



Kirkcudbright Academy

S4 - S6

Course Choice Booklet

2006 - 2007

Subject	Level	Page
ART & DESIGN		
Art & Design.....	Units.....	5
	Intermediate 2.....	6
	Higher.....	7
	Advanced Higher.....	8
BUSINESS INFORMATION TECHNOLOGY		
Administration	Units.....	9
	Intermediate 1	10
	Intermediate 2.....	11
	Higher.....	12
Business Management	Intermediate 2.....	13
	Higher.....	14
	Advanced Higher.....	15
Information Systems	Intermediate 2.....	16
	Higher.....	17
Oracle Database Programming	Oracle (2 credits for NC).....	18
ENGLISH		
English	ASDAN.....	19
	Intermediate 1.....	20
	Intermediate 2.....	21
	Higher.....	22
	Advanced Higher.....	23
HOME ECONOMICS		
Fashion and Textile Technology	Intermediate 1.....	24
Health & Food Technology	Intermediate 2.....	25
	Higher.....	26
	Advanced Higher.....	27
Practical Cookery	Intermediate 1.....	28
	Intermediate 2.....	29
Early Years (Skills for Work) (in conjunction with D & G College)	Intermediate 1/2.....	30
MATHEMATICS		
Mathematics	ASDAN.....	19
	Intermediate 1.....	31
	Intermediate 2.....	32
	Higher.....	33
	Advanced Higher.....	34
MODERN LANGUAGES		
French/German	Intermediate 1.....	35
	Intermediate 2.....	36
	Higher.....	37
	Advanced Higher.....	38
MUSIC		
Music	Units.....	39
	Intermediate 1.....	40
	Intermediate 2.....	41
	Higher.....	42

PHYSICAL EDUCATION

Physical Education	Intermediate 2/Higher.....	43
	Advanced Higher.....	44
Vocational PE	Performance Units.....	45

SCIENCE

Biology	Intermediate 2.....	46
	Higher.....	47
	Advanced Higher.....	48
Human Biology	Higher.....	49
Chemistry	Intermediate 2.....	50
	Higher.....	51
	Advanced Higher.....	52
Physics	Intermediate 2.....	53
	Higher.....	54
	Advanced Higher.....	55
Psychology	Intermediate 2.....	56
	Higher.....	57

SOCIAL SUBJECT

Geography	Intermediate 1/2	58
	Higher.....	59
	Advanced Higher.....	60
History	Intermediate 1/2	61
	Higher.....	62
	Advanced Higher.....	63
Modern Studies	Higher.....	64
RMPS	Intermediate 1.....	65
	Intermediate 2.....	66
	Higher.....	67
Rural Skills (Skills for Work) (in conjunction with Barony College)	Intermediate 1.....	68
Managing Environmental Resources	Intermediate 1.....	69

TECHNICAL

Graphic Communication	Intermediate 2.....	70
	Higher.....	71
	Advanced Higher.....	72
Electronic & Electrical Fundamentals	Intermediate 2.....	73
Practical Craft Skills	Intermediate 1/2	74
Product Design	Intermediate 2.....	75
	Higher.....	76

STUDY SUPPORT

Support for Learning	77
Pupil Support and Career Support	77

S4-S6: session 2006-2007

This booklet contains descriptors of the various courses that will be available to S4-S6 pupils in Kirkcudbright Academy during session 2006-2007. This is an exciting session for everyone as we launch a new senior curriculum which aims to offer the following:

- An extended range of subjects, allowing pupils to combine traditional, academic courses with courses which will train pupils in the skills that they need for the world of work;
- An extended range of levels in subjects, allowing pupils to progress their learning, whether that is in S4, S5 or S6.

Accessing this booklet

Firstly, we do not expect you to read it from cover to cover! It contains so much information about all the courses that are on offer that it might be easier for you to look at the index, locate the subject/course that you are interested in, then find the appropriate page. The index is arranged according to the subject area – e.g. Technical – then the various courses that will be offered by that subject area – e.g. Graphic Communication, Product Design, Practical Craft Skills – with an indication about levels that are possible in each subject.

If you prefer to read it on line or to print out a separate page, you can find the text on our website: www.kirkcudbright.dumgal.sch.uk/curriculum/booklet.htm, then click on the 'S4-S6 booklet'. Pupils also have access to the booklet online in the Bulletin Board on the school Intranet.

General information about courses

Most of the courses on offer are National Qualification courses and are made up of units. The difference between these units and courses is as follows:

- A **unit** is a component part of a course and is assessed **internally** - i.e. by staff in school - and then verified by a visiting SQA moderator. The assessable element in a unit is called a Learning Outcome and has a set of criteria that describe a pass performance. Materials for these assessments come from a National Assessment Bank, giving us the term 'NAB', used by our pupils and staff regularly throughout the session.
- A **course** is made up of units and is assessed **externally** - i.e. by SQA examinations in the summer term. Course examinations draw upon and assess work covered in units and in the overall course. Students will be graded A, B, C. In order to gain a course qualification, a student must pass the units that make up the course **and** the course examination.

Entry level to courses

Firstly, there are various forms of advice available to pupils to help them make this important choice and no pupil should make the choice from the booklet alone.

- Pupils reports contain information about the appropriate level of study if pupils choose to continue with a subject.
- Subject teachers will advise willingly on courses if pupils have specific questions.
- Pupils can access their Guidance teacher for advice, either during their Guidance interview following the issue of reports or prior to completion of the option form. Guidance staff can advise on subjects for specific career choices and can refer pupils to the Careers Adviser.

a) Continuing with a subject: S4, S5

Each course descriptor gives information about the units and course(s) available and indicates entry requirements. As a general guide the following applies:

- Pupils who gain **Credit** awards (Grades 1 and 2) in Standard Grade or **Intermediate 2** (A-C) would normally take **Higher** courses.
- Pupils who gain **General** awards (Grades 3 and 4) in Standard Grade or **Intermediate 1** (A-C) would normally take **Intermediate 2** courses,
- Pupils who gain **Foundation** awards (Grades 5 and 6) in Standard Grade would normally take **units** or **Intermediate 1** courses. Some S4 pupils may opt to continue with English and Mathematics by following an ASDAN course rather than sit a full National qualifications course. This combined course will progress pupils' skills in literacy and numeracy, focusing on skills that will help to prepare them for the world of work.

It may be the case, however, that a student with the lower grade of pass in Standard Grade will be better suited to consolidating performance. For example, a pass at General 4 might suggest further work at Intermediate 1, or a Credit 2 student might experience more success at Intermediate 2 than at Higher. The profile of awards at Standard Grade will help determine the most suitable course and each pupil's courses will be individually negotiated to ensure entry at an appropriate level.

The choice of subjects and levels is particularly important for pupils entering S4 next session where consideration must be given to the overall weight of study. In S4, we would not expect a pupil to do more than 2 Highers, with the vast majority of pupils consolidating on performance in S2/S3 by taking subjects at Intermediate 2 level, as well as beginning new subjects at Intermediate 1 level. Advice about S4 next session is found in the booklet '*S3 Parents' Information Evening: a summary*' which is included with the package of materials accompanying the S3 report.

It is also found online: www.kirkcudbright.dumgal.sch.uk/curriculum/booklet.htm, then click on the booklet title, as given above.

b) Continuing with a subject: S6

Much of the above information applies to S6 pupils as well. If they are planning to study a subject at Advanced Higher level, they should have an A or B pass at Higher to be able to cope with the course. We also encourage S6 pupils to pick up new subjects, especially ones which offer them a different type of learning, to acquire new skills, helping to broaden their educational experience and prepare them for life beyond school. For example, pupils applying for high tariff courses in medicine, veterinary science and law would be well advised to enhance academic qualifications with life, enterprise or leadership skills.

c) Beginning a new subject: S4, S5, S6

The combined S4-S6 timetable allows pupils to pick up new subjects, either for one year or with a view to continuing with the subject and progressing to the next level the following session. Pupils are advised to read about the subject and to see the relevant teacher if they have any questions about it. If the subject is to be offered by either Dumfries & Galloway or Barony College, they should see me and I will try to give them as much information as possible.

Making choices about courses

Subjects are grouped into 6 columns and pupils in S4 and S5 should choose one subject from 5 of the 6 columns. In the 'free' column, they will have time for the following: Study Support, PE, RME, PSE, Study. Pupils in S6 should ensure that they choose subjects that cover 22 periods in class. Advanced Higher subjects require an allocation of 7 periods; all other levels require 5 periods. Pupils indicate their choice of Advanced Higher subjects outwith the column structure and as they are timetabled separately.

It is never easy to devise an option column structure that pleases all equally. If there are any particular issues, pupils should see me and I will try to find a solution – but it is important to remember that a change that suits one pupil may well create problems for several others. For pupils going into S4, this choice is the first of 3, as pupils can choose again as they enter S5 and S6. For pupils entering S5, they will have another opportunity to choose in S6. The situation for S6 is different, but pupils usually have more flexibility here as they often do fewer subjects.

A final point before you start reading about our courses is that classes will only run if there are sufficient numbers opting for that course. If there is a problem, pupils will be alerted.

ART AND DESIGN: UNITS

Purpose

The course develops Art and Design general creative skills in 2 and 3 dimensions and encourages students to be confident in working independently and expressing personal ideas. It also prepares students for Art and Design Higher, or courses offered in further education.

Recommended entry.

No specific qualifications are required.

Programme Details

The programme will consist of the following units:

Digital Photography

Ceramics

Choice of one of the following:

- Water Based Painting
- Basic Design Skills
- Analytical Drawing
- 2-D Design

Digital Photography

Projects are set to enable students to go through the process of using and learning about digital cameras to using Adobe Photoshop to develop and process images for print. The unit gives an insight into this very important aspect of modern life as image processing has 'taken over' the media and entertainment industries.

Digital image processing includes learning to use a digital camera and two computer applications. The work of professional photographers and designers is also considered.

Ceramics

Students learn the basic methods and skills of using and designing with clay. The work plan gives scope for individual expression of ideas and varied levels of attainment. Health and safety procedures, decorative methods e.g. glazing, and kiln firing are covered. Projects involve the production of a series of pottery products. Knowledge and understanding of professional and industrial work is encouraged.

Assessment

All work is subject to continuous and ongoing assessment with review at important stages of the course. Units are assessed by staff, subject to moderation by the SQA.

Progression

- Intermediate 2 units or the Art and Design course.
- Art and Design Higher

ART AND DESIGN: INTERMEDIATE 2

Purpose

The course develops knowledge, understanding and skills of investigation, media handling, problem solving and evaluation through expressive and design practical activities. Through personal research students learn about the artists and designers who have made an impact on the styles and culture of the last century, as well as those of today.

Recommended Entry

Students can be admitted to the course with a suitable level of prior attainment, normally Intermediate 1 or Art and Design units. Students who have completed neither of these courses should discuss their position with the Art and Design department.

Course Details

The course is made up of three mandatory 40 hour units.

- Expressive Activity
- Design Activity
- Art and Design Studies

The course units are identical to those of the Higher course, with Intermediate 2 students being taught together with Higher students, sharing teaching input, resources, and deadlines for completion. Assessment levels and tests are, however, appropriate for this level, with students having the opportunity to attempt Higher assessments if their work is sufficiently good.

Assessment

All work is subject to continuous and ongoing assessment. Two course work folios are externally marked at the end of the course and are reviewed by staff at important stages. The Art and Design studies unit of the course is externally assessed by examination.

Progression

- Art and Design Higher
- Graphic Communication unit(s) or the course at Intermediate 2
- Employment following SVQ training.

ART AND DESIGN: HIGHER

Purpose

This course develops deeper knowledge and understanding of the visual ideas, themes and principles that are dominant in all aspects of the student's life. This is achieved through investigation and problem solving, exploring personal visual themes and through designing. The course provides study opportunity for the history of the visual arts and a sound knowledge of the ideas and influences that have shaped 21st century culture

Recommended Entry

Students should normally have achieved Intermediate 2 level in Art and Design..

Course Details

The course comprises of the following three 40 hour units and 40 hours additional time.

Expressive Activity

A personally selected visual theme is explored and a concluding artwork is produced. Thinking and practical skills are developed through the challenges of investigating and developing in a wide variety of practical ways.

Design Activity

A realistic design problem is thoroughly researched, possibilities for solutions are developed and a satisfactory solution demonstrated. A wide variety of choice is available for study because of the many design disciplines available

Art and Design Studies

During each practical unit a study into the work of artists or designers is undertaken. Students can investigate aspects of the vast range of visual cultures which have shaped our lives. The work of expressive artists is investigated during the Expressive Activity unit and likewise Design and Designers during the period of practical design work. Aspects of design include study of architecture, environment, interior and furniture design, product and automotive design, graphic, film, theatre and television design, fashion, costume and textile design, jewellery, ceramics etc.

Assessment

All work is subject to continuous and ongoing assessment. Two course work folios are externally marked at the end of the course and are reviewed by staff at important stages. The Art and Design studies unit of the course is externally assessed by examination.

Progression

- Advanced Higher Art and Design
- Graphic Communication unit(s) or the course at Higher
- HNC or HND course;
- University or College course, including Fine Art, History of Art and/or Design, Media/Film, Art and Design etc

ART AND DESIGN: ADVANCED HIGHER

Purpose

The course provides opportunity for the highest achievement in a specialist or major Art and Design discipline, whilst ensuring that study in another element is maintained. The structure of the course allows for personal choice and development appropriate to this stage. Students are asked to explore a chosen topic in greater depth, demanding from them good planning and organisational skills. The work developed on the course will be appropriate for any folio of work requirements for Art and Design courses at HND or degree level.

Recommended Entry

Students will normally be expected to have a good pass at Higher (A or B).

Course Details

Students can choose from the following:

Expressive Major

Expressive Enquiry (80 hours) taken with Design Activity (40 hours) or related study in Visual Arts (40 hours)

Design Major

Design Enquiry (80 hours) taken with Expressive Activity (40 hours) or related study in design (40 hours)

Art and Design Studies Major

Research and Appreciation (80 hours) taken with Visual Presentation* (40 hours)

* This unit may be achieved in any suitable media, including computer website, video, film or photography.

In all courses a wide variety of sources and use of media is encouraged.

Assessment

All work is subject to ongoing review in tutorials at regular weekly intervals. Folios of work in all units will be subject to external marking following a final course review.

