

# Carlisle High School

## Upper School Option Choice



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## UPPER SCHOOL OPTION CHOICE

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### ART & DESIGN

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**Subject:** ART & DESIGN **Grade:** INTERMEDIATE 1 and 2

**Entry:** Standard Grade General, Int 1 A-C grade or Int 2 C grade for Int 2  
Standard Grade Foundation, Int 1 C or no previous qualification for Int 1

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#### **Description of Course**

These are lively interesting courses which involve pupils in a wide range of skills. Some of these are:

Drawing, painting, pottery/ceramics, textile & fashion design, graphic design, computer graphics, incorporating the latest 'state of the art' software/hardware, scanning and manipulating images.

The course is split into 3 distinct areas, an Expressive Unit, a Design Unit and Art and Design Studies which relate to both of the practical areas of work.

Opinions are made about other artists' and designers' work. The world of Art and Design is researched through the Internet, and other sources.

#### **Type of Assessment**

Level presentation (1 or 2) is determined by how well work is carried out.

All Design and Expressive folio work is sent to SQA for assessment.

Int. 2 Written Art and Design Studies Paper (1hr)

Int.1 has no written Art & Design studies paper. All written summary work is internally assessed.

#### **Progression**

All of the above skills prepare pupils for many careers including:

Graphic Design, Landscape Design, Fashion, Hairdressing, Architecture, Product Design, Interior Design, Jewellery Design, Animation, Media, Advertising etc.

The problem solving and ICT skills both equip pupils for life.

**Important Point:** There is flexibility in these courses to allow pupils who show potential to move into the 'Higher' or Int 2 section.  
Also, Units only can be undertaken as opposed to the whole Course.



## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>ART &amp; DESIGN</b>	<b>Grade:</b>	<b>Advanced Higher</b>
		<b>Entry:</b>	<b>A/B Higher preferred</b>

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### **Description of Course**

Students can choose from a choice of two options:

#### **Expressive and Expressive Art Studies**

#### **Design and Design Studies**

This choice allows great flexibility and courses can be tailor-made to meet student requirements and strengths.

The content of the course is thematic and students are required to work through a topic of their choosing to produce a substantial portfolio of work. Reviews of work between teacher and student take place every six weeks. Award is achieved through submission of the portfolio to SQA and grade is awarded on quality. Written work is included to explain ideas. This portfolio doubles as an excellent folio of work, an essential entrance requirement to Art School along with a minimum of 3 Highers. This folio would also be suitable for many university and college submissions for design and art related courses.

### **Type of Assessment**

All work is sent to SQA for assessment. There is no formal exam in school. Please Note – It is essential that pupils considering ‘AH’ Art & Design should discuss this with the Principal Teacher first.

## UPPER SCHOOL OPTION CHOICE

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### BIOLOGY

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**Subject :** BIOLOGY

**Grade:** INTERMEDIATE 2

**Entry:** While entry is at the discretion of the centre, students would normally be expected to have attained an award in Standard Grade Biology with Knowledge and Understanding and Problem Solving at Grades 3 or 4, Intermediate 1 Biology or its component units. Previous biology experience is not a requirement. The course is therefore also suitable for those wishing to study biology for the first time e.g. adult returnees and those with Standard Grade Physics or Chemistry with Knowledge and Understanding and Problem Solving at Grades 1-3.

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#### **Description of Course**

The course has three 40 hour units.

##### *Living Cells (Int 2) 40 hours*

Structure and function of a variety of cells, diffusion and osmosis in plant and animal cells, enzyme action, aerobic and anaerobic respiration, photosynthesis.

##### *Environmental Biology and Genetics (Int 2) 40 hours*

Ecosystems, factors affecting variety in a species.

##### *Animal Physiology (Int 2) 40 hours*

Mammalian nutrition, control of the internal environment, circulation and gas exchange, sensory mechanisms and processing of information.

#### **Type of Assessment**

The final exams will be a mixture of multiple choice, short answer questions, extended answer questions (Essays) and Data Handling. Practical work will be assessed internally by the school.

#### **Progression**

Successful completion of this course may lead to:

Higher in

- Biology

## UPPER SCHOOL OPTION CHOICE

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**Subject:        BIOLOGY**

**Grade:        HIGHER**

**Entry: Students would normally be expected to have attained an award in Standard Grade Biology with both Knowledge and Understanding and Problem Solving at Grade 1 or 2**

**Recent SQA research indicates that “an overall grade 2 at Standard Grade is now no longer a secure basis for progression to Higher in one year in Biology”.**

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### **Description of Course**

The course has three 40 hour units and will have additional time for induction, consolidation, and preparation for external assessment. The three units are :

1. Cell Biology; comprising Cell structure in relation to function, photosynthesis, energy release, synthesis and release of proteins, cellular response in defence in animals and plants.
2. Genetics and Adaptation; comprising variation, selection and speciation, animal and plant adaptations.
3. Control and Regulation; comprising the control of growth and development, physiological homeostasis, population dynamics.

Course work will include development of Knowledge and Understanding, Problem Solving skills and Practical work.

### **Type of Assessment**

The final exam will be a mixture of multiple choice, short answer questions, extended answer questions (essays) and data handling. Practical work will be assessed internally by the school.



## UPPER SCHOOL OPTION CHOICE

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### BUSINESS EDUCATION

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<b>Subject:</b>	<b>ACCOUNTING</b>	<b>Grade:</b>	<b>INTERMEDIATE 1</b>
		<b>Entry:</b>	<b>NUMERACY SKILLS OR STANDARD GRADE ACCOUNTING AT FOUNDATION LEVEL</b>

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The course aims to build on the knowledge, understanding, information-handling skills and practical abilities gained in Standard Grade Accounting and Finance or as an introduction to financial and management accounting. IT will play a part in the completion of this course.

#### **Description of Course**

There are 2 compulsory units in this course:

#### **1 FINANCIAL ACCOUNTING**

Here the students will look at

- £ The role of the financial accountant
- £ Business Documents
- £ Ledger Recording
- £ Petty Cash
- £ Bank Reconciliation
- £ Features of ownership, funding, liability, management and control
- £ Final statements and balance sheets
- £ Accounting Ratios

#### **2 MANAGEMENT ACCOUNTING**

Here the students will look at

- £ Role of the Management Accountant
- £ Classification and calculation of costs
- £ Preparation of cost statements
- £ Marginal costing and decision making
- £ Budgeting
- £ Information Technology and Accounting
- £ Use of spreadsheets

***ASSESSMENT – Closed Book Assessment for each Unit  
Course Assessment - 1 hour 30 minute paper totaling 120 marks***

***PROGRESSION – Intermediate 2 Accounts  
Training for employment***

## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>ACCOUNTING</b>	<b>Grade:</b>	<b>INTERMEDIATE 2</b>
		<b>Entry:</b>	<b>STANDARD GRADE ACCOUNTING AT GENERAL LEVEL</b>

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The course aims to build on the knowledge, understanding, information handling and practical skills gained in Standard Grade Accounting and Finance or Intermediate 1 or as an introduction to financial and management accounting. IT will play a part in the completion of this course.

### **Description of Course**

There are 2 compulsory units in this course:

#### **1 FINANCIAL ACCOUNTING**

In this unit the student will look at

- £ Role of the Financial Accountant
- £ Business Documents
- £ Ledger Accounting
- £ Correction of Errors
- £ Bank Reconciliation
- £ Features of ownership, funding, liability, management and control
- £ Manufacturing Accounts
- £ Financial statements and balance sheets for all business organisations
- £ Financial accounts of non profit making organisations
- £ Accounting Ratios
- £ Classification of calculation of costs

#### **2 MANAGEMENT ACCOUNTING**

- £ Role of the Management Accountant
- £ Classification and calculation of costs
- £ Preparation of cost statements and accounts
- £ Marginal costing and decision-making
- £ Budgeting
- £ Information Technology and Accounting
- £ Use of spreadsheets

***ASSESSMENT – Closed Book Assessment for each unit  
Course Assessment - 2 hour paper totaling 160 marks***

***PROGRESSION – Higher Accounting, Further Education, Training for Employment***

## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>ACCOUNTING</b>	<b>Grade:</b>	<b>HIGHER</b>
		<b>Entry:</b>	<b>STANDARD GRADE ACCOUNTING AT CREDIT LEVEL</b>

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The aim of the course are to build on the knowledge, understanding, information-handling skills and practical abilities gained in the Standard Grade Accounting and Finance or Intermediate 2 Accounting to develop

- skills in recording, analysing and reporting necessary for the monitoring and evaluation of the performance of a business enterprise activity.
- skills and techniques relevant to accounting, which will equip them for the entry into the world of business
- accuracy, precision and problem solving when preparing accounting records, analysing accounting information and communicating findings
- the ability to use and interpret accounting information in relation to exercising control, analysing performance, making decisions and solving problems
- skills to understand and comment on the financial information published by a range of organisations

Higher students will promote and encourage

- £ an understanding of accounting as a means of presenting and communication information to stakeholders
- £ a systematic approach to problem solving
- £ the use and application of information technology across the course content

### Description of Course

There are 2 compulsory units in this course:

#### 1 FINANCIAL ACCOUNTING

- £ Role of the Financial Accountant
- £ Correction of errors in ledger accounts
- £ Features of ownership, funding, liability, management and control
- £ Manufacturing Accounts
- £ Financial statements and balance sheets for all business organisations
- £ Admission of a new partner
- £ Final Accounts of non profit making organisations
- £ Accounting Ratio
- £ Financial Accounting Regulations

2 MANAGEMENT ACCOUNTING

- £ Role of the Management Accounting
- £ Classification and calculation of costs
- £ Preparation of cost statements and accounts
- £ Marginal costing and decision making
- £ Budgeting
- £ Information Technology and accounting
- £ Use of spreadsheets

***ASSESSMENT – Closed Book Assessment for each unit***  
***Course Assessment – 2 hours 30 minutes totaling 200 marks***

***PROGRESSION – Further Education, Preparation for employment***

## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>ACCOUNTING</b>	<b>Grade:</b>	<b>ADVANCED HIGHER</b>
		<b>Entry:</b>	<b>Higher Accounting</b>

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The aims of the course build on the knowledge, understanding, information-handling skills and practical abilities gained in Accounting at Higher level and

£ develop a greater understanding of the principles and practices of finance and of financial and management accounting by further studying these areas in a range of contexts

£ integrate within this study the uses and applications of information technology and accounting packages

£ promote a greater understanding of accounting as a means of presenting and communicating information to interest parties, both external and internal

£ use and interpret accounting information in relation to exercising control, analysing performance, making decisions and solving problems

£ further develop an understanding of aspects of finance and financial management

£ further analyse and discuss problems of an accounting and financial nature and to communicate viewpoints in an effective manner

£ further understand and make informed comment upon financial information published by a variety of organisations

£ provide a basis upon which further academic study and vocation training can be built

### **Description of Course**

There are 2 compulsory units in this course:

#### 1 FINANCIAL ACCOUNTING TECHNIQUES

- £ Partnership Accounting
- £ Public Limited Companies
- £ Not for profit organisations
- £ Accounting Ratios
- £ Incomplete Records
- £ Accounting Standards

#### 2 MANAGEMENT ACCOUNTING TECHNIQUES

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## UPPER SCHOOL OPTION CHOICE

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- £ Budgets
- £ Calculation, use and interpretation of variances
- £ Investment appraisal
- £ Contract costing
- £ Operating costing
- £ Process costing

***ASSESSMENT – Course Assessment – totaling 120 marks***

***Financial – 60 marks***

***Management – 60 marks***

***Progression – Higher Education, Employment***

## UPPER SCHOOL OPTION CHOICE

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**Subject: ADMINISTRATION**

**Grade: INTERMEDIATE 1**

**Entry: Administration at  
Foundation Level.  
Discretion of Centre**

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This **NEW** course is particularly suitable for students who are interested in a career in the business world. Students will learn through **practical work** how to carry out business administration tasks and become skilled in computer applications, particularly word processing, spreadsheet, database, electronic methods of communication, research and the presentation of information.

