

Campbeltown Grammar School



S5 and S6 Subject Choices

Spring 2010

Information for pupils and parents

on

National Courses

At

Access 3

Intermediate 1

Intermediate 2

Higher

Advanced Higher

And school-based courses

TABLE OF CONTENTS

Page	
4	Introduction
6	General Information
pp 9-61	Course fact-file
9	Art and Design
11	Biology
14	Business Studies
18	Chemistry
21	Computing
23	Drama
26	English
30	Geography
35	History
41	Home Economics
43	Mathematics
47	Modern Languages
50	Music
54	Physical Education
57	Physics
60	Technical Education

Appendices

Appendix 1: Outline of entry requirement and next steps.

Appendix 2: Pupil Support: (S4/5 PSHE Programme)

Appendix 3: Fifth Year Core Options

Appendix 4: Sixth Year Core

Appendix 5: S5 Transition

Appendix 6: S6 Transition

INTRODUCTION

In Fifth Year (S5) and Sixth Year (S6) you will follow a curriculum that is 'negotiated' between yourself and the school. This curriculum will be made up of choices from the following different types of courses:-

- (i) *Advanced Higher (S6 students only)*
- (ii) *Higher Grade*
- (iii) *Intermediate Courses*
- (iv) *National Units - from Access to Advanced Higher*

All of these National Qualifications are certificated by the Scottish Qualifications Authority (SQA).

Advanced Higher Courses

The courses and/or individual units of a particular course are offered to sixth year students who have attained an A or B pass at Higher Grade. Much of the work undertaken by the students studying Advanced Higher course will be through private research and study. Due to the roll of the school and/or the very small number of students studying a particular Advanced Higher course it is not always possible to have separate timetabled classes. The Advanced Higher students may be part of a timetabled Higher or Intermediate Grade class.

Advanced Higher -Scholar Programme

Argyll and Bute Education Service has entered into partnership with Herriot Watt University to deliver the Scholar Programme.

This is a programme developed to deliver Advanced Higher courses and some Higher courses to students studying Chemistry, Biology, Physics, Computing, Mathematics and French. Students are able to access teaching and revision materials directly through the internet either in school or at home. Students can also sit assessments that are marked by tutors working in the University. As part of the programme text books and notes are delivered to the school for pupil use. The programme is particularly beneficial to a school of our size where dedicated teaching of Advanced Higher is not always possible due to staffing constraints.

Higher Courses

In all subjects the standard and pace of work required to gain a pass at Higher Grade is considerably greater than either Standard or Intermediate Grade courses. You should therefore **only** choose Higher Grade courses in those subjects that you are likely to obtain a **good** credit pass at Standard Grade (in particular you should achieve a Credit pass in Knowledge and Understanding) or an A/B pass at Intermediate 2. Please see the important information on entry requirements in the section 'General Information'

The Higher courses are made up of several units of work (generally of 40 hours duration) each of which is assessed internally (i.e. by the school). There is also an external examination in May/June. **To gain a Higher course award candidates must pass all the internal units and the external examination.**

Intermediate Courses

The Intermediate courses are made up of several units of work (generally of 40 hours duration) each of which is assessed internally (i.e. by the school). There is also an external examination in May/June. Some courses e.g. Hospitality Int 1, Woodworking Skills Int 1 and 2, do not have an external examination. **To gain a course award at either Intermediate 1 or 2, candidates must pass all the internal units and the external examination.**

Entry levels to Intermediate Courses are *generally* *as follows:

Intermediate 2 - Grades 3 or 4 at Standard Grade

Intermediate 1 - Grades 5 or 6 at Standard Grade

*English is a notable exception to this. Please read the entry requirements in this booklet very carefully before making a choice. Intermediate 1 to Intermediate 2 entry requirements vary. Please see Subject information.

National Units

These units allow you to develop specific study areas. Most units are of 40 hours duration and will be assessed internally. There is no external written examination for stand alone Units.

THIS BOOKLET WILL BE AVAILABLE ON THE SCHOOL

WEBSITE AT www.campbeltowngrammar.org.uk/

General Information

Before making a decision to choose a subject for study you should obtain more detailed information on course content and assessment requirements from the Principal Teachers of the departments concerned.

