in S5.  Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

A Foundation Apprenticeship can lead straight into a job, further study at college or university, or a fast-track Modern Apprenticeship.

|  |  |
| --- | --- |
| **BUSINESS SKILLS FOUNDATION APPRENTICESHIP LEVEL 6**  **SCQF 6** | |
| **Days** | Tues/Thurs 2pm – 5pm |
| **Location** | NESCol (City) |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Pupils participating in this course should be committed to attending school until the end of S6. Depending on career aspirations it could be beneficial to study Higher English and Higher Business Management or Administration alongside this programme.  Pupils should be expecting to achieve an A or B pass in N5 English and Maths and would ideally also have N5 Business Management. |
| **Course Content** | This is a 2 year SQA Award comprising a National Progression Award at Level 6 in Business with Information Technology and SVQ Level 3 Units alongside extended Work Based Learning opportunities. Units of study will include Contemporary Business Issues, Word Processing and Presenting Information, How to manage own performance in a business Environment, Designing and producing documents in a business environment. |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. Skills development will be assessed through assessment in work based settings through observation of tasks and activities being completed successfully. |

|  |  |
| --- | --- |
| **CREATIVE AND DIGITAL MEDIA FOUNDATION APPRENTICESHIP LEVEL 6**  **SCQF 6** | |
| **Days** | Mon/Wed 2pm – 5pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils participating in this course should be committed to attending school until the end of S6. Depending on career aspirations it could be beneficial to study Higher English, Higher Art and Higher Computing Science alongside this programme.  Pupils should be expecting to achieve an A or B pass in N5 English and Maths and would ideally also have N5 Art or N5 Computing Science. |
| **Course Content** | This is a 2 year SQA Award comprising a National Progression Award at Level 6 and SVQ Units alongside extended Work Based Learning opportunities. During this course pupils will develop skills in creating and sharing content through a range of medium including audio, visual and digital. Pupils will consider how to market and promote materials to different audiences and learn about creative business processes. Pupils will also develop understanding of digital marketing and the use of social media in marketing campaigns |

|  |  |
| --- | --- |
| **ICT – HARDWARE AND SYSTEM SUPPORT FOUNDATION APPRENTICESHIP LEVEL 6**  **SCQF 6** | |
| **Days** | Mon/Wed 2pm – 5pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils participating in this course should be committed to attending school until the end of S6. Depending on career aspirations it could be beneficial to study Higher Physics, Higher Maths and/or Higher Computing alongside this programme.  Pupils should be expecting to achieve an A or B pass in N5 English and Maths and would ideally also have N5 Computer Science qualification. |
| **Course Content** | This is a 2 year SQA Award comprising a National Progression Award at Level 6 in Professional Computer Fundamentals and SVQ Level 2 Units alongside extended Work Based Learning opportunities. Units of study will include Security Fundamentals, Working with IT and Telecom Hardware, Network Fundamentals, Testing IT and Telecom Systems. |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. Skills development will be assessed through assessment in work based settings through observation of tasks and activities being completed successfully. |

|  |  |
| --- | --- |
| **MECHANICAL ENGINEERING FOUNDATION APPRENTICESHIP LEVEL 6**  **SCQF 6** | |
| **Days** | Mon/Wed 1.30pm – 4.30pm |
| **Location** | NESCol (City) and NESCol (Altens) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils participating in this course should be committed to attending school until the end of S6. They are also required to be studying Higher Maths in school.  Pupils should be expecting to achieve an A or B pass in N5 Maths and would ideally also have N5 Physics. |
| **Course Content** | This is a 2 year SQA Award comprising an NC in Mechanical Engineering at Level 6, Units of the Performing Engineering Operations Level 2 Qualification and extended Work Based Learning opportunities. |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. Skills will be assessed through assessment in work based settings or the College workshop through observation of tasks being completed successfully. |

|  |  |
| --- | --- |
| **CHILDREN & YOUNG PEOPLE FOUNDATION APPRENTICESHIP LEVEL 6**  **SCQF 6** | |
| **Days** | Tues/Thurs 2pm – 5pm OR Wed 8.50am – 4pm |
| **Location** | NESCol (City) OR Fraserburgh Campus |
| **Starting Date** | 6th June 2017 |
| **Entry Requirements** | Pupils participating in this course should be committed to attending school until the end of S6. Depending on career aspirations it would be beneficial to study Higher English and a Higher Science alongside the FA.  Pupils should be expecting to achieve an A or B pass in N5 English and would ideally also have N5 Science qualifications. |
| **Course Content** | This is a 2 year SQA Award comprising a National Progression Award at Level 6 and SVQ Level 2 Units alongside extended Work Based Learning opportunities. Units of study will include Development of Children and Young People, Promoting Wellbeing of Children and Young People, Safeguarding Children and Young People, Play for Children and Young People. |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. Skills development will be assessed through assessment in work based settings through observation of tasks and activities being completed successfully. |

|  |  |
| --- | --- |
| **SOCIAL CARE AND HEALTHCARE FOUNDATION APPRENTICESHIP LEVEL 6**  **SCQF 6** | |
| **Days** | Mon/Wed 2pm – 5pm |
| **Location** | NESCol (City) |
| **Starting Date** | 5th June 2017 |
| **Entry Requirements** | Pupils participating in this course should be committed to attending school until the end of S6. Depending on career aspirations it would be beneficial to study Higher English and a Higher Science alongside the FA.  Pupils should be expecting to achieve an A or B pass in N5 English and would ideally also have N5 Science qualifications. |
| **Course Content** | This is a 2 year SQA Award comprising a National Progression Award at Level 6 and SVQ Level 2 Units alongside extended Work Based Learning opportunities. Units of study will include Social Services in Scotland, Safeguarding people, Communication in Social Services and Human Development and Social Influences in Social Services. |
| **Assessment** | To achieve the course award you must successfully complete all units and attain all the assessments. Skills development will be assessed through assessment in work based settings through observation of tasks and activities being completed successfully. |

**Robert Gordon University (RGU) ‘Access To’ Programme**

**Entry Requirements** To be eligible to apply pupils must meet **at least one** of the following criteria. In case of over-subscription priority will be given to applicants who meet more than one eligibility criteria.

