



PORTREE HIGH SCHOOL
Àrd-sgoil Phort Rìgh

It's Your Choice
for Senior Pupils

Do Roghainn Fhèin
airson A S 4/5/6



2019

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Introduction

Welcome to the Senior Phase of Portree High School.
You have lots of choices!

The choices facing a young person over the school leaving age are:



It is important that all pupils consider the best choice for themselves so that they develop skills and obtain the teaching, learning and training which will lead to the qualifications necessary for the career they wish to follow. To help pupils to make a sensible choice it is important that they make use of their Pupil Support Teacher, the Careers Adviser, parents/guardians, employers and friends. This booklet will give background information to help pupils in making this choice.

Continuing at School

Why stay on at school?

Some answers could be:

- To get additional qualifications
- I'm not ready to leave!
- Parental pressure!
- Put off making choices
- Nothing else to do

What are your answers?



Some subjects list SCQF levels. See table below for comparison levels.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

The 2019/20 curriculum will be based on a choice form with 5 columns containing all the examinable subjects. This means that all pupils in S5 will take 5 subjects. As Support Teachers will be interviewing pupils it is important that this booklet is studied beforehand. Pupils should also consult with the Heads of Department of those subjects which they hope to consider for next session to find out at what level that department suggests the pupil should study.

Pupils in S5 and S6 are expected to have a viable timetable. These can range from college courses to Advanced Highers. Some S6 pupils will have a study column. A small number may also have work experience. All S6 pupils are expected to take part in some form of Wider Achievement.

There is a huge leap in the level of commitment needed from National 4 and 5 to completing Higher and Advanced Higher courses successfully. Pupils need to be fully committed to these courses from the very beginning.

We are committed to our young people and will keep in touch with parents throughout the year, especially if there are areas of concern. This will include letters home and telephone conversations with Support Staff.

NB: There is no automatic right for pupils to be allowed to sit an exam.

They must show:

- Commitment and consistent hard work
- An ability to pass the final exam
- A viable prelim mark

If pupils are not showing a sufficient level of commitment and fail to meet the required standard then they may be:

- Presented at a more suitable level - e.g. National 5 rather than Higher
- Allowed to sit internal assessments only in S5 and to sit the final exam in S6
- Withdrawn from the course

If prelim marks fall below 40% then there is no guarantee that the pupil will be allowed to sit the SQA exam. The final decision as to whether pupils will be allowed to continue with a course lie with the school in consultation with parents/carers/guardians.

Pupils in S5 and S6 will also have one period a week Personal and Social Education (PSE), Tutor Time and Core Physical Education.

Pupils in S4 will have two periods of Core Physical Education and one period of Religious, Moral and Philosophical Studies (RMPS), PSE and Tutor Time.

These classes are part of the Core Curriculum and as such are compulsory.

While we endeavour to offer as wide a choice as possible, some courses may not run due to a lack of pupil uptake. Pupils are required to make a first and second choice in each column.



Skills for Work Courses

Skills for Work courses are designed to help candidates to develop:

- Skills and knowledge in a broad vocational area
- Core skills
- An understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

The five Core Skills are:

- Communication
- Numeracy
- Information and Communication Technology
- Problem solving
- Working with others

Employability

The skills and attitudes for employability, including self-employment, are:

- Understanding of the workplace and the employee's responsibilities, for example: timekeeping, appearance, customer care, etc.
- Self-evaluation skills
- Positive attitude to learning
- Flexible approaches to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experience

Specific Vocational Skills & Knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

This session Portree High School is offering Skills for Work Courses in:

- Engineering Skills
- Laboratory Science
- Sport and Recreation

West Highland College also offers Skills for Work Courses.



Further Education

Further Education colleges offer pupils another choice. They can study for qualifications which lead to a wide range of careers or which can be used for entry into Higher Education.

What are the different types of college courses?

- Most colleges offer courses for the full range of careers
- Some colleges specialise in qualifications such as textiles or agriculture

How are the courses organised?

The courses can be:

- Full time - usually for one or two years depending on the level of the course
- Part time - often by day/block release from work e.g. Modern Apprenticeships
- Taken in the evening - so people can work during the day
- Online courses

What can I study?

You can study:

- SVQs/NQs
- SQA Highers
- HNC and HND courses, often with the opportunity to progress to degree courses and many other courses, including general education and personal development

What else do further education colleges offer?

Most colleges offer:

- A range of clubs and societies
- Sport and leisure facilities
- Help with your careers planning

What about the cost?

- Full time courses are free for people aged 18 and under
- Most employers pay for part-time courses
- Bursaries may be awarded by the college concerned to help with other costs

Higher Education

Introduction

There are many higher education institutions in Scotland - universities and colleges - plus The Open University. Between them they offer a complete range of courses leading to diplomas and degrees at all levels, both undergraduate and postgraduate in every subject. Many of the courses are vocationally oriented for pupils wishing to enter the professions, industry, business and commerce and the public services. Several of the colleges now have degree-awarding powers while the other colleges have their courses validated by a university or degree-awarding body. All institutions also offer postgraduate facilities for study and research leading to higher degrees.



The colleges and universities all publish prospectuses and leaflets which give full details about their facilities, their courses and the relevant entry requirements. Copies of these are online and some hard copies can be accessed via the Pupil Support Staff. Many hold open days when prospective pupils are welcome to visit the campuses. Requests for detailed information should be addressed to the institutions direct.

Entry Qualifications

Full details are contained in the Entrance Guide to Higher Education in Scotland expressed in terms of SQA and GCE passes with an indication of the 'going rates'. However, other qualifications are acceptable and will be welcomed. Further information is available from the colleges and universities which encourage enquiries from pupils either directly or via their websites.

Application Procedures

Most of the universities and colleges listed are members of UCAS (Universities and Colleges Admissions Service). The deadline for making applications through UCAS to enter a degree course is **15th January 2020** (exceptions are Medicine, Dentistry, Veterinary Medicine and Oxford and Cambridge Universities where applications must be made by **approximately 6th October 2019**). All applications are online and will be processed through the school. Each year we try to ensure that most applications have been sent by the October break. If a pupil receives an offer with conditions attached, this timeframe allows them the opportunity to strive to meet the conditions laid down by the college/university.

Application for admission to most Scottish-based degree-level courses in Art and Design is made on one application form which is common to University of Dundee (Duncan of Jordanstone College), Edinburgh College of Art, Glasgow School of Art and the Robert Gordon University (Gray's School of Art). Intending pupils may, in this way, apply to two centres (in order of preference). This is done through the UCAS system but the application deadline is usually around February of the year of entry.

Job/Employment

Thinking about work?

Ask yourself the following questions:

- Are there many jobs for school leavers where you live? If so, what type of jobs are they?
- How many of them include some form of training?
- How many of them will give you extra qualifications?

What should I find out about the work?

Find out:

- Exactly what you will be doing
- What you will be doing in the future
- What you can look forward to with your qualifications

What should I find out about the training?

Find out:

- What type of training is offered
- Whether you get time off work for training
- What qualifications you will get
- Where you will do your training

Why is training so important in a job?

- Training will give you real qualifications
- There will be fewer jobs in the future for people without qualifications
- Qualifications offer a step up the ladder to better jobs

If you are thinking about work, think about the training to go with it. Consult your Pupil Support Teacher and Skills Development Scotland.



Modern Apprenticeships

Modern Apprenticeships are open to anyone aged 16 or over who lives in Scotland. They are available across a wide range of jobs and offer individuals the opportunity to train as a craftsperson or for a technical or managerial role whilst in paid employment. The scheme is not only relevant to traditional industries – Modern Apprenticeships are available in a number of sectors with the format of training decided by the appropriate SVQ or that sector.

In most cases, apprentices work towards an SVQ of Level 2 or above, studying part-time for between two and four years to gain the qualification although this is not the only focus of the training. A Modern Apprenticeship will also give you a range of 'soft skills' to draw upon, including sound communication, teamwork and problem-solving skills and improved numerical and IT skills, all of which are invaluable to any employer.

Your employer and Skills Development Scotland will meet the cost of Modern Apprenticeships employee training so there is no cost to you to learn new skills. Travel and accommodation costs may also be paid in appropriate circumstances. The only investment you need make is in terms of time and the effort that you put in which will bring enormous rewards in the form of improved self-confidence, competence, efficiency and motivation.

Employability Programme

The Employability Programme funded by Skills Development Scotland can offer help to unemployed school leavers, working with local training providers.

You will be offered support in:

- Job searching through My World of Work and Universal Job Match websites
- How to complete application forms
- Building your CV
- Preparing for an interview

You will be given help in achieving valuable work related certificates in:

- Preparing for employment
- Building employability skills
- Understanding the responsibilities of employment
- Dealing with work situations

Programmes are based on a 'roll on, roll off' model. You can spend some time in college and when you are ready on a work placement.

You will receive a Training Allowance while on the programme.

Activity Agreements

Activity Agreements are specifically for young people who:

- Have left school
- Are aged between 16 and 17 (up to 18 in some cases and up to 19 for those with additional support or learning difficulties)
- Are not in education, employment or training and who have been assessed as requiring intensive support to (re)engage through a tailored learning approach offered by an Activity Agreement in order to progress onto further learning or training and develop the skills needed to enter the labour market

- Are leaving school without an opportunity in place and for whom an Activity Agreement has been identified as the most appropriate post-school intervention based on an assessment of their learning and skills needs
- Are unable or not ready to access other options after leaving school because of problems such as prolonged absence from school, disabilities or learning difficulties
- Are/have been unable to sustain 16 or more hours (classed as almost full-time) on other provision

Young people may be able to access Educational Maintenance Allowance during the duration of their Activity Agreement.