### Description of Course

There are 3 compulsory units in this course.

#### 1 ADMINISTRATIVE SERVICES

- ✓ knowledge and understanding which underpins the administrative function carried out by a junior administrator.
- ✓ knowledge of administrative tasks and uses of the internet

#### 2 INFORMATION TECHNOLOGY FOR ADMINISTRATORS

- ✓ use of information technology to carry out an administrative task
- ✓ create and use spreadsheets, flat databases and word processing

#### 3 PRESENTING AND COMMUNICATING INFORMATION

- ✓ use of information and communication to present and communicate information using internet, e-mail, e-diary, etc
- ✓ use presentation software

**ASSESSMENT – Unit 1 – 1 hour**

**Unit 2 – 1.5 hours**

**Unit 3 - 1.5 hours**

**Course Assessment – 1 hour 45 minutes – 100 marks**

**PROGRESSION – Administration Intermediate 2, Training for employment**

**NOTE – THESE COURSES CAN BE TAILORED TO MEET THE NEEDS OF THE INDIVIDUAL STUDENT.**





## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>BUSINESS MANAGEMENT</b>	<b>Grade:</b>	<b>HIGHER</b>
		<b>Entry:</b>	<b>DISCRETION OF CENTRE HIGHER GRADES IN A VARIETY OF SUBJECTS</b>

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Higher Business Management was introduced after much consultation with leading industrialists who highlighted the importance and need for knowledge and understanding of business to

- Develop an understanding of management principles and practices by studying management in a variety of contexts
- Focus on managerial decision making and highlight the contribution which information can make to its effectiveness
- Develop problem solving and decision making skills and an appreciation of effective management of resources in a variety of enterprises
- Build an awareness of the role and contribution which individuals make to enterprise as leaders, managers and operatives
- Develop skills in the management of resources and the use of information in a variety of contexts
- Provide a basis on which future academic study and vocational training can be build

### Description of Course

There are 3 compulsory units in this course:

#### **Business Enterprise**

- ❖ Business in Contemporary Society
- ❖ Business Information and ICT
- ❖ Decision Making in Business
- ❖ Internal Organistaion

#### **Business Decision Areas: Marketing and Operations**

- ❖ Marketing
- ❖ Operations

#### **Business Decision Areas: Finance and Human Resources**

- ❖ Financial Management
- ❖ Human Resources

## UPPER SCHOOL OPTION CHOICE

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***ASSESSMENT – Unit end assessment***

***Course assessment – 2.5 hours***

***PROGRESSION – Further/Higher Education, Training for employment***

## UPPER SCHOOL OPTION CHOICE

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### CHEMISTRY

#### Why choose Chemistry?

Chemistry gives us a deeper understanding of the substances and materials which make up our world, and the changes which take place in these materials. Everything is made of chemicals, including ourselves. We can use our knowledge to produce new materials for particular uses - man-made metals, artificial fibres, “designer” drugs, among many others.

An understanding of Chemistry is essential in dealing with many of the problems we will face in the future; e.g. increased demand for food; new energy sources; production of new medicines; environmental problems such as the “greenhouse effect” and “global warming”.

There are many jobs and careers, which depend on having some knowledge of Chemistry. Colleges/Universities/ employers may either regard Chemistry qualifications as essential, or simply as a useful indicator of hard work and ability.

Finally, we in the Chemistry department at Carluke High School would expect pupils to feel a sense of personal achievement as their knowledge and skills develop during Chemistry courses.

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**Subject: CHEMISTRY**

**Grade: INTERMEDIATE 2**

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

**We would strongly recommend that pupils obtaining General level at Standard Grade do Intermediate 2 rather than Higher.**

- **Standard Grade Chemistry at Grades 3 and 4**
  - **Standard Grade Biology, Physics and Science at Grades 1 to 3**
  - **the Intermediate 1 Chemistry course or its component units**
  - **the Intermediate 2 Biology or Physics course**
- and**
- **Standard Grade Mathematics at Grades 3 and 4 or Intermediate 1 Mathematics**

**(The preferred entry from Standard Grade is based on achievement in the Knowledge and Understanding and Problem-Solving elements).**

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#### Purpose

The course is primarily designed to provide a ‘bridge’ between achievement in knowledge and understanding and problem solving at General Level in Standard Grade and further study at Higher. As such the Intermediate 2 course could be the first year of a two-year Higher programme.

The course is also designed to allow students who have no previous experience of chemistry to progress to Higher in the following year. As such it is particularly suitable as an introductory course for adult returners and for S5 and S6 students who wish to study chemistry for the first time.

### **Description of Course**

#### *Building Blocks (Int 2) 40 hrs*

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of substances; reaction rates; the structure of the atom; bonding; structure and properties; chemical symbolism; and the mole.

#### *Carbon Compounds (Int 2) 40 hrs*

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of fuels; nomenclature, structural formulae and reactions of carbon compounds; plastics and synthetic fibres; and natural products.

#### *Acids, Bases and Metals (Int 2) 40 hrs*

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of acids and bases; salt preparation; and metals.

The content of these units will be largely based on the content of Standard Grade Chemistry at Credit level but will also include appropriate content from Higher Chemistry.

### **Progression**

Successful completion of this course may lead to:

Higher in

- Chemistry

## UPPER SCHOOL OPTION CHOICE

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**Subject:** CHEMISTRY **Grade:** HIGHER

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

- **Standard Grade Chemistry at Grades 1 and 2**
- **Intermediate 2 Chemistry course and**
- **Standard Grade Mathematics at Grades 1 and 2 or Series 2 Mathematics.**  
(The preferred entry from Standard Grade is based on achievement in the Knowledge and Understanding and Problem-Solving elements).

Pupils should be aware that success of Higher depends on a secure base of knowledge and Understanding at Standard Grade.

Most Higher work builds on previous knowledge. Those pupils who have obtained a Band 1 for Knowledge and Understanding are usually successful at Higher. Pupils obtaining Band 2 have a much reduced chance of success, and will have to be prepared to put in more effort.

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### **Description of Course**

The course is designed for students who wish to continue their study of chemistry beyond Credit level/Series 2 modules who may wish to progress to Advanced Higher Chemistry.

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

*Energy Matters (H)* 40 hrs - The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of reaction rates; enthalpy; patterns in the Periodic Table, bonding, structure and properties; and the mole.

*The World of Carbon (H)* 40 hrs - The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of fuels; nomenclature and structural formulae; reactions and uses of carbon compounds; polymers; and natural products.

*Chemical Reactions (H)* 40 hrs - The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of the chemical industry; Hess's Law; equilibrium; acids and bases; redox reactions; and nuclear chemistry.

### **Type of Assessment**

Appropriate assessment material will be provided through the National Assessment Bank. Pupils are awarded an A - E Band depending on the results of a two-paper exam at the end of the course. Students must pass all three units, including all internal and external assessment to gain the final award.

### **Progression**

- to Advanced Higher
- to another Science subject at Higher
- to Higher education : degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, science and chemical engineering
- to employment including work-based training for SVQ Laboratory Operations

## UPPER SCHOOL OPTION CHOICE

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**Subject: CHEMISTRY**

**Grade: ADVANCED HIGHER**

**Entry: GOOD PASS AT HIGHER GRADE  
PREFERABLY AN 'A' OR 'B'**

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### **Purpose**

In this course, the second year of chemistry beyond the Credit level/Intermediate 2, students continue to study the major branches of the subject and its applications.

The course provides a firm basis in the underlying theories of chemistry and develops the practical skills used in a chemical laboratory.

The study of chemistry at this level can make a major contribution to a student's knowledge and understanding of the natural and physical environment. The course develops the skills of independent study and thought that are essential in a wide range of subjects and occupations.

The course is particularly suitable for students who wish to progress to degree courses either in chemistry or in subjects of which chemistry is a major component such as medicine, chemical engineering and environmental science. The course also provides a sound basis for direct entry to chemistry-related employment.

### **Description of Course**

#### *Electronic Structure and the Periodic Table (AH) 20 hrs*

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of electronic structure; bonding; and some chemistry of the Periodic Table.

#### *Principles of Chemical Reactions (AH) 40 hrs*

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of stoichiometry; chemical equilibrium; thermochemistry; reaction feasibility; electrochemistry; and kinetics.

#### *Organic Chemistry (AH) 40 hrs*

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of some organic reaction types and mechanism; physical properties of some organic compounds; systematic organic chemistry; stereoisomerism; and structural analysis.

#### *Chemical Investigation (AH) 20 hrs*

The unit seeks to develop investigative skills through the completion of a short chemical investigation. The external assessment requires the submission of a report on the investigation. The unit should also provide an opportunity for students to develop core skills in communication, numeracy and problem solving and to integrate knowledge drawn from a variety of sources within the course.

The units include practical work, which illustrates the concepts being taught, and which provides training in a range of laboratory techniques.

### **Type of Assessment**

Appropriate assessment material will be provided through the National Assessment Bank. Comprising a mixture of internal assessment and an external examination.

### **Progression**

Successful completion of this course may lead to:

SGA at Higher in

- Chemistry

Education (HNC/HND/Degree); Employment in

- Animals, Land & Environment
- Health & Medicine
- Manufacturing Industries
- Science & Mathematics
- Security & Protective Services
- Sports & Leisure

## UPPER SCHOOL OPTION CHOICE

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### COMPUTING

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**Subject: EUROPEAN COMPUTER DRIVING LICENCE    Grade: INTERMEDIATE 2**

**Entry: NIL**

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#### **Description of Course**

The European Computer Driving Licence (ECDL) is an internationally recognized qualification, which enables people to demonstrate their competence in computer skills. ECDL is designed specifically for those who wish to gain a benchmark qualification in computing to enable them to develop their IT skills and enhance their career prospects.