Progression

A degree course at university or art school, including Fine Art, History of Art and/or Design, Media/Film, Art and Design.

ADMINISTRATION: UNITS FROM INTERMEDIATE 1/2

Purpose

The main aims of the Course are to prepare students for work in the specific vocational area of Administration and to develop IT skills.

Recommended Entry

There are no formal requirements and entry will be negotiated with students individually.

Course Details

Four 40 hour units, as detailed below.

Information Technology for Administrators (Intermediate 1)

This unit should enable students to:

- create a spreadsheet to carry out an administrative task
- create flat databases to carry out administrative tasks
- create word processing documents to carry out an administrative task

Administration: Presenting and Communicating Information (Intermediate 1)

This unit should enable students to:

- use the internet to search for and extract information for a given purpose
- use ICT to present and communicate information
- use presentation software to present and communicate information

Information Technology for Administrators (Intermediate 2)

This unit should enable students to:

- use spreadsheets to solve business problems
- use a flat database to solve business problems
- use a word processing document to present the solution to a business problem

Administration: Presenting and Communicating Information (Intermediate 2)

This unit should enable students to:

- use the internet to search for and extract information for a given purpose
- use ICT to present and communicate information
- use presentation software to present and communicate information

Assessment

There is no formal external assessment but students must pass each Unit assessment. These last 1 hour 30 minutes each and assess the following: knowledge and understanding of theory underpinning the use of ICT in business; the practical application of skills in ICT to solve business problems and present and communicate information.

Progression The Units may provide progression to:

- Administration at Intermediate 2
- Training or employment

ADMINISTRATION: INTERMEDIATE 1

Purpose

The main aims of the course are to prepare students for work in the specific vocational area of Administration and to provide opportunities for progression to Intermediate 2.

Recommended Entry

Students would normally be expected to have attained Standard Grade Administration at Foundation level.

Course Details

Three 40-hour units plus 40 hours flexible time (for consolidation, integration of learning and preparation for external assessment).

Administrative Services

This unit should enable students to:

- outline documentation used in identifying qualities and skills required of an administrative assistant at a junior level
- outline factors affecting the administrative assistant in the work environment
- describe the administrative tasks carried out by an administrative assistant at a junior level
- describe the uses and features of the internet and office technologies

Information Technology for Administrators

This unit should enable students to:

- create a spreadsheet to carry out an administrative task
- create flat databases to carry out administrative tasks
- create word processing documents to carry out an administrative task

Presenting and Communicating Information

This unit should enable students to:

- use the internet to search for and extract information for a given purpose
- use ICT to present and communicate information
- use presentation software to present and communicate information

Assessment

To gain a course award, the student must pass the Units as well as the Course assessment. The of the Unit assessment are to allow students to demonstrate clearly: knowledge and skills required to contribute to the effective running of an organisation; knowledge and understanding of theory underpinning the use of ICT in business; the practical application of skills in ICT to solve business problems and present and communicate information.

The aim of the Course Assessment is to allow the students to clearly demonstrate: knowledge and understanding across a range of topics, skills in the use IT to carry out administrative tasks within unfamiliar contexts. The exam consists of one paper (1 hours 45 minutes) testing practical application of IT skills and knowledge and understanding.

Progression

- Training or employment
- Administration at Intermediate 2

ADMINISTRATION: INTERMEDIATE 2

Purpose

The main aims of the Course are to prepare students for work in the specific vocational area of Administration and to provide opportunities for progression for students wishing to pursue further courses in Administration.

Recommended Entry

Students would normally be expected to have attained Standard Grade Administration at General level or Intermediate 1 Administration or its Units.

Course Details

Three 40-hour units plus 40 hours flexible time (for consolidation, integration of learning and preparation for external assessment).

Administrative Services This unit should enable students to:

- describe factors which contribute to the effectiveness of an organisation
- describe factors affecting the administrative assistant in the work environment
- describe the roles of the functional departments within an organisation and the activities carried out within these departments
- describe the uses of the internet and office technologies
- explain the procedures for arranging and paying for business travel and accommodation

Information Technology for Administrators This unit should enable students to:

- use spreadsheets to solve business problems
- use a flat database to solve business problems
- use a word processing document to present the solution to a business problem

Presenting and Communicating Information This unit should enable students to:

- use the internet to search for and extract information for a given purpose
- use ICT to present and communicate information
- use presentation software to present and communicate information

Assessment

To gain a course award, the student must pass the Units as well as the Course assessment. The Unit assessment allows students to demonstrate the following: knowledge and skills required to contribute to the effective running of an organisation; knowledge and understanding of theory underpinning the use of ICT in business; the practical application of skills in ICT to solve business problems and present and communicate information.

The Course Assessment allows the students to demonstrate the following: knowledge and understanding of the subject across all Units, skills in the use IT to solve more complex business problems within unfamiliar contexts.

Paper 1 - Theory (1 hour) – 40 marks

Paper 2 – Practical (1 hour 20 minutes) - 60 marks

Progression

- Training or employment
- Administration at Higher

ADMINISTRATION: HIGHER

Purpose

The course aims to provide opportunities for progression to further study of Administration and prepare candidates for work in the specific vocational area of Administration. Students will learn how to work effectively in a business environment, integrating organisational and ICT skills to benefit them in any administrative work they may tackle at future stages in their career.

Recommended Entry

Students would be expected to have attained Standard Grade Administration at Credit level or Intermediate 2 Administration

Course Details

One 40-hour unit and one 80-hour unit plus 40 hours flexible time (used for assessment).

Administrative Services (40 hours)

This unit should enable students to:

- explain strategies which can be employed to ensure effectiveness in the workplace
- describe the impact of changing working practices on the modern working environment
- describe procedures and processes involved in recruiting, developing and supporting staff
- explain how formal meetings are planned, conducted and supported
- explain the importance of providing effective customer service

Information Technology for Management (80 hours)

This unit should enable students to:

- explain the role of information in decision making
- describe the impact of ICT on workflow, working practices and management and security of information
- use ICT to solve business problems and communicate and present solutions

Assessment

To gain a course award, the student must pass the units as well as the course assessment. The Unit assessment allows students to demonstrate the following: knowledge and skills required to contribute to the effectiveness of an organisation; knowledge and understanding of theory underpinning the use of ICT in business; ability to analyse data and apply skills in ICT to solve business problems and present and communicate information.

Pupils sit the following papers in the external assessment

Paper 1 (1 hour 20 minutes) Section A – Case Study (20 marks)

Section B – 2 questions out of 5 (40 marks)

Paper 2 (1 hour 20 minutes) A business problem to be solved using ICT (60 marks)

Progression

- Higher National programmes in Administration
- Higher Education in Administration
- Training or employment

BUSINESS MANAGEMENT: INTERMEDIATE 2

Purpose

The course will give students a grounding in the place and importance of business in a modern society and of the main areas within business organisations. It offers a sound basis for further study, particularly in business and management, but also in courses which require an awareness of business and transferable skills, such as the ability to communicate information clearly.

Recommended Entry

Students would normally be expected to have attained Standard Grade Business Management and/or English at General level or Intermediate 1

Course Details

Three 40-hour units plus 40 hours flexible time (used for consolidation, integration of learning and preparation for external assessment).

Business Enterprise

- Business in Contemporary Society
- Business Information and ICT
- Decision Making in Business
- Internal Organisation

Business Decision Areas: Marketing and Operations

- Marketing (the marketing concept, the marketing mix, market research)
- Operations (role, elements of the operations function, types of operations, quality)

Business Decision Areas: Finance and Human Resource Management

- Finance (role of the finance function, financial information, uses of financial information, users of financial information)
- Human Resource Management (role of human resource management, recruitment and selection, training and development, employee relations, legislative requirements)

Assessment To gain a course award, the student must pass the Units as well as the Course assessment. Unit assessments sample the knowledge and understanding gained during the learning and teaching process of each unit. They are closed book assessments. The maximum time for each assessment is 60 minutes.

The Course assessment requires students to integrate and demonstrate their knowledge of all areas of the Course content, respond to questions relating to unfamiliar and more complex contexts and explain problems and decisions which businesses may have to face. The exam paper lasts 1 hour 45 minutes.

Progression

- Higher Business Management
- Further Education
- Training or employment

BUSINESS MANAGEMENT: HIGHER

Purpose

The course will give students a grounding in the place and importance of business in a modern society and of the main areas within business organisations; a solid platform for further study, particularly in business and management, but also in courses which involve an understanding and awareness of the business environment and the way in which businesses operate; and transferable skills such as the ability to adopt a logical approach and to communicate complex points clearly.

Recommended Entry

Students would normally be expected to have attained Intermediate 2 Business Management and/or English at Credit level

Course Details

Three 40-hour units plus 40 hours flexible time (used for consolidation, integration of learning and preparation for external assessment).

Business Enterprise

- Business in Contemporary Society
- Business Information and ICT
- Decision Making in Business
- Internal Organisation

Business Decision Areas: Marketing and Operations

- Marketing (role and importance, the marketing concept, the marketing mix, target markets, market research)
- Operations (role and importance, input, process and output, distribution and delivery, types of operations, quality)

Business Decision Areas: Finance and Human Resource Management

- Finance (role and importance, financial information, cash flow management, budgetary control, ratio analysis)
- Human Resource Management (role and importance, changing pattern of employment within organisations, recruitment and selection, training and development, employee relations, legislative requirements)

Assessment To gain a course award, the student must pass the Units as well as the Course assessment. Unit assessments sample the knowledge and understanding gained during the learning and teaching process of each unit. They are closed book assessments. The maximum time for each assessment is 60 minutes.

The Course assessment requires students to integrate and demonstrate their knowledge of all areas of the Course content, respond to questions relating to unfamiliar and complex contexts and adopt a problem solving and decision making approach to a business situation. The exam paper lasts 2 hours 30 minutes.

Progression

- Higher National programmes
- Higher Education
- Training or employment

BUSINESS MANAGEMENT: ADVANCED HIGHER

Purpose

The course offer opportunities for students to develop the crucial skills and knowledge which will allow them to access, understand and contribute to the dynamic and complex business and information environment. Advanced Higher provides an opportunity to extend and enhance understanding developed at Higher. Students are expected to assimilate new content and develop the ideas of problem solving and decision making within organisations, particularly with respect to international influences and the principles and practices of management.

Recommended Entry

Students would normally be expected to have achieved Higher Business Management (A or B) and Standard Grade English at Credit level, or Intermediate 2 English or its Units.

Course Details

Three 40-hour units plus 40 hours flexible time (used for consolidation, integration of learning and preparation for external assessment).

Managing Organisations: The External Environment

- Analyse the activities of transnational companies
- Assess the impact of the European Union on UK business
- Analyse a current issue affecting the operation of business enterprises

Managing Organisations: The Internal Environment

- Analyse the management of organisations
- Advise on the management of change

Researching a Business

- Assess a business situation

Assessment

To gain a course award, the student must pass the Units as well as the Course assessment.

Unit Assessments for Units 1 and 2 sample the knowledge and understanding gained during the learning and teaching process of each unit. They are closed book assessments. The maximum time for each assessment is 60 minutes. Unit 3 is assessed by the production of a report based on information gathered during the Unit.

The External Assessment has 2 components, a Question Paper and a Business Report. The paper consists of 2 sections, (an extended response items related to a case study of a business and extended response questions). The time allocation for the paper is 2 hours 45 minutes. The Business Report (2,500 – 3,500 words) is completed during the course.

Progression

- Higher National programmes
- Higher Education
- Training or employment

INFORMATION SYSTEMS: INTERMEDIATE 2

Purpose

The course develops students' IT skills; provides candidates with knowledge and understanding of Information Systems design and an understanding of modern trends; develops critical skills, practical problem solving abilities and analytical skills in the use of a range of Information Systems; fosters an appreciation and awareness of the social, professional, ethical, and legal implications of Information Systems and of the value of information as a resource. The knowledge and skills gained as part of this Course should enable the candidate to play a full and active role within the e-culture of the information society.

Recommended Entry

Students would normally be expected to have attained Standard Grade Computing Studies at General level. 'New starts' should discuss plans with the department.

Course Details

Three 40 hour units plus 40 hours flexible time (used for consolidation, integration of learning preparation for external assessment).

Unit 1: Using Information. Content includes:

- Data and Information
- Organisational Information Systems
- Information Management Software
- Implications of ICT

Unit 2: Database Systems. Content includes:

- Database Fundamentals
- Entities and Data Relationships
- Data Modelling Concepts
- Normalisation
- Implementation

Unit 3: The Internet. Content includes:

- Internet Fundamentals
- Services and Resources provided by the Internet
- Internet Developments
- Construction of Internet Web Pages

Assessment

The Unit assessment consists of knowledge tests and a practical skills checklist. The knowledge test is a closed book test, under supervision, lasting no more than 45 minutes. The practical skills can be demonstrated through a single extended task or a number of smaller tasks.

The Course assessment consists of two components:

- A practical coursework task which provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.
- A question paper to assess the candidate's competence to integrate and retain knowledge and understanding and demonstrate higher order cognitive abilities across the contents of all the Units, and in varied contexts, and to demonstrate the ability to communicate computing concepts clearly. (1 hour 30 minutes)

Progression

- Information Systems: Higher Grade
- Entry to Oracle Database Programming Course
- Further education or employment

INFORMATION SYSTEMS: HIGHER

Purpose

The course develops students' IT skills; provides candidates with knowledge and understanding of Information Systems design and an understanding of modern trends; develops critical skills, practical problem solving abilities and analytical skills in the use of a range of Information Systems; fosters an appreciation and awareness of the social, professional, ethical, and legal implications of Information Systems and of the value of information as a resource. The knowledge and skills gained as part of this Course should enable the candidate to play a full and active role within the e-culture of the information society.

Recommended Entry

Students would normally be expected to have attained Intermediate 2 Information Systems or Standard Grade Computing Studies at Credit level

Course Details

Three 40 hour units plus 40 hours flexible time (used for consolidation, integration of learning preparation for external assessment).

Unit 1: Using Information. Content includes:

- Data and Information
- Organisational Information Systems
- Information Management Software
- Implications of ICT

Unit 2: Database Systems. Content includes:

- Database Fundamentals
- Entities and Data Relationships
- Data Modelling Concepts
- Normalisation
- Implementation

Unit 3: The Internet. Content includes:

- Internet Fundamentals
- Services and Resources provided by the Internet
- Internet Developments
- Construction of Internet Web Pages

Assessment

The Unit assessment consists of knowledge tests and a practical skills checklist. The knowledge test is a closed book test, under supervision, lasting no more than 45 minutes. The practical skills can be demonstrated through a single extended task or a number of smaller tasks.