Contact:

Skills Development Scotland, King's House, The Green, Portree Isle of Skye IV51 9BS
tel. 01478 610 2030 or 0300 013 3423

portree@sds.co.uk

www.skillsdevelopmentscotland.co.uk

www.myworldofwork.co.uk

Pupil Support

A vertical support structure operates in the school. This enables a continuity of contact to be maintained between a pupil and their Support Teacher for the whole of the pupil's school education and also with that pupil's family. Each Support Teacher is attached to a House and each House has on average of one hundred and seventy pupils. These pupils are divided among six tutor groups within that House and there are three Houses. The House structure is as follows:

House/Class	Support Teacher
G	Miss MacNab
M	Mr Burrows
T	Mrs MacLeod

The Support Teacher looks after the complete pastoral, curricular and vocational needs of your son or daughter. Subsequently, parents or guardians may telephone or email the school and make an appointment with the appropriate Support Teacher - as indicated above - to discuss the progress of their son or daughter, as well as other important aspects of their school life such as their subject choices.

Support for Learning

The Support for Learning Department supports pupils with additional support needs. Please contact the Principal Teacher of Support for Learning with any enquiries.

How is an Education Maintenance Allowance calculated?

EMA awards will be payable on the basis of the total annual income of the household of the young person.

Income	No. of dependent children in the household	Award
£0 – 24,421 *	1	£30
£0 – 26,884 *	2+	£30

*These are the revised payment bands for session 18/19. New figures are not yet available.

Further information is available from the Highland Council website:
<http://www.highland.gov.uk/learninghere/grantsandallowances/>

What if the application form is incomplete?

All applications are dated on receipt by the EMA Processing Department. You will be contacted and requested to provide missing information or supporting documentation.

What if I am unable to provide all the information required?

A provisional award may be made when the pupil or the pupil's parents have been temporarily unable to supply information on which a final assessment can be made. Acceptance of a provisional award must be on a clear understanding that the award remains to be finalised. **Finalisation of an award may result in any overpayment being reclaimed by the authority.**

Can applications be made from more than one child in a family?

Yes, if they are over 16 they can apply.

When is the EMA Paid?

The award will be made fortnightly in arrears and will be paid directly into the young person's bank account. If they do not have a bank or building society account, it will be necessary to open one. This account must be one that accepts BACS payments (please check with your bank if you are unsure).

Supporting Students in Further and Higher Education

Individual colleges operate slightly different systems due to their funding allocation and students should check with each institution. However, if you are 16 -19 and are going to take a non-advanced course you may be able to claim an EMA or a bursary (WHC or under 18 an EMA).

In general, if you are over 18 the main way to get funding is a bursary. Colleges have Student Funding Advisers and you should contact them to discuss the specific arrangements for their college.

Apply directly to the college as soon as you have a place on a course.



SAAS (Student Awards Agency for Scotland) will pay the tuition fees for all eligible Scottish and EU students studying at publicly funded institutions in Scotland regardless of family income.

Scottish students studying elsewhere in the UK will have to pay up to £9,000 for tuition fees; you can apply for a student loan to pay for part or all of this.

The remaining funding is a combination of a bursary, which you don't have to repay, and a loan which you do have to repay. The amount you can receive of either is dependent on household income – you should refer to the SAAS website www.saas.gov.uk



Duke of Edinburgh Expedition

SUBJECT OPTIONS

Creative and Aesthetic Faculty

Art

There are three main elements within the Art and Design course:

Expressive Activity: involves pupils in expressing their thoughts, ideas and responses to a subject or theme visually; this includes drawing and painting in various media.

Design Activity: involves pupils in solving a design problem and encourages them to use their creative and imaginative skills to produce ideas and present a final solution; this includes graphics, illustration and digital design.

Art and Design Studies: pupils undertake research and critical study into artists and designers who inspire them in their design and expressive work.

Entry Requirement

National 4 and National 5: Pupils will have successfully completed the S3 Art course in order to progress to National 4 or 5. Pupils will demonstrate their ability to Art Department staff during the course and will be placed at the appropriate level by March.

Higher: pupils must have National 5 and achieved Grades A or B.

If pupils have NOT studied art in S3/4 they will be required to undertake the National 4 or 5.

How will I be assessed?

There will be continuous assessment for both the Design and Expressive units.

Pupils will require to compile a folio or sketchbook with examples of their own work (this will be their homework).

Exams:

National 5: there is a written exam as well as continuous assessment for practical work.

Higher: there is a written exam as well as continuous assessment for practical work.

Will I succeed?

The answer rather depends on you! Progression up or down the SQA levels is possible and the Art staff will monitor progress very carefully. Art requires self-discipline, a critical eye and patience above all else. You should make as many visits as you can to local art exhibitions, or further afield if possible. Make visits to local art shops to view materials and examples, keeping an eye on opportunities for workshops or extra-curricular opportunities such as 'life-drawing' classes.

We wish you well in your Art studies.

Art by Mairead Pentland



Music

There are three main elements within the Music course:

Performance: pupils develop their skills on their two chosen instruments. They regularly make recordings of their performances and reflect on their progress.

Understanding Music: pupils learn about different styles of music, and the history of music. They develop their understanding of more difficult musical concepts through listening and discussion.

Composition: Pupils will experiment with different styles and concepts, and come up with one final composition to be sent away for marking. Pupils are encouraged to compose in a style which they enjoy, and to use this opportunity to challenge themselves.

Entry Requirement

National 3, 4 or 5: teachers will use evidence gained in S3 and the beginning of S4 to determine the appropriate level for each pupil.

Higher: pupils should have National 5 at Grade A or B.

Advanced Higher: pupils should have Higher Music at Grade A or B.

Pupils wishing to 'crash' Higher must be able to play two instruments to at least Grade 4 level. In addition they should be aware that they will need to catch up on National 5 concepts in their own time and give additional time to the composing element in order to catch up.



How will I be assessed?

Performing

An external examiner will visit the school in March (N5 and Higher) or May (Advanced Higher) to hear the pupils' recitals. This exam is worth 50% of the overall mark.

Composition

Composition is now assessed externally for all courses. Pupils must write a composition and record it (20 marks), then reflect on the composition process in a composing review (10 marks). This assignment is worth 15% of the overall mark.

Understanding Music

Pupils will sit a Listening exam in May which will assess their knowledge of musical concepts and literacy. This exam is worth 35% of the overall mark.

Is it for me?

The music certificate courses cover a broad range of musical skills and you should find them both challenging and rewarding. We aim to develop pupils as rounded musicians and will expect you to give your full effort to all aspects of the course.

Drama

National 3/4

National 3/4 Drama provides opportunities for pupils to develop skills creating and presenting drama. This course focuses on the development and use of drama skills and production skills to present drama.

This course is practical and experiential.

The aims of the course are to enable pupils to:

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge of social and cultural influences on drama
- Develop skills in presenting drama
- Develop production skills in presenting drama
- Use drama skills in a drama performance
- Explore form, structure, genre and style

As pupils develop practical skills creating and presenting drama, they will also develop an understanding of cultural and social influences on drama.

Pupils will explore and reflect on how the use of self-expression, language and movement can develop their ideas for drama.

Pupils will develop thinking skills as they explore, develop and use drama skills.



Entry Requirements:

Candidates should have achieved the third curriculum level in BGE.

Progression:

Some pupils may be able to progress to National 5 Drama.



National 5

The National 5 Drama course encourages pupils to exercise imagination and creativity. They develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical thinking, enthusiasm and confidence.



Pupils develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

The course aims to enable candidates to:

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of a range of social and cultural influences on drama
- Develop a range of skills in presenting drama
- Develop knowledge and understanding of the use of a range of production skills when presenting drama
- Explore form, structure, genre and style

Final Examination - 2 elements

Component 1: Question paper - 1 hour and 30 minutes. Worth 40% of final grade

Component 2: Practical performance in a group piece in front of a visiting examiner and a live audience. Worth 60% of final grade.

Entry Requirements:

Pupils should have achieved the fourth curriculum level in BGE or the National 4 Drama course or equivalent qualifications and/or experience prior to starting this course.

Progression:

Higher Drama



English

The following courses will be on offer:

National 4, National 5, Higher and Advanced Higher

Advanced Higher: Further details from the English Department.

An Overview of the National Qualifications

Higher

There are three elements in this course all of which must be passed in order to gain Higher accreditation. One is internally assessed and two are externally assessed.

Internally Assessed Unit:

- Performance – Spoken Language (Talking and Listening skills)

Externally Assessed Components:

- The Writing Folio: 30%
 - One Creative Writing piece
 - One Discursive Writing piece
- The Final Exam: 70%
 - Reading for Understanding, Analysis and Evaluation (UAE) in which pupils must answer questions on two thematically-linked passages. One hour 30 minutes is allocated for this paper (30%)
 - Critical Reading: in which pupils must read an extract from a Scottish text previously studied and answer questions; write one critical essay on a previously studied text from a choice of Drama, Prose, Poetry, Film and Television Drama or Language (20% each). One hour and 30 minutes is allocated for this paper

Pupils will receive an SQA accreditation graded A – D.

Entry Requirements:

Entry to Higher requires a pass at National 5 level, Grade A or B.

In addition to the entry requirements, any pupil who wishes to be accepted into the Higher course must have demonstrated throughout their National 5 course that they are willing to work to the best of their ability. They should also have a good homework record and a good discipline record. Class teachers will verify a pupil's suitability for their chosen course.

National 5

There are three elements in this course all of which must be passed in order to gain National 5 accreditation.

One is internally assessed and two are externally assessed.

