

Hamilton Grammar School

Senior Phase Course Descriptors



Highers

Session 2017-18

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Art and Design Higher

Aims of the course

The aims of the Course are to enable learners to:

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

Course Content and Methodology

Design Unit

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

Expressive Unit

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

Skills

- producing analytical drawings and investigative studies in response to stimuli
- using visual elements expressively, showing clear understanding of the subject matter
- producing focused investigative studies and market research for a complex design activity
- skills in using a range of art and design materials, techniques and/or technology creatively and expressively
- developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using a range of complex problem solving, planning and self-evaluation skills within the creative process



Assessment

The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio and a question paper.

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the Units.

Homework

All candidates should approach the Higher course as much more than the sum of 5 periods of school work. In order to make good progress, candidates will require to work on their portfolios at home; to extend and augment the work done in class. Tasks for homework may be assigned to candidates relevant to their individual projects. Also, a programme of study for the written exam will be followed which will require the candidate to study from notes provided for them as well as their own researches. They will frequently be required to provide evidence of their research in the form of an essay.

How can you help?

Encourage the candidate to show you their practical work and to the best of your ability make helpful suggestions. Make it possible for the candidate to be able to work at home, in terms of available space, lack of distractions and suitable materials to extend what can be brought from the school. Visits to suitable artistic venues will also help to foster enthusiasm.

Photography - Higher

Aims of the course

The Course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce imaginative photographs.

They will also develop their appreciation of photographic work and practice. The skills that learners acquire by successfully completing the Course will be valuable for learning, life and work.

The Course allows learners to broaden and deepen their skills base, and to widen their horizons regarding a range of vocations.

The aims of the Course are for learners to:

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

Image Making

In this Unit, learners will develop knowledge and understanding of camera techniques and controls and will investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. They will use exposure times, composition and framing in creatively for photographic effect, organise their files and output their photographic images.

Contextual Imagery

In this Unit, learners will explore and experiment with using a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural interplay between photographers and society when developing their own personal, creative approaches to photography. They will plan, produce and present photographic images in different styles and genres.

Assessment

The learner will develop and extend the skills and knowledge developed in the Course. They will be assessed through a project. The project will include opportunities for learners' personalisation and choice. It will include researching and producing photographs. Learners will also evaluate their photographic work.

Homework

Candidates should devote time out with school hours to building a personal collection of photographs related to their chosen theme. It is generally outside school that candidates will find appropriate inspirational material, and large collections can be built relatively easily.

How can you help?

Encourage candidates to take a camera wherever they go and help appraise the quality of their photographs. Discussing a candidate's proposals for projects can help build confidence and clarify ideas. Candidates will also find it useful for you to read over written work and discuss improvements and alterations

Drama – Higher

Aims of the Course:

- To enable pupils to develop and apply a range of complex drama and production skills in order to contribute fully when creating performance concepts.
- To enhance pupils ability to analyse and interpret text.
- To encourage pupils to develop a detailed knowledge and understanding of the social and cultural influences on drama.
- To help pupils make more informed decisions and choices by discussing and considering examples of a variety of performances they have seen.

Course Content:

The course consists of **two** mandatory units plus an added value unit.

In **Drama Skills**, pupils will undertake the process of the dramatic interpretation and analysis of play texts in a practical way through drama. They will look at the historic, social and cultural context of the texts and consider the ideas and meaning contained within. Then using acting and directing skills they will apply a range of drama skills to work together in order to communicate their theatrical statement.

In **Production Skills**, pupils will research one of the play texts studied in unit one. Pupils will select a production role (actor, director or designer). Working as part of a production team they will create and develop a performance concept in preparation for performance.

Skills:

Pupils will continue to build on their communication, collaboration and confidence – whilst further developing their ability to self and peer evaluate.

Methodology:

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, ICT presentations and research, as well as drama workshops. We will employ links with local theatre companies and professionals to enhance the learning and teaching of students. The course is designed to allow many opportunities for active learning and for pupils to demonstrate their creativity.

Assessment:

Internal:

- Pupils will complete internal assessments for each unit – both extended written responses and practical assessments must be passed in order to complete the course.
- Teachers will regularly meet with pupils individually to provide meaningful feedback and target set for the future.

- Teachers will complete Observational Checklists throughout the units and pupils will maintain logbooks ,which will include personal/group research, design plans, and other tasks to support learning and teaching.

External:

Performance: The performance will have **60 marks** (60% of the marks available for the Course).

Pupils will approach the performance as either an **actor** or **director** or **designer**. The performance has two sections:

- **Section A: Preparation for Performance (10 marks).** This includes research on the chosen text and the processes used to reach their **acting** or **directing** or **design** concept for the performance.
- **Section B: Performance (50 marks).**
 - **Actors** will perform two contrasting roles and each performance will last approximately 7-10 minutes.
 - **Directors** will conduct a rehearsal with actors which should last approximately 30 minutes.
 - **Designers** will design a set of their chosen text and choose one other production area to compliment this. They will give a presentation lasting approximately 20 minutes.

Question Paper:

The question paper will have **40 marks** (40% of the marks available for the Course). This question paper will have two sections worth **20 marks** each.

- **Section A:** Pupils will be required to demonstrate knowledge of a text they have studied and to show an understanding of how the text can be communicated to an audience through performance.
- **Section B:** this section will take the form of a written analysis of a performance that the pupil has seen.

Homework:

Pupils will receive regular homework from Drama however, due to the nature of the subject, homework may take the form of learning lines from a script or preparing for a specific production role. Pupils must understand that working at home is an essential element of the course and is key to success at Higher level.

How Can You Help?

Your support with the following areas will help your child to achieve success in Drama.

- Help them to foster as interest in all kinds of theatre through reading plays, television, internet and theatre going. Also encourage them to attend all theatre trips offered by the department in school.
- Encourage them to complete all homework tasks on time and to the best of their ability.
- Go through lines with your child to help them prepare for presentations.



Music - Higher

Aims of the Course

- to develop pupils' performing skills
- to create original music using a range of compositional methods
- to broaden pupils' knowledge and understanding of music and musical literacy

Course Content

The course is divided into three areas: Understanding Music, Performing and Composing. In Understanding Music, pupils will broaden their knowledge of music by listening to and analysing music from a wide range of styles. They will apply this learning in Composing where they will complete a series of short projects to create original pieces of music using a variety of approaches. In Performing, pupils will learn two instruments (or one instrument and voice) to grade 4 standard and they will participate in classroom performances throughout the year. In February, pupils will also perform at the annual Higher recital evening. This is a more formal evening affording the pupils the opportunity to present their very best piece, on the instrument of their choice, to family and friends.