Information about various careers and their entry requirements is available in the school Careers Library. You can obtain additional information and advice from the Area Careers Office (NOW KNOWN AS Skills Development Scotland), 4 Castlehill, Campbeltown, (Telephone 01586 552795). A couple of useful websites are PlanIT at www.ceg.org.uk and www.planitplus.net. The Careers Scotland website,, www.careers-scotland.org.uk enables you to research careers, write CVs and find help with applications and interviews.

Talks on Higher Education, selecting a course, College courses and training opportunities are delivered by the Careers Service/Pupil Support staff form part of the options unit. In addition, Guidance teachers are available to assist you in making subject choices for next session.

You should note that the new courses will commence when your SQA examinations finish i.e. mid June. The work covered will not be repeated in August and it is therefore important if you intend to return (or think you may have to return) to school in August that you attend regularly until the end of June. If necessary, as a consequence of your results in the SQA examinations, your courses can be changed when school restarts in August.

Students' progress will be reviewed and an update on progress will be sent to parents in the form of the Interim Report. There will be 3 interim reports in the course of the year. The school is currently planning to introduce a monthly tracking report in order to reinforce and extend our monitoring practice. Students whose progress is considered to be below that required will be interviewed and may be advised to reconsider their course options. Parents will also be informed at this time of any concern that the school has about progress and there will be an opportunity for parents and students to discuss progress with the appropriate House Head and Pupil Support teacher.

Course Choice

In any year students will be able to take a mix of subjects at different levels. The range and choice of subjects on offer will reflect local needs and may be influenced to some extent by the size of the school. Courses will be designed to help students to progress from one level to the next at the end of each year. Usually students will continue to a higher level with subjects already studied. Others may widen their range of subjects. Normally the level of course students study in fifth and sixth year will be determined by the level they reached in S4 and S5.

Course Assessment

Each course at all levels will be made up of units (usually three, each requiring 40 hours of study). Each unit will involve assessment by the school (internal assessment) to determine whether a student has passed or failed.

Students working their way through a course will know how they are doing because of their regular unit assessments. They will also gain confidence because the skills and knowledge they are building up and being assessed in are the ones they will need for their external assessment.

Unit assessments will be set and marked by the students' teachers. Before starting a unit, staff will ensure that pupils know what they have to learn and what they have to do to pass. This information is given in the outcomes - all outcomes have to be assessed. Staff can draw on materials from the National Assessment Bank to assist them with this work ensuring that national standards are applied within all unit assessments.

Students will be awarded the unit when they have passed the necessary outcomes satisfactorily. Pupils will be able to take assessments at different times, in many cases - whenever they are ready. They can do extra work and be re-assessed, should they not succeed at first. **Unless there are exceptional circumstances pupils may only re-sit an internal assessment once.**

Students need to pass all their unit assessments if they wish to be awarded a National Course. They also have to undertake an external assessment, where their work is assessed by external examiners. Course assessment is set nationally by the Scottish Qualifications Authority. The type of assessment will vary from subject to subject, but it will include written examination papers, project work, or practical performances. Details are available within each subject outline on the following pages. Passes in course assessments will be graded A, B, C and D.

The Fifth Year Curriculum

Students in S5 will have a full 30 period timetable made up of a selection of five of the courses (5 periods per course). Some students will take only Higher courses, some will take courses consisting totally of Intermediate courses or National units while some will take a combination of the various types of courses available. In addition all S5 students will take a core curriculum of Social Education (1 period per week), and two core activities (4 periods per week). **If students opt to study 4 or more Highers then they can choose "study" in both core columns.**

The Sixth Year Curriculum

Students in S6 will have a full 30 period timetable made up of a selection of four of the above courses (5 periods per course). **However, where a student is studying two or more Advanced Higher courses, only three courses need be chosen.** Most students will take a combination of courses ranging from Intermediate to Advanced Higher. The remaining 10 periods will comprise 2 periods of Careers Education per week, a time allocation to carry out duties associated with school citizenship e.g. prefect duties, paired reading, peer support, classroom support or work associated with the social or charities groups.

