Calderglen High School

Senior School Handbook

and

Guide to Courses

Session 2019/2020
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PREFACE

This booklet outlines the courses available in each department and has been prepared to enable pupils and parents to be as fully informed as possible. Anyone wishing to have more detailed knowledge of a particular subject should consult the Faculty Head for the subject concerned. Please remember that all choices will depend on exam results, available staffing and course viability.

It should be noted that progression can depend on the level of pass achieved at Nat 5 or at Higher. Each Faculty Head will advise the necessary entry requirements. A ‘C’ pass at National 5 will not give automatic entry into a higher course.

Whilst every effort will be made to accommodate pupil choice, some combinations of subject may be unavailable.

ASSESSMENT

National courses use a mixture of internal and external assessment. Pupils must pass all internally assessed units. If a pupil fails to pass an internally assessed unit the subject teacher will give a re-assessment. In accordance with SQA guidelines, only one re-assessment of any unit of the course will be allowed. ONLY IN EXCEPTIONAL CIRCUMSTANCES WILL PUPILS BE OFFERED A SECOND RE-ASSESSMENT.

The external examination must also be passed in order to gain a course award from the SQA.

CRASH COURSES

When a pupil takes a Higher without any National 5 experience in the subject this is called “crashing”.

Only pupils in S6 will be allowed to crash a subject but even then only after consultation with, and the consent of, the Faculty Head.

EDUCATION MAINTENANCE ALLOWANCE

These allowances form part of the Scottish Executive’s agenda of encouraging access to, and participation in, further and higher education by young people from low income families. Students who qualify will be eligible for a weekly allowance (paid in blocks of 2 weeks) provided that they fulfil conditions set out in an EMA learning agreement.

Application forms are available from school office. Please note, once completed, the onus is on the pupil or parent to send the application form on. APPLICATIONS DO NOT GET RETURNED TO SCHOOL. If successful, the pupil will be advised by letter and should then complete a Learning Agreement with the Depute for S6. On return from an absence, pupils MUST complete the designated absence form available from the Depute to ensure payment for the period in question.
Art and Design

Click here to see a pupil’s view
The Course consists of two mandatory Units, and the Course assessment. Both Units are designed to provide progression to the related Units at Advanced Higher.

Art and Design: Expressive Activity (Higher)
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.

Art and Design: Design Activity (Higher)
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
Courses from National 4 to Advanced Higher include assessment of added value1. 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 Higher Art and Design Course, added value will focus on:
- challenge
- application
The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio and a question paper2. In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the Units.

Careers with Art & Design
Studying Art and Design opens up a world of career opportunities. Career paths include:
- Architecture, advertising, animation
- Ceramics, costume design
- Floristry, Garden design, graphic design
- Illustration, Interior design
- Medical illustration publishing, product design
- Special effects work
- Textile design, theatre set design
- Visual merchandising
- Web site design and many more.
Homework
Pupils will be issued with a variety of homework tasks which will include written tasks and drawing assignments which will each engage our students in observational drawings etc. In addition to this, students may be set individual tasks by their classroom teacher that builds upon their own course work. On the Intermediate 1, 2, Higher and Advanced Higher courses this may be every week. The homework will be based on their course work or when nearer the exams it will be revision based.

Advanced Higher Art and Design

The Advanced Higher – Design or Expressive qualification develops learners' aesthetic understanding, creativity and awareness of Design or Expressive Arts. It encourages candidates to use a range of media and technology to respond to their environment. It promotes creative thinking, independent thought and problem solving.

Learners will gain the ability to think creatively and independently through an intensive study within a chosen area. They will develop their skills in visual perception, observation and investigation, through research in response to a design brief, or as part of an in-depth expressive arts project. This will reinforce their skills in handling materials, techniques and processes. They will be able to make informed analytical and critical evaluations.

Course Assessment

1500 Word written report

Folio of work

Both assessed by SQA

There is no written exam for Advanced Higher Art
Subject

Higher Photography

“Photography helps people to see.”

Berenice Abbott (Photographer)

Purpose and Aims
The course encourages pupils to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography.

The aims of the course are for candidates to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practices
- develop skills in problem solving, critical thinking and reflective practice
- develop an understanding of the impact of social, cultural, historical, and scientific influences on photographers’ work and practice
- become critically self-reflective autonomous learners

Recommended entry
Entry to this Course is at the discretion of the Art and Design department. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- Successful completion of S3 Photography Masterclass
- National 5 Art and Design Course

Course Content
Pupils learn how to plan and carry out practical photographic work. They investigate selected photographers’ work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.
Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- applying knowledge and understanding of the properties of light and image formation
- applying knowledge and understanding of camera controls and a range of photographic techniques and processes
- investigating and analysing the major historical, scientific, social, and cultural factors influencing photographers and their work
- producing investigative research for photography, and planning, shooting, printing and developing photographs
- exploring and experimenting with a range of photographic media, manipulation techniques and processes
- producing and presenting creative and technically proficient photographs
- effectively managing and storing photographic images
- critical self-reflecting and evaluating by candidates of their work and practice, and the photographic work of others

Pupils must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, pupils select and present a series of 12 images which communicate the project topic. Pupils also evaluate the effectiveness of their photographic work and practice.

Assessment Arrangements
The course assessment has two components.

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<th>Duration</th>
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<td>30</td>
<td>1 hour</td>
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<tr>
<td>Component 2: project</td>
<td>100</td>
<td>Pupils will generally work on this during the months of January - April</td>
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Question Paper
The question paper assesses candidates’ knowledge and understanding of photographic work and practice.
The question paper has a total mark allocation of 30 marks. This is 23% of the overall marks for the course assessment.
The question paper has two sections.
Project
The project provides an opportunity for candidates to demonstrate the skills listed in the ‘Skills, knowledge and understanding for the course assessment’ table in this document. The total marks available for each section are as follows:

Section 1 — planning, research and investigation 20 marks
Section 2 — development and production 70 marks
Section 3 — evaluation 10 marks

The project has a total mark allocation of 100 marks. This is 77% of the overall marks for the course assessment.

Homework
Homework will be given to students through a wide range of activities e.g. photographic assignments to help reinforce the learning in the classroom. In addition to this, students may be set individual tasks by their classroom teacher that builds upon their own course work.

Homework is an integral feature of the course and may be issued on a weekly basis throughout the session. Much of the work for the Course Assessment in particular will have to be completed outwith School time.

*Please note: students must provide a USB memory stick and memory card in order to store their digital files and shoot with respectively.

Progression
This course or its units may provide progression to:

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

A qualification in photography provides you with both technical and transferable skills that could lead to a range of careers in the creative industries. This course is especially useful for the following careers (employed and self-employed):

- Advertising and Commercial Photography
- Architecture Photography
- Fashion Photography
- Food Photography
- Forensic Photography
- Fine Art Photography
- Photojournalism
- Portrait Photography
- Product Photography
- Sports Photography
- Wedding Photography

Other related careers include:

- Creative Arts and Design
- Marketing/Advertising/PR
- Media and internet
- Television/Film/Video

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**Department: Biology**

The biology department offers a number of courses suitable for a range of abilities and levels of interest in the subject. The diagram below indicates the entry level for each biology course and the possible progression routes.

![Diagram of biology course progression]

Please refer to the following pages if you require information about any of the biology courses stated in the diagram above; National 4 Biology, National 5 Biology, Higher Human Biology and Advanced Higher Biology.

**The aims of the National 4 and National 5 Biology courses include:**

- develop and apply knowledge and understanding of biology
- develop an understanding of biology’s role in scientific issues and relevant applications of biology in society and the environment
- develop scientific inquiry and investigative skills
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop problem solving skills in a biology context
National 4 Biology Course

Course Outline The course has 4 units of work which are Cell Biology, Multicellular Organisms, Life on Earth and the Added Value unit. It would be advantageous for learners to have a competent level of arithmetic skills.

Cell Biology: Learners study cell structure and processes, photosynthesis, respiration and genetic engineering.

Multicellular Organisms: Areas of study include inheritance, reproduction, health; and control and communication.

Life on Earth: Learners will study evolution, biodiversity, ethical issues, recycling and other related topics.

Added Value Unit: Learners will use skills and knowledge and understanding to complete an assignment.

The National 4 Biology course will be internally assessed by teachers and will not require learners to sit an external exam set by the SQA. Learners will be credited for the units they achieve and their success will be recognised and certificated by the SQA.

National 5 Biology The key areas studied in each unit are

Cell Biology
Cell structure; Transfer across cell membranes; Producing new cells; DNA and the production of proteins; Proteins and enzymes; Genetic engineering; Photosynthesis; Respiration.

Multicellular Organisms
Cells, tissues and organs; Stem cells and meristems; Control and communication; Reproduction; Variation and inheritance; Transport systems in plants; Human circulatory system; Lungs and the Effects of lifestyle choices on health.

Life on Earth
Biodiversity and the distribution of life; Energy in ecosystems; Sampling techniques and measurement of abiotic and biotic factors; Adaptations, Natural selection and the evolution of species; Human impact on the environment.

It would be advantageous for learners to have a competent level of arithmetic skills.

Assignment
Learners must carry out an assignment which requires them to research a topic of work. This investigation will be undertaken by the learner and the findings will be written up under exam conditions. This element contributes 20% to the final award

National 5 Certification
The National 5 Biology award is based on the learner’s performance in the final examination and the assignment, both of which are externally marked by the SQA.
Click here to see a pupils view

Pupils who wish to study Biology at Higher level in Calderglen High will be given the opportunity to study Higher Human Biology. The course is comprised of three units and an assignment. The higher course provides a more thorough understanding of the basic concepts which are covered in the National 5 course and further develops knowledge and understanding, problem-solving and practical abilities. As a one-year course, the study of Biology at Higher can make an important contribution to the student’s knowledge and understanding of the natural world. The course provides a ground for the further study in higher education of Biology and Biology-related subjects such as medicine, nursing, forensics, physiotherapy, radiology, environmental and food sciences and provides valuable background knowledge for vocational training in many areas of health and technology.

Course Content – 3 Units

1. Human Cells
   In this unit, learners will develop knowledge and understanding of Differentiation, Stem Cells and Cancer Cells, DNA and its replication, RNA transcription and translation, genes and proteins in health and disease, metabolic pathways and their control, cellular respiration and energy systems in muscle cells.

2. Physiology and Health
   This unit covers the knowledge and understanding of reproductive organs and hormonal control of reproduction, the biological control of fertility, ante and post-natal screening, structure and function of the cardiovascular system (heart and blood vessels), cardiovascular disease (CVD), blood glucose levels, diabetes and obesity.

3. Neurobiology and Immunology
   In this unit, learners will develop knowledge and understanding of the nervous system and parts of the brain, memory, nerve cells and neurotransmitters, nonspecific body defences, specific cellular defences, the transmission and control of infectious diseases, and active immunisation and vaccination.

Assignment
   In addition to the three course units, learners are required to research a topic of work and the findings are written up under exam conditions. This element contributes to 20% of the SQA final grade.

Higher Human Biology Certification
   The Higher Human Biology award is based on the performance in the SQA examination and the assignment.
Department: Biology  Advanced Higher Biology

Aims

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher Human Biology and to provide a useful bridge towards further study of Biology or employment in areas related to Biology.

Course Content

The course is made up of 3 mandatory units:

1. Cells and Proteins

In this unit, learners will develop knowledge and understanding of protein structure, protein control of cell division, membrane proteins and communication within multicellular organisms.

