



## **Introduction**

The decision to return to school is an important one. Therefore, students should be clear about the reasons for coming back.

Senior years can be some of the most enjoyable and rewarding times in a school career. All students are welcome to return to school, provided a course which is both appropriate to the student's needs and acceptable to the school can be negotiated.

Each student must be committed, through course choice procedures, to a full complement of courses for his/her year stage which are appropriately challenging. It is expected that students will complete all the agreed courses including presentation for the final examinations. Only in exceptional circumstances will approval be given for a student to 'drop' a course.

Students in S6 are expected to make a significant contribution to the wider Personal Development Programme in the school through involvement in Study Support for younger students, the Year Book Committee, charities, social events, etc.

Senior students returning to school as young adults must be prepared to accept more of the responsibility for their education and for the organisation of study. It is expected that seniors will be fully committed to achieving their personal goals and to contributing to the community life of the school.

A very wide range of courses is offered and most of them will actually run. However, some courses may have to be withdrawn because too few students choose the course, or because of timetable/staffing constraints.

Students whose sixteenth birthday falls on or after 1 October cannot leave school until the end of the term at Christmas, even if employment can be obtained. In a few cases, it may be possible for students to begin a full-time college course or extended work experience placement. This arrangement can be made only with the written consent of parents, the school and the Director of Education.

Should you have any questions or require information regarding course choice arrangements, please contact the appropriate member of the Guidance Team (Tel. 01968 674165):

Mr D Saffhill – C1 + 5L2  
Mrs M Murphy – L2 + 5L4

Mrs M Brandie – L4  
Mrs S McLennan – C5

C Biddick  
Head Teacher (Acting)

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## **The Curriculum S5/6**

In Fifth and Sixth Years students have the opportunity to extend their study of their five National-level subjects, taking courses at Higher, National 5 or - in the case of S6 - to the level of the **Advanced Higher**.

The relationship of national programmes in S4 to most National Certificate Courses for session 2014/15 only, is shown below:

<b>In S4</b>	<b>In S5</b>	<b>In S6</b>
National 5	Higher	Advanced Higher
National 4/5	National 5	Higher
National 4	National 4/5	National 5
National 3	National 4	National 4/5

Penicuik High School currently offers a wide range of National 4&5 courses as well as Higher and Advanced Higher programmes of study.

Owing to constraints of staffing and resources we cannot offer all the new courses or all the new levels in any one subject. Broadly, if sufficient demand for a new course appears the school will try - as always - to meet such demand, resources permitting.

### **Course Assessment**

N3 & 4 courses are made up of units. Most units are 40 hours long, though some last for 80 hours. At the end of each unit there is a test which is internally assessed, and for which credit is given. All Unit Assessments are Nationally Recognised Qualifications.

At N5 level there is a final examination set by the Scottish Qualifications Authority **also to be passed**.

All awards are certificated by the Scottish Qualifications Authority (SQA).



SQA Course awards are made at levels A – C following presentation in external examination.

A	-	over 70%
B	-	60 - 69%
C	-	50 - 59%
D	-	45 - 49%

Grades below this are not recorded on the certificate.

Awards for the Advanced Higher are based on a similar scale A - D

Any National Certificate Unit awards gained in S5 and S6 will automatically be recorded on the student's Record of Educational Training, the certificate issued by SQA.

In S6, students who have already attained college or university requirements at Higher Level may opt to study up to three Advanced Higher courses or extend their range of Higher qualifications or units.

### **School Expectations**

As a school we aim to set high expectations of student success. In S5 we expect students to study 5 subjects at the HIGHEST level achievable. In particular, students must be PROGRESSING in their studies, rather than marking time. In S6 we expect 4 subjects to be undertaken. As a 'rule of thumb' we would expect a student achieving five or more National 5 awards to undertake 5 Highers in S5, and students are provided with extensive support towards this end.

In particular we aim to set targets with students and review progress throughout the year: Students will be expected to:

- Aim for more rather than less
- Set meaningful and challenging targets which are attainable
- Review and discuss progress and targets with guidance staff at key points in year.



## **Personal and Social Education**

### **Fifth Year**

In S5, all students undertake a non-certificate programme of personal and social education. This course allows students to investigate a range of issues affecting their lives in and out of school. The sessions involve investigation and discussion work in the classroom as well as presentations by outside speakers.

Topics covered will include Youth Parliament, Values and Equality, Current Affairs, Personal Safety and Alcohol, Study Skills and Vocational Awareness.

### **Sixth Year**

In S6, all students undertake a non-certificate programme of personal and social education. Initially students explore career pathways beyond school which for many culminates in an application to Higher Education through the UCAS process. During the rest of the session various topics are undertaken either through discussion, outside speakers, practical participation or the use of videos. Some of the topics to date include: Personal Safety, Personal Profile, Drugs Awareness, Taking a Year Out, Driver Awareness, Alcoholics Anonymous, Sexual Health, Samaritans.

Further information can be sought from Guidance Staff.

In addition, there is a wide range of opportunities available to our students throughout the year which have a PSE component. These include, for example:

visits to theatre workshops and to performances;

attendance at college/university for project work, or to undertake Units of Work;

assisting in local primary schools, crèches and senior citizens' homes;

assisting in the organisation of parties, discos and school dances;

taking responsibility for others, in the role of prefect;

organising and assisting in fund-raising events;

organising the production of the School Year Book;

helping first year students with Supported Study.

The Physical Education Department offers all senior students a wide and varied programme of activities throughout S5 and S6 to develop practical skills and a positive attitude towards sport and recreation.

This latter programme, together with the PSE and academic provision, enables each student to progress and develop as a 'whole person'.

Additionally, supervised periods of study are timetabled for S6 students.



## **Study Periods**

Sixth year students are given some study time within the timetable which allows them to take a measure of responsibility for the organisation of their own work.

Students in sixth year are expected to arrange their study periods, as far as possible, within the department whose courses they are taking.

Any student who wishes to take additional time for study or research outwith the school, or for college or university interviews or open days, must bring a letter from his/her parents requesting this facility which will normally be granted on receipt of such a request.

Fifth Year students who take 5 Higher subjects do not have any timetabled study time. Some courses, however, may have a single period of supervised study. Students may use this period for homework or revision, but may also use it for general reading. Very often it can be arranged for a student to spend one or more study periods in a department where he/she is taking a subject. Any such arrangement must be agreed with the head of department and the teacher supervising the study group.

As with the sixth year, any student who wishes to spend study time outside school, on project or investigation work for example, must bring a letter from his/her parents requesting this facility.

## **SQA Examinations** **Presentation**

Normally all those embarking on a National Qualification will be presented for the examination. However, where course work is unsatisfactory, and the preliminary examination mark low, the department concerned may recommend that the student should not be presented.

The department's recommendation will be sent to the Guidance Teacher who will then interview the student to discuss overall performance in all subjects.

After the interview, if the Guidance Teacher's professional judgement is that it is in the student's best interest to withdraw from a subject, parents will be informed and asked to ratify the recommendation.

Fifth Year students may be advised to take the course over another year for presentation in Sixth Year.

## **Study Leave for Examinations**

Students are allowed twenty days of study leave during the SQA examinations in May and June. The exact dates will be found in the School Calendar and in a written reminder issued before the Easter Holiday. No student may take more than twenty days and all those who are coming back to school must return to full-time attendance at the end of Study Leave to ensure their places on the courses they have chosen. Unexplained absences will be recorded as truancy.

Study Leave is not compulsory, nor is it necessarily in the student's best interests to take it. The school will arrange study facilities for anyone who wants them during the period of leave, in addition to which students are encouraged to come in to consult staff or use the school's resources as part of their preparations for the examinations.



## **Student Welfare**

### **Parental Contact with the School**

To discuss any issue relating to a student's progress or wellbeing, the appropriate member of Guidance staff, or Mr Ross Jamieson, Depute Head Teacher and Year Head for S5/S6, should be contacted.

Guidance responsibilities are divided up as follows:

All class names ending with:	C1	Mr D Saffhill
	L2 +L3	Mrs M Murphy
	L4	Mrs M Brandie
	C5	Mrs S McLennan

Mrs D Burgess, Depute Head Teacher, has overall responsibility for Guidance within the school.

A Parents' Meeting to discuss students' progress in S5/S6 is held in December, before the prelim exams in January/February. (See School Calendar of Events)

Parents' Information Evenings are held in September on Higher Education and in March on Course Choice in S5 and S6. (See Calendar of Events)



## **The Student Leaders' System and Student Representation**

### **The Student Leaders' System**

All Sixth Year students have the opportunity to become leaders. Although students are free to opt out of the leader system, to date very few have done so.

Student Leaders and their Deputies are selected by application and interview. The Deputy Head Teacher along with the Student Leaders has responsibility for the day to day function of the leader system.

### **Leaders' Duties**

Leaders will:

- \* carry out corridor and/or playground supervision duties daily at morning and afternoon intervals;
- \* assist with evening events on a rota basis;
- \* enforce and abide by the school Code of Conduct;
- \* refer breaches of discipline and other problems to appropriate staff;
- \* make written referrals of disciplinary problems to the Student Leaders;
- \* represent the school at outside events and in dealing with visitors;
- \* assist with the organisation and supervision of school events and with the day to day running of the school as required by school staff;
- \* assist with the supervision of new First Year students and, in particular, help them to feel welcome in, and to become familiar with, the school;
- \* support staff in running extra-curricular activities;
- \* assist the Parents' Association with functions and events;
- \* carry out appropriate duties at the end of term services;
- \* wear school uniform in school and for all other duties and occasions when representing the school.

### **Leaders' Status**

The leaders are a valued and important group of people in Penicuik High School. They have won the respect and admiration of staff, parents and the community by the vital contribution they make to the running of the school and to after-school and out of school events. They play an important role in leading and caring for their fellow students. Their work for the school is greatly appreciated.

Leaders continue a tradition of service to school and community that their predecessors have established and which helps give Penicuik High School and its students a deservedly good reputation.

Being a leader allows senior students to occupy a privileged position in school and to develop qualities of character needed to exercise authority firmly but tactfully, and to accept responsibility for certain duties. Prospective employers, colleges and universities recognise that leader status implies such qualities of character. Leaders have a different relationship with school staff and are treated more as adults who share the task of ensuring the smooth running of the school.

Being a leader is a challenge: it is not an easy role, but it can be a rewarding one.



## **Choosing a Course**

### **Equal Opportunities**

Penicuik High School is committed to equal opportunities for all. We encourage students to make course choices which will maximise their individual potential, while avoiding the influence of traditional stereotypes in making decisions about their future.

You are advised to choose your subjects on the basis of aptitude, interest, past performance and career intentions.

In order to make a good and proper decision you must read the subject descriptions very carefully and look further into the future, deciding why you want particular courses.

You should think carefully about:

- \* likely exam results - make a realistic assessment of what you are likely to achieve in S4/S5;
- \* your best/favourite subjects;
- \* your job/career interests;
- \* qualifications required for entry to a job, Further Education College or University;
- \* the courses available at colleges in Scotland and England and at UK universities. Information is available in the School Library.

### **Thinking Ahead**

What are the possibilities?

Further Education  
Training Programmes  
Employment

Higher Education  
Voluntary Service

### **How To Begin**

Look at the Courses in this book that interest you.

