



Currie High School

S5 and S6 Handbook



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Dear Parent

We are approaching an important phase in your daughter/son's school career. Over the course of the next few weeks our S4/S5 pupils have several serious decisions to make. For the great majority May 31st will be their statutory leaving date. Whereas in the recent past most pupils would leave school at the first opportunity, now more than 75% of our S4 pupils will return to start S5. For those who are leaving we must be confident that the decision to leave is not just a leap in the dark, but that there is a clear route planned into work, training or Further or Higher Education.

For those who are considering returning to school we must be confident that the choice of subjects is an informed one. The pupil must be selecting a course of subjects that reflects her/his abilities, interests and career ambitions. Above all the course selected must be appropriate. We know that the transition from Standard Grade to Higher is particularly demanding. There is really no time to "find your feet". Experience shows us clearly that a Standard Grade at Bands 1 or 2 is essential for entry into a Higher subject in S5.

At first glance the Course Sheet may appear bewildering. Staff have worked hard to identify appropriate courses from the National Certificate programme that will cater for the range of ability to be found in S5/S6. It is important therefore that we approach the decision-making exercise carefully. With this in mind we have created a programme of support, information and advice for our pupils and their parents. This Course Booklet is an important part of this. In the following pages you will find details of the various courses being offered by our subject departments.

A sequenced coursing programme has been agreed. This requires the pupil to seek the advice of Principal Teachers before being interviewed individually by her/his Guidance Teacher and a provisional course agreed. Thereafter the school's recommendations will be sent home for consideration and parental approval. Only then are final decisions taken.

I hope that you and your family find the information that follows of help when you come to decide on which subjects would be appropriate for next session. I can assure you that if you have any questions about this then we will do our best to answer them for you.

Yours sincerely

E G Melvin
Head Teacher

AIMS OF THE SCHOOL

We, the Staff at Currie Community High School, aim to guide and help each pupil in our care to mature towards full potential.

To achieve this, we will, for all our pupils –

- Nurture their skills and talents.
- Provide a curriculum which recognises their individual needs.
- Challenge them academically to achieve attainment levels commensurate with their abilities.
- Create opportunities which contribute to their personal and vocational development.
- Encourage them to develop and mature in an atmosphere of tolerance and understanding of the needs of others and of society.
- Seek to develop their self awareness and prepare them for their future roles in society.
- Help, advise, support and counsel them as they progress through the school.
- Provide a high quality programme of education and recreation for the local community through the operation of the Currie and Balerno Community Schools Partnership.

--ooOoo--

All pupils returning to school for S5/S6 are asked to sign a contract which sets out, clearly, the expectations the school has of its senior pupils. Adherence to the contract will help to ensure success. A copy of the contract is shown on the following page.

--ooOoo--

Contact:

All enquiries concerning the coursing of pupils or the contents of this booklet should be directed to Dr A J Watson, Assistant Head Teacher.

CURRIE COMMUNITY HIGH SCHOOL
S5/S6 Pupil Contract

Your decision to return to school should not have been taken lightly. There must be a clear purpose for that decision, linked to the requirements of the next stage in your career. This is the time to develop a partnership with the teaching staff in order that your educational goals may be obtained and your life chances enhanced. The School highly values its senior pupils, and in our work and in our relationships with others we believe in certain values of personal and social responsibility.

As part of this partnership we ask you to undertake the following commitment. In return the staff will play their part in preparing you for the necessary assessments and examinations.

- A full and punctual attendance at registration and all classes is assumed. (Provision of a satisfactory explanation and valid reason for failure to maintain the above will always be necessary.)
- Keeping to all deadlines set by your teachers for the submission of homework, assignments and completion of Unit assessments is a necessary part of the relationship.
- Observation of the code of behaviour is assumed.

N.B. If the partnership ceases to work you may be asked to leave school and/or be withdrawn from external examinations.

In addition to the above you will be expected to –

- Identify clear academic and career targets for yourself through your PDT programme.
- Complete all the courses for which you are timetabled
- Meet all administrative deadlines for external examinations.
- Meet all the necessary school administrative requirements, e.g. completion of timetables.
- Meet all the necessary administrative requirements for leaving school, e.g. completion of Leavers' Form, student statement for Progress File, return of school books.
- Keep all appointments made by you or on your behalf in connection with the school's Careers Service or Mock Interview Programme.
- To recognise that as a senior pupil you have a positive contribution to make to the life and ethos of the school and to your House, e.g. through the Community Service Programme.
- To contribute wherever possible to the extra curricular programme of the school
- To show your commitment to Currie Community High School by supporting and adhering to the School Dress Code
- For S6, respect and maintain the good order of the Common Room

I have read and understood these commitments. I accept their importance to me and to the school and I undertake to meet them. I accept that failure to meet them may result in sanctions being taken.

Signed..... Tutor Group Date.....

PART 1: GENERAL COMMENTS

SUBJECT CHOICE

It is important that when making subject choices the full range of career options is discussed and the importance of certain subjects to these courses fully explored. Guidance Staff, Subject Teachers and Group Tutors in school supply information and advice on making the right subject choice. They have important links with Career Development (formally the Careers Service), Local Industry, Further and Higher Education.

EQUALITY OF OPPORTUNITY

The City of Edinburgh Council has a Policy Statement on Equality of Opportunity for all. The essential principle is that:

All individuals should be valued equally and therefore given every opportunity to fulfil their maximum potential and to take their place successfully in a democratic and multicultural society.

All members of staff promote equality as part of their teaching approach, and subject choices are arranged in such a way that no young person, regardless of sex, race or ability, is denied the opportunity to fulfil her or his potential.

CERTIFICATION

In recent years there has been a significant change in the curriculum for S5 and S6 pupils. This is, in part, a response to the fact that more youngsters are choosing to return to school after the statutory leaving age. The traditional curriculum, heavily weighted towards Higher Grade courses, is no longer appropriate for every pupil returning to school. The National Qualification programme certified by the Scottish Qualifications Authority (SQA) provides a wide range of courses for the National Certificate that cater for pupils of all abilities. Session 2002/2003 will see each subject department offering their National Certificate courses. Briefly these courses can be summarised as follows:

- **Higher Level** - demanding courses which have to be completed in little more than two terms. We recommend that only pupils achieving Standard Grade awards at Credit Level (1 and 2) in a subject should attempt a Higher course in S5. The Higher course comprises 3 x 40 hour units assessed internally using tests from the new National Assessment Bank (NAB) plus an external exam.
- **Intermediate Levels 1 and 2** - A course comprising 3 x 40 hour units assessed internally using tests from the new National Assessment Bank plus an external exam. Successful completion of an Intermediate course allows progression to the next level, ie. Intermediate 1 to Intermediate 2 and Intermediate 2 to Higher in the following session.
- **Advanced Higher:** Pupils who have completed a Higher course successfully in S5 may wish to advance their studies in a particular subject or subjects. Advanced Higher is an excellent stepping stone to Higher Education. Advanced Higher replaces the former Certificate of Sixth Year Studies (SYS).

The school also offers courses in conjunction with Stevenson College and other local High Schools (mainly Balerno High School). These options are on offer in Column 4 of the Course Sheet.

Complaints:

If you are unhappy about any aspect of the Coursing programme then please write or telephone Mr E Melvin (Head Teacher). You should receive a reply within 7 days. If you have a complaint then details of how to take your complaint to The City of Edinburgh Education Department are available from the school.

Mock Interview Programme

S5

The S5 Mock Interview Programme is an optional element of the S5 PDT (Personal Development Time) course. It gives pupils the opportunity of undergoing the process of applying for a job, completing an application form, arranging the necessary details and visiting an organisation's premises for the interview.

Pupils can choose from approximately 30 organisations ranging from manufacturers, GEC and retailers, Marks & Spencer to Government Agencies, eg. HM Customs & Excise and Inland Revenue or Financial Institutions such as Banks and Building Societies. After the mock interview both the school and the pupils receive feedback which forms the basis of classroom discussion. As it is a mock process the pupils are given information and advice on all aspects of job application and interview skills by the organisations themselves.

Both the pupils and the organisations involved have expressed great enthusiasm for this initiative as it is seen to be a valuable learning experience for pupils who will inevitably, at some stage, have to prepare for and attend an interview.