2. Organisms and Evolution

Learners will develop knowledge and understanding of evolution, variation and sexual reproduction, sex and behaviour and parasitism.

3. Investigative Biology

This unit will develop knowledge and understanding of the principles of investigative biology through experimentation and critical evaluation of biological research. In addition, learners will carry out and write-up a research investigation. This contributes to 20% of the SQA final grade.

Advanced Higher Certification

The Advanced Higher Biology award is based on the performance in the SQA examination and research investigation, both of these elements are externally marked by the SQA.
Faculty of Business Education and Computing Science

Subject: Accounting

Level of Courses Available: Higher

Click here to see a pupils view

AIMS
The aims of the Accounting courses are to:

- develop an awareness of the important function accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of accounting information and apply a systematic approach to solving financial problems
- apply relevant accounting concepts and techniques when preparing financial information
- develop an awareness of a range of sources of finance available to organisations and when to use the most appropriate ones
- apply information technology in accounting-related tasks

The Course combines practical and theoretical aspects of learning related to accounting and will allow learners to use ICT when completing both computer- and paper-based tasks.

Pupils opting for this course need have no prior knowledge of Business subjects in S3 or S4, but a National 5 pass in Mathematics would be advantageous.

COURSE CONTENT
The course content is organised into 3 units:

Preparing Financial Accounting Information
In this Unit, learners will develop the knowledge and understanding

- relating to the preparation of financial accounting information for external use, and have the ability to apply the accounting concepts and techniques associated with the preparation of such financial accounting information.

Preparing Management Accounting Information
In this Unit, learners will develop the knowledge and understanding

- of internal accounting information and the ability to prepare such information, using a range of basic accounting techniques. The information produced will be used by management in making decisions about the future planning and control of the business.

Analysing Accounting Information
In this Unit, learners will develop the skills, knowledge and understanding

- relating to the interpretation and analysis of accounting information. The information will be used to assess the organisation’s current financial position and performance and assist with decision making and planning.

ASSESSMENT ARRANGEMENTS
Written assessments are carried out at the end of each unit. Both the Internal assignment and final examination are externally marked by SQA.
Faculty of Business Education and Computing Science
Subject: Administration and IT
Level of Courses Available: National 5 and Higher

AIMS
The Administration and IT courses have some general aims which apply at all levels. These are:

- To develop planning and organizational skills to aid decision making.
- To develop relevant skills and techniques using general purpose software packages e.g. spreadsheets, databases, presentation and communication.
- Information handling and the use of IT in business contexts.

Study of this course will not only equip pupils with the level of competence required for using a range of software packages in the business environment, but it will also enable them to research, evaluate and summarize information in an effective way.

There may be pupils opting for these courses who have no prior knowledge of Administration and IT subjects in S3 or S4, therefore National 5 passes in both English and Maths would be advantageous.

COURSE CONTENT
The course content is organised into 3 units:

Administrative Theory and Practice
In this Unit, learners will be required to provide evidence of their:

- knowledge and understanding of administration in the workplace and related aspects
- knowledge and understanding of effective teams and time and task management
- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor customer care

IT Solutions for Administrators
In this Unit, learners will be required to provide evidence of their:

- skills in using a range of complex functions of the following IT applications — word processing, spreadsheets, databases – to solve problems in an administrative context
- skills in analysing, processing and managing information in order to create and edit relatively complex business documents

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

- advanced skills in using IT to communicate information with others in administration-related contexts
- knowledge and understanding of barriers to communication and ways of overcoming them
- knowledge and understanding of how to maintain the security and confidentiality of information

ASSESSMENT ARRANGEMENTS
Written and practical assessments are carried out at the end of each unit. Both the internal assignment and final examination are externally marked by SQA.
Faculty of Business Education and Computing Science

Subject: Business Management

Level of Courses Available: National 5 and Higher

AIMS

The aims of the Business Management courses are to:

- Develop an understanding of the importance of business and enterprise in contemporary society
- Develop the ability to analyse the ways in which different organizations achieve their objectives
- Enable students to recognise the interdependence of the various activities undertaken by businesses
- Develop problem solving, decision making and analytical skills
- Develop the ability to assess the contribution which information and IT can make to the effectiveness of decision making in different types of business
- Provide a foundation for future education and training

There may be pupils opting for these courses who have no prior knowledge of business subjects in S3 or S4, in which case a National 5 pass in English would be advantageous.

COURSE CONTENT

The course content is organised into 3 units:

Understanding Business

In this Unit, learners will

- extend their understanding of the ways in which organisations in the private, public and third sectors operate.
- 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,
- consider the implications of a range of external factors that affect an organisation’s decision making.

Management of People and Finance

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.
- explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

Management of Marketing and Operations

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.
- 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 ARRANGEMENTS

Written assessments are carried out at the end of each unit. Both the internal assignment and final examination are externally marked by SQA.
Faculty of Business Education and Computing Science
Subject: Computing Science
Level of Courses Available: National 5 and Higher

Click here to see a pupils view

AIMS
The aims of the Computing Science Courses are 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

COURSE CONTENT
The course content is organised into 2 units:
Software Design and Development
In this Unit, learners will

- Explain how programs work, drawing on an understanding of advanced concepts in software development and computer architecture
- Develop modular programs using one or more software development environments
- Produce a detailed report on the impact of contemporary computing technologies, by analysing and evaluating current trends in software development languages and environments, intelligent systems and online systems

Information System Design and Development
In this Unit, learners will

- Develop information systems using appropriate development tools
- Consider the factors involved in the design and implementation of an information system

ASSESSMENT ARRANGEMENTS
Written and practical assessments will be carried out at the end of each unit. Both the Internal assignment and final examination are marked by SQA.
Faculty of Business Education and Computing Science

Subject: NPA Enterprise and Employability

AIMS

The purpose of the course is to provide qualifications which enable candidates to identify, develop and demonstrate enterprise and employability skills. This course develops a number of core skills which are highly valued by employers and institutions of further and higher education. These skills will help students make the most of employment and training opportunities. The over-riding aim of this course is to equip students with relevant and transferable skills which can be used in self-employment or in any employment or training setting. This session we are creating a training business setting which offers young people options within this course to do a formal qualification in Cosmetology or in Electronics. Pupils taking this course will learn key concepts associated with managing a business and some pupils within the course will follow the beauty or electronics part of the course.

COURSE CONTENT

The course requires students to complete 4 credits from the following units:

- Personal Development: Self and Work
- Working for Yourself
- Preparing to Work
- Establishing a Business Identity
- NPA Cosmetology
- Business and Marketing
- Business and E-Commerce
- Business and Finance
- Customer Care
- NPA Electronics

ASSESSMENT ARRANGEMENTS

Students collate evidence from their various activities and challenges in a folio throughout their course and these are then moderated externally. As part of the assessment process, candidates will review their own progress and development in employability and enterprise skills throughout each Unit. Due to the continual assessment element of the course, students are not required to sit a formal examination.
Faculty of Business Education and Computing Science

Subject: NPA Cybersecurity

The NPAs in Cyber Security at SCQF levels 4, 5 and 6 provide foundation knowledge and skills in data security, digital forensics and ethical hacking — and provide a skills pipeline into the cyber security industry.

These awards are designed to raise awareness of cyber security and fill the current skills gap in this field. They will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

They are the first school-based national qualifications in cyber security to be developed and will prepare learners for further studies and future employment in this area.

Ethics and the law are fundamental aspects of these awards. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the awards is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

There is a current skills shortage in the field of Cyber Security to defend against cyber-attacks. It is believed that education is key to addressing the skills gap. The NPA Cyber Security awards have stemmed from the need to address the growing rise in easily preventable cybercrime.

COURSE CONTENT
The 3 units of the course cover Data Security, Digital Forensics and Ethical Hacking.

ASSESSMENT ARRANGEMENTS
Assessment of this award is a combination of practical and knowledge assessments under closed- and open-book assessment conditions.
CHEMISTRY

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country.

An experimental and investigative approach is used to develop knowledge and understanding of chemistry concepts.

The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

Chemistry Courses should encourage resilience, which leads to becoming a confident individual. Successful learners in chemistry think creatively, analyse and solve problems. Chemistry can produce responsible citizens through studying the impact it makes on developing sustainability, and its effect on the environment, society, and the lives of themselves and others.

The aims of these courses are for learners to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry’s role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop planning skills
- develop problem solving skills in a chemistry context
CHEMISTRY

National 4 Chemistry
The key areas studied in each unit are:-

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.

It would be advantageous for learners to have a competent level of arithmetic skills.

Added Value Unit
In this Unit, learners will draw on and extend the skills they have learned from across the other Units. Learners must carry out an assignment which requires them to research a topic of work. This investigation will be undertaken by the learner and the findings will be written up during class time. The assignment is marked internally adhering to SQA guidelines.

National 4 Certification
To achieve a National 4 award learners must pass; three unit assessments, an experimental write up, and an Added Value Unit. Pupils are not required to sit an external exam however they will be credited for the unit passes achieved and their success will be recognised and certificated by the SQA.
CHEMISTRY

National 5 Chemistry

The key areas studied in each unit are:-

**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.

It would be advantageous for learners to have a competent level of arithmetic skills.

**Assignment**
Learners must carry out an assignment which requires them to research a topic of work. This investigation will be undertaken by the learner and the findings will be written up under exam conditions. This element contributes 20% to the final award

**National 5 Certification**
The National 5 Chemistry award is based on the learner’s performance in the final examination and the assignment, both of which are externally marked by the SQA.
CHEMISTRY

**Higher Chemistry**  The key areas studied in each unit are:-

**Chemical Changes and Structure**
This Unit covers the knowledge and understanding of the periodic trends, and strengthens the learner’s ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material’s physical properties is investigated. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations.

**Researching Chemistry**
This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. This unit, and the course in general, requires a good level of arithmetic skills. In addition, learners will carry out and write-up a research investigation.

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

**Chemistry in Society**
This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher’s bench through to industrial production, controlling reaction rates, collision theory, and the use of catalysts in reactions. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will use analytical chemistry to determine the purity of reagents and products.

**Higher Certification**
The award is based on the Learner’s performance in the final examination and the investigation, both of which are externally marked by the SQA.
CHEMISTRY

Advanced Higher Chemistry
The key areas studied in each unit are:-

Inorganic and Physical Chemistry
This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

Organic Chemistry and Instrumental Analysis
This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry
In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions. This contributes to 20% of the SQA final grade.

Advanced Higher Certification
The Advanced Higher Chemistry award is based on the performance in the SQA examination and research investigation, both of these elements are externally marked by the SQA.

Index
The Drama department offers National 5, Higher and Advanced Higher courses.

**National 5 Drama**

The National 5 course develops the skills and experience gained in National 4 Drama. Entry level recommended for National 5 is an award of PASS at National 4.

Pupils without National 4 Drama may be considered at the discretion of the department. As Drama is a group based subject, a reasonable capability for group work and creativity would be expected. Maximum attendance is also very important. Absences can affect individual attainment as well as the work and achievement of others.

The course has three units and a written exam

1. **Drama Skills.** The Drama Skills unit is mainly practical work. Pupils work in groups to create a piece of drama which is performed to an audience. Each pupil is responsible for writing and directing one of the scenes in the drama. Workbooks and written assignments accompany this unit.