The Course assessment consists of two components:

- A practical coursework task which provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.
- A question paper to assess the candidate's competence to integrate and retain knowledge and understanding and demonstrate higher order cognitive abilities across the contents of all the Units, and in varied contexts, and to demonstrate the ability to communicate computing concepts clearly. (2 hours 30 minutes).

Progression

Further or higher education programmes in Information Systems and related subjects

ORACLE DATABASE PROGRAMMING

Purpose

This course is a unique opportunity for pupils to gain a qualification from Oracle Academy in managing databases. Pupils acquire skills in SQL (Structured Query Language), as well as focusing on technical, business and employability skills. All of these skills are used throughout the IT industry in companies around the world.

Recommended Entry

Students should have achieved at least Intermediate 2 in Information Systems and have a genuine interest in computer programming. Completion of the Oracle Academy course automatically gives students Unit 1 – *Relational Database Systems* – in Higher Information Systems.

Course Details

Students are enrolled in the course and log on to the Oracle Academy network in Los Angeles. In addition to project work and hands on activities, each course contains quizzes and exams for ongoing student assessment.

Assessment

In general, assessment is ongoing, and much of it is online. At the end of the course, pupils have the opportunity to sit the Introduction to Oracle 9i: SQL certification exam. This is the first part of the Oracle Certified Associate degree, an industry recognized certification.

Progression

Students develop skills that will help them as they continue their education and in their future careers. These skills include: critical-thinking, problem-solving, resume-building and interviewing, group collaboration and project management.

Completion of the Oracle Academy course gives pupils an excellent start to Higher

Information Systems, as well as an advantage in pursuing various types of future careers: database administration, computer engineering, consulting, technology manager, and project management.

ENGLISH and MATHEMATICS: ASDAN
(Award Scheme Development and Accreditation Network)

Purpose

The purpose of this course is to provide pupils with an opportunity to improve numeracy and literacy skills in everyday life through a framework of practical activities. The course will build on the skills previously acquired by students in English and Mathematics and focus on applying these in real-life situations. The combined English/Mathematics course will take 5 periods per week, with the time split between the two subjects.

Recommended Entry

This course is aimed at pupils in S4 who have achieved a Foundation award in Standard Grade in English and Mathematics and who do not want to do full Intermediate 1 courses in these subjects.

Course Details.

Students will follow an activity-based course, which uses skills in Mathematics and English to perform certain tasks. Students plan their activities, focusing on the small steps required to achieve the larger goal. They will work through a series of modules which tackle literacy and numeracy in a practical way and help to prepare them for life after school.

Assessment

The ASDAN awards are nationally recognised and are moderated externally. Assessment is on-going, focusing on practical work and on folios of work gathered by students.

Progression

- Bronze Awards or ASDAN Workright Qualifications.
- Employment or training

ENGLISH: INTERMEDIATE 1

Purpose

The purpose of this course is to provide an opportunity for students to continue to study and practise language in different forms, thereby experiencing, reflecting on, analysing and developing communication skills. These can be advanced through purposeful reading, writing, talking and listening. Students will pursue a study of units to gain qualifications for employment or for personal satisfaction. In this way, students will develop skills which are applicable in a wide range of personal, social, vocational and educational contexts.

Recommended Entry

Students will normally be expected to have achieved a Foundation or lower General award at Standard Grade.

Course Details

The Intermediate 1 units and course follow a similar pattern to Higher and Intermediate 2 but the demands of materials and tasks are less than Intermediate 2. Students in Intermediate 1 will therefore find that the course is an excellent preparation for Intermediate 2 at a later stage in their schooling.

Language Study 40 hours

This unit focuses on writing of different kinds and on reading for writing. Students will read and learn about a variety of texts whose purposes are informative, expressive and creative/imaginative. A basic level of reading skill will be required as texts are studied and analysed for information, meaning and as models of writing.

Language Study is a mandatory component unit of the course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English.

Literary Study 40 hours

The Literary Study unit focuses on the reading and viewing of texts and on responding critically to them. The skills and concepts acquired and developed will enable students to respond in different ways. The texts which are studied will be drawn from at least three of the four genres - prose fiction, poetry, drama and mass media - and there is a recommendation that one of these texts will be Scottish.

Personal Study (Written or Oral Response) 40 hours

The Personal Study (Written response) focuses on personal reading of a literary text or texts and responding critically to that reading. Students will select a text or texts of particular personal interest and pursue independent study of a chosen aspect. A high level of reading skill and analysis is required. The Personal Study requires an ability to develop and justify a personal, critical point of view in an extended piece of writing.

Assessment

All of the above units are assessed internally (by class teacher). Responses are written, although oral responses are possible in the case of Personal Study.

External Assessment is in the form of examination. The Components of this are as follows:

Paper 1	Close Reading	Time: 45 minutes
Paper 2	Critical Essay	Time: 45 minutes

Progression

Intermediate 2: Units and course award.

ENGLISH: INTERMEDIATE 2

Purpose

The purpose of this course is to provide an opportunity for students to continue to study and practise language in different forms, thereby experiencing, reflecting on, analysing and developing communication skills. These skills are closely related to intellectual growth and both can be advanced through purposeful reading, writing, talking and listening.

Recommended Entry

Students will normally be expected to have achieved a General award at Standard Grade or to have successfully completed an Intermediate 1 programme of study or equivalent.

Course Details

The Intermediate 2 units and course in English follow the same pattern and structure as Higher, but the level of demand in materials and tasks in Intermediate 2 is less. The course is, therefore, an excellent preparation for Higher. The fact that Higher and Intermediate 2 share a common structure will enable students to move between the two levels should they find that the Higher course is too difficult or that the Intermediate 2 course is not sufficiently demanding.

Language Study 40 hours

This unit focuses on writing of different kinds and on reading for writing. Students will read and learn about a wide variety of texts whose purposes are informative, expressive and creative/imaginative. A good level of reading skill will be required as texts are studied and analysed for information, meaning and as models of writing.

Language Study is a mandatory component unit of the Intermediate 2 English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Language Study (Intermediate 1).

Literary Study 40 hours

The Literary Study unit focuses on the reading of literature and on responding critically to that reading. Students will read and learn about a variety of literary texts of recognised quality. The skills and concepts acquired and developed will enable students to respond in different ways to texts which have been studied by the class, group or individual and to texts which are unseen. The texts which are studied will be drawn from at least three of the four genres - prose fiction, poetry, drama and mass media - and there is a recommendation that one of these texts will be Scottish.

Personal Study (Written or Oral Response) 40 hours

The Personal Study focuses on personal reading of a literary text or texts and responding critically to that reading. Students will select a text or texts of particular personal interest and pursue independent study of a chosen aspect. A high level of reading skill and analysis is required. The Personal Study requires an ability to develop and justify a personal, critical point of view in an extended piece of writing.

Intermediate 2 students who have particular strengths but who are not yet ready to undertake the Higher course may gain recognition of these strengths by being awarded units at Higher level. These students would complete the year with an Intermediate 2 course qualification and, perhaps, one or two unit awards at Higher level.

Assessment

All of the above units are assessed internally (by class teacher). Responses are written, although oral responses are possible in the case of Personal Study.

External Assessment is in the form of examination. The Components of this are as follows:

Paper 1	Close Reading	Time: 1 hour
Paper 2	Critical Essay	Time: 1 hour 30 minutes

Progression

Higher English: units and course award. The exam also consists of the same two papers as at Higher but is slightly less demanding (2½ hours in total).

ENGLISH: HIGHER

Purpose

The purpose of this course is to provide an opportunity for students to continue to study and practise language in different forms, thereby experiencing, reflecting on, analysing and developing communication skills. These skills are closely related to intellectual growth and both can be advanced through purposeful reading, writing, talking and listening. Students will pursue study of units to gain qualifications for further study, for employment or for personal satisfaction.

Recommended Entry

Students will normally be expected to have achieved a Credit award at Standard Grade or to have successfully completed an Intermediate 2 programme of study.

Course Details

The course comprises three units, all of which build upon skills and experience gained in previous study of English. There is an examination at the end of the course, lasting 3 hours. (Paper 1: Close Reading and Paper 2: Literature).

Language Study 40 hours

This unit focuses on writing of different kinds and on reading for writing. Students will read and learn about a wide variety of complex texts whose purposes are informative, expressive and creative/imaginative. A high level of reading skill will be required as texts are studied and analysed for information, meaning and as models of writing.

Language Study is a mandatory component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Language Study (Int 2).

Literary Study 40 hours

The Literary Study unit focuses on the reading of literature and on responding critically to that reading. Students will read and learn about a variety of literary texts of recognised quality. The skills and concepts acquired and developed will enable students to respond in different ways to texts which have been studied by the class, group or individual and to texts which are unseen. The texts which are studied will be drawn from at least three of the four genres - prose fiction, poetry, drama and mass media - and there is a requirement that one of these texts will be Scottish.

Personal Study (Written Response) 40 hours

The Personal Study (Written response) focuses on personal reading of a literary text or texts and responding critically to that reading. Students will select a text or texts of particular personal interest and pursue independent study of a chosen aspect. A high level of reading skill and analysis is required. The Personal Study requires an ability to develop and justify a personal, critical point of view in an extended piece of writing.

Assessment

All of the above units are assessed internally (by class teacher). Responses are written, although oral responses are possible in the case of Personal Study.

External Assessment is in the form of examination. The Components of this are as follows:

Paper 1	Close Reading	Time: 1 hour 45 minutes
Paper 2	Critical Essay	Time: 1 hour 45 minutes

Progression

- 1 Advanced Higher English
- 2 Other units at Advanced Higher
- 3 HNC or HND courses in Arts & Social Sciences
- 4 Employment in careers related to Arts & Social Sciences

ENGLISH: ADVANCED HIGHER

Purpose

The purpose of this course is to offer specialism in the subject for those students who wish to advance in English beyond Higher. Completion of the course will provide students with the opportunity to obtain a further qualification as well as advancement of their cultural awareness and personal and intellectual growth. Students who are unable to complete a full course are welcome to opt in to one or more units of study if they enjoy English and would like to continue with specific areas of interest.

Recommended Entry

A good pass at Higher (Grade A or B).

Course Details

The course comprises two mandatory units, the **Specialist Study** and **Literary Study**, and choice of **either**: Textual Analysis or Creative Writing

In the winter term students will study course work appropriate to both Textual Analysis and Creative Writing. Deciding which unit to complete for assessment will depend on student choice and will come after the Christmas break

The Time allocated to the course is 120 hours plus a dedicated 40 hours for the Specialist Study.

The Specialist Study is not mandatory for students who do not wish to follow the complete course.

Assessment

All of the above units are assessed internally (by class teacher). Responses are made in writing.

External Assessment is in the form of examination for Literary Study unit and Textual Analysis units. If candidates choose the Creative Writing they compile a Folio of their best work, which is then assessed by SQA markers. (This means that candidates only choose one question from the final paper.) The Specialist Study unit is submitted to SQA in the form of a Dissertation to be assessed.

The components of the exam are as follows:

Section 1	Literary Study
Section 2	Language Study
Section 3	Textual analysis
Section 4	Reading the Media

Time allowed for each question is 1 hour 30 minutes.

Progression

- Study of English at university level.
- Employment in careers related to Arts and Social Sciences.

HOME ECONOMICS

FASHION AND TEXTILE TECHNOLOGY: INTERMEDIATE 1

Purpose

This course provides students with the opportunity to develop a range of creative, aesthetic and practical craft skills linked to the production of textile items. It also provides learning experiences which will develop organisation and problem solving skills.

Recommended Entry

There is no specific entry qualification for this subject, but students should have an interest in design and practical work with textiles.

Course Details

The course comprises the following two mandatory units:

- Fashion and Textile Technology, Design and Make – Home Economics
In this unit students plan, then carry out the safe manufacture of a textile item.
- Practical Fabric Skills
In this unit students produce an item using a commercial pattern and compare the item with a similar, professionally manufactured one.

Students must also undertake **one** of the following:

- An Introduction to the Fashion and Clothing Industry plus Organisation of Practical Skills in Textiles.
- Developing Craft Skills in Textiles
- Technology in Home Economics (Textiles)

Assessment

Internal assessment for the units takes place throughout the course. The course award depends on the successful completion of the units and a set practical assignment. One assignment brief is given to schools each year by SQA and this must be completed over a period of ten hours.

The assignment involves: -

- (i) Planning and choosing a suitable activity
- (ii) Carrying out the activity i.e. making the craft item
- (iii) Evaluating all the work carried out.

Progression

- This course is available at Intermediate 2 and Higher
- Career in the textile industry.

HOME ECONOMICS

HEALTH AND FOOD TECHNOLOGY: INTERMEDIATE 2

Purpose

This course provides opportunities for students to develop specialist skills, acquire and apply knowledge and achieve technological capability. It also provides learning experiences which will promote the development of problem solving skills and personal effectiveness in real-life situations.

The course will be useful as a general qualification as well as being particularly appealing to students who may plan to progress to the vocational areas of care, hospitality, or food production and development.

Recommended Entry

This course is suitable for 'new starts', but it is normally expected that students will have attained Standard Grade Home Economics at General level.

Course Details

The course comprises of three units of 40 hours.

Management of Practical Activities

Students use knowledge and understanding to select appropriate resources in order to carry out a range of practical activities. Students also learn to use time and energy effectively when carrying out these activities which will be evaluated on certain occasions.

Product Development

Students use knowledge and problem solving skills to develop a food product. Some of the processes involved in this project are similar to those used by a food manufacturer.

Consumer Studies

Students use a variety of investigative techniques to compare consumer products, study the factors which affect choice of food and draw conclusions from information relating to consumer issues and the food industry.

Assessment

The internal assessment consists of a practical exercise, a design and make activity and a question paper which will ask for short or restricted responses. The brief used for the practical exercise and the design and make activity must be one of the two briefs published annually by the SQA. These two pieces of work are combined to make up the Technological Project which is submitted to SQA towards the end of the course for external marking. At the end of the course the student must also sit an external, written examination which lasts for 1½ hours.