B A Whaite

Senior Teacher/Mock Interview Co-ordinator

Community Service

S6

By S6 the pressure of Higher coursework may have eased slightly and non-timetabled periods in the week can provide opportunities for S6 pupils to get involved in some voluntary 'service' in or out of school. Activities are co-ordinated to suit the S6 pupils' interests and talents and to fit in with other commitments. They may include occasional help, say, with fundraising or primary school sports, more regular placements in nursery or primary schools nearby, or assisting in the Learning Resource Centre or School Office. Opportunities are also provided for supporting the Guidance Department with the S1 "Bully No More" Day and other events, where anything from role-play to escorting parents might be needed. Sporting ability may lead to coaching younger teams and some senior pupils support younger ones individually within the Paired Reading Programme.

By far the most popular choice however, is to work in classroom support. Induction and training are given beforehand, and many departments now have the services of one or more S6 pupils regularly for a few periods in the week. This programme helps teachers cope with large classes and differing pupil demands, and is a valuable insight into life "on the other side of the desk" for the S6 pupil!

All 'Community Service' is useful experience, in fact, and provides an extra dimension to pupils' academic and sporting achievements. Such value-added education is recognised at school level by a certificate included in the National Record of Achievement; senior pupils who undertake Millennium Volunteers projects (a minimum of 100 hours service over 12 months) gain National accreditation as well. Such value-added education helps Currie pupils gain an edge over others in a competitive world.

S MacKenzie

Senior Teacher

Pupil Support Scheme

In S5 some of our pupils have taken the opportunity to be trained by our educational psychologist in mentoring younger pupils. This programme is popularly known as a "Buddying System"

The seniors will provide a drop-in facility for S1 and S2 pupils, who can come and have assistance in ironing out relationship problems or minor bullying incidents. This service will be monitored by the Guidance Team. It is hoped that having established this facility we will continue to train further S5 pupils to continue the service.

H Martin (Co-ordinator)

PT Guidance

Department: **ART AND DESIGN**
Subject: **ADVANCED HIGHER**

Access to this replacement for SYS would be a good pass at Higher. There is also added responsibility for students to work equivalent time on their own, complementing the studio time on their timetable.

Advanced Higher – 3 different course options, either;

- 1 Practical Folio – **Enquiry, Expressive**, (80 h).
Outcome 1 – written statement 500-1000 words
Outcome 2 – investigation folio of 2D/3D artwork
Outcome 3 – folio of unfinished 2D/3D artwork

plus

Related Studies – visual arts expressive (40h)
Outcome 1 – research & investigation max 3x2A sheets or equivalent
Outcome 2 – written summary 500-1000 words + visuals

OR

- 2 Practical Folio – **Enquiry, Design** (80h)
Outcome 1 – written statement 500-1000 words
Outcome 2 – investigation folio of 2D/3D design work
Outcome 3 – folio of finished 2D/3D design work

plus

Related Studies – visual arts design (40h)
Outcome 1 – research & investigation max 3x2A sheets or equivalent
Outcome 2 – written summary 500-1000 words + visuals

OR

- 3 Written Folio – **Research and Appreciation**
Candidate identifies a theme of personal interest.
Outcome 1 – written descriptive statement 500-1000 words
Outcome 2 – folio of 2D/3D visual non-visual material
Outcome 3 – dissertation 4000-6000 words

plus

Visual Presentation – Art and Design (40h)
Subject of presentation will arise out of dissertation
Outcome 1 – brief; 1XA4 sheet
Outcome 2 – visual presentation

Note; **it is possible to do an Expressive Unit or a Design Unit instead of the Related Studies Unit.**

Department: ART & DESIGN

Year Group: S5/S6

Subject: ART & DESIGN: HIGHER & INTERMEDIATE 2

Course Content

The National Qualification courses in Art & Design articulate with Standard Grade and its main elements Expressive, Design and Art and Design Studies.

Candidates at both levels who are undertaking the course are required to demonstrate breadth and balance of experience across the whole coursework. This should be achieved by incorporating 2 and 3 dimensional media; using technology (including information technology processes where appropriate) and study of contemporary context.

Written work: Simultaneous to the Design and Expressive Folios being undertaken, a written submission involving research on a respective topic (minimum 500 words) will be produced.

Coursework:

Candidates will produce two separate but complementary Folios of Evidence drawn from their best work in Expressive and Design Activity. Each folio should be presented as a coherent and structured whole.

Expressive Folio: Will consist of 5 A2 size sheets comprising:-

- 2 sheets of investigation
- 2 sheets of development
- 1 sheet of outcome/solution

The folio will be awarded 100 marks. The marking of the stages of the development will be weighted thus:

1:1:2 (outcome)

Design Folio: Evidence will consist of up to 5 A2 sheets detailing evidence of

- 2 sheets of investigation
- 2 sheets of development
- 1 sheet of outcome/solution
- Design Brief and Evaluation

100 marks. Weighting for this is 1:1:1 with 10 marks for Design Brief Evaluation.

Course Review Statement:

This is a 2 part response where pupils are prompted to reflect critically on their work over the previous units by answering structured questions.

The second part will seek to determine what pupils intend to develop in their Practical Assignment.

Structured questions will ask what sources/references candidates intend to explore further or in different ways.

Practical Assignment is a 3 hour examination, which must be based on the topics and stimulus within either their Design or Expressive Folios. New approaches are expected and this should not merely replicate previous classwork.

This comprises 2 x A2 sheets: 50 Marks.

Art & Design Studies:

For Intermediate 2 there is a one hour written examination. This will account for 15% of the overall award.

For Higher the exam will be of 2 hours duration and will account for 25% of the overall award.

Homework:

Ongoing in all areas, usually one full week is allowed for completion.

Comments:

Pupils are expected to visit the National Art Collection in Edinburgh, not only on organised school visits but in their own time. Membership of the Fine Art Library is expected. Much of the necessary research/investigation must occur in the pupil's own time both for the written elements and the practical outcomes. In Higher Still there will be increased emphasis on the work of contemporary artists and designers.

P Bryceland
P.T. Art & Design

Department: **BIOLOGY**
Subject: **BIOLOGY - ADVANCED HIGHER**

The course follows on from Higher. Students with A or B are well suited to continue in the subject in S6.

Course Content:

2 Mandatory Units – Cell Biology
- Environmental Biology
1 Optional Unit - Animal Behaviour

Assessment:

To gain an overall award a student must pass all

- End of Unit tests, with practical assessments
- An investigation
- An external exam

Homework:

The units have resources with built in questions and computer linkage with Heriot-Watt University. Reading in addition to monographs. Extended answers. Data Handling practice.

Comments:

Self motivation and determination are essential. A full provision of time and teacher contact can not be guaranteed at this stage. You must be committed to complete the tasks even if unconditional acceptance arrives – they will expect to see evidence of ability to keep on task and get a result.

Department: **BIOLOGY**
Subject: **BIOLOGY: HIGHER**

Year Group: **S5/S6**

Course Content:

The Higher Biology course comprises three units, each of which has a short introduction which links with the Standard Grade Biology course.

The units are:-

a) Cell Biology b) Genetics and Adaptation c) Control and Regulation

The content of the units reflects the importance of biochemistry, molecular biology and ecological/environmental issues in modern biology. Genetics and evolution and the control of development are also areas of biology where significant advances have been made in recent years. The learning activities involve knowledge and understanding, problem solving and practical abilities.

Assessment:

To gain an award for the course the pupil must pass all unit assessments, theory and practice which are given in the school. They must also pass an external examination.

Homework:

Homework will be given regularly and will involve multiple choice, questions from textbook and essays. Pupils will also be expected to revise course work regularly.

Comments:

Candidates direct from Standard Grade Biology would be expected to have passes at 1 or 2 for the elements of Knowledge and Understanding (KU) and Problem Solving (PS). Although a background of Standard Grade Biology would be an advantage to follow this course, it is not always essential. Pupils who have previously studied Physics and Chemistry to Higher level generally do well and those who have gone through Intermediate 2 at A or B will have a good understanding of the basic concepts required.

Department: **BIOLOGY**

Year Group: **S5/S6**

Subject: **BIOLOGY: INTERMEDIATE 2**

The course provides a progression for pupils who achieve Grades 3 or 4 in Standard Grade Biology in the elements KU and PS also for those who got Intermediate 1 in Biology. It is not recommended for pupils who got Intermediate 1 Chemistry.

Course Content:

The course comprises three units:-

1. Living Cells
2. Environmental Biology and Genetics
3. Animal Physiology

The units provide the opportunity to develop knowledge and understanding of biological concepts and at the same time improve problem solving and practical skills.

Assessment:

To gain an award for the course the pupil must pass all unit assessments, theory and practical, which are given in class. Successful completion of these will be recorded on their certificate. In addition they must pass an external examination to complete the award.

Homework:

Homework will form an integral part of the course and will supplement the work given in class. All pupils will also be expected to revise course work regularly.