Internally Assessed Unit:

- Performance – Spoken Language (Talking and Listening skills)

Externally Assessed Components:

- The Writing Folio: 30%
 - One Creative Writing piece
 - One Discursive Writing piece

- The Final Exam: 70%
 - Reading for Understanding, Analysis and Evaluation (UAE). One hour is allocated for this paper (30%)
 - Critical Reading: read an extract from a Scottish text previously studied and answer questions; write one critical essay on a previously studied text from a choice of Drama, Prose, Poetry, Film and Television Drama or Language (20% each). One hour and 30 minutes is allocated for this paper

Pupils will receive an SQA accreditation graded A – D.

Entry Requirements: Any pupil who wishes to undertake the National 4 course in S5 should have demonstrated throughout S1-3 that they are capable of meeting the standards at National 5 and willing to work to the best of their ability. They should also have a good homework record and a good discipline record. Pupils wishing to undertake the National 5 course in S5 should have attained a good pass at National 4. Class teachers will verify a pupil's suitability for their chosen course.

National 4

There are four units for this course which pupils either pass or fail.

All units are internally assessed.

- Unit 1: Creating and Production (Writing and Talking skills)
- Unit 2: Analysis and Evaluation (Reading and Listening skills)
- Unit 3: Literacy (Reading, Listening, Writing and Talking skills)
- Added Value Unit: a research project of the pupil's choice which uses all of the skills covered in Units 1 and 2

There will be no final exam for this course.

Gàidhlig

Carson Gàidhlig?

Aig ceann shuas na sgoile Roinn na Gàidhlig a' tairgsinn chursaichean aig diofar ìrean eadar **Ìre Nàiseanta 4, Ìre Nàiseanta 5, Àrd-Ìre** agus air an t-siathamh bliadhna **Sàr Àrd Ìre**.

Tha na cùrsaichean seo a' cur ris na dh' ionnsaich thu ann an Gàidhlig suas gu ruige seo. A bharrachd air a bhith ag ionnsachadh tuilleadh mun chànan fhèin bidh thu cuideachd ag ionnsachadh mu litreachas na Gàidhlig, mu chultar is mu dhualchas nan Gàidheal. Tha na cùrsaichean seo nan stèidh airson leantainn ort le Gàidhlig, ann an colaistean no ann an oilthighean agus ann an saoghal na h-obrach.

Tha mòran chothroman obrach ann an-diugh do dhaoine òga aig a bheil deagh Ghàidhlig agus mar thoradh air Achd na Gàidhlig tha dùil gum bi barrachd is barrachd a' nochdadh anns na bliadhnan a tha romhainn.

What will I study?

Pupils following the **Fluent Speakers' Course** will continue to build on the language development achieved in S1-S3. Progress to this level really brings pupils on in confidence and fluency; it is a substantial preparation for further study and the world of work. They study a wide range of texts from novels to poetry, short stories and factual writing and reporting. Pupils have access to a growing range of resources which help them progress to a regularly high level of achievement in this subject. (The greatly improved availability for

instance of audio and video materials through BBC Alba allows us to regularly incorporate these in course work.)

Assessment

National 4 is assessed throughout the course on the skills of Reading, Writing, Listening and Talking. It also includes an Added Value unit in which pupils research information about a chosen aspect of Gàidhlig culture.

At **National 5** these same skills are assessed throughout the session but in greater depth. A final course assessment of Listening (20% of assessment), Reading and Writing (50% of assessment) and Talking (30% of assessment) decides the grade of qualification.

The **Higher** course takes a step up in level of challenge and includes extended language study in a range of contexts. As well as demonstrating the productive skills of Writing and Talk pupils learn how to analyse and show understanding of texts in different styles. They also research their own chosen area of Gaelic culture, the findings of which they will present in their final assessment of Talk.

Course assessment consists of Listening (20% of assessment), Reading and Writing (50% of assessment) and Talking (30% of assessment).

The **Advanced Higher** course aims to develop more independent study. It includes translation skills as well as a more substantial written examination.

The final course assessment consists of Practical Criticism (30% of assessment), Literature (20% of assessment), Writing (20% of assessment) and Talking (30% of assessment).

Gaelic Learners

What are the benefits of studying Gaelic?

Gaelic is the traditional community language of the Isle of Skye, indeed it is one of the national languages of Scotland.

Whether you approach it as a learner or a fluent speaker, Gaelic opens doors to really discovering the richness of our culture. It also builds your confidence to know you can master a language and that you are part of the community of Gaelic speakers.

National 4, National 5, Higher and Advanced Higher courses provide a route to further study and the proficiency necessary to take advantage of opportunities in the world of work.

With the effects of the Gaelic Language Act, increasing output by the Gaelic Media and a growing demand for Gaelic in Education, employment prospects for young people fluent and literate in the language are very favourable.

What will I study?

Classes progress to the next appropriate stage of our new learners' course. It is based on the excellent 'Ceumannan' books and includes a wide range of learning experiences, including an element of personal study. Course materials are complemented by a growing number of online resources which help pupils succeed at examination level.

Assessment

National 4 is assessed throughout the course on the skills of Reading, Writing, Listening and Talking. It also includes an Added Value unit in which pupils research information in Gaelic about the Isle of Skye.

At **National 5** these skills are also assessed at points throughout the session. There is also final course assessment of Listening (20% of assessment), Reading and Writing (50% of assessment) and Talking (30% of assessment) which decide the grade of qualification.

The **Higher** course takes a step up in level of challenge and includes extended study of set topics such as Society, Learning and Employment. Students also research their own chosen area of Gaelic culture and the study of Gaelic literature is also introduced.

The final course assessment consists of Listening (20% of assessment), Reading, Writing and Literature (50% of assessment) and Talking (30% of assessment).

The **Advanced Higher** course aims to develop more independent study. It includes translation skills as well as a folio of work based on the pupil's own chosen area of Gaelic culture.

The final course assessment consists of Reading and Translation (25% of assessment) Listening and Discursive Writing (35% of assessment), Portfolio (15% of assessment) and Talking (25% of assessment).

Home Economics

Hospitality – Practical Cookery National 5

Recommended Entry

While entry is at the discretion of the Home Economics Department, pupils will find it advantageous to have attained:

Course or units in Hospitality National 4

Course Details

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time-management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, the course instils in candidates an understanding of the need to follow safe and hygienic practices in many cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.

Candidates' knowledge and understanding of ingredients and their characteristics will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.

Candidates develop planning, organisational and time-management skills by following recipes and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

Assessment

Question Paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

Assignment and Practical Activity

The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing.



The practical activity requires candidates to clearly demonstrate application of knowledge and skills at an appropriate level, related to the course content.

NB: any pupil opting for this course must be aware that they should be prepared to bring containers to all practical lessons.

Progression:

- To other qualifications in Hospitality
- To employment in Hotel, Catering and Hospitality
- To further education at NC level in Hotel, Catering and Hospitality

Leadership

Leadership permeates many areas of society and is recognised and valued in education, employment and life. The Scottish Government's *Skills for Scotland: A Lifelong Skills Strategy* (September 2007) notes that employers seek the promotion of many of the 'softer' skills associated with employment and the success of their organisations. Leadership skills contribute to improving time-management, problem solving, skills of working with others, thinking critically and creatively and having the skills to manage or be managed by others.

The principal aims of this award are to provide pupils with the opportunity to develop knowledge and abilities in relation to leadership.

Knowledge of:

- Leadership principles, styles, skills and qualities
- Effective leaders
- Self (own skills, qualities and experience related to leadership)

Ability to:

- Gather information
- Produce a report
- Reach conclusions about effective leadership
- Carry out a self-evaluation
- Analyse the context within which an activity will take place
- Plan for an activity
- Negotiate with others
- Identify possible risks
- Work cooperatively with others
- Monitor progress
- Adapt to any changes or failures
- Review the success of the activity
- Reach conclusions about self as a leader

In the unit ***Leadership: An Introduction*** pupils will be able to think about their potential for taking on a leadership role. They will gather information about leadership principles, styles, skills and qualities used both in the past and at present. Examples may be drawn from well-known historical events, current political or other high profile individuals in the media or from the local community. These different examples may help inform pupils' views about what makes an effective leader. Pupils will think about their own qualities, skills and experience in relation to leadership. This reflection on the pupil's own leadership potential and may help them to think about styles of leadership they may wish to adopt in leadership roles.

In the unit ***Leadership: In Practice*** pupils will be able to further develop their potential for leadership. They will be given the opportunity to lead the planning for an activity. This activity

may be a stand-alone activity or it may be part of a bigger project. Pupils will lead others to carry out the plan. On completion of the activity they will have time to reflect on its success and consider carefully the contribution they have made to this. Pupils will also reflect on what they have learned about themselves as a leader.

Assessment:

To gain the award pupils must successfully complete:

Leadership: An Introduction (Higher) (SCQF level 6) 20 hours

Leadership: In Practice (Higher) (SCQF level 6) 40 hours

Throughout each of the above units pupils will be expected to work largely without guidance from their tutor but they may use the tutor as a sounding-board for ideas they may have.

The Scottish Leadership Award has been designed to have the maximum flexibility on the way that the award is completed and assessed. However, there are certain pieces of evidence that pupils will have to gather to demonstrate completion of the award.