2. **Production Skills.** This unit takes a closer look at the technical side of theatre production. The pupils choose 2 aspects of theatre such as costume, props, lights, sound and make-up and help to create a piece of work focusing on their chosen areas. They are also required to perform in this unit. As with unit 1, workbooks and written assignments accompany this unit.

3. **Production.** In this final unit, pupils are required to concentrate on one aspect of theatre, either as an actor or in a technical role and work towards a final, large piece of work which is presented to a visiting examiner. This piece of work along with all the written evidence from this unit counts towards 60% of the pupils’ final grade: 50% on the actual performance and a further 10% being added by a written “Preparation for Performance Log”.

4. **Written Exam.** The written exam is in two parts. In part one, the pupils are required to answer questions based on a performance they have completed in class (10 marks). Part two asks questions about a drama which pupils will have created from a choice of three suggestions included in the exam paper (30 marks). The written paper constitutes 40% of the final grade.

Pupils will be expected to work on their own initiative and take responsibility for areas of the course.
Higher Drama

This course in Drama develops the skills and theory learned during the National 5 course. Entry level recommended for this course is a pass at “C” or above in National 5.

Pupils without National 5 experience may be considered if they have sufficient theatrical knowledge. Maximum attendance is requested as absences can affect individual attainment as well as be detrimental to the work and achievement of others.

There is a requirement for candidates to see and conduct analysis of at least one piece of live theatre which will form the basis of study for 50% of the final written examination.

The course consists of three units.

1. Drama Skills. The Drama Skills unit is mainly practical work. Pupils work in groups to create a piece of drama which is performed to an audience. Each pupil is responsible for writing and directing one of the scenes in the drama. Workbooks and written assignments accompany this unit.

2. Production Skills. This unit takes a closer look at the technical side of theatre production. The candidates choose 2 production roles: acting and one other from a selection of costume, props, lights, sound and make-up and help to create a piece of performance work, focusing on their chosen areas. As with unit 1, workbooks and written assignments accompany this unit.

3. Higher Performance. In this final practical assessment, candidates are required to present work to a visiting SQA assessor. This work can be either as an actor or in a technical role. If choosing an acting role, candidates are required to perform two contrasting roles from two different texts. This piece of work along with all the written evidence from this unit counts towards 60% of the pupils’ final grade: 50% on the actual performance and a further 10% being added by a written “Preparation for Performance Log”.

4. Written Exam. The written exam is in two sections. In section one; candidates are required to answer questions based on a set text. Section two will require analysis of a performance that the candidate has seen. The written paper constitutes 40% of the final grade.

Pupils will be expected to work on their own initiative and take responsibility for areas of the course.

There will be significant demands on time at this level of study. Success relies on commitment to attendance, homework and personal study.

Higher Drama is accepted as a general entrance qualification for all Universities and Colleges.
Advanced Higher Drama

The Course is practical and experiential. Learners will develop and apply skills in devising and performing theatre. They will develop skills in acting, directing and design. The Advanced Higher Course extends the study of the art of theatre, its forms and its practices, by exploring and analysing the work of leading theatre practitioners. The Course provides scope for personalisation and choice.

In this Course, learners are encouraged to explore, analyse and take an imaginative approach. The Course encourages learners to be creative and to express themselves in different ways, allowing them to develop important skills, attitudes and attributes. Learning through drama helps learners to develop an appreciation of aesthetic, social and cultural values, identities and ideas.

Learning in the Course will include active involvement in devising, creating, appreciating and using theatre to communicate with an audience. It will also include the analysis of texts and the study of key theatre practitioners.

The Course also provides opportunities to continue developing the attributes and capabilities of the four capacities. Learners will develop perseverance, independence and resilience as they draw on their critical understanding of how theatre practice has been shaped by key practitioners when developing, realising, and refining their skills in acting, directing or design. They will reach informed creative decisions in their work and manage and direct their learning. They will become more creative, self-assured and adept at expressing and communicating their ideas through their work.

Purpose and aims of the Course

This Course should encourage learners to be inspired and challenged through the provision of a range of learning experiences which will develop important skills that focus on the creative exploration of the art of theatre, its forms and its practices, and practical aspects of theatre. It also provides opportunities to develop transferable skills for learning, life and work.

The Advanced Higher Drama Course allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices.

Learners will investigate how theatre practice has been shaped by key practitioners. They will expand and develop their own skills within their chosen area of acting, directing or design. Learners will also develop their skills in devising and interpreting text. Further, they will explore means of using theatre and performance skills to communicate effectively with an audience and investigate how key practitioners have influenced the theatre today. Learners will also develop problem solving and critical thinking skills as they analyse theatre practice and interpret text. They will also learn to analyse their performance and the performance of others.
The aims of the Course are to enable learners to:

- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatrical performance
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of theatre practice and key practitioners
- develop knowledge and understanding of social and cultural influences on drama

This Course would provide opportunities for progression to a variety of other qualifications in other related fields, including HNCs/HNDs in Acting and Performance, Musical Theatre, and the HNC in Technical Theatre.
**FACULTY of ENGLISH**

**Click here to see a pupils views**

The Faculty of English offers courses at National 5, Higher and Advanced Higher.

**Why study English?**

English qualifications enable learners to listen, talk, read and write appropriately for different purposes, audiences and contexts. English Courses provide learners with the opportunity to analyse and evaluate texts in the contexts of literature, language and media to develop an understanding of the complexities of language and to develop analytical thinking and understanding of the impact of language.

**ENGLISH COURSES IN THE SENIOR PHASE**

**National 5 ENGLISH**

**Who is the course aimed at?**

The course is mainly intended for students in Upper School who may have gained a National 4 award.

**Aims**

The National 5 Course enables learners to develop their literacy skills and to understand, analyse and evaluate a range of texts, including Scottish texts, in the context of literature, language and media.

The Course also enables learners to create and produce texts and to apply their knowledge and understanding of language.

**Assessment of the Course**

To gain the award of the Course, the learner must pass the two compulsory Units as well as the Course Assessment.

The compulsory units are:

**Analysis and Evaluation**

The purpose of this Unit is to provide learners with the opportunity to understand, analyse and evaluate detailed written and spoken texts.

There are two Outcomes that learners must achieve: **Close Reading and Listening**
Creation and Production

The purpose of this Unit is to provide learners with the opportunity to create and produce detailed written texts and to participate in spoken activities.

There are two Outcomes that learners must achieve: Writing and Talking

Course Assessment

The final SQA examination has 3 external components:
Component 1 — Reading for Analysis and Evaluation (Close Reading of Non Fiction text)
30 marks

Component 2 — Critical Reading on literature text and Textual Analysis of a Scots text
40 marks

Component 3 — Portfolio comprising of 2 pieces of Writing submitted in April
30 marks

Total marks 100 marks

**Higher English**

Who is the course aimed at?

The course is mainly intended for students in Upper School who may have gained a National 5 ‘A’ or ‘B’ pass in the subject or an ‘A’ or ‘B’ pass at Intermediate 2. There will be a 2 year Higher course available for any student who does not have a National 5 ‘A’ or ‘B’ pass.

**Aims**

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to: listen and talk, read and write, as appropriate to purpose, audience and context; to understand and evaluate texts, including Scottish texts, as appropriate to purpose, audience and context; and to apply knowledge and understanding of language.

To gain the award of the Course, the learner must pass the two compulsory **Units** as well as the **Course Assessment**.

The compulsory units are:
Analysis and Evaluation
The purpose of this Unit is to provide learners with the opportunity to understand, analyse and evaluate detailed written and spoken texts.
There are two Outcomes that learners must achieve: Close Reading and Listening

Creation and Production
The purpose of this Unit is to provide learners with the opportunity to create and produce detailed written texts and to participate in spoken activities.
There are two Outcomes that learners must achieve: Writing and Talking

Assessment of the Course
To gain the award of the Course, the learner must pass the two compulsory Units as well as the Course Assessment. The compulsory units are:
Analysis and Evaluation
The purpose of this Unit is to provide learners with the opportunity to understand, analyse and evaluate detailed written and spoken texts.
There are two Outcomes that learners must achieve: Close Reading and Listening
Creation and Production
The purpose of this Unit is to provide learners with the opportunity to create and produce detailed written texts and to participate in spoken activities.
There are two Outcomes that learners must achieve: Writing and Talking

Course Assessment
The course assessment is made of three components.

Component 1
Paper 1: Reading for Understanding, Analysis and Evaluation
All questions will be mandatory. This paper has 30 marks. Two non-fiction texts will be presented. Questions on the texts will demonstrate the skills of understanding, analysis and evaluation.

Component 2
Paper 2 — Critical Reading
This paper has two Sections. In each Section, one question will be chosen from a range of questions. In each Section, learners must cover a different genre.
Section A - Critical Essay
Learners will answer one question from a range of questions covering the genres of drama, prose, poetry, film and TV drama, and language. Learners will provide an extended written response, based on a previously studied text 20 marks
Section B – Scottish Texts
Learners will answer one question from a range of questions on drama, prose and poetry, based on a list of prescribed Scottish texts.
Component 3
Portfolio
Learners will produce a portfolio, comprising two pieces of writing; one creative and the other persuasive. The purpose of the portfolio is to assess learners' writing skills in different genres, and for a range of purposes and audiences. The assessment will be internally generated and externally assessed.

WHAT IS THE PURPOSE OF THE COURSE?
Study of the course at Advanced Higher will allow learners to further develop the skills of analysis and evaluation acquired at Higher English level.

WHO IS THE COURSE AIMED AT?
The course is intended mainly for students who have successfully completed the course at Higher level and achieved a pass at ‘A’ or ‘B’ level.

Aims
The study of English at Advanced Higher level gives learners the experience of advanced studies in literature and independent study. Learners will study a number of prescribed texts in drama, poetry and prose. Learners who pursue study at this level will encounter considerable academic and personal challenges. Those who achieve passes at this level will have demonstrated knowledge and skills of a high order and also considerable ability in thinking and working independently.

Assessment of the Course
There are three component Units in the course: two mandatory 40 hour Units (English: Specialist Study and English: Literary Study) and one optional 40 hour Unit (to be selected from English: Language Study, English: Textual Analysis, English: Reading the Media, English: Creative Writing).

The course assessment is made of three components.

**Component 1: Literary Study**
Candidates will answer within one and a half hours and without access to the texts one unseen question from a range of unseen questions requiring knowledge of previously studied literary texts.

**Component 2: Specialist Study**
Learners will submit to SQA for assessment a dissertation on their chosen topic. This will have been authenticated as having been produced in a manner that satisfies the evidence requirements of the Unit.

**Component 3: Choice from Unit Description**
Assessment on the third Unit choice will be from those listed above in the Unit Description.

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GEOGRAPHY

Come and learn how the world works and why it constantly changes. The course is about us and the world we live in. It is about how the world affects our lives and how we affect our world.

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

What is on offer?
The Geography and Modern Studies Faculty can offer a range of courses suitable to a variety of students’ ability and interest. These are Higher or National 5 Geography and National 5 Scottish Studies.

Why should I choose Geography?
Geography provides the link between sciences and arts as it incorporates many aspects of both. Many universities count it as both and art and a science and it provides a good introduction to all earth sciences and the environment. Geography is a versatile subject which will help you think independently and be an advantage to you in most future careers.

Recommended Entry
At Higher level students would normally be expected to have attained a grade C at National 5 in S4 Geography, or for an S6 student a similar level of attainment in another social subject or English.

National 5 Geography is open to students who have attained National 4 in the subject or related subjects.