Subject Choice

The Subject Options form will be issued to students following Pupil Support post-report interviews in February. The final date for submission is **Friday, 12th March.**

The following pages contain detailed information on entry requirements, course content, assessment procedures and progression routes. These pages should be read very carefully before any choices are made.

Please note that the inclusion of information about a course in this booklet does not necessarily mean that the course will run. Classes will only be formed for courses if there is sufficient demand and if staffing/timetabling constraints permit. In addition, certain popular courses are frequently oversubscribed and in such cases the school may find it necessary to raise the entry requirements. However, every effort is made by Pupil Support staff, Subject Teachers and the Senior Management Team to ensure that students are able to access an appropriate range of choices and, where problems in subject choice arise these will be discussed with the student and his/her guardians.

ART AND DESIGN

Principal Teacher: K Oman

ADVANCED HIGHER (Enquiry)

Why take this course?

To advance student's aesthetic understanding, visual awareness, knowledge and appreciation. It encourages students to use a range of media and technology to understand, appreciate and respond to their world in creative visual and non-visual ways. It promotes creative thinking, innovation and enterprise, and encourages self-reliance, initiative, problem solving and the development of personal opinions and imagery. The course also allows students to build the required folio for entry into courses of Art & Design in Further and Higher Education.

What will I learn?

There are **two** courses to choose from:

Enquiry: Design (AH)

and either

Expressive Activity (AH)

OR

Art & Design Studies: Design (AH)

OR

Enquiry: Expressive (AH)

and either

Design Activity (AH)

OR

Art & Design Studies: Expressive (AH)

How will I be assessed?

The folio of practical work and written dissertations will be submitted to the SQA for assessment.

External Assessment will consist of the following three components:

Enquiry: 60%

Related studies or

Expressive Activity or

Design Activity: 30%

Statement of Intent: 10%

HIGHER

What will I learn?

You will continue to develop skills in design, expressive and critical areas. You will produce an expressive folio, a design folio, and you will research areas of design and the visual arts from 1750 to the present day, producing written assignments on selected topics.

How will I be assessed?

The design folio and expressive folio are both submitted for external assessment, accompanied by written summaries. You will undertake a written examination on The Visual Arts and Design.

What homework will I be expected to do?

Regular Homework assignments based on your folio work, and critical research with essays, are an essential part of the course, as is the ability to meet deadlines.

INTERMEDIATE 2

What will I learn?

You will continue to develop skills in design, expressive and critical areas. You will produce an expressive folio, a design folio and will research areas of design and the visual arts from 1750 to the present day, producing written assignments on selected topics.

How will I be assessed?

The design folio and expressive folio are both submitted for external assessment, accompanied by written summaries. (Art & Design Studies). You will undertake a written examination on The Visual Arts and Design

What homework will I be expected to complete?

Regular homework assignments based on your folio work, and critical research with essays, are an essential part of the course, as is the ability to meet deadlines

BIOLOGY

Principal Teacher: J McLaughlin

ADVANCED HIGHER

Why take this course?

This course provides opportunities for students to acquire:

- Knowledge and understanding of biological concepts, facts, ideas and techniques and of the applications of biology in society
- Skills in problem solving
- Practical skills
- Investigative and reporting skills

What will I learn?

This has two 40 hour units, one 20 hour unit and a 20 hour investigation.

Unit 1 Cell and Molecular Biology

Environmental Biology

Unit 3 Biology Investigation

Optional unit Physiology and Exercise

Optional unit Animal behaviour

Optional unit Biotechnology

How will I be assessed?

Students will be assessed on knowledge and understanding, problem solving, practical skills and investigative skills. Assessment will be both internal and external.

HIGHER

Why take this course?

To contribute to the students general and vocational education through the acquisition of relevant biological knowledge and skills, and to provide a general basis for further study or employment in areas related to biology. The course provides a broad-based, integrated study of a wide range of biological topics emphasising the importance of biology as an area of fundamental investigative science and as a basis of study in a wide range of applied fields. The course develops an understanding of the way in which biological principles can be applied to the issues facing the individual and society and fosters positive attitudes to others and the environment.

What will I learn?