Skills

The course design allows pupils to develop a broad range of skills for learning, life and work such as personal learning skills, thinking skills and using ICT. Regular performing develops self-confidence and resilience and sustaining a practice routine on an instrument or voice requires self-discipline, perseverance, planning and the ability to identify areas for improvement. Varied learning and teaching approaches allow pupils to apply knowledge in different contexts.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group activities, ICT presentations and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

A continuous assessment approach will be used throughout the course. Pupils will take part in assessed classroom performances throughout the year and sit a formal prelim in January. Their composition work will be continually monitored using observational checklists and their understanding of music will also be evaluated through the use of questioning techniques, discussions and listening tests. Teachers will regularly provide meaningful feedback to pupils who will also have a role in the assessment of both their own and others' work.

Assessment (continued)

Pupils will be encouraged to become confident in devising their own targets and taking responsibility for their personal learning.

Pupils will be required to pass units in Understanding Music, Composing Skills and Performing Skills before they can be presented for the Course assessment. The units will be internally assessed and will be subject to verification by the SQA.

The Higher Music Course assessment requires a SQA examiner to visit the school (in March) and assess a performance given by pupils on both of their instruments (or one instrument and voice). This performance will last for twelve minutes in total and will be worth 60% of their final grade. Pupils will also be required to sit a question paper to test their knowledge of music concepts, notation and styles. This question paper will be set and marked by the SQA and will be worth 40% of the final grade. The Higher Music Course is graded from A – D.

Homework

Pupils will be required to practise their instruments (or instrument and singing) outwith class time on a regular basis and this will constitute a large time commitment from pupils. They will also regularly be given notation, concept, composition and analysis homework to reinforce their learning in Composition and Understanding Music.

How Can You Help?

The following will help your child to become more skilled in Music:

- Encourage your child to practise regularly (we recommend 45 minutes a day across both instruments for 5 days out of 7).
- Encourage your child to perform for you as often as possible.
- Encourage your child to listen to lots of different styles of music by going to concerts or listening to broadcasts on the radio, television or Internet.

Physical Education - Higher

Aims of the Course

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance. By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to both social and emotional development.

The main aims of the Course are to enable the learner to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance to enhance personal effectiveness

Course structure

The Course has two mandatory Units:

Physical Education: Performance Skills

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Physical Education: Factors Impacting on Performance

In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Assessment

In addition to the assessment of the units mentioned above, learners will be required to complete an additional course assessment (added value unit).

In this Course, added value will focus on:

- challenge
- application

The learner will be assessed by a performance and a question paper. Together, they will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

The learner will prepare for, effectively perform, and evaluate their performance. The choice of physical activity will allow for personalisation and choice.

The question paper will require application of knowledge and understanding to unfamiliar contexts.

Delivery

A typical week of Higher Physical Education will involve three practical and two theory lessons, with homework on a regular basis. The activities that the Performance Skills and Factors Impacting Performance will be delivered through are negotiable based on the majority of expertise within the class and the facilities available. In previous years they have been Basketball, Table Tennis and Football.

English – Higher

Entry Requirements

Pupils who achieve a grade A or B in National 5 will be placed in a one-year Higher class.

Pupils who achieve a grade C in National 5 will be placed in a two-year Higher class, although they may be presented at the end of S5 if their ability has indicated that they may be successful.

Pupils who achieve a grade D in National 5 or a pass in National 4 will be placed in a National 5 class.

Aims of the Course

- To provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media.
- To provide learners with the opportunity to develop talking and writing skills in a variety of contexts.
- To enable learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Course Content

The course is designed to ensure that the text is at the centre of it. A text may be a novel, a play, a poem, a short story, a non-fiction or media text. Pupils will increase their understanding of what they read and watch and will be encouraged to analyse and evaluate the ideas and style of the text. Pupils will also have the ability to create their own texts and will be encouraged to write in a variety of genres. There will be numerous opportunities for pupils to become more confident in their oral communication skills.

At Higher level, pupils will complete two Units, a portfolio of writing and a question paper to assess their reading skills.

Skills

Skills will be developed to allow pupils to be successful in talking, listening, reading and writing.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session.

At Higher level, pupils must pass the **Analysis and Evaluation** Unit, which assesses listening and reading, and the **Creation and Production** Unit, which assesses talking and writing.

Pupils will complete a **portfolio of writing**, to be submitted to SQA for external assessment, and sit an exam which takes the form of a **question paper** to assess their reading skills.

The question paper will consist of:

Reading for Analysis and Evaluation	30 marks
Critical Essay	20 marks
Scottish Texts Analysis	20 marks

Homework

Pupils will have a wide range of homework to complete. Homework activities include:

- Planning and writing essays for the Writing Folio
- Revising literature that is studied in class
- Doing practice essays on the Drama, Prose and Media texts that are studied in class
- Learning the Scottish Set Text poems off by heart
- Completing practice papers for Reading for Understanding, Analysis and Evaluation
- Preparing individual talks and group presentations

How Can You Help?

Doing the following will help learners to become more skilled in English:

- Encourage your child to read regularly, including a quality newspaper on a regular basis. Higher students should be able to analyse and evaluate the level of prose you would find in a broadsheet newspaper.
- Encourage your child to write practice Critical Essays in their own time and submit these to the teacher for assessment.
- Read your child's Writing Folio submissions and discuss ways in which they could be improved.
- Discuss the literature that your child is studying with him/her on a regular basis.
- Ensure that your child is organised with homework deadlines and has created a study programme before the prelim and the national exam.

French – Higher

Entry Requirements

An A or B grade at National 5 French is needed to study Higher French.

Aims of the Course

The Course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

Course Content

At Higher level, pupils will complete two Units, a performance of talking and two question papers to assess their reading, listening and writing skills.

The Units are:

Modern Languages: Understanding Language (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Modern Languages: Using Language (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Skills

These include:

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed and complex language required to understand and use a modern language
- knowledge and understanding required to apply the language skills of translation
- applying grammatical knowledge and understanding

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session.