Higher Geography

Geography: Physical Environments (Higher)
In this unit, students develop mapping skills in geographical contexts. They also 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, lithosphere and biosphere.

Geography: Human Environments (Higher)
In this Unit, students develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries.
Key topics include: population, rural land degradation and management, urban change and management.

**Geography: Global Issues (Higher)**

In this Unit, students 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 include: development and health and global climate change.

**Assessment**

**Paper 1**
This question paper has 100 marks out of a total of 190 marks. This is scaled by SQA to represent 46% of the overall marks for the course assessment. Physical and human environments are assessed in this paper.

**Paper 2**
This question paper has 60 marks out of a total of 190 marks. This is scaled by SQA to represent 27% of the overall marks for the course assessment. Global issues and application of geographical skills are assessed in this paper.

**Assignment**
The assignment has 30 marks which represents 27% of the overall marks for the course assessment. The assignment enables candidates to demonstrate the application of their skills, knowledge and understanding within the context of a geographical topic or issue.
National 5 Geography

Geography: Physical Environments (National 5)

In this Unit, students develop geographical skills and techniques in the context of physical environments. Students also develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Students will study glaciated and coastal landscapes.

Geography: Human Environments (National 5)

In this Unit, students develop geographical skills and techniques in the context of human environments. Students also develop a detailed knowledge and understanding of the processes and interactions at work within human environments. Students will study and compare developed and developing countries drawn from a global context.

Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Geography: Global Issues (National 5)

In this Unit, students develop skills in the use of numerical and graphical information in the context of global issues. Students also develop a detailed knowledge and understanding of significant global geographical issues.

Key topics include global climate change and natural regions.

Assessment

As well as continuous assessment of the three units studied, 20% of final overall marks are based on field research conducted and written up by students. The remaining 80% of their marks come in the final examination which is 2 hours and 20 minutes long.
**National 5 Scottish Studies**

This is a popular course within Social Subjects aimed at students who wish to continue studying these subjects after achieving National 4 awards, but who might find a full National 5 course with an exam too demanding.

There are four units covered in this course.

**There is no external exam for this course.** Unit assessment of each of the four units will lead to the qualification.

As the title of the course suggests the focus is on Scotland and aspects of life in Scotland.

There is a mandatory unit: **Scotland in Focus** which is activity based. Pupils have to plan and complete an activity that has a Scottish focus and they reflect on what they have learned.

In addition pupils will complete a unit based on Travel and Tourism in Scotland.

The other two further units, again with a Scottish focus. These will either be from Geography, History, Modern Studies or RMPS, depending on which teachers are assigned to the class.

**Assessment**
Each unit will be internally assessed.
History

Why Choose History?

History is about understanding the past and the connections between past and present. Students learn about the forces in the past which have shaped their own society and the wider world we live in. History at all levels offers students the opportunity to develop their knowledge and understanding of how the modern world has developed, and allows them to appreciate change and its significance, by applying their historical knowledge to the present day.

Skills

- The ability to apply a detailed historical awareness and to evaluate sources in a range of contexts
- The ability to construct a line of argument based on evidence and justify this
- Investigating historical events and, on the basis of evidence, forming points of view
- Explaining and analysing historical events and drawing reasoned conclusions
- Investigating, researching, problem solving, communication and critical thinking
- Debating issues and, on the basis of evidence, form views and respect those of others.

Possible careers

Students with a History qualification are well prepared for the world of work. All the courses offered provide an entry qualification for further study, employment and training. It is a recognised qualification for colleges and universities. The skills developed in History can help students prepare for jobs in

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National 5 History

Entry to the Course

Students should have passed National 4 in History or another Social Subject. It is also recommended for students who want to upgrade from a D pass at National 5

Course Content

There are three compulsory units.

**Historical Study: Scottish**

The Era of the Great War, 1910 – 1928

**Historical Study: British**

Changing Britain, 1760-1914

**Historical Study: European and World**

Hitler and Nazi Germany, 1918-1939

Assessment

There will be a formal exam at the end of the course which lasts for 2 hours and 20 minutes and is worth 80 marks. There is also an Added Value Assignment which is externally marked and worth 20 marks.

Progression

Students who achieve a pass could progress to Higher History or another social subject in S6.
Higher History

Entry to the Course

Students should have passed National 5 in History or in another Social Subject. It will be possible to take National 5 History in S5 and Higher History in S6.

Course Content

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Assessment

There will be a formal exam at the end of the course. This consists of two papers 1, Paper 1 lasts 1 hour and 30 minutes, and pupils are expected to complete two essays each worth 22 marks. Paper 2 is predominantly source based questions, and is worth 36 marks, which pupils have 1 hour and 30 minutes to complete. There is also an Added Value Assignment in which students write up an extended essay on an issue of their choice drawn from one of the units studied in the course. This is worth 30 marks and is externally marked by the SQA.
Progression

Students who achieve a Grade A or B pass could progress to Advanced Higher History or a Higher in another Social Subject. Higher History is also a good entry qualification for further study, employment and training.

Advanced Higher History

Entry to the Course

Students should have gained a good pass in Higher History. A good pass in Higher English is also desirable.

Course Content

At Advanced Higher level pupils study one option which allows for an in-depth study of one area of History. The course is aimed to develop critical thinking amongst pupils and requires them to engage with the views of historians, developing an understanding of these different views and how these have been formed.

At Calderglen we study - Germany: Versailles to the Outbreak of the Second World War

Areas Covered:

The creation of the Weimar Republic: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

The collapse of the Weimar: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society: Nazi consolidation of power in Germany; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition

Assessment

The external exam consists of one paper lasting 3 hours. Students are expected to answer two essays and three source-based questions. The final paper is worth 90 marks. Which consists of two 25 mark essays and three source questions worth 40 marks. Students are also expected to complete a 4,000 word dissertation which is externally marked. Topics are from an agreed list produced by SQA. This is an invaluable piece of individual research and is worth 50 marks. This research will allow pupils to develop the skills of planning, reading, analysing, referencing and evaluating which will assist pupils in the transition to University.
Progression

After Advanced Higher History further specialisation is possible at University where there is a range of History degree options including Archaeology, Economic History, History of Art, Medieval History, Social and Political History, etc. Advanced Higher History will also help prepare pupils for the demands of University study in a wide range of degrees, by further developing their skills with regards to carrying out effective research, constructing a line of argument and producing work in an academic manner.
Home Economics

Hospitality

National 5 Practical Cookery

Students will study:

- Understanding and using ingredients
- Cookery skills, Techniques and Processes
- Organisational skills for cooking

This course would be suitable for pupils who have achieved a National 4 Practical Cookery award or any pupil who has a keen interest in practical cookery.

This course involves three periods of theory and three periods of practical per week. It will also involve a cost for the food used on a weekly basis.

To achieve a course award:

At the end of each unit of work internal assessments must be completed by all students.

There is **no written exam** at the end of the National 5 course. However, all students who have passed end of unit assessments will be presented for their final practical exam which is set by the SQA.
The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation’s workforce. Cake production is part of this sector and the course can be seen as a gateway to the hospitality industry.

The course consists of two mandatory units:

- Cake baking
- Cake finishing

The course aims to enable students to:

- Develop technical skills in cake baking
- Develop technical and creative skills in cake finishing
- Develop their knowledge and understanding of cake design and follow trends in cake production
- Acquire and use organisational skills in the context of managing time and resources.

Higher Health and Food Technology

The Health and Food Technology course develops a knowledge and understanding of human nutrition and food science.

The Course aims to enable learners to:

- Develop learners’ knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.
- Develop learners’ understanding of the stages involved in developing a food product.
- Look at problem-solving approaches and produce food products to meet a range of consumer needs.
- Investigate a range of contemporary food issues and analyse how these issues influence decisions taken by consumers when making food choices.

Final exam

50% of pupils marks will come from their Technological project that is completed in class and sent to SQA.

The other 50% of marks awarded comes from a question paper worth 60 marks.

Cost of this course is £20
Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers.

Obviously if you want to be a Mathematician you are going to have to study Maths. However, many subjects like Physics, Chemistry and Biology all rely on Maths to some extent. Many subjects, such as Accounts, Computing Studies, Craft and Design, and Technological Studies, will be made easier if you have a good grasp of Maths.

Maths is a good “core” subject especially if you are not sure what you want to do after leaving school. If you’re thinking of going straight from school into employment, then Maths is quite possibly the most important subject you can take, as the ability to understand and manipulate numbers and mathematical concepts is extremely useful for almost any job. Employers rate maths skills very highly: there is always a demand for employees who can think logically and process information accurately.

A wide range of career options also means a chance to earn more money: a study, conducted by economists at the University of Swansea, showed that Maths and Computing degrees make the biggest difference to lifetime earnings. On average, a graduate of any degree can expect to earn £149,760 more in his or her lifetime than a person leaving school with two Highers. For Maths and Computing graduates this figure rises to £225,179!

Here is a list of just some of the employment areas that require maths skill and knowledge

<table>
<thead>
<tr>
<th>Science &amp; Mathematics</th>
<th>Computing &amp; ICT</th>
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<tbody>
<tr>
<td>Construction</td>
<td>Engineering</td>
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<tr>
<td>Finance</td>
<td>Health &amp; Medicine</td>
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<tr>
<td>Manufacturing Industries</td>
<td>Transport &amp; Distribution Garage Services</td>
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<tr>
<td>Hairdressing &amp; Beauty</td>
<td>Health &amp; Medicine</td>
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</tbody>
</table>
Mathematics Courses

In S5 and S6 there are a number of courses on offer to develop your mathematics skills and understanding. These courses are designed for both your present needs and for the future demands.

You will continue your progression in Mathematics to either

1. National 4 or National 5 Applications of Mathematics.
2. National 5 (Pure Mathematics)
3. Higher

and in S6 Advanced Higher

Progression routes in Mathematics

(Your Maths teacher will indicate which option is best for you).

Check the website link below for possible careers in maths

http://www.calderglen.s-lanark.sch.uk/CalderglenNewMathsWeb/Careers/Careers_1.htm#website
MODERN LANGUAGES AND GAELIC

The Modern Languages and Gaelic Faculty offers courses at National 5, Higher and Advanced Higher in French, Spanish and Gaelic.

Why study Modern Languages?

Click here to see a pupils view

From the earliest stages, learning a modern language develops and enhances the essential skills of literacy, interpersonal skills, communication and ICT skills. Becoming more communicatively competent also encourages an enhanced sense of self as a confident and successful learner and as a member of communities at local, national and international levels.

In the modern world, languages and communication skills are essential in the workplace, where global trade, business, travel and ICT are part of everyday life. A study of job adverts shows an increasing requirement for competence in foreign languages. In the world of international trade and business, young people in Scotland must be equipped with the skills that will allow them to take advantage of the opportunities that exist for those with language skills. Study of a modern language automatically makes an applicant stand out from the crowd, whether it be when applying for a job or a place in further of higher education.

MODERN LANGUAGES COURSES IN THE SENIOR PHASE

National 5 French and Spanish

Who is the course aimed at?

The course is mainly intended for students in Upper School who may have gained a National 4 award. It is also aimed at students who didn’t continue studying the subject after S3 but wish to take it up again. Students who want to start learning either language at beginner’s level would also be accepted on the course.
Aims

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

The course provides learners with the opportunity to:
- develop skills in reading, listening, talking and writing, which are essential for learning, work and life
- develop an understanding of how language works
- use different media effectively for learning and communication
- use language to communicate ideas and information.