Go to the Library – prospectuses, leaflets etc.

Contact the Careers Service

Ask for advice and information from Guidance Teachers, Subject Teachers and Parents.  
THEN

Choose course and level, after you have checked the Preferred Entry Requirement.



### **Preferred Entry Requirement**

If you are considering an SQA Higher Still Course or a Free-Standing Unit, look carefully at the entry requirements at the start of the course description. For all Higher Courses there are strict entry requirements and for some Units, though most cater for beginners.

If you cannot meet the entry requirements you should look for another choice. In several instances you may be able to take the course of your choice over two years, rather than one, provided that you have the necessary qualifications at Standard Grade for entry to the two year course.

If in doubt about the suitability of your choice you must consult the Principal Teacher of the subject concerned and/or your Guidance Teacher

### **Prelim Examinations and SQA Presentation**

In order to be presented for examination in a subject you must achieve a sufficiently high mark in the prelim exam. This cut-off point for presentation will vary a little from subject to subject and from year to year, but will, in most cases, be approximately 40%.

Those who are to be withdrawn from presentation will be informed, as will their parents.

Any student who has failed to make the cut-off point in several subjects will be helped to decide which subject or subjects to drop so that those remaining can be concentrated on.

### **Courses Followed At Neighbourhood Schools and Evening Classes**

Where a course is not available to a student at Penicuik High School, it is sometimes possible to arrange travel to Beeslack High School or another neighbourhood school, where the course can be followed in whole or in part.

Alternatively, you may be able to study the subject at an Evening Class or through an Open Learning Package supported by a College of Further Education.

### **Returning To Full-time Education**

To qualify as attending a full-time course of education, students should take courses occupying at least 22 hours per week.

Fifth year students are expected to choose a course in all five option columns.

A small number of S5 students have to come back to school, having missed the summer leaving date because of age, and intend to leave at Christmas. Make good use of this time to get further qualifications in the form of Units, or discuss with your Guidance Teacher the possibility of going on a full-time college course or an extended Work Experience Placement.

Sixth Year students may count an Advanced Higher course as occupying 1.5 columns: for example, someone taking two Advanced Higher courses would be expected to take a series of Units or Higher in one column in addition to their Advanced Higher courses. No one should take fewer than four courses or the equivalent.

Those who are unable or unwilling to meet these requirements should consider enrolling as part-time adult students at a Further Education College.



## Skills Development Scotland and Career Management Skills

As young people begin to explore their options for further learning and work, it is important that they identify their skills and strengths as they make decisions about what they want to do next.

Working with school staff, Skills Development Scotland can help young people during this exciting stage in their lives helping them to understand more about their options and preparing for their future.

SDS provides a range of support to help pupils to develop the Career Management Skills they can use throughout their lives to make well-informed decisions about their career pathways.

Schools are now building career management into their curriculums. In addition the Careers Adviser provides group sessions, drop-in lunchtime clinics and face-to-face coaching, where appropriate. This is supported by the My World of Work web service, ([www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)), which provides information on different careers, how to build and customise CVs, search for jobs, source funding for learning, apply for Further or Higher Education along with many other resources.

Career Advisers will help pupils who need some tailored support to help them to explore the training and skills necessary for jobs or careers which will suit them.

### The Careers Adviser

The Careers Advisers for Penicuik High School are **Caroline Steele and Stephen McBroom**.

After S4 there are several options open to pupils:

- Staying on at school – this involves choosing relevant subjects for S5 and S6 and requires careful consideration. Careers Advisers can discuss career ideas and help pupils choose appropriate subjects.
- Many pupils will be aiming to enter Higher Education after completing S5/S6. Careers Advisers can give advice on the range of courses offered by universities and colleges and discuss entry requirements and graduate destinations.
- Going to college – Careers Advisers can provide advice on courses, entry requirements and possible progression routes.
- Training – Careers Advisers can give information about Employability Fund Training programmes, Modern Apprenticeship programmes and other training programmes including vocational qualifications and training allowances.
- Entering employment – Careers Advisers can raise awareness of local labour market opportunities and discuss the qualifications, skills and personal qualities required. Help can also be given with employability skills such as writing CV's, completing application forms and interview technique.

If pupils want to help themselves to find out more about different careers opportunities, they should register on the My World of Work website [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

As a starting point they can use the **About Me** and **My Strengths** tools to help identify areas of study or employment that may suit them. The website has lots of useful advice on applications, CV's, interviews, college and university. For help using the website, they can check with the Careers Adviser or their Guidance Teacher, or call 0800 917 8000.



If pupils have used these resources and still feel undecided or need more help, they can speak with their Guidance Teacher who may refer them to **Caroline Steele** for a face to face interview. The school Guidance Team may also refer pupils who they feel need extra support with planning ahead.

All pupils can attend the Careers Drop-In Sessions, which are held in the guidance base. These are run on most Wednesday and Thursday lunchtimes during term time. No appointment is needed for these, just pop along.

Caroline will also attend relevant Parents' Evenings to answer any questions parents and pupils may have about subject choice and career options.

Skills Development Scotland organises the **Higher Education Convention** which S5 and S6 pupils may find useful to attend. This is usually held in September, with representatives of most Scottish Universities, some Colleges and some English Universities present to provide information and talk with pupils.

When not in school, the Careers Adviser can be contacted at: [caroline.steele@sds.co.uk](mailto:caroline.steele@sds.co.uk)



# **Courses and Programmes**



## **ART AND DESIGN - National 5 and Higher**

### **Is the course for me?**

These Courses are suitable for all students with an interest in art and design, and for those wanting to progress onto higher levels of study.

### **Why choose Art and Design?**

The form of every man-made object we buy is the work of designers. In addition, a whole range of our entertainment stems from expressive artists through painting, sculpture, photography in films, DVDs, book illustrations, CD covers. This course will help you to appreciate good design and creative expression by the practice of design and expressive skills.

- ↻ to communicate personal thoughts, feelings and ideas using art and design media,
- ↻ to demonstrate knowledge, understanding and appreciation of art and design practice
- ↻ to work imaginatively and develop individual creativity through developing skills in problem solving, critical thinking and reflective practice
- ↻ to understand the social and cultural influences on artists and designers and their work

### **What exactly will I do?**

- ↻ You will and explore design in a range of forms. You might explore product design, jewellery, fashion and textiles and graphic design.
- ↻ You will learn how to express your thoughts and ideas through drawing and painting, collage, printmaking or sculpture. You might explore portraiture, still life, landscape or the built environment.
- ↻ You will find out about the work of artists and designers.

### **What is the Course structure?**

#### **National 5**

There are three course components:

- Component 1 – Question Paper – 50 marks (20%)
- Component 2 – Expressive Portfolio – 100 marks (40%)
- Component 3 – Design Portfolio – 100 marks (40%)

All components are externally assessed.

#### **Higher**

**There are three course components:**

- Component 1 – Question Paper – 60 marks (23%)
- Component 2 – Expressive Portfolio – 100 marks (38.5%)
- Component 3 – Design Portfolio – 100 marks (38.5%)

All components are externally assessed.

#### **Homework**

Homework will be a constant feature of the course. Pupils will be expected to practice their practical skills or complete research study at home on a regular basis.

### **What can I do next?**

This Course may lead on to:

- ◆ Higher Art and Design, Higher Photography, and Advanced Higher Art and Design
- ◆ Further study, employment and/or training in Art, Design, Photography/Film and the creative industries.  
***For example Nursery or Primary teaching, animation, archaeology, computer game design, conservation, hairdressing, fashion design, make-up artist, theatre design, architecture, graphic design, illustration, textile design.....***

#### **Department contact for further information:**

Ms J Dixon, Head of Department



## **Art & Design**

### **Advanced Higher Expressive or Design**

#### **Preferred Entry Requirement**

Candidates should have achieved a pass in Higher Grade Art and Design or Higher Photography.

#### **Course outline**

Candidates are required to make a personal investigation into a number of areas of the Visual Arts, selecting either

1. **Expressive**
2. **Design**

Students will develop an independent, personal direction to their artwork, and must produce a considerable body of work of up to 15 A1 sheets.

#### **Assessment - Art and Design Portfolio**

Students will create a portfolio of work.

The Portfolio will be *externally assessed*. Students will create a folio of work which will include:-

- **Practical Art work**
- **Critical Analysis**

#### **Homework**

The volume of work within this course is considerable. It will require significant engagement by the student to succeed, and students must be prepared to devote a great deal of their own time in developing Art and Design skills and ideas. This can be using study time, attending after school study support or completing work at home.

#### **Additional information-**

Students who intend to apply for Art and Design related courses must have a substantial portfolio of drawings, paintings and design work.

A course in Advanced Higher Art and Design can be a successful means of compiling such a portfolio. It is possible to take both Advanced Higher Design and Advanced Higher Expressive - they are separate awards.

This course is well supported by the Higher Photography course, and constructive links can be made between themes and practical work in both courses.

#### **Department contact for further information:**

Miss J Dixon, Head of Department



## **PHOTOGRAPHY - Higher**

### **Recommended entry**

This Course is suitable for all learners with an interest in photography; both learners with a general interest in the subject, and for those wanting to progress onto higher levels of study. This qualification will allow learners to consolidate and extend creative skills developed through, for example, the National 5 Art and Design Course or the NPA Progression Award.

### **Progression**

This Course or its Units may provide progression to:

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

### **Purpose and aims of the Course**

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

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

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

### **About the Course:**

Learners will plan, develop, produce and present creative photographic work using a range of photographic media, techniques and processes. They communicate personal thoughts, feelings and ideas in their photographic work and analyse the impact of outside influences on photographers and photography. They will use creative and technical problem solving skills and will be able to critically reflect on and evaluate their own work and the work of others.

### **Higher**

There are two course components:

- Component 1 – Project – 100 marks (77%)
- Component 2 – Question Paper – 30 marks (23%)

Learners will be assessed through a project which will assess knowledge and understanding from across the Course and learners' ability to integrate and develop their creativity and technical skills within a negotiated photography project. This will include researching and producing photographs and evaluating their photographic work.

### **Department contact for further information:**

Miss J Dixon, Head of Department



## **BIOLOGY**

### **National 5**

#### **Entry requirement**

For S5 entrants National 4 Biology (or National 4 Chemistry or Physics or Environmental Science) and a pass in National 4 Mathematics.

#### **Course outline**

This course builds on the National 4 Biology Course. National 5 Biology consists of three units:

1. Cell Biology
2. Multi-cellular Organisms
3. Life on Earth

Students must pass all three units to be entered for the course award. The course award for National 5 Biology is achieved through completion of an externally assessed assignment and question paper.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **BIOLOGY**

### **CfE Higher**

#### **Entry requirement**

For S5 entrants a B pass at National 5 Biology (or a pass at B in National 5 Chemistry or Physics) and a C pass in National 5 Mathematics.

#### **Course Outline**

##### **Mandatory (Compulsory) Units-**

- **DNA and the genome**
- **Metabolism and survival**
- **Sustainability and Interdependence**

The Higher Biology Course provides a broad based integrated study of a selected range of biological topics which build on previous study. The course provides the opportunity for learners to acquire a deeper understanding of DNA and the genome and its applications, metabolism and how it relates to organism survival as well as the human population and its interaction with the world around it.