* Attend one of the following target schools as agreed in partnership with the Local Authority – Northfield, St Machar, Kincorth, Torry, Hazlehead,
* Have spent time as a Looked After Child or Looked After and Accommodated Child
* Be based in Aberdeen City, living permanently in an area identified as most deprived (referred to as MD20/MD40 or quintiles 1 & 2 through the Scottish Index of Multiple Deprivation, SIMD)
* Be in receipt of Educational Maintenance Allowance or free school meals
* Be in the first generation of your family to go to university
* Experienced a disruption to studies based on personal circumstances
* Have a significant role looking after someone else who is experiencing illness or disability

|  |  |
| --- | --- |
| **ACCESS TO ART & ARCHITECTURE (ACES)** | |
| **Days** | Wed 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | September |
| **Entry Requirements** | ACES is open to pupils who are able to demonstrate a genuine interest in Art, Design or Architecture and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | ACES will provide you with an opportunity to develop your creative ideas with support from art, design and architecture lecturers and students. You will take part in collaborative workshops before specialising further in your chosen area. You will complete a number of short projects developing skills in drawing, design and building. Alongside the practical element of the course you will benefit from advice regarding the RGU application and selection process. The course provides an opportunity to experience university life and to meet and work with some of our recent graduates and current students. During the programme you will also receive support with your university application, and advice on careers and pathways into higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials are provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO BUSINESS & MANAGEMENT** | |
| **Days** | Mon 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | October |
| **Entry Requirements** | Access to Business & Management is open to pupils who are able to demonstrate a genuine interest in Business and Management and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | Access to Business & Management will provide you with an opportunity to find out more about the range of courses taught at Aberdeen Business School**.** The programme willhelp you develop your management, teamwork and problem solving skills through participating in a series of business challenges from business ethics to HR and marketing. During the programme you will have sessions with the academics exploring the subject field in a practical and interactive way as well as support sessions to help you prepare for the transition between school and higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO COMMUNICATION & MEDIA** | |
| **Days** | Mon 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | October |
| **Entry Requirements** | Access to Communication & Media is open to pupils who are able to demonstrate a genuine interest in the field of Communication & Media and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | Access to Communication & Media will provide you with an opportunity to find out more about media and creative industries and develop your ideas with support from communication and media lecturers and students. The course provides an insight into university life and future career choices across an increasingly varied industry that includes media production, public relations and journalism. This course will help you develop your skills through exploring and using a range of media technologies. During the programme you will also receive support with your university application, and advice on careers and pathways into higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO COMPUTING** | |
| **Days** | Tue 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | September |
| **Entry Requirements** | Access to Computing is open to pupils who are able to demonstrate a genuine interest in Computing disciplines and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | This hands-on programme will introduce you to the courses taught at the School of Computing Science and Digital Media at RGU. Each week you will work in small teams and develop your skills in programming and digital painting under guidance from academics and current students. No previous experience with computing is required, just an interest in the area and enthusiasm. During the programme you will also receive support with your university application, and advice on careers and pathways into higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO ENGINEERING** | |
| **Days** | Wed 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | September |
| **Entry Requirements** | Access to Engineering is open to pupils who are able to demonstrate a genuine interest in Engineering disciplines and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | Access to Engineering will provide you with an opportunity to find out more about the range of courses taught at the School of Engineering. The programme willgive you access to state of the art facilities and equipment,helping you develop your technical, teamwork and problem solving skills through participating in a series of projects. During the programme, you will have sessions with the academics exploring Mechanical, Electrical & Electronic disciplines in a practical and interactive way as well as support sessions to help you prepare for the transition between school and higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO HEALTH PROFESSIONS** | |
| **Days** | Wed 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | September |
| **Entry Requirements** | Access to Health Professions is open to pupils who are able to demonstrate a genuine interest in Health Sciences and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | Access to Health Professions will provide you with an opportunity to find out more about Diagnostic Radiography, Occupational Therapy, Physiotherapy, Pharmacy, Nutrition & Dietetics and Applied Sports and Exercise Science with support from Health Sciences lecturers and students. The course provides an opportunity to gain an insight into these professions and develop the skills and qualities required to succeed in this career field.Alongside the practical element of the course you will also receive support with your university application, and advice on careers and pathways into higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO LAW/LAW & MANAGEMENT** | |
| **Days** | Mon 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | October |
| **Entry Requirements** | Access to Law/Law & Management is open to pupils who are able to demonstrate a genuine interest in Law and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | The Access to Law / Law & Management programme is delivered in partnership between RGU and Ledingham Chalmers and will give you a unique opportunity to learn more about the discipline of law and gain a real insight to the diversity of the legal profession. The programme will explore the question ‘What is law?’ and will focus on different aspects of the law from mooting, to case study research to negotiating and mediating. During the programme you will have sessions with the academics exploring the subject field in a practical and interactive way as well as support sessions to help you prepare for the transition between school and higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