For the **Leadership: An Introduction** pupils will be asked to present their research in a written folio, a presentation or video format. For the **Leadership: In Practice** written and/or recorded oral evidence may be produced in a variety of formats, for example:

- Written records
- Recordings of interviews
- Emails/blogs
- Assessor record of learner responses
- Review sheets
- Diaries/log books
- Evaluations sheets
- Electronic presentations
- Electronic journals
- Videos/photographs

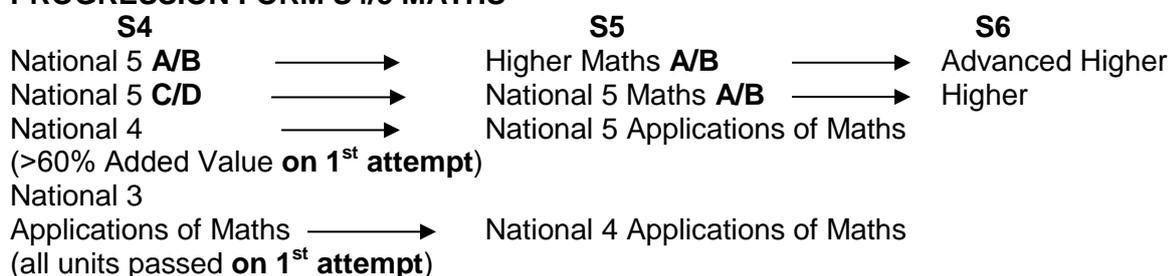


Mathematics

The level of mathematics pupils study in S5 will depend on the Maths result they achieve in S4. The diagram below explains which course you would follow in S5/S6 from your S4/S5 result.

We want all pupils to succeed in their chosen course so we advise that you speak to your Maths teacher to ensure that you are making an appropriate course choice.

PROGRESSION FORM S4/5 MATHS



In each of the Higher, Advanced Higher and National 5 Maths and National 5 Applications of Maths courses there are three separate units, each with an end-of-unit assessment or a final exam covering all topics. To achieve an overall course pass, pupils must pass the external exam. Some pupils, depending on progress, may choose to aim to pass all, or some, of the internally assessed individual units instead of the exam.

The National 4 Applications of Maths course follows a similar structure but without the external end-of-year exam. The final end-of-course assessment for National 4 Applications of Maths is internally assessed using an SQA Added Value Exam.

In S5/6 homework is issued daily. **It is important that pupils choosing to take Maths or Applications of Maths in S5/6 are aware of this and are prepared for this level of commitment.**

Each course will have a prelim (except N4 Applications of Maths). A pupil scoring less than 40% in the January prelim will be advised against sitting the final exam. If they are in S5 they will be advised to retake the course and the exam in S6.

National 5 Maths, National 4/ 5 Applications of Maths

In the National 5 Applications of Maths course pupils will further develop skills enabling them to select and apply mathematical techniques in a variety of mathematical and real-life contexts. Learning about Information Handling will equip pupils with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions.

The N5/N4 Applications of Maths courses enable pupils to apply mathematical ideas and strategies to finance, statistics, geometry and measurement in real-life contexts.

Please note that there is no progression from National 5 Applications of Maths to Higher.

National 5 Mathematics is a course at SCQF 5.

National 5 Applications of Mathematics is at SCQF 5.

National 4 Applications of Mathematics is at SCQF 4.

Each of the courses contains three units:

NATIONAL 5 Maths
Expressions & Formulae
Relationships
Applications

NATIONAL 5 Applications
Managing Finance & Statistics
Geometry & Measures
Numeracy

NATIONAL 4 Applications
Managing Finance & Statistics
Geometry & Measures
Numeracy

Higher Maths

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

Recommended Entry

Pupils will have to attain an A or a B at National 5 Mathematics to be accepted on to the Higher Maths course.

The units that will be studied are:

Mathematics: Expressions and Functions (Higher)

The general aim of this unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Mathematics: Relationships and Calculus (Higher)

The general aim of this unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Mathematics: Applications (Higher)

The general aim of this unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Advanced Higher Maths

Mathematics helps us to make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterised by order and the use of carefully designed terms and processes. Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

Recommended Entry

Pupils would normally be expected to have attained an A or B pass at Higher level.

The units that will be studied are:

Methods in Algebra and Calculus (Advanced Higher)

Pupils who complete the unit will be able to:

- Use mathematical operational skills linked to methods in algebra and calculus

Applications of Algebra and Calculus (Advanced Higher)

Pupils who complete the unit will be able to:

- Use mathematical operational skills linked to applications of algebra and calculus
- Use mathematical reasoning skills linked to applications of algebra and calculus

Geometry, Proof and Systems of Equations (Advanced Higher)

Pupils who complete the unit will be able to:

- Use mathematical operational skills linked to geometry, proof and systems of equations
- Use mathematical reasoning skills linked to geometry, proof and systems of equations

Modern Languages: French

The following courses will be on offer:
National 4, National 5 and Higher

National 5

National 5 is assessed on the following components:

- **Performance Talking:** carried out with the class teacher in the format of a presentation/discussion (25%)
- **Writing Assignment:** completed in class under supervised conditions on a chosen topic and marked by SQA (12.5%)
- **Final Exam:**
 - **Reading and Writing:** answering questions in English to show comprehension of written French texts; writing a job application using a prompt (37.5%)
 - **Listening:** answering questions in English on a spoken monologue and conversation in French (25%)

Pupils will receive an SQA accreditation graded A - D.

National 4

There are three units for this course which pupils **either pass or fail**.

All units are internally assessed:

- **Unit 1: Using Language** (Writing and Talking skills)
- **Unit 2: Understanding Language** (Reading and Listening skills)
- **Added Value Unit:** an activity which uses all of the skills covered in units 1 and 2

There will be no final exam for this course.

The Higher Course

The Higher French course consists of three main units:

- Society
- Learning and Employability
- Culture

Reading, listening, speaking and writing skills are developed throughout and knowledge of vocabulary and grammar is built on from National 5 and enhanced significantly to a level where the pupil can confidently use the language.

The Higher Exam

The Higher exam consists of:

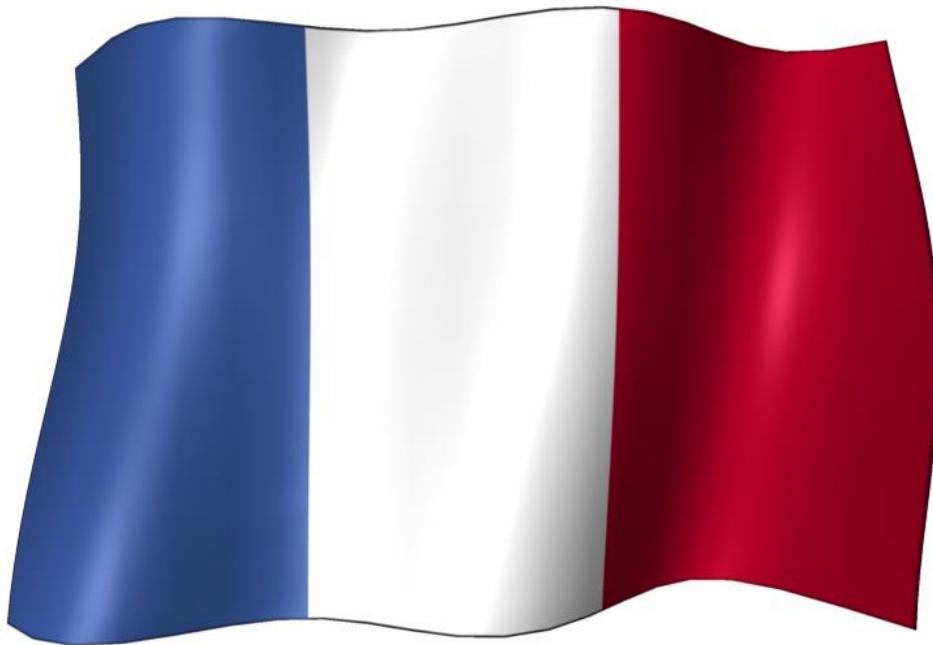
- A **Reading/Directed Writing** paper to be completed in 2 hours [37.5%]
- A **Listening** paper to be completed in approximately 30 minutes [25%]
- A **Writing Assignment** (completed in class time under supervised conditions but marked by SQA), which is worth 12.5%
- A **Talking Performance** exam (carried out by the class teacher), which is worth 25%. The format of this exam is a conversation in French (lasting up to 10 minutes)

Pupils will receive an SQA accreditation graded A – C.

Entry Requirements: Higher French requires a pass at National 5 level, preferably Grade A or B.

In addition to the entry requirements, any pupil who wishes to be accepted into the Higher French course must have demonstrated throughout their National 5 course that they are willing to work to the best of their ability. They should also have a good homework record and a good discipline record.

Class teachers will verify a pupil's suitability for their chosen course.



Physical Education

Core Physical Education

All pupils in S4 will have two periods of Core Physical Education. The emphasis is on pupil's choosing an activity in which they will work hard to improve their performance concentrating on the 'Significant Aspects of Learning'. Pupils will choose their activities at the start of S4. Full participation is encouraged to benefit all pupils' health and wellbeing. Students in S5/6 have one period of Core Physical Education. All senior pupils are encouraged to take part in extra-curricular sport both within school and their communities.

National 3/4/5 (Full Course Award)

This course is for pupils who have a genuine interest in Physical Education and who are prepared to work hard to improve their own fitness, performance and understanding of physical activity. The course requires a degree of fitness which pupils should be prepared to work at in their own time; participation in lunchtime/after school and community activities would also be beneficial to all pupils.

The course consists of five periods a week during which pupils will have the opportunity to take part in a variety of activities. Pupils are expected to take part in **all** activities (including swimming) as a lack of participation will affect progression and influence their final grade. Learning will be through practical and theory/written work in which pupils will participate in a variety of roles: e.g. as a player, coach, leader, observer, umpire/referee and performer.

What will I study?

National 3, 4 and 5 each consist of two units:

- **Performance Skills:** pupils will work to improve their performance in a number of activities and their two best areas of performance will be used for SQA assessment purposes
- **Factors Impacting on Performance:** pupils will have an understanding of skill learning and factors (mental/physical/social/emotional) affecting performance and participation; they will learn about body conditioning for health and fitness and describing and evaluating performance

Assessment

Practical assessment will be within class activities within class time. Pupils wishing to be assessed in 'other' activities should see Mrs MacRuary before choosing National 3/4/5 PE. It may not be possible to use 'alternative' activities for assessment at National 3/4/5.