#### **Assignment**

The assignment requires learners to apply skills, knowledge and understanding to investigate a topic relevant to one or more of the key areas of the Course and is worth 20 of the final 120 marks awarded for this course.

#### **Assessment**

At the end of each unit learners must pass a test set by SQA. In May the 3 hour CfE Higher Biology exam will be composed of two papers a multiple choice worth 20% and a written paper worth 80%.

#### **Homework**

Homework will be provided in a variety of forms. Extensive reading will be required.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **BIOLOGY**

### **CfE Advanced Higher**

#### **Entry requirement**

An A or B pass at Higher Biology

#### **Course Outline**

Mandatory (compulsory) units

#### **Cells and proteins**

#### **Organisms and Evolution**

#### **Investigative Biology (incorporating the S6 project)**

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. The Course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

#### **Assessment**

Unit tests set by SQA must be passed at the end of each unit. In May the 3 hour CfE Advanced Higher Biology exam will be composed of two papers a multiple choice worth 20 marks and a written paper worth 80 marks. The externally assessed S6 project is worth 30 marks.

#### **Homework**

Homework will be provided in a variety of forms. Extensive reading will be required and a significant amount of time will be spent on the investigation.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **BUSINESS MANAGEMENT**

### **National 5**

#### **Recommended Entry Level**

Business National 4 or speak to Business Education Department

#### **Course Outline**

Business is a relatively 'new' course in terms of school subjects. Business was introduced into the Scottish curriculum in answer to employer demands. The Course aims to enable learners to develop further:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into how organisations ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources to improve their overall performance by exploring the role of key departments – Marketing, Finance, Human Resources and Operations
- an awareness of how external influences impact on organisations

#### **Course Assessment**

The course has content covers in the following areas:

*Understanding Business*

*Marketing & Operations*

*People & Finance*

Final course grades comprise of an Assignment worth 30 marks. This comprises of a business report where students work independently to research a business topic/area based on an organisation of their choice.

The final exam is worth 90 marks and comprises of one paper over 2 hours..

Possible Progression Following Successful Completion of the Course:

- Higher Business Management (ideally with an A-C pass at National 5 Business Management)
- Employment, Further Education

#### **Department contact for further information:**

Mr P Beards, Head of Department



## **BUSINESS MANAGEMENT**

### **Higher**

#### **Recommended Entry Level**

Business Management National 5 (ideally A –C pass) or speak to the Business Education department

#### **Course Outline**

Business was introduced into the Scottish curriculum in answer to employer demands. The Course aims to enable learners to further deepen their skills, knowledge and develop:

- an understanding of the ways in which society relies on business to satisfy customer needs
- an understanding of enterprising skills and attributes by studying relatively complex business issues
- an understanding of business-related financial matters
- an understanding of the ways businesses can use resources to achieve maximum efficiency – explaining the key roles of – Marketing, Finance, Human Resources and Operations
- an understanding of the steps taken by businesses to improve overall performance and effectiveness
- an understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

#### **Course Assessment**

The course has content covers in the following areas:

*Understanding Business*

*Marketing & Operations*

*People & Finance*

Final course grade comprise of an Assignment worth 30 marks. This comprises of a business report where students work independently to make business decisions, solve problems and draw conclusions. The final exam is worth 90 marks and comprises of one paper over 2 hours, 45 minutes.

Possible Progression Following Successful Completion of the Course:

- Advanced Higher Business Management Course
- Units or qualifications in related business or social subjects
- Further study in Business in a Further or Higher Education establishment or employment

#### **Department contact for further information:**

Mr P Beards, Head of Department



## **CHEMISTRY**

### **CfE Higher**

#### **Entry requirement**

For S5 entrants a B pass at National 5 Chemistry and a C pass in National 5 Mathematics.

#### **Course Outline**

Mandatory (Compulsory) Units

Chemical Changes and Structure (Higher)

Researching Chemistry (Higher)

Nature's Chemistry (Higher)

Chemistry in Society (Higher)

The new SQA Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

#### **Assignment**

There is an emphasis on experimental techniques and you will carry out an assignment based around an experiment. The assignment will have 20 marks out of a total of 120 marks.

#### **Course assessment**

Unit assessment will be by end of unit tests set by the SQA. The final exam is 3 hours long and is separated into two sections - a multiple choice (20%) and an extended answers section (80%) where short answers and calculations are required.

#### **Homework**

Set homework assignments will be given at least once per week. In addition, students are expected to use their text books to read in advance of topics and to review areas of the course. Extensive reading will be required and a significant amount of time will be spent on the investigation.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **CHEMISTRY**

### **CfE Advanced Higher**

#### **Entry requirement**

An A or B pass at Higher in Chemistry

#### **Course Outline**

Mandatory (compulsory) units

Inorganic and Physical Chemistry

Organic Chemistry and Instrumental Analysis

Researching Chemistry (incorporating the S6 project)

The Advanced Higher Chemistry Course develops learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. Learners develop the skills of independent study and thought that are essential in a wide range of occupations.

#### **Assessment**

Unit tests set by SQA must be passed at the end of each unit. In May the 3 hour CfE Advanced Higher Chemistry exam will be composed of two papers a multiple choice worth 25 marks and a written paper worth 85 marks. The externally assessed S6 project is worth 25 marks.

#### **Homework**

Students taking the Advanced Higher course are expected to carry out a considerable amount of self-study and regular tutorial work.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **COMPUTING SCIENCE**

### **National 5**

#### **Recommended Entry Level**

Good basic ability in IT or speak to the Computing department

#### **Course Outline:**

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The course comprises:

- Information System Design and Development
- Software Design and Development
- Practical Assignment Task

*Information System Design and Development:* The aim of this topic is for the learner to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. Learners will apply computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems

*Software Design and Development:* This topic looks at and explores the key facts and ideas relating to software development and design, including simple algorithms, data handling and human computer interaction. Learners develop skills in problem solving through practical tasks using appropriate programming environments in contemporary contexts such as games development and intelligent systems.

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

#### **Course Assessment**

To gain the award of the course, the candidate must pass:

- Added Value Unit (National 4 only)
- Practical assignment task (31%) – National 5 only
- Written examination (69%) – National 5 only

#### **Department contact for further information:**

Mr P Beards, Head of Department



## **COMPUTING SCIENCE**

### **Higher**

#### ***Recommended Entry Level:***

National 5 level A or B in Computing Science or passes in 2 other subjects at Higher level plus a good basic ability in IT or Intermediate 2 Computing or speak to the Computing department

#### ***Course Outline:***

The Course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of contemporary contexts.

At this level, the Course will cover a core of advanced concepts which underpin the study of computing science, and explore the role and impact of contemporary computing technologies, providing an insight into the challenge, excitement and reward to be found in these areas

The course comprises:

- Information System Design and Development
- Software Design and Development
- Practical Assignment Task

*Information System Design and Development:* Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

*Software Design and Development:* Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies

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

#### ***Course Assessment***

To gain the award of the course, the candidate must pass:

- Practical assignment task (40%)
- Written examination (60%)

#### **Department contact for further information:**

Mr P Beards, Head of Department



## **COMPUTER GAMES DEVELOPMENT**

### **SCQF Levels 4 and 5**

#### **Recommended Entry Level:**

Pupils must be comfortable using a programming environment

#### **Course Outline**

Computer games are being used increasingly for leisure, in education and work-based training with players interacting via personal computers, consoles, PDAs, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders. In Scotland there are more than 50 companies, mostly based in Dundee, Edinburgh and Glasgow. These companies rely on a range of creative skills such as art, design, animation, audio and programming. Employers increasingly expect candidates to have critical thinking and problem solving abilities, to be good communicators and able to work within a group/team, as these are essential skills for working in a modern business environment.

This award, at SCQF levels 4 and 5, is designed to enable candidates to:

- investigate the computing gaming industry/genres/hardware/trends and emerging technologies
- gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design
- gain the knowledge and skills required in the creation of media assets and games development
- work with others to test a game and give constructive feedback
- collaborate with others in an enterprise activity to promote/market a game

The course comprises:

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development

*Computer Games – Media Assets:* You will acquire an understanding of the different types of media asset required for developing a digital game. You will learn how to plan and produce media assets for use in a game development environment.

*Computer Games - Design:* You will acquire an understanding of the underlying concepts and fundamental principles involved in digital gaming planning and design. You will learn how to recognise and distinguish differences between numerous gaming platforms, environments and genres. You will be introduced to fundamental methods used in the planning and design stages involved in the production of a digital game. You will plan and design a level in a digital game. At SCQF level 5 you will be introduced to the role of the games designer and at SCQF level 6 you will build on your knowledge of hardware in gaming technology and investigate graphics and sound technology used by various types of digital gaming platforms. You will investigate what organisations and activities are involved in the investment, creation, production and distribution of games and evaluate external factors to be considered when designing a digital game. You will evaluate design methods used in the planning and design stages involved in the production of a digital game. You will plan and design a digital game to a given brief.



*Computer Games - Development:* You will gain an understanding of the processes involved in the final stages of development of a digital game. You will learn how to use your chosen game development environment to bring together all the parts and produce a working game. You will gain an understanding of the evaluation process and then go on to plan and deliver a promotional activity. At SCQF level 5 you will devise a test strategy then test the game thoroughly, recording the results. You will gain an understanding of the evaluation process and complete a user review of a game that applies a scoring/rating system. You will finally plan and create a promotional activity.

### **Course Assessment**

In order to achieve the award you must successfully complete all three Units at the appropriate SCQF level:

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development

### **Department contact for further information:**

Mr P Beards, Head of Department



## **DESIGN & MANUFACTURE**

### **National 5**

Have you ever wondered how everyday products are manufactured, how they were designed or what they are made from? Do you like to create or make things or to invent solutions to problems?

Design and Manufacture provides learners with an introduction to design, materials and manufacture. You will be able to develop your skills in designing and communicating design proposals and learn about the properties and uses of materials by making models and prototypes in the workshop.

The course is practical and experiential in nature so where possible you will learn by doing, i.e. design tasks or practical tasks.

The skills and knowledge gained in this course have direct relevance to a variety of areas of life and work. For example, the ability to be able to read drawings is a very relevant skill for architects, engineers, designers and trades such as joinery and building. The folio problem solving and design skills are important for learners who are considering careers in design, graphics, marketing and engineering. Knowledge and understanding of materials and processes is very relevant for those considering a career in design or manufacturing. Finally, all learners benefit from practical experience in a workshop environment but this is particularly relevant for those considering a practical career or trade.

There are two main areas of work covered:

#### **Design**

Learners develop skills in problem solving and design through a number of design tasks. In each task we will consider the various factors that influence design such as ergonomics, aesthetics and function.

#### **Materials and manufacturing**

Learners will develop an appreciation of the properties and uses of materials and how these influence product design. This will be achieved through a series of exercises where the learners make a series of models and prototypes in response to the design tasks in the Design unit.

#### **Course Assessment**

##### **Design and Manufacture Project – 100 marks**

Learners will design and manufacture a product to a brief.

A folio of design work will be produced showing research into the problem, generation and development of ideas and planning for the manufacture of a prototype. Following this the prototype will be manufactured in the school workshop.

Learners will have an opportunity to apply their knowledge and skills in design, communication, materials and processes throughout the project.

##### **External exam – 80 marks**

#### **Homework**

This will take the form of either short answer questions from the knowledge and interpretation section of the course or sketching and rendering exercises.