The course has three 40 hour units and as with all courses includes a further 40 hours for induction, extending the range of learning and teaching approaches, remediation, consolidation, integration of learning and preparation for external assessment.

Cell Biology (H)

Cell structure in relation to function, photosynthesis, energy release, synthesis and release of proteins, cellular response in defence in animals and plants.

Genetics and Adaptations (H)

Variation, selection and speciation, animal and plant adaptations.

Control and Regulation (H)

The control of growth and development, physiological homeostasis, population dynamics.

How will I be assessed?

Internal Assessment

At the end of each 40 hour unit candidates must pass an end of unit assessment to be eligible for the Higher. Repeating of these assessments is possible. Candidates are also required to submit for assessment one structured report of an experiment from one of the units.

External Assessment

The examination will consist of one paper of 2 hours 30 minutes and will contain three sections:

Section A 30 multiple questions (30 marks)

Section B Structured questions including data handling (80 marks)

Section C 4 extended response questions of which candidates will answer two (20 marks).

INTERMEDIATE 2

Why take this course?

This course provides opportunities for pupils to acquire:

- Knowledge and understanding of biological concepts, facts and the applications or biology in society;
- Skills in problem solving; and
- Practical Skills

What will I learn?

The course lasts for 160 hours and involves three 40 hour units and their internal assessments.

The Units are:

Unit 1 Living Cells

Unit 2 Genetics and Environmental Biology

Unit 3 Animal Physiology

How will I be assessed?

Pupils will be assessed on Knowledge and Understanding, Problem Solving and Practical Skills.

BUSINESS STUDIES

Principal Teacher: E McGeachy

HIGHER ADMINISTRATION

Why take this course?

The Higher Administration course will increase the student's technological confidence and encourage them to use ICT in a creative way. Students will be required to evaluate, amend and adapt their problem-solving strategies. They will learn to work effectively in a business environment by integrating organisational and information technology skills in a manner which will benefit them in any administrative work they may tackle at a further stage in their career.

What will I learn?

This course comprises 2 units:

Administrative Services

This unit is designed to enable students to develop and apply skills and knowledge to given situations requiring decisions to be made about administrative services. Students will learn how to manage targets; develop, implement and maintain procedures; organise and support meetings and make travel and accommodation arrangements.

Information Technology for Management

This unit is designed to enable students to use information technology, including spreadsheets, databases, word processing and the Internet, to solve business problems, to evaluate the use of new developments for their organisation and to monitor and evaluate new procedures and systems as they are introduced. Students will learn how to research, extract and collate information and present that information in a form acceptable to business. Students will also learn about the modern business environment, with particular focus on implementing strategies, time and task management, recruitment and selection, organising and supporting business meetings, arranging travel schedules as well as the importance of good customer service.

How will I be assessed?

Students must pass all the unit assessments as well as the external assessment. The external assessment consists of a practical ICT examination which lasts for 1 hour 20 minutes and a written examination which lasts for 1 hour 20 minutes.

HIGHER BUSINESS MANAGEMENT

Why take this course?

This course offers students the opportunity to acquire skills and knowledge which will allow students to participate in the complex world of business and information. Whether or not you intend to have a career in business, the course will enable you to enhance your individual effectiveness.

What will I learn?

The course comprises 2 units:

Business Enterprise

This unit is designed to enable students to develop and apply skills and knowledge to given situations. The student will learn about the role of business in society, the types of business organisations and their objectives and the roles of enterprise and the entrepreneur. In addition, consideration is given to the impact of ICT on business and how it is used to facilitate management procedures and to the nature and types of decision-making and how decisions are made.

Business Decision Areas

This unit looks at how different departments within an organisation function and help the company to achieve its various aims and objectives. In particular, it focuses on the following departments:

Marketing, Finance, Human Resources and Operations.

How will I be assessed?

Students must pass all the unit assessments as well as the external examination. The external assessment will consist of a written examination which lasts 2 hours 30 minutes.

What homework will I be expected to do?

Homework will be given on a regular basis throughout the course.

INTERMEDIATE 2 BUSINESS MANAGEMENT

Why take this course?

This course offers students the opportunity to acquire skills and knowledge which will allow students to participate in the complex world of business and information. Whether or not you intend to have a career in business, the course will enable you to enhance your individual effectiveness.