Comments:

This course for some may be an end point, while for others it will provide the necessary step between Intermediate or Standard Grade and Higher

I Gilmour
PT Biology

Department: **BUSINESS STUDIES**
Subject: **BUSINESS MANAGEMENT: HIGHER**

Year Group: **S5/S6**

Business and Enterprise are at the heart of national growth and development. The study of Higher Business Management places the key elements of management in a study of the business as a whole.

Course Content:

The core of the course is decision making.

The course will focus on analysis of the key functional areas of business such as Marketing, Finance, Human Resource Management and Management Decision Making. The course will highlight the importance of enterprise to all organisations and the increasing role of Information Technology in business will be highlighted.

The course would be excellent preparation for the many Degree courses at University which now include Management in their course options.

The course would also be suitable for pupils hoping to follow a career in Business Management.

Assessment:

All Higher Still courses involve internal assessment. To achieve an award of Business Management (Higher) a pupil must –

1. Pass the internal assessment for a unit
and
2. Pass the internal assessment for the component units of the course and the external course assessment (ie. the exam set by the Scottish Qualifications Authority). The external exam will involve a case study and essay questions.

Homework:

The course is intensive and demanding and homework will be set at regular intervals.

Comments:

A high level of commitment is expected from pupils who take this course.

Pupils who opt for this course should be aware that they are undertaking a very interesting, stimulating course. It is not necessary to have taken Standard Grade Business Management in order to undertake Higher Business Management.

The Business Studies Department would recommend that:-

1. Pupils going into S5 should be expecting to achieve Standard Grade English at Credit level and be taking Higher English in S5, and that such pupils review how Higher Business Management fits into their overall commitments in S5.
2. Pupils going into S6 should at the very least have achieved Standard Grade English at Credit and have passed Higher English or be sitting Higher English in S6.

Department: **BUSINESS STUDIES**
Subject: **ADMINISTRATION HIGHER**
ADMINISTRATION (INTERMEDIATE 1)

Year Group: **S5/S6**

The primary role of the office is to provide information for the organisation. The administration function is there to provide information, support and services to underpin operations and decision making within the organisation. Using technology has become part of office work to such an extent that it is now an essential tool for all who work in administration in any business environment. Study of this course will not only equip the pupils with the level of competence required for using a

range of software packages in an office environment, but it will also enable them to apply their use to various administrative functions carried out within the organisation.

Course Content: (for both Higher and Intermediate 1)

The course will cover three elements:-

1. Administrative Support
2. Information Technology: Office Applications
3. Word Processing

Assessment:

As with other Higher Still courses the course in Administration will require pupils to pass internal and external assessments.

Homework:

Homework will be set as necessary.

Administration (Higher)

Pupils opting to undertake Administration (Higher) should have achieved or be expecting to achieve Administration Standard Grade at Credit or General (3) level.

Administration (Intermediate 1)

Administration (Intermediate 1) is suitable for pupils who have achieved or expect to achieve Standard Grade Administration at General (4) or Foundation Level. The course is also suitable for pupils who have not previously studied Administration but who are looking for a good background in the subject area. These pupils should speak to a member of staff in the Business Studies Department.

M M Chambers

PT Business Studies

Department: CHEMISTRY
Subject: CHEMISTRY: ADVANCED HIGHER

Year Group: S6

Course Content

This course is for pupils who wish to continue with Chemistry beyond Higher Grade.

3 Units of work are studied which extend existing knowledge and introduce some new areas of chemistry not previously studied.

Unit 1 Electronic Structure and the Periodic Table

Unit 2 Principles of Chemical Reactions

Unit 3 Organic Chemistry

There is a compulsory; assessed practical element of the course which involves set prescribed practical activities and an individual investigation of the pupil's choice.

Assessment:

- Written Practical reports
- End of Section tests
- Nationally set Unit tests
- A Prelim examination

Successful completion of the units will be recorded on the pupil's SQA Certificate whether or not they pass the final Advanced Higher examination.

Homework:

Regular homework based on classwork, or some individual research work, form an integral part of the course.

Department: CHEMISTRY
Subject: CHEMISTRY: HIGHER

Year Group: S5/S6

Course Content:

This course builds on the knowledge and skills achieved in Standard Grade Chemistry. The Higher course is more specialised, though it still provides a general background of chemical knowledge.

Pupils must have achieved a 1 or 2 in the Knowledge and Understanding and Problem Solving elements of Standard Grade Chemistry to attempt the Higher in one year. Pupils who have a 3 in Standard Grade Chemistry are advised not to attempt the Higher but to take the Intermediate 2 course with a view to considering the Higher in S6.

Pupils who have not studied Chemistry at Standard Grade and who require a Higher by S6 should choose the Intermediate 2 course in S5 and the Higher in S6.

The course is made up of three units each worth one credit:-

1. Energy Matters
2. The World of Carbon
3. Chemical Reactions

Successful completion of the units will be recorded on the pupil's SQA Certificate whether or not they pass the Higher examination.

Assessment:

- Prescribed Practical Activities with written reports
- Nationally set Unit Tests
- A Prelim examination
- Both tests and prelim are taken into account in giving an estimated grade

Homework:

Regular homework forms an integral part of the course. Tutorial sheets are provided for each topic.

Department: CHEMISTRY

Subject: CHEMISTRY: INTERMEDIATE 2

Year Group: S5/S6

This course is designed for pupils with Standard Grade Chemistry at Grade 3 and 4, Intermediate 1 Chemistry or Standard Grade Biology, or Physics at Grade 1 or 2 who have not studied Chemistry in S3/S4.

Course Content:

The course is made up of three units each worth one credit:-

1. Building Blocks
2. Carbon Compounds
3. Acids, Bases and Metals

Successful completion of the units will be recorded on the pupil's SQA Certificate whether or not they pass the Intermediate 2 examination.

A pass at Intermediate 2 allows progression to Higher the following year.

Assessment:

- Prescribed Practical Activities with written reports
- Nationally set Unit Tests
- A Prelim examination
- Both tests and prelim are taken into account in giving an estimated grade

Homework:

Regular homework forms an integral part of this course.

S Devine

PT Chemistry.

Department: **COMPUTING**

Subject: **COMPUTING STUDIES: ADVANCED HIGHER**

Year group: **S5/6**

This course is for pupils who have attained a good Higher pass in Computing Studies. It is expected that students are able to conduct independent research and study at this level. They have to time, plan and organise their own learning with teacher support.

Course Content:

The course consists of two core units – Software Development and the Computing Project - and one optional unit, which will be chosen from Artificial Intelligence, Computer Systems or Data Communications.

Software development (½ unit)

This unit builds on the programming work done at Higher Grade, going deeper into the system analysis and design stages. In addition the roles and relationships between the personnel involved are investigated.

Computing project (1½ units)

Project specifications are produced by the SQA and using skills developed in the software development unit, the student implements a solution to a problem.

Artificial Intelligence

In this unit, the student will learn to develop knowledge and understanding of knowledge domains, search methods and expert system shells.

Computer Systems

This unit extends the student's knowledge built up at Higher, into the areas of microprocessor architecture, assembly language programming and different operating systems.

Data Communications

This introduces students to the architecture of computer networks (local-area, wide-area, peer-to-peer and client-server) and the hardware and software needed to perform data communication.

Assessment:

Each unit is tested by written tests and by practical assessments, which need to be passed to complete each unit. The assessment of the software development unit and project unit are partially combined. The project contributes to the coursework assessment and is subject to moderation for both unit and course purposes. The coursework accounts for 50% of the final mark. The final SQA written exam provides the remaining 50%.

Homework:

As the students plan their own course, keeping up to date with the work is their responsibility and it will be up to them to pass in completed work for marking. However there will be deadlines for some submissions, which must be met.

Department: **COMPUTING**
Subject: **COMPUTING STUDIES: HIGHER**

Year group: **S5/6**

Course Content:

This course is open to students who achieved a grade 1 or 2 at Standard Grade Computing Studies. The course consists of two core units – Computer Systems and Software Development - and one optional unit, which will be Multimedia Technology.

Computer systems

The student learns the principles of computer systems and the different hardware factors, which improve system performance. System and Application software is studied also and by the end of this unit, students should be able to select suitable computer systems to match particular computer applications.

Software development

This unit builds on the programming work done at Standard Grade, introducing the analysis stage of the software development cycle. It also looks in more detail at the environment for producing completed software.

Multimedia technology

In this unit, the student will learn about and use the hardware and software necessary to produce or capture text, graphics, audio, animations and video and combine them into a final multimedia presentation.