#### **Department contact for further information:**

Mr P Beards, Head of Department



## **DESIGN AND MANUFACTURE**

### **Higher**

#### **Recommended Entry Requirement**

- National 5 Design and Manufacture Course

#### **Course outline**

The Higher Design and Manufacture Course allows learners to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic. This Course is a broad-based qualification, suitable for learners with an interest in design and technology generally. It is suitable for learners with a keen general or specific interest in product design and manufacturing. It is suitable for those wanting to progress onto higher levels of study in the subject. The Course is largely learner-centred and includes practical and experiential learning opportunities. The world of design and manufacturing covers a broad spectrum of experiences. Some products are designed to create an emotional or visual impact; others are more functional in their requirements. These facts allow the Course to be flexible and allow scope for personalisation and choice for each learner. On completing the Course, learners will be able to: initiate, develop and communicate design proposals; solve design problems in applied contexts; and evaluate, refine and resolve design proposals and manufacturing practicalities. In addition, learners will have developed: design skills, including creativity; skills in planning and making models and prototypes of their design ideas; knowledge and understanding of a range of materials and manufacturing processes; a critical appreciation of the factors that impact on the design and manufacture of products; and an understanding of the impact of design and manufacturing technologies on our environment and society.

The Course provides progression from the Design and Manufacture (National 5) Course.

Two main areas are covered:

#### **Design**

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

#### **Materials and Manufacturing**

This area covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.



### **Assessment**

Design Assignment (folio and practical)	90 marks
Examination question paper	80 marks

### **Homework**

Homework for this subject takes a variety of forms from completion of design folio work to carrying out research for design projects to exam type questions.

### **Progression**

- Achievement at Higher Design and Manufacture might enable progress to:
- Advanced Higher Design and Manufacture
- A Degree/HND/HNC course in areas such as Product Design, Engineering, Interior Design or Architecture.

### **Department contact for further information:**

Mr P Beards, Head of Department



## Design and Manufacture – Advanced Higher

### Recommended Entry Requirement

□□ Higher Design and Manufacture pass A or B

#### Course outline

The Advanced Higher Design and Manufacture Course will allow learners to explore the multi-faceted world of product design and manufacturing in an increasingly commercial and industrialised context. The Course provides a broad and practical experience in design and manufacturing and builds on the experience, knowledge and skills which learners will have acquired in the Higher Design and Manufacture Course, as well as utilising aspects of their broader education and experiences. In the Course, learners are encouraged to exercise imagination, innovation, creativity, ethical and environmental awareness, and logical thinking in realistic situations. The Course is therefore also useful for those with a general or specific interest in the creative industries. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision-making, research, communication and self- and peer-evaluation, in a product design and manufacturing context.

The Course provides progression from the Higher Design and Manufacture Course.

#### Design and Manufacture: Product Analysis (Advanced Higher)

This Unit will require learners to carry out an analysis of the performance and production of a product or suitable item. Learners should consider the design and record its functional requirements, operation and use. Learners will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors. Alongside this, learners will explore the materials, manufacturing techniques and assembly procedures.

#### Design and Manufacture: Product Development (Advanced Higher)

This Unit allows learners to critically explore and consider design and manufacturing aspects of an existing commercial product. Learners will consider modifications that might be made to such products and seek opportunities for designing and communicating improvements — thus identifying a design opportunity. Through research and development, and visualisation activities, learners will present their ideas.

#### Design and Manufacture: Product Evolution (Advanced Higher)

The Unit allows learners to explore the historical factors which have influenced the design, development and manufacture of a commercial product in terms of the influences of technology, materials, trend, and policy, considering how these have directed and influenced its evolution.

#### Assessment

Design Assignment (folio and practical)	120 marks
Examination question paper	80 marks

#### Homework

Homework for this subject takes a variety of forms from completion of design folio work to carrying out research for design projects to exam type questions.

#### Progression

Further studies in product designing or manufacturing-related disciplines

Careers in product design, product design engineering, industrial design, the manufacturing industries and sectors, production and planning, and model making

#### Department contact for further information:

Mr P Beards, Head of Department



## **DESIGN & TECHNOLOGY**

### **Practical Woodworking - National 5**

#### **Recommended Entry Requirement**

Whilst entry is at the discretion of the department, students should be able to show evidence of good practical skills.

#### **Course Content**

**Bench Skills 1 (Wood): Flat-Frame Construction (National 5).** Students will learn to use and maintain a range of common hand tools and be involved in setting out and making a range of basic joints which are commonly used in the production of flat-frame joinery fabrications and structures.

The students will use the skills and knowledge gained from the production of joints to manufacture a framed product from a working drawing.

**Bench Skills 2 (Wood): Carcass Construction (National 5).** The students will learn how to set out and make a range of basic joints that could be used in a wide range of carcass joinery construction.

Students will manufacture a carcass or box product from a working drawing. This will include further study of the use and application of working drawings and activities and skills such as using setting out tools, bench tools, common hand tools and cramping tools and jointing techniques.

**Machining and Finishing Wood (National 5).** Students will learn to set up and use a range of common machine and power tools such as woodwork lathes, sanders, drills, mortise machines etc in accordance with safe working practice. They will manufacture a machined component from a working drawing and learn how to use various finishing techniques.

#### **Assessment**

To gain the course award, students must do the following:

Practical project – 70%

External exam – 30%

#### **Homework**

The students may be required to complete some knowledge and understanding exercises at home.

#### **Additional information**

The course forms a sound grounding for students interested in a career in an industry which involves practical activity in any capacity and whose aspirations and abilities are towards practical work. Students who are pursuing careers in other fields but enjoy the workshop environment may wish to come back and gain skills which may be useful in adult life.

#### **Department contact for further information:**

Mr P Beards, Head of Department



## **ENGLISH - National 5**

National 5 English in S5/6 is aimed at students who wish to develop further their skills in Reading, Writing, Talking and Listening. It is a stimulating and challenging course which requires commitment to work from the outset.

### **Entry Requirements:**

S4: National 4 English

**Not all students who have passed N4 English will be able to go on to sit N5 English in S5. Individual teachers and the head of the department will discuss the best route of progression with each student.**

### **Course Outline**

Students will read, study and analyse a variety of texts both fiction and non-fiction. Students will also write in a variety of genres: creative, discursive and critical essays. Students will analyse a variety of spoken texts and participate in a range of talks, discussions and presentations.

### **Assessment:**

External Assessment

The Course assessment will consist of two Components, a question paper titled 'Reading' and a portfolio titled 'Writing'.

Component 1 — Question paper: Reading

The purpose of this question paper is to assess learners' application of their reading skills.

The question paper will have 70 marks (70% of the total mark).

This question paper has two Sections.

Section 1, titled 'Reading for Understanding, Analysis, and Evaluation' will have 30 marks.

Section 2, titled 'Critical Reading' will have 40 marks.

This Section has two Parts.

Part 1

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language by writing one critical essay.

Part 2

Learners will apply their understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry.

Component 2 – Portfolio: Writing

This will consist of two pieces of writing, one creative and one discursive.

The portfolio is worth 30 marks (30% of the total mark).

### **Course Component:**

Students must pass the following: Spoken language course component

### **Department contact for further information:**

Ms A Adams, Head of Department



## **ENGLISH - Higher**

Higher English is only suitable for students with a serious commitment to reading and study. It is a stimulating and challenging course which requires commitment to work from the outset. Students must be able to return regular homework assessments on time.

### **Course Outline:**

Students will read, study and analyse a variety of texts both fiction and non-fiction. Students will also write in a variety of genres: creative, discursive and critical essays. Students will analyse a variety of spoken texts and participate in a range of talks, discussions and presentations.

### **Entry Requirements:**

National 5 English (**A or B**)

### **Assessment:**

External Assessment

The Course assessment will consist of two Components, a question paper titled 'Reading' and a portfolio titled 'Writing'.

Component 1 — Question paper: Reading

The purpose of this question paper is to assess learners' application of their reading skills.

The question paper will have 70 marks (70% of the total mark).

This question paper has two Sections.

Section 1, titled 'Reading for Understanding, Analysis, and Evaluation' will have 30 marks.

Section 2, titled 'Critical Reading' will have 40 marks.

This Section has two Parts.

#### Part 1

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language by writing one critical essay.

#### Part 2

Learners will apply their understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry.

Component 2 – Portfolio: Writing

This will consist of two pieces of writing, one creative and one discursive.

The portfolio is worth 30 marks (30% of the total mark).

Internal Assessments:

Students must pass the following: Spoken language course component

### **Department contact for further information:**

Ms A Adams, Head of Department



## **ENGLISH**

### **Advanced Higher**

Advanced Higher English provides learners with the opportunity to develop complex language skills which are essential for learning, life and work; and to develop their ability to interpret complex literary forms and to produce sophisticated language. Pupils who opt for this course should know that it requires dedication and hard work as well as a love of literature.

### **Course Outline**

Students will critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience. They will apply critical, investigative and analytical skills to a literary topic of personal interest. They will also create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

### **Entry Requirements:**

Higher English (preferably A or B)

### **Assessment:**

#### **External Assessment**

#### **Section 1: dissertation**

Learners will produce a dissertation to demonstrate planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature.

This dissertation will be at least 2,500 words long and will have 30 marks (30% of the total mark).

#### **Section 2: writing**

Learners will produce two pieces of writing for two different purposes.

This Section will have 30 marks (30% of the total mark). Up to fifteen marks will be awarded for each essay selected for the portfolio.

### **External Examination**

#### **Question paper**

**Section 1:** Learners will choose one question from a range of questions to provide an extended written response. Learners will select from prose or drama. This will have 20 marks (20% of the total mark).

**Section 2:** Learners will also complete a textual analysis of an unseen poem or extract from a poem. This will have 20 marks (20% of the total mark).

The question paper will have 40 marks (40% of the total mark).

### **Department contact for further information:**

Ms A Adams, Head of Department



## **SCOTTISH STUDIES**

### **National 4 Award and National 5 Award**

The **Scottish Studies Award** provides opportunities for learners to develop their skills, knowledge and understanding of Scotland — in terms of its people, languages, society, culture, natural environment and heritage.

The purpose of this Award is to allow learners to broaden their knowledge of Scotland whilst developing and applying their skills, knowledge and understanding.

#### **Entry Requirements:**

S4: National 4 English

**This course will be suitable for students who are not ready to sit National 5 English in S5 and require more time to develop their skills. It is also suitable for students who have passed National 5 English in S4 or S5, but do not feel ready for Higher English.**

### **Course Outline**

Students must complete four units:

1. Scottish Studies: Scotland in Focus
2. English: Creation and Production with a Scottish Focus
3. Scots Language: History and Development
4. Media: Analysing media content with a Scottish Focus

### **Assessment**

All four units are internally assessed by the class teacher as a pass or fail and the results are externally verified by the SQA.

#### **Department contact for further information:**

Ms A Adams, Head of Department



## **GEOGRAPHY**

### **National 5**

If you want to understand why our landscape looks the way it does or why we live the way we do, **this is the course for you**. Geography looks in depth at our Earth and the natural processes that have helped to form it. Geography also looks at how humans live on the Earth and the reasons why we are facing environmental changes. Geography looks at how we can change and adapt to the challenges of a 21<sup>st</sup> century world.