The Course also provides learners with the opportunity to:
- use creative and critical thinking to formulate ideas and arguments
- enhance their enjoyment and understanding of their own and other cultures
- explore the interconnected nature of languages

Assessment of the Course

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Component 1: question paper 1 Reading</td>
<td>30</td>
</tr>
<tr>
<td>Component 2: question paper 1 Writing</td>
<td>20</td>
</tr>
<tr>
<td>Component 3: question paper 2 Listening</td>
<td>20</td>
</tr>
<tr>
<td>Component 4: Assignment-writing</td>
<td>20</td>
</tr>
<tr>
<td>Component 5: Performance-talking</td>
<td>30</td>
</tr>
</tbody>
</table>

Total marks 120 marks

The performance in talking will be assessed and graded internally.
The writing assignment is completed internally and sent to SQA for marking
The reading, writing and listening papers will be assessed by SQA exam and graded externally.
Higher French and Spanish  
Who is the course aimed at?

The course is mainly intended for students in Upper School who may have gained a National 5 A or B pass in the subject.

Aims

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

The course provides learners with the opportunity to:
- develop skills in reading, listening, talking and writing, which are essential for learning, work and life
- develop an understanding of how language works
- use different media effectively for learning and communication
- use language to communicate ideas and information.

The Course also provides learners with the opportunity to:
- use creative and critical thinking to formulate ideas and arguments
- enhance their enjoyment and understanding of their own and other cultures
- explore the interconnected nature of languages

Assessment of the Course

Question papers

Question paper 1: Reading and Directed writing 50 marks

Candidates may use a bilingual dictionary.

This question paper has two sections:

Section 1 Reading

This section has 30 marks (25% of the total mark for course assessment).
- 20 marks are available for reading comprehension.
- 10 marks are available for translating part of the text into English.

Candidates read one text in the modern language. The text relates to one of the following contexts: society, learning, employability, culture.

Candidates then respond to the questions, in English.

Section 2 Directed writing

This section has 20 marks, scaled by SQA to 15 marks (12.5% of the total mark for course assessment).

Candidates choose one scenario from the two provided in the question paper.

Candidates produce one piece of writing on their chosen scenario, of 150–180 words.
The scenario contains six related bullet points. Candidates must address each bullet point. The directed writing task assesses candidates’ ability to use appropriate past tenses and at least one other tense (for example, conditional or future). Candidates have 2 hours to complete this question paper.

**Question paper 2: Listening 20 marks**
The question paper has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment. Candidates may not use a dictionary.
Candidates listen to one monologue in the modern language and respond to questions worth 8 marks. They then listen to one conversation in the modern language, with questions worth 12 marks.
The questions are in English and candidates respond in English. Candidates have 30 minutes to complete this question paper.

**Course assessment structure: assignment–writing 20 marks**
The assignment allows candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning, employability, culture. The assignment has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 12.5% of the overall marks for the course assessment. It is similar to the assignment at N5.

**Performance–talking 30 marks**
The performance is a discussion in the modern language based on at least two of the following contexts: society, learning, employability, culture.
The performance–talking has a total mark allocation of 30 marks. This is 25% of the overall marks for the course assessment. Candidates take part in a discussion with the teacher using detailed and complex language on at least two different contexts, and respond to questions in the modern language relating to each of the contexts. Candidates may ask questions where appropriate during the discussion.

**Total marks = 120**
ADVANCED HIGHER FRENCH AND SPANISH

WHAT IS THE PURPOSE OF THE COURSE?
Study of the course at Advanced Higher will allow further development of the language skills acquired at Higher level. The aim will be to widen pupils’ knowledge of how language works and to develop confidence in speaking and interacting with others, sometimes at sophisticated levels. Pupils will also have the opportunity to study aspects of the media, literature and culture of France or Spain in more detail.

WHO IS THE COURSE AIMED AT?
The course is intended mainly for students who have gained a Higher in the language.

WHAT WILL ASSESSMENTS CONSIST OF?
It should be noted that SQA are currently revising the format of Advanced Higher courses in Modern Languages. It is likely that the course structure will follow a similar pattern to that of the Higher course, and will more than likely include the specialist study unit:

Specialist Study (Advanced Higher)
Pupils will study an aspect of literature in the modern language, leading to a piece of discursive writing in English about the chosen text.
Learners will be required to provide evidence of their planning, research and analysis skills based on literature or media or language in work within the context of the modern language.

Course assessment
The Course assessment currently takes the form of:

♦ Two question papers, through which learners will demonstrate their reading, translation, listening and discursive writing skills in the modern language.

• Paper 1 Reading and Translation (50 marks, 30 for reading and 20 for translation)
• Paper 2 Listening and Discursive Writing (70 marks, 30 for listening and 40 for discursive essay)

♦ A performance worth 50 marks, through which learners will demonstrate their talking skills in the modern language.

♦ A portfolio worth 30 marks, written in English, through which learners will demonstrate their analytical skills in relation to literature or media or language in work within the context of the modern language.
GÀIDHLIG

Why study Gàidhlig?

For pupils having experienced education through the medium of Gàidhlig, this course provides an opportunity to develop their fluent language skills even further. Pupils will study a wide range of different types of texts in different media. As they build upon their skills of communication, reasoning, research and analysis they will also develop an appreciation of Scotland’s literary and linguistic heritage. In addition, the course develops high levels of analytical thinking and reinforces the same set of skills used within N5/Higher English.

Fluency in Gàidhlig is useful in many areas of Scottish life, particularly in the cultural sector, media, politics, education and research. As more and more organisations reflect a deepening commitment to supporting and developing the use of Gaelic, in accordance with the National Gaelic Language Plan, so the opportunities to use Gaelic in a range of settings, continues to grow.

At National 5 and Higher level, classes are taught entirely through the medium of Gàidhlig and pupils are encouraged to use it at every given opportunity. Key features of learning and teaching will be:

- Real communication in relevant contexts, supported by ICT
- A continued emphasis on how the language works, including grammar and idiomatic structures
- Development of critical literacy skills and personal, interpersonal and team-working skills
- A range of extra-curricular opportunities to encourage the natural and fluent use of Gàidhlig in a variety of social settings and contexts

Higher Gàidhlig

Entry Requirements
Higher Grade: ‘A’ or ‘B’ pass at National 5
Advanced Higher: At least a ‘B’ Pass at Higher

COURSE INFORMATION

The Higher Gàidhlig course teaches a range of skills:

- reading, critical reading, listening, talking and writing skills,
- understanding, analysing and evaluating detailed and complex texts in the contexts of literature, language, media and culture
- creating and producing detailed and complex texts
- knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others
HOMEWORK

- Pupils complete at least one main piece of homework a week, usually a reading passage or an extended writing activity. They will also regularly work on key language and grammar points.
- In order to meet the necessary standard of fluency at this level, all pupils are expected to extend their use of Gàidhlig beyond the classroom.
- Regular media contact should become a natural habit, and any additional opportunity to speak or use Gàidhlig will ensure that pupils develop confidence and ability when interacting in real contexts/with external partners.
- At all levels, but particularly in the senior phase, pupils are expected to demonstrate a command of grammatical knowledge and a greater breadth of vocabulary. This means that extra time should be taken to revise and consolidate skills taught in class. Pupils should read widely and should access appropriate materials online such as BBC Naidheachdan and Radio nan Gàidheal.

ASSESSMENT

Assessment consists of both internal and external assessment of 5 assessment components; reading, writing, literature, talking and listening.

As part of the final SQA Exam, pupils will sit two exam papers:

1. READING AND LITERATURE

   Question paper 1: Leughadh agus Litreachas
   - Section 1: Leughadh airson tuigsinn, mion-sgrùdadh agus luachadh
     (Reading for understanding, analysis and evaluation) 30 marks
   - Section 2: Litreachas
     (Literature) 20 marks

2. LISTENING

   Question paper 2: Èisteachd (Listening) 20 marks

WRITING

During the school year pupils will complete a 1200-1500 word written assignment which is worth **20 marks** out of a total of 120 marks for the course assessment. This will be produced independently under some supervision/control and will be submitted to the SQA for marking

TALKING

Towards the end of the course pupils will take part in a discussion with the teacher which will be internally marked and submitted to the SQA.

Coursework task: Còmhradh (performance–talking) **30 marks**

Beforehand, pupils will have researched a topic in which they have a special interest and this will form the basis of a 10-minute discussion with the assessor (teacher).
MODERN STUDIES

The Geography and Modern Studies faculty offers a range of courses including Higher and National 5 Modern Studies and Higher Politics.

Modern Studies
- Why are so many people not voting in elections?
- What will happen after Brexit?
- How is the government trying to tackle rising obesity and diabetes levels?
- How should health care in the future be funded?
- How influential is the USA globally?

In their fifth and sixth years, students are beginning to look forward to full participation in the adult world. Modern Studies can assist by equipping them with a range of skills and ideas that can help them to understand, and make informed judgements about the many personal, national and international issues they are likely to face. This coming session, the department can offer National 5 and Higher courses.

Usefulness of Subject

The subject content and skills for Modern Studies lend themselves to a wide range of occupations such as journalism, TV and Film, law, business and marketing, social work, police and the armed forces and in general any occupation requiring well-informed young people. It should be noted that some University and College courses now name Modern Studies as a preferred subject for entry - particularly law and social work.

Entry Requirements

Entry to the Higher will normally require a National 5 ‘C’ pass in Modern Studies or a previous pass (A-C) at Higher level in S5 in another social subject. For S6 students, a National 5 ‘C’ pass in a related Social Subject or English is required, although ideally we suggest a Higher pass in one of these.
Higher Modern Studies

Course Content

There are three units of study comprising:

- **Democracy in Scotland and the UK** students will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

- **Social Issues in the UK.** In the social inequality context, students will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as inequality relating to a specific social group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

- **International Issues.** The study of a world power (The USA) will focus on a study of its political system, contemporary socio-economic issues and its role in international relations. The study of a world issue will focus on a significant recent issue or conflict which has a global impact.

Assessment

The final examination is made up two papers totalling three hours and worth 73% of the overall marks, plus an individual research task undertaken by students, which is submitted before Easter, worth 27% of the final mark.

Departmental Homework Policy

In addition to any tasks given to students at least once a week, it is expected that students are reading and researching around topics throughout the year. Reading a newspaper and watching news items and relevant documentaries, as well as relevant use of the Internet, is essential to a good pass in the final exam.
National 5 Modern Studies

The course is made up of 3 units focusing on Scottish Political Issues, Crime and Law in the UK and Global Powers- the USA.

Assessment

In addition, students choose a topic related to Modern Studies to individually research. Their findings are submitted to the SQA and are worth 20% of the overall final examination.

The final exam lasts two hours and twenty minutes and tests students’ knowledge of the three units studied as well as their skills at dealing with making decisions, drawing conclusions and identifying selective use of facts.
The Music department offers National 5, Higher and Advanced Higher courses.

All NQ music courses are designed to serve the needs of those who:
- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music

The performing skills, conceptual knowledge and understanding, and creative use of compositional techniques which form the content of Courses in Music at NQ levels, build on skills and knowledge developed at National 4. Performing continues to be at the centre of these courses.

Performing
Candidates will have the opportunity to develop performance skills in one of the combinations below:
- two instruments
- one instrument and voice
- one instr./voice and accompanying

In addition to taking one of the above options, all candidates will take mandatory Units in Composing and Listening.