Around December-January of S4, it will be decided whether pupils will be entered for either the National 3, National 4 or National 5 qualification; this will depend on both their progress in the units and the quality of coursework.

National 4 pupils will have an extra unit (practical and a portfolio) to complete at the end of the course; this is internally assessed pass or fail within school.

National 5 pupils

- Complete two practical assessments worth 50% of the final mark (marked /30 each)
This is internally assessed and moderated by SQA
- Also a portfolio worth 50% of the final mark (marked /60). This is completed and submitted by a deadline and externally marked by SQA

Possible Progression Routes:

Within school progression is as follows: National 3 > National 4 > National 5 > Higher.

or

National 4/5 > Skills for Work and/or Pool Lifeguard.

Higher Grade (Full Course Award)

Purpose

This course will offer pupils the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and pupils will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of pupils.

Recommended Entry

While entry is at the discretion of the department, pupils would normally be expected to have attained one of the following:

- National 5 level award at Grade A or B
- Higher requires a National 5 pass in English at Grade A or B

S6 pupils who have not completed National 5 Physical Education may be considered for this course depending on their present practical ability, academic performance and commitment to sport in school extra-curricular activities or within their community.

Pupils are expected to be training and playing TWO activities regularly throughout the course.

Course Structure

This course comprises three mandatory units, as follows:

- Performance – two activities must be performed at Higher level
- Factors Impacting on Performance

A pupil's final grade is made up of 50% theory and 50% practical assessment. Because of the integrated nature of the course, it is highly desirable that both units are delivered concurrently.

Assessment

- **Final exam 50% of final grade**
- **Single performance in two activities = 50% of final grade (Internal Assessment verified by SQA)**

Practical assessment will be within class activities within class time. Pupils wishing to be assessed in 'other' activities should see Mrs MacRuary before choosing Higher PE. It may not be possible to use 'alternative' activities for assessment at Higher.

Progression

- An HNC/HND in associated subject areas
- A 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 recreation industries
- Employment in sports/dance development

Sports Leadership Award– Skills for Work Course

The course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments: sourcing information about career pathways, identifying and reviewing skills and experiences, assisting with planning, setting up and delivering activity sessions, dealing effectively and courteously with clients, assisting with emergency procedures, assisting with setting up, dismantling and checking equipment and resources, helping to plan and review a training programme and establishing good practice in identifying and reviewing goals. The course also covers health and safety legislation and risk assessment.

The following National 5 units are completed by all pupils:

- Assisting with a Component of Activity Sessions
- Employment Opportunities in the Sport and Recreation Industry
- Assisting with Fitness Programming
- Assisting with Daily Centre Duties

Sports Leadership

This course can be completed if pupils are committed to additional hours out-with school.

Although this course is delivered through sport, the emphasis will be on LEADING (in the school and beyond). Pupils are expected to be 'role models' to other pupils within the school and realise the responsibilities this brings – for example, not only appearance and behaviour within the course but on campus.

The aim of the course is to produce responsible, motivated and confident people who can lead safe, purposeful and enjoyable sporting and recreational activities. It is also designed to encourage pupils to get involved in organising and assisting with the provision of sport on a voluntary basis. This will involve work outwith the school day.

The course is divided into seven units of work:

- Contributing to Organising and Delivering a Sports Activity Session
- Establishing and Maintaining a Safe Sporting Activity
- Understanding the Structure of Sport and Recreation
- Understanding and Leading Fitness Sessions
- Principles and Practice in Running Sporting Events and Competitions
- Principles and Practice in Adapting Sports Activities
- Select, Plan and Lead on an Appropriate Sporting Activity

This is a practical course taught through a wide variety of practical activities. Pupils may have the opportunity to work with junior/primary classes and take part in First Aid/Child Protection courses. All pupils are expected to organise and run a variety of inter-class or inter-house activities. There are close links with Highlife Highland Active Schools and pupils are encouraged to attend a variety of coaching courses at a subsidised rate. Enrolment in the Highlife Highland Leadership Programme is expected and pupils will build up 'volunteer hours' throughout the year – this is administered on-line.

Pupils are assessed on a continuous basis. Throughout the course they will be expected to complete written work promptly and keep a course Log Book which is part of the assessment procedure.

Interested pupils should seek further information from Mrs MacRuary.

National Pool Lifeguard Qualification (Institute of Qualified Lifeguards)

This award is a nationally recognised qualification.

This course is practical and involves both 'water-work' and theory. Pupils may be required to undertake additional pool time if required outwith the timetabled class time. Pupils must be responsible and work well in a team. Pupils must also be physically and mentally fit, confident in the water and take an interest in the welfare of others (or be prepared to develop these qualities).

Assessment is external and involves both practical and theory covering first aid theory, water rescue skills and emergency resuscitation techniques. This qualification will allow pupils to work in swimming pools and leisure centres nationally. A practical pre-test is required for all pupils.



SQA Leadership

To complement the National Pool Lifeguard Qualification course an SQA 'Leadership' course at National 5 level is also completed. Pupils should be interested in developing their leadership qualities by investigating leadership styles and preparing a presentation on what they have found out. Pupils must also plan, organise and evaluate an 'event', e.g. football tournament, Red Nose Day run.

There are close links with Highlife Highland Active Schools and pupils are encouraged to attend a variety of coaching courses at a subsidised rate. Enrolment in the Highlife Highland Leadership Programme is expected and pupils will build up 'volunteer hours' throughout the year – this is administered on-line.

S5/S6 Informal Arrangement

Pupils who may be interested in a career in PE sport, primary teaching, etc., may negotiate individual arrangements with Mrs MacRuary to promote their future career interests: e.g. assist with junior classes.

Senior (S6) pupils who have private study periods may be timetabled to use facilities unsupervised: e.g. badminton, table tennis and fitness.

S5/6 Highlife Highland Leadership Programme

This leadership opportunity is available to all pupils. Registration is on-line where pupils record volunteering hours throughout the year.

Pupils are encouraged to attend a variety of coaching courses at a subsidised rate. Pupils are then expected to assist with sports clubs within the school, local primary or community.

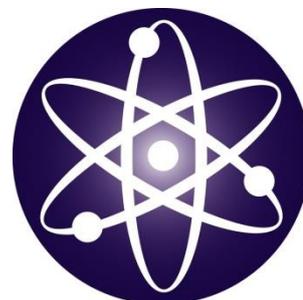
The aim is to develop links between school and community volunteering. This scheme recognises commitment with a selection of awards for participants from Highlife Highland.

Further details: www.highlifehighland.com/sport

Sciences in S5/S6

The Science Department provides a wide variety of courses in many different science disciplines, at Advanced Higher, Higher and National 5 levels. These important qualifications allow progression to further or higher education courses, or meet the requirements for employment in many different fields on leaving school. We currently offer courses in Biology, Chemistry, Physics and Lab Science.

A pathway containing two or more sciences should be chosen for those who enjoy the sciences; this may lead to a career in areas as diverse as engineering, medicine, environmental science, forensic science, veterinary medicine, aeronautics, marine biology or psychology. Studying sciences will prepare you for a job that will put you in the driving seat, giving you skills and knowledge to improve the world around us and even the future of the planet.



Course Structure in Sciences

For each of the traditional sciences, the course is made up of four units. To obtain the full award, pupils must complete practical assessments, produce an assignment, pass all the end-of-unit tests and finally pass the external exam at the end of the course. Pupils who do not complete the course or fail the external exam may still obtain awards in individual units.

Science Expectations

The demands of sciences are high therefore it is essential that pupils work regularly both in and out of class. Homework will be set regularly to help pupils consolidate their work in class. It is a requirement of all pupils to pass all their end-of-unit tests and show success in their January prelim to be entered for the final exam.

If pupils fail to achieve greater than 40% it would be expected that they would continue in the subject but at a lower level: e.g. a drop from Higher to National 5.

Teaching Approach

In sciences, pupils may well be working in a composite class and therefore a high level of independence and enthusiasm is essential. Pupils also learn through practical, hands-on experience, discussion and by use of revision questions and examination-style questions. Pupils **must** also be prepared to ask for help whenever they get stuck.

Entry Requirements:

Higher Courses

To take a Higher Science, pupils should have **either**:

- A Grade A or B pass in the corresponding National 5
- Already passed another science subject at Higher level

In addition a *National 5 qualification, Grade A-C, in Maths is essential.*

Advanced Higher Courses

Pupils should be expected to pass the relevant science in S5 with a Grade A or **high** Grade B to take the corresponding Advanced Higher course.

For Physics and Chemistry, a good pass in Higher Maths is also essential.

Lab Science

Pupils are expected to have achieved a N4 qualification in at least 1 science. In addition, entrants should also have achieved N4 in both English and Maths.

Biology

Biology is the area of study which provides the most exciting prospects for progress in health, sports, food production, biotechnology, resource management, tourism and the global environment for the twenty first century.



Higher Human Biology

This is an advanced course leading to a Higher qualification which would give pupils access to university and college courses. The course would be particularly suitable for those with interests in medicine, nursing or Sports Science.

The course consists of three units covering:

Human Cells, Physiology and Health, Neurobiology and Immunology. It is assessed by final examination. In addition, pupils must complete an assignment which is assessed by a written report.

Successful completion of either Higher course at Grade A or B would lead to study at Advanced Higher level in 6th year.

Advanced Higher

This course is a broad-based integrated course which develops the basic concepts studied in Higher Biology. The course provides an excellent basis for employment or further study in applied field of biology.