Progression

- Home Economics: Higher
- Vocational courses in further education
- Employment

HOME ECONOMICS HEALTH AND FOOD TECHNOLOGY: HIGHER

Purpose

The course aims to develop students' personal effectiveness in using and managing resources. They will use specialist skills and knowledge to solve technological problems in a practical way. The emphasis is on the student acquiring a wide range of transferable skills.

This course will be a useful qualification for any student, but may have particular appeal for students who wish to progress to areas such as Consumer Studies, Dietetics, Food Product Development.

Recommended Entry

'New starts' will be considered but students will normally be expected to have achieved Standard Grade Home Economics at Credit level or a course or units at Intermediate 2 in Health and Food Technology.

Course Details

The course comprises of two units of 80 and 40 hours.

Resource Management – 80 hours

Students will gain a knowledge of food technology and diet linked to health and will then use management skills to make effective use of this knowledge and available materials and resources to answer questions related to a variety of situations, or to solve a range of problems.

Students will manufacture a variety of food products to demonstrate particular properties of certain ingredients, and they will also carry out experimental work to compare food items.

Consumer Studies - 40 hours

Students gain a knowledge and understanding about consumer choice of goods and services. They also look at the manufacturers'/providers' perspective on a range of consumer issues from the point of view of manufacturers/producers.

Students acquire a range of skills which enable them to evaluate the design of products, to consider the consequences that developments in the food industry have on others and to make reasoned decisions on a range of consumer choices.

Assessment

The internal assessment consists of writing up investigations, report writing and a question paper which requires short and restricted responses to the questions. The course award involves submitting a technological project on a stated topic towards the end of the course, and then sitting a written examination which lasts 2 hours. This exam consists of a short answer section and a second section that requires a detailed knowledge of the course content.

Progression

- Home Economics: Advanced Higher
- Degree courses in Home Economics and related subjects
- Further training and employment

HOME ECONOMICS HEALTH AND FOOD TECHNOLOGY: ADVANCED HIGHER

Purpose

The Advanced Higher Home Economics course is designed to articulate with, and provide progression, from Higher Home Economics. It promotes independent study skills and objective thinking which equip students with a sound basis from which to pursue further studies and employment opportunities in health and food technology.

Recommended Entry

Students are normally expected to have gained Higher Health and Food Technology (A or B).

Course Details

The course consists of two units: Resource Management (80 hours) and Practical Research and Dissertation (40 hours)

Resource Management

In this unit, students study nutrition and food choices in depth and investigate several new developments in food technology. They also gain knowledge of each food group, and consider the importance of the steps in the food chain.

Practical Research and Dissertation

In this unit, students select a topic from the list of essential knowledge and carry out in depth research into the selected area.

Assessment

The unit in Resource Management is assessed through a written report on a topic selected by the student. The student is assessed by a dissertation that also counts towards the course award.

In addition students sit an examination which lasts for 2 hours 20 minutes.

In the examination students are asked to answer two compulsory and one optional question.

Progression

- Degree courses in Home Economics and related subjects.
- Further training and employment.

HOME ECONOMICS

HOSPITALITY - PRACTICAL COOKERY: INTERMEDIATE 1

Purpose

This is a course in which students acquire a range of basic practical and organisational skills which are required for food production in the hospitality industry, or in the home situation.

The course aims to:

- Develop basic food preparation skills
- Develop planning and organisational skills
- Give an insight into working in the food production section of the hospitality industry.

Recommended Entry

The course is most suitable for students who have not studied Home Economics since S1, or students who have already gained one unit in S3 as they may complete the remaining units and attempt the course award.

Course Details

The course consists of the following units:

- Food Hygiene for the Hospitality Industry (½ unit)

This unit enables students to develop a basic understanding and competence in hygienic food handling.

- An Introduction to Food Preparation Techniques (1 unit)

In this unit students develop knowledge and skills in basic food preparation techniques, identifying equipment and preparation terms.

- An Introduction to Cookery Processes (1 unit)

In this unit students gain knowledge of a range of cookery processes and they work in a safe and hygienic way to make a range of dishes which use these cookery processes.

- Organisation of Practical skills (½ unit).

In this unit students develop competence in planning work, ordering food and identifying the equipment required to complete given tasks. They are also assessed in the carrying out of the task which they have planned.

Assessment

Internal assessments for the units takes place throughout the course.

Methods of assessment vary and include the teacher completing observational checklist for practical tasks and pupils completing planning exercises and short answer questions.

For the course award students must complete all the unit assessments successfully and they must also carry out a practical assignment which involves planning a work sequence for given recipes and then cooking the two dishes in 1½ hours. There is no written examination for the course award.

Progression

- Hospitality Practical Cookery at Intermediate 2.
- Vocational courses in further education.

HOME ECONOMICS

HOSPITALITY - PRACTICAL COOKERY: INTERMEDIATE 2

Purpose

This course has been designed primarily as a practical course to develop a range of techniques and skills required for food production either in the home or hospitality industry. The course aims to:

- Develop craft and practical skills
- Give an insight into working within the food production section of the hospitality industry
- Encourage the development of research and information seeking skills
- Develop numeracy, communication and planning skills.

The course, or individual units, will be useful for careers in the food industry, or may be taken by students for general interest.

Recommended Entry

Standard Grade Home Economics at General level or Practical Cookery at Intermediate 1 will be an advantage. However, students who have not studied Home Economics since S2, but who have an interest in food preparation, will usually be allowed to join the course.

Course Details

Food Preparation for Healthy Eating – 40 hours

Students will look at a range of traditional recipes and adapt these recipes to produce healthier alternatives.

Foods of the World – 40 hours

Students will consider a range of foods and cooking traditions from around the world. They will then select a specific country and research, prepare and present a selection of dishes from it.

Practical Cookery Skills for the Hospitality Industry – 40 hours

Students will use a range of recipes which involve a variety of cooking methods and more advanced culinary skills. Presentation techniques and garnishes are also a focus of the Unit.

Assessment

Internal assessment takes place throughout the course. Each unit has two or three learning outcomes to be assessed. Methods of assessment vary, and include the teacher completing observational checklists and students producing written reports or projects, plans of work and costing exercises. Questions requiring short answers will also be given.

For a course award students must complete all the unit assessments successfully. They must also carry out a practical exercise to produce three dishes plus accompaniments in 2½ hours.

Progression

- Vocational courses in further education
- Employment

EARLY EDUCATION AND CHILDCARE: SKILLS FOR WORK: INTERMEDIATE 1/2

Purpose

This course introduces students to the study of issues relating to childcare. It is a Skills for Work course, so the emphasis is on experiential learning. This means learning through practical experience and by reflecting on experience. The course also develops core skills (communication, numeracy, IT, problem-solving skills, working with others) so that the student is better prepared for the world of work.

Recommended Entry

Students should have achieved at least Foundation level in English and Maths to gain access to this course.

Course Details

The course units for Intermediate 1 are as follows:

- Child Development
- Working in Early Education and Childcare
- Play in Early Education and Childcare
- Parenting or Maintenance of a Safe Environment for Children

The course units for Intermediate 2 are as follows:

- Child Development and Health
- Play in Early Education and Childcare
- Working in Early Education and Childcare
- First Aid, Parenting or Care and Feeding of Children

Assessment

Assessment of the units takes various forms:

- Tests under exam conditions (multiple choice, short answers)
- Case study
- Folio work prepared during the course (written, digital photographs, video diary)

Progression

From Intermediate 1

- Further study in Childcare at Intermediate 2 next session
- Further study in Childcare through the NC Early Education and Childcare at Dumfries & Galloway College
- Other Care courses

From Intermediate 2

- Higher Early Years
- Other Care courses at Dumfries & Galloway College, leading to BA in Childhood Studies (University of Paisley)
- Employment in the area of childcare

MATHEMATICS: INTERMEDIATE 1

Purpose

The course will provide an experience broadly equivalent in difficulty to Standard Grade General level in terms of algebra, trigonometry and geometry. It is designed to meet the needs of students who wish to progress to Intermediate 2 Mathematics.

Recommended Entry

Students would normally be expected to have attained at least a Standard Grade Foundation award.

Course Details

There are three 40 hour units plus 40 hours' flexible time for consolidation, remediation and assessment.

Mathematics 1

The content of this unit includes calculations involving: percentages, using formulae to find volumes of cubes and cuboids and the area and circumference of a circle; evaluation of formulae expressed in words and simple formulae expressed in symbols; money in appropriate social contexts e.g. exchange rates and wages.

Mathematics 2

The content of this unit includes using integers in practical contexts; the interpretation of distance-time graphs and calculations of speed, distance and time; solving problems in right-angled triangles using Pythagoras Theorem; constructing and extracting information from graphs, charts and tables; calculating and interpreting simple statistics and stating the probability of a simple outcome.

Mathematics 3

This unit includes calculations involving: simple algebraic operations; graphical relationships; trigonometry in a right-angled triangle: and standard form (Scientific notation).

Assessment

All 3 units will be tested in class and students must pass all learning outcomes to achieve an overall award. Students will also sit an external examination, based on all 3 units, which will test the students' ability to retain and integrate mathematical knowledge across the units. There will be a balance of short questions designed mainly to test knowledge and understanding and extended-response questions which also assess problem solving skills

Progression

Intermediate 2 Mathematics.

MATHEMATICS: INTERMEDIATE 2

Purpose

The course will provide an experience broadly equivalent in difficulty to Standard Grade Credit level in terms of algebra, trigonometry and geometry.

Recommended Entry

Students would normally be expected to have attained at least a Standard Grade General award.

Course Details

There are three 40 hour units plus 40 hours' flexible time for consolidation, remediation and assessment.

Mathematics 1

The content of this unit includes calculations involving percentages, using formulae to find volumes of spheres cones and prisms, linear relationships in the form of sketches and finding the equations of straight lines, multiplication and factorisation of algebraic expressions, finding the length of an arc and the area of a sector of a circle and solution of problems involving circles.

Mathematics 2

This unit contains both mathematical and statistical content. The mathematics content is further trigonometry, using the area of a triangle formula and the Sine and Cosine rules, and simultaneous linear equations. The statistics is an extension of the statistics contained in Mathematics 2 (Int 1). It includes the use of graphs, charts and tables and the use of simple statistics, such as standard deviation, semi-interquartile range, finding the equation of a regression line and assigning probability to an event.

Applications of Mathematics

This unit contains straightforward calculations in a social context including wages and salaries, loans and credit cards. Working with logic diagrams including network diagrams and decision trees, flow charts and spreadsheets. Interpreting and using formulae expressed in words and numbers. A statistical assignment will be carried out by pupils as part of the internal assessment of the unit.

Assessment

All 3 units will be tested in class and students must pass all learning outcomes to achieve an overall award. Students will also sit an external examination at the end of the course based on all 3 units, part of which does not allow the use of a calculator.

Progression

- Higher Mathematics, if Mathematics 3 (Int 2) forms part of an overall award.
- General or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

MATHEMATICS: HIGHER

Purpose

The aim of this course is to build upon and extend students' mathematical learning in the areas of algebra, geometry and trigonometry and to introduce students to elementary calculus. The units are progressive.

Recommended Entry

Students would normally be expected to have attained a Standard Grade Credit award, or an Intermediate 2 pass which includes Mathematics 3.

Course Details

There are three 40 hour units plus 40 hours of flexible time for consolidation, remediation and assessment.

Mathematics 1

This unit includes the gradient and equation of the straight line, sketching and identifying related functions and graphs, composite functions, solution of trigonometric equations, basic differentiation and recurrence relationships.

Mathematics 2

The content of this unit covers quadratic theory and the Remainder Theorem, basic integration, use of the addition formulae in trigonometry and the equation of a circle and tangency.

Mathematics 3

Mathematics 3 contains vectors in three dimension and the scalar product, further differentiation and integration, properties of exponential and logarithmic functions and further trigonometric relationships.

Assessment

All 3 units will be tested in class and students must pass all learning outcomes to achieve an overall award. Students will also sit an external examination at the end of the course based on all 3 units, part of which does not allow the use of a calculator.

Progression

- Advanced Higher Mathematics
- General or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

MATHEMATICS: ADVANCED HIGHER

Purpose

The aim of this course is to extend students' mathematical skills beyond the basic level required for University entrance. Students who go on to study Mathematics, Science or Engineering will benefit by taking this course.

Recommended Entry

Candidates would normally be expected to have attained a pass at Higher level (A or B)

Course Details

There are three 40 hour units plus 40 hours of flexible.

Mathematics 1

Partial Fractions, Binomial expansions, Product, Quotient And Chain Rules For Differentiation, Reciprocal Trigonometric Functions, Integration by Substitution, further Curve Sketching and Systems of Linear Equations.

Mathematics 2

Differentiation of Inverse Trigonometric Functions, Parametric Differentiation, Integration by Parts, Complex Numbers, Sequences and Series, Elementary Number Theory and Methods of Proof.

Mathematics 3

Cross Products for Vectors, Equations of Planes and Angles between lines and planes, Matrix Algebra, further Sequences and Series particularly Maclaurin Expansions, Ordinary Differential Equations, further Number Theory and Methods of Proof.

Assessment

All 3 units will be tested in class and students must pass all learning outcomes to achieve an overall award. Students will also sit an external examination at the end of the course based on all 3 units, part of which does not allow the use of a calculator.

Progression

- Further study of Mathematics at university or college level.
- General or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

MODERN LANGUAGES : INTERMEDIATE 1 FRENCH/GERMAN

Purpose

The course offers a progressive development of competence in the four skill areas - Listening, Speaking, Reading and Writing.

Recommended Entry

Students will normally be expected to have achieved Standard Grade award at grade 5 or 6

Course Details

Three compulsory units of 40 hours each plus 40 hours' flexible time for induction, consolidation, remediation and assessment.

Personal and Social Language

With the Transactional Language unit (see below) this will emphasise progression in language competence in a variety of contexts, and the teaching will combine the skills in appropriate integrated tasks.

Transactional Language

The focus here will be on the development of competence in the use of language required in practical everyday situations in the country or countries where the language is spoken.

Language in Work

This unit will seek to develop competence in the use of language in more adult contexts, such as the candidate might expect to encounter in the world of work.

Assessment

Speaking - conducted and assessed internally and audio-recorded for the purposes of external moderation.

The exam in Intermediate 1 is made up as follows:

Paper 1: Reading

The student answers questions on three short passages and one longer passage in French/German. Questions are answered in English. A dictionary may be used.