Recommended Entry
A student with a PASS at National 4 might expect to undertake National 5.
A student with a pass (preferably, but not exclusively, an A or B) at National 5 might expect to undertake Higher.
A student with a pass (preferably an A or B) at Higher might expect to undertake Advanced Higher. However all students should discuss with music staff whether their balance of skills are sufficient to move on as suggested above.

Progression
These courses or their units may provide progression to
- courses/units at the level above
- Higher National programmes (HND/HNC)
- Higher Education (degree courses)
- Any course for which NQ Music might be accepted as an entry qualification
- Training or employment

Course Content and Assessment
All students must undertake and pass three Units in:
- Performing
- Composing
- Understanding Music

The course mark awarded will be based on an allocation of;
- 60% of marks to Performing, equally weighted between the two elements. [30 + 30]
- 40% of marks to an external Listening paper.
PHYSICAL EDUCATION
Click here to see a pupil’s view

Higher Physical Education

- Higher Physical Education is an exact 50/50 split between practical and theory work. Pupils electing Higher Physical Education should not only have a high standard of performance but also have a positive attitude towards completing written work throughout National 5 Physical Education.
- Pupils will secure 50% of their final award by completing two graded special performances in activities they negotiate and agree with their teacher. The remainder of the award is made up from their performance in their final extended written examination. It is imperative therefore that pupils understand that written work is a vital component of this course and that homework is issued on a weekly basis. Due to the demands on pupils written theory performance we do not recommend choosing to follow this course if you have struggled to complete written work at a National 5 level.

- Higher Performance only
  - Pupils taking this course should have a keen interest in all types of physical activity. Pupils will aim to improve their performance levels to a standard where they can be awarded the Higher performance unit. In addition, pupils will also complete short courses such as leadership, first aid and outdoor learning which will also help them accumulate more SCQF points.
  - This course is suited to pupils who do not necessarily want to experience the extended written theory work of the full higher course but are active learners who have an excellent level of participation and a positive attitude towards Physical Education in previous years.
  - Session 2019/20 we are also looking to include a NPA in Play in a Sport Environment qualification that would be beneficial to anyone looking to prepare for a career in sports coaching, leisure, health and fitness and childcare industries.

- Leadership
  - This course is aimed at pupils who have an interest in developing their Leadership skills to help them in life after school. Although this course does involve some sporting activity, it is not sporting by nature. Pupils will develop their communication and organisational skills whilst developing their understanding of Leadership styles and concepts. Pupils also organise events in school such as inter house sporting activities and our hugely successful sports overnight fundraiser. Organisation and communication skills are vital. This course is very popular with S6 pupils in particular.
  - Pupils on this course complete 3 units of work:
    - Leadership: An introduction, SCQF Level 6 (worth 3 SCQF points),
    - Leadership in Practice. SCQF Level 6 (worth 6 SCQF points), and
    - Event Organisation. SCQF Level 6 (worth 6 SCQF points).
**NATIONAL 5 PHYSICAL EDUCATION**

The National 5 course consists of

- A one-off practical performance which is worth 60% of final grade.
- A portfolio of evidence which is worth 40% of final grade. This has to be completed under exam conditions before it is sent to the SQA for external marking.
- All pupils have to complete a Factors Impacting on Performance Unit which is internally assessed.

The activities covered within the course will include volleyball and basketball.

**SPORTS LEADER AWARD/PERFORMANCE UNIT**

This course is offered to S5 students who do not have the requisite qualifications to do the courses outlined above, or for S6 students who wish to participate in a practical subject.

The Performance Unit is mostly practical and will include the same activities offered to Higher/National 5 students, plus some enhanced course options in various activities.

The Level 2 Community Sports Leader Award offers students the chance to engage in helping others to become involved in physical activity. It provides an opportunity to develop the skills of coaching and working with young people. It allows students to work as coaches in classes and in the community as well as actively organising and promoting extra-curricular activity. This course will cost £50.00 per pupil to achieve.

During the course the students will given the opportunity to work with South Lanarkshire Sports Development officers, Active School leaders and, if the opportunity arises, some local coaches. Part of the work done by the class includes learning about disability in sport and first aid. They will also be given the opportunity to complete an SFA refereeing award.

**GENERAL INFORMATION**

Our Higher and National 5 courses have been constructed with progression and continuity from National 4 and National 5. Certain assumptions regarding the level of student competence, prior to starting the course have been made.

Some students may well elect for these courses without a National PE background. Such students would only be admitted to the course after discussion with the Faculty Head.

These courses have been designed for students who wish to:
• study the subject as part of their general education.
• study Physical Education to an advanced level.
• use the subject as part of the entry requirement for courses in Higher Education.
• take advantage of the expanding career opportunities within sport, leisure and recreation.

ADVANCED HIGHER PHYSICAL EDUCATION

The Advanced Higher course in Physical Education is very academic in nature, involving research into performance development. The whole essence of the course is an investigation into HOW practical performance is developed.

There are two units within the course:

• Performance Skills
• Factors Impacting on Performance

The performance will take the form of a single, challenging, extended performance requiring the student to demonstrate consistently complex movement and performance skills with a high level of fluency and control.

The project will give students the opportunity to demonstrate:

• Evaluate a range of factors impact on performance
• Demonstrate independent research and investigation skills
• Analyse and evaluate the process of performance development

ASSESSMENT

Pupils are internally assessed in all units. The written work takes the form of essay answers. This material is then used as the basis of the final Project which is then submitted to the SQA in April for marking. Although there is no examination in this course, the written work is quite demanding and requires a high level of academic language.
The course will be open to pupils who have successfully completed the National 5 Dance course in S4. Pupils who have extensive dance experience outside school are also eligible for the course.

The pupils study two separate units, Technical Dance Skills and Choreography.

The Technical Dance Skills Unit will be based around traditional Hip Hop and Jazz. Pupils will be assessed on their technical ability in technique work and in performing a teacher led dance in each style. Pupils also have to compare and contrast the characteristics of both dance styles and be able to analyse and evaluate technical dance skills. This will be done through a written exam worth 30% of the final grade. The Choreography Unit will be based around choreographing a dance for a minimum of three dancers. The pupils will be taught the principles behind creating a dance, including the use of structure, devices, motif development as well as theatre arts, including lighting, costume, props etc., some of this will be done practically and some through written assignments. They will also be asked to analyse and evaluate a professional choreographer’s work.

The final Course Assessment is carried out by a visiting Verifier from the SQA. Pupils have to perform a Hip Hop and Jazz solo and then present and evaluate their choreographed piece. The two solo performances are worth 40% and the choreography, 30% of the final grade.

Pupils wishing to take this course should come into it with a strong background in Dance, particularly in Hip Hop and Jazz.

They should show an interest and ability in creating choreography.

The work demands high levels of technical excellence as well as academic ability.
Physics

Why Study Physics?

Click here to see a pupils view

Physics is an important subject in many fields such as Mechanical and Electronic Engineering, Aviation and IT with careers varying from an Electrician or Car Mechanic through to a Pilot or Engineer.

Homework

Homework is an integral part of each course and it is essential that pupils complete this and return on the specified date. Pupils will be issued with homework on a regular basis. Homework will be marked and feedback given to pupils to aid progress.

In addition to formal homework set by the class teacher pupils should be reading their notes on a regular basis and seek support from their teacher if they are unsure of any area of the course.

N5 Physics Course Outline

The Physics National 5 course will allow pupils to develop skills in making informed decisions, and prepare them to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

The course is designed to provide a ‘bridge’ between achievement at National 4 and further study at Higher. As such, the National 5 course could be the first year of a two-year Higher programme.

National 5 Physics is highly regarded for entry into further education courses in science or engineering and is required for Technical Apprenticeships.

The course has 6 units of work: Electricity, Energy, Waves, Radiation, Dynamics and Space. In addition to the final exam, pupil must complete a written assignment under exam conditions which amounts to 20% of their overall grade.

Electricity

Learners study topics on Electricity and Electromagnetism; Practical Electrical and Electronic Circuits.
Energy
Areas of study include Heat Energy, Gas Laws and the Kinetic Model.

Waves
Wave Characteristics and Sound will be explored in a variety of settings.

Radiation
Areas of study include The Electromagnetic Spectrum and Nuclear Radiation.

Dynamic
Learners will develop scientific and analytical thinking skills through investigating the relationship between Forces, Motion and Potential and Kinetic Energy

Space
Pupils will learn about Space exploration, Satellites and Cosmology.

Assignment
Learners will use skills and knowledge and understanding to complete a research assignment which is assessed by the SQA.

How is the course work assessed for certification?

National 5 Physics is assessed by an external SQA examination and research assignment which is set, marked and certificated by the SQA.

Progression
At the end of S5, the successful completion of National 5 Physics will permit progression to another course. Please refer to the diagram below for further information.
Higher Physics Course Outline

Aims
The Higher Physics course has been designed to articulate with and provide progression from the National 5 Physics course. Through a deeper insight into the structure of the subject, the course aims to provide an opportunity for reinforcing and extending the candidate’s knowledge and understanding of the concepts of physics. Higher physics is highly recommended for entry into courses in science, engineering, ophthalmic dispensing optometry and it is essential for Radiography.

In S5

- Successful completion (grade A – C) of National 5 Physics
- Successful completion (grade A – C) of Higher Physics in S5

In S6

- Successful completion (grade A – B) of N5 Chemistry OR N5 Biology OR N5 Mathematics
- Successful completion (grade A – C) of Higher Chemistry OR Higher Biology OR Higher Mathematics
- Successful completion of National 5 Physics (grade A – C)
- Successful completion of Higher Physics in S6 (grade A – C)

Course Content
In all units, learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy. This can be done by using a variety of approaches, including investigation and problem solving.

Our Dynamic Universe
The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of our dynamic universe on our lives, as well as the implications on society/the environment.

The Unit covers the key areas of:
Motion — equations and graphs
Forces, energy and power
Particles and Waves
The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves. Learners will apply these skills when considering the applications of particles and waves on our lives, as well as the implications on society/the environment. The Unit covers the key areas of:

- The standard model
- Forces on charged particles
- Nuclear reactions
- Wave particle duality
- Interference and diffraction
- Refraction of light
- Spectra

Electricity
The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity. Learners will apply these skills when considering the applications of electricity on our lives, as well as the implications on society/the environment. The Unit covers the key areas of:

- Monitoring and measuring a.c. Current, potential difference, power and resistance
- Electrical sources and internal resistance
- Capacitors
- Conductors, semiconductors and insulators
- p-n junctions

Researching Physics
The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/the environment. The Unit offers opportunities for collaborative and for independent learning. Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results.
Assessment Dates & Arrangements
To achieve an award at Higher, students must:

- complete their Assignment (written report completed under exam conditions) which is assessed by SQA.
- Pass the final external exam
Advanced Higher Physics Course Outline

Aims
The course is designed for pupils wishing to further extend their knowledge and understanding of the dynamic arena of Physics. Advanced Higher Physics is highly regarded for entry into further education courses in Engineering, Aeronautics and Physics. The content of the Advanced Higher course covers a proportion of the 1st year University Physics content resulting in a smoother transition from school to University.

Progression

<table>
<thead>
<tr>
<th>Successful completion of Higher Physics in S5 (grade A – B)</th>
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<tbody>
<tr>
<td>Advanced Higher Physics in S6</td>
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Course content

Rotational Motion and Astrophysics
This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics. Key areas include kinematic relationships, angular motion, rotational dynamics, angular momentum, rotational kinetic energy, gravitation, general relativity and stellar physics.