The course consists of three units:

Cells and Proteins

Pupils will develop knowledge and understanding of proteomics, protein structure, binding and conformational change, membrane proteins, detecting and amplifying a stimulus, communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the unit includes important laboratory techniques for biologists.

Organisms and Evolution

Pupils will develop knowledge and understanding of evolution, variation and sexual reproduction, sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this unit and is best observed in the natural environment.

Investigative Biology

Pupils will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

It is assessed by final examination, including multiple choice, data handling and essay-type questions. In addition pupils complete an investigation which is assessed by a written report.

Pupils studying Higher or Advanced Higher Biology who do not already have N5 Chemistry are **strongly advised** to take Chemistry at National 5 or Higher level to complement their studies in Biology.

Chemistry

Chemistry is all around us - every time we light a match, boil an egg or simply breathe in and out, we perform a chemical reaction. Chemistry is necessary for careers in medicine, pharmacy and chemical engineering and is useful for careers in the oil industry, in health or the renewables sector.



Higher

The study of Chemistry at Higher can make an important contribution to the pupil's knowledge and understanding of the physical and natural world. It is also recognised as an important entrance qualification to higher education courses. More Scottish university courses require a pass at Higher Chemistry than all the other sciences put together. The syllabus is designed for pupils who wish to continue the study of Chemistry beyond National 5.

The course is comprised of four units:

Chemical Changes and Structure

Reaction rates, energy changes, patterns in the Periodic Table, bonding structure and properties and the mole.

Nature's Chemistry

Natural products, nomenclature and structural formulae, reactions and uses of carbon compounds and plastics.

Chemistry in Society

Equilibrium, acids and bases, volumetric analysis and redox reactions.

Researching Chemistry

Develop skills of scientific inquiry, investigation and the ability to apply practical skills, chemical theory, analysis, synthesis and thinking skills in order to undertake research in Chemistry.

Advanced Higher

The course aims to carry on from where Higher finishes, while at the same time teaching methods should prepare the pupils for university level Chemistry.

The course consists of three units:

Inorganic and Physical Chemistry

Pupils will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure. Pupils will gain an understanding of the physical and chemical properties of transition metals and their compounds. Pupils will investigate chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Pupils will progress their understanding of reaction kinetics.

Organic Chemistry and Instrumental Analysis

Pupils will research the structure of organic compounds. They will consider the key organic reaction types and mechanisms and link these to the synthesis of organic chemicals. Pupils will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry

Pupils will develop the key skills associated with a variety of different practical techniques. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, pupils will identify, research, plan and safely carry out a chemistry practical investigation of their choice.

Assessment

In both Higher and Advanced Higher, course assessment comprises an exam (~80% of the total mark) and a research project (~20% of the total mark). The final grade (A-D) will be based on these results.

The Advanced Higher project is an in-depth investigation of a chemistry topic. During this investigation pupils will extend and apply the skills of independent working. This includes making independent and rational decisions based on evidence and interpretation of scientific information, and the analysis and evaluation of their results.

To help assess pupil progress, class tests will be carried out throughout the year and there will also be a prelim examination.

National 5 Laboratory Science

What will I study?

The National 5 Laboratory Science course is designed to introduce candidates to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science, and to develop an awareness of the opportunities and range of employment within the sector.

Candidates will explore a variety and range of industries and services and the career opportunities, in science laboratories, in a local, national and global setting.

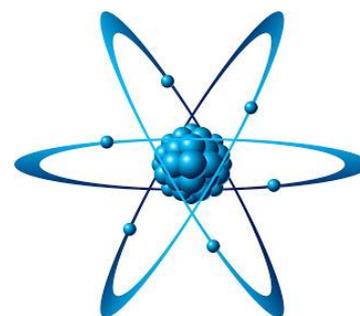
Candidates will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed. Candidates will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation.

This is a National 5 qualification with no fall-back to National 4. Candidates should already have gained a National 4 pass in Biology, Chemistry or Physics before starting this course. It is therefore only available to pupils in S5 and 6.



Physics

The study of Physics means trying to find out what the universe is made of and how these things move and interact with each other. Physics is very useful for a career in engineering, building, mechanics, medicine, Merchant Navy, nursing, architecture, Police, Armed Forces and electronics.



Higher

This course reinforces and extends the knowledge and understanding of the concepts of physics and related problem-solving skills and practical abilities acquired at the National 5 level by providing a deeper insight into the structure of the subject. The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes.

The course comprises four units:

Our Dynamic Universe

The unit covers the key areas of kinematics, dynamics and space-time.

Electricity

The unit covers the key areas of electricity and electrical storage and transfer.

Particles and Waves

Waves, refraction of light, optoelectronics and semiconductors, nuclear reactions, dosimetry and safety.

Researching Physics

The general aim of this unit is to develop skills relevant to undertaking research in physics.

Successful completion of the Higher course at Grade A or B would lead to study at Advanced Higher level in 6th year.

Advanced Higher

The Advanced Higher Physics course has been designed to articulate with and provide a progression from the Higher Physics course. Through a deeper insight into the structure of the subject, the course aims to provide a challenging experience for those who wish to study the subject to a greater depth and to assist pupils towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature.

The course consists of four units:

Rotational Motion and Astrophysics

This unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation leading to work on general relativity and stellar physics.

Quanta and Waves

This unit develops knowledge, understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

Electromagnetism

This unit develops knowledge, understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in D.C. and A.C. circuits.

Investigating Physics

The unit offers opportunities for independent learning set within the context of experimental physics. Pupils will identify research, plan and carry out a physics investigation of their choice.

To gain the award of the course, the pupil must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award.

Social Subjects

Geography

Advanced Higher

Entrance is at the discretion of the Geography Department. Pupils should have a Grade A or B in Higher Geography, and a good ability in Mathematics and English. It is essential that pupils are extremely organised and well-motivated as the course is designed to develop independent study.

The course is very different to Higher Geography as there is little taught, factual content. Instead pupils are required to develop their geographical skills, which are then demonstrated an extended essay and independent study. This includes:

- Map Interpretation
- Gathering fieldwork data and processing techniques
- Data handling, including detailed statistical analysis
- Analysis of data, reaching conclusions

Assessment

Unit Assessment:

Pupils must pass internal assessments for all learning outcomes in the two units to gain unit passes.

Portfolio: 67% of final assessment.

Through independent study pupils produce:

- An extended essay = 27% of final assessment
- A geographical study based on independent fieldwork = 40% of final assessment

Exam: 33% of final assessment:

- Map Interpretation
- Gathering and Processing Techniques
- Geographical Data Handling

Higher Geography

Recommended Entry

Whilst entry is at the discretion of the Geography Department, pupils would normally be expected to have attained a National 5 pass at A or B grade in Geography.

This course covers three units of study:

Geography: Physical Environments

Pupils will develop and apply geographical skills and a knowledge and understanding of physical environments. Pupils will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. Key areas are:

- Atmosphere
- Hydrosphere
- Lithosphere
- Biosphere

Geography: Human Environments

Pupils will develop and apply geographical skills and knowledge and understanding of human environments. Pupils will develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key areas are:

- Population
- Rural
- Urban

Geography: Global Issues

This unit provides pupils with the opportunity to investigate relevant and current global issues. Two topics will be chosen from:

- River Basin Management
- Development and Health
- Global Climate Change
- Trade, Aid and Geopolitics
- Energy

Geography: Geographical Skills

Through the course of the year, key geographical skills will be learnt by pupils as an integral part of the course and lessons. Within the exam there are specific questions based on geographical skills.

Assignment: 1 hour 30min 27% of final grade.

Controlled assignment under exam conditions, based on fieldwork.

Exam:

Paper 1: 1 hour 50 minutes. 100 Marks. 46% of final grade

Tests Physical Environment and Human Environment Units.

Paper 2: 1 hour 10 minutes. 60 Marks. 27% of final grade

Tests Global issues Unit and Application of Geographical Skills.

Possible Progression Routes:

Within school progression is as follows: Higher > Higher Advanced Higher

Geography National 5 Course Outline

This course develops a range of cognitive and practical skills. Geography encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues.

Pupils will develop a range of skills, including:

- The use, interpretation and evaluation of information from a range of sources
- Techniques to interpret and explain geographical phenomena
- Ability to use a range of maps, including OS maps
- Literacy skills: through reading a range of texts and writing in a variety of forms
- Numeracy skills: through evaluation of numerical, graphical and statistical information
- Research skills: finding and interpreting appropriate information
- Fieldwork skills: collecting, evaluating and analysing data

Geography Unit 1: Physical Environments

Pupils will develop knowledge and understanding of the processes and interactions at work within physical environments. Key topics include:

- Location of Landscape Type
- Formation of Key Landscape Features
- Land Use Management and Sustainability
- Weather and Climate

Pupils will study landscape types based in Scotland and the UK: glaciated upland and coastlines.

Geography Unit 2: Human Environments

Pupils will develop knowledge and understanding of the processes and interactions at work within human environments. Key topics include:

- Contrasts in Development
- World Population Distribution and Change
- Issues in Changing Urban and Rural Landscapes
- Pupils will study two case studies: a developed country and a developing country

Geography Unit 3: Global Issues

Pupils will develop knowledge and understanding of significant global geographical issues and the strategies adopted to manage them.

Two topics studied are:

- Climate Change
- Environmental Hazards

Assessment**Unit Assessment:**

Pupils must pass internal assessments for all learning outcomes in the three units to gain unit passes.

Assignment:

1 hour controlled assessment based on fieldwork = 20% of final grade.

Exam:

The 2 hour 20 minutes exam tests the three units of study = 80% of final grade.