At Higher level, pupils must pass the **Understanding Language** Unit, which assesses listening and reading, and the **Using Language** Unit, which assesses talking and writing.

The Course assessment is made up of the following elements:

Component 1 — question paper: reading and writing	40 marks
Component 2 — question paper: listening and writing	30 marks
Component 3 — performance: talking	30 marks
Total marks	100 marks

Homework

It is essential that pupils spend at least twenty minutes three times per week learning the new vocabulary that they have been taught in class. ICT websites, such as Atantot, should be used at home to help pupils to consolidate their skills. Homework will also sometimes take the form of written assignments which are designed to allow pupils to display their knowledge of the language. Pupils should attempt practice papers with increasing regularity throughout the session. It will also be helpful to listen to as much spoken French as possible.

How Can You Help?

Doing the following will help learners to become more skilled in their use of French:

- Purchase a French dictionary so that it can be used at home.
- Test your child regularly on the new vocabulary they have been learning.
- Encourage your child to use ICT web-sites to enhance their knowledge.
- Encourage your child to appreciate the value of learning a Modern Language.

Spanish – Higher

Entry Requirements

An A or B grade at National 5 Spanish is needed to study Higher Spanish.

Aims of the Course

The Course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

Course Content

At Higher level, pupils will complete two Units, a performance of talking and two question papers to assess their reading, listening and writing skills.

The Units are:

Modern Languages: Understanding Language (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Modern Languages: Using Language (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Skills

These include:

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed and complex language required to understand and use a modern language
- knowledge and understanding required to apply the language skills of translation
- applying grammatical knowledge and understanding

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session.

At Higher level, pupils must pass the **Understanding Language** Unit, which assesses listening and reading, and the **Using Language** Unit, which assesses talking and writing.

The Course assessment is made up of the following elements:

Component 1 — question paper: reading and writing	40 marks
Component 2 — question paper: listening and writing	30 marks
Component 3 — performance: talking	30 marks
Total marks	100 marks

Homework

It is essential that pupils spend at least twenty minutes three times per week learning the new vocabulary that they have been taught in class. ICT websites should be used at home to help pupils to consolidate their skills. Homework will also sometimes take the form of written assignments which are designed to allow pupils to display their knowledge of the language. Pupils should attempt practice papers with increasing regularity throughout the session. It will also be helpful to listen to as much spoken French as possible.

How Can You Help?

Doing the following will help learners to become more skilled in their use of Spanish:

- Purchase a Spanish dictionary so that it can be used at home.
- Test your child regularly on the new vocabulary they have been learning.
- Encourage your child to use ICT web-sites to enhance their knowledge.
- Encourage your child to appreciate the value of learning a Modern Language

Mathematics – Higher

Entry Requirement

The recommended entry level is a grade A or B pass at National 5 level.

Aims

This Course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Course Content

The Higher Mathematics Course has three units of work:

Mathematics: Expressions and Functions

The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Mathematics: Relationships and Calculus

The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Mathematics: Applications

The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Skills

This Course is designed to deepen the learner's skills in using mathematical language, while exploring more advanced mathematical ideas. It allows the learner to work with functions and with complex expressions and relationships. It introduces calculus and its applications. It allows learners to interpret, analyse, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work.

Assessment

Pupils will be formally assessed on completion of each unit of work. To achieve a Higher award, pupils must pass each unit assessment and an external exam at the end of the course.

Homework

Students following the Higher course need much reinforcement of their classwork. Homework will often be on a day-to-day basis, consisting of 30-40 minutes work per period. Preparation for formal assessments will require additional time.

How Can You Help?

Doing the following will help your child with their Mathematics:

- Encourage your child to read over their notes
- Purchase a Scientific calculator
- Check your child's homework is of a good standard before it is submitted

Religious, Moral and Philosophical Studies – Higher

Aims of the Course

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

- the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views
- in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them

Course Content

This course investigates how religion, the study of morality and philosophy are relevant to the world today. It challenges pupils to ask questions and to stretch their thinking in ways they may not do in other subjects. The course is split into three main areas:

- **World Religions: Buddhism** – This world religions section investigates a system of belief and practice which is sometimes called a philosophy rather than a religion. Buddhism has fascinated the Western world for years and many people have a skewed understanding of key concepts such as karma, rebirth and meditation. Why we are here and why is life the way it is according to Buddhism? What happens when you die? What are you trying to achieve through practising this religion/philosophy?
- **Morality and Belief: Religion and Conflict** – Pupils will consider the sources of morality and how we make decisions on important moral issues. What is the source of our morality and is it independent of religion? Pupils will study the theories of some of the great moral philosophers including JS Mill and Immanuel Kant. Pupils will then apply this knowledge to the issues raised by war. We will consider the morality of going to war and how wars are fought from religious and non-religious perspectives, as well as thinking about how modern forms of warfare and weaponry such as the use of chemical, biological and nuclear weapons, raise difficult moral dilemmas. We will consider whether there is any such thing as a 'Just War' and use historical examples ranging from WWII to more recent wars in the Middle East.
- **Religious and Philosophical Questions: The Origins of the Universe** – How did we get here? How and why does the Universe? What are the religious and non-religious views of this? Pupils will learn about the scientific method and consider the difference between inductive and deductive arguments. Pupils will develop a basic understanding of logic and the ability to evaluate arguments and sources of evidence. Pupils will study these questions within the context of Christianity, and will examine concepts and approaches such as The Big Bang Theory, Evolution, Intelligent Design and the Teleological Argument.

Skills

Pupils will develop important literacy skills including reading and writing short and extended responses. Pupils will also be expected to share their questions, ideas and views verbally and to respond constructively to those of others. Researching, processing and analysing religious texts and philosophical theories and interpreting these are major skills which are critical in career paths such as medicine and law for example. Pupils will also be expected to create texts of their own and to take responsibility for completion of their assignments.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. RMPS is a subject which requires collaborative and cooperative approaches in order to be delivered properly. Pupils will also be expected to take a great deal of responsibility for themselves and should be prepared to work on their own for large parts of the coursework. This is especially important when preparing for the Assignment.

Assessment

Pupils are expected to take responsibility for their own learning by taking part in self-assessment and peer-assessment. Formative assessment will take place throughout the course in the form of written text, spoken word, group-tasks and individual work.