The ECDL syllabus is designed to cover the key concepts of computing, its practical applications and their use in the workplace and society. It is broken down into seven modules, each of which must be passed before an ECDL certificate is awarded.

The seven modules that make up the ECDL are:

1. Basic concepts of IT
2. Using the computer and managing files
3. Word processing
4. Spreadsheets
5. Database
6. Presentation
7. Information and Communication

#### **Type of Assessment**

All assessment will be carried out online and marked in school.

## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>INFORMATION SYSTEMS</b>	<b>Grade:</b>	<b>INTERMEDIATE 2</b>
		<b>Entry:</b>	<b>NIL</b>

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### **Description of Course**

The purpose of this course is to develop students I.T. skills and the course includes elements of application packages, database systems, the Internet and Multimedia. This course will provide progression for pupils who gain a General pass in Standard Grade Computing.

The course consists of a unit on Databases, a unit giving an overview of Computer Application Packages (Word Processing, Spreadsheets, Graphics, etc.) and then either a unit on the Internet, Multimedia systems or Expert Systems.

The emphasis will be on practical skills.

### **Type of Assessment**

Assessment is via the Higher Still format. Several of the assessments are of a practical nature. 70% of the final mark comes from the external exam and 30% from a piece of practical coursework.

### **Progression**

This would lead into Higher Information Systems.

## UPPER SCHOOL OPTION CHOICE

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**Subject:**        **INFORMATION SYSTEMS**                      **Grade:**        **HIGHER**

**Entry:**            **Standard Grade Computing (At Credit Level) or Advanced SQA Modules or Information Systems at Intermediate 2**

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### **Description of Course**

The purpose of this course is to expose pupils to aspects of information systems theory and permit them to gain experience of contemporary information systems such as Expert Systems or Hypermedia systems. This course will provide progression for pupils who have a Credit pass in Standard Grade Computing or a pass in Information Systems at Intermediate 2.

The course consists of a unit on Database Systems, a unit on the organisation of information and a unit on either Expert Systems or Hypermedia. There is a practical coursework task, based on the Database System unit, which is worth 30% of final grade.

### **Type of Assessment**

Assessment is via the new Higher Still format. Several of the assessments are of a practical nature.

### **Progression**

This course would lead into a further study of Information Systems at Advanced Higher level or University. An alternative course of study would be to move to Higher Computing providing a wide base of options for University.

## UPPER SCHOOL OPTION CHOICE

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**Subject:** COMPUTING **Grade:** HIGHER

**Entry:** Standard Grade Computing at Credit Level, Computing at Intermediate 2 or Information Systems at Intermediate 2.

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### **Description of Course**

This course introduces students to the principles and practice of computer systems together with the stages involved in developing a software product.

The two compulsory units are Computer Systems which looks in detail at the structure and organisation of computer systems and Software Development which involves developing software using the software development process. The software unit concentrates on the techniques required to design, test and evaluate software with less emphasis on detailed algorithm or complexities of syntax. The other unit studied will be Artificial Intelligence where students develop knowledge and practical competence in the use of a declarative language and expert systems.

### **Type of Assessment**

Assessment is via the new Higher Still format. Several of the assessments are of a practical nature.

### **Progression**

This course would lead into a further study of computing at Advanced Higher level or University. An alternative course of study would be to move to Higher Information Systems, providing a wide base of options for University.

## UPPER SCHOOL OPTION CHOICE

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**Subject: COMPUTING**

**Grade: ADVANCED HIGHER**

**Entry: Higher Information Systems or Higher Computing**

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### **Description of Course:**

This course builds on the knowledge and understanding of computing concepts gained at Higher level. The course has an extended project which allows pupils to further develop their problem solving skills in a practical context. This project is worth 40% of the final grade and involves the development of a solution to a real computing problem.

Pupils will also further their knowledge and understanding of knowledge domains, search methods and expert system shells by studying a unit in Artificial Intelligence.

### **Type of Assessment:**

Assessment is via the Higher Still format. Several of the assessments are of a practical nature.

### **Progression:**

This course will lead into a further study of Computing at University.





## UPPER SCHOOL OPTION CHOICE

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- N.B. 1. Students must pass all internal assessment items in order to qualify to sit external assessment.
2. In the rehearsal periods leading to the Investigative Drama presentation (November – December) and to the Practical Examination (March – early May), any extended absence will result in failure of the unit.



## UPPER SCHOOL OPTION CHOICE

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### ENGLISH

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**Subject:** English      **Grade:** Intermediate 1

**Entry:** Standard Grade English 4 or 5

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#### **Why English?**

The English courses cover the skills of Reading and Writing, and discussion, which are vital in a wide range of activities after school. They offer studies of language and literature which will be both enjoyable and useful.

#### **Description of course**

There are 3 units:

1. The first involves two separate skills: Close Reading – where students read and answer questions on various articles to show understanding and appreciation; and Writing, where students tackle at least two genres of writing.
2. The second involves the study of literature, both writing essays on texts studied and also answering questions on a text previously unread.
3. The third is called the Personal Study and involves students choosing and reading their own text and writing an essay on it in class.

#### **Type of Assessment**

Internally, students have to pass all of Unit 1 and one Textual Analysis Test in Unit 2. The Personal Study of Unit 3 must also be successfully completed.

The examination consists of 1 Close Reading Test and 1 Essay on Literature.

#### **Progression**

If this course is successfully completed to Grade A or B level, students could attempt Intermediate 2 in S6.

## UPPER SCHOOL OPTION CHOICE

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**Subject:**                      **English**                      **Grade: Intermediate 2**

**Entry:**                              **Standard Grade English 3 or 2**

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### **Why English?**

The English courses cover the skills of Reading and Writing, and discussion, which are vital in a wide range of activities after school. They offer studies of language and literature which will be both enjoyable and useful.

### **Description of course**

There are 3 units:

- 1        The first involves two separate skills: Close Reading – where students read and answer questions on various articles to show understanding and appreciation and Writing, where students tackle at least two genres of writing.
- 2        The second involves the study of literature, both writing essays on texts studied and also answering questions on a text previously unread.
- 3        The third is called the Personal Study and involves students choosing and reading their own text and writing an essay on it in class.

### **Type of Assessment**

Internally, students have to pass all of Unit 1 and one Textual Analysis Test in Unit 2. The Personal Study of Unit 3 must also be successfully completed.

The examination consists of 1 Close Reading Test in Paper One, and 2 Essays in Paper Two.

### **Progression**

If this course is successfully completed to Grade A or B level, students could attempt Higher in S6.



## UPPER SCHOOL OPTION CHOICE

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**Subject:**                      **English**                      **Grade: Advanced Higher**

**Entry:**                      **Higher English A or Top B pass**

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### **Description of the course:**

This course allows students with a high order of skills to pursue particular skills and interests in a variety of challenging studies.

There are THREE units:

1.        The Specialist Study is compulsory;  
          Two other choices must be made from  
          Literature
- Or        Scottish Literature
- Or        Creative Writing
- Or        Textual Analysis.

### **Type of Assessment**

Throughout the course there are internal assessments, mainly essays, to test understanding and powers of analysis in the studied texts.

The compulsory **Specialist Study** is a 3000 to 4000 word essay on the student's own particular interest: the work of a poet, or novelist or playwright. This is studied and written throughout the year, and sent to the SQA at the end of March.

If **Creative Writing** is chosen, the four pieces will be written throughout the course, with the best two being submitted to the SQA at the end of March.

If either **Literature** or **Scottish Literature** is chosen, after each area of study, an essay will test the student's knowledge and powers of analysis. In the external examination, 90 minutes are allowed for the completion of one essay.

If **Textual Analysis** is chosen, students will be required to read and study a wide range of texts to make sure these are fully understood and their techniques and style fully analysed and evaluated. Here again, an examination will test the student's skill.

### **Progression**

To FE and HE courses, especially concentrating on Arts or Journalistic areas.

## UPPER SCHOOL OPTION CHOICE

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### GEOGRAPHY

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**Subject:** TRAVEL & TOURISM                      **Grade:** INTERMEDIATE 1

**Entry:** Geography or English Standard Grade 5 or 6

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#### **Description of Course**

The course is made up of three compulsory units.

Although this is an Int. 1 course and should be open to most students it is recommended that students would make the most of the course if they have very good atlas skills and a good general knowledge of tourist destinations in Britain and around the world.

#### **Holiday Planning**

Activities include:

- Identifying types, variety and features of holiday destinations
- Finding and using sources of holiday information
- Planning and booking holidays to meet clients needs
- Budgeting and costing of holidays

#### **Holiday Issues**

This unit introduces you to:

- Requirements for going on holiday e.g. passports, currency etc
- Dealing with problems which may arise
- The impact of tourism on the tourist area and what is “good tourism”

#### **Holiday Destinations**

This unit deals with:

- Classifying and identifying major holiday resorts at home and abroad
- A study of two different destinations within the British Isles
- A study of two different destinations in the rest of the world

#### **Type of Assessment**

The course is assessed by a combination of internal assessment by the teacher and an examination set and marked by the SQA.

## UPPER SCHOOL OPTION CHOICE

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**Subject: GEOGRAPHY**

**Grade: INTERMEDIATE 1 & 2**

**Entry: 1 - 'S' GRADE GEOGRAPHY 5 OR 6  
2 - 'S' GRADE GEOGRAPHY 3 OR 4**

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### **Description of Course**

Geography Intermediate 1 & 2 courses have three mandatory units.

Differentiation between Intermediate 1 & 2 is in terms of the amount of content, the depth of content and the degree of understanding demonstrated.

The course requires students to study:

Unit 1 Physical Environments

Unit 2 Human Environments

Unit 3 Environmental Interactions  
Topic A : Development and Health  
Topic B : Environmental Hazards

Students will also study a range of Geographical Methods & Techniques (GMT's) within the units chosen.

### **Type of Assessment**

Internal Assessment - Each unit will be assessed and students will answer. 25 mark (Int. 2), 20 mark (Int. 1), end of unit test.

External Exam -

#### **Int. 1**

Unit 1 20 mark question  
Unit 2 20 mark question  
Unit 3 2x10 mark questions

60 marks

#### **Int. 2**

Unit 1 25 mark question  
Unit 2 25 mark question  
Unit 3 2x15 mark questions

80 marks

## UPPER SCHOOL OPTION CHOICE

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**Subject: GEOGRAPHY**

**Grade: HIGHER**

**Entry: 'S' GRADE GEOGRAPHY AT 1 OR 2**

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### **Description of Course**

The course comprises 3 mandatory units i.e. Physical Environments, Human Environments, Environmental Interactions.

Students will study 8 core topics under the headings of

#### Physical Environments

- (a) Atmosphere
- (b) Hydrosphere (Rivers)
- (c) Lithosphere (Scenery)
- (d) Biosphere (Soils & Vegetation)

#### Human Environments

- (a) Population Geography
- (b) Rural Geography
- (c) Industrial Geography
- (d) Urban Geography

Students will also study specified geographical methods and techniques (GMT) in relation to the core topics.