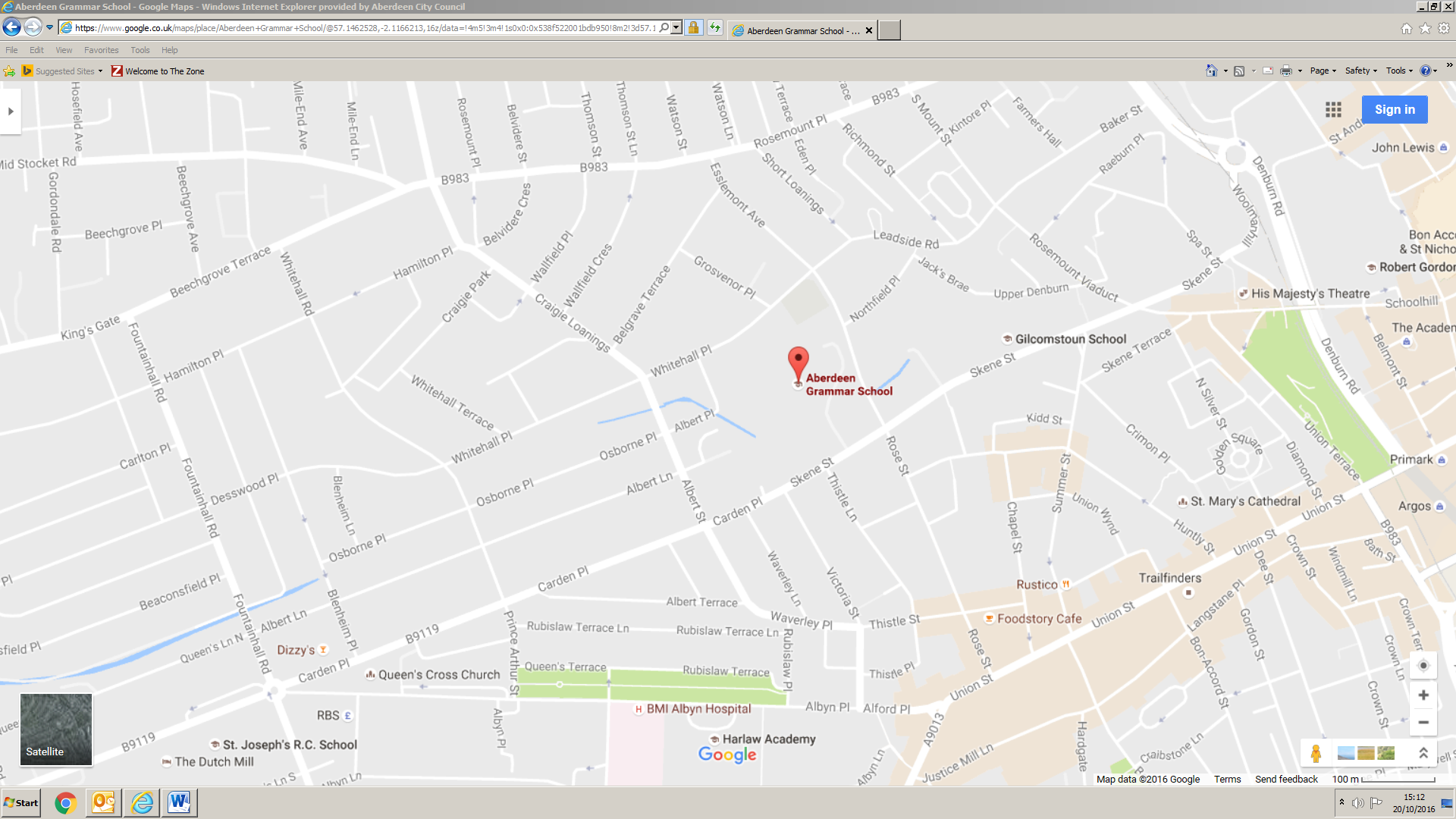
|  |  |
| --- | --- |
| **ACCESS TO LIFE SCIENCES** | |
| **Days** | Tue 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | September |
| **Entry Requirements** | Access to Life Sciences is open to pupils who are able to demonstrate a genuine interest in Science and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | This hands-on program will introduce you to the courses taught at the School of Pharmacy and Life Sciences at RGU. With access to state of the art laboratory facilities, you'll emerge with valuable practical skills in lab techniques, analysis and problem solving and the inter-personal skills required in this sector of work. The programme includes practical workshops in biology, chemistry and nutrition science. During the programme you will also receive support with your university application, and advice on careers and pathways into higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

|  |  |
| --- | --- |
| **ACCESS TO NURSING & MIDWIFERY** | |
| **Days** | Tue 4.30pm – 6.30pm |
| **Location** | RGU |
| **Starting Date** | September |
| **Entry Requirements** | Access to Nursing & Midwifery is open to pupils who are able to demonstrate a genuine interest in Nursing and Midwifery and show potential to progress onto degree level study either via a college articulation route or by direct entry to the university. |
| **Course Content** | Access to Nursing & Midwifery will provide you with an opportunity to find out more about the range of courses taught at School of Nursing & Midwifery**.** The programme willprovide youan insight into Children and Young People Nursing, Adult Nursing, Mental Health Nursing as well as Midwifery, and help you to develop the skills and qualities required in health care professions. During the programme you will have sessions with the academics exploring the subject field in a practical and interactive way as well as support sessions to help you prepare for the transition between school and higher education. |
| **Assessment** | There is no formal course assessment. |
| **Materials Required** | Materials provided by RGU |