The summative assessment comprises of two parts:

- External exam – This is a question paper in parts which will sample across the breadth of the content of the three units, and will assess pupils' knowledge and understanding and analysis and evaluation skills. The emphasis will be on the former in this assessment. This will comprise 60% of the candidate's overall grade.
- Assignment – This essay will be an extended response to a religious and philosophical question chosen by the candidate. It will be completed under controlled conditions and although assessing knowledge and understanding and analysis and evaluation skills, the emphasis will be on the latter. This will comprise 30% of the candidate's overall grade.

Homework

Pupils will be expected to complete regular pieces of homework to a high standard. These will include learning new vocabulary, revising what has been learned in class. Pupils should be prepared to practice skills such as essay writing skills at home as well as researching concepts and analysing religious and philosophical texts. Pupils will find this course very difficult to complete should they put anything less than one hundred percent effort into their homework. The majority of research for the Assignment will be required to be completed in the pupil's own time.

How Can You Help?

Doing the following will help your child to become more skilled in RMPS:

- Regularly discuss and challenge your child on the concepts they are learning in class.
- Discussion of news articles, technological/political advances will encourage pupils in structuring moral and philosophical arguments and rebuttals.
- Take an interest in your child's chosen assignment topic and discuss this with them

Human Biology - Higher

Aims of the Course –

The Higher Human Biology Course provides a broad based integrated study of a selected range of biological topics which build on previous study.

The Course provides the opportunity for candidates to acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms and the biology of populations as they apply to us as a species.

This course is extremely important for entry to a wide range of careers but is of particular importance to pupils wishing to study in the medical care or research (nursing, medicine, veterinary medicine, pharmacy or careers requiring an understanding of how the body works such as sports sciences

Course Content

The course consists of two full units and two half units

Human Cells

- Stem cells and their therapeutic value
- Cancer and uncontrolled division of cells
- The structure and replication of DNA and its application to medicine and forensic s
- important advances in technology - bioinformatics and genomics
- The role of enzymes in controlling the body's metabolism
- ATP and energy release by the body

Physiology and Health

- mechanisms of hormonal control and the role of hormones in contraception and infertility treatments
- diagnostic tests used in public health
- cardiovascular system and the role of blood, tissue fluid and lymph
- regulation of blood cholesterol and blood glucose
- atherosclerosis, diabetes and obesity

Neurobiology and Communication

- brain and nervous system – the role of imaging technology in understanding brain functioning
- Nerve pathways and the effects of drugs on the brain and nervous system
- The role of the brain in human behaviour including memory and memory loss

Immunology and Public Health

- the immune system is to recognise pathogens, some toxins and cancer cells
- the transmission and control of infectious diseases

Entry Requirements:

Entry to the Higher course requires an 'A' or 'B' pass in N5 Biology.

A pass in N5 mathematics is also highly desirable

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assesses course knowledge, science skills and skills for learning, life and Work lasting 2 hours 30 minutes. This includes multiple choice, extended answers and short essays covering key concepts from the course

Homework

Homework will be given most days and over the course of a unit cover most of the following of the following :-

- Producing notes using department 'scaffolding' advice
- Learning short sections of knowledge
- Solving problems or challenges
- Research – longer scale projects which require research and presentations are encouraged.
- Experimental write-ups

How Can You Help?

Try to ensure that you son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must :-

- have a clear idea of all homework given and complete all work expected and hands it in on time.
- spend additional time out-with the compulsory homework learning the work covered or practising further problems

Chemistry – Higher

Aims of the Course –

The Higher Chemistry Course provides a broad based integrated study of a selected range of chemical topics which build on previous study from National 5 level.

The Course provides the opportunity for candidates to acquire a deeper understanding of chemical reactions, the chemistry of fuels, the bonding of elements and compounds and a deeper appreciation of calculations necessary to understand reactions.

This course is extremely important for entry to a wide range of careers but is of particular importance to pupils wishing to study in the medical care or research (nursing, medicine, veterinary medicine, pharmacy and dentistry)

Course Content

The course consists of three units and a researching Chemistry project.

Chemical Changes and Structure

- controlling the rate
- periodicity
- structure and bonding

Nature's Chemistry

- esters
- fats and oils
- proteins
- the chemistry of cooking
- oxidation of food
- soaps and detergents and emulsions
- fragrances
- skin care

Chemistry in Society

- getting the most from reactants
- equilibria
- chemical energies
- oxidising and reducing agents
- chemical analysis

Researching Chemistry

The general aim of this Unit is to develop skills of scientific inquiry, investigation and the ability to apply practical skills, chemical theory, analysis, synthesis and thinking skills in order to undertake research in chemistry. Learners will review background information, plan and undertake a practical investigation related to chemistry. They will apply these skills when considering the applications of chemistry as well as implications on society/the environment.

Entry Requirements:

Entry to the Higher course requires an 'A' or 'B' pass in N5 Chemistry & Mathematics

Assessment

Pupils will be assessed in a number of ways, which help build a detailed overview of their understanding.

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One formally written-up experimental activity will also be required throughout the course
- Two prelim exams will be given during the course

External Assessment

- A final exam that assesses course knowledge, science skills and skills for learning, life and work lasting 2 hours 30 minutes. This includes multiple choice and extended answers covering key concepts from the course

Homework

Homework will be given on a weekly basis over the course of a unit and will cover most of the following:-

- Reading and developing a deeper understanding of the content covered in class
- Learning short sections of knowledge
- Knowledge and Understanding/Problem Solving questions based on work covered in class
- Background research for the 'Researching Chemistry' section of the course
- Formal experimental write-up work
- Whole-course questions as we progress further through the year

How Can You Help?

Try to ensure that your young person is organised and makes an effort to become a more independent learner. They must:-

- have a clear idea of all homework given and complete all work expected of them.
- Ensure that they ask a teacher for help if they are struggling with the work set
- hand all homework in on time.
- spend additional time out-with the compulsory homework learning the work covered or practising further problems

Physics - Higher

Aims of the Course –

The Higher Physics Course provides a broad based integrated study of selected range of Physics topics which build on previous study.

The Course provides the opportunity for candidates to develop further their skills of scientific inquiry, investigation and analytical thinking. Whilst acquiring a knowledge and understanding of; the forces which control motion, the behaviour of materials at the atomic level, the characteristics of electrical components and their uses in simple and complex circuits; the characteristics and behaviour of waves and the transfer of energy between physical systems. Through out the course everyday applications of physics are used to assist the candidates understanding.