Paper 2: Listening

The student will answer questions in English on 3 taped items relating to the prescribed themes.

Paper 3: Writing

The student will write about him or herself as part of a job application or a CV (120-150 words) A dictionary may be used.

Progression

- Intermediate 2 (course or units)

MODERN LANGUAGES : INTERMEDIATE 2 FRENCH/GERMAN

Purpose

The course offers a progressive development of competence in the four skill areas - Listening, Speaking, Reading and Writing.

Recommended Entry

Students will normally be expected to have achieved Standard Grade award at grade 3 or 4

Course Details

Two compulsory units (one of 80 hours and one of 40 hours), plus 40 hours' flexible time for consolidation, remediation and assessment.

Language

The following themes included are:

1. Lifestyles – family, friends, society, leisure, healthy living.
2. Education and work – school/college.
3. Wider World – Holidays, travel and tourism.

Language in Work

This unit will seek to develop competence in the use of language in more adult contexts, such as the candidate might expect to encounter in the world of work.

Assessment

Speaking - a taped conversation with the teacher, including presentation and discussion of the themes described above which is moderated externally.

The final exam in Intermediate 2 is made up as follows:

Paper 1: Reading –.

The student answers questions on three short passages and one longer passage in French/German. Questions are answered in English. A dictionary may be used.

Paper 2: Listening

The student will answer questions in English on 3 taped items relating to the prescribed themes.

Paper 3: Writing

The student will write about him or herself as part of a job application or a CV (120-150 words.)

A dictionary may be used.

Progression

- Higher (course or units)

MODERN LANGUAGES: HIGHER

Purpose

The course offers a progressive development of competence in the four skill areas - Listening, Speaking, Reading and Writing.

Recommended Entry

Students will normally be expected to have achieved Credit Level in Standard Grade or Intermediate 2.

Course Details

There are two compulsory units (one of 80 hours and one of 40 hours), plus 40 hours' flexible time for consolidation, remediation and assessment.

Language Unit

The themes included are:

- Lifestyles – family, friends, society, leisure, healthy living.
- Education and work – school/college
- Wider World – holidays, travel and tourism.

Extended Reading/Viewing

Students study an authentic French/German text, then write about it in the foreign language to achieve the learning outcome of this unit.

Course Assessment

This will be by means of a combination of internal assessment and external examination. The final examination in Higher is made up as follows:

Speaking

A taped presentation and conversation on the themes described above, which is externally moderated.

Reading and Directed Writing

The students answer questions on a French/German passage in English and writes 150-180 words in French/German to a stimulus in English. There is also a short translation into English. A dictionary may be used.

Listening/Writing

A dictionary may be used in both sections.

Students will hear a passage and answer questions in English then write 120-150 words in the foreign language on the Listening topic.

Progression

Attainment of the award will allow students to progress to Advanced Higher. In addition, the qualification enables students to proceed to further or higher education, either using the skills acquired during the course or using the pass as part of an entry qualification.

MODERN LANGUAGES: ADVANCED HIGHER

Purpose

The course continues the progressive development of students' knowledge about language in the four skills of Listening, Speaking, Reading and Writing.

Recommended Entry

Entry is at the discretion of the department and will be negotiated with students on an individual basis. Students will normally be expected to have achieved a good pass at Higher (Grade A or B).

Course details

There are 2 units: **Language** (80 hours) and **Extended Reading/Viewing** (40 hours).

Themes included in the language unit are:

- personal, social and cultural issues
- topical and cultural issues
- environmental issues

These are further divided into topic areas: European issues, media/arts, technology, changing patterns of family life, pollution and conservation.

In Extended Reading/Viewing students study authentic French/German texts and speak about them in the foreign language and write about them in both English and the foreign language

Course Assessment

This will be by means of a combination of internal assessment and external examination. The final examination in Advanced Higher is made up as follows:

Speaking

An external examiner will conduct the test in the form of a discussion. He/she will sample across both units studied and will cover topics and texts studied.

Folio

Two essays in English (500 words) from the Extended Reading/Viewing option.

Reading and Translation

One passage will be set, related to the prescribed themes. This will be a Reading Comprehension involving written answers in English and a Translation into English

Listening and Discursive Writing

Candidates will be required to answer questions in English in response to stimulus material in French/German, presented on CD/audio tape by native speakers. This is followed by an essay on a topic relating to the themes and topics of the language unit. The essay should be approximately 200-300 words in the target language.

Progression

- Employment in an international business/organisation.
- Further or higher education, either using the skills acquired during the course or using the pass as part of an entry qualification.

MUSIC: UNITS

PERFORMING

Purpose

The course provides experience in performing on two instruments.

Recommended Entry

No previous experience is necessary.

Course Details

Students would normally perform using electronic keyboard and recorder. The second instrument however, could be one on which they were already receiving lessons e.g. flute, guitar, clarinet etc.

The level of units on offer would be:

Access 3 (Grade 1 Associated Board)

Intermediate 1 (Grade 2 Associated Board)

Intermediate 2 (Grade 3 Associated Board)

Higher (Grade 4 Associated Board)

Assessment

Pupils are required to record their performances on to an audio cassette. These are internally assessed and may be externally moderated.

Progression

Pupils who have achieved at one level can progress to the next.

INVENTING

Purpose

The course provides students with the opportunity to compose music.

Entry Level

Students should have a reasonable ability on a musical instrument e.g. keyboard or orchestral instrument.

Course Details

Pupils will learn how to set words to music i.e. compose songs, and add suitable accompaniments e.g. for piano and/or guitar. Thereafter, they may add additional parts for other instruments such as the flute or extra voices.

As part of the course they will also compose a radio jingle for a local company and hopefully record it onto disc.

The level of units on offer would be:

Intermediate 1 Composing

Intermediate 2 Composing

Higher Composing

Assessment

Pupils will be required to complete a folio of their compositions, including an audio tape of performances and a score and programme note for each invention. The folios are internally assessed and may be externally moderated.

Progression

Pupils who had achieved at one level can progress to the next.

MUSIC: INTERMEDIATE 1

Purpose

The course provides experience in Performing, Composing and Listening.

Recommended Entry

No previous experience is required.

Course Details

The course consists of three units, Performing, Composing and Listening

Performing

Students will prepare a recital on two contrasting instruments. The pieces to be performed must be from a prescribed list issued by the SQA.

Composing

Students will learn how to compose music for a range of instruments, set words to music and add suitable accompaniments.

Listening

Students will listen to a wide variety of music from 1200 onwards, noting features such as style, mood, the vocal and instrumental forces used, the structure and design of the music, compositional techniques used and the historical background to the music.

Assessment

Performing

A recital of two instruments is given in front of an external examiner in February/March. The performance on each instrument should last for 4 minutes and be of a standard equivalent to Grade 3 (Associated Board).

Composing

Students will prepare an audio folio of original compositions which must last for a minimum of 1 minute. The folio must include a score, programme note and audio recording for each composition.

Listening

The final assessment takes the form of a Listening exam (1 hour) in which candidates listen to approximately ten pieces and answer questions on context.

Progression

Pupils can progress to Intermediate 2 music.

MUSIC: INTERMEDIATE 2

Purpose

The course provides experience in Performing, Composing and Listening.

Recommended Entry

Students will normally be expected to have achieved Standard Grade Music at General level or Intermediate 1 Music or be able to perform at Grade 2 standard on two instruments.

Course Details

The course consists of three units, Performing, Composing and Listening

Performing

Students will prepare a recital on two contrasting instruments. The pieces to be performed must be from a prescribed list issued by the SQA.

Composing

Students will learn how to compose music for a range of instruments, set words to music and add suitable accompaniments.

Listening

Students will listen to a wide variety of music from 1200 onwards, noting features such as style, mood, the vocal and instrumental forces used, the structure and design of the music, compositional techniques used and the historical background to the music.

Assessment

Performing

A recital of two instruments is given in front of an external examiner in February/March. The performance on each instrument should last for 4 minutes and be of a standard equivalent to Grade 3 (Associated Board).

Composing

Students will prepare an audio folio of original compositions which must last for a minimum of 1 minute 30 seconds. The folio must include a score, programme note and audio recording for each composition.

Listening

The final assessment takes the form of a Listening exam (1 hour) in which candidates listen to approximately ten pieces and answer questions on context.

Progression

Pupils can progress to Higher music.

MUSIC: HIGHER

Purpose

The course provides experience in Performing, Composing and Listening.

Recommended Entry

Students will normally be expected to have achieved Standard Grade Music at General level or Intermediate 2 Music or be able to perform at Grade 3 standard on two instruments.

Course Details

The course consists of three units, Performing, Composing and Listening.

Performing

Students will prepare a recital on two contrasting instruments. The pieces to be performed must be from a prescribed list issued by the SQA.

Composing

Students will learn how to compose music for a range of instruments, set words to music and add suitable accompaniments.

Listening

Students will listen to a wide variety of music from 1200 onwards, noting features such as style, mood, the vocal and instrumental forces used, the structure and design of the music, compositional techniques used and the historical background to the music.

Assessment

Performing

A recital of two instruments is given in front of an external examiner in February/March. The performance on the first instrument should last for 10 minutes and be of a standard equivalent to Grade 4 (Associated Board). The performance on the second instrument should last for 5 minutes and must also be of a standard equivalent to Grade 4.

Composing

Students will prepare an audio folio of original compositions which must last for a minimum of 2 minutes. The folio must include a score, programme note and audio recording for each composition.

Listening

The final assessment takes the form of a Listening exam (1 hour 30 minutes) in which candidates listen to approximately ten pieces and answer questions on context.

Progression

- Music courses and others at University and Further Education level.

PHYSICAL EDUCATION : INTERMEDIATE 2 and HIGHER

Purpose

These courses offer students the opportunity to study PE at a challenging level. They will be expected to meet particular learning outcomes and performance criteria appropriate to their level of study. The key focus is on improving performance in a variety of sports. Students will also develop knowledge and understanding and the ability to investigate, analyse, develop and evaluate their physical performance.

Recommended Entry

At Intermediate 2 level students will normally be expected to have achieved a General level award in Standard Grade or an Intermediate 1 course award in Physical Education

At Higher level students will normally be expected to have achieved a Credit level award in Standard Grade or an Intermediate 2 course award in Physical Education

Course Details

The course will comprise two Units:

- Performance
- Analysis and Development of Performance

The sports played on the course will be:

Badminton	June – November
Swimming	November – January
Indoor Hockey	January - Easter

Assessment

A unit pass can be achieved if the student meets the stated Learning Outcomes and Performance Criteria which are internally assessed by the class teacher with standards moderated by the SQA.

A course award is achieved if the student passes the internal assessments in both of the Units and then passes the external assessments - i.e.

Performance – verified by visiting moderator

Analysis of Performance – at Intermediate 2 there is a 2 hour written exam marked by SQA
- at Higher there is a 2 hour 30 minute exam marked by SQA

Overall assessment will be weighted as follows:

Performance – 40%

Analysis – 60%

Progression

- From Intermediate 2 Physical Education - Higher
- From Higher Physical Education – Advanced Higher, or related courses at Degree and Diploma level.
- Training or employment

PHYSICAL EDUCATION: ADVANCED HIGHER

Purpose

This course will offer students the opportunity to study Physical Education at a challenging level. The key focus is on improving performance in **one** sport. Students will build upon previous experience to improve personal performance in their selected activity. Students will also be able to demonstrate knowledge and understanding of current issues associated with performance and be able to use this to plan improvements in personal performance.

Recommended Entry

Students would normally be expected to have attained a good pass at Higher level in Physical Education (A or B) or other relevant prior experience in Physical Education, including experience gained outwith certificated courses.

Course Details

The course will comprise three units:

- Performance
- Perspectives on Performance Development
- Analysis and Development of Performance

Assessment

A unit pass can be achieved if the student meets the stated learning outcomes and performance criteria which are internally assessed by the class teacher with standards checked by the SQA.

A course award is achieved if the student passes the internal assessments in each of the units and then passes the external assessments - i.e.

- Performance (verified by Moderator) 30%
- Perspectives on Performance Development/ Analysis and Development of Performance
- (2500 – 3500 word dissertation marked by SQA) – 70%

Progression

- Related courses at degree or diploma level
- Employment

PHYSICAL EDUCATION: VOCATIONAL PE

Purpose

The course will offer the students the opportunity to develop and extend their skills and techniques in 3 sports and is largely performance based. Students will also be required to organise activities e.g tournaments, competitions, warm-ups and warm-downs, personal fitness programme etc. They will also develop umpiring and refereeing skills as appropriate.

Recommended Entry

There is no formal requirement but students will be expected to show enthusiasm and interest in all sport and to participate fully in all course activities.

Course Details

The course comprises 3 Units.

- Performance – football
- Performance - basketball
- Performance – badminton

Assessment

Students will be assessed in performance at 2 levels, namely Intermediate 2 and Higher. Students will be awarded a Unit pass at the appropriate level.

Progression

The Units will facilitate the move to a Higher or Intermediate 2 course, as appropriate.

BIOLOGY: INTERMEDIATE 2

Purpose

The course develops an understanding of the way in which biological principles can be applied to the issues facing the individual and society. The content is designed to consolidate the work done in Standard Grade Biology and introduce the concepts covered at Higher level. It is a suitable course for students who wish to improve on their performance at Standard Grade and expand their level of understanding beyond credit level or, for those students wishing to gain an award at Higher but with no background in Biology.

Recommended Entry

Students would normally be expected to have achieved one of the following:

- Standard Grade Biology at General level (3 or 4) in Knowledge and Understanding and Problem Solving
- Standard Grade Chemistry, Physics or Science at Credit or Upper General level (1, 2 or 3) in Knowledge and Understanding and Problem Solving.
- Intermediate 1 Biology (Grade A)

Course Details

The course is divided into three units:

- Living Cells
- Environmental Biology
- Genetics, Animal Physiology

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must produce one formal report on a practical experiment in one of the three units.

The course is also assessed externally by a written paper lasting 2 hours, which contains multiple choice questions, structured questions and two extended response questions.

Progression

- Higher Biology or Higher Human Biology.
- Other further and higher education opportunities, using the award for general or specialist entry purposes.
- A wide range of employment and training opportunities.