Environmental Interactions - two to be studied i.e.

- (a) Rural Land Resources
- (b) Development & Health

### **Type of Assessment**

Internal Assessment - As with all Higher courses students have to pass the required internal assessment as well as the external exam at the end of the course.

The evidence required to show competence in the internal assessment is as follows:

Core Topics - Students will have shown that they have passed a physical environments assessment where two of the physical environments topics and a physical GMT are tested and a human environments assessment where two of the human environments topics and a human GMT are tested.

Environmental Interactions - Students will have to show that they have passed at least one of the Environmental Interactions studied.

External Assessment - This is one exam divided into two parts:

Paper 1 Physical and Human Environments:

- Section A 4 compulsory questions (2 Physical and 2 Human)
- Section B + C. Choice of 1 from 2 Physical and 1 from 2 Human.

Paper 2 Environmental Interactions - Students will answer two questions:

- Q1 – Rural Land Resources
- Q2 – Development and Health

## UPPER SCHOOL OPTION CHOICE

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<b>Subject:</b>	<b>GEOGRAPHY</b>	<b>Grade:</b>	<b>ADVANCED HIGHER</b>
		<b>Entry:</b>	<b>HIGHER GRADE A/B</b>

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### **Description of Course**

Advanced Higher Geography emphasises the development and application to everyday life through geographical analysis.

Students will develop:

- An understanding of the interaction of people and their environments
- An understanding of and concern for the environment
- An awareness of spatial relationships
- An understanding of a changing world

They will further develop skills to gather information from a range of maps, diagrams, statistical sources, and to process and communicate this information by a variety of methods including ICT.

AH Geography leads to an automatic award of core skills at Higher level in

- Critical Thinking
- Planning and Organising
- Reviewing and Evaluating
- Using Graphical Information
- Using Number (Problem Solving and Numeracy).

The course consists of three units

### **Unit 1 : Geography Methods and Techniques**

Candidates have to demonstrate competency

- In the application of at least two advanced *fieldwork methods or techniques*
- In the area of *statistical awareness*
- In *the production and interpretation of maps and diagrams*.

### **Unit 2 : The Geographical Study**

Candidates are required to

- Plan and research a geographical study
- Select and use appropriate techniques to analyse and evaluate the information which they have gathered
- Present the *geographical study*.

### **Unit 3 : Geographical Issues**

Candidates are required to write one critical evaluation essay of 1500-2000 words on a key geographical issue.

## UPPER SCHOOL OPTION CHOICE

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### **Type of Assessment**

To gain an award for the course students must achieve all the component units and the external assessment.

The internal assessment of the units may be through on going course work, end of unit tests, a prelim exam, or a combination of these.

The external assessment comprises

1. An externally set assessed written paper 30% and a folio which consists of
  2. A geographical study 40%
- and
- b. One critical evaluation essay 30%.



## UPPER SCHOOL OPTION CHOICE

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**Subject: HISTORY**

**Grade: INTERMEDIATE 2**

**Entry: If you achieve a GENERAL GRADE HISTORY (Level 3 or 4) you could start your next HISTORY course at INTERMEDIATE 2 of Higher Still. A General Pass in English or another Social Subject will also give entry. If you have achieved a pass at INTERMEDIATE 1 you can move to INTERMEDIATE 2.**

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### **Description of Course**

The Higher Still course offered in Column C is designed to allow you to progress from Intermediate 2 to Higher.

The course consists of 3 units:

1. Social Change in Scotland 1900-1979
2. The Slave Trade
3. The Road to War 1933 - 1939.

Intermediate 2 in this column is a bridge to Higher History in S6, if the student gains an 'A' pass at Intermediate 2.

The Intermediate 2 units link to the content of the Higher units. This means that **some** of the content of the Higher course is covered in Intermediate 2 and provides a bridge to Higher the next year. Similarly the skills which you have acquired at Standard Grade will be developed.

### **Type of Assessment**

Assessment is based on both INTERNAL and EXTERNAL assessment.

To gain the award of the course students must pass ALL unit assessments which are done in school at the end of each unit, as well as the external assessment. The external assessment will provide the basis for grading attainment in the course award.

Internal Assessment – Is made up of 3 Units. Each unit is assessed separately and the unit assessment is based on sources and recalled knowledge. Each assessment lasts for 1 hour.

External Assessment - is one paper based on the 3 units studied. Questions are source based and recalled knowledge. The external examination in May lasts for 1 hour and 45 minutes.

Extended Response is an essay of your choice from one of the 3 units studied. This is done during class time but is monitored externally. Time for this essay is 1 hour.



## UPPER SCHOOL OPTION CHOICE

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**Subject: HISTORY** **Grade : ADVANCED HIGHER**

**Entry: Students should have a pass in Higher History. If you enjoyed Higher History you may wish to study a topic in greater depth. Advanced Higher Provides this opportunity.**

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### **Description of Course**

The course consists of two compulsory units :

Historical Study	2 credits (80 hours)
Historical Research	1 credit (40 hours)

Course Content : A study in depth of:

The House Divided : USA 1850-1865.  
This topic is about the American Civil War.

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

### **Type of Assessment**

**Internal Assessment** : Two units will be assessed  
Unit 1 : Historical Research  
Unit 2 : 1 essay and 3 source questions.

**External Assessment** : ONE PAPER : 2 essay questions  
3 source questions  
Time : 3 hours

DISSERTATION (4000 Words)

## UPPER SCHOOL OPTION CHOICE

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### HOME ECONOMICS

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**Subject:** HOME ECONOMICS (Health & Food Technology) **Grade:** INTERMEDIATE 2 AND HIGHER

**Entry:** SG at General or Credit level in Home Economics  
SG at General or Credit level in English  
SG at General or Credit level in any other related subject after consultation with the Home Economics Department

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#### Description of Course

A **practical approach** will be used throughout this course to enable pupils to work independently whilst developing the knowledge and understanding required to select appropriate resources in order to carry out a **practical activity**, within a design brief, which relates directly or indirectly to food production.

Pupils will be given **practical opportunities** to demonstrate technological capability to solve problems and apply knowledge and understanding of health and food to a range of situations. Pupils will also be given the opportunity to appraise the design of products and consider the consequences that technological developments in the food industry have on others. They will acquire a range of investigative skills enabling them to draw conclusions from information sources and make reasoned choices which are a requirement for the discerning consumer.

#### Type of Assessment

Each student has to complete a Technological Project which overtakes the majority of the unit assessments. This is externally assessed. Formal exam in June.

To gain a course award a student must succeed in the unit assessments and the course assessments.

#### Progression

Students who achieve the Intermediate 2 course or units in Health & Food Technology may progress to:

- units or a course in Health & Food Technology at Higher level in Column C
- employment - Dietetics, home economics, social work, food technologist, food product development, applied consumer studies, environmental health, trading standards, nursing, all aspects of retail marketing, tourism, any form of care in the community, all aspects of the hospitality industry.
- To further education courses in Home Economics, Hotel Management, Catering or Hospitality industries.

Students who achieve the Higher course or units in Health & Food Technology may progress to:

- units or course in Health & Food Technology at Advanced Higher level in Column C
- employment (as above)
- to further or higher education course in Home Economics Dietetics, Food Science, Nutrition, Hotel Management, Catering or Hospitality courses

**Note In most Universities, Health & Food Technology is accepted as a Science subject.**

## UPPER SCHOOL OPTION CHOICE

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**Subject:** HOME ECONOMICS (Health & Food Technology) **Grade:** ADVANCED HIGHER

**Entry:** Higher course award in Home Economics at A or B

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### **Description of Course**

The dynamic nature of Health & Food Technology (Advanced Higher) should foster an interest in current developments in technology and in the influence their application has on individuals, families and society. Advanced Higher Health & Food Technology provides students with a higher level of technological capability and personal effectiveness required in a society, which is becoming increasingly dependent upon technology.

Throughout the course students will be encouraged to apply transferable skills of enquiry, analysis and evaluation whilst developing a positive attitude towards independent learning. As part of the course, students will be required to complete a research project or an industrial placement, appropriate to their own area of interest, thereby allowing the students the opportunity to gain in self-motivation, organisation and confidence.

This course has an increased emphasis on the development of independent study skills and objective thinking. The development of these skills and abilities at Advanced Higher level provide students with a sound base from which to pursue further study and employment opportunities.

### **Type of Assessment**

Each student has to complete a piece of research which overtakes the majority of the unit assessments.

Formal exam in June.

To gain a course award a student must succeed in the unit assessments and the course assessments.

### **Progression**

Students who achieve the Advanced Higher course or units in Health & Food Technology may progress to:

- Employment - Dietetics, home economics, social work, food technologist, food product development, applied consumer studies, environmental health, trading standards, nursing, all aspects of retail marketing, tourism, any form of care in the community, all aspects of the hospitality industry.
- Further education courses, e.g. Home Economics, Nursing, Dietetics, Food Science, Nutrition, Hotel Management etc.
- Higher Education, e.g. Home Economics, Nursing, Dietetics, Food Science, Nutrition, Hotel Management etc.

**Note In most Universities Health & Food Technology is accepted as a Science subject.**

## UPPER SCHOOL OPTION CHOICE

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**Subject:** HOME ECONOMICS                      **Grade:** INTERMEDIATE 2  
(Hospitality - Practical Cookery)

**Entry:** SG at General/Credit level in Home Economics  
SG at General/Credit level in English  
SG at General/Credit level in any other related subject  
after consultation with the Home Economics Department

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### **Description of Course**

This course is **completely practically based**, encouraging the pupils to develop their cooking skills through a variety of units covering varying cookery topics, e.g. healthy eating, foods from around the world and modern cooking mediums.

Throughout the **practical activities** pupils will investigate the traditional food and dishes from a country of their choice, selecting and preparing a range of traditional dishes, whilst investigating the factors which influence food choices.

Pupils will carry out **practical activities** which demonstrate how, by applying basic principles of commodity selection and methods of cookery, traditional foods can be produced in a healthier way.

Pupils will be given an opportunity to develop **practical skills** associated in the preparation of foods. Students should be encouraged to look at ways of enhancing convenience foods with fresh foods to develop a wider range of palatable end products, using varying cookery methods.

### **Type of Assessment**

Unit assessments are conducted throughout practical classes. The external assessment of the course will take the form of a Practical Exam. This will be devised and issued by SQA.

### **Progression**

Students who achieve the Intermediate 2 course or units in Practical Cookery may progress to:

- Units or a course in Health & Food Technology at Intermediate 2 or Higher in Column C.
- Further/Higher Education e.g. Home Economics, Nursing, Food Science, Hospitality, Hotel Management etc.
- Employment e.g. Food Technologist, Chef, Food Product Development, Environmental Health, Nursing, Tourism, Care in the Community and all aspects of the Hospitality Industry.