This course is extremely important for entry to a wide range of careers but is of particular importance to pupils wishing to study and or research; various types of engineering, mechanics; electronics, optics, current and future sources of energy.

Course Content

The course consists of three full units and one investigation unit.

Our Dynamic Universe

- Study of Motion — equations and graphs
- Forces, energy and power
- Collisions, explosions and impulse
- Gravitation
- Special relativity
- The Expanding Universe

Particles and Waves

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

Electricity

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

Investigation

- an experiment and written report on the relationship between two physical quantities (angle of slope and acceleration)

Entry Requirements:

Entry to the Higher course requires an 'A' or 'B' pass in N5.

A pass in N5 mathematics is also highly desirable

Assessment

Pupils will be assessed in a number of ways, which help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assesses course knowledge, science skills and skills for learning, life and Work lasting 2 hours 30 minutes. This includes multiple choice and extended answers covering key concepts from the course

Homework

- Homework will be given most days and over the course of a unit covering most of the following :-
 - Learning short sections of knowledge
 - Solving problems or challenges
 - Experimental write-ups

How Can You Help?

Try to ensure that you son/daughter is organised and makes an effort to become a more independent learner.

Your son/daughter must :-

- have a clear idea of all homework given, complete all work expected and hand it in on time.
- spend additional time out-with the compulsory homework learning the work covered or practising further problems

Psychology – Higher

Aims of the Course

Psychology is the scientific study of human thought and behaviour. Psychology looks at why we think, feel and act as we do.

Psychology is often divided into five major approaches. You will cover at least 3 of these approaches throughout the teaching.

- The Behaviourist approach looks at how we learn through experience.
- The Psychoanalytic approach looks at the role of the unconscious and emotion.
- The Cognitive approach looks at how we think, use language and process sensory information.
- The Biological approach considers how our behaviours are shaped by our brain and body chemistry.
- The Humanist approach looks at our self-concept and potential for personal growth.

Course content:

Higher Psychology involves studying various different aspects of human behaviour. Topics chosen include 'mandatory topics' (which must be covered by every Higher Psychology class) and then a selection of 'optional topics' – from which your lecturer may teach the following:-

- Psychopathology (optional – may be chosen by lecturer)
- Sleep, Dreams and Sleep Disorders (mandatory topic)
- Research Methods (mandatory topic)
- Conformity and Obedience (mandatory topic)
- Prejudice (optional – may be chosen by lecturer)

Course assessments:

There are three assessments throughout the year (one for each Unit) as well as a final exam. In addition, each student will complete a piece of practical research (known as the R.I. - Research Investigation) which will be marked externally by the SQA. This will be worth 40% of your overall course mark.

What can I do when I finish the course?

Psychology graduates normally have to obtain a post-graduate qualification before they can specialise in areas such as Forensic Psychology, Educational Psychology, Clinical Psychology, Counselling Psychology, Teaching, Health Psychology or Occupational Psychology.

Entry Requirements:

Entry to the Higher course requires an a pass in Higher English.

Internal Assessment

Pupils can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres. The assessment of the Units in this Course will be as follows:

Psychology: Research (Higher)

Pupils must be able to explain the stages of the research process, evaluate experimental and non-experimental research methods, explain ethical guidelines and evaluate and sampling methods. Pupils must also be able to calculate and present data using descriptive statistics, and to apply and justify choice of method to research scenarios.

Psychology: Individual Behaviour (Higher)

Pupils must be able to explain how psychological knowledge and understanding can be applied to support individual wellbeing. This will involve explaining a topic relevant to individual behaviour, and include evaluating psychological approaches and theories used in explaining individual behaviour.

Psychology: Social Behaviour (Higher)

Pupils must be able to explain concepts or theories associated with a topic in social psychology, and evaluate psychological research evidence relevant to the topic.

External Assessment

The Course assessment at Higher consists of a question paper and an assignment. The question paper will sample psychological knowledge and understanding from Course Units. Pupils will also be required to apply knowledge and understanding to explain human behaviour.

The assignment will require learners to plan, carry out and report on their own psychological research investigation.

The question paper is divided into three sections (one for each unit) with a total mark of 60. The assignment is conducted internally under exam conditions, over a period of time and submitted to SQA for external marking. It has a total mark of 40.

Homework

- Homework will be given most days and over the course of a unit covering most of the following :-
 - Learning short sections of knowledge
 - Solving problems or challenges

How Can You Help?

Try to ensure that you son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must :-

- have a clear idea of all homework given, complete all work expected and hand it in on time.
- spend additional time out-with the compulsory homework learning the work covered or practising further problems

Accounting – Higher

Aims of the Course

The Accounting Course is designed to enable learners to:

- understand the significant role that accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of accounting information
- develop a logical approach to solving financial problems
- apply accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisation, and of the circumstances in which these sources might be used
- apply the use of information technology in complex accounting tasks

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Accounting at A or B
- National 5 Mathematics at A or B

Course Content

The Course has three mandatory Units.

Preparing Financial Accounting Information (Higher) - In this Unit, learners will develop the skills, knowledge and understanding relating to the preparation of financial accounting information. Learners will develop an understanding of current financial accounting regulations and the ability to apply them in a range of business structures.

Preparing Management Accounting Information (Higher) - In this Unit, learners will develop their knowledge and understanding of internal accounting information and their ability to prepare such information using a range of accounting techniques. Learners will carry out activities that extend their understanding of the impact that management accounting information has on making decision about the planning, control and future success of the organisation.

Analysing Accounting Information (Higher) - In this Unit, learners will develop skills, knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of techniques. They will carry out learning activities that allow them to analyse and report on the organisation's current financial position and performance, and to offer financial solutions that can assist in planning and decision making. This will provide learners with an understanding of financial analysis.

Methodology

Numerous learning and teaching techniques are in practise in the department. These include whole class teaching, effective questioning, cooperative learning activities such as the case study method, and individual work. ICT is a vital part of the course and is used regularly to enhance pupils learning.