**Course Locations and Bus Routes**

**Aberdeen Grammar School**

**Address**: Skene Street, Aberdeen, AB10 1HT

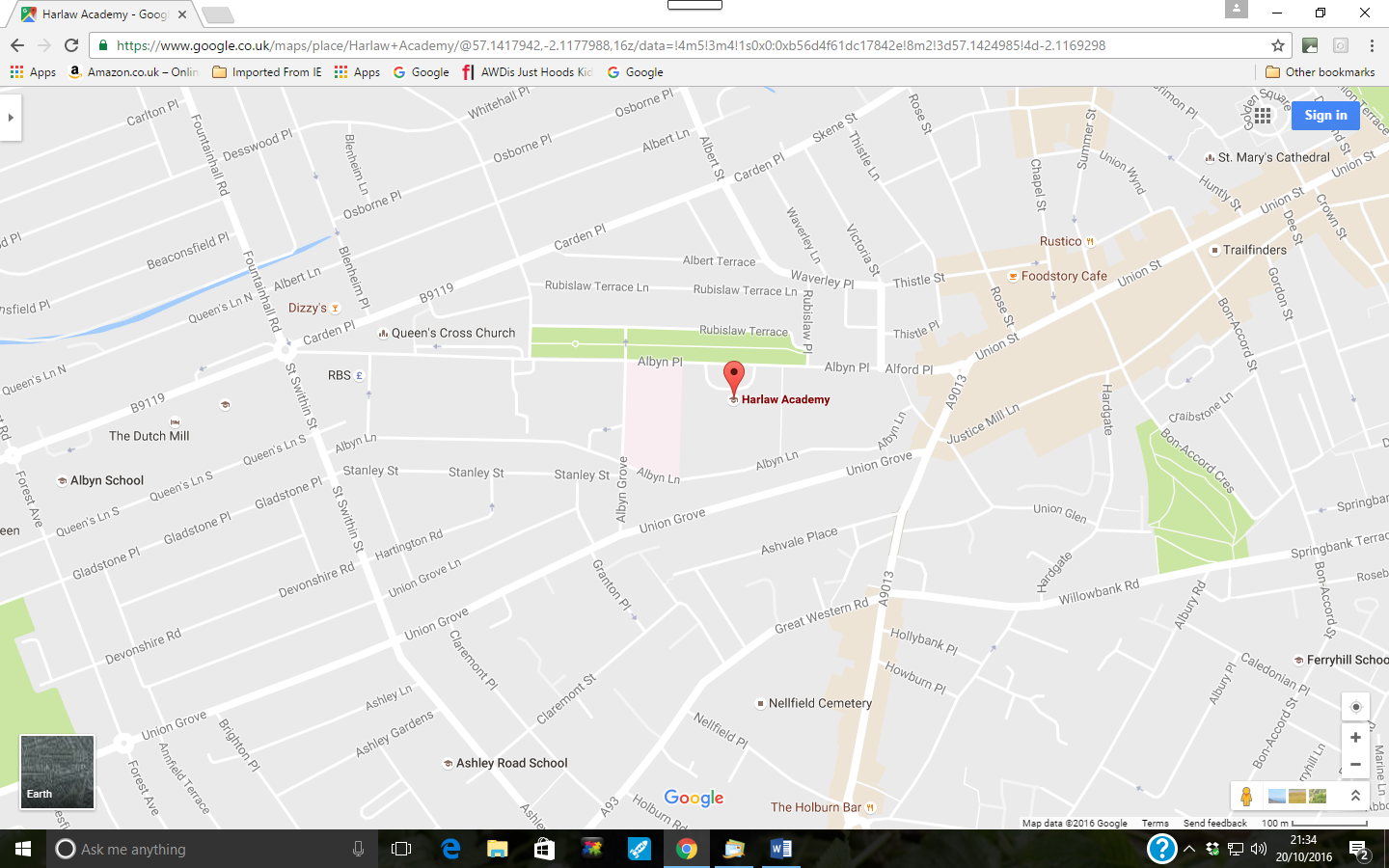


**Bus Routes:**

* Take any bus to Union Street. Get off at the west end then walk down Rose Street.
* Take the no.3 or 5 to South Mount Street then walk through Leadside Road.