Assessment:

Each unit is tested by written tests and by practical assessments, which need to be passed to complete each unit and the optional unit, Multimedia Technology, includes an investigation. In addition there is coursework assessment spanning the core units, which accounts for 30% of the final mark. The final SQA written exam provides the remaining 70%.

Homework:

Homework will be issued regularly and it is up to the student to keep up-to-date with the work being done in class and to plan revision. During practical work there are deadlines for assignments and this may mean the student doing work on the school's computers outside normal class hours. Some of the investigation has to be done in the pupil's own time.

Department: **COMPUTING**
Subject: **INFORMATION SYSTEMS: INTERMEDIATE 2**

Year group: **S5/6**

Course Content

This course is suitable for students who managed a grade 3 or 4 at Standard Grade Computing Studies. It should also be suitable for Credit or Higher level students who have not studied Computing at Standard Grade.

The course aims to further improve students' skills at using a range of applications programs and to provide experience of modern information systems such as the Internet.

The three units, which will be studied, are

Computer Application Software

This unit continues work done at Standard Grade. Students look critically at many types of application software such as Word Processing, Painting, Publishing and Internet programs identifying the main features of the software and how they will be used.

Database Systems

Students look at further features of modern database systems - local (e.g. CD-ROM) or networked (e.g. the World Wide Web) – learning how to set them up and search for information efficiently. They also learn about the current developments in database systems.

Multimedia

Students will use the computers to produce a multimedia presentation with text, graphics, sound and animations or video. They will learn about the hardware and software needed to produce such a presentation.

Assessment

Each of the three units will be assessed by written tests. A practical coursework assessment covers the first two units and the multimedia unit has a separate practical project. All of these assessments need to be passed to complete the course. At the end of S5 there will be a written national exam, which will count for 60% of the final grade. The other 40% will be made up from the coursework assessment.

Homework:

Written homework will be issued regularly. Deadlines for completing practical work will be set and this may involve students using the school's computers in their own time.

R. Loan
PT Computing

Department: **CRAFT DESIGN TECHNOLOGY (CDT)**

Year Group: **S5/S6**

Subject: **CRAFT AND DESIGN: HIGHER & INTERMEDIATE 2**

Course Content:

Higher Craft and Design contributes to the development of pupils in preparation for their roles in society, both in social and career terms, without being narrowly vocational. The pace of change is increasing in industry and society. New materials, new processes and practices, new techniques and ever-newer products of technology have had, and will continue to have, a major impact on work and society. To cope with this and benefit from this fluid situation requires people who possess vision, initiative, communication skills, risk tolerance, flexibility and self-reliance. This course attempts to develop these attributes through studies which are both technological and creative.

The technological aspects derive mainly from active involvement in designing within the context of the industrial world where the technology for design, manufacture and marketing is explored.

Creative aspects are fostered by the diversity of acceptable solutions to design briefs, and manifested in various ways such as sketching ideas, modelling by computer and producing scale models and prototypes in appropriate materials.

The course is experimental: it focuses in turn on every stage of the process of design and manufacture, offering opportunities for participants to develop confidence and abilities which will serve them well in later life.

Pupils are encouraged to adopt a broad outlook to design and it is recognised that other departments may have a role to play in the input of relevant cross-curricular material

The course aims to:-

- foster understanding of the process of designing in a commercial context and of the factors which influence design
- enhance knowledge of industrial manufacturing processes and materials
- increase awareness of economic considerations and the social implications of design and manufacture
- develop skills in designing related to the industrial context
- contribute to personal development, in particular to technological capability

Assessment:

Candidates will be assessed by:-

Design Folio 60%

Exam - Knowledge & Understanding 40%

Homework:

Homework will be set to consolidate classwork. Pupils will be expected to continue with project work at home in their own time.

Comments:

A Higher Grade pass at Graphic Communication is recognised by SUCE as a University entrance qualification.

Department: **CRAFT DESIGN TECHNOLOGY (CDT)**

Year Group: **S5/S6**

Subject: **GRAPHIC COMMUNICATION: HIGHER & INTERMEDIATE 2**

Course Content:

Higher Graphic Communication prepares pupils in the use of graphics as a form of communication. The complexities of modern industry and commerce demand that employees must have enhanced skills in interpreting and communicating information. As industry becomes increasingly international the ability to use graphics to transcend language barriers will become more important as a form of communication.

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

Pupils will have the opportunity to develop analytical thinking and creativity. Knowledge of the importance of graphics in an industrial context will provide a perspective on the commercial and industrial world. The course makes a significant contribution to develop technological capability.

The course aims to:-

- develop aspects of technological capability
- develop technological creativity in relation to selecting information and evaluating its appropriateness for graphical communication
- develop an ability to read and interpret a range of drawings and information presented graphically
- develop a technological perspective on the role of graphic communication in an industrial context
- develop an ability to communicate graphical information using both manual and computer graphic skills and techniques
- develop a knowledge of appropriate computer hardware and software for graphic communication and its related industrial applications
- develop technological confidence in planning and implementing a graphic presentation on a theme, using appropriate samples from a range of manual and computer graphic skills and techniques

Assessment:

Candidates will be assessed by:-

Thematic Presentation 30%

Exam - Graphic Knowledge and Abilities 70%

Homework:

Homework will be set to consolidate classwork. Pupils will be expected to continue with their Thematic Presentation Folio at home at their own discretion.

Comments:

A Higher Still Grade pass at Craft and Design is recognised by SUCE as a University entrance qualification.

J Wilson

PT Craft Design Technology

Department: DRAMA
Subject: DRAMA: HIGHER

Year Group: S5/S6

Course Content:

This course focuses on the skills of acting, directing and investigating in a variety of dramatic contexts.

The three units of study are:-

Investigative Drama

In this unit, pupils use creative drama skills to investigate and explore a mutually agreed theme, topic or issue. They devise their own drama to present to an invited audience. Each pupil is responsible for the organisation and direction of an identifiable section of the presentation. Each pupil is likely also to have to contribute an acting and/or technical role in other people's sections.

Study of a Text in its Theatrical Context

This year, the text for study will be either The Crucible by Arthur Miller, The House of Bernarda Alba by Lorca or Lovers by Brian Friel.

Students explore the text from the perspective of an actor and of a director in preparation for a production.

The skills and knowledge developed in Investigative Drama will be further developed in this unit. Each pupil will use his/her studies and analysis of the text to create a directorial interpretation of the play and develop the characterisation of one chosen dramatic role.

Contemporary Scottish Theatre

In this unit we will study at least three plays or productions written, set in, or performed in Scotland. These will address a number of different areas and are likely to include work on:-

- a) Issues of gender – eg. Relationships, romantic heroes, men and power and women and power.
- b) History, nostalgia and popular tradition – eg. use of Scottish song, music and dance and myth and legend.
- c) Social, political and religious dimensions – nationalism, the relationship between the individual and the establishment, sectarianism and political theatre as entertainment.
- d) Current productions and issues – the work of a specific Scottish playwright or theatre company and/or the identification of a current theme or trend in Scottish theatre based on students' own experience of Scottish plays and productions.

Assessment:

To gain the course award at Higher, the pupil has to pass all the component units of the course as well as the external assessment which comprises two question papers, an acting exam and an investigative drama folio.

Comments:

In a study of drama at this level, especially in units 2 and 3, it is essential that all pupils participate in theatre visits and such workshops as can be arranged with directors, writers, etc., and also be aware that these may have to be outwith ordinary school hours.

Department: DRAMA
Subject: DRAMA: INTERMEDIATE 2

Year Group: S5/S6

Course Content:

The course comprises 3 units:-

Drama Skills:

Theatre Production Skills:

Production:

Drama Skills: In this unit, you will investigate a variety of dramatic stimuli including play extracts and experiment with different drama forms and structures to devise an end product to the investigation.

Each pupil has to -

- Devise with others a piece of drama on a negotiated topic
- Explore ideas, emotions and attitudes through role play
- Learn to portray character in a variety of ways
- Direct others in a short piece of drama
- Maintain a folio of items generated by the work

Theatre Production Skills: This unit focuses on learning in a practical manner the functions of a theatre production team using available resources and technology. A backstage theatre visit will almost certainly require to be incorporated into the course at this point. You then have the option to develop your particular interests further by selecting two areas, eg. acting and lighting or make-up and set design and concentrating on these more fully.

Production: This unit consolidates the drama skills and theatre production skills from the first two units in staging a small scale production based on either an extract from a full length play or using a one act play. The production is then staged for an invited audience with each pupil taking on one major role (either acting or production team).