Possible Progression Routes:

Within school progression is as follows: National 4 > National 5 > Higher

History

Advanced Higher

Pupils with an A or B pass in Higher History may attempt Advanced Higher. Much of the study involves historical debate using primary and secondary source materials. A key element of the course is independent study; only highly motivated pupils may apply!

There are a large number of options available for study. Most pupils in recent years have opted for the topic 'Russia: from Tsarism to Stalinism, 1914 - 45' as this is an area where many resources are available to facilitate study.

Assessment for Advanced Higher is under review and no final information is currently available. The information below refers to the 2018 procedures.

The question paper will consist of **one** 3 hour paper and will be marked out of 90.

Section A: Historical Issues will have 50 marks with the pupil required to write **two** essays.

Section B: Historical Sources will have 40 marks with **three** extended response questions using unseen historical sources.

Project (Dissertation)

The project (dissertation) will allow pupils to apply research, analysis and evaluation skills as they investigate a complex historical issue. Candidates have an open choice of issue for study. The project is worth 50 marks.

Higher

The current Higher course covers three units of study:

- Unit 1: The Treaty of Union, 1689 – 1740
- Unit 2: Britain, 1851 - 1951
- Unit 3: The Large Scale State: The USA 1918 - 1968



OR

- Unit 3: Germany 1815 -1939

The class may study alternative topics at the discretion of the class teacher.

What skills are developed?

Higher History is designed to provide progression from National 5 level study. Pupils are enabled to further develop their communication skills and to think creatively and critically. These are skills that employers value and ones that can be applied to any number of work situations. In Higher History, these skills are demonstrated and assessed by essay writing and through analysis of historical evidence.

Recommended Entry

Whilst entry is at the discretion of the History Department, pupils would normally be expected to have attained a National 5 pass at A or B grade in History or a Higher pass in another social subject.

What assessment is involved?

Higher Assignment:

One controlled assignment which enables pupils to research a particular area of interest. The write-up session is 1 hour 30 minutes and comprises 27% of final grade.

The Higher Exam:

The Higher exam consists of two papers: a 1 hour 30 minute paper with a choice of questions from which two essays should be attempted; a 1 hour 30 minute source-based paper of four questions which should all be attempted. Essays are drawn from Units 2 and 3 and source handling questions from Unit 1. This comprises 73% of final grade.

What can Higher History lead to?

Higher History is a useful qualification in the following occupations: Law, Teaching, The Civil Service, Local Government, TV/Film Research, Journalism, Archaeology, Librarianship, Museum Work, Genealogy, Politics, Tourism, Archive Work and The Diplomatic Service. Pupils who pass Higher History may proceed to Advanced Higher History or use their Higher pass for college or university entrance.

Possible Progression Routes:

Within school progression is as follows: National 5 > Higher > Advanced Higher.

History at National 5 Level

What are the benefits of studying this course?

History opens up the world of the past for pupils. The purpose of History is to provide pupils with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three units of the course which covers Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.

The main aims of this course are to:

- Develop pupils' conceptual understanding and foster their ability to think independently
- Enable pupils to acquire breadth and depth in their knowledge and understanding of historical themes
- Develop pupils' skills in explaining historical developments and events, evaluating historical sources and drawing conclusions
- Develop pupils' imagination and empathy with people living in other periods
- Encourage pupils to debate issues and, on the basis of evidence, form views and respect those of others
- Foster in pupils an interest in history which will enhance understanding of our modern, multicultural society and provide a life-long interest

What will I study?

NB The class may study alternative topics at the discretion of the class teacher.

Current course:

Historical Study Unit 1: Scottish

The Era of the Great War, 1900–1928

Scots on the Western Front

Domestic Impact of War: Society and Culture

Domestic Impact of War: Industry and Economy

Domestic Impact of War: Politics

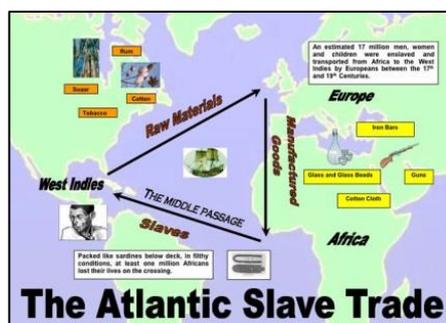
Historical Study Unit 2: British The Atlantic Slave Trade

The Triangular Trade

Britain and the Caribbean

The Captive's Experience and Slave Resistance

The Abolitionist Campaigns



Historical Study 3: European and World

Red Flag Lenin and the Russian Revolution 1894–1921

Imperial Russia - Government and People

1905 Revolution - Causes and Events

February Revolution - Causes, Events and Effects

October Revolution - Causes, Events and Effects

OR

Free at Last? Civil Rights in the USA 1918-1968

The 'Open Door Policy' and Immigration to 1928

'Separate but Equal' to 1939

Civil rights Campaigns, to 1968

The Ghettos and Black American Radicalism

Added Value Research Unit:

This element is prepared in class and then written up under exam conditions and is externally marked. It is worth 20 marks.

The pupil will research and use information relating to a historical theme and question by:

- Choosing, with support, a historical theme and question for study
- Selecting and organising relevant evidence
- Responding to the question by describing and explaining, in a basic way, the key features of the answer
- Evaluating the usefulness or reliability of at least two relevant historical sources which have been collected
- Presenting their findings to show evidence of the skills they have used and knowledge they have acquired, and briefly commenting on the importance or relevance of this question to an understanding of the world today

The National 5 Exam

The National 5 exam consists of one 2 hour 20 minute exam with three sections, making a total of 14 questions worth a total of 80 marks.

Possible Progression Routes:

Within school progression is as follows: National 5 > Higher > Advanced Higher



Modern Studies

National 5 Modern Studies

The National 5 Modern Studies course encourages pupils to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as: respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a sense of responsibility and global citizenship.

The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

All pupils will study the following mandatory units:

Democracy in Scotland
Social Issues - Crime and the Law
International Issues - USA

Entry requirements:

BGE Level 4

Assessment:

SQA examination: 1 question paper – 2 hours and 20 minutes - 80 marks (80%)

SQA assessed assignment – 1 hour - 20 marks (20%)



Higher Modern Studies

Modern Studies opens up the world of contemporary society for pupils. The purpose of Modern Studies is to develop the pupil's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, pupils will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the following three mandatory units:

Democracy in Scotland and the United Kingdom
Social Issues in the United Kingdom – Social Inequality
International Issues - World Powers

Entry Requirements

A or B in National 5 Modern Studies

A or B in National 5 History or Geography

Assessment

SQA examination: 2 question papers – 1 hour and 45 minutes and 1 hour 15 minutes - 80 marks (73%)

SQA assessed assignment – 1 hour and 30 minutes - 30 marks (27%)

Advanced Higher Modern Studies

Undertaking this course will develop the skills of analysis, synthesis and evaluation. Pupils will also demonstrate knowledge and understanding of the scope and main areas of the specific context studied. Development of research skills, alongside the ability to draw on a range of sources in making judgements or decisions are addressed at this level. All of this aims to support pupils' independence of learning and their ability to work on their own initiative with supervision as appropriate.

All pupils will study the following two mandatory units:

Contemporary Issues – Social Issues, Law and Order and Research Methods

Researching Contemporary Issues

Entry Requirements

Grade A or B3 in Higher

A proven track record of commitment, self-motivation and excellent organisational skills

Assessment

Unit assessments; SQA examination in May; SQA assessed dissertation

Technology

Engineering Skills

This is a National 5 Skills for Work course and has been designed to provide a basis for progression into further education or for moving directly into training in employment within the engineering sector. The overall purpose of the course is to ensure that pupils start to develop the generic and practical skills, knowledge, understanding and employability skills needed within the engineering sector.

The engineering sector includes the following:

Mechanical Manufacture Maintenance, Fabrication Welding Electrical, Electronic Foundry Automotive, Control Transport Aeronautical, Communications Space Energy Generation, Conservation Marine Water and Desalination Oil/Gas Petroleum.

This course focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance, Manufacture and an element of Design. This will allow the pupils to gain transferable skills which can be applied to any of the above engineering areas.

The general aims of the National 5 Engineering Skills course are to:

- Widen participation in vocationally-related learning for pupils from S3 upwards
- Allow pupils to experience vocationally-related learning
- Provide pupils with a broad introduction to the engineering vocational sector
- Encourage pupils to foster a good work ethic including timekeeping, a positive attitude and other relevant employability skills
- Provide opportunities to develop a range of core skills in a vocational context
- Encourage pupils to take charge of their own learning and development
- Provide a range of teaching, learning and assessment styles to motivate pupils to achieve their full potential
- Facilitate progression to further education and/or training
- Encourage pupils to plan their work and review their progress
- Encourage pupils to develop a positive attitude to waste minimisation and environmental issues

Summary of Course Content

Engineering Skills: Mechanical and Fabrication (National 5) - 1 Credit

In this unit pupils will learn to select and use the correct tools, equipment and materials required to manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials and work to specified tolerances. The pupil will also develop and use basic engineering skills of cutting, shaping, drilling, tapping, forming and joining. Embedded into the practical activities of this unit are the employability skills that employers value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.

Engineering Skills: Electrical and Electronic (National 5) - 1 Credit

In this unit, pupils will select the correct tools and components required to construct a basic functional extra low voltage electrical circuit and an electronic circuit from a given diagram and specification. The unit is suitable for pupils with no previous electrical, electronic or employment experience. Embedded into the practical activities of this unit are the employability skills that employers value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.

Engineering Skills: Maintenance (National 5) - 1 Credit

In this unit pupils will select the correct tools, materials and equipment required to test, disassemble, repair and assemble an engineering part. Embedded into the practical activities of this unit are the employability skills that employers value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.