BIOLOGY: HIGHER

Purpose

Higher Biology provides a broad-based, integrated study of a wide range of biological topics emphasising the importance of biology as an area of fundamental investigative science and as a basis of study in a wide range of applied fields. The course develops an understanding of the way in which biological principles can be applied to the issues facing the individual and society and fosters positive attitudes to others and the environment.

Recommended Entry

Students would normally be expected to have Standard Grade Biology at Credit level in Knowledge and Understanding and Problem Solving or Intermediate 2 Biology

Course Details

The course is divided into three units:

- Cell Biology
- Genetics and Adaptation
- Control and Regulation

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must also produce one formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper which lasts 2 ½ hours and contains multiple choice questions, structured questions and two extended response questions.

Progression

- Advanced Higher Biology Course and/or Units
- HNC, HND or degree level study in Biological Sciences and Medicine, Veterinary Medicine, Nursing Physiotherapy, Dietetics, Radiography, Chiropody, Sports Science
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A range of employment and training opportunities.

BIOLOGY: ADVANCED HIGHER

Purpose

The course builds on the concepts developed in Higher Biology. Students learn about the importance of cell and molecular biology and environmental biology and relevant applications such as DNA technology and the impact of humans on the environment. The course also deals with the beneficial effects of exercise, both on the general health of the individual and in the prevention or rehabilitation of individuals with certain disease conditions.

Recommended Entry

Students would normally be expected to have attained a good pass in Higher Biology (A or B).

Course Details

The course is divided into 3 units:

- Cell and Molecular Biology
- Environmental Biology
- Physiology and Exercise.

Students also do a practical investigation of a selected topic.

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must also produce one formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper which lasts 2 ½ hours and contains multiple choice questions, structured questions and two extended response questions.

The investigation is assessed by external assessment.

Progression

- HNC, HND or degree level study in Biological Sciences and Medicine, Veterinary Medicine, Nursing Physiotherapy, Dietetics, Radiography, Chiropody, Sports Science
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A range of employment and training opportunities.

HUMAN BIOLOGY: HIGHER

Purpose

Higher Human Biology considers aspects of science that have immediate relevance to the biology of the human species and the influence of humankind on the biological world. The course develops an understanding of the way in which biological principles can be applied to the issues facing the individual and society and fosters positive attitudes to others and the environment.

Recommended Entry

Students would normally be expected to have Standard Grade Biology at Credit level in Knowledge and Understanding and Problem Solving or Intermediate 2 Biology

Course Details

The course is divided into three units:

- Cell Function and Inheritance
- The Continuation of Life
- Behaviour, Populations and the Environment

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must also produce one formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper which lasts 2 ½ hours and contains multiple choice questions, structured questions and two extended response questions.

Progression

Students who achieve Higher Human Biology may progress to:

- Advanced Higher Biology Course and/or Units
- HNC, HND or degree level study in Biological Sciences and Medicine, Veterinary Medicine, Nursing Physiotherapy, Dietetics, Radiography, Chiropody, Sports Science.
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A range of employment and training opportunities.

CHEMISTRY: INTERMEDIATE 2

Purpose

The course introduces students to the knowledge and understanding of the physical and chemical environments at the atomic level and continues to develop the problem solving and practical skills associated with scientific enquiry. The content is designed to consolidate the work done in Standard Grade Chemistry and introduce the concepts covered at Higher level. It is a suitable course for students who wish to improve on their performance at Standard Grade and expand their level of understanding beyond credit level or for students wishing to gain an award at Higher but with no background in Chemistry.

Recommended Entry

Students will normally be expected to have achieved **either** Standard Grade Chemistry at Credit level in Knowledge and Understanding and Problem Solving **or** Intermediate 1 Chemistry at A grade **and** Standard Grade Mathematics at General level or Intermediate 1 Mathematics

Course Details

The course is divided into three units:

- Building Blocks
- Carbon compounds
- Acids, Bases and Metals

Further details of course content are available from the Chemistry Department.

Assessment

- An end of unit National Assessment assesses each unit internally.
- Students are also required to complete a formal report on a practical experiment in one of the three units.
- The course is assessed externally by a written paper of 2 hours' duration.

Progression

- Higher Chemistry.
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A wide range of employment and training opportunities.

CHEMISTRY: HIGHER

Purpose

The course will contribute to the student's general and vocational education through the acquisition of relevant chemistry knowledge and skills, and provide a general basis for further study or employment in areas related to chemistry. Higher Chemistry provides a broad-based, integrated study of a number of chemistry topics including polymer chemistry, the chemical industry, natural products and chemical bonding.

Recommended Entry

Students will normally be expected to have achieved **either** Standard Grade Chemistry at Credit level (1 or 2) in Knowledge and Understanding and Problem Solving **or** Intermediate 2 Chemistry **and** Standard Grade Mathematics at Credit level or Intermediate 2 Mathematics.

Course Details

The course is divided into three units:

- Energy Matters
- The World of Carbon
- Chemical Reactions

Assessment

An end of unit National Assessment assesses each unit internally. Students are also required to complete a formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper of 2½ hours' duration.

Progression

- Advanced Higher Chemistry Course and/or Units
- HNC, HND or degree level study in Chemical Sciences, Medicine, Veterinary Medicine, Chemical Engineering, Pharmacology, Forensic Science, Biochemistry, Materials Science, Oil and Petroleum Science.
- Other further and higher education opportunities, using the award for general or specialist entry purposes.
- A wide range of employment and training opportunities.

CHEMISTRY: ADVANCED HIGHER

Purpose

The course will further advance and enhance the student's ability to handle chemical concepts, both theoretically and practically, within a broad scientific framework. It will also prepare some students for further study in Chemistry at degree level.

Recommended Entry

Students will normally be expected to have achieved a good pass at Higher (A or B)

Course Details

The course is divided into three units:

- Electronic structure and The Periodic Table
- The Principles of Chemical Reactions
- Organic Chemistry.

Students also do a practical investigation of a selected topic.

Assessment

- Each unit is assessed internally by an end of unit National Assessment.
- Students must complete a formal report on a practical experiment for each of the three units
- The Investigation is assessed by external assessment.
- The course is assessed externally by a paper of 2½ hours' duration.

Progression

- HNC, HND or degree level study in Chemical Sciences, Medicine, Veterinary Medicine, Chemical Engineering, Pharmacology, Forensic Science, Biochemistry, Materials Science, Oil and Petroleum Science.
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A range of employment and training opportunities.

PHYSICS: INTERMEDIATE 2

Purpose

This course develops an understanding of Physics and the content is designed to consolidate the work done in the Standard Grade course and introduce the concepts covered at Higher level. It is a suitable course for students who wish to improve on their performance at Standard Grade and expand their level of understanding beyond credit level or, for those students wishing to gain an award at Higher but with no background in Physics.

Recommended Entry

Students will normally be expected to have attained one of the following :

- Standard Grade Physics with Knowledge and Understanding and Problem Solving at General level (grade 3 or 4)
- Intermediate 1 Physics (Grade A)
- Standard Grade Biology or Chemistry with Knowledge and Understanding and Problem Solving at grade 1, 2 or 3

Course Detail

- Mechanics and Heat
- Electricity and Electronics
- Waves and Optics
- Radioactivity

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must also produce one formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper of 2 hours' duration.

Progression

- Higher physics
- HNC, HND or degree level study in Physics or related degrees earth and planetary science biophysics, geophysics, astrophysics
- Other further and higher education opportunities, using the award for general or specialist entry purposes A wide range of employment and training opportunities:

Physicists end up in all sorts of interesting jobs and are employed in many areas because of their broad training and adaptability. In particular, they are needed at the start of new technologies and machines, or in particularly challenging projects such as space missions, remote explorations, and failure assessment.

PHYSICS: HIGHER

Purpose

This course progresses students' understanding of Physics and consolidates on work done at Standard Grade/Intermediate 2. It is central to our understanding of the nature of matter and the Universe around us and the basis of all developments in high technology and engineering.

Recommended Entry

Students will normally be expected to have achieved **either** Standard Grade Physics at Credit level (1 or 2) in Knowledge and Understanding and in Problem Solving **or** Intermediate 2 Physics **and** Standard Grade Mathematics at Credit level.

Course Details

- Mechanics and Properties of Matter
- Electricity and Electronics
- Radiation and Matter.

During each topic pupils will carry out experiments and use modern interfacing equipment along with computer software to enhance their learning experience.

Progression

- Advanced Higher Physics
- HNC, HND or degree level study in Physics or related degrees, earth and planetary science biophysics, geophysics, astrophysics
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A wide range of employment and training opportunities.

Physicists end up in all sorts of interesting jobs and are employed in many areas because of their broad training and adaptability. In particular, they are needed at the start of new technologies and machines, or in particularly challenging projects such as space missions, remote explorations, and failure assessment. As a working physicist you may find yourself: trying to predict the stock market, testing satellites for space missions, developing new materials for industry, developing new electronic devices and components, doing medical physics in a hospital, teaching the next generation of physicists in schools, trying to predict the next major earthquakes to hit San Francisco or Japan, developing flight simulation software, optimizing industrial manufacturing or transformation processes, developing a new measurement instrument, performing materials testing and characterization for special applications, launching a new software company or product, performing urban planning and optimization, etc.

PHYSICS: ADVANCED HIGHER

Purpose

This course progresses students' learning from Higher Physics. Physicists want to really understand how things work, in every detail and at the deepest level. This includes everything from elementary particles, to nuclei, atoms, molecules, macromolecules, living cells, solids, liquids, gases, plasmas, living organisms, the human brain, complex systems, supercomputers, the atmosphere, planets, stars, galaxies, and the universe itself.

Recommended Entry

Students would normally be expected to have achieved Higher Mathematics and at least a B pass in Higher Physics.

Course Details

- Mechanics Electric Phenomena
- Wave Phenomena
- Physics Investigation

The investigation unit allows the student to undertake a practical investigation of some topic which is new to the student and provides the opportunity for self-motivation and organisation.

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must also produce one formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper of 2¹/₂ hours' duration. The investigation is assessed by external assessment.

Progression

Students who gain the course award may progress to:

- HNC, HND or degree level study in Physics or related degrees, earth and planetary science biophysics, geophysics, astrophysics
- Other further and higher education opportunities, using the award for general or specialist entry purposes
- A wide range of employment and training opportunities.

PSYCHOLOGY: INTERMEDIATE 2

Purpose

This course introduces students to Psychology, allowing them to find out and learn more about understanding the individual, investigating behaviour and learning about the individual in the social context.

The course aims to introduce the concepts and approaches of psychological research.

Recommended Entry

The course is suitable for most students from S4-S6 who have achieved at least Intermediate 1/General Standard Grade English and either History or Geography (to show experience in investigation/critical thinking). An interest in the subject is also important.

Course Details

Understanding the Individual Development Psychology

- Self- concept

Cognitive psychology

- Cognition & Learning
- Physiological Psychology
- Motivation

Investigating behaviour

Research Methods and Skills

- Practical work and portfolio

The individual in the social context

Social Psychology

- Group Processes
- Social Perception
- Psychology of Individual Differences
- Personality

Assessment

Internal assessments for the units take place throughout the course in the form of NABs. Assessments are varied, from closed book assessments to investigations. There is a final exam that lasts 2 hours.

Progression

- Higher Psychology
- Related courses in further and higher education

PSYCHOLOGY: HIGHER

Purpose

This is a course that progresses students' learning in Psychology from Intermediate 2. It is also appropriate for students who are new to the subject but who have a genuine interest in it and have a range of qualifications from previous years.

The aim of Higher Psychology is to develop understanding of the concepts, approaches, methods and applications underpinning the scientific discipline of psychology. Students will examine the psychological approach to understanding human behaviour. It is intended that students will develop an understanding of the perspectives which characterise psychology and establish an understanding of links between theoretical approaches, research methods used and related areas of application.

Recommended Entry

The course is suitable for students in S5-S6 who have at least Higher English and 1 other Higher, as well as a range of Standard Grade passes at Credit level or passes at Intermediate 2 in the following subjects: Psychology, History, Geography, Science.

Course Details

Understanding the individual Development Psychology

- Early socialisation/attachment

Cognitive psychology

- Memory

Physiological Psychology

Stress

Investigating behaviour Research Methods and Skills

- Research Investigation

The Individual in the social context Social Psychology

- Prejudice

The Psychology of Individual Differences

- Atypical Behaviour - Definitions & Origins
- Atypical Behaviour - Therapies

Assessment

Internal assessments for the units take place throughout the course in the form of NABs. Assessments are varied, from closed book assessments to investigations. There is a final exam that lasts 2 hours 30 minutes.

Progression

- Related courses in further and higher education

GEOGRAPHY: INTERMEDIATE 1 & 2

Purpose

The purpose of this course is to develop knowledge and understanding of people and their environment at UK, European and World scales.

Recommended Entry

For Intermediate 2, students will normally be expected to have achieved a grade 3 or 4 in Standard Grade Geography, or the equivalent of this in another subject.

Entry to Intermediate 1 will require a grade 5 or 6 in Standard Grade Geography, or the equivalent of this in another subject, e.g. History.

Course Details

The course content for Intermediate 1 and 2 is the same in units 1 and 2. In unit 3, the Intermediate 2 course requires coverage of a greater number of case studies. The course itself is made up of three compulsory Units that deal with the physical and human environments, and the interactions that take place between them. A range of geographical skills is included within all units, particularly those relating to presentation, interpretation and analysis of geographical information.

1. Physical Environments

This unit has a British Isles context and studies a selection of landscape types, e.g. upland limestone and coastlines of erosion and deposition. All content is compulsory, but there is a choice of case study areas.

2. Human Environments

This unit covers a selection of features and activities at a global context. Students must study both urban and rural areas in economically more and less developed countries. Again, all content is compulsory, but there is a choice over which urban and rural areas are to be studied.

3. Environmental Interactions

This unit has a stronger emphasis on global issues. Five topics are studied with content compulsory in three, i.e. Rural Land Resources, Rural Land Degradation and River Basin Management. In Environmental Hazards and Development and Health there is a choice over which topics can be studied.

Assessment

To gain the course award, students must pass all three course units and the external examination. In Intermediate 1 and 2, the external exam consists of two sections:

- Section A is based on topics in Units 1 and 2 and there are two compulsory questions.
- Section B is based on Unit 3 and is made up of 5 optional questions, of which only two are answered.

The Intermediate 1 and 2 exams are 1 hour 15 minutes and 2 hours long respectively.