## UPPER SCHOOL OPTION CHOICE

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**Subject: PERSONAL & SOCIAL EDUCATION (PSE)**      **Grade: INTERMEDIATE 2 AND HIGHER**

**Entry: SG at General or Credit level in Social and Vocational Skills  
SG at General or Credit level Home Economics  
SQA module/s in PSE  
after consultation with Home Economics Department**

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### **Description of Course**

A **practical** approach will be used throughout the course to enable pupils to work independently whilst developing interpersonal skills, practical skills, knowledge and understanding in handling and processing information and communicating information to others.

Pupils will be given **practical** opportunities to investigate:

- Personal awareness and development - independent living
- Social awareness and development - residential experience in France, links with Senior pupils in Victoria Park Special School /Craighead Special Needs School
- Vocational awareness - enterprise - mini company

### **Type of Assessment**

In undertaking each unit, the students are required to demonstrate skills in planning, organising, carrying out and evaluating activities related to two self development targets. In the Social Awareness and Development unit, students will also have to demonstrate skills in working appropriately and effectively with others. To gain the course award, a student must succeed in all three unit assessments and the course assessment.

Formal examination in June

### **Progression**

Students who achieve Intermediate 2 PSE may progress to :

- Units or a course in Health & Food Technology at Intermediate 2 or Higher in Column C.
- Further/Higher Education e.g. Home Economics, Nursing, Food Science, Hospitality, Hotel Management etc.
- Employment e.g. Food Technologist, Chef, Food Product Development, Environmental Health, Nursing, Tourism, Care in the Community and all aspects of the Hospitality Industry.

Students who achieve Higher PSE may progress to :

- to further education courses where the emphasis is on the use of interpersonal skills - in areas such as man management, social work, care and teaching.
- employment – teaching, social work, nursing, management of resources and people, any form of care in the community.

## UPPER SCHOOL OPTION CHOICE

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**Subject: HOME ECONOMICS  
(Hospitality – Creative Cake Production)**

**Grade: INTERMEDIATE 2**

**Entry:**

**Whilst entry is at the discretion of the Home Economics Department, pupils would find it advantageous to have attained one of the following :-  
SG at General / Credit Level in Home Economics.  
A course or units in Hospitality Practical Hospitality Int 2.**

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### **Description of Course**

3 Mandatory Units:

- Cake Production
- Cake Decorating
- Creative cake production organisation of Practical Skills

This course offers pupils the opportunity to broaden their knowledge and Practical Skills within a Hospitality and Home Economics context.

The course focuses mainly on practical work and at all times pupils should aim to produce good quality professional end products.

Pupils will produce a specified range of cakes and gain knowledge and skills in the selection, design and application of a variety of decorating techniques. At all times safe and hygienic practices will be emphasised.

### **Types of Assessments**

Unit assessments are conducted through both practical and written activities.  
The external assessment is a project based practical assignment issued by SQA.

### **Progression:**

Careers in the Catering/Hospitality Industry.

- a) Int 2 Hospitality Practical Cookery
- b) Further/Higher Education in Hospitality, Food Technology, Food Product Development.

## UPPER SCHOOL OPTION CHOICE

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### LATIN

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**Subject: LATIN** **Grade: HIGHER**

**Entry: 1, 2 or 3 PASS AT STANDARD GRADE**

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#### **Description of Course**

The course comprises three units :

1. Translation
2. Interpretation (Verse - Virgil, Aeneid VI)
3. Interpretation (Prose - Cicero, In Verrem V)

The Higher Latin course is an integrated study of language, literature and culture. The course aims, through the teaching of translation and interpretation skills,

- to develop competence in language
- to increase understanding and appreciation of literature
- to help students gain an insight into not only the Roman World but also, by comparison and contrast, their own.

#### **Type of Assessment**

To gain the award of the course students must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

External Assessment - This will take the form of examination question papers. It will consist of two papers, both of which must be attempted.

Paper I

- Interpretation (Verse)
- Interpretation (Prose)

The skills of Interpretation will be assessed by questions on prescribed literature. The paper will last 2 hours and will be worth 100 marks.

Paper II

- Translation

This paper will consist of a passage of unseen prose of 150 words (approx.) It will be subdivided with introduction and linking material in English. A specific word list will be provided. The paper will last 1 hour and will be worth 50 marks.

## UPPER SCHOOL OPTION CHOICE

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**Subject:** CLASSICAL STUDIES                      **Grade:** HIGHER

**Entry:** A PASS IN STANDARD GRADE ENGLISH OR A SOCIAL SUBJECT  
AT GRADE 1, 2 OR 3

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### **Description of Course**

The course comprises two units :

Social Aspects of the Classical World (Evidence - Based)  
Social Aspects of the Classical World (Text - Based) : Classical Drama.

Higher Classical Studies is a study of the ancient civilisations of Greece and Rome. The overall aim of the course is to enhance awareness of the classical world together with an understanding of modern society . This will be achieved by a study of the following:

***Social Aspects (Evidence - Based)*** - Students will study either Power and Freedom or Religion and Belief.

*Power and Freedom* - An evidence based study of the concepts of Power and Freedom in Athens and Rome.

*Religion and Belief* - An evidence-based study of religions, beliefs and practices in Athens and Rome.

### ***Social Aspects of the Classical World (Text-Based)***

*Greek and Roman Drama* - This unit is a text-based study consisting of three plays:

1. Euripides : Medea
2. Aristophanes : Lysistrata
3. Sophocles : Antigone

### **Type of Assessment**

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

External Assessment – 1 paper lasting 3 hours:

SECTION A - Will be worth 60 marks. Students will require to answer three essay questions, one of which must be from the text-based study and two of which must be from the evidence-based study.

SECTION B - Will be worth 40 marks. Students will be required to comment with knowledge and insight on a selection of passages related to either Power and Freedom or Religion and Belief.

## UPPER SCHOOL OPTION CHOICE

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### MATHS

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**Subject:** MATHEMATICS **Grade:** INTERMEDIATE 1

**Entry:** At the discretion of the school but you would normally be expected to have attained a pass in National Qualification Access 3.

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#### **Why Mathematics?**

The aim of this course is to enable you to build on your previous mathematical experience. The course contains many mathematical techniques which you will find useful in everyday life. In addition, simple abstract mathematical concepts are introduced at this stage. The study of Mathematics provides you with many valuable skills and is often very helpful when you are seeking employment.

#### **Description of Course**

The course is made up of three units, *two* compulsory and *one* optional.

##### *Compulsory Units*

##### **Mathematics 1**

This unit includes

- calculations in everyday contexts
- basic geometric properties
- evaluation of expressions and formulae

##### **Mathematics 2**

This unit contains both mathematical and statistical topics.

Mathematical content includes

- integers
- speed, distance and time
- the Theorem of Pythagoras

Statistical content includes

- the interpretation and construction of graphs, charts and tables
- the calculation and use of the statistical measures mean, median and mode
- the probability of a simple outcome

##### *Optional Units*

One unit to be selected

##### **Mathematics 3**

This unit includes

- algebraic operations of -
  - evaluation of formulae
  - manipulation and factorisation of expressions
  - solution of equations and inequalities
- drawing straight lines with equations of the form  $y = ax + b$
- solving right angled triangles by trigonometry
- using standard forms.

### *Applications of Mathematics*

This unit includes

- social arithmetic
- the application of mathematics to - **logic diagram, scale drawings and nets of solids**
- a statistical assignment requiring the collection and analysis of data and the communication of conclusions.

### **Core Skills**

- **Int 1 Problem Solving** (Critical Thinking)
- **Int 1 Numeracy** (Using Graphical Information, Using Number)

### **Type of Assessment**

There will be a unit assessment at the end of each unit. Each assessment is approximately 45 minutes long and covers minimum competence levels for the unit. Students have to pass these unit assessments and the external exam in order to receive a course award. In addition, an assessment at levels A/B/C will be given at the end of each unit to provide evidence for appeals.

### **Progression**

Successful completion of Units 1,2 and 3 may lead to:

Intermediate 2 in

- Mathematics  
(Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following career areas).

Training (VQ); Employment in

- Science & Mathematics
- Computing & ICT
- Construction
- Engineering
- Garage Services
- Hairdressing & Beauty
- Manufacturing Industries

Further advice and information on these options is available from your subject teacher, guidance teacher and careers adviser.

## UPPER SCHOOL OPTION CHOICE

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**Subject:** MATHEMATICS **Grade:** INTERMEDIATE 2

**Entry:** While entry is at the discretion of the centre, students would normally be expected to have attained an A/B pass at Intermediate 1.

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### **Purpose**

The course will provide an experience broadly equivalent in difficulty to Standard Grade Credit level in terms of algebra, trigonometry and geometry for those students for whom progression to Higher level is not appropriate.

### **Description of Course**

Two mandatory 40 hour units and one optional 40 hour unit plus 40 hours flexible time.

Students progressing to Higher in S6 must complete Mathematics 3. Students who have found mathematics 1 and 2 challenging are encouraged to complete Applications of Mathematics.

Mandatory:

#### *Mathematics 1 (Int 2) 40 hours*

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 (Int 2) 40 hours*

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.

One option selected from:

#### *Mathematics 3 (Int 2) 40 hours (Mandatory for progressing to higher)*

This unit contains operations on algebraic fractions, surds, indices and change of subject formulae, graphs of quadratic functions and solutions of quadratic equations, and the graphs of trigonometric functions and solutions of trigonometric equations.

#### *Applications of Mathematics (Int 2) 40 hours (For students not progressing with Maths beyond Int. 2)*

This unit concentrates on social arithmetic, the application of mathematics to logic diagrams and spreadsheets, and the use of formulae in application. The final outcome is a statistical assignment requiring the collection and analysis of data and the communication of conclusions.

### **Type of Assessment**

There will be a unit assessment at the end of each unit. Each assessment is approximately 45 minutes long and covers minimum competence levels for the unit. Students have to pass these unit assessments and the external exam in order to receive a course award. In addition, an assessment at levels A/B/C will be given at the end of each unit to provide evidence for appeals.

### **Progression**

Successful completion of Units 1,2 and 3 may lead to:

Higher in

- Mathematics

SGA at Intermediate 2 in

- Science
- Technology

(Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following career areas).

Education (NC/VQ); Training (VQ); Employment in

- Science & Mathematics
- Computing & ICT
- Construction
- Engineering
- Garage Services
- Hairdressing & Beauty
- Manufacturing Industries

## UPPER SCHOOL OPTION CHOICE

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**Subject: MATHEMATICS**

**Grade 1 Year: HIGHER**

**Entry: While entry is at the discretion of the centre, students would normally be expected to have attained a an A/B pass at Intermediate 2 Maths.**

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### **Description of Course**

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

Three 40 hour units plus 40 hours flexible time.