Quanta and Waves
This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed. Key areas include introduction to quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation

Electromagnetism
This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.
Key areas include fields, circuits and electromagnetic radiation

**Advanced higher Investigating Physics:**
This is an extended experimental investigation on a topic appropriate to Advanced Higher Physics involving research, planning, data collection, data analysis and evaluation. The candidate will produce a report.
The project will have 30 marks (23% of the total marks).
The majority of the marks will be awarded for applying scientific inquiry skills. The other marks will be awarded for applying related knowledge and understanding.
In preparation for the assessment, the learner will:
♦ select an appropriate physics topic within the set guidelines provided by SQA
♦ plan the project
♦ investigate/research the topic
♦ process the information/data collected
♦ review and evaluate their findings
♦ produce a scientific report

The learner will then submit their project report as evidence.

**Assessment Dates and Arrangements**
To achieve an award at Advanced Higher students must submit their Investigation Report and successfully pass an external SQA question paper.
HIGHER POLITICS

- What are the theories that explain the political process and democracy?
- What are the constitutional differences between the UK, Scotland and the USA forms of government?
- How do political parties run a successful election campaign?

In their fifth and sixth years, students are beginning to look forward to full participation in the adult world. Politics can assist S6 pupils by equipping them with a range of skills and ideas that can help them to understand, and make informed judgements about the many issues relating to political decision making and active citizenship.

The study of Politics enables learners to develop analytical, reasoned and critical argument which is crucial not only in this subject but in personal and vocational contexts. While Politics is in a sense everywhere and significant in everyone’s lives there is no single focus, no entire approach that can provide all the answers to political questions.

Usefulness of Subject

The subject content and skills for Politics, like Modern Studies, lend themselves to a wide range of occupations such as journalism, TV and Film, law, business and marketing, social work, police and the armed forces and in general any occupation requiring well-informed young people. The course is aimed at S6 pupils who are intending to study social science in Higher Education.

Entry Requirement

Entry to the Politics course will normally be a previous pass (A-C) at Higher level in S5 in another social subject or English.

Course Content

There are three units:

Politics: Political Theory (Higher)
In this Unit students will draw balanced conclusions about the nature and relevance of political concepts such as power, authority and legitimacy, within a variety of political systems. This will be achieved through the study of political ideologies from across the political spectrum, namely Socialism and Conservatism.

Politics: Political Systems (Higher)
In this Unit students will compare and contrast the political processes of the UK and USA. Students will develop and apply knowledge and understanding of the role of constitutions and the legislative, executive and judicial branches of government, and adopt a comparative approach.
Politics: Political Parties and Elections (Higher)
In this Unit students will look at voting behaviour models and the main ideas of the SNP and Labour. Students will also look at the effectiveness of campaign methods used in elections.

Assessment
There is a focus on essays as well as handling statistical and other source data. The final examination is worth 73% of overall marks and is three hours in length, over two papers, while students gain up to 27% of their final marks from a research topic related to the course. Students will be expected to write up in essay style their findings in 90 minutes in the run up to Easter.

Departmental Homework Policy
In addition to any tasks given to students at least once a week, it is expected that students are reading and researching around topics throughout the year. Reading a newspaper and watching news items and relevant documentaries, as well as relevant use of the Internet, is essential to a good pass in the final exam.
PUPIL SUPPORT

Education for Personal and Social Development in fifth and sixth year will be delivered by Pupil Support Staff and Heads of School.

The aim of the course is to continue to promote self esteem, self awareness and skills of self assessment to produce

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Individuals

We hope to encourage our pupils to make the most of their final years at Calderglen and to approach life after school with self-assurance.

Monitoring Progress

There will be regular contact with Pupil Support Teachers who are available to talk to pupils about personal concerns or school subjects. In S5 and S6 pupils will be encouraged to work independently and with others on a wide range of activities covering areas such as:

- Completion of college/university application forms
- Careers information (use of Careers’ Library/Computer Careers’ Programmes/awareness of Careers Scotland)
- Effective transitions (progression and change/problems/strategies for coping)
- Interview techniques and CV’s
- Personal Relationships
- Health Education
- Team Building Skills

Many of the above may involve interesting and useful talks from external speakers.

In sixth year pupils may also have visiting speakers from the Blood Transfusion Service, Organ Donation, Driving Schools, Alcoholics Anonymous and the Ministry of Defence.

As part of our commitment to developing Citizenship, seniors will also have the opportunity to undertake a mock interview with a college, university or local business.

Sixth Years, as part of Service to the school, can also help younger pupils by training as a ‘Buddy’, help with Literacy Support or become a classroom assistant within our Learning Community. All of these activities can be combined with acting as a Prefect or School Captain and involve participation in team building activities.
Additional Support Needs

Additional Support Needs (ASN) provision in Calderglen High School adopts an integrated and collaborative approach to meeting the needs of pupils.

In the Senior School, ASN has the following roles and responsibilities:

- To work with subject departments to ensure access to the curriculum for pupils with additional support needs
- To support pupils with physical difficulties - for example, hearing or visual impairment - and link with the specialist provision involved
- To support pupils with social, emotional or behavioural needs
- To organise Alternative Assessment Arrangements for pupils who require this in the SQA examinations
- To liaise with Careers Scotland to ensure appropriate advice is available for pupils with additional support needs
- To liaise with Colleges who offer link courses to pupils with additional support needs
- To work with senior pupils who volunteer to provide paired reading and literacy development support for junior pupils
- To offer Study Support classes to a targeted group of S5 / S6 pupils

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RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS)

Higher RMPS is, as the name suggests, an academic study of religion, moral issues and some of the most important philosophical questions of our time. It is not RE.

Entry Requirements
All students will be considered for the Higher course. National 5 RMPS is not an entry requirement. Those entering the course are expected to have achieved a good pass at National 5 in English and/or a Social Subject. They will also usually have successfully completed one of the SQA RMPS Units studied by all students in S3-4. Anyone requiring further information about entry requirements or any other part of the course structure should contact Mr Brown in the RMPS department.

Higher Course Content
The course is comprised of three units. These are:

World Religion: Buddhism
A comprehensive study of the key teachings and practices of the fourth largest of the world’s great faiths. Students examine the philosophy of Buddhism, analyse its scriptures and evaluate its place in the modern world. The study of this eastern religion/philosophy helps students to break out of western ways of thinking and to explore the way in which other religions approach existential questions.

Morality and Belief- Relationships
Students will study moral issues surrounding the areas of gender and relationships. These will include topics such as the place of marriage in society, gender inequality and discrimination, sexual relationships and LGBT+ issues. Students will be required to explain the importance of these in our society and in the wider world. Their tasks will include investigating differing moral views on these topics. These will include religious viewpoints as well as secular stances such as Utilitarianism and Feminism.

Religious and Philosophical Questions – Origins
An in depth study of the turbulent relationship between faith and science. Students examine the challenge of scientific theory to religious belief. They analyse the various responses to this challenge ranging from Richard Dawkins to the increasing growth of Literal Creationism. Students objectively evaluate the arguments given by all on issues such as Big Bang, human nature and evolution. The question of the compatibility of a scientific world view and a religious view will be discussed.

Assessment
Each unit in the course is assessed internally. Students will be tested on their knowledge and skills. The course assessment is a final exam where the student will be required to answer a series of structured questions from all three units. The final exam is worth 75% of the course. There are two papers, one of 2 hours and 15 minutes and another of 45 minutes. The assignment is worth the remaining 25%
Assignment
All students will be required to complete an in-depth study on an area of religious, moral or philosophical significance. The choice will be the student’s but must be one that they can research successfully and write a prepared essay on under exam conditions. Many students will choose to cover a moral issue such as medical ethics, war and conflict or relationships. They will need to ensure that religious and secular viewpoints are included. The essay has to conclude with a developed conclusion including their own viewpoints. The Assignment allows the student to focus on an issue of their choice at some depth and demonstrate important skills.

Methods of Study
Students will be required to develop their learning in many ways. RMPS requires some extensive study and reading of resources. Much of this must be done outside of class time. This will be in addition to regular homework tasks.
An educational trip to the Samye Ling Buddhist Centre is also a planned part of the course.
In class the skills of philosophical debate are encouraged. They enhance learning and develop broader skills.

Careers with RMPS
RMPS is recognised and respected as an entry qualification to all Scottish Universities and Colleges of Further Education. The ‘scope’ of the subject will be an advantage to those applying to study most subjects, particularly Medicine, English, Law, social subjects and other humanities. The philosophy aspects have also been seen as useful for business courses. In a recent survey of Scottish Universities all stated that they believed that RMPS is an incredibly important and valuable qualification.
For example, Dr Christopher McCorkindale, Academic Admissions Selector and lecturer in law at Strathclyde University stated, “Not only in law but ALL university subjects one of the first qualities that we, as academics, look for in students is a capacity for critical thinking and a desire to apply that way of thinking to the world given to them. I can say with absolute certainty that not only the substantive content of RMPS and Philosophy, but in addition the development of students’ critical thinking faculties, are amongst the most desirable qualities sought by universities and by employers who constantly face new challenges – and require a dexterity of thought – in responding to an ever-changing world.”
RMPS/RME is a compulsory subject in both the Primary and Secondary sectors. Higher RMPS would be an advantage to all those considering a career in education. Harvard University has stated that Religious Literacy is increasingly crucial to a more understanding and cohesive society. Social work, medicine, nursing, law and the Armed Forces are all careers where RMPS qualifications are looked upon favourably.
National 5 Laboratory Skills

Click here to see a pupil’s View

National 5 Skills for Work: Laboratory Science in an SQA accredited course. It provides a broad “hands on” introduction to laboratory science. Candidates will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

Throughout all Units the Course emphasises the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

Candidates will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

This Course focuses on developing generic employability skills needed for success in the workplace through a variety of practical experiences in the laboratory science area.

Successful learners may progress to:

- National Courses or Units
- Further/higher education
- Vocational training
- Employment

This course is aimed at students who have attained or are studying one of the following, or equivalent: National 5 in Biology, Chemistry, Physics or Science together with National 4 or 5 Mathematics.

The course will:

♦ encourage candidates to consider a career in industries and services using laboratory science
♦ develop an awareness of the opportunities there may be within sectors in terms of the types and range of career options
♦ develop the basic skills of measuring, weighing and preparing compounds and solutions for laboratory use
♦ develop the skills of communicating laboratory information
♦ develop candidates understanding and use of the requirements of maintaining health and safety in a laboratory environment
♦ develop problem solving and numeracy skills in the context of a laboratory
♦ provide opportunities for the personal development of skills and attitudes which will improve the candidates’ employment potential within a sector
♦ develop the candidates’ awareness of their individual strengths and weaknesses in relation to the requirements of a sector, and to reflect on how this affects their employability potential.

The course consists of four units

**Laboratory Science: Careers using Laboratory Science**
- This Unit introduces candidates to the wide range of industries and services which use scientific knowledge and laboratory skills.
- Candidates will learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles which use these skills.
- Candidates will investigate a range of career opportunities within industries and services which use laboratory science and investigate the skills, qualifications and experience required for a job role of personal interest within the field of laboratory science.
- Candidates will have the opportunity to reflect on and evaluate their own employability skills and attributes.