Assessment:

To gain Intermediate 2, you must pass each of the internally assessed units as well as the external assessment. The external assessment involves you in demonstrating to an external assessor your chosen production skill during a performance with an audience – most probably at the end of the third unit. There is also a written exam/assignment, and the assessor will also be examining your folio for evidence of progression and development.

Comments:

Drama Intermediate 2 is an ideal intermediate step for those planning to go on to Higher Drama or can equally be treated as a recognised qualification in its own right.

NB: Due to the nature of the course it is probable that pupils will need to make at least two theatre visits which are unlikely to be in class time. It would also be expected that participants in the course would take an active part in any school production, which would be seen as an extension of the skills developed, and could therefore be used as part of the internal assessment procedures.

T Comfort
APT Drama

Department: ENGLISH
Subject: ENGLISH: ADVANCED HIGHER

Year Group: S6

Course Content:

There are three units in the course:-

- Specialist Study
 - Literature
- and either
- Creative Writing or
 - Textual Analysis

(A Media Studies option called 'Reading the Media' may be offered in the future, as and when it is taken up by a viable number of pupils of an appropriate capability in Media Studies. Proven competence in Media Studies at 'Higher' level would be a prerequisite for this).

As one would expect, the course is literature – based. There is a compulsory specialist study of around 4000 words on a literary subject or author of the pupil's individual choice, to be submitted to the SQA for assessment.

Several set authors are studied, involving more than one text for each author.

A folio of creative writing is built up during the year by those who choose that option.

In Textual Analysis, practical criticism seminars will be held to develop pupils' ability to read, respond to and analyse extracts from literary works.

Assessment:

The specialist study accounts for 40% of the overall assessment.

Internal assessment of Literature involves two critical essays done in school time. The external literature paper lasts 1½ hours and requires candidates to do a critical essay on ONE of the set authors.

For the Creative Writing option, a folio will be built up, consisting of four pieces of writing, in at least TWO different genres. TWO of these pieces of writing will be submitted to the SQA for assessment.

In the Textual Analysis option, there will be two internal assessments, done in school time. The Textual Analysis paper will last two hours.

Homework:

Clearly this will involve reading for both the Specialist Study and the Literature unit, but the pressure should be less demanding than at Higher, since Sixth Year pupils have more study time and fewer subjects. Assignments on literary texts will be set for homework and the Creative Writing option will demand homework time to be spent on it. The major part of the homework will, inevitably, be concerned with the study for and writing of the Specialist Study.

Comments:

The course is open to all. Interest and commitment are the key requirements. In the past, some individuals who have not done at all well at Higher English have gained very respectable grades at this level, since there is no longer any language paper to be sat.

With the opportunity for independent study, the participation in a small class and the academic discipline of the Specialist Study, this course provides an excellent preparation for university and the demands made on students there.

Department: ENGLISH
Subject: ENGLISH: HIGHER

Year Group: S5/S6

Course Content:

There are three units in the course:-

- Language Study
- Literary Study
- Personal Study

As part of Language Study, pupils are required to write composition and to read pieces of adult non-fiction prose on which they will answer questions testing their understanding, their ability to analyse and their ability to give a personal, evaluative response.

In Literary Study, they will read drama, prose and poetry and will have to write critical essays on these literary works. They will have to do Textual Analysis of selected passages of literature, without teacher assistance.

In Personal Study, they will read and deliver a response for a text or texts of their own individual choice, with the teacher's advice.

Assessment:

There will be internal assessment in Close Reading and in Composition, in Textual Analysis and in the Personal Study of an individually chosen text. In the external assessment, there will be two examination papers, lasting 3 hours in all, testing ability in Close Reading, and in writing critical essays on literature that the pupils have studied.

Homework:

Effectively Higher pupils will have homework every week.

The Personal Study unit will require a great deal of reading and independent study in the form of note making, organisation and presentation. They will have to do reading and written homework on the literary texts studied in class. Practice work in Close Reading, Textual Analysis and critical essays will be set for homework and taken in for marking.

Many pupils who have done quite well in Standard Grade will find the demands of Higher English much heavier. The pace of work will be more intense. Only those who have gained Grades 1 or 2 in Standard Grade should attempt Higher in S5. For pupils who have gained grade 3 in Standard Grade English, Higher in S5 is not a realistic option. These pupils should aim to achieve Intermediate 2 English in S5, with the possibility of gaining Higher in S6.

Department: **ENGLISH**
Subject: **ENGLISH: INTERMEDIATE 2** Year Group: **S5/S6**

Course Content:

As at Higher, there are three units in the course:

- Language Study
- Literary Study
- Personal Study

As part of Language Study, pupils are required to write composition and to read non-fiction prose on which they will answer questions testing their understanding, their ability to analyse and their ability to give a personal evaluative response.

In Literary Study, they will read drama, prose and poetry and will have to write critical essays on these literary works. They will have to do Textual Analysis of selected passages of literature, without teacher assistance. In Personal Study, they will read and deliver a response to a text or texts of their own individual choice, with the teacher's advice.

Assessment

There will be internal assessment in Close Reading and in Composition, in Textual Analysis and in the Personal Study of an individually chosen text. In the external assessment, there will be two examination papers, lasting 2 ½ hours in all, testing ability in Close Reading and in writing critical essays on literature that the pupils have studied.

Homework:

A considerable amount of homework will be demanded by the nature of the course. The Personal Study unit will require a great deal of reading and independent study in the form of note-making, organisation and presentation. Pupils will have to do reading and written homework on the literary texts studied in class. Practice work in Close Reading, Textual Analysis and critical essays will sometimes be set for homework.

Pupils gaining Grade 4 or less in Standard English should aim to achieve Intermediate 1 in S5.

Department: **ENGLISH**
Subject: **ENGLISH: INTERMEDIATE 1** Year Group: **S5**

Course Content:

There are three units in the course:

- Language Study
- Literary Study
- Personal Study

As part of Language Study, pupils are required to write composition and to read pieces of non-fiction on which they will answer questions testing their understanding, their ability to analyse and their ability to evaluate.

In Literary Study, they will read drama, prose and poetry and will have to write a critical response. They will have to do Textual Analysis of selected passages of literature, without teacher assistance.

In Personal Study, they will read and deliver a response to a text or texts of their own individual choice, with the teacher's advice.

Assessment:

There will be internal assessment in Close Reading and in Composition, in Textual Analysis and in the Personal Study of an individually chosen text.

In the external assessment, there will be two examination papers, lasting 1 ½ hours in all, testing pupils' ability in Close Reading and in writing a critical essay on literature studied.

Homework:

A considerable amount of work will have to be done in the pupils' own time for the Personal Study, in the form of note making, reading and organisation for presentation. Some of the practice work for Close Reading and Textual Analysis may be set for homework, to reinforce what has been done in class.

V Ashton
PT English

Department: ENGLISH
Subject: MEDIA STUDIES

Year Group: S5/S6

Course: MEDIA STUDIES: HIGHER/INTERMEDIATE 2

Course Requirements:

Candidates for this course will be expected to work both individually and co-operatively as part of a group, especially in the group production exercise. Candidates should have achieved at least Grade 3 in both Reading and Writing at Standard Grade level in English. If the course is over-subscribed priority will be given to pupils in S6.

Course Content:

The media will play a central role in the modern world and affect us all in our daily lives. The aim of the Media Studies course is to develop a critical understanding and appreciation of the media and their products, and to develop practical skills in media technology.

This aim will be realised through a balance of analytical and production work. Analytical skills will be developed by the study of a range of media texts, both print and non-print, fiction and non-fiction. Production skills will be developed by the planning, implementation and evaluation of a group product. The school has recently acquired digital video cameras and a digital-editing suite to facilitate this.

Assessment

Course assessment is based on a system involving both internal and external assessment.

The internal assessment is based on the satisfactory completion of three assessment procedures, two relating to Media analysis and one to Media Production. These are based on a simple pass/fail system. However the standard of performance in the internally assessed unit assessments will determine whether the candidate is recommended for Intermediate 2 or Higher in the external examination.

Homework

All formal assessments will be achieved in class time. Homework will take a variety of forms including research, note making, essay writing and revision for assessment.

M Stone
English Teacher

Department: **GEOGRAPHY**
Subject: **GEOGRAPHY: HIGHER**

Year Group: **S5/S6**

Course Content:

This course is a natural progression of the ideas introduced in the Standard Grade syllabus and is designed to encourage the development of individual and group learning, and places emphasis upon the development and application of learning skills relevant to everyday life. The course provides a good foundation for further studies of both Geography and a range of related subjects as it incorporates a wide variety of skills and techniques.

The syllabus covers both Physical and Human Geography. Core course material examines a variety of topics within these areas, whilst the applications material allows in-depth analysis of selected topics.