Skills

Skills will be developed to allow pupils to be successful in many key transferable skills:

- Applying accounting techniques to facilitate decision-making
- Recording, presenting and interpreting information to determine profits and costs
- Literacy
- Numeracy – information handling, number process and money, time and measurement
- Reliability and working with others
- Using ICT in a business context
- Employability skills and entrepreneurial spirit
- Presenting and communicating

Assessment

Learners will be assessed internally by an end of unit assessment for each topic. In addition learners will be assessed by a Final Exam, worth two thirds of the learners' final mark, and an Assignment worth one third.

Homework

Learners will be expected to keep up to date with class work as part of their homework. Formal written homework will be issued to prepare learners for assessments and the final exam.

How Can You Help?

Doing the following will help your child to become more skilled in Accounting:

- Encourage your child to learn accounting layouts.
- Encourage your child to successfully complete homework issued

Administration and IT – Higher

Aims of the Course

The Administration and IT Course is designed to enable learners to:

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

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Administration and IT

Course Content

The Course has three mandatory Units.

Administrative Theory and Practice (Higher) - In this Unit, learners will develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function e.g. effective time and task management, legislation, effective teams. The unit also covers Customer Care.

IT Solutions for Administrators (Higher) - In this Unit learners will enable learners to extend their problem solving skills through having to provide solutions given a specific brief. Learners will select appropriate IT applications covering word processing, spreadsheets and databases, or emerging equivalent technologies, and will use them to analyse, process and manage complex information.

Communication in Administration (Higher) - In this Unit learners will develop a range of IT skills for communicating complex information to others. Learners will develop and understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will look at the security and confidentiality of information.

Skills

Skills will be developed to allow pupils to be successful in many key transferable skills:

- IT applications – word processing, spreadsheets, databases, desktop publishing and presentation software
- Using technology – internet for electronic communication
- Organising, managing and communicating relatively complex information
- Managing the organisation of events
- Solving problems in an administrative-related context
- Knowledge and understanding of administration in the workplace
- Knowledge and understanding of legislation in the workplace
- Knowledge and understanding of effective teams and time and task management
- Knowledge and understanding of impact of IT on the working practices
- Knowledge and understanding of good customer care



Methodology

The Course is a blend of experiential learning and related theory and uses real-life contexts, which make it relevant to the world of work. It enables users to work towards industry standards in IT in an administration-related context. The course reflects current administrative practices and takes account of emerging technologies to ensure currency and relevance.

Assessment

An end of unit assessment for each topic will assess learners internally. In addition learners will be assessed by a Final Exam (30%) and an IT-based Assignment (70%).

Homework

Formal written homework will be issued to prepare learners for assessments and the final exam.

Business Management – Higher

Aims of the Course

The Business Management Course is designed to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an understanding of a range of methods businesses use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing them with opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses can use resources to achieve maximum efficiency
- an understanding of the steps taken by business to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Business Management
- Literacy Unit (National 5)
- Numeracy Unit (National 5)

Course Content

The Course has three mandatory Units.

Understanding Business (Higher) - In this Unit, learners will extend their understanding of organisations in the private, public and third sectors. Learners will also analyse and evaluate the impact that the external factors have on an organisation's activity.

Management of People and Finance (Higher) - In this Unit learners will carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows learners to explain, analyse and evaluate relevant business financial information.

Management of Marketing and Operations (Higher) - In this Unit learners will carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs, along with awareness of relevant issues facing firms.

Methodology

A myriad of learning and teaching techniques are in practise in the department. These include whole class teaching, effective questioning, cooperative learning activities such as the case study method, and individual work. ICT is also used regularly to enhance pupils learning. Active learning is at the heart of the course.

Skills

Skills will be developed to allow pupils to be successful in many key transferable skills:

- Research and investigation
- Analytical and evaluative skills – drawing business conclusions and decision making
- Literacy
- Numeracy – interpreting data, tables & charts
- Reliability and working with others
- Using ICT in a business context
- Employability skills and entrepreneurial spirit
- Presenting and communicating

Assessment

Learners will be assessed internally by an end of unit assessment for each topic. In addition learners will be assessed by a Final Exam (70%) and an Assignment (30%).

Homework

Learners will be expected to keep up to date with current business news. Formal written homework will be issued to prepare learners for assessments and the final exam.

How Can You Help?

Doing the following will help your child to become more skilled in Business Management:

- Encourage your child to read business news either in print or online.
- Encourage your child to successfully complete homework issued

Geography – Higher

Aims of the Course

The main aims of Geography are to enable learners to develop:

- A range of geographical skills and techniques.
- An understanding of the ways in which people and the environment interact in response to physical and human processes.
- A geographical perspective on environmental and social issues.

Course Content

Unit 1 - Physical Environments

Atmosphere – a study of climatic change and global warming

Hydrosphere – a study of river systems

Lithosphere - a study of glaciation and coastal landscapes

Biosphere – a study of soil profiles

Unit 2 - Human Environments

Population – a study of migration and population growth & change

Rural – a study of rural land use conflicts and rural land degradation

Urban – a study of settlement change in the rich and the poor world

Unit 3 - Global Issues

Development & Health – study of disease in developing countries

River Basin Management – study of water control in California and the Colorado River

Added Value Unit

Pupils will complete a Geographical Project based on a topic of their choice. They will be given opportunities for practical activities, including fieldwork. Day trips will take place so that learners can interact with the environment.

Skills

Learners will:

- Develop detailed knowledge and understanding in geographical contexts.
- Research and collect information from a range of sources about geographical issues.
- Use advanced mapping skills, including the use of Ordnance Survey maps.
- Use detailed research skills, including fieldwork skills.
- Use and interpret a range of numerical and graphical information.
- Demonstrate knowledge and understanding of local, national, international and global physical environments, human environments and geographical issues by giving factual descriptions and straightforward explanations.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, learning in the outdoors, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session. Summative assessment will take the form of end-of-unit assessments.

The Course assessment will consist of two Components: a question paper and an assignment. The question paper and the assignment will both be set under standard exam conditions. The course assessment is graded A-D. The grade is determined on the basis of the total mark for all course assessments together.

Homework

Pupils will have a weekly past paper question homework to complete. They may also be expected to undertake at home aspects relating to the Added Value Unit of this course. This could mean gathering and processing data in addition to an ongoing programme of investigatory work. Pupils should update their personal learning plan on a regular basis. Writing work may have to be prepared at home and pupils will often be expected to complete pieces of work that have been started in class.

How Can You Help?