The skills that Geographers will develop are: building up factual knowledge, making connections between events, developing good literacy and numeracy skills, and most importantly, having a good understanding of the world around you.

**Employers like Geography students because** the depth and breadth of the subject makes them very adaptable in the modern work place, Geographers can turn their hands to almost anything.

### **Course Content (leading to National 3/4/5)**

Physical Environments – We look at some of the most spectacular scenery around the world and learn how it was formed and how it continues to shape the way we live.

Human Environments – In this topic we find out how cities grow and the differences between cities in rich and poor countries. We look at Edinburgh as a case study. We also look at world population and the consequences of its growth.

Global Issues – In this topic we look at the causes and consequences of a changing global climate and how some of the poorest parts of the world continue to be shadowed by disease.

### **Homework**

This will be given throughout the year in a variety of forms.

### **Fieldwork**

This is an important part of Geography. Fieldwork will make up 20% of your final grade. We will visit a location within our local area and carry out fieldwork tasks there. This will then be written up in the form of an Added Value Assignment.

### **Progression**

After completing Geography in S4 pupils can go on to study it at National 5 or Higher level in S5/6.

### **Department contact for further information:**

Mr A Johnstone, Head of Social Subjects Faculty



## **GEOGRAPHY**

### **Higher**

If you want to understand why our landscape looks the way it does or why we live the way we do, **this is the course for you.** Geography looks in depth at our Earth and the processes that have helped form it. It also looks at how humans live on the Earth and the reasons why we are facing environmental changes. Geography also looks at how we can change and adapt to the challenges of a 21<sup>st</sup> century world.

The skills Geographers will develop are: building up factual knowledge, making connections between events, and most importantly having a good understanding of the world around you.

**Employers like Geography students because** the depth and breadth of the subject makes them very adaptable in the modern work place, Geographers can turn their hands to almost anything.

### **Recommended Entry requirements**

Students should normally be expected to have attained National 5 in Geography or another Social Subject.

### **Course details**

The course builds on the knowledge gained from National 5 but goes into much more depth.

Higher Geography is very relevant to today's and tomorrow's world. It looks at subjects like over-population, global warming, changes in cities and development and health, as well as physical geography, and how the ancient past has shaped our planet today.

### **The course has five parts to it:**

Physical Environments  
Human Environments  
Global Issues  
Application of Geographical Skills  
An Added Value Assignment

### **Classwork Assessments**

Students will sit various classwork assessments during the year. The final exam consists of 2 papers - worth 73%. An Added Value Assignment is also written up in class time and is worth 27%.

### **Homework**

This will be given throughout the year in the form of practice exam questions.

### **Fieldwork (For the Added Value Assignment 27%)**

This is an important part of Geography. It will involve all pupils visiting an area of their choice and carrying out fieldwork tasks. This will then be written up in the form of the Added Value Assignment.

### **Progression**

The course leads to a variety of options for pupils. Its combination of both social subjects and science gives pupils skills in data processing and analysing. It allows them to apply knowledge to real life situations. Jobs that the course can lead to are journalism, law, business or further study at HE level in Geography or the social Sciences.

### **Department contact for further information:**

Mr A Johnstone, Head of Social Subjects Faculty



## **HISTORY**

### **National 5/ Higher & Advanced Higher**

**History is all about questions.** If you are always wondering why did that happen? Who said that? When did that change? **History is the subject for you**

**History makes us.** That's why you'll find it so exciting. Without stories of the past much of what we do would be empty: you've already begun to learn how history fills our lives from films and computer games to fashion and the news.

**But we make history too. You'll learn with us** how people try to brainwash you to think in the way they want; and you'll learn how to spot this and work out what they really mean.

Finally **we'll teach you the crucial skills of critical thinking, understanding and writing.** You'll be able to **read and write well**, understand a wide range of information and construct coherent arguments.

**That's why employers love historians: they can think for themselves!**

### **National 5** **Recommended Entry Requirement**

All candidates should have gained a National 4 pass in History or another Social Subject. Students will be given a chance also to try new Higher course materials to see if they can have a go at this level.

### **What will I study on the National 5 course?**

The course will allow a candidate to develop skills learned in S3/4 History. Students will deepen their knowledge about a selection of Historical periods. They will continue to develop their source evaluation and comparison skills.

The course comprises three units:

- **The Red Flag: Lenin and the Russian Revolution, 1894–1921:** How did Russia change from an autocracy to a communist state?
- **The Making of Modern Britain 1880-1951:** how did Britain become a democracy?
- **Scottish History: Migration and Empire 1830-1939:** The impact of Scots on the Empire and vice versa
  - How did people create Scotland? Celtic & Rangers, lairds & refugees, highlanders & weegies,
  - What happened in Ireland to all the potatoes?
  - How did Scots people discover the world? Were they kicked out or did they choose to go? What kind of impact did they have?

### **Assessment:**

- Internal assessment verbal, illustrated and written tests
- An added value assignment: which makes up 20% of overall grade
- One written 80 mark exam paper with short answer questions

### **Homework**

Written homework based upon classwork will be set bi weekly

### **Progression**

- This course offers those choosing it the chance to continue their study of History beyond S5 and to gain certification in the process.
- This course can also be used as an excellent preparation for Higher in History in S6
- Students can progress to another Social Subject in S6.

### **Department contact for further information:**

Mr A Johnstone, Head of Social Subjects Faculty



## **HISTORY**

### **Higher**

#### **Recommended Entry Requirement**

**Entry at S5/6 to a one year course:** National 5 award in History. Candidates who do not meet these requirements will be considered after discussion and in relation to other subject grades achieved. For students who did not take History, we would review grades achieved in English and other social subjects.

#### **What will I study in Higher?**

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

The course comprises three units:

- **Russia 1881–1921:** How did Russia change from an autocracy to a communist state?
- **Britain 1851-1951:** how did Britain become a democracy?
- **Migration and Empire 1830-1939:** How did Scotland become independent from England?

#### **Assessment:**

- Internal assessment verbal, illustrated and written tests
- An added value assignment: which makes up 27% of overall grade
- 2 x written exam. Paper 1 worth 44 marks, Paper 2 worth 36 marks.  
1 hour 30 mins each.

#### **Homework**

Students will be set a number of essays and source questions bi weekly and will be expected to undertake home study of selected textbooks and notes.

#### **Progression**

Advanced Higher in History. H E courses in History, the Humanities and Social Sciences, Law, Business Administration, Librarianship, Journalism and Teaching. HNC/HND courses in Arts and Social Sciences or other areas.

#### **Department contact for further information:**

Mr A Johnstone, Head of Social Subjects Faculty



## **HISTORY**

### **Advanced Higher**

#### **Recommended Entry Requirement**

**Entry at S6 to a one year course:** C pass or above at Higher level in History. Candidates who do not meet these requirements will be considered after discussion and in relation to other subject grades achieved. For students who did not take History, we would review grades achieved in English and other social subjects.

#### **What will I study at Advanced Higher?**

The study of History at this level allows the candidate the opportunity and satisfaction of studying an historical period of their choice to considerably greater depth than is possible at any other level at school. Most importantly the course also allows the student the chance to assume almost complete responsibility for their own learning and to gain this university level experience is an invaluable preparation for a university course. Students will also attend some lectures at Edinburgh university and there is the possibility of a visit to the United States.

#### **Candidates will study “The House divided”: The American Civil War 1850-1865**

The course comprises two units: The Historical study (2 credits),  
Historical research (1 credit)

Candidates will study “The House divided”: The American Civil War 1850-1865

#### **Assessment**

- External assessment: One written 90 mark paper: 2 essays and 3 source questions
- A dissertation worth 50 marks on a topic of the candidate’s own choice (35% of final mark)
- Internal assessment covering the work in the student’s chosen field of study

#### **Homework**

Regular reading of historians, essays and source questions.

#### **Progression**

Candidates undertaking this course would be expected to be contemplating proceeding to an institution of higher learning.

#### **Department contact for further information:**

Mr A Johnstone, Head of Social Subjects Faculty



## **HOME ECONOMICS**

### **N4/5 HOSPITALITY**

#### **Course Aims:**

This course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities of CfE as well as skills for learning, skills for life and skills for work, which include aspects of numeracy and thinking skills.

This course also aims to enhance their personal effectiveness in terms of cookery and to provide a skill set for those who wish to progress to further study in the hospitality context, a booming industry in Scotland.

In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The course aims to enable candidates to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

This is a predominantly a practical course, where we have high expectations around teamwork, application and results. Students will cook a wide range of dishes covering cake, pastry and dough making as well as soups, pasta, salads and a wide range of food preparation techniques. There are now externally written elements to the N5 course that require detailed evaluations and knowledge of ingredients, diet and health as well as skills within planning and organisation.

#### **Course assessment structure:**

##### **Question paper**

The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate and is worth 25% of the overall course award and is externally marked by the SQA.

##### **Assignment (externally marked by the SQA)**

##### **Practical activity (marked internally and verified by the SQA)**

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.

The purpose of this is to assess candidates' ability to plan, prepare and present a three-course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.

The assignment and practical activity give candidates an opportunity to demonstrate a wide range of skills, knowledge and understanding in the context of producing and serving a four course meal and make up the remaining 75% of the overall marks for the course assessment.

**Department contact for further information:** Miss G Gungui, Head of Department



## **N4/N5 SKILLS FOR WORK: EARLY LEARNING AND CHILDCARE** **(PREVIOUSLY EARLY EDUCATION AND CHILDCARE)**

### **Course Aims**

This course is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in the early learning and childcare sector. A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### **Learning through practical experience**

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments

### **ASSESSMENT:**

This Course has three mandatory Units and a choice of one from three optional Units.

The mandatory Units are:

***Child Development and Health***  
***Play in Early Education and Childcare***  
***Working in Early Education and Childcare***

The optional Units are:

***Parenting***  
***First Aid***  
***Care and Feeding of Children***

There is no external assessment for this course. Learners must successfully complete each Unit to achieve the Course.

**The Units are internally assessed by centres and externally verified by SQA.**

### **PROGRESSION**

This Course or its Units may provide progression to:

- Courses in Care at Higher
- National Certificate in Early Education and Childcare (Higher)
- Scottish Vocational Qualification in Childcare
- further education
- training/employment

### **Department contact for further information:**

Miss G Gungui, Head of Department



## **NATIONAL 4/ 5 HEALTH AND FOOD TECHNOLOGY (HFT)**

### **Course aims**

This course allows candidates to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices. The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge, and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations. Please note that there will be a course fee or the option of purchasing your own fabric and notions.

### **Course outline:**

The course has six broad and inter-related aims which allow candidates to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

**This course is for learners that have an interest in health, food and consumer issues.** The knowledge and skills developed in the course prepare learners for decisions required in learning, life and work. Learners undertaking the course will focus on health, food and consumer issues and develop practical skills that are transferable to a range of contexts, including employment.

These are the main areas covered:

- Food for Health
- Food Product Development
- Contemporary Food Issues

### **Assessment**

- Internal assessment for each unit at National 4.
- N4 completing an Added Value Unit to achieve a full course award
- National 5 complete a Course Assignment where the **practical element is graded internally** (Verified by SQA) with the **course assignment booklet and question paper externally** assessed.