This course is suitable for those gaining a Credit award in Standard Grade Geography. However, it may be suitable for some S6 pupils who have not studied Geography at Standard Grade, but have demonstrated the necessary commitment to academic study.

Assessment:

The course is assessed internally using a variety of techniques appropriate to the topic being studied. There will be a prelim and a formal, externally marked examination.

Homework:

Homework is an integral part of the course and homework assignments will vary according to the topic being studied.

Comments:

The Geography Higher course is a rigorous course which encourages pupils to develop their own analytical skills. It allows flexibility for those continuing in Higher Education as it can be studied in the Faculties of Science, Social Science and the Arts whilst also being attractive to prospective employers.

Department: **GEOGRAPHY**

Subject: **GEOGRAPHY: INTERMEDIATE 2**
(Recommended entry Standard Grade 3 or 4)

Year Group: **S5**

The principal aim is that candidates develop a detailed understanding of aspects of the contemporary world, of concern to all citizens, by using the concepts and techniques of geographical analysis. In addition, the course enables candidates to develop progressively:-

- an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national and international levels
- an awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way
- a life-long interest in, understanding of, and concern for the environment
- a geographical perspective on environmental issues and their significance
- skills of extracting and processing information from geographical data using appropriate techniques and terminology.

Course Content:

Pupils will undertake 3 units:-

1. Physical Landscapes and land use
2. Population studies
3. Development and health

Assessment:

Pupils must successfully complete all internal assessments and one external assessment.

J Binny
APT Geography

Department: **HISTORY**
Subject: **HISTORY: ADVANCED HIGHER**

Course Content

“THE HOUSE DIVIDED”: USA, 1850 – 65

This course looks at the causes and course of the American Civil War 1861-65. It ranges from the battlefields of Virginia to the plantations of Louisiana and from the White House in Washington to the burning of Atlanta. In terms of content it is a complete change from other courses taught in the department.

Assessment:

1. Essay writing in final exam
2. Documents in final exam
3. Dissertation in school

In addition there are internal assessments in essay writing and document work

Homework:

Pupils will spend much of the course researching and working independently and must be prepared to do so. There is less formal teaching than at Higher. The dissertation is an opportunity to research a topic of the pupil’s choice. It is an essay of 4,000 words submitted by April.

Comments:

This is an ideal course to prepare a pupil for Higher Education. A good pass at Higher History is needed to enter the course. Pupils should speak to the History Department for further details.

Department: **HISTORY**
Subject: **HISTORY: HIGHER**

Year Group: **S5/S6**

Course Content:

- | | | |
|--------|---|---|
| UNIT 1 | - | <u>Britain 1850s to 1979</u>
From the cradle to the grave. Social welfare in Britain 1890s to 1951 |
| UNIT 2 | - | <u>The Growth of Nationalism in Italy from 1815 to 1939</u>
The collapse of Italian democracy
Mussolini and Fascist Italy |
| UNIT 3 | - | <u>Appeasement and the Road to the Second World War</u>
British foreign policy 1936-1939, especially in dealings with Hitler |

The aim of the course is to promote the pupils’ understanding of history, politics and international relations. Pupils intending to study these subjects at university or college should take Higher History.

The course develops the ability of pupils to write extended essays based on reasoned argument and evidence. These are key skills for a large range of university courses.

Assessment:

1. Essay writing in Units 2 and 3 - 50% - two essays in final exam
2. Documents in Unit 1 - 30% - five source questions in final exam
3. Extended Essay - 20% - one essay in school

This last assessment is done prior to the external exams. It is not a laborious exercise and has improved the performance of candidates at this level.

Candidates must also sit three internal assessments and pass each learning outcome.

Homework:

1. Essay writing
2. Note-taking
3. Document work
4. Preparation for extended essay
5. Preparation for internal assessments

Comments:

Pupils can enter the Higher History class by –

1. Having earned a Credit pass at Standard Grade History
2. Passing Intermediate 2 Level
3. Doing the course as a ‘crash’ Higher, having dropped History in S2. For this latter group entrance to the course would depend on having achieved passes in other Higher subjects.

The Higher course will run parallel to Intermediate courses for Unit 1 only.
A serious commitment to study is needed.

Department: **HISTORY**

Year Group: **S5/S6**

Subject: **HISTORY: INTERMEDIATE 2**

Course Content:

- | | | |
|--------|---|--|
| UNIT 1 | - | <u>The Road to the Second World War 1933 - 39</u> |
| UNIT 2 | - | <u>The Scottish Wars of Independence 1296 – 1328</u> |
| UNIT 3 | - | <u>The Cross and the Crescent: The First Crusade 1096-1125</u> |

Assessment:

1. The final exam is similar to Credit at Standard Grade.
2. An extended response or essay is done in school.

Candidates must also sit three internal assessments and pass each learning outcome.

Homework:

1. Note-taking
2. Document work
3. Preparation for internal assessments

4. Preparation for extended essay.

Comments:

Intermediate 2 is the equivalent of Credit Level at Standard Grade. Pupils should have a General award at Standard Grade and a serious commitment to study. This is an interesting course for committed students. It has been taken as an interest course by S6 pupils.

J Robertson
PT History

Department: HOME ECONOMICS
Subject: HOSPITALITY – PRACTICAL COOKERY –
INTERMEDIATE 2

Year Group: S5/S6

Course Content:

The Hospitality Practical Cookery Course consists of four component units:-

- Microwave Cookery
- Convenience Foods
- Food Preparation for Healthy Eating
- Foods of the World

This course is heavily practically orientated and aims to provide the development of the techniques and skills required for food production appropriate to domestic and hospitality situations. Written work, research and information seeking skills are developed through the tasks associated with each unit.

Assessment:

To gain the course award the pupil must pass all the unit assessments plus the external assessment. External assessment provides the basis for grading attainment in the course award. The final overall external assessment is:-

Section 1	-	A Practical Assignment of 2 – 2.1/2 hours	(75 marks)
Section 2	-	Examination - Multiple choice and short-answer format. 1 hour.	(25 marks)

Homework:

Pupils are expected to study and revise course work prior to written assessments for the units and the course.

Some research of topics such as foreign foods may also require to be undertaken.

Pupils will be asked to contribute to the cost of foods used and/or bring items of food for their own selection of practical work.

An apron and a container for food are required for each practical cookery lesson.

Comments:

This course would suit pupils interested in a career in the Tourism/Leisure/Food Industries, but is also a useful balance along with a variety of other levels of National qualifications. The Food Industry is one of the largest employment sectors, with a wide variety of different jobs available at a variety of levels of pay, coupled with excellent training and career prospects. This employment area is suitable for both male and female students.

Department: HOME ECONOMICS

Year Group: S5/S6

Subject: CHILD CARE (LIFESTYLE AND CONSUMER TECHNOLOGY)
INTERMEDIATE 1

Course Content:

This child focused course consists of four mandatory units plus a choice of a further one unit selected from a choice of two.

MANDATORY UNITS:

- Organisation of practical skills
- Preparation for parenthood
- Food preparation for healthy eating
- Health and Safety for babies and young children

CHOICE

- Design and Make

or

- The Pre-school child: Food, Clothing and Play. This is the unit selected by Currie High School

Assessment:

To gain the course award, pupils must pass all the unit assessments plus the external assessment. The external assessment provides the basis for grading attainment in the course award.

The external assessment is a Practical Assignment completed over a period of 10 hours within class time.

Homework:

Pupils are expected to study and revise course work prior to written assessments for the units. Some research may be required in relation to the practical assignment. Pupils will be asked to contribute to the cost of foods used. An apron and a container for food is required for each practical cookery lesson, pupils may also be required to bring items of food for their own selection of practical work at times.

Comments:

This area of study allows pupils (both female and male) to find out more about caring for children, child development, looking after them, the role of play, food preparation for children plus the skills and knowledge required to be a parent or to care for other people's children.

This course is ideal for life skills or those wishing a career in the Caring Industry, eg. Nursery Nursing, Primary Teaching, Nursing etc.

This course aims to give pupils knowledge and skills to influence the quality of life of both themselves and others.

D M Davidson

PT Home Economics

Department: MATHEMATICS
Subject: MATHEMATICS: ADVANCED HIGHER

Year Group: S6

Course Content:

The course comprises three units, of which two are mandatory, Pure Maths 1 and Pure Maths 2, and one is a compulsory option from Pure Maths 3, Statistics, Numerical Analysis and Mechanics.

The major part of the course is Pure Maths, covering Binomial Theorem, partial fractions, advanced differentiation and integration, graphs, matrices, parametric equations, complex numbers, finite and infinite series, vectors in three dimensions, Maclaurin series and a comprehensive study of differential equations.