**Laboratory Science: Working in a Laboratory**
- This Unit provides candidates with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work.
- Safety and security procedures are addressed to enable candidates to maintain health and safety while working in a laboratory environment and a risk assessment is carried out.
- Opportunities will arise for the development of numeracy and communication skills when recording and reporting practical work.

**Laboratory Science: Practical Skills**
- Candidates will learn how to perform complicated laboratory procedures safely using appropriate equipment.
- This includes working safely with microorganisms in a laboratory setting including how to pour agar plates using aseptic techniques, subculture micro-organisms, and prepare wet and dry mounts.
- Radioactivity will be measured and detected using the appropriate instrumentation, candidates will learn how to describe the safety requirements when working with radioactive materials and accurately record measurements.

**Laboratory Science: Practical Investigation**
- Candidates will develop skills through planning a practical investigation while working with others.
• Candidates will contribute constructively to the group planning discussions throughout.
• They will also learn how to record results and observations in an appropriate format which will include the correct use of SI units.
• Pupils will learn how to self evaluate by identify strengths and areas for improvement in terms of their own contribution to the planning and implementation of the investigation, taking account of feedback from others as part of this review, and identify action points.
Technical Education

Subject: DESIGN & MANUFACTURE  

The Higher Design and Manufacture Course develop learners’ research skills, idea generation techniques, and ability to read drawings and diagrams. Learners also gain the ability to communicate design ideas and practical details, to evaluate and apply both tangible and subjective feedback, and to devise, plan and develop practical solutions to design opportunities.

Recommended entry

Entry to this Course is at the discretion of the Department. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

- National 5 Design and Manufacture Course

The Course includes two mandatory Units.

**Design and Manufacture: Design (Higher)**

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

**Design and Manufacture: Materials and Manufacturing (Higher)**

This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to ‘close the design loop’ by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context. In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

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

**Design and Manufacture: Design (Higher)**

In this Unit, evidence will be provided by the development, production, evaluation and justification of design proposals, including a specification, in response to a brief which covers a range of key design factors. Knowledge and understanding will also be assessed.

**Design and Manufacture: Materials and Manufacturing (Higher)**

In this Unit, evidence will be provided by the production and evaluation of a prototype. This will be done in response to a brief which covers a range of key requirements. Knowledge and understanding will also be assessed. The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.
**Homework:**
Homework will be given to students through a wide range of activities e.g. design assignments to help reinforce the learning in the classroom, past papers etc. In addition to this, students may be set individual tasks by their classroom teacher that builds upon their own course work.

**Homework is an integral feature of the course and will be issued on a weekly basis throughout the session.**

**Progression**
This Course or its Units may provide progression to:
- other SQA qualifications in Design and Manufacture or related areas
- Further study, employment and/or training

**Careers in Design & Manufacture**
This course is useful for the following careers:-

- Architecture
- Product Design
- Computer Aided Design
- Engineering
- Interior Design
- Industrial Design
- Building Technology
GRAPHIC COMMUNICATION (Higher, Advanced Higher)

Click here to see a pupils view

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 Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Recommended entry
Entry to this Course is at the discretion of the Department. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- National 5 Graphic Communication Course (Higher)
- Higher Graphic Communication (Advanced Higher)

The Course includes two mandatory Units. Both Units are designed to provide progression to the corresponding Units at Advanced Higher.

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

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

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

2D Graphic Communication (Higher)
In this Unit, evidence will be required that the learner can plan and produce a series of 2D graphics, to a given standard, in familiar and some new contexts with some complex features. The learner will take initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed.

3D and Pictorial Graphic Communication (Higher)
In this Unit, evidence will be required that the learner can plan and produce a series of 3D and pictorial graphics, to a given standard, in familiar and some new contexts with some complex features.
features. The learner will take initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed.

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and question paper.

The Graphic Communication assignment adds value by introducing challenge and application. Learners will draw on their range of skills, knowledge and understanding from the Units in order to produce an effective overall response to the assignment brief. The brief for the project will be sufficiently open and flexible to allow for personalisation and choice. The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

**Graphic Communication Advanced Higher**

**Why choose Graphic Communication?**
The purpose of the Course is to develop learners’ skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media.

**Units**
The course has two units; **Technical Graphics** and **Commercial and Visual Media Graphics**. The unit work is project driven and creatively stimulating. Students use modern IT equipment and software to solve graphical tasks and challenges in response to a series of design briefs. A broad range of skills are learned in the units before assessment takes place. Skills include: 3D CAD, Desk Top Publishing, Drawing, Sketching, Animation, Illustration and creative layout skills. Both units must be passed before a course award can be gained. Other than graphic skills, the emphasis is on creative design work; the course is invaluable in developing both creative and problem solving skills.

**Course assessment**
Assessment is in two parts; **The Assignment**: A graphics project covering skills learned in the course – 60%
**The Exam**: A 2hr exam covering knowledge and theory – 40%.
The marks are added to determine the pass at ‘A’, ‘B’, ‘C’ or ‘D’.

**Careers and Progression**
Learners who have achieved this Advanced Higher Course or its units may progress to further study, employment and/or training. Opportunities for progression include:
A range of graphic related Higher National Diplomas (HNDs).
Degrees in graphic design and related disciplines.
**Recommended entry**

Pupils must have studied Higher Graphic Communication and should have achieved a grade A or B. Any other entry route should be discussed with the Faculty Principal Teacher.

**Higher/Further Education:**

In addition to being a subject ‘approved for the purposes of admission to the Scottish Universities’ by the Scottish Universities Council on Entrance, Graphic Communication is intended to be of value to a wide range of students. The course is not only concerned with construction, engineering and design disciplines but also the management and organisational functions that require effective and accurate communication. Students should, therefore, acquire many useful skills for present and future employment opportunities.

**Careers with Graphic Communications:**

The graphics industry has employment opportunities in a very wide range of manual and computer skills jobs, from the more traditional engineering and building based industries to print, creative, new media, web and e-commerce sectors. Here are just a few careers which students might wish to consider...

- Advertising
- Animation
- Architecture, CAD drafting, engineering
- Graphic design, Journalism
- Multimedia design, Illustration, Interior design
- Publishing, print industry, product design
- Quantity Surveyor, textile design
- Theatre and TV, visual arts, web design facilities
Practical Woodworking (National 5)

The National 5 Practical Woodworking Course enables learners to gain skills in woodworking techniques and in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical woodworking context.

Recommended entry
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

♦ National 4 Practical Woodworking Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Progression
This Course or its Units may provide progression to:
♦ other qualifications in practical technologies or related areas
♦ further study, employment and/or training

The Course comprises three mandatory Units. Each of the Units of the Course is designed to provide progression from the corresponding Unit at National 4.

Practical Woodworking: Flat-frame Construction (National 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 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 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. In each of the Units above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context.

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

Practical Woodworking: Flat-frame Construction (National 5)
In this Unit, evidence will be required that the learner can produce flat-framed woodworking joints and assemblies to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.
Practical Woodworking: Carcase Construction (National 5)
In this Unit, evidence will be required that the learner can produce carcase constructions to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Practical Woodworking: Machining and Finishing (National 5)
In this Unit, evidence will be required that the learner can carry out machining and finishing to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.
Award in Volunteering Skills

The Award is suitable for candidates with no previous volunteering experience, candidates who are currently volunteers, and those preparing to be volunteers.

These Awards are about learning through volunteering. They have been designed in consultation with Volunteer Development Scotland and members of the Volunteer Centres network. The Awards seek to give individuals the opportunity of gaining a Scottish qualification which recognises their contribution to volunteering and the learning they gain as a result of being involved in volunteering activities.

To achieve the Award, candidates must complete three mandatory Units.

- Preparing to Volunteer
- Volunteering Experience
- Volunteering: Investigative Project

Candidates learn about the context of volunteering; plan a volunteering placement; review and reflect on their own skills and volunteering experience; and complete an investigative project. A wide range of methods can be used to assess the Volunteering Skills Award. Assessment methods may include written and recorded oral evidence and performance evidence, leading to the compilation of a portfolio. The portfolio may comprise elements such as candidate notes, logbook and assessor observation checklists.

The Awards in Volunteering Skills are at SCQF levels 3, 4 and 5 will give the opportunity to develop skills through participating in volunteering. Specifically participants will:

- understand what volunteering means
- understand what volunteering involving organisations do
- develop skills through a volunteering placement
- understand the benefits of volunteering
- review or evaluate their own aptitude for, and attitude towards volunteering
- investigate specific aspects of volunteering that are of personal interest

Completion of any of these Awards will help you to gather evidence of your volunteering experience and satisfy requirements for progression to further or higher education, further volunteering or employment.

Pupils must be willing to complete a volunteering project in their own time.
The Personal Finance Awards at SCQF level 5 aims to:

- develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter
- prepare learners for financial decision making and managing personal finances throughout their lives from student loans to pensions.

Pupils will be required to complete two mandatory units:

1. **Money Management**

   This Unit focuses on managing your money. Learners will:
   - Compare household costs and methods of cost reduction explaining a range of mental health issues
   - Investigate cost, risk and payback periods for different forms of borrowing
   - Investigate insurance, pensions and tax free saving schemes
   - Investigate costs associated with buying and selling

2. **Understanding Money**

   This unit focuses on opportunities to explore real world financial encounters. Learners will:
   - Investigate financial risk and security
   - Investigate standard deductions from earned income
   - Investigate bank accounts and credit cards
   - Set and maintain a household budget
   - Investigate the effect of fluctuations in rates

To achieve this award, learners must complete a number of unit tasks and pass two end-of-unit e-assessment tests using SOLAR (the SQA’s e-assessment system).
The Award in Mental Health and Wellbeing at SCQF 5 aims to:

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

Pupils will be required to complete all three mandatory units:

1. **Understanding Mental Health Issues**
   - explaining what is meant by the terms ‘mental health’ and ‘wellbeing’ for individuals and wider society
   - explaining a range of mental health issues
   - describing the role of the brain in relation to mental health and wellbeing

2. **Influences on Mental Health and Wellbeing**
   - describing factors that may influence mental health and wellbeing
   - describing the influence of technology and social media on mental health and wellbeing

3. **Coping Strategies and Building Resilience**
   - exploring helpful and unhelpful coping strategies
   - explaining how to promote good mental health and wellbeing in self and others
   - explaining different types of support and ways to address barriers to support mental health and wellbeing

Assessment may include practical work, written work and discussion. By completing this award you will gain awareness and understanding of mental health and wellbeing. Units within the award can be assessed through e-assessments.
Leadership

This course is aimed at pupils who have an interest in developing their Leadership skills to help them in life after school. Although this course does involve some sporting activity, it is not sporting by nature. Pupils will develop their communication and organisational skills whilst developing their understanding of Leadership styles and concepts. Pupils also organise events in school such as inter house sporting activities and our hugely successful sports overnight fundraiser. Organisation and communication skills are vital. This course is very popular with S6 pupils in particular.

Pupils on this course complete 3 units of work:

Leadership: An introduction, SCQF Level 6 (worth 3 SCQF points),

Leadership in Practice. SCQF Level 6 (worth 6 SCQF points), and

Event Organisation. SCQF Level 6 (worth 6SCQF points).
A range of both one year and two-year foundation apprenticeship courses are available. Pupils starting S5 could complete a foundation apprenticeship by the end of S6.

Some S6 pupils may consider a one-year foundation apprenticeship.

These courses will be delivered in college. The foundation apprenticeships on offer are listed below. Entry requirements and details of each can be found in the brochure ‘My Brighter Future’