#### *Mathematics 1(H) 40 hours*

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

#### *Mathematics 2 (H) 40 hours*

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

#### *Mathematics 3(H) 40 hours*

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

### **Type of Assessment**

There will be a unit assessment at the end of each unit. Each assessment is approximately 45 minutes long and covers minimum competence levels for the unit. Students have to pass these unit assessments and the external exam in order to receive a course award. In addition, an assessment at levels A/B/C will be given at the end of each unit to provide evidence for appeals.

### **Progression**

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

## UPPER SCHOOL OPTION CHOICE

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**Subject: MATHEMATICS**

**Grade: 2 Year HIGHER**

**Entry: While entry is at the discretion of the centre, students would normally be expected to have attained an A/B/C pass at Intermediate 2 Maths.**

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### **Description of Course**

This new course is designed for students who are either not confident with the Intermediate 2 work or feel that the work load of studying and sitting five highers is too much. Students will cover the minimum competence level for Higher Maths and complete all the Unit assessments but will not be presented for the final exam. If they are successful they will be awarded with the passed Units from the SQA in S5. Pupils who have achieved a grade C or B pass from Intermediate 2 in S4 will be presented for the Intermediate 2 exam again in S5 with a view to upgrading. During S6, students will repeat the Higher course concentrating on the challenging in preparation for the external Higher exam.

Three 40 hour units plus 40 hours flexible time.

#### *Mathematics 1(H) 40 hours*

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

#### *Mathematics 2 (H) 40 hours*

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

#### *Mathematics 3(H) 40 hours*

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

### **Type of Assessment**

There will be a unit assessment at the end of each unit. Each assessment is approximately 45 minutes long and covers minimum competence levels for the unit.

## UPPER SCHOOL OPTION CHOICE

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**Subject: MATHEMATICS**

**Grade: ADVANCED HIGHER**

**Entry: While entry is at the discretion of the centre, students would normally be expected to have attained an A/B pass at Higher Mathematics.**

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### **Purpose**

The aim of this course is to extend further students' mathematical experience in pure mathematics

### **Description of Course**

Three 40 hour units plus 40 hours flexible time.

#### *Mathematics 1 (AH) 40 hours*

This unit includes the binomial expansion, further differentiation and integration, curve sketching and matrix techniques to solve systems of equations.

#### *Mathematics 2 (AH) 40 hours*

This unit covers more differentiation and integration, complex numbers, sequences and series and elementary number theory.

#### *Mathematics 3 (AH) 40 hours*

The contents of this unit will be a progression from Mathematics 1 (AH) and 2(AH) and covers vectors in three dimension, matrix algebra, ordinary differential equations, further number theory and methods of proof.

### **Type of Assessment**

There will be a unit assessment at the end of each unit. Each assessment is approximately 45 minutes long and covers minimum competence levels for the unit. Students have to pass these unit assessments and the external exam in order to receive a course award. In addition, an assessment at levels A/B/C will be given at the end of each unit to provide evidence for appeals.

### **Progression**

Successful completion of this course may lead to:

Education (HNC/HND/Degree); Employment in

- Science & Mathematics
- Computing & ICT
- Construction
- Engineering
- Finance
- Health & Medicine
- Manufacturing Industries
- Transport & Distribution

**Further advice and information on these options is available from your subject teacher, guidance teacher and careers adviser.**

## UPPER SCHOOL OPTION CHOICE

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### MODERN LANGUAGES

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**Subject:** MODERN LANGUAGES                      **Grade:** INTERMEDIATE 2

**French, German & Spanish**

**Entry:** While entry to the course or units is at the discretion of the centre, students will normally be expected to have attained:  
**STANDARD GRADE 3 OR 4 OR EQUIVALENT QUALIFICATION**  
**INT 1 A/B**

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#### **Description of Course**

The aim of this course is to offer progressive development of competence in the four skill areas of Speaking, Listening, Reading and Writing. It will build on students' prior learning. Topics covered reflect the age and interests of the students and at this level the skills of Speaking and Writing will begin to place emphasis on expressing points of view and exchanging ideas.

As well as learning about the background and culture of France and Germany, students are given the opportunity to communicate by email and use the Internet as a classroom resource. We recommend students have a good quality dictionary at home.

The course consists of two mandatory units (one of 80 hours and one of 40 hours) plus 40 hours flexible time.

**Language (80 hours)**                      and                      **Language in Work (40 hours)**

Of the two options above, students will study one. This will depend on prior performance and the vocational needs of the student. All four skills are developed in each option.

#### **Type of Assessment**

The four skills are assessed both internally and in a final exam

<b>SPEAKING</b>	<b>30%</b>
<b>READING</b>	<b>30%</b>
<b>LISTENING</b>	<b>20%</b>
<b>WRITING</b>	<b>20%</b>

- Students must pass an assessment in each skill to be able to sit the final exam
- Reassessment is possible in all four skills
- Detailed information on preparing for assessment is issued to students and parents

#### **Progression**

On successful completion of the course, the following pathways will be open:

- Higher in the same language
- NC courses including a foreign language (e.g. Travel and Tourism)
- Courses offered by foreign language agencies (in the UK or abroad)
- Employment using a foreign language

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

## UPPER SCHOOL OPTION CHOICE

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**Subject:** MODERN LANGUAGES                      **Grade:** HIGHER

**French, German & Spanish**

**Entry:** While entry to the course or units is at the discretion of the centre, students will normally be expected to have attained:  
*STANDARD GRADE 1 OR 2, including Writing or equivalent qualification  
INT 2 A/B*

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### **Description of Course**

The aim of this course is to offer progressive development of competence in the four skill areas of Speaking, Listening, Reading and Writing, within a widening range of contexts and language purposes. It will build on students' prior learning. Topics covered reflect the age and interests of the students and they are given the opportunity to communicate by email and use the Internet as a classroom resource.

At Higher level emphasis is placed on the student's ability to express points of view in some detail and to exchange ideas with evidence of increasing confidence and accuracy. Students are also introduced to business French and German and learn how to apply for a job in the foreign language. We recommend students have a good quality dictionary at home.

The course consists of two mandatory units (one of 80 hours and one of 40 hours) plus 40 hours flexible time.

**Language** (80 hours)                      and                      **Extended Reading/Viewing** (40 hours)

Of the two options above, students will study one. This will depend on prior performance, staff expertise and the vocational needs of the student. All four skills are developed in each option.

### **Type of Assessment**

The four skills are assessed both internally and in a final exam:

<b>SPEAKING</b>	<b>25%</b>
<b>READING</b>	<b>30%</b>
<b>LISTENING</b>	<b>20%</b>
<b>WRITING</b>	<b>25%</b>

- Students must pass an assessment in each skill to be able to sit the final exam
- Reassessment is possible in all four skills
- Detailed information on preparing for assessment is issued to students and parents

### **Progression**

On successful completion of the course, the following pathways are open:

- Advanced Higher in the same language
- HNC, HND or degree courses including a foreign language (e.g. European Law)
- Courses offered by foreign language agencies (in the UK or abroad)
- Employment using a foreign language

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

## UPPER SCHOOL OPTION CHOICE

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**Subject: MODERN LANGUAGES                      Grade: ADVANCED HIGHER**

**French, German**

**Entry: While entry to the course or units is at the discretion of the centre, students will normally be expected to have attained:  
*Higher A or B or equivalent qualification***

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### **Description of Course**

The aim of this course is to offer progressive development of competence in the four skills of Speaking, Listening, Reading and Writing within a widening range of contexts and language purpose. It will build on students' prior learning. Topics covered reflect the increasing maturity of the students and will develop issues reflecting current affairs.

At Advanced Higher level emphasis is placed on discussion and the presentation of argument. Increased fluency and accuracy will be expected, as well as the ability to study independently. We recommend students have a good quality dictionary at home.

The course consists of 2 mandatory units (one of 80 hours and one of 40 hours) plus 40 hours flexible time:

**Language (80 hours)                      and                      Extended Reading/Viewing (40 hours)**

Of the two options above, students will study one. This will depend on prior performance, staff expertise and the vocational needs of the student. All four skills are developed in each option.

### **Type of Assessment**

The four skills are assessed both internally and in a final exam. An examiner from the SQA assesses speaking. The Folio (written in English) also forms part of the overall award:

<b>SPEAKING</b>	<b>25%</b>
<b>READING</b>	<b>25%</b>
<b>LISTENING</b>	<b>20%</b>
<b>WRITING</b>	<b>15%</b>
<b>FOLIO</b>	<b>15%</b>

- Students must pass an assessment in each skill to be able to sit the final exam
- Reassessment is possible in all four skills
- Detailed information on preparing for assessment is issued to students and parents

## UPPER SCHOOL OPTION CHOICE

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### **Progression**

On successful completion of this course, the following pathways are open:

- HNC, HND or degree courses including a foreign language (e.g. European Law)
- Courses offered by foreign language agencies (in the UK or abroad)
- Employment using a foreign language

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

## UPPER SCHOOL OPTION CHOICE

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**Subject:** MODERN LANGUAGES  
SPANISH

**Grade:** INTERMEDIATE 1

**Entry:** No previous knowledge is required however, a good knowledge of French or German is advisable.

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### Description of Course

The aim of this beginners' course is to develop competence in the 4 skill areas of Speaking, Listening, Reading and Writing, with particular emphasis on Speaking.

As well as learning the background and culture of Spain and Spanish speaking countries, students are given the opportunity to use the Internet as a classroom resource. Pupils will also gain confidence in their Spanish by using Power Point for presentation.

Topics covered include Self, Freetime, Food and Drink and Holiday Accommodation.

The course consists of three mandatory units:

- **Personal Language**
- **Transactional Language**
- **Language in Work**

All four skills are developed in each unit. A Spanish dictionary is recommended for home study.

### Type of Assessment

The four skills are assessed both internally and in a final exam:

<b>SPEAKING</b>	<b>30%</b>
<b>READING</b>	<b>35%</b>
<b>LISTENING</b>	<b>20%</b>
<b>WRITING</b>	<b>15%</b>

- Students must pass an assessment in each skill to be able to sit the final exam
- Reassessment is possible in all four skills
- Detailed information on preparing for assessment is issued to students and parents

### Progression

On successful completion of the course, the following pathways are open:

- Intermediate 2 / Higher in the same language
- NC, HND or degree courses including a foreign language (e.g. Marketing)
- Courses offered by foreign language agencies (in the UK or abroad)
- Employment using a foreign language

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





### **Progression**

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

## UPPER SCHOOL OPTION CHOICE

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**Subject: MODERN STUDIES**

**Grade: ADVANCED HIGHER**

Entry: While entry to the course is at the discretion of the department, candidates would normally be expected to have attained a course or component unit(s) at Higher in Modern Studies, or a course or component unit(s) at Higher or Advanced Higher in another social subject.

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### **Description of the Course**

The course comprises two mandatory units, one of 80 hours and one of 40 hours.