**Harlaw Academy**

**Address:** 18 – 20 Albyn Place, Aberdeen, AB10 1RG

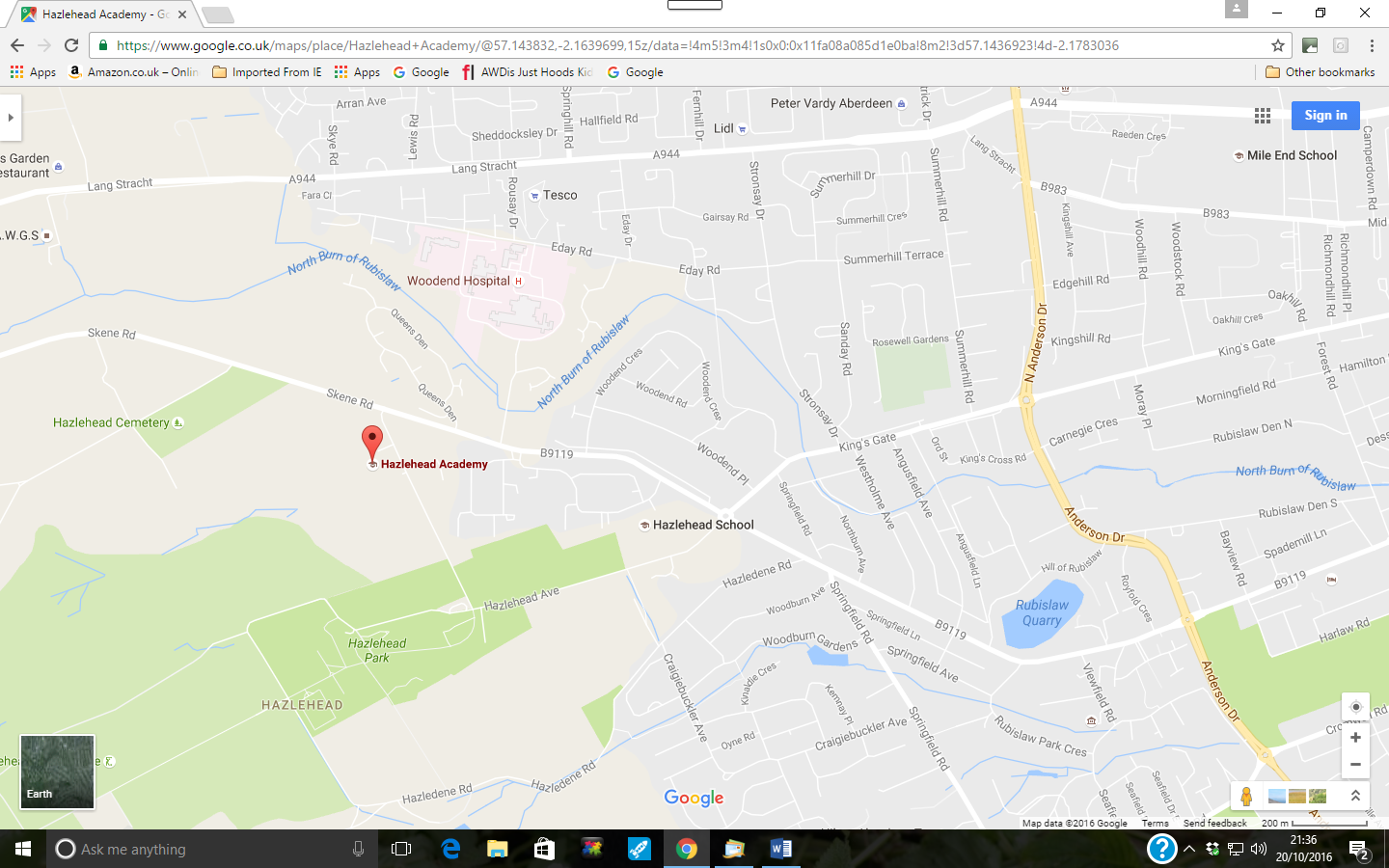


**Bus Routes:**

* Take any bus to Holburn Junction and walk up to Albyn Place.
* No. 11 and 13 go past the school.

**Hazlehead Academy**

**Address:** Groats Road (off Queen’s Road), Aberdeen, AB15 8BE

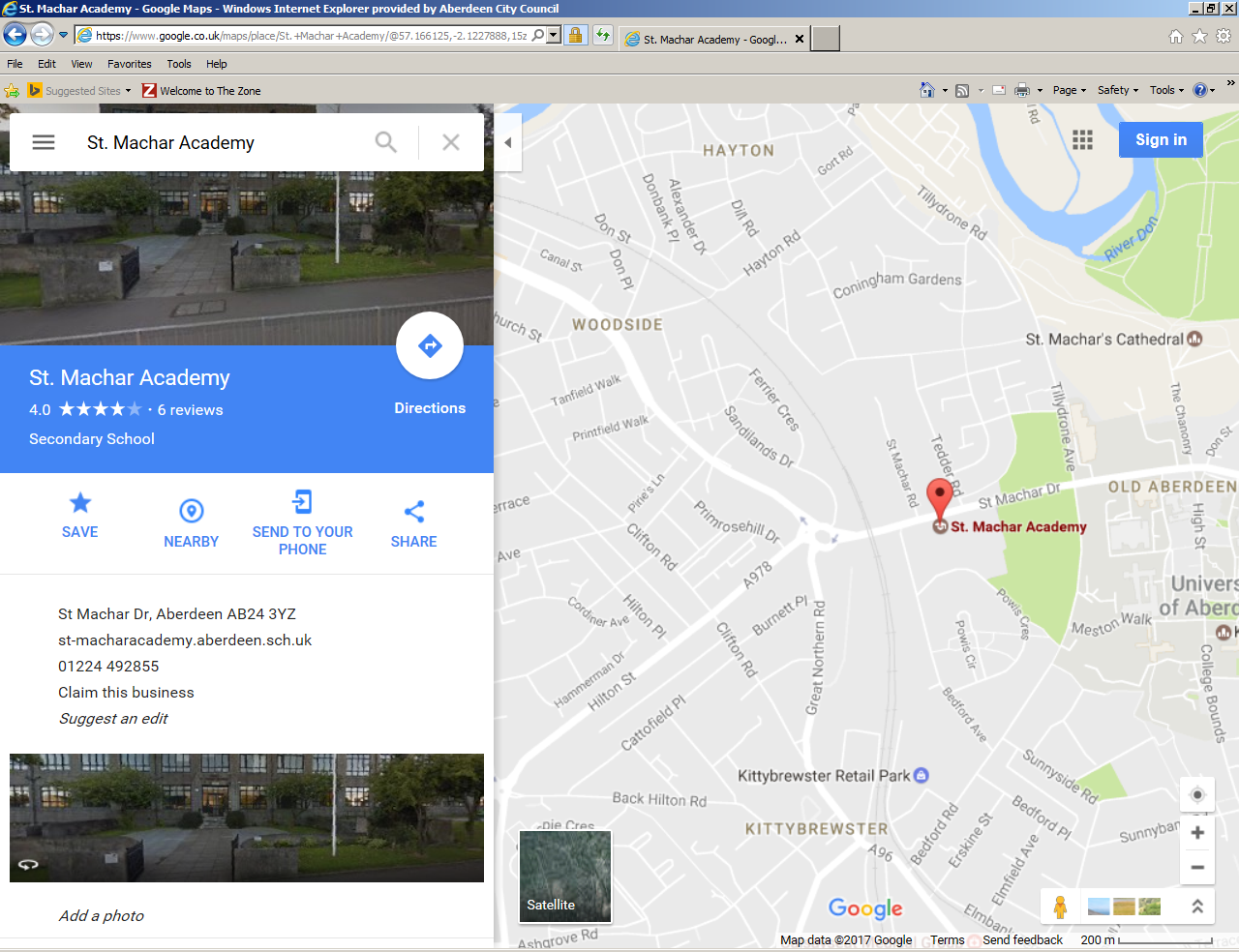


**Bus routes:**

* No.11 to the terminus opposite Woodend Hospital. Either walk up Queen’s Road a little further, then turn left onto Groats’ Road, or take the short cut over the (public) grassy area. (Which can be soggy!)