What will I learn?

The course comprises 2 units:

Business Enterprise

This unit is designed to enable students to develop and apply skills and knowledge to given situations. The student will learn about the role of business in society, the types of business organisations and their objectives and the roles of enterprise and the entrepreneur. In addition, consideration is given to the impact of ICT on business and how it is used to facilitate management procedures and to the nature and types of decision-making and how decisions are made.

Business Decision Areas

This unit looks at how different departments within an organisation function and help the company to achieve its various aims and objectives. In particular, it focuses on the following departments:
Marketing, Finance, Human Resources and Operations.

How will I be assessed?

Students must pass all the unit assessments as well as the external examination. The external assessment will consist of a written examination which lasts 1 hour 15 minutes.

What homework will I be expected to do?

Homework will be given on a regular basis throughout the course.

INTERMEDIATE 2 ADMINISTRATION

Why take this course?

The aim of this course is to build on the knowledge, understanding and skills developed in Intermediate 1 or Standard Grade Administration. The course offers opportunities for students to develop the crucial skills and knowledge which will allow them to access, understand and contribute to the complex business and information environment.

What will I learn?

The course comprises 3 units:

Administrative Services

This unit is designed to enable students to deal with the administrative functions within the office environment. The student will be required to research information, arrange events and travel, prepare and agree their personal development plan as well as their own work flow.

Information Technology for Administrators

This unit is designed to enable students to develop ICT skills required to process, sort, store and communicate information electronically within the modern office environment using various software packages.

Presenting and Communicating Information

This unit is designed to enable students to use the Internet to search for information and use a variety of business documents, electronic methods of communication and multimedia presentation software.

How will I be assessed?

The student must pass all 3 unit assessments as well as the external assessment. The external assessment consists of a practical ICT examination which lasts for 1 hour 20 minutes and a written examination which lasts for 1 hour.

CHEMISTRY

Principal Teacher: J McLaughlin

ADVANCED HIGHER

Why take this course?

The Study of chemistry at Advanced Higher level develops the candidate's knowledge and understanding of the physical and natural environments. The course builds on the Higher level, developing further the underlying theories of chemistry and the practical skills used in the chemical laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations.

What will I learn?

Electronic Structure and the Periodic Table

This unit is designed to develop the candidate's knowledge firstly of electronic structure and its relation to the periodic table, secondly of chemical bonding, and thirdly of some chemistry of the periodic table including that of the transition metals. The unit builds on some of the content of the Higher Chemistry unit *Energy Matters*. The unit can provide opportunities for the candidate to develop problem solving abilities and practical skills in the context of the subject matter covered.

Principles of Chemical Reactions

This unit aims to develop the candidate's knowledge and understanding of some of the major concepts used to explain chemical behaviour. Within the context of these concepts the unit seeks also to develop the candidate's problem solving abilities and practical skills.

Organic Chemistry This unit aims to develop the candidate's knowledge and understanding of some of organic chemistry. Within the context of organic chemistry the unit seeks also to develop the candidate's problem solving abilities and practical skills.

Chemical Investigation The unit seeks to develop opportunities for the candidate to further develop investigative skills through the completion of an investigation. It also provides the opportunity for self-motivation and organisation.

How will I be assessed?

External assessment will consist of the following two components:

Written examination (2 hours 30 minutes)	100 marks
Chemical investigation	25 marks

HIGHER

Why take this course?

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

What will I learn?

Energy Matters

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of reaction rates; enthalpy; patterns in the Periodic Table; bonding structure and properties; and the mole.

The World of Carbon

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

Chemical Reactions

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of the chemical industry; Hess's Law; equilibrium; acids and bases; redox reactions; and nuclear chemistry.

How will I be assessed?

The external examination consists of one paper of 2 hours 30 minutes with two sections.

- (a) Fixed response - (40 marks)
- (b) Extended answer - (60 marks).

Total of 100 marks.

INTERMEDIATE 2

Why take this course?

The study of chemistry at intermediate 2 introduces the candidates to a knowledge and understanding of the physical and natural environments at the atomic level and continues the development of the problem solving and practical skills associated with scientific enquiry.