### **Progression**

- Higher Health and Food Technology course or relevant component Units
- SQA qualifications in health and food technology or related areas
- Further study, employment or training

### **Department contact for further information:**

Miss G Gungui, Head of Department



## **HIGHER HEALTH AND FOOD TECHNOLOGY (HFT)**

### **Course aims**

The course allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products.

The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural, and media influences and technological innovations.

### **Course outline:**

The course has five broad and inter-related aims that enable candidates to:

- analyse the relationships between health, nutrition and food
- develop and apply skills, knowledge and understanding related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

**The course is suitable for candidates** who have an interest in developing skills, knowledge and understanding about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. They should enjoy learning through practical activity and have the ability to work and research independently. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice.

These are the main areas covered:

- Food for Health
- Food Product Development
- Contemporary Food Issues

### **Assessment**

The assessment has 2 parts, which are both externally marked

Question paper worth 60 marks	Assignment 60 marks
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### **Progression**

- Advanced Higher Technology course
- National Progression Awards
- other qualifications in hospitality or related areas at the same or different levels
- Higher National Certificates or other further education provision
- further study, employment and/or training

### **Department contact for further information:**

Miss G Gungui, Head of Department



## **MATHEMATICS**

### **National 4 Applications of Mathematics (with National 5 Numeracy)**

#### **Entry Requirements:**

Pass National 4 Numeracy Unit

#### **Course Description:**

The purpose of the National 4 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form action-plans based on logic.

The course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts such as finance and measurement. The course also enables learners to make informed decisions based on information presented in a variety of forms (statistics).

The course also develops learners' numeracy skills to National 5 level as this reasoning is essential for learning, life and work as well as for progression to further study in maths.

Please note: Entry to National 5 Mathematics in S6 is only possible for those that pass the National 5 Numeracy Unit.

#### **Department contact for further information:**

Mr M Atkinson, Head of Department

## **MATHEMATICS**

### **National 5 Mathematics**

#### **Entry Requirements:**

1 year N5 Mathematics Course: Pass National 5 Numeracy Unit

#### **Course Description:**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

National 5 Maths enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations as well as develop confidence in the subject and a positive attitude towards further study in mathematics. In particular, learners develop skills in algebra to generalise and solve problems. It seeks to provide skills which are vital to scientific and technological research and development

#### **Department contact for further information:**

Mr M Atkinson, Head of Department



## **MATHEMATICS**

### **Higher Mathematics**

#### **Entry Requirements:**

Grade A or B National 5 Mathematics

#### **Course Description:**

Higher Mathematics develops logical reasoning, analysis, problem solving skills and creativity as well as the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allow ideas to be communicated in a concise, unambiguous and rigorous way.

Higher Mathematics equips youngsters with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. The course develops areas of calculus, algebra, geometry and trigonometry in particular as it extends learners' understanding of the power of mathematics.

#### **Department contact for further information:**

Mr M Atkinson, Head of Department

## **MATHEMATICS**

### **Advanced Higher Mathematics**

#### **Entry Requirements:**

Grade A to C Higher Mathematics

#### **Course Description**

Advanced Higher Mathematics builds upon the mathematical skills, knowledge and understanding from Higher Mathematics in a way that develops problem solving, extended reasoning and decision making. The course offers youngsters an enhanced awareness of the range and power of mathematics as it develops subject areas such as calculus, algebra, sequences, curve sketching, proof and complex numbers.

#### **Department contact for further information:**

Mr M Atkinson, Head of Department



## **MEDIA**

*“Film is incredibly democratic and accessible, it’s probably the best option if you actually want to change the world, not just re-decorate it.”*

Banksy

Media at Penicuik High School focuses on the moving image and the film industry, and involves research and reading into film history and theory. You will learn key production skills and produce a short film or trailer during the course. Media is suitable for students with a serious commitment to research and study and for students able to work effectively in groups.

Students are also expected to take responsibility for organising intensive self-study to consolidate knowledge of concepts and terminology.

## **MEDIA - NATIONAL 5**

### **Recommended Entry Requirement**

Pass at National 4 or 5 English

Pass at National 4 Media

### **Course Outline**

At National 5 students will analyse media texts and examine the film industry and society context. This course is suitable for students who have a keen and genuine interest in the media and are new to the subject.

### **Course assessment**

National 5 has two course assessments:

- Assignment (50%)
- Exam (50%)

### **Department contact for further information:**

Mr M Smith, Head of Department



## **MEDIA**

### **HIGHER**

#### **Recommended Entry Requirement**

Pass at National 5 Media  
A/B at National 5 English  
Pass at Higher English

#### **Course outline**

At Higher level, the course is a challenging and demanding subject that requires students to work hard and engage fully in all lessons and work. The course offers progression from National 5 Media, but it is also possible to take Media as a crash Higher – if you are prepared to work hard, you will succeed. If in doubt as to whether you are suited to the course, speak to Mr Smith.

#### **Course assessment**

Higher Media has two course assessments:

- Assignment (50%)
- Exam (50%)

#### **Department contact for further information:**

Mr M Smith, Head of Department



## **MEDIA**

### **NATIONAL PROGRESSION AWARD IN FILM AND MEDIA (SCQF level 6)**

The NPA in Film and Media is a new SQA course that allows students to develop their skills and knowledge in the analysis and production of film and other media texts. The course is entirely internally assessed (there is no exam) and consists of 4 units: two mandatory and two selected from a range of options.

The two mandatory units are:

- **Film and the Film Industry: An Introduction** (in which students learn to analyse language and narrative in films, and also study how films are funded, marketed and distributed)
- **The Creative Project** (in which students plan, make, and evaluate a film in response to a brief)

The optional units cover a range of practical skills such as operating a camera or editing digital video, as well as providing a broader overview of the rapidly changing media landscape.

#### **Recommended entry requirements**

The course is suited to students who have a real interest in film, and who may wish to take their studies further when they leave school. Students will need to work well in groups, and be organised and independent when planning and carrying out their creative projects.

As this is a level 6 course (roughly equivalent to Higher) and requires a lot of written work, it is recommended that students have passed either National 5 or Higher Media, or have passed Higher English. If in doubt, see Mr Smith to discuss your suitability for the course.

#### **Department contact for further information:**

Mr M Smith, Head of Department



## **MODERN LANGUAGES – NATIONAL 5 (FRENCH OR SPANISH)**

### **Purpose**

Did you know that...

- Less than 6% of the world's population speaks English as a first language?
- Nearly 75% of the world's population speaks no English at all?

Learning a language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. In an increasingly globalised society, employers are looking for candidates who have a qualification in a language: this lets them know that you have good communication skills, that you are adaptable, and that you are able and willing to get out of your comfort zone!

For pupils thinking of university study, the study of an additional language is a prerequisite in some courses. The entrance requirements are getting tighter every year, so in order to keep your options open for as long as possible you should ensure that you choose a Modern Language as one of your specialisations.

### **The National 5 Course**

The main purpose of the course is to develop the skills of listening, talking, reading and writing, in order to understand and use French or Spanish.

The course will provide meaningful progress in a foreign language to **pupils who have already achieved an award at National 4 Level.**

### **Skills**

The course offers learners opportunities to develop and extend a wide range of skills. In particular to develop the ability to:

- **Talk, listen, read, and write** in the foreign language
- **Understand and use** a modern language
- Develop **translation** skills
- Through the development of these skills, pupils will also develop higher order thinking skills, such as **applying** their knowledge of the language, **analysing, evaluating** and **creating** texts, **solving problems** and **communicating** with others.

As well as providing the opportunity to talk, listen, read and write in the foreign language, pupils will develop literacy skills through their understanding of French and Spanish grammar concepts, and how these relate to English.

### **Course Structure**

The course is made up of two units: Understanding Language and Using Language.



### **Understanding Language**

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

### **Using Language**

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

### **Recommended Entry**

Candidates will have **gained a qualification at National 4 Level in order to progress to National 5.**

### **Assessment**

**Assessment will be both internal and external:**

#### **Internal Assessment**

- The course will be assessed internally on an ongoing basis and, through this, pupils will have the opportunity to develop their skills in all 4 areas – Reading, Writing, Listening and Talking. Assessments will be used to help determine pupils' progress and level.

#### **External Assessment**

- The course assessment allows learners to demonstrate their **talking skills.** (This assessment will be internally assessed and may be externally verified.)
- There will also be two question papers set by SQA in which candidates will demonstrate their listening, reading and writing skills in the modern language.
- In addition, pupils will produce one piece of writing in class which will be marked externally by the SQA.

### **Progression**

An award at National 5 Level in S5 can lead to the study of the language at Higher level in S6.

### **Department Contact for further information:**

Mrs R Andrew/Mrs K McEvoy, Heads of Department



## **MODERN LANGUAGES – HIGHER (FRENCH OR SPANISH)**

### **Purpose**

Did you know that...

- Less than 6% of the world's population speaks English as a first language?
- Nearly 75% of the world's population speaks no English at all?

Learning a language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. In an increasingly globalised society, employers are looking for candidates who have a qualification in a language: this lets them know that you have good communication skills, that you are adaptable, and that you are able and willing to get out of your comfort zone!

For pupils thinking of university study, the study of an additional language is a prerequisite in some courses. The entrance requirements are getting tighter every year, so in order to keep your options open for as long as possible you should ensure that you choose a Modern Language as one of your specialisations.

### **The Higher Course**

The main purpose of the course is to develop the skills of listening, talking, reading and writing, in order to understand and use French or Spanish.

The course will provide meaningful progress in a foreign language to **pupils who have already achieved an A or B award at National 5 level and to provide a qualification for university entrance.**

### **Skills**

The course offers learners opportunities to develop and extend a wide range of skills. In particular to develop the ability to:

- **Talk, listen, read, and write** in the foreign language
- **Understand and use** a modern language
- Develop **translation** skills
- Through the development of these skills, pupils will also develop higher order thinking skills, such as **applying** their knowledge of the language, **analysing, evaluating** and **creating** texts, **solving problems** and **communicating** with others.

As well as providing the opportunity to talk, listen, read and write in the foreign language, pupils will develop literacy skills through their understanding of French and Spanish grammar concepts, and how these relate to English.

### **Course Structure**

The course is made up of two units: Understanding Language and Using Language.



### **Understanding Language**

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

### **Using Language**

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

### **Recommended Entry**

Candidates **must** have **gained a qualification at National 5 level in order to progress to Higher.**

### **Assessment**

**Assessment will be both internal and external:**

#### **Internal Assessment**

- The course will be assessed internally on an ongoing basis and, through this, pupils will have the opportunity to develop their skills in all 4 areas – Reading, Writing, Listening and Talking.

#### **External Assessment**

- The course assessment allows learners to demonstrate their **talking skills.** (This assessment will be internally assessed and may be externally verified.)
- There will also be two question papers set by SQA in which candidates will demonstrate their listening, reading and writing skills in the modern language.
- In addition, pupils will produce one piece of writing in class which will be marked externally by the SQA.

### **Progression**

Higher is the benchmark qualification for university entrance. When passed in S5, it can also lead to Advanced Higher in S6.

### **Department Contact for further information:**

Mrs R Andrew/Mrs K McEvoy, Heads of Department



## **MODERN LANGUAGES – ADVANCED HIGHER**

### **Purpose**

Did you know that...