**St. Machar Academy**

**Address:** St. Machar Drive, Aberdeen, AB24 3YZ



**Bus routes:**

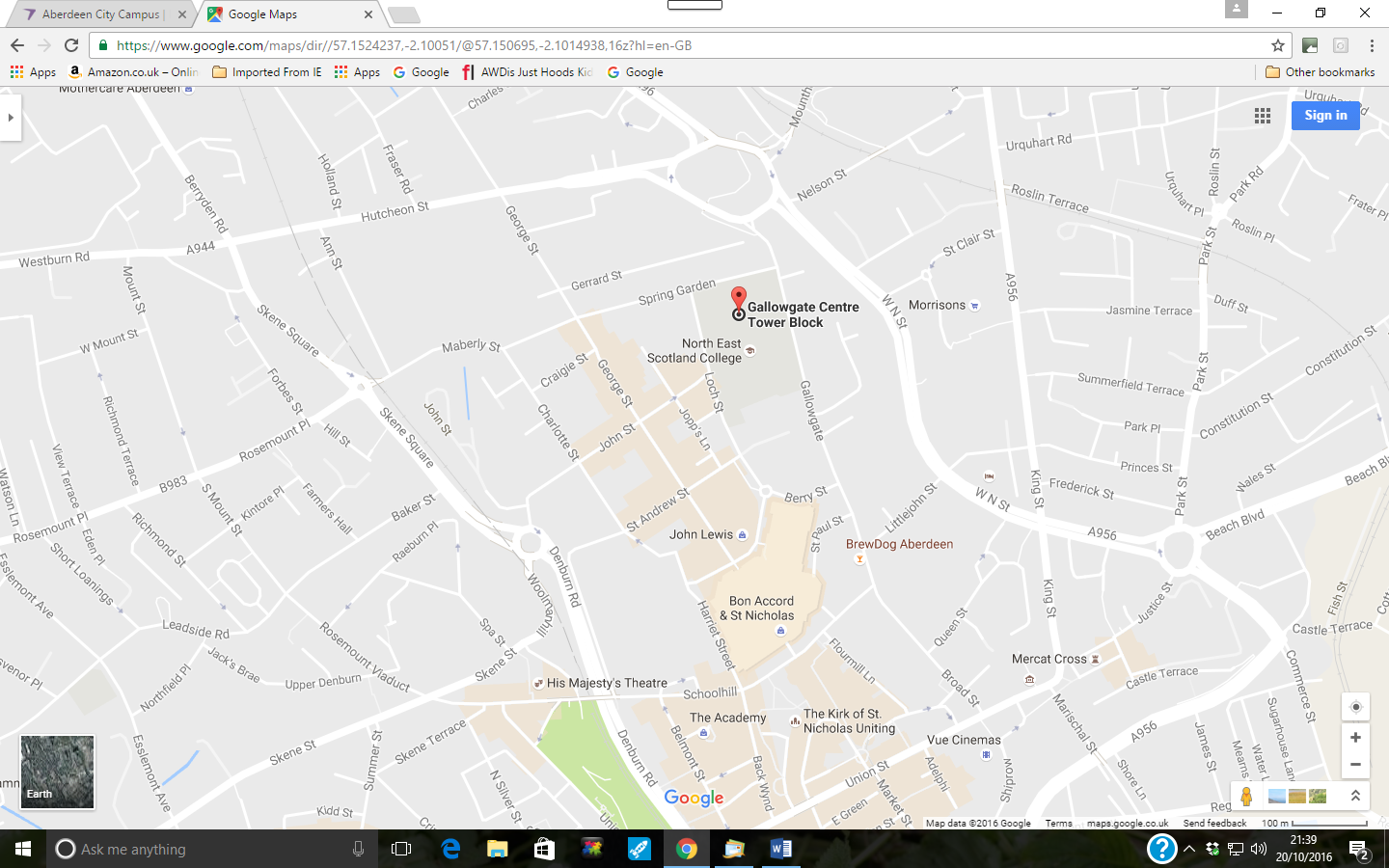
No. 1 or 2to King Street – get off near the roundabout at Seaton, then walk up St. Machar Drive

No. 17 or 18 along Great Northern Road, get off at roundabout and walk down to school

No. 20 to Aberdeen University at St. Machar Drive, then walk up to the school.