A grounding for further study at higher is provided for candidates with previous achievements in knowledge and understanding and problem solving at general level of the standard grade course or for those who wish to study Chemistry for the first time.

What will I learn?

Building Blocks

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

Carbon Compounds

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

Acids, Bases and Metals

The unit seeks to develop KU, PS and practical abilities in the context of acids and bases; salt preparation; and metals.

How will I be assessed?

The external examination consists of one paper of 2 hours which consists of two sections:

- Section A Multiple choice and grid questions (30 marks)
- Section B Extended answer (50 marks)

COMPUTING STUDIES

Principal Teacher: P Currie

HIGHER GRADE: Computing Studies

Why take this course?

In modern society computing plays an increasingly important role in our work, home and leisure activities. This course aims to provide you with knowledge and understanding of underlying fundamental computer concepts and their potential for the future. The activities you will undertake throughout the course will provide intellectual stimulus and challenge and help to foster enjoyment of the subject.

What will I learn?

The course consists of three units:

Computer Systems

- The principles of computer organisation
- Computer software
- Select a computer system to match specific operational requirements

Software Development

- Aspects of the software development process
- Features of a software development environment
- Implement features and use facilities of a software development environment

Multimedia Technology

- Examine the features, purposes and implications of the technologies involved in the capture, creation and storage of multimedia data by contemporary multimedia systems.

What homework will I be expected to do?

Homework forms an integral part of the higher course and will be given on a regular basis.

How will I be assessed?

The course is assessed by a combination of internal assessment of course work by the teacher/lecturer and an external examination, set and marked by the SQA.

Computing: Intermediate 2

Why take this course?

The development of computing over the last few decades has been significant in terms of speed and scope. It has had an effect on all aspects of our lives, and its future course remains unpredictable. Computing is both a science and a technology, and has wide-ranging social implications. The Intermediate 2 Course in Computing is not only about learning to use current hardware and software. It is designed to provide candidates with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become the ICT tool designers of the future.

What will I learn?

The course consists of three units:

Computer Systems

- The Computer Systems Unit develops a basic understanding of how computers work. It builds on the foundations laid down in the Computing and the Internet Unit at Intermediate 1 level, and in Standard Grade Computing Studies, or other equivalent experience.

Software Development

- This unit introduces you to the concepts and processes involved in producing computer programs. It provides basic knowledge and skills in developing software through the use of a high level programming language.

Multimedia Technology

- This Unit is designed to develop knowledge and understanding of the principles of multimedia technology and to develop practical skills in the capture, creation and storage of multimedia data through the use of contemporary hardware and software.

How will I be assessed?

The course is assessed by a combination of internal assessment of course work by the teacher/lecturer and an external examination, set and marked by the SQA.

What homework will I be expected to do?

The practical nature of this course means that there will be only a limited amount of homework.

Drama

Course teacher: Mr R Cameron-Goodman

Higher Drama

Why take this course?

This course is designed for anyone who has an interest in Drama, whether from an academic, vocational or personal point of view or a combination of these. It is designed to give you knowledge and understanding of many aspects of theatre through the investigation of relationships, issues and topics. In addition, the course aims to develop your acting skills and increase your experience of theatrical performance. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

What will I learn?

The course consists of three compulsory 40 hour units plus 40 hours flexible time. Acting is an integral part of the course and is included in every unit.

Investigative Drama

In this unit you will work with others to use creative drama skills to investigate and explore a theme, topic or issue. This will involve

- devising drama
- taking individual directorial responsibility for a section
- presenting the end-product to an audience.

Study of a Text in its Theatrical Context

In this unit you will investigate a text in its historical, social and theatrical context in order to explore how the text could be communicated through performance. This is done from the point of view of both actor and director.

Contemporary Scottish Theatre

In this unit you will be involved in

- exploring a range of plays/productions
- developing skills in analysing and appreciating specified trends and issues in contemporary Scottish theatre
- acting a character from a contemporary Scottish text.

How will I be assessed?

The course is assessed by a combination of internal and external assessment

A folio of work is assessed in school/college by the teacher/lecturer in accordance with SQA guidelines. A written examination and acting examination are set and marked by the SQA.