- Less than 6% of the world's population speaks English as a first language?
- Nearly 75% of the world's population speaks no English at all?

Learning a language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. In an increasingly globalised society, employers are looking for candidates who have a qualification in a language: this lets them know that you have good communication skills, that you are adaptable, and that you are able and willing to get out of your comfort zone!

For pupils thinking of university study, the study of an additional language is a prerequisite in some courses. The entrance requirements are getting tighter every year, so in order to keep your options open for as long as possible you should ensure that you choose a Modern Language as one of your specialisations. The study of a language at Advanced Higher Level will prepare pupils very well for their first year of university study.

### **The Advanced Higher Course**

The main purpose of the course is to develop existing ability in the four language skill areas of listening, talking, reading and writing. Students will acquire greater fluency, flexibility and accuracy in the language and widen their knowledge of the literacy and culture of French and Spanish-speaking countries.

### **Skills**

The course offers learners opportunities to extend a wide range of skills; in particular to hone their ability to:

- **Talk, listen, read, and write** in the foreign language
- **Understand and use** a modern language
- Develop **translation** skills
- Through the development of these skills, pupils will also develop higher order thinking skills, such as **applying** their knowledge of the language, **analysing**, **evaluating** and **creating** texts, **solving problems** and **communicating** with others.

As well as providing the opportunity to talk, listen, read and write in the foreign language, pupils will develop literacy skills through their understanding of French and Spanish grammar concepts, and how these relate to English.

### **Course Structure**

The course is made up of three mandatory units: Understanding Language, Using Language and the Specialist Study Unit.



### **Understanding Language**

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

### **Using Language**

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

### **Specialist Study Unit**

Pupils will study a text as part of this unit, either literary or media, and will be required to undertake a research project to study it. This will culminate in the **Specialist Study Portfolio**, which will be submitted to the SQA for marking. This is a largely individual task and pupils must be prepared to work on this unit on their own.

### **Recommended Entry**

Candidates will have **gained an A or a B pass at Higher in order to progress to Advanced Higher**.

### **Assessment**

**Assessment will be both internal and external:**

#### **Internal Assessment**

- The course will be assessed internally on an ongoing basis and, through this, pupils will have the opportunity to develop their skills in all 4 areas – Reading, Writing, Listening and Talking.

#### **External Assessment**

- The **Specialist Study Portfolio** will be submitted to the SQA for marking.
- The course assessment will take the form of a **performance**, through which the learners will demonstrate their **talking skills**.
- This exam is assessed by an external examiner from the SQA and will last approximately 20 minutes.
- There will also be two question papers set by SQA in which candidates will demonstrate their listening, reading and writing skills in the modern language.

### **Additional information**

The Advanced Higher course is demanding, and as such, pupils must be prepared to devote a considerable amount of time to private study.

### **Progression**

The study of a language at Advanced Higher Level is an ideal stepping stone to further study at university level.

### **Department Contact for further information:**

Mrs R Andrew/Mrs K McEvoy, Heads of Department



## **MUSIC**

### **National 5 Music or National 5 Music Technology**

#### **Recommended Entry Requirement**

Open to students who have achieved Level 3 in the broad general education. It may also be open to other pupils who have had instrumental lessons by negotiation.

There are two very distinct courses that pupils may choose to take: **National 5 Music** or **National 5 Music Technology**

#### **Course Details: Music**

Pupils will be exposed to the very latest approaches in music education delivered in a stimulating and creative environment. This is a skills based course and is centred around performing, composing and listening to music. There will be a practical music exam to assess the performing element of the course which takes place towards the end of February or beginning of March. A composing project will be completed and externally assessed and a final listening exam will take place during the May diet of exams.

#### **Course Details: Music Technology**

Pupils will be exposed to the very latest approaches in music education delivered in a stimulating and creative environment. There are many opportunities to experience a range of different contexts within music technology. Throughout the course, pupils will work on recording techniques as well as an assignment which explores different aspects of music technology. Pupils will also investigate developments which have taken place in music technology, the social and cultural context and associated music. The assignment will be externally assessed and a listening paper examining recording techniques and musical styles and concepts will take place in the May diet of exams.

#### **Homework**

Homework is based around practical work with concept/theory work for the Understanding Music or Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music undertaken weekly.

#### **Additional Information**

There are a number of career pathways in music following a full range of genres and interests from performance degrees to film music composition. Music is also looked on favourably for general entry into major universities, including veterinary school and medicine. The nature of the subject encourages self-discipline, communication and accuracy; valuable attributes for any inspiring student or employee.

#### **Department contact for further information:**

Mr K Murphy, Head of Department



## **MUSIC**

### **Higher Music or Higher Music Technology**

#### **Recommended Entry Requirement**

Open to students who have gained passed at National 5. It may also be open to other pupil who have had instrumental lessons by negotiation.

There are two very distinct courses that pupils may choose to take: **Higher Music** or **Higher Music Technology**

#### **Course Details: Music**

Pupils will be exposed to the very latest approaches in music education delivered in a stimulating and creative environment. This is a skills based course and is centred around performing, composing and listening to music. There will be a practical music exam to assess the performing element of the course which takes place towards the end of February or beginning of March. A composing project will be completed and externally assessed and a final listening exam will take place during the May diet of exams.

#### **Course Details: Music Technology**

Pupils will be exposed to the very latest approaches in music education delivered in a stimulating and creative environment. There are many opportunities to experience a range of different contexts within music technology. Throughout the course, pupils will work on recording techniques as well as an assignment which explores different aspects of music technology. Pupils will also investigate developments which have taken place in music technology, the social and cultural context and associated music. The assignment will be externally assessed and a listening paper examining recording techniques and musical styles and concepts will take place in the May diet of exams.

#### **Homework**

Homework is based around practical work with concept/theory work for the Understanding Music or Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music undertaken weekly.

#### **Additional Information**

There are a number of career pathways in music following a full range of genres and interests from performance degrees to film music composition. Music is also looked on favourably for general entry into major universities, including veterinary school and medicine. The nature of the subject encourages self-discipline, communication and accuracy; valuable attributes for any inspiring student or employee.

#### **Department contact for further information:**

Mr K Murphy, Head of Department



## **MUSIC**

### **NQ Music - Advanced Higher Level**

#### **Recommended Entry Requirement**

Open to students who have passed Higher Music. It may also be open to pupils who have had instrumental lessons by negotiation.

#### **Course details**

Pupils will be exposed to the very latest approaches in music education delivered in a stimulating and creative environment. This is a skills based course and is centred around performing, composing and listening to music. There will be a practical music exam to assess the performing element of the course which takes place in May. A composing project and analysis will be completed and externally assessed and a final listening exam will take place during the May diet of exams. Each of the elements are inter-related and allow flexibility for creativity and enrichment.

#### **Options Available**

Pupils may choose at Advanced Higher level to specialise in either **Performance** or **Composition**. Performance options will involve further developing your performance skills to a high standard on two instruments. Composition requires the development of a folio of pieces in a variety of styles or genres.

#### **Homework**

Homework is based around practical work and time should be given throughout the week for research to help complete the analysis for the assignment.

#### **Additional Information**

There are a number of career pathways in music following a full range of genres and interests from performance degrees to film music composition. Music is also looked on favourably for general entry into major universities, including Veterinary School and Medicine. The nature of the subject encourages self-discipline, communication and accuracy; valuable attributes for any aspiring student or employee. Pupils wishing to study music are advised to take both Advanced Higher Music and Higher Music Technology in S6.

#### **Department contact for further information:**

Mr K Murphy, Head of Department



## **PHYSICS**

### **CfE Higher**

#### **Entry requirement**

For S5 entrants a C pass at National 5 Physics and a C pass in National 5 Mathematics.

#### **Course Outline**

Mandatory (compulsory) Units

Electricity

Our Dynamic Universe

Researching Physics

Particles and Waves

The new SQA Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

#### **Assignment**

This assignment requires candidates to apply skills, knowledge and understanding to investigate a relevant topic in physics. The topic should draw on one or more of the key areas of the Course. The assignment will assess the application of skills of scientific inquiry and related physics knowledge and understanding. The assignment will be worth 20% of the final mark.

#### **Assessment**

Unit assessment will be by end of unit tests set by the SQA. The final exam is 2.5 hours long and is separated into two sections - a multiple choice (20 marks) and an extended answers section where short answers and calculations are required. These papers contribute 80% of the final mark.

#### **Homework**

Homework will be provided in a variety of forms. It will include completion of class work, problem solving and past paper questions. In addition, private study of current units of work is assumed.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **PHYSICS**

### **CfE Advanced Higher**

#### **Entry requirement**

An A or B pass at Higher in Physics and Higher Mathematics

#### **Course outline**

Mandatory (compulsory) units

Rotational Motion and Astrophysics

Quanta and Waves

Electromagnetism

#### **Investigating Physics** (incorporating the S6 project)

The Advanced Higher Physics Course enables learners to build on the knowledge and skills developed in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts. Through a deeper insight into the structure of the subject, the Course reinforces and extends knowledge and understanding of the concepts of physics and develops skills in investigative practical work.

#### **Assessment**

Unit tests set by SQA must be passed at the end of each unit. In May there is a 3 hour CfE Advanced Higher Physics exam worth 120 marks. The externally assessed S6 project is worth 40 marks.

#### **Homework**

Students taking the Advanced Higher course are expected to carry out a considerable amount of self-study and extensive reading will be required. A significant amount of time will be spent on the investigation.

#### **Department contact for further information:**

Mrs A MacFadyen, Principal Teacher Curriculum, Science



## **PHYSICAL EDUCATION**

### **Higher**

#### **Recommended Entry Level**

National 5 Physical Education award at level A and anyone studying Higher English, with a good level of work in Core PE.

#### **Course Details**

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and students will be engaged in practical activities which will advance their skills and techniques while developing core knowledge and understanding of Factors Impacting on Performance. In theory lessons students will develop their ability to describe, explain, evaluate and analyse a range of aspects involved in the Cycle of Analysis.

#### **Assessment**

Final assessment is weighted evenly between the final examination and the performance assessment. Performance assessment will be carried out through two activities with a combined final mark out of 60 marks. The final exam is a 2.5 hour question paper out of 50 marks.

#### **Homework**

There will be a significant amount of homework in the course. These are completed online via OneNote and focus on Factors Impacting on Performance and all aspects of the Cycle of Analysis. Students will be expected to undertake practical / research work out of school in their own time.

#### **Progression**

Advanced Higher Physical Education course; HNC/HND in associated subject areas; degree in Physical Education; degree courses in associated subject areas; a career in amateur / professional sport or dance; employment in the fitness, health leisure and recreational industries.

#### **Department contact for further information:**

Miss N McShannon, Head of Department



## **PHYSICAL EDUCATION**

### **SPORTS COACHING**

This course will involve students undertaking the Sports Leader Qualification at Level 5 and possibly the opportunity to complete a Level 6 NPA in Exercise and fitness Leadership if time allows.

Other Governing Body Coaching certificates will be part of the course. These could involve S.F.A., S.R.U., Scottish Hockey, Scottish Handball, Jog Scotland etc.

A very high level of commitment to developing your own level of personal fitness and to coaching younger children is required and the determination to get involved is vital, i.e. coaching outwith the school with local clubs or through Active Schools.

Places will be limited as coaching organisations have maximum numbers they will work with on coaching certificates.