**North East Scotland College (NESCol) - City**

**Address:** Gallowgate, Aberdeen, AB25 1BN

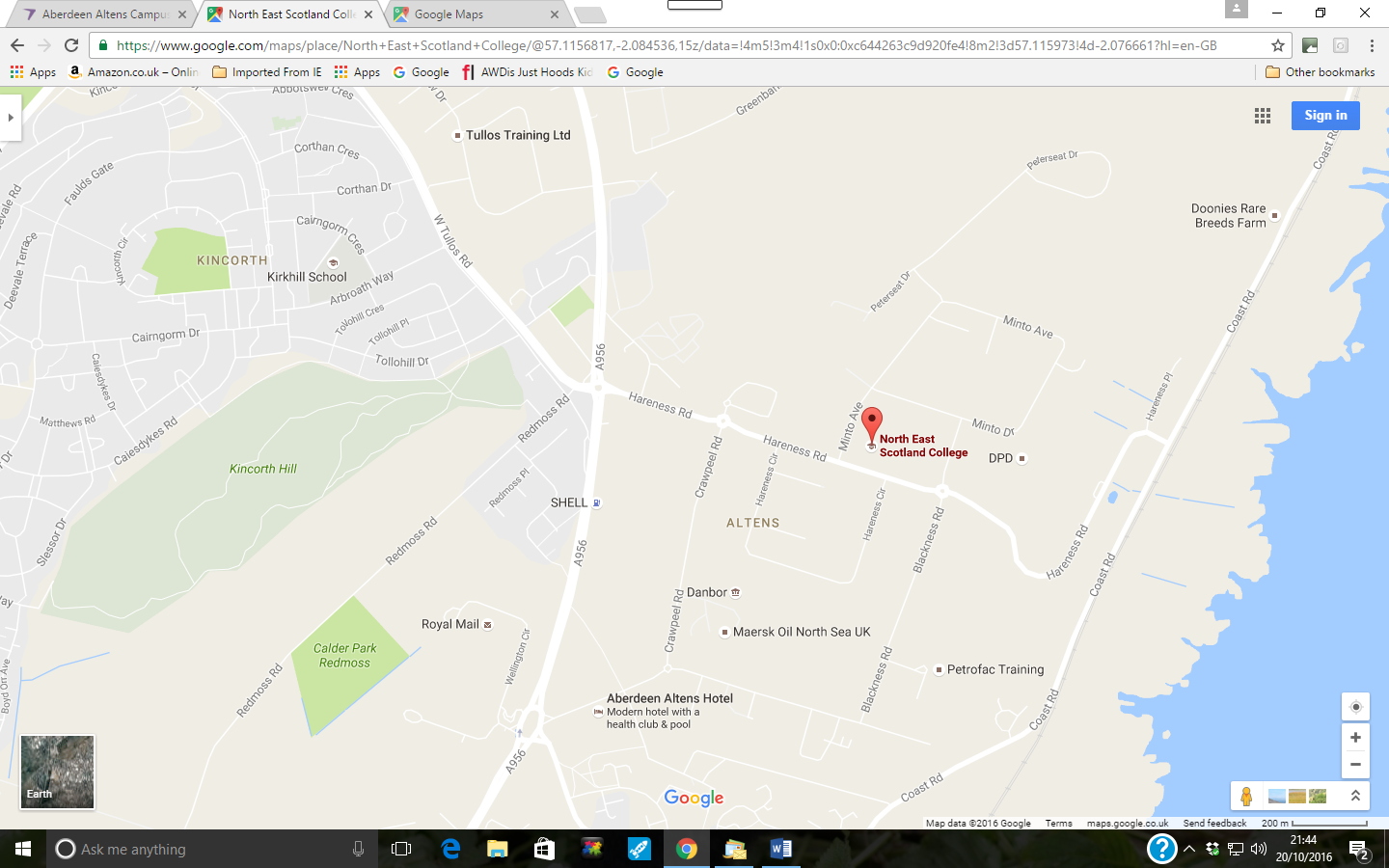


**Bus routes:**

* No. 11,17,18,19,20,25 all stop in Broad Street, outside Marischal College. NESCol is a short walk down The Gallowgate.
* The no. 11 continues down The Gallowgate.
* The no. 20 and 25, heading towards Union Street, stop in The Gallowgate
* The (new) no. 8 and 9 from Dubford/Bridge of Don stops on The Gallowgate
* The no. 23 from Heathryfold goes to Mounthooly – a short walk from The Gallowgate.

**North East Scotland College (NESCol) - Altens**

**Address:** Hareness Road, Altens Industrial Estate, Aberdeen AB12 3LE



**Bus routes**

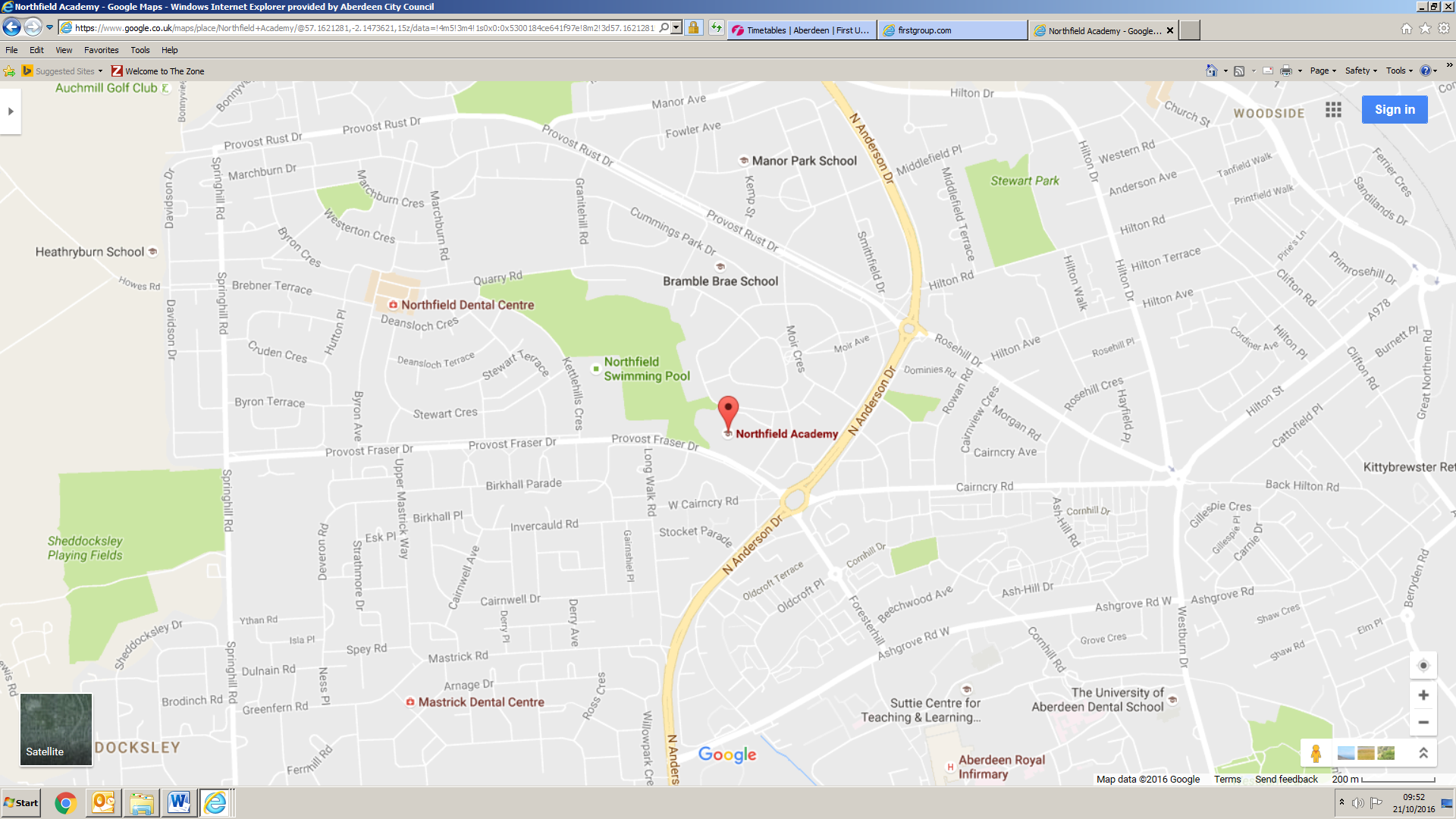
* College link, to and from Aberdeen city centre From 29 August 2016 until 16 June 2017 on weekdays – excluding College holiday periods.