ASSESSMENT:

Each course is divided into 3 units, each of which is internally assessed by a test taken at the end of the unit. The unit tests are designed to assess at the level of basic competence only. In addition, there is an external examination taken at the end of the course. To gain an award a pupil must be successful in all three-unit tests and the external examination.

HOMEWORK:

All Mathematics courses require a considerable amount of study time throughout the session. Regular homework will be given to all pupils.

Department: MATHEMATICS
Subject: MATHEMATICS: HIGHER

Year Group: S5/S6

Course Content:

Pupils extend their previous knowledge of Algebra (adding polynomial, exponential and logarithmic equations and functions); Geometry (including vectors and equations of straight lines and circles) and Trigonometry (including further trig. formulae, trig. equations and the wave function). Calculus is also studied for the first time. An investigative approach is taken where appropriate, and use is made of computer packages and graphic calculators.

Entry Level:

1. Entry to this course in S5 is open to those who have a Grade 1 or 2 award at Standard Grade. Those pupils with a Grade 2 should have at least Grade 2 in all three elements of their Standard Grade profile.
2. Entry to the Higher course in S6 is open to –
 - i Those who obtained Grade 1 or 2 at Standard Grade (as above) but who did not study mathematics in S5.
 - ii Those who did not achieve the above requirement at Standard Grade but who have performed satisfactorily in Intermediate 2 in S5.

Department: MATHEMATICS
Subject: MATHEMATICS: INTERMEDIATE 2

Course Content:

Pupils on this course study Algebra, Geometry and Trigonometry. Pupils study a variety of topics including the geometry of the circle, sine and cosine rules, simultaneous equations and further study of quadratic functions and equations, and statistics.

Entry Level:

A Mathematics General Award (3 or 4) is required.

Note: This course can be taken as a final course of study in Mathematics, or as a pathway to Higher Mathematics in S6.

Department: MATHEMATICS
Subject: MATHEMATICS: INTERMEDIATE 1

Course Content:

Pupils on this course study Algebra, Geometry and Trigonometry at a less demanding level than Intermediate 2. There is also some Arithmetical content. The variety of topics includes statistics, standard form, percentages, the theorem of Pythagoras, trigonometry in a right-angled triangle, and basic algebraic operations.

Entry Level:

A Mathematics Foundation award (preferably Grade 5) is required.

Note: Pupils who are successful in this course may proceed to study Intermediate 2 in S6.

D Findlay
PT Mathematics

Department: **MODERN LANGUAGES**

Subject: **FRENCH/GERMAN: ADVANCED HIGHER**

Year Group: **S6**

Course Content:

The Advanced Higher course involves a more in-depth study of the country and language and introduces the study of literature. The course is taught in themes, including:-

- Personal, Social and Cultural Issues
- Topical and Cultural Issues
- Environmental Issues

Assessment:

Assessment will be both internal and external in the skills of:-

- Speaking
- Writing
- Reading and Translation
- Listening

Comments:

This course is a stimulating preparation for University or College. Pupils are required to develop individual responsibility for their study programme.

Entry Requirement: Pass at Higher Level.

Department: **MODERN LANGUAGES**

Subject: **FRENCH/GERMAN: HIGHER**

Year Group: **S5/S6**

Course Content:

The Higher course develops language skills within the context of three broad themes:-

- Lifestyles
- Education and Work
- The Wider World

Assessment:

Assessment will be both internal and external. The development of skills at Higher level in:-

- Speaking
- Listening
- Reading
- Writing

will build on prior learning and will develop progressively the candidate's competence in the language.

Homework:

There will be regular homework which will help to develop the candidate's competence in the language.

Comments:

Entry Requirement: Credit level Writing at Standard Grade or pass at Intermediate 2 level in S5.

Department: **MODERN LANGUAGES**
Subject: **FRENCH/GERMAN INTERMEDIATE 2**

Year Group: **S5**

Course Content:

The Intermediate 2 course develops language skills within the context of three broad themes:-

- Lifestyles
- Education and Work
- The Wider World

Assessment:

Assessment will be both internal and external and tests the development of skills in:-

- Speaking
- Listening
- Reading
- Writing

Comments:

This course is suitable for pupils interested in developing language skills beyond Standard Grade level. The certification is recognised by colleges and by employers.

Intermediate 2 is a consolidation of grammar and writing skills covered in Standard Grade, and is an ideal preparation for Higher in S6.

Entry Requirement: Standard Grade Level 3 including the Writing option.

C MacKenzie
PT Modern Languages

Department: MODERN STUDIES

Year Group: S5/S6

Subject: MODERN STUDIES: HIGHER AND INTERMEDIATE 2

Course Content:

Higher

Paper 1 consists of two parts:-

Part 1 contains a study of the political system of the UK and some key social issues such as the economic, political and social status of women and ethnic minorities, standards of health care, social class, etc.

Part 2 looks at two international issues, E.U. and Ethnic minorities in the U.S.A.

Paper 2 consists of a decision-making exercise on Health Care. The pupils will be provided with a body of information on health. A variety of different sources will be used, including newspaper extracts, statistical tables and others. Pupils are expected to use the sources plus their own knowledge, gained from Paper 1, to evaluate a situation and reach a reasoned conclusion about it.

Intermediate 2

This course has the same basic structure as the Higher level, ie. it covers Political, Social and International Issues. However, the topics covered within each of these sections are different from those covered at Higher level, eg. the international issues covered at Higher are the EU and the USA whereas that covered at Intermediate 2 is South Africa.

Assessment:

In line with the SQA guidelines for National Courses, assessment will consist of a mixture of internal and external tests. Each unit will be followed by an end of unit test taken from a bank of items provided by the SQA. This will be assessed on a PASS/FAIL basis. To gain an award a pupil must be successful in the unit tests and the external examination.

Homework:

Regular marked exercises are set at the appropriate standard on a regular basis. Ongoing work from text books, eg. note-taking, answering questions etc. is done at home on a nightly basis.

Comments:

S5 pupils contemplating Higher must have achieved a Band 1 or 2 at Standard Grade in **both** Knowledge and Understanding and Enquiry Skills. An overall Credit Grade consisting of a 3 for Knowledge and Understanding and a 2 for Enquiry Skills is not acceptable for Higher level. They must also have been achieving Credit Grades on a regular basis in the end of unit assessments during their Standard Grade course work. The course is demanding and a strong, positive commitment to hard work is essential.

For the Intermediate 2 level candidates must achieve a General Grade or a 2 at Credit obtained with a 3 in Knowledge and Understanding and a 2 in Enquiry Skills.

S6 pupils have in the past done the course successfully as a 'crash' Higher without having done Standard Grade Modern Studies. However, they must already have achieved good Highers or Standard Grades in other subjects.

The Higher is a good course for pupils wishing to study Law, Politics, Economics, International Affairs and Journalism at University.

Department: MUSIC
Subject: MUSIC: HIGHER LEVEL

Year Group: S5/S6

Course Content:

This course has two units, one mandatory and one chosen from the options given below:-

Mandatory (must do)

Music: Performing/Inventing/Listening (H)

80 hours/2 credits plus one option from the list below:-

- Music Accompanying (H)
- Music: Inventing Extension (H)
- Music: Listening Extension (H)
- Music: Performing Extension (H)

MUSIC PERFORMING/INVENTING/LISTENING (H)

Performance to visiting Examiner 6 – 10 minutes

May be solo and/or groupwork

Grade 4 Associated Board

Graded at A or C

Work to be taped and held

INVENTING

Tape of compositions of 3–10 minutes with programme note, coursework log and score or overall performance plan.

LISTENING

An aural assessment test of about 1.1/2 hours.

Coursework log and paperwork to be held. Graded at A and C.

MUSIC ACCOMPANYING (H)

Live performance to visiting examiner of prepared accompaniments 4–6 minutes Grade 4 Associated Board level.

Sight-reading - playing an accompaniment AB Grade 2 level.

Harmonising given melody with chord indications. For guitar or electronic keyboard, this would include improvising on chord symbols.

Harmonisation of given melodies at cadence points only.

Transposition of given musical extracts.

20 minute overall preparation time will be given.

Taped evidence to be held by centre.

Graded at A and C.

LISTENING: EXTENSION (H)

Commentary (Investigative Study) of 1500 words on one or more extended works of pupil's own choice.

Aural assessment test of one hour's duration.

Evidence to be retained by centre –

Coursework log and related reports on at least two pieces of music played, sung or listened to.

Graded at A or C.