Engineering Skills: Design and Manufacture (National 5) - 1 Credit

In this unit, pupils will develop Computer Aided Draughting (CAD) skills and select and use the correct tools and materials required to design, manufacture/construct, test, evaluate and report their findings on the manufacture/construction of a project.

This unit is designed to be attempted only after successful completion of the other mandatory skills units. Pupils will select and safely use the correct tools and materials to design, manufacture/construct, assemble and complete functionality tests on one project. Pupils will evaluate and report their findings on the design, manufacture/construction, assembly and functionality tests of the selected project. Embedded into the practical activities of this unit are the employability skills that employers value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed. The award is given after the successful completion of all four units. There is no formal exam.



Graphic Communication

National 4 and National 5

Purpose and Aims of the Course

The course provides opportunity for pupils to gain skills in reading, interpreting, and creating graphic communications. Pupils will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences. The course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact. The course allows pupils to engage with technologies. It allows pupils to consider the impact that graphic communication technologies have on our environment and society. The aims of the course are to enable pupils to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- Develop an understanding of the impact of graphic communication technologies on our environment and society

Course Structure

On completing the course, pupils will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. In addition to the course assessment, the course includes two mandatory units. Both units are designed to provide progression to the corresponding units at Higher.

2D Graphic Communication (National 4 and 5)

This unit helps pupils develop their creativity and skills within a 2D graphic communication context. It will allow pupils to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the unit allows pupils to develop their skills in some less familiar or new contexts. Pupils will develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication (National 4 and 5)

This unit helps pupils develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow pupils to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the unit allows pupils to develop their skills in some less familiar or new contexts. Pupils will develop 3D graphic spatial awareness. In both units, pupils will develop an understanding of how graphic communication technologies impact on our environment and society.

Conditions of Award, Added Value National 4, Course Assignment National 5

To gain the award of the course, the pupil must pass all of the units as well as the course assessment. The required units are shown in the course outline section. Course assessment will provide the basis for grading attainment in the course award.

Higher

Purpose and Aims of the Course

The course is practical, exploratory and experiential in nature. On completing the course, pupils will have developed skills in 2D and 3D graphics as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

Course Structure

As well as the course assessment, the course includes two mandatory units. Both units are designed to provide progression to the corresponding units at Advanced Higher.

2D Graphic Communication

This unit helps pupils to develop their creativity and presentation skills within a 2D graphic communication context. It will allow pupils to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Pupils will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication

This unit helps pupils to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow pupils to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Pupils will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both units, pupils will develop an understanding of how graphic communication as an activity and graphic technologies by their use, impact on our environment and society.

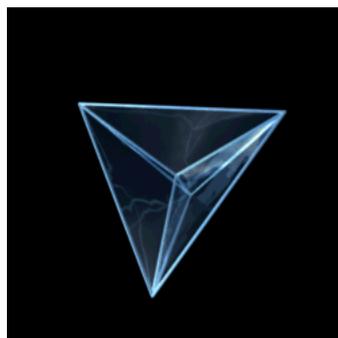
Recommended Entry

Entry to this course is at the discretion of the Technology Department. However, pupils would normally be expected to have attained the skills, knowledge and understanding required by the National 5 Graphic Communication course.

Progression

This course or its units may provide progression to:

- Other SQA qualifications in Graphic Communication or related areas
- Further study, employment and/or training



Practical Woodworking

National 4 and National 5

The course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The course provides opportunities for pupils to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The course will also give pupils the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills.

The aims of the course are to enable pupils to develop:

- Skills in woodworking techniques
- Skills in measuring and marking out timber sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- An understanding of sustainability issues in a practical woodworking context

Course Structure

On completing the course pupils will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition pupils will gain an appreciation of safe working practices in a workshop environment.

As well as the course assessment, the course comprises of three mandatory units. Each of the units of the course is designed to provide progression from the corresponding unit at National 4.

Practical Woodworking: Flat-Frame Construction (National 4 and 5)

This unit helps pupils develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Pupils will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Practical Woodworking: Carcase Construction (National 4 and 5)

This unit helps pupils develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the pupil.

Practical Woodworking: Machining and Finishing (National 4 and 5)

This unit helps pupils develop skills in using common machine and power tools. It also helps pupils develop skills in a variety of woodworking surface preparations and finishing techniques.

In each of the units above, pupils will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context.

The structure of the course allows pupils to cover fundamental woodworking skills in a progressive fashion. Each unit covers a set of new woodworking skills. All of the units include skills in measuring, marking out, cutting and jointing techniques.

To gain the award, pupil must pass all of the units as well as the course assessment. The required units are shown in the course outline section. Course assessment will provide the basis for grading attainment in the course award.

Virtual School

Highland Virtual Academy - Vision, Values and Aims

Vision

To deliver high-quality, engaging learning and teaching delivered by real teachers in real time through active and collaborative experiences.

Value

Using digital technology, we strive to equip and empower people to become life-long learners.

Aims

We aim to provide equity of educational opportunities across schools to ensure that all pupils can access a wider, enriched curriculum which enables them to progress and succeed.

The Highland Virtual Academy provides pupils in the senior phase with the opportunities to take courses that may not be available in their own school. Courses are delivered face-to-face through a digital learning platform such as VScene or Google Meet at weekly timetabled periods. There is an emphasis on high quality learning and teaching and pupils' resources are stored on G-Suite and Google Classrooms. Monitoring and Tracking procedures are carried out three times a year and pupils regularly receive constructive feedback on their strengths and areas to improve. All Highland Virtual Academy courses are delivered by experienced Highland Council teachers.





University of the
Highlands and Islands
West Highland College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste na Gàidhealtachd an Iar

West Highland College UHI



**SCHOOL
COLLEGE
PARTNERSHIP**



West Highland College UHI has close links with our local secondary schools and we offer a range of courses individual to each school. These are typically delivered in years 4-6 as part of the Highland Council delivery of the senior phase of Curriculum for Excellence. Pupils are able to apply for these courses as part of their Column Choices discussions with their school Pupil Support teachers.

We currently have around 600 school pupils from nine High Schools studying with West Highland College UHI.

Why choose a School College Partnership course?

- You will broaden your curriculum choices and enrich your educational experiences
- Your application to university or college will be improved by demonstrating a range of additional skills acquired during your time with us
- You will benefit from our partnerships with businesses and employers

How does it work?

The options available currently in each school can be seen on our website at www.whc.uhi.ac.uk/schools. More information is available from the school Pupil Support teacher.

What are Foundation Apprenticeships?

Foundation Apprenticeships are work-based learning opportunities for school pupils in the senior phase (usually S5+S6) and are studied alongside your other subjects. They take from 12 to 24 months to complete and are linked to one of six key sectors of the Scottish economy, so students are getting industry experience helping them kick-start a career in their chosen field.

You will have the opportunity to gain valuable work experience before you leave school.

Portree High School

West Highland College UHI is working in partnership with Portree High School to provide a range of courses complimentary to your school curriculum.

Business and Hospitality

Business Management National 5

Business Management Higher (delivered as part of Foundation Apprenticeship: Business Skills)

Foundation Apprenticeship: Business Skills

Computing and Creative Digital Skills

Computing Science National 5

Computing Science Higher

Computing Science: Certificate in Software Development and Digital Media Production

Computing Science: Certificate in Digital Media Animation and Web Design Fundamentals

Foundation Apprenticeship: Creative and Digital Media

Foundation Apprenticeship in Software Development

Construction, Environmental and Maritime

Construction Crafts Skills for Work National 4

Maritime Skills: Skills for Work National 5

Creative Arts

NPA Beauty Skills SCQF level 5

NPA Music Business SCQF level 6

Health, Education and Childcare

Foundation Apprenticeship: Social Services Children and Young People

Foundation Apprenticeship: Social Services and Healthcare

Humanities and Social Sciences

Psychology National 5

Higher Psychology

School of Adventure Studies

Introduction to Outdoor Adventure

Available as Evening Classes

Highers: English, Environmental Science, Psychology, Human Biology, Sociology

National 5: Maths

Ask your Pupil Support teacher how to apply for these courses online.

Please apply before 11th March 2019.

Virtual Schools

We now have a range of courses that are available in any of the schools in the Highland Council region using an agreed common timetable from Column Choice selections across all Highland schools.

College lecturing staff lead each class using the Virtual Schools Network utilising a combination of Google Hangouts, Video Conference and other virtual learning environments.

Pupils who wish to enrol on these courses must therefore have a high level of self-motivation before applying for a course.

All applicants will be interviewed before being accepted onto a **Virtual Course** delivered from West Highland College UHI. Agreements will be put in place with each school to ensure that you have the right support in terms of equipment and connectivity.

What's the difference between various types of study?

Face-to-Face delivered either in college or in school with the lecturer present.

However, increasingly you will see some courses described as being "**Virtual**", "**online**" or "**blended**". These study methods enable larger numbers of pupils to study individual subjects that may not otherwise have been available for small classes.

Virtual classes use online technologies, such as Google Hangouts, in timetabled sessions and will have a college lecturer in virtual attendance during the class.

Online study is unsupervised and therefore can be timetabled flexibly to suit the individual pupil. It will suit pupils who have a good work ethic, strong self-motivation and an ability to work independently.

Blended classes are a combination of online study supplemented with delivery at scheduled times/days. This type of study is currently only used for evening classes or other non-school courses.

We constantly review and update what courses we offer to our local high schools. Some courses are only available in certain locations and all courses will run only if adequate numbers apply. For more information go to:

www.whc.uhi.ac.uk/schools

West Highland College UHI is a company limited by guarantee (SC1538921) with charitable status (SC024193).