|  |  |  |
| --- | --- | --- |
| * **Pick up point** | * **Depart** | * **Arrive** |
| * Union Street *(outside Waterstones/ Trinity Centre)* | * 8.00am | * 8.25am |
| * Aberdeen Altens Campus | * 4.35pm |  |

* No. 18 bus – some go via the College. Otherwise, get off at Redmoss and walk along Hareness Road.
* No.3 bus – goes up Wellington Road. Get off at junction beside Hareness Road and walk along to college.

**Saks Hair Academy at Northfield Academy.**

**Address:** Granitehill Place,Aberdeen,AB16 7AU

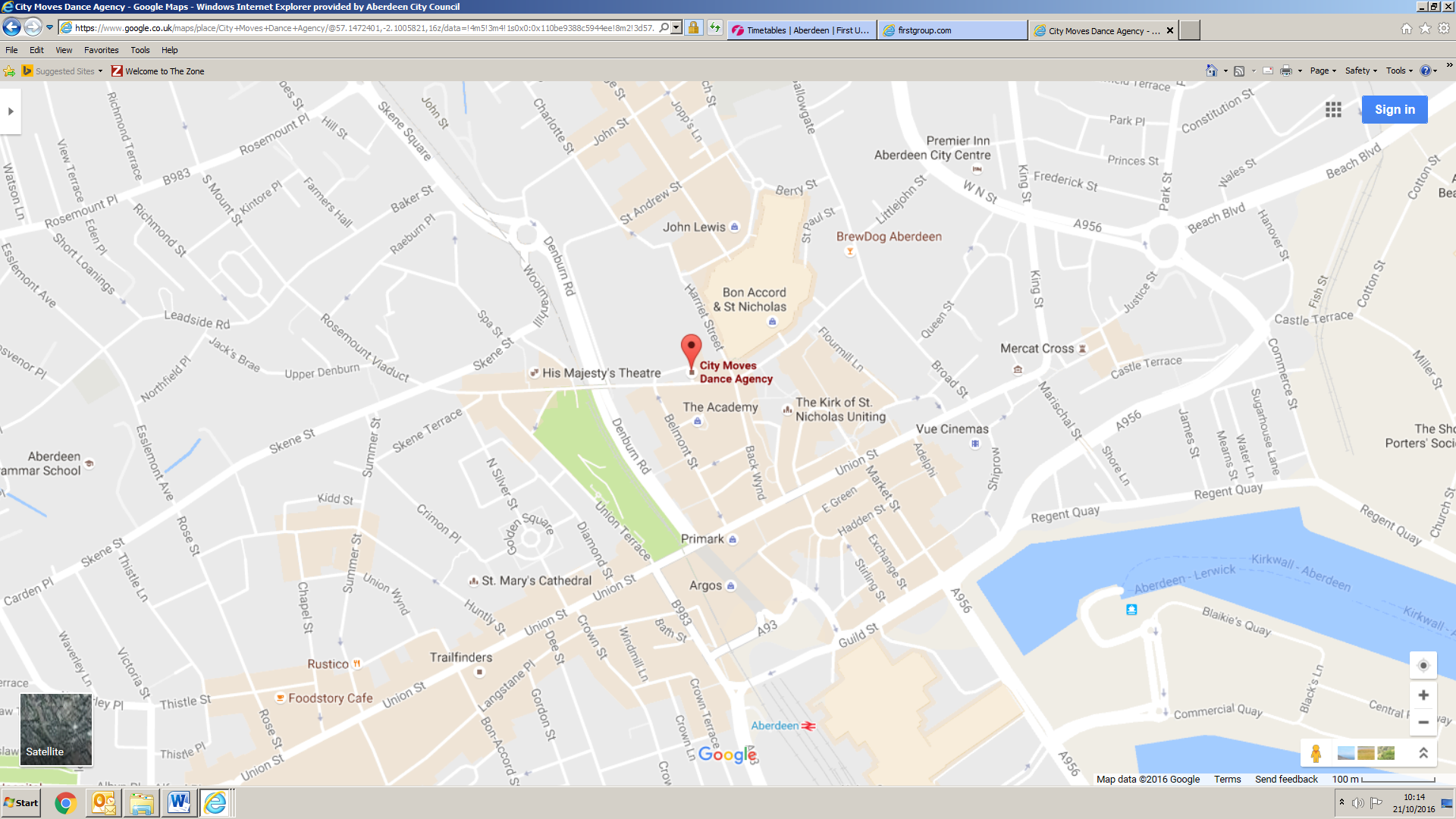


**Bus routes:**

* The no. 5 and 11 go to Provost Fraser Drive, which Granitehill Place branches off.
* The 727 airport bus goes along North Anderson Drive and Northfield Academy is a short walk away.

**Citymoves Dance Space**

**Address:** Top floor, Triple Kirks, Schoolhill, Aberdeen, AB10 1FQ



**Bus routes:**

* Any bus to Union Street, then walk down Belmont Street. Citymoves is on the opposite corner from JD Wills. (Above the Triple Kirks bar)