Progression

Students who gain a Course pass at Intermediate 2 will be able to progress to Higher Geography. Students who gain an A or B pass at Intermediate 1 may progress to Intermediate 2.

GEOGRAPHY: HIGHER

Purpose

The purpose of this course is to develop a more detailed knowledge and understanding of aspects of the physical and human environment and the link between them. Students will also develop more complex geographical methods and techniques to do with extracting, presenting and analysing geographical information.

Recommended Entry

Students will normally be expected to have achieved a Credit grade in Standard Grade Geography or a pass at Intermediate 2.

Course Details

The course is made up of three mandatory units that deal with the physical and human environments, and the interactions that take place between them. A range of geographical methods and techniques is included within the physical and human environments units.

1. Physical Environments

This unit focuses on the physical environment and is divided into four topics: Atmosphere, Hydrosphere, Lithosphere and Biosphere.

2. Human Environments

This unit focuses on the human environment and is also divided into four topics: Population, Rural Geography, Industrial Geography and Urban Geography.

3. Rural Land Resources + Development and Health

This unit is set in a global context and seeks to develop a knowledge and understanding of interactions within and between physical and human environments. Two topics, one human and one physical are studied.

Assessment

To gain the course award, students must pass all three course Units and the external examination. The external exam consists of two question papers:

- Paper 1 (50 marks) - 1 hour 30 minutes. The paper is made up of compulsory and optional questions, mainly of the short-response type, and covers the physical and human environments and geographical methods and techniques.
- Paper 2 (50 marks) - 1 hour 15 minutes. Two questions, mainly of the extended-response type are answered.

Progression

Students who gain the Course award can proceed to Advanced Higher Geography. Equally, students may progress to a course in another social subject or use the Course award to support an application to further or higher education or employment.

GEOGRAPHY: ADVANCED HIGHER

Purpose

The main aim of Advanced Higher Geography is to develop a detailed understanding of aspects of the contemporary world. Students will also develop more sophisticated geographical methods and techniques to do with extracting, presenting and analysing geographical information.

Recommended Entry

Students will normally be expected to have achieved a pass at A or B at Higher.

Course Details

The course is made up of three mandatory units, which build on the concepts and skills developed at Higher. There is increased emphasis on developing skills that contribute to independent study, self-reliance, objective thinking and the ability to communicate clearly and confidently.

1. Geographical Methods and Techniques

This unit focuses on developing a range of high-order skills necessary in research, evaluation and presentation of geographical information.

2. Geographical Study

In this unit students must carry out independent research from primary/secondary sources and/or independent fieldwork, analyse their findings and provide an evaluation of the work they have undertaken.

3. Geographical Issues

This unit concentrates on the evaluation of sources and viewpoints connected to a geographical issue.

Assessment

The course assessment consists of two components, weighted 30: 70 respectively:

1. The external exam assesses a student's grasp of Unit 1 and lasts 2 hours. Two questions are answered, one on mapping and one on geographical methods and techniques.
2. Coursework folio. This consists of two key pieces of work and is to be submitted by Easter. It comprises a Geographical Study (40%) and a Geographical Issues Essay (30%). The Study will take the form of a 3000 word report and will have a maximum length of 25 sides of A4 paper. The Essay will have a maximum length of 12 sides of A4 and will be between 1500 and 2000 words.

Progression

For those continuing with the subject in Higher Education it will be of direct benefit regarding the content of First Year courses and may result in exemption from certain parts.

HISTORY: INTERMEDIATE 1 and 2

Purpose

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through study of chosen contexts. It is also intended to develop skills of evaluating events and sources and of investigating issues.

Recommended Entry

For Intermediate 1, students will normally be expected to have achieved a grade 4, 5 or 6 in Standard Grade History or the equivalent in another Social Subject. For Intermediate 2, students will normally be expected to have achieved an Intermediate 1 award at B level or above; grade 3 in Standard Grade History; or the equivalent in another Social Subject.

Course Details

The Road to War 1933-39

Pupils will study the ideas of Nazism including racism, anger over the Treaty of Versailles and the desire to acquire living space for the Aryan race. The unit then examines Nazi Foreign Policy in practice, and considers how Britain and France responded to the growing threat of war. Could Britain and France have done more to prevent a European war breaking out?

Free at Last? Race Relations in the USA 1918-68

The unit looks at the situation in America after WW1 when "Jim Crow" laws ensured that black Americans were segregated from white Americans in almost every walk of life in the Southern states. This unit also covers the activities of the Ku Klux Klan before moving on to examine the development of the Civil Rights and the radical protest movements during the 1950's and 60's - the roles of Martin Luther King, Stokely Carmichael and Malcolm X will also be examined.

From the Cradle to the Grave

In this unit pupils learn about the problem of poverty at the beginning of the twentieth century and how central government responded. The first part of the unit will focus on the Liberal Reforms introduced between 1906 and 1914. The second part of this unit looks at the work of the Labour government of 1945-51 which was responsible, amongst other things, for introducing the National Health Service.

Assessment

Pupils will be assessed regularly to check progress. There will be internal assessments and an external assessment at Intermediate 1 and 2. Pupils being presented for Intermediate 2 are required to complete an 'extended response'. This is an individual investigation on any topic chosen from the course that the pupil must research and then write up in class time.

Progression

Successful completion of Intermediate 1 provides preparation for Intermediate 2. Similarly, successful completion of Intermediate 2 is appropriate preparation for Higher.

HISTORY: HIGHER

Purpose

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through study of chosen contexts. It is also intended to develop skills of evaluating events and sources and of investigating issues.

Recommended Entry

Students will normally be expected to have achieved Credit level in Standard Grade History or Intermediate 2 History. Success in another social subject will also be considered as valuable previous experience.

Course Details

The course is divided into three units:

- Britain 1850s to 1979
- The Growth of Nationalism (Germany 1815 to 1939)
- Appeasement and the Road to War, to 1939

Assessment

Internal Assessment

All three units will be tested and marked internally. The tests will require students to answer questions using sources and recalled knowledge (Unit 3) and write essays (Units 1 and 2)

External Assessment

All three units will be tested and marked by the SQA.

- Paper 1 - 1 hour 20 minutes (2 essays)
- Paper 2 - 1 hour 25 minutes (Source based questions)
- An Extended Essay

Progression

- Advanced Higher History
- Higher education courses in History, humanities and social sciences, law and business administration or other related areas
- Further education courses including HNC/D courses in arts and social sciences or other areas.

HISTORY: ADVANCED HIGHER

Purpose

This course will enable students to acquire depth in the Knowledge and Understanding of historical themes and to develop the skills of analysing issues, developments and events, drawing conclusions and evaluating sources.

Recommended Entry

Students will normally be expected to have achieved a good pass at Higher (A or B).

Course Details

The House Divided: USA 1850-1865

Assessment

Internal Assessment

Students must pass the internal assessments for

- a) Historical Study i.e. the course content
- b) Historical Research i.e. the dissertation

External Assessment

- a) A dissertation
- b) An external examination – 3 hours (2 essays and 3 source based questions).

Progression

- Higher education courses in History, humanities and social sciences, law and business administration or other related areas
- 1 Further education courses including HNC/D courses in arts and social sciences or other areas.

MODERN STUDIES: HIGHER

Purpose

The purpose of this course is to develop knowledge and understanding of current political, social and international issues and to promote the development of the critical skills of analysis, debate, evaluating and decision-making.

Recommended Entry

Students will normally be expected to have achieved Grade 1 or 2 at Standard Grade or an Intermediate 2 pass in another social subject (History or Geography).

Course Details

The course is divided into three units:

1. *Political Issues in the UK*

Study Theme 1B – Decision Making in Central Government

Study Theme 1D – Electoral Systems, Voting and Political Attitudes

2. *Social Issues in the UK*

Wealth and Health Inequalities in the United Kingdom

3. *International Issues*

Study Theme 3C – The United States of America

Study Theme 3E – The Politics of Development in Africa

Students will carry out research on the topics using a variety of sources such as textbooks, video programmes, the Internet, newspapers and news programmes. Students will be encouraged to discuss issues and engage in debate, and make presentations. The skills of extended writing, report writing and data handling will also be developed.

Assessment

Internal Assessment

All three units will be tested and marked within the school.

External Assessment

External exam - Paper 1 (1hour 30 mins) - 4 essay questions

Paper 2 (1 hour 15 mins) – DME report and evaluating questions

Progression

- General entrance to university or to particular degree courses such as Law, Politics, Sociology and International Relations or in Public Administration
- Further education courses or employment in a variety of different areas.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES: INTERMEDIATE 1

Purpose

The purpose of this course is to develop pupil's knowledge and understanding of moral, philosophical and religious issues, which are of importance in the world today

Recommended Entry

All students would have been expected to have achieved Standard Grade English at Grade 5 or 6

Course Details

There are three course units:

- World Religion
- Morality in the Modern World
- Existence of God

Students will develop their skills of enquiry, debate, analysis and evaluation. In particular, they will be expected to weigh up evidence, develop arguments and draw conclusions. They will continue to reflect on their own life experiences and develop their personal beliefs and values

Course topics in World Religion will include:

- The human condition
- The goals for humans
- The means to achieve these goals.

Course topics in Morality in the Modern World will include:

- Genetic Engineering
- Euthansia

Course topics in Existence of God will include

- The universe as evidence of God's Existence
- The apparent design as evidence of God's Existence
- Evil and suffering in the world as evidence that God does not exist.

Assessment.

There is an internal assessment for each of the course units and an external examination (1 ½ hours)

Progression

RMPS at Intermediate 1 level can lead to Intermediate 2 or Higher and many other courses.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES: INTERMEDIATE 2

Purpose

The purpose of this course is to develop pupil's knowledge and understanding of moral, philosophical and religious issues, which are of importance in the world today

Recommended Entry

All students would have been expected to have achieved Standard Grade English at General level and the RMPS units 'Making Moral Decisions' and 'Nature of Belief' at Intermediate 1 level.

Course Details

There are three course units:

- World Religion
- Morality in the Modern World
- Christianity: Belief and Science

Students will develop their skills of enquiry, debate, analysis and evaluation. In particular they will be expected to weigh up evidence, develop arguments and draw conclusions. They will continue to reflect on their own life experiences and develop their personal beliefs and values

Course topics in World Religion will include:

- The human condition
- The goals for humans
- The means to achieve these goals.

Course topics in Morality in the Modern World will include:

- The purpose of punishment
- Capital Punishment

Course topics in Christianity: Belief and Science will include:

- Revelation in the Christian tradition as an important source for understanding human origins
- Science as an important source for understanding human origins
- What is the origin of the universe?
- What is the origin of human life?

Assessment.

There is an internal assessment for each of the course units and an external examination (2 hours)

Progression

RMPS at Intermediate 2 level can lead to Higher and many other courses.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES: HIGHER

Purpose

The purpose of this course is to develop pupil's knowledge and understanding of moral, philosophical and religious issues, which are of importance in the world today.

Recommended Entry

All students would have been expected to have achieved Standard Grade English at Credit level and the RMPS units 'Making Moral Decisions' and 'Nature of Belief' at Intermediate 1 level.

Course Details

There are three course units:

- World Religion
- Morality in the Modern World
- Christianity: Belief and Science

Students will develop their skills of enquiry, debate, analysis and evaluation. In particular they will be expected to weigh up evidence, develop arguments and draw conclusions. They will continue to reflect on their own life experiences and develop their personal beliefs and values

Course topics in World Religion will include:

- The human condition
- The goals for humans
- The means to achieve these goals.

Course topics in Morality in the Modern World will include:

- What makes an action morally good?
- What are the sources of moral authority?
- `Crime and `Punishment
- Capital Punishment

Course topics in Christianity: Belief and Science will include:

- Revelation in the Christian tradition as an important source for understanding human origins
- Science as an important source for understanding human origins
- What is the origin of the universe?
- What is the origin of human life?

Assessment.

There is an internal assessment for each of the course units and an external examination. The external examination is divided into two papers. Paper 1 will be on Morality in the Modern World and Christianity: Belief and Science (1 hour 50minutes). Paper 2 will be on World Religion (55 minutes).

Progression

RMPS at Higher level can lead to many careers and is recognised by all universities and colleges.

RURAL SKILLS FOR WORK: INTERMEDIATE 1

Purpose

The Rural Skills for Work course allows pupils to develop some of the basic practical skills necessary to work in a land-based discipline. The course will also focus on developing employability skills in the land-based sector. Activities will involve the following: propagation, pruning, landscaping, countryside woodwork, establishing and maintaining plants, ground preparation, hard landscaping, turf maintenance, hard surface maintenance, composting and fencing.

Recommended Entry

Students should have achieved at least Foundation level in English and History to gain access to this course.

Course Details

The course will be based in school, using the school campus for many of the practical activities, with occasional visits planned to gardens, visitor centres, farms and other rural sites.

The course units are as follows:

- Land-based industries: an introduction
- Estate Maintenance
- Employability in the land-based sector
- Crop production: an introduction
- Soft landscaping: an introduction

Assessment

Assessment will be based mainly on a range of practical activities in real or simulated commercial settings supported by tutor observation checklists, together with candidate self-assessment checks and question sheets to conform the knowledge and understanding of the tasks that they have carried out. Students will also collect a portfolio of work-based evidence, particularly in the introduction unit.

Progression

- Further study in Rural Skills (Intermediate 2) or a similar course at the Barony College
- Modern Apprenticeship in a land-based career
- Career in a chosen land-based activity

MANAGING ENVIRONMENTAL RESOURCES: INTERMEDIATE 1

Purpose

This course will provide a mainly practical approach to the management and use of environmental resources by considering environmental issues and land use in a local context. It will foster an interest in the well-being and care of the environment while preparing individuals for possible employment in the land and environment sector. It will contribute to the candidate's general education by emphasising the importance of an overall knowledge and understanding of one's surroundings, attitudes, values and behaviour related to sustainable practice at a time when environmental education in general is becoming increasingly important.

Recommended Entry

Students would normally be expected to have one of the following:

- Standard Grade Biology, Chemistry, Physics or Geography at grade 5, 6 or 7
- Intermediate 1 in Biology, Physics or Chemistry
- Access 2 or 3 Science

Course Details

The course is divided into three units and will be run in the Biology and Geography departments in school, supported by staff from Barony College. The three units are:

- Environmental Issues
- Ecosystems
- Land Use

Assessment

Each unit is assessed internally by an end of unit National Assessment. Students must also produce one formal report on a practical experiment in one of the three units.