PERFORMING: EXTENSION (H)

Live recital solo and/or group of a programme of contrasting pieces of 12–15 minutes to visiting examiner.

Taped evidence of performances recorded during the course of 12–15 minutes to be kept by the centre.

Graded at A, B and C.

Homework:

All candidates will, through negotiation, be set targets. To achieve the targets an element of self-supported study will be essential, both at home and during study periods.

Comments:

Higher Level Music is essential for those wishing to pursue a career in Music and would be of great benefit to those wishing to enter the fields of nursery, primary or secondary education. The growing Music industry offers a wide range of career outlets for ambitious young people who have musical, technological and communication skills. Regardless of career choice, the course should provide pupils with an enriching and lifelong interest in Music Making, thereby enhancing not only their own lives, but also those of the community of which they are part.

Department: MUSIC

Year Group: S5/S6

Subject: MUSIC: INTERMEDIATE 2

Recommended Entry

Standard Grade Music at General Level or Associated Board exam pass in at least one instrument of Grade 2 or above.

Course Content:

This course has two units, one mandatory and one chosen from a list of options:-

Mandatory (must do)

Performing/Inventing/Listening (80 hours)

Optional (one of the following) (40 hours)

Inventing Extension

Performing Extension

Listening Extension

Mandatory Unit Details:

Performing:

Perform a live recital of a solo and/or group performance of contrasting pieces lasting 4 – 10 minutes.

Work to be taped and held.

Grade III Associated Board.

Inventing:

Tape of composition or compositions of at least 2 minutes with programme note.

Listening:

An aural assessment test of 45 minutes duration.

A coursework diary, reflecting music played, listened to and the pupils understanding of concepts.

Optional:

Inventing Extension:

An audio folio of composition or compositions of 3–10 minutes duration with a programme note.

A score or overall performance plan.

Performing Extension:

A live performance to a visiting examiner of solo and/or group performances lasting 4 – 10 minutes.

This must be a different instrument to the one done for the Mandatory Unit. Taped evidence required.

Listening Extension:

Show knowledge of a range of music from 1550 to the present day.

Keep a coursework diary reflecting music heard plus understanding of concepts.

Internal tests throughout the year.

K McPhee

PT Music

Department: **PHYSICAL EDUCATION**

Year Group: **S5/S6**

Subject: **PHYSICAL EDUCATION: HIGHER/INTERMEDIATE 2**

Course Content:

The Higher Grade course in P.E. is the logical progression for pupils gaining a Credit Standard Grade award and builds on the work done in S3/S4. The Intermediate 2 course is appropriate for those gaining a General Grade award.

The course is designed to serve the needs of pupils who wish to:-

- Study the subject as part of general education
- Study Physical Education to an advanced level
- Use Physical Education to an advanced level
- Use the subject as part of the entry requirements for courses in Higher or Further Education.
- Take advantage of the expanding career opportunities within sport, leisure and recreation.

At Higher Grade and Intermediate 2 the course will engage pupils in an increasingly sophisticated and rigorous study of the ways in which physical activities are performed. Performance will be the prime focus, a practical experimental base upon which skills and techniques, knowledge and understanding, analysis and evaluation are developed in an integrated way. Pupils will be required to take part in a number of physical activities. They will be expected to achieve improved personal standards in activities which have been included in the course as a result of discussion and negotiation between themselves and the teacher.

The Practical Activities for the Higher/Intermediate 2 PE course will be taken from the following:-

Volleyball	Basketball	Gymnastics
Swimming	Hockey	Football
Badminton	Dance	

The activities offered will be based on the facilities and expertise available and candidates will be able to select a number of options from the above menu. Assessment will be on two of the activities. The overall mark for Performance will be calculated by giving the higher of the two activity assessments twice the weighting.

Assessment: 3 Elements

1 Practical Performance – Weighting 50%

From 2 Practical Activities. The best mark is doubled and added to the second.

2 Analysis of Performance – Weighting 30%. In the areas –

- | | |
|------------------------------|----------------------------|
| 1 Performance Appreciation) | Assessment will take the |
| 2 Preparation of the Body) | form of a final external |
| 3 Skills + Techniques) | exam where candidates |
| 4 Structures, Strategies) | will select 3 out of the 4 |
| and Composition) | areas listed. |

3 Investigation of Performance – Weighting 20%

Candidates will be required to submit an Investigation in the form of a written report (1200 word, Int 2 1500 words) or a video presentation with supporting text of an activity which highlights a specific feature of performance.

Homework:

Will be set on a regular basis and will mainly be concerned with analysis of Performance and Investigation of Performance.

Comments:

Pupils will be expected to supplement their Practical Activity programmes with practices outwith the Higher course time and training programmes to enhance their overall performance.

A Whittington

PT Physical Education

Department: **PHYSICS**
Subject: **PHYSICS: ADVANCED HIGHER**

Year Group: **S6**

Course Content:

The course is aimed at pupils who will require a deeper knowledge and understanding of Physics and its applications either for an intended course of study at University or College or in a future career.

The course is intended to foster an interest in current developments in Physics and an appreciation that it is a changing subject.

There are four mandatory units. Topics dealt with include:-

- Mechanics
- Electrical Phenomena
- Waves

A Physics Investigation is also carried out which builds pupil's skills in carrying out independent experimental work.

Assessment:

Students will be assessed internally (in school) at the end of each unit by a written test. Students will also be assessed internally for practical work.

An external final exam will also take place at the end of the course (80% of the final mark) and an external assessment of the Physics Investigation will take place (20% of final mark).

The exam paper is out of 100 marks and the Investigation 25 marks.

Homework:

Students will be expected to complete regular tutorial questions and also do background reading. (Approximately 3 to 4 hours per week will be necessary, more at peak times.)

Comments:

Students intending to do the course should have a good pass in Higher Physics and a pass in Higher Mathematics.

Department: **PHYSICS**
Subject: **PHYSICS: HIGHER**

Course Content:

The course is aimed at pupils who have completed Standard Grade Physics at Credit level or Intermediate 2 Physics and wish to extend their knowledge either out of interest or to improve their career prospects. A suitable basis for further studies is also provided for students who wish to proceed beyond Higher Physics.

The course is concerned with the application of Physics in the modern world and consists of three compulsory units. Topics dealt with include:

- Mechanics and Properties of Matter
- Electricity and Electronics
- Radiation
- Light and Optoelectronics

Assessment:

Pupils will be assessed internally (in school) at the end of each unit by a written test. (NAB).

Pupils will also be assessed internally for practical work. (LO3)

An external final exam will also take place at the end of the course.

Homework:

Pupils follow a well structured homework plan of notes and problems.

Comments:

Students intending to do the course should have a Standard Grade in Physics at grade 1 or 2 for KU and PS or Intermediate 2 Physics.

Higher Physics is a valuable qualification highly regarded by prospective employers and educational establishments. The course also equips pupils with practical skills and knowledge useful outside school.

Department:

PHYSICS

Subject:

PHYSICS: INTERMEDIATE 2

Course Content:

The course is aimed at pupils who have completed Standard Grade Physics, Chemistry or Biology Intermediate 1 Physics. The course is concerned with the application of Physics in the modern world and consists of four compulsory units. Topics dealt with include:

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

Assessment:

Pupils will be assessed internally (in school) at the end of each unit by a written test. Pupils will also be assessed internally for practical work.

An external final exam will also take place at the end of the course.

Homework:

Pupils will follow a structured homework plan of notes and problems.

Comments:

Intermediate 2 Physics is a valuable qualification. Pupils who pass can progress to Higher Physics the following session. The course also equips pupils with practical skills and knowledge useful outside school.

Department: **RELIGIOUS AND MORAL EDUCATION**
Subject: **HIGHER RELIGIOUS, MORAL AND
PHILOSOPHICAL STUDIES**

Year Group: **S5/S6**

Course Content:

During the course the pupils will study the following topics:-

- A World Religion - Buddhism or Christianity or Judaism
- Christianity - Critiques and Challenges - Marxism and Liberation Theology
- Ethics - Religious Perspectives in a secular context – Gender Issues.

Assessment:

- essay writing in final exam for each unit
- an extended essay written in class on one unit
- internally assessed essays

Homework: note-taking

- research
- preparation for internal assessments
- preparation for external assessments and extended assessments

Comments:

The course is open to those progressing from Credit at Standard Grade. It can also be taken as a ‘crash’ Higher for pupils with Highers in other subjects.

Higher RMPS is a challenging and rewarding course.

The course develops essay writing skills which would be useful in any future academic discipline.

The course also develops critical and analytical skills which will prove especially useful to those progressing to an Art/Divinity courses at university.

D Duncan
R.M.E. Teacher