Doing the following will help your child to become more skilled in Geography:

- Ensure that your child is regularly completing and submitting homework for marking.
- Discuss with your child their progress within this subject.
- Encourage your child to take responsibility for their own learning.
- Encourage your child to practise relevant past paper questions.

History – Higher

Course Aims

- To develop pupils' understanding and foster their ability to think independently in order to reach balanced conclusions;
- To encourage pupils' to apply a historical perspective in order to more fully understand modern society;
- To enable pupils' to acquire breadth and depth in their knowledge and understanding of the past;
- To analyse a range of historical sources;
- To encourage pupils to draw reasoned conclusions on the basis of evidence;
- To help develop pupil confidence and transferable skills through active learning, discussion and debate;

Course Content

This Course has three mandatory Units: Scottish History, British History and European and World History. The pupils will be studying the following topics:

- **Changing Britain 1851-1951.** This topic focuses on the changes in the key themes of democracy and welfare. Pupils will learn the reasons behind the birth and development of our modern welfare state and the effectiveness of the Liberal and Labour welfare reforms. Within the Democracy unit the course will cover the increasing democratisation of Britain and the reasons for this.
- **Germany 1815-1939.** This topic covers the factors which led to a united Germany, studying the importance of Bismarck in particular. Pupils will then go on to study the factors that led to the Nazis seizing power in Germany in 1933. Finally pupils will investigate what life was like in Nazi Germany and how the Nazis maintained power.
- **Immigration and Empire 1830-1939.** This topic looks at the movement of Scots in this period, it examines why Scots emigrated. It then examines the various immigrant groups and their experience in Scotland. The third part examines Scots influence on the countries of the Empire and finally an overview of the impact of the Empire on Scotland.

Skills

History lends itself to the development of numerous important skills, not only reading and writing, researching and using historical sources to reach conclusions, but also the ability to think, argue and debate. Pupils will also develop a range of transferable skills through the use of active learning such as role-plays, debates and discussions.

Methodology

A wide range of teaching strategies will be employed including whole class teaching, active learning, group work and individual study. Learning experiences including document work, historical research and debates will encourage learners to understand past societies.

Assessment

Pupils' will be assessed in a number of ways in History. Throughout the course pupils will be assessed using self and peer assessment. This will build the pupils' confidence as they will be expected to give themselves achievable targets for the next piece of work. Formative assessment will also take place whereby the teacher will be able to give the pupils meaningful feedback. Assessments will be taken on a Unit-by-Unit basis or through combined assessment. Pupils' are also required to pass an added value assessment to gain a full course award.

*At Higher level pupils will complete

- NABs for each unit;
- An extended essay on a topic of their choice
- an external exam

Homework

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

How Can You Help?

Doing the following will help your child to become more skilled History:

- Use conversation to give your child confidence to learn. Discussing a topic at home and asking questions will help your child to understand a topic.
- Encourage your child to watch historical programmes that are relevant to what they are learning.
- Read through any written work your child has been given before they submit it. This will give you the opportunity to get an insight into what they are learning in class.

Modern Studies – Higher

Aims of the course

The Modern Studies Course will encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. This includes;

- developing a range of research and evaluating skills
- understanding of the democratic process and complex political issues
- understanding of complex social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understanding of different views about the extent of state involvement in society
- understanding of the nature and processes of conflict resolution
- understanding of the importance of human and legal rights and responsibilities and their application in different societies

Course Content

By undertaking this Course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a wide range of evidence on contemporary issues; evaluating, analysing and synthesising evidence in order to: detect and explain the degree of objectivity; making and justifying decisions and drawing conclusions with supporting evidence; constructing complex arguments in a balanced and structured way; and communicating, by a variety of means, views, opinions, decisions and conclusions based on evidence.

The skills listed above will be developed and applied over a range of political, social and international contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

The course is split into three units:

Modern Studies: Democracy in Scotland and the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will apply a knowledge and understanding of democracy in Scotland and the United Kingdom.

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

Modern Studies: Social Issues in the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will apply knowledge and understanding of social issues within the United Kingdom and Scotland. Learners will focus on social inequality. Learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as inequality relating to a specific social group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

Modern Studies: International Issues

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to draw and support conclusions in international contexts. Learners will apply knowledge and understanding of international issues.

Learners have a choice of international issue: contexts for study will focus on political and socio-economic studies of a major world power, China or USA. The study of a world power will focus on a study of its political system, contemporary socio-economic issues and its role in international relations.

Methodology

In the department we employ a wide range of learning and teaching approaches. These include whole class teaching, group debates/discussion, and Assessment is for Learning techniques.

Assessment

All units are internally assessed. They can be assessed on a unit-by-unit basis and a pass/fail basis.

The question paper in the final exam in May/June will consist of one paper. The paper will be completed in 2 hours 15 minutes.

There will also be an assignment. This will allow learners to apply decision-making skills as they research a contemporary issue. The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper. Learners have an open choice in the issue chosen for study.

Politics – Higher

Aims of the course

The purpose of this Course is to develop the learner’s knowledge and understanding of how differing political theories and ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. Its theoretical perspective enables learners to identify, explore and analyse political issues in order to develop their own views and perspectives.

Politics makes a distinctive contribution to the curriculum by its study of important political concepts and ideologies, the comparison of different political systems and the evaluation of the factors that impact on the electoral performance of political parties.

The main aims of the Higher Politics Course are to enable learners to develop:

- a range of research and evaluating skills
- the ability to analyse political ideas, events, issues, systems, parties and electoral performance
- knowledge and understanding of significant political concepts and ideologies
- knowledge and understanding of political systems through comparative study
- knowledge and understanding of political parties and elections

Course Content

By undertaking this Course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a wide range of evidence on contemporary issues; evaluating, analysing and synthesising evidence in order to: detect and explain the degree of objectivity; making and justifying decisions and drawing conclusions with supporting evidence; constructing complex arguments in a balanced and structured way; and communicating, by a variety of means, views, opinions, decisions and conclusions based on evidence.

The skills listed above will be developed and applied over a range of political, social and international contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

The course is split into three units:

1. Politics: Political Theory

The general aim of this Unit is to develop a range of analytical and evaluating skills; however the specific skills focus for assessment purposes is the development of skills of drawing detailed and balanced conclusions about political ideologies. Learners will develop knowledge and understanding of the key concepts of power, authority and legitimacy as well as the key features of two ideologies. The two ideologies pupil will evaluate are Socialism and Conservatism.