The course is assessed externally by a written paper which lasts 1 ½ hours and contains structured knowledge and understanding and problem solving questions.

Progression

Students who achieve a course award may progress to:

- Intermediate 2 Biology and/or Intermediate 2 Geography
- Barony College courses
- Further/ higher education opportunities, using the award for general or specialist entry purposes
- A range of employment and training opportunities.

GRAPHIC COMMUNICATION : INTERMEDIATE 2

Purpose

Communication is facilitated by the use of graphics and, in particular, by the use of technical graphics in the construction, engineering and consumer industries. The course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Students will develop an understanding of the need for clear and accurate drawings and will gain knowledge of relevant British Standards.

Recommended Entry

Entry will be negotiated with students on an individual basis.

Course Details

Three mandatory units of 40 hours plus 40 hours' flexible time for consolidation, remediation and assessment.

Graphic Communication: Pictorial

- .1 Sketch and draw pictorial views of everyday items.
- .2 Sketch and draw pictorial views of whole and part sections.
- .3 Sketch and draw exploded pictorial views of everyday items, working from orthographic details of an assembly.
- .4 Draw pictorial views of assembled components, working from orthographic details of the components.
- .5 Apply manual techniques of illustration and presentation techniques to pictorial views in a promotional graphics display.

Graphic Communication : Orthographic

- .1 Sketch and draw views of everyday items in orthographic projection.
- .2 Sketch and draw assembly and sectional views in orthographic projection working from the orthographic or pictorial details of the components.
- .3 Construct and draw views of prisms, pyramids, cylinders and cones in orthographic projection.
- .4 Apply knowledge of British Standards conventions in the production of orthographic drawing

Graphic Communication : Computer-Aided

- .1 Understand how CAD, illustration and DTP packages are used within industrial and commercial contexts.
- .2 Use a computer-aided draughting package to produce views of everyday items in orthographic projection.
- .3 Use a computer-aided draughting package to produce pictorial drawings.
- .4 Use an illustration package to produce presentation graphics.
- .5 Use a desk-top publishing package to produce effective layouts.

Assessment

Each unit will be assessed on a pass or fail basis. Students will sit a final examination lasting 3 hours.

Progression

- . Higher Graphic Communication
- . Employment or placement on an industrial training course.

GRAPHIC COMMUNICATION : HIGHER

Purpose

Communication in all its forms is vital to society and the means of passing on information graphically is an important and relevant skill. The purpose of the course is to make students aware of the use of graphics and to give practice in the techniques employed in their creation. The structure of the course reflects the use of graphics in business and industry, both in content and methodology, while embracing the changes brought about by the continuing advances in technology.

Recommended Entry

Students will normally be expected to have achieved Intermediate 2 Graphic Communication

Course Details

Three mandatory 40 hour units, plus 40 hours' flexible time for consolidation, remediation and assessment.

Technical Graphics 1

- Apply manual techniques of pictorial representation to suit subject matter.
- Apply manual techniques of geometric constructions in the generation of orthographic drawings.
- Apply manual techniques of illustration and presentation to give emphasis and realism to graphic presentations.

Technical Graphics II

- Apply manual techniques of orthographic projection to produce drawings of components, assemblies and locations in third angle projection.
- Apply the principles of dimensioning to orthographic drawings.
- Demonstrate knowledge of the use of graphic communication within a typical company structure.

Computer Graphics

- 1 Produce orthographic and pictorial drawings using a computer-aided draughting system.
- 2 Produce computer-rendered drawings using an illustration/paint package.
- 3 Demonstrate knowledge of desk top publishing by producing single and double page layouts.
- 4 Demonstrate the application of 3D drawing and modelling software.
- 5 Demonstrate knowledge of the industrial and commercial applications of computer-aided graphics.

Assessment

Each unit will be assessed on a pass or fail basis. Students will sit a final examination lasting 3 hours.

Progression

- Advanced Higher Graphic Communication
- A degree or HND or HNC programme in engineering, architecture or graphic design
- Employment in a wide range of occupations in fields, such as engineering and construction.

GRAPHIC COMMUNICATION: ADVANCED HIGHER

Purpose

The course aims to allow students to develop both manual and computer graphic skills and understanding beyond Higher level. This will provide the student with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry, as well as in the consumer environment. Experience will be gained of evaluating the effectiveness of visual communication that will enable the student to apply principles of composition in the production of a computer-produced presentation.

Recommended Entry

Students will normally have achieved a good pass at Higher Graphic Communication (A or B).

Course Details

Four Mandatory Units, 2 at 40 hours and 2 at 20 hours. This course is run as a supported self-study programme with students being expected to do a lot of the coursework and research on their own.

Manual and Computer Aided Orthographic Drawing (40 hours)

- Apply manual techniques of orthographic projection to produce drawings of complex products.
- Apply computer-aided techniques to produce orthographic drawings of complex products.
- Apply the theory of principal planes of orthographic projection to manipulate solids, lines and planes.

Computer-aided Surface Modelling (20 Hours)

- Produce 2 ½D extruded models using a CAD system.
- Produce 3D wire-frame models using a CAD system.
- Produce 3D surface models using a CAD system.

Computer-aided Solid Modelling (40 Hours)

- Create simple 3D drawings from solid primitives in multi-screen mode.
- Create simple solid model composite drawings using Boolean operations.
- Apply the principles of dimensioning to different views of a simple solid composite.
- Create a simple assembly of a solid model composite using previously created solid models.

Computer-aided Graphic Presentation (20 hours)

- Demonstrate knowledge & understanding of visual communication principles.
- Use computer graphic hardware and software to produce a professional Graphic Presentation incorporating text and graphics.

Assessment

Each unit will be based on a pass or fail basis. Students will have to sit a final Students will sit a final examination lasting 3 hours.

Progression

- A degree or HND or HNC programme in engineering, architecture or graphic design.
- Employment in a wide range of occupations in fields such as engineering and construction as well as graphic illustration.

ELECTRONIC AND ELECTRICAL FUNDAMENTALS: INTERMEDIATE 2

Purpose

The course is designed for students who have an interest in technological based subjects (Science and Engineering). It will contribute to the student's knowledge and understanding and provides a practical experience with an opportunity to obtain a recognised SQA award. It is recommended to students who are seeking any engineering based courses at university or college.

Recommended Entry

The student is expected to have attained Standard Grade Mathematics or Physics at Credit level.

Course Details

There are 3 units of 40 hours in theoretical and practical applications and a national examination.

Electrical Fundamentals (40 Hours)

- Series, parallel and combinational circuits – Theoretical and Laboratory Exercises.
- Measurement – Instrumentation.
- Identification of symbols.
- Component recognition.
- Electromagnetic Factors.

Semiconductor Applications (40 Hours)

- Diodes – Theoretical and Laboratory Exercises.
- Diode applications
- Transistors – Theoretical and Laboratory Exercises.
- Transistor applications.
- 741 IC circuits – Theoretical and Laboratory Exercises.
- 741 IC applications.

Combinational Logic (40 Hours)

- Applications of different number bases.
- Identification of symbols.
- Applying truth tables and Boolean Expressions
- Design and build combinational logic circuits.

Assessment

Each unit will be assessed on a pass or fail basis. Student will sit a final examination lasting 1½ hours.

Progression

- Engineering based courses at university or college
- Employment.

PRACTICAL CRAFT SKILLS (WOOD): INTERMEDIATE 1 and 2

Purpose

This course will contribute to the knowledge, understanding and practical experience of the student whose aspirations and abilities are towards practical work or who is considering a career in the engineering or construction industry. It is recommended to students wanting to gain experience and an appreciation of materials and useful craft skills.

The unit specifications for the component units of Intermediate 1 and Intermediate 2 courses will be the same. The use of performance criteria, range statements and evidence requirements will distinguish between Intermediate 1 and Intermediate 2.

Recommended Entry

Students will normally be expected to have had previous experience in craft skills.

Course Details

Woodworking Skills – There are 3 units of 40 hours in Woodworking Skills

Bench Skills 1 (Wood): Flat-Frame Construction

- 1 Use a range of common hand tools.
- 2 Make a range of woodworking joints.
- 3 Manufacture a product from a working drawing.

Bench Skills 2 (Wood): Carcass Construction

Select and use woodworking materials for specific purposes.

- 1 Make a range of appropriate woodworking joints.
- 2 Manufacture a carcass component from a working drawing.

Maintenance and Finishing: Wood

- 1 Use common machine tools.
- 2 Use common power tools.
- 3 Use systematic preparation and finishing techniques on timber products.
- 4 With the aid of machine and power tools, manufacture a product from a working drawing.

Assessment

Each unit will be assessed on a pass or fail basis. Student will have to pass a final practical course assessment which will be graded A-C to obtain a course award.

Progression

- Intermediate 2 Practical Craft Metalwork
- Employment at operator or semi-skilled level in construction and engineering industries or placement on an industrial training course.
- Employment at craft apprentice level in construction and engineering industries.

PRODUCT DESIGN: INTERMEDIATE 2

Purpose

The course provides studies of the processes involved in designing and manufacturing products of the man made environment. The experience, knowledge and understanding will provide useful life skills while opening a route to Higher Product Design. The experience and skills obtained are appropriate for the student considering a career in the design, engineering or construction fields.

Recommended Entry

The student will normally be expected to have some previous experience in Craft and Design, Graphic Communication or Art and Design at Standard Grade 3 or 4, or Intermediate 1.

Course Details

Three mandatory units of 40 hours, plus and 40 hours flexible time for consolidation, remediation and assessment

Design Analysis

- 1 Evaluate the design of a commercial product.
- 2 Establish a design specification from a given brief.

Developing Design Proposals

- 1 Produce a design proposal.
- 2 Use graphic techniques during the production of a design proposal.
- 3 Use modelling techniques during the production of a design proposal.

Manufacturing Products

- 1 Explain why particular materials are used for the manufacture of commercial products.
- 2 Explain why particular processes are used for the manufacture of commercial products.
- 3 Complete an orthographic drawing suitable for use in the manufacture of a given product.

Assessment

The course assessment of the Intermediate 2 Product Design Course will consist of two equally weighted components:

- Question Paper (1½ hours)
- Design Assignment

Progression

- 1 Higher Product Design (Course or Units)
- 2 Employment in areas of industries such as design, engineering or construction.

PRODUCT DESIGN: HIGHER

Purpose

The course provides studies of the processes involved in designing and manufacturing products of the man made environment. The experience, knowledge and understanding will provide useful life skills while opening a route to Higher Product Design. The experience and skills obtained are appropriate for the student considering a career in the design, engineering or construction fields.

Recommended Entry

Candidates will normally be expected to have attained one of the following

- Standard Grade Craft and Design at Credit level
- Graphic Communication at Credit level
- Art and Design at Credit level
- Intermediate 2 Product Design, Graphic Communication or Art and Design

Course Details

Three mandatory units of 40 hours, plus and 40 hours flexible time for consolidation, remediation and assessment

Design Analysis

- 1 Evaluate the design of a commercial product.
- 2 Establish a design specification from a brief.

Developing Design Proposals

- 1 Produce a design proposal.
- 2 Use graphic techniques during the production of a design proposal.
- 3 Use modeling techniques during the production of a design proposal.

Manufacturing Products

- 1 Explain why particular materials are used for the manufacture of commercial products.
- 2 Explain why particular processes are used for the manufacture of commercial products.
- 3 Produce a manual orthographic drawing suitable for use in the manufacture of a given product.

Assessment

The course assessment of the Higher Product Design Course will consist of two equally weighted components:

- Question Paper (2 hours)
- Design Assignment

Progression

- 1 A degree or HND or HNC course in areas such as Product Design, Engineering, etc.
- 2 Employment in areas of industries such as design, engineering or construction.

STUDY SUPPORT

Each student in S4 and S5 and selected students in S6 are assigned a tutor to assist them with their studies. The aims of Study Support are to help students cope with the demands of the senior school curriculum and to raise attainment. The students attend timetabled classes once a week at which they receive various types of support: advice about study skills, learning techniques, planning and time management. There will also be regular interviews to monitor progress and set targets.

Parents are kept informed of students' progress through 3 interview record sheets at key points in the school calendar. They will also receive updates on work being done in Study Support and the senior school through letters and the school Newsletter. Finally, we regularly arrange outside speakers to come into school to deliver workshops on motivation and study skills to senior students.

SUPPORT FOR LEARNING

The Support for Learning department provides assistance and support for students in the upper stage of education in four main areas. The aim is to improve and develop existing skills so that students may achieve maximum success in national examinations. Support is provided as follows:

- In-class support is provided in a number of subjects, but particularly Mathematics and English, in S4 (though this may also be relevant in S5, depending on the course and the students). Support for Learning staff work with individuals and small groups to enable them to access the curriculum and overcome any difficulties that they may have.
- Pupils with Individualised Education Plans will be allocated specific support and sometimes withdrawn from class for extra help with their studies.
- Some students have an individualised curriculum planned for them to meet their needs. Teachers in the department deliver courses such as ASDAN and Get Into Enterprise, courses which may have a more vocational or skills based orientation.
- Some students may also require special provision for both in-school assessments and SQA examinations, such as reader/scribe, support/extra time or other relevant arrangements.

Students themselves can refer themselves for individual assessment, study plans, practice in specific skill areas, planning and organisation or similar problem areas. Self-referrals should be negotiated with Support for Learning staff, informing study support tutor and/or subject teacher, as appropriate. Specific times and duration of programmes will be negotiated between the student and the SfL teacher involved. If parents are concerned about aspects of their son/daughter's progress, they are encouraged to contact the Principal Teacher Pupil Support to discuss the issues.

PUPIL SUPPORT AND CAREER SUPPORT

The senior school is an important time for pupils aiming towards Further or Higher Education. Pupil Support teachers are available at any time during the year to provide information and guidance in relation to the following issues:

- course choices for S4/5/S6
- changing of subject during the session
- information on qualifications for college/university
- support for pupils leaving school at Christmas
- careers information
- academic and vocational pathways
- UCAS application procedures.

In addition to the above, S4 pupils follow a full Social Education programme which includes units on Personal and Social Development, Careers, Citizenship, Study Skills and Health Issues. These lessons are delivered by PSE Tutors who also monitor pupil progress during the session.