*D347 13 Political and Social Issues (AH) 2 credits (80 hours)*

*D348 13 Modern Studies: Practical Research (AH) 1 credit (40 hours)*

Within the Political and Social Issues unit candidates must choose one of three study themes. The study themes available are:

*Study theme 1 Comparative Politics and Research Methods 2 credits (80 hours)*

*Study theme 2 Law and Order and Research Methods 2 credits (80 hours)*

*Study theme 3 The European Union and Research Methods 2 credits (80 hours)*

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. In particular, some of this 40 hours' flexible time should be used by the candidate to present their research findings as a dissertation for the Modern Studies.

### **ADVANCED HIGHER**

Advanced Higher Modern Studies is concerned with developing the candidate's knowledge and understanding, evaluative and investigative skills in relation to Modern Studies topics. Candidates will have the opportunity to study further the political system in the United Kingdom and that of another democratic country (USA or Germany) or to undertake a study of issues concerning Law and Order, or to study the issue of power and representation in the European Union. Candidates undertaking Advanced Higher Modern Studies should develop an understanding of the importance of sound evidence, both qualitative and quantitative, gathered in a disciplined and ordered way, as the basis of their work. Whichever study theme they choose, they will also assess critically a variety of political and social science research methods, and they will carry out independent research to develop their investigative skills (planning, researching, analysing and presenting) with reference to one of the study themes in the Higher or Advanced Higher syllabus. Opportunities exist within Advanced Higher to use IT.

Important skills are developed and enhanced through the study of Advanced Higher Modern Studies.

These skills include:

- organising and analysing complex data
- adopting a structured approach to research of a contemporary topic
- constructing and sustaining lines of argument which reflect the complexity of the issues they address

## UPPER SCHOOL OPTION CHOICE

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- presenting conclusions in a clear way, while reflecting the complexity of the topic under consideration
- critical analysis of political and social science research, including evaluating evidence and detecting and explaining a lack of objectivity
- participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered

Modern Studies also contributes to personal and social development. In particular, the course addresses the area of rights and responsibilities. This includes the rights and responsibilities of citizens in a democratic society and the moral and ethical responsibilities of individuals. Candidates should be encouraged to take responsibility for their own learning. They should make use of generic learning skills appropriate to other courses and the skills developed in Advanced Higher Modern Studies will make a contribution to learning in many other subject areas. Advanced Higher Modern Studies makes a contribution to a well-balanced individual curriculum with appropriate emphasis given to the skills of communicating, independent learning, creative thinking and critical appreciation of the media.

### **COURSE CONTENT**

The course is divided into two units: Political and Social Issues, and Modern Studies: Practical Research. All of the course content will be subject to sampling in the external assessment.

#### **Unit 1: Political and Social Issues**

Candidates study one of three study themes: **either** Comparative Politics and Research Methods, **or** Law and Order and Research Methods **or** The European Union and Research Methods.

#### **Unit 2: Modern Studies: Practical Research**

This unit will allow the candidate to carry out independent research on the content of a unit studied at either Higher or Advanced Higher Modern Studies. The candidate will develop the investigative skills of planning, researching, analysing and presenting. This part of the course will be assessed through the production of a dissertation.

#### **Type of Assessment**

To gain the course award, the candidate must achieve all the component units and pass the examination. The final grades are decided by the external examination.

The course assessment will require candidates to:

- demonstrate the ability to retain and integrate knowledge, understanding and skills acquired in the units
- apply critically the knowledge, understanding and skills acquired in the units to less familiar and more complex contexts
- synthesise a large volume of complex information to produce a detailed and reasoned report on the conclusions of research findings

Assessment of the course will comprise the following:

- an externally set and assessed question paper
- a dissertation

## UPPER SCHOOL OPTION CHOICE

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These two components will be weighted two-thirds: one-third, respectively.

The externally set question paper will be a single three-hour paper, assessing contexts included in the unit Political and Social Issues.

Candidates will answer **either**:

Section A - Comparative Politics and Research Methods **or**

Section B - Law and Order and Research Methods **or**

Section C - The European Union and Research Methods

There will be a total of 90 marks available for the whole question paper.

The dissertation will be assessed in terms of the validity and critical appraisal of its aims, methodology, evidence and conclusions. The dissertation should be between 4,000 and 5,000 words in length, excluding footnotes and bibliography.

## UPPER SCHOOL OPTION CHOICE

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### MUSIC

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**Subject:** MUSIC **Grade:** INTERMEDIATE 1 & 2

**Entry:** While entry is at the discretion of the centre, students would normally be expected to have attained:

- Standard Grade music at Foundation Level
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#### **Description of Course**

To provide experience in: Solo Performing, Composing and Listening  
an option of the student's choice

Three 40 hour units and 40 hours of flexible time.

Mandatory:

*Performing, Composing and Listening (Int 1 & 2) 120 hours*

The unit will offer opportunities to:

- a) perform music from a wide range of styles in a solo and/or group situation on one instrument. Performing on a second contrasting instrument [or voice] in a solo and/or group situation will allow for a broadening of musical experience through the development of technical ability and associated musical skills on a different instrument but with attainment at the same level
- b) compose one or two pieces of original music with evidence of originality, creativity, planning and good use of compositional techniques lasting 1min 30 secs.
- c) listen to music which is relevant, related to practical experiences and based on a conceptual & set works approach.

The emphasis on practical musical activity across the three elements will allow for development of aural perception, musical imagination, sensitivity and discrimination.

#### **Type of Assessment**

*Performing, Composing and Listening (Int 1 & 2) 120 hours*

- (a) Performance is internally assessed and externally examined.
- (b) Composing is internally assessed and externally moderated.
- (c) Listening is externally moderated.

*Performing: (Int 1)*

Grade 2 - Associated Board. Performance is internally assessed and externally examined.

*Performing (Int 2)*

Grade 3 - Associated Board. Performance is internally assessed and externally examined.

### **Progression**

Students who achieve Intermediate 1 Music might progress to:

- further additional units at the same level or the level above
- a course or units in music at Intermediate 2
- after further study to HNC or HND or to degree and higher education courses which use Intermediate 1 Music as a general entry qualification.

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

Students who achieve Intermediate 2 Music might progress to:

- further additional units at the same level or the level above
- a course or units in music at Higher
- after further study to HNC or HND or to degree and higher education courses which use Intermediate 2 Music as a general entry qualification.

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

## UPPER SCHOOL OPTION CHOICE

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**Subject: MUSIC**

**Grade: HIGHER**

**Entry: While entry is at the discretion of the centre, students would normally be expected to have attained:**

- **Standard Grade at Credit Level**
  - **units or a course in music at Intermediate 2; or**
  - **equivalent**
- 

### **Description of Course**

To provide experience in:

- Solo Performing, Composing or Listening
- an option of the student's choice

Three 40 hour units and 40 hours of flexible time

Mandatory:

*Performing, Composing and Listening (H) 120 hours*

The unit will offer opportunities to:

- perform music from a wide range of styles in a solo and/or group situation on one instrument
- This unit will be taken on an instrument (or voice) from a different category to that professed in the mandatory unit. Performing at this level will allow for a more in-depth musical experience through the extension of technical ability and associated musical skills with attainment at a higher level.
- Compose two pieces of original music with evidence of originality, creativity, planning and good use of compositional techniques such as the deployment of selected concepts; arranging and improvising may be included where appropriate lasting 2 minutes
- listen to music which is relevant, related to practical experiences and based on a conceptual approach.

The emphasis on practical musical activity across the three elements will allow for the development of aural perception, musical imagination, sensitivity and discrimination.

### **Type of Assessment**

*Performing, Composing and Listening (H) 120 hours*

- (a) Grade 4 - Associated Board. Performance is internally assessed and externally examined.
- (b) Composing is internally assessed and externally moderated.
- (c) Listening is externally moderated.

### **Progression**

Students who achieve Higher Music might progress to:

- further additional units at the same level or at the level above
- Advanced Higher
- to degree courses in music
- HNC or HND courses in Music
- other degree and higher education courses which use Higher Music as a general entry qualification
- to employment

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

## UPPER SCHOOL OPTION CHOICE

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**Subject: MUSIC** **Grade: ADVANCED HIGHER**

**Entry: While entry is at the discretion of the centre, students would normally be expected to have attained Higher at A or B pass.**

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### **Description of Course**

To provide experience in:

- Solo Performing, Composing or Listening
- an option of the student's choice

Three 40 hour units and 40 hours of flexible time.

Mandatory:

*Performing, Composing and Listening (AH) 120 hours*

This unit will offer opportunities to:

- perform music from a wide range of styles in a solo and/or group situation on one instrument
- compose two pieces of original music with evidence of originality, creativity, planning and good use of compositional techniques such as the deployment of selected concepts: arranging and improvising may be included where appropriate lasting 3 minutes
- listening to music which is relevant, related to practical experiences and based on a conceptual approach; to demonstrate enhanced ability to relate sound to printed music and to select two or more works for study in greater depth; To write an analytical commentary of 1500 words comparing two or more pieces/works studied by the student.

Emphasis on practical musical activity across the three elements will allow for the development or aural perception, musical imagination, sensitivity and discrimination.

As part of the course award students will take this unit on an instrument or voice from a different category from that professed in the mandatory unit.

### **Type of Assessment:**

*Performing, Composing & Listening (AH) 80 hours*

- a) Higher grade 5 – Associated Board. Performance is internally and externally examined.
- b) Composing is internally and externally moderated
- c) Listening is externally moderated.

**Progression**

Successful completion of this course may lead to:

SGA at Higher in

- Performing Arts
- Performing Arts: Music

Education (e.g. HNC/HND/Degree); Employment in Performing Arts.

## UPPER SCHOOL OPTION CHOICE

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### PHYSICAL EDUCATION

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**Subject:** Community Sports Leaders Award

**Entry:** These are no formal qualifications for this course. Students need to have the necessary personal qualities to be a responsible leader. Enthusiasm, reliability and the ability to lead by example are essential.

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#### **Description of the Course**

The course is split into 8 units.

The course gives students the skills needed to lead groups in safe sporting and recreational activity. It encourages participants to take responsibility for others, develop organisational and communication skills and instils confidence in people for whom leading groups in sporting activities is a new experience.

#### **Assessment**

The course is practical in nature with an emphasis on learning through doing, rather than through written work.

CSLA is a nationally recognized Qualification and worthwhile addition to anyone's CV.

#### **Additional**

Students will be given the opportunity to gain a number of coaching awards, to organise a series of events involving primary school pupils and to follow a programme of in class support in PE lessons.

## UPPER SCHOOL OPTION CHOICE

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**Subject:**        **PHYSICAL EDUCATION**                      **Grade:**        **HIGHER/INT 2**

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### **Higher**

**Entry:** Students will be expected to have attained Credit level Pass in Standard Grade Physical Education, with a credit pass in performance. They should also have “a Standard Grade average of 3”.

### ***NOTE***

S5 students without the above must have a Standard Grade average of above 3.