Learners will study the key political concepts of power, authority and legitimacy with particular reference to the work of Steven Lukes and Max Weber and analyse the relevance of these concepts today. Learners will study the key ideas of two political ideologies (from Liberalism, Conservatism, Socialism Nationalism, Fascism) including the works of relevant theorists. Learners will be expected to draw balanced conclusions about the chosen ideologies.

2. Politics: Political Systems

In this Unit, learners will aim to develop a range of analytical and evaluating skills; however the specific skills focus for assessment purposes is the development of skills in comparing and contrasting different political systems. Learners will develop a knowledge and understanding of the constitutional arrangements and workings of the different branches of government within two political systems.

Learners will study the constitutional approaches in different political systems. Learners should be able to describe the nature and status of the different constitutional approaches within two chosen systems. For instance, the UK Parliament and the Scottish Parliament. The detailed study of the constitutional arrangements in the political systems should focus on the roles of the executive, legislative and judicial branches within each system. Learners should be able to compare and contrast the respective powers of the individual branches of government within the two political systems.

3. Politics: Political Parties and Elections

In this Unit, learners will specifically focus on developing their skills in evaluating electoral data. Learners will develop knowledge and understanding of the dominant ideas and issues within a political party and the range of complex factors which contribute to a political party's electoral performance. The political party pupils will study is Labour.

Methodology

In the department we employ a wide range of learning and teaching approaches. These include whole class teaching, group debates/discussion, Assessment is for Learning techniques and individual research.

Assessment

- All units are internally assessed. They can be assessed on a unit-by-unit basis and a pass/fail basis.
- The question paper in the final exam in May/June will consist of one paper. The paper will be completed in 2 hours 15 minutes.
- There will also be an assignment. The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a political issue. This assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:
 - identify a political issue that invites discussion and debate
 - research a political issue using a range of sources of information
 - show detailed factual and theoretical knowledge and understanding of a political issue
 - refer to political sources
 - analyse and synthesise information in a structured manner
 - draw a detailed and reasoned conclusion, showing an awareness of different points of view
 - communicate information

The assignment will have 30 marks (approximately 33% of the total mark).

Computing Science - Higher

Aims of the Course

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Course aims:

- to further develop pupils ability to write programmes in the context of software Development and Information Systems
- to further enhance pupil’s ability to communicate computing concepts clearly and concisely using appropriate terminology
- to develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Computing Science

Course Content

The Course has two mandatory Units.

Software Design and Development

Learners who complete this Unit will be able to:

- 1 Design, implement, test and evaluate programs created to solve specific problems.
2. Explain how programs work, drawing on an understanding how computers work.
- 3 Produce a detailed report on the impact of cutting edge computing technologies.

Information System Design and Development

Learners who complete this Unit will be able to:

- 1 Develop information systems, creating webpages in HTML/CSS and databases using Microsoft Access
- 2 Consider the factors involved in the design and implementation of an information system such as the way users interact with it, the hardware requirements of the system etc.

Skills



curriculum for excellence



Pupils will handle information using a variety of different applications and show creativity with the development of new software. In addition, pupils will enhance their problem solving skills and tailor software solutions to meet specific problems. These skills will benefit pupils in their future career paths and will be transferable across many different subject areas.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning. Pupils will spend a large proportion of time using ICT.

Assessment

Learners will be assessed internally by an end of unit assessment for each topic. In addition learners will be assessed by a Final Exam (60%) and an Assignment (40%). This assignment will be completed during class time.

Homework

Pupils will be expected to complete regular homework exercises which will reinforce class learning. Pupils will also be encouraged to practise the skills that they have developed in class and attend a lunchtime club to develop their programming, web design and database skills.

How Can You Help?

Doing the following will help your child to become more skilled in Computing Science:

- Encourage your child to attend ICT lunchtime club to develop and improve skills.
- Download and install Visual Basic and Scratch onto your home computer and encourage your child to practise the skills learned in class.
- Ensuring that all Computing Science homework is completed and submitted on time.
- Encourage you child to read over course notes and resources on departmental study Blog.

Design and Manufacture – Higher

Aims of the course

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use cradle-to-cradle.

Course Content

The Course allows learners to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

There are two units with three outcomes each.

Design

1. Identify factors that influence design and apply these to produce a detailed design proposal.
2. Develop, communicate and evaluate design concepts for a design task and arrive at a resolved proposal.
3. Evaluate an existing commercial product.

Materials and Manufacturing

1. Select and justify materials that would apply to a design proposal in an industrial/commercial context.
2. Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.
3. Manufacture a range of types of models or prototypes to inform and refine design proposals.

Skills

Design & Manufacturing provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

Methodology

The Course is dynamic, “hands on” and “brains on”. It is intended to be delivered through the fullest range of teaching and learning strategies in order that all pupils can engage with what will be interesting, exploratory, and experiential learning activities. Most of the learning will be active learning.

Assessment

Component 1 — Assignment 70 marks

Component 2 — Question Paper 70 marks

Total marks - 140 marks

Homework

Homework will consist of an extended design task spread over a number of weeks and individual questions on design and manufacturing skills learnt in class. Homework will be used to reinforce learning and as a way of assessing pupil learning.

How Can You Help?

Doing the following will help your child to become more skilled in Design and Manufacture:

- Encourage your child to look at everyday items and how they are affected by consumer demand.
- Look at your child’s homework and discuss it with them before it is submitted.
- Take an interest in the activities your child is engaged in during class, and encourage them to apply these skills in other subjects.

Graphic Communication – Higher

Aims of the course

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

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

Course Content

There are two main areas within the course;

2D Graphic Communication

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

3D and Pictorial Graphic Communication

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

Methodology

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

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

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

Assessment

Component 1 — question paper 70 marks

Component 2 — assignment 70 marks

Total marks - 140 marks

Homework

Homework can be completed using the computer. The Autodesk software pupils use in school will be available free for pupils to download and use at home. Pupils will also be required to make use of internet searches at home.

How Can You Help?

Doing the following will help your child to become more skilled in Graphics:

- Encourage your child to look at graphics in everyday products from packaging of ready meals to the computer graphics from a video game.
- Look at your child's homework and discuss it with them before it is submitted.
- Take an interest in the activities your child is engaged in during class, and encourage them to apply these skills in other subjects.