### **Department contact for further information:**

Miss N McShannon, Head of Department



## **RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES**

### **National 5**

#### **Recommended Entry Requirement**

National 4 RMPS. If you didn't study RMPS in S3/4, you may still be able to sit this course please come and discuss with Miss Lyon.

#### **Course Details**

The course has 4 sections:

Religion: Islam

Morality: Morality and Relationships

Philosophy: Existence of God

Assignment: On a Religious, Moral or Philosophical topic of your choice

#### **Overall Assessment**

There is one final exam covering 3 units listed above. The assignment is prepared and then written in exam conditions.

#### **Homework**

This will be set once a week

#### **Department contact for further information:**

Miss H Lyon, Head of Department

## **RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES**

### **Higher**

#### **Recommended Entry Requirement**

National 5 RMPS, A-C pass. If you didn't study RMPS in S3/4, you may still be able to sit this course please come and discuss with Miss Lyon.

#### **Course Details**

The course has 4 sections:

Religion: Islam

Morality: Morality and Relationships

Philosophy: Existence of God

Assignment: On a Religious, Moral or Philosophical topic of your choice

#### **Overall Assessment**

There is one final exam covering the 3 units listed above. The assignment is prepared and then written in exam conditions.

#### **Homework**

This will be set once a week

#### **Department contact for further information:**

Miss H Lyon, Head of Department



## **RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES**

### **Advanced Higher**

#### **Recommended Entry Requirement**

Good Higher passes in S5, not necessarily RMPS. If you didn't sit RMPS at Higher, please discuss with Miss Lyon.

#### **Course Details**

The course has 3 sections:

Philosophy of Religion

Medical Ethics

Independent Research (Dissertation)

#### **Overall Assessment**

There is one final exam covering the 2 units listed above.

#### **Homework**

For every hour done in class, at least one hour of work should be done at home

#### **Department contact for further information:**

Miss H Lyon, Head of Department



## **SCHOOL ALLOWANCE/UNIVERSITY FEES**

### **Educational Maintenance Allowance**

Students attending school in 2019/2020, after they have attained the school leaving age, may be eligible to receive financial assistance through Midlothian Council Higher School Allowance depending on parental income.

Information/application forms are available from the School Office.

### **Tuition Fees**

The Scottish Executive have abolished tuition fees for students starting courses at Scottish Universities. Information is available from : <http://www.saas.gov.uk>.

### **Student Loans**

From 1999 onwards there have been no grants. Instead increased loans will be available and the amount of loan will depend on family income – it should be the same as would have been received through a mix of loan and grant. On average, for a student living away from home this would be £3000.

### **Repayment of Loan**

Under the new system students have longer to repay loans and average monthly repayments will be lower than at present.

Repayments only start after the student, on graduating or leaving the course, reaches an income of £10,000 and monthly repayments vary according to earnings. Although there is interest charged this is equal to the rate of inflation.

Applications are made through the University / College to the Student Loans Company.

### **Industrial Sponsorship**

A number of industrial organisations and some government departments offer financial help to higher education students they consider to be of special merit.

Some offer support in terms of work experience during a sandwich course but do not offer payment beyond wages for the period of work. Others give a 'bursary' to supplement the periods of work experience. The bursary is usually set at a level which is revised each year which does not affect the amount of grant payable. Any amount larger than this would be deducted from the major award payment. A few employers pay a full salary throughout the course and also fees and travelling expenses.

These sponsorships are competitive and usually require an application to be made by a certain date laid down by the sponsor. Sponsors do not necessarily offer permanent employment at the end of the course, unless the student is classed as an employee, nor does the student always have to take up a job if offered one. Details of these sponsorships are available in publications such as "Sponsorship" published by COIC, and you should study the terms and conditions of each sponsorship before applying.

Copies of these publications are available for reference in your local Careers Office or the School Careers Library



### **Other Financial Assistance**

Where assistance for a degree or comparable course is not available under the Student Allowance Scheme, students could consult publications such as “The Directory of Grant Making Trusts” (Charities Aid Foundation) or “The Grants Register” (McMillan Press).

These should be available through the public library system. The SEED also maintains a Register of Educational Endowments, containing information on known Scottish Trusts. Many of these are local in character and eligibility may depend on where the applicant lives. If students wish the register to be searched on their behalf, they should complete and return an enquiry form obtainable from the Student Award Agency for Scotland, Gyleview House, 3 Redheugh Rigg, South Gyle, Edinburgh. EH12 9HH

### **Application for University or College**

In selecting subjects for a University Course, there are three levels of requirement to bear in mind.

#### **The University General Entrance Requirement**

This lists the minimum number of subjects and levels needed for an application to be considered. Currently, this is 3 passes at SQA Higher Grade. A pass in English at SQA Standard Grade 3 at least is required.

The Faculty Requirement

In addition to (1) above, certain Faculties within a University may demand passes in certain subjects at particular levels. Because of the wide variation between faculties and universities it is not possible to give details here. Information can be obtained from the appropriate university prospectus, or by telephoning the university concerned.

The Course Requirement - the ‘going rate’

Depending upon the popularity of a course, or the availability of places, students may need to achieve a higher quality of pass, or number of passes, than is listed in (1) or (2) above. This may vary from year to year, depending on ‘supply and demand’. Your guidance teacher will be able to advise you, or a telephone call to the appropriate university department will usually elicit the ‘going rate’ for the previous year.

Full details of general entrance, faculty and course requirements are given in the “Entrance Guide to Higher Education in Scotland” available in the School Library, where a wide range of books, prospectuses and IT software is available.

#### **Medicine, Veterinary Sciences and Dentistry**

Students who are committed to a career in the above areas may wish to consider choosing all three sciences: Biology, Chemistry and Physics at Higher, though it is not a mandatory requirement to offer more than two at this level. The third science, however, must have been obtained at least at Standard Grade or equivalent.

#### **Science and Para-Medical Courses, e.g. Physiotherapy**

Many courses require TWO science subjects as minimum requirements, at either Standard Grade or Higher. The usual combinations are either Chemistry with Physics, or Chemistry with Biology. (Students are strongly advised to check the relevant prospectus to find out which combination is required.)



## Application for University or College

The PSE Programme in S6 provides the opportunity to explore all the options available and offers support and advice to the students to enable the most appropriate choice of course/career to be made.

Students are also encouraged to attend the Higher Education Convention held every year at Edinburgh University, where representatives from all the institutions are available. In addition, attendance at University Open Days should also be considered.

## COLLEGES AND UNIVERSITIES

UCAS Rose Hill New Barn Lane Cheltenham Glos. GL52 3LZ www.ucas.com	Oatridge Agricultural College Ecclesmachan Road Uphall, Nr Broxburn EH52 6NH Tel. 01506 864800	University of Glasgow University Avenue Glasgow G12 8QQ Tel. 0141 330 2000
Duncan of Jordanstone College of Art 13 Perth Road Dundee DD1 4HT Tel. 01382 383000	The Robert Gordon University Garthdee House Garthdee Road Aberdeen AB10 7AQ Tel. 01224 262000	North East Scotland College Aberdeen City Campus Gallowgate Aberdeen AB25 1BN Tel. 0300 330 5550
Edinburgh College of Art 74 Lauriston Place Edinburgh EH3 9DF Tel. 0131 651 5800	Scottish Agricultural College 5 Bertha Park View Perth PH1 3JE Tel. 01738 629167	University of West of Scotland Paisley Campus High Street Paisley PA1 2BE Tel. 0141 848 3000
Glasgow School of Art 167 Renfrew Street Glasgow G3 6RQ Tel. 0141 353 4500	St Andrew's College The Pentagon Centre 36 Washington Street Glasgow G3 8AZ Tel. 0141 229 0963	Royal Conservatoire of Scotland (Music) 100 Renfrew Street Glasgow G2 3DB Tel. 0141 332 4101
Jewel & Esk Valley College Edinburgh Campus 24 Milton Road East Edinburgh EH15 2PP Tel. 0131 669 4400	West Lothian College Almondvale Crescent Livingston EH54 7EP Tel. 01506 418181	University of St Andrews St Andrews KY16 9AJ Tel. 01334 476161
Jewel & Esk Valley College Midlothian Campus 46 Dalhousie Road Dalkeith EH22 3FR Tel. 0131 669 4400	University of Aberdeen Kings College Aberdeen AB24 3FX Tel. 01224 272000	Scottish Agricultural College Seafield Mill Bilston EH25 9RQ Tel. 0131 535 3430
Edinburgh Napier University Craiglockhart Campus 219 Colinton Road Edinburgh EH14 1DJ Tel. 0333 900 6040	University of Abertay Bell Street Dundee DD1 1HG Tel. 01382 308000	University of Strathclyde 16 Richmond Street Glasgow G1 1XQ Tel. 0141 552 4400
University of Stirling Stirling FK9 4LA Tel. 01786 473171	University of Edinburgh Old College South Bridge Edinburgh EH8 9YL Tel. 0131 650 1000	University of Dundee Nethergate Dundee DD1 4HN Tel. 01382 383000
Glasgow Caledonian University City Campus Cowcaddens Road Glasgow G4 0BA Tel. 0141 331 3000	Stevenson College Bankhead Avenue Sighthill Edinburgh EH11 4DE Tel. 0131 669 4400	Heriot Watt University Edinburgh Campus Boundary Road North Edinburgh EH14 4AS Tel. 0131 449 5111



Moray House School of Education 1028 Holyrood Road Edinburgh EH8 8AJ Tel. 0131 651 6138 Tel. 0131 651 6520 (PE)	Dundee & Angus College Gardyne Campus Gardyne Road Dundee DD5 1NY Tel. 0300 123 1010	Queen Margaret University Queen Margaret University Way Musselburgh EH21 6UU Tel. 0131 474 0000
Scottish Agricultural College Craibstone Farm Cottages Aberdeen AB21 9YA Tel. 0800 269453	Bordes College Main Campus Unit 1 Nether Road Galashiels TD1 3HE Tel. 0870 050 5152	Edinburgh College (Granton) 350 West Granton Road Edinburgh EH5 1QE Tel. 0131 669 4400

## Glossary

<b>Course</b>	Refers to program of study under National Qualifications usually comprising 3 Units of 40 hours plus internal assessment and a final external examination. Certificated at Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher level.
<b>Further Education</b>	Further Education colleges offer National Certificate courses up to HNC, SCE Higher and Education GCE 'A' level. Many of the courses they run are vocational. They prepare students for work or for Higher Education.
<b>Higher Education</b>	Higher Education is the term used for Diploma, HND or Degree courses offered at universities in the UK.
<b>HNC</b>	Higher National Certificate: a qualification awarded by SQA. for the successful completion of modular courses at a level above National Certificate. HNC courses are taught at Further Education Colleges.
<b>HND</b>	Higher National Diploma: awarded by SQA.: a more advanced qualification than HNC.
<b>National Certificate</b>	The certificate issued by SQA. on which are listed all courses and units successfully completed.
<b>SQA</b>	Scottish Qualifications Authority: the body that sets and marks all external examinations at Standard Grade and Higher Still leading to National Qualifications.
<b>UCAS</b>	Universities and Colleges Admissions Service: the organisation through which you apply for degree courses, DipHE and HND courses at universities and colleges in the U.K. (See under Applications for University / College)