S6 students should have a Standard Grade average of at least 3, or attained one or more Highers in S5.

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### **Intermediate 2**

Students will be expected to have attained a General Level Award in Standard Grade Physical Education, with a General Level Pass in Knowledge and Understanding. They should also have a General Pass in English.

### ***NOTE***

S5 students without the above must have a Standard Grade average of above 3.

S6 students should have a Standard Grade average of at least 3, or attained one or more Highers in S5.

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### **Description of Course**

The course has two mandatory units

#### **Unit 1 – Performance Higher 40% - Int. 2 50%**

This unit concentrates:

On your practical ability in complex and demanding situations.

Assessment is through your performance in your TWO best activities.

#### **Unit 2 – Analysis and Development of Performance Higher 60% - Int. 2 50%**

This unit concentrates on your ability to apply detailed knowledge and understanding to the analysis of performance. This is focused on the areas of ‘Preparation of the Body’, ‘Skills and Techniques’, and structures and strategies.

Assessment is through a written exam.

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## UPPER SCHOOL OPTION CHOICE

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**Subject:**      **PHYSICAL EDUCATION**                      **Grade:**      **ADVANCED HIGHER**

**Entry:**                      **Students should have attained an A or B pass in Higher Physical Education and at least a C pass in English. Students must have attained or indicated the ability to achieve an Advanced performance unit.**

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### **Description of Course**

Advanced PE gives students the opportunity to explore, in an extended way, key aspect of performance.

Students will aim to develop advanced techniques necessary for performing at a higher level. A great deal of the necessary training and associated study requires to be completed independently.

The course has 3 mandatory components.

### **Perspectives of Performance**

Aims to extend candidates knowledge and understanding of the nature of quality performance.

This unit provides a platform from which an in-depth study of personal performance can be developed.

It is internally assessed by means of two extended essays.

### **Dissertation**

This is an in-depth study of an aspect of performance covered in ‘perspectives of performance’. It should relate to improving your performance in your chosen sport and should be 2,500-3,500 words long.

### **Performance**

You will be assessed in one sport and will be expected to demonstrate a high level of skill and ability in difficult and challenging contexts.

## UPPER SCHOOL OPTION CHOICE

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**Subject:**        **Advanced Sports Leaders Award**

**Entry:**        **Sports Leaders must be 18 years or older on completion of the award and it is a requirement to have obtained the Sports Leaders UK Level 2 Award in Community Sports Leadership prior to starting this award.**

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The Sports Leaders UK Level 3 award in Higher Sports build upon the leadership skills and experience gained through the Level 2 Award in Community Sports Leadership. This course gives students the opportunity to learn new skills, to work with specialist community groups, and is of value to all those who wish to further develop their coaching skills. As a nationally recognized qualification it is an excellent stepping stone to Higher/Further education or voluntary or paid work in the sports development, leisure management, teaching and sports coaching sectors.

Throughout the course, learning takes place through practical experience as well as some written work, although the emphasis is on practical application.

### **Course Content**

- Unit 1 Introduction to Higher Sports Leadership
- Unit 2 Sports leadership in the community
- Unit 3 Principles and practice for children in sport\*
- Unit 4 Principles and practice for older people in sport\*
- Unit 5 Principles and practice for disabled people in sport\*
- Unit 6 Understanding fitness and health in sport
- Unit 7 Dealing with first aid and emergency situations in sport
- Unit 8 Demonstration of higher sports leadership skills
- Unit 9 Organising and running a sports event

\* optional – 2 out of the 3 must be chosen.







### **Progression**

Students completing this course may find it a useful foundation for various further/higher education courses and employment in many areas. For example see those listed in the previous Higher Physics section.

## UPPER SCHOOL OPTION CHOICE

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### PSYCHOLOGY

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**Subject: PSYCHOLOGY**

**Grade: HIGHER**

**Entry: Open to 6<sup>th</sup> year students who have gained Higher English**

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#### **Description of Course**

The aim of Higher Psychology is to develop an understanding of the concepts underpinning the scientific discipline of Psychology. The course develops the individual's ability to interpret, analyse and evaluate psychological theory and research by employing critical thinking and research analysis.

Throughout the course you will be given three topics, which will be assessed individually these include:

#### **Understanding the Individual**

Split into three units –

- Early Socialisation – How do we become the person we are today? How important is relationships as a child in forming relationships as an adult? What would happen to me if I grew up without an attachment to another person?
- Memory – Why is my memory so bad? Is there any way I can improve my memory? What does memory look like?
- Stress – What causes us to be stressed? What happens to us physically, emotionally and mentally when we are stressed? How can I manage stress?

#### **Investigating Behaviour**

- How do Psychologists carry out research? – this unit explains why Psychology truly is a science. This unit gives each individual the chance to carry out their own research investigation.

#### **The Individual in a Social Context**

Split into three units –

- Conformity and Obedience – How much is our behaviour influenced by others around us? Why do we copy or imitate our peers? Why do people obey researchers who wear white coats?
- Atypical Behaviours – How does science explain unusual behaviours? Are phobias learned? What really is schizophrenia?
- Atypical Therapies – How did counselling begin? What is the difference between psychoanalysis and cognitive behavioural therapy? ... And what really is the dodo bird effect?

Altogether the course will provide a fascinating journey into the main schools of thought within psychology. Throughout the class, you will explore the work of some contemporary characters in psychology, such as Bowlby, Freud, Ainsworth and how their ideas influence the world today. So

## UPPER SCHOOL OPTION CHOICE

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sign up now to start your journey into the minds of the greatest scientists and their theories and find out what makes this subject so fascinating!

### **Type of Assessment**

Assessment arrangements are similar to those of other Higher Courses i.e. unit assessments (NAB's) and an end of year external exam.

### **Delivery of Course**

This course will be delivered by a visiting lecturer from Motherwell College.

## UPPER SCHOOL OPTION CHOICE

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### TECHNICAL EDUCATION

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**Subject:** PRACTICAL CRAFT SKILLS      **Grade:** INTERMEDIATE 1 & 2

**Entry:** While entry is at the discretion of the centre, the student would normally be expected to have had some previous experience in craft skills.

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#### **Description of Course**

This course will contribute to the knowledge, understanding and practical experience of the student whose aspirations and abilities are towards manual work or who is considering a career in the engineering or construction industry in what ever capacity he or she is employed. It will make a positive contribution to the general education and personal development of any student, particularly in fostering technological capability. In this respect it is recommended to any students who wish to gain experience and an appreciation of materials and useful craft skills.

#### **Course Construction - Woodworking Skills**

Bench Skills 1 (Wood) : Flat-Frame Construction 40 hours

Bench Skills 2 (Wood) : Carcass Construction 40 hours

Machining and Finishing (Wood) 40 hours

*Bench Skills 1 (Wood) : Flat-Frame Construction 40 hours*

- Use a range of common hand tools
- Make a range of woodworking joints
- Manufacture a flat-framed wooden product from a working drawing

*Bench Skills 2 (Wood) : Carcass Construction 40 hours*

- Select and use woodworking materials for specific purposes
- Make a range of woodworking joints
- Manufacture a product from a working drawing

*Maintenance and Finishing : Wood 40 hours*

- Use common machine tools
- Use common power tools
- Use finishing techniques
- With the aid of machine and power tools, manufacture a product from a working drawing

#### **Type of Assessment**

Students should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting students. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. The units which comprise the coherent group of units will be assessed internally. Details of the internal assessment are provided in the unit specification. Students will prepare for the outcomes of each unit, which will evolve through learning and activities across the units.

## UPPER SCHOOL OPTION CHOICE

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A number of assessment instruments can be used across the component units and these offer opportunities for a more integrated and holistic approach. Wherever possible, evidence for assessment is gathered as part of the integrated coursework. The instruments of assessment which can be used in this way include:

- observation of practical skills using checklist
- assessment of student log-book
- oral assessment, particularly for health-and-safety.

## UPPER SCHOOL OPTION CHOICE

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**Subject:** GRAPHIC COMMUNICATION      **Grade:** INTERMEDIATE 2

**Entry:** While entry is at the discretion of the centre, students would normally be expected to have attained Standard Grade Graphic Communication at grade 3 or 4.

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### Description of Course

Communication is frequently facilitated by the use of graphics and, in particular, by the use of technical graphics in the construction, engineering and consumer industries. The creation and interpretation of drawings are generic skills useful to gain employment in these sectors and as life skills in a world where communication increasingly uses graphics.

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.

The course makes a significant contribution to developing technological capability as defined in the Scottish CCC document *Technology Education in Scottish Schools*.

Three mandatory units of 40 hours plus 40 hours flexible time.

*Graphic Communication : Pictorial (Int 2) 40 hours*

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

*Graphic Communication : Orthographic (Int 2) 40 hours*

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

*Graphic Communication : Computer-Aided (Int 2) 40 hours*

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

### **Type of Assessment**

To gain the award of the course, the student must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When the units are taken as component parts of a course, students will have the opportunity to achieve levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals.

### **Progression**

Attainment of Intermediate 2 Graphic Communication will allow students to progress to:

- Higher Graphic Communication
- a Scottish Group Award at an appropriate level in engineering or construction or art and design
- employment or placement on an industrial training course

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

## UPPER SCHOOL OPTION CHOICE

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**Subject: GRAPHIC COMMUNICATION      Grade: HIGHER**

**Entry: While entry is at the discretion of the centre, students would normally be expected to have attained Standard Grade Graphic Communication at grade 1, 2 or possibly 3.**

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### **Description of Course**

Communication in all its forms is vital to society and the means of passing on information graphically is an important and relevant skill. Communication through graphics, in whatever medium, permeates all spheres of life including education, industry and commerce. In increasingly global markets, graphic communication is a chosen medium in aspects of life from consumer to education, industry and commerce. The development of skills in the production, interpretation and analysis of graphics in a range of contexts is of broad educational value.

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.

Three mandatory 40 hours units plus 40 hours flexible time.

#### *Technical Graphics I (H) 40 hours*

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

#### *Technical Graphics II (H) 40 hours*

- 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 (H) 40 hours*

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

### **Type of Assessment**

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When the units are taken as component parts of a course, candidates will have the opportunity to achieve a level beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals.

## UPPER SCHOOL OPTION CHOICE

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In addition to the satisfactory achievement of the constituent units, to gain the course award in Higher Graphic Communication, all candidates will be required to pass the external assessment. This consists of:

- an examination paper, covering all three units of the course
- a Thematic Presentation, incorporating manual and computer-aided graphics. The quality of the Thematic Presentation will be internally assessed and externally moderated.

### **Progression**

Students who achieve a Higher Graphic Communication might progress to:

- Advanced Higher Graphic Communication
- A National Certificate group programme at an appropriate level in areas such as engineering, construction or graphic design
- A degree or HND or HNC programme in areas such as engineering, architecture or graphic design
- Other university or college courses
- Employment in a wide range of occupations in fields such as engineering and construction.

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