Intermediate 2 Drama

Why take this course?

This course is designed for anyone who has an interest in Drama, whether from a personal, vocational or academic point of view, or a combination of these. Throughout the course you will use a variety of drama, theatre and production techniques to explore a range of issues, topics and themes. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

What will I learn?

The course is made up of three compulsory 40 hour units plus 40 hours flexible time.

Drama Skills

This unit uses creative drama activities to explore social attitudes and issues. Activities include

- role-play
- characterisation
- evaluation
- directing
- devising

Throughout the unit you will develop skills in

- creative drama
- co-operating
- communicating
- problem solving

Theatre/Production Skills

This unit involves the study and use of a range of theatre production skills such as

- textual analysis

- designing
- implementing technology
- acting

Throughout the unit you will develop skills in

- co-operating
- communicating
- evaluating

Production

In this unit you will work with others to stage a small-scale production. You will be involved in

- planning and designing
- implementing technology
- acting

Throughout the unit you will develop skills in

- teamwork
- communicating
- evaluating.

How will I be assessed?

The course is assessed by a combination of internal and external assessment.

A folio of work is assessed by the teacher/lecturer in accordance with SQA guidelines. An assignment and practical examination are set and marked by the SQA.

ENGLISH

Principal Teacher: D Corr

ADVANCED HIGHER

Why take this course?

This course is designed to build on the knowledge and skills that you have gained in Higher English and allow you to pursue particular interests and strengths in more specialised areas of study. The course presents considerable academic and personal challenges and requires you to think and work independently. It provides a sound base for further study of English and also gives you a level of linguistic competence, which is
is
very valuable for a wide range of other studies and employment situations.

Entry requirements

This is at the discretion of the school but you would normally be expected to have attained a Higher course award in English at A or B.

Course outline

The course consists of two mandatory 40 hour units: *specialised study*, *literary study* and one 40 hour optional unit (*creative writing*) plus 40 hours flexible time.

Specialist Study

This unit places considerable emphasis on independent study, which demands a high degree of initiative and responsibility. Several broad fields of study are open to you such as:

- Literature
- Local folklore and literature
- Literature and language
- Language study
- Media studies

In response to an approved topic you will be required to select, study, analyse and respond to texts of your own choice drawn from literature or the media or identify, investigate and analyse an appropriate linguistic or oral communication topic or research an area which combines some of the above fields of study.

HIGHER ENGLISH

Why take this course?

The aim of Higher English and Communication is to enable you to develop key skills of communicating and understanding and to promote awareness of the three main, broad purposes of language: being informative, expressive and imaginative.

The course is designed to help students to develop language-handling skills in Reading, Writing, Talking and Listening.

What will I learn?

The course comprises three units:

Unit 1: Language Study

A compulsory unit centred on writing of different kinds and covering a wide range of related reading, including informative, expressive, creative and imaginative texts. A high level of reading skill is required as all texts are studied closely and analysed for quality and style of writing, meaning and information.

Unit 2: Literary Study

A compulsory unit centred on the reading of literature and making critical responses to it. Students are asked to study a wide variety of texts from at least three of these categories: prose fiction, poetry, drama and the mass media. One of these texts will be Scottish. In addition to those texts which students have studied closely in class, they are required to respond to texts which are new to them

Unit 3: Personal Study

A compulsory unit in which students are expected to select and study text(s) or topics from one of the following:

Literature (fiction or non-fiction)

Language

Mass media Note: 'text' may be audio, video or film material as well as printed text.

The response will take the form of a piece of writing on the subject of the material chosen for Personal Study.

Students may **not** use the same text(s) as a focus for study in the Literary Study unit and the Personal Study unit.

How will I be assessed?

The award of Higher English will be based on an external examination consisting of Close Reading and **two** Critical essays and will be gained only after students have successfully passed the internal assessment requirements of the three afore-mentioned units. These are as follows:

Unit 1: Language Study Outcome 1: Close Reading (1 hour) Outcome 2: Writing

Unit 2: Literature Study Textual Analysis (45 minutes)

Unit 3: Personal Study Critical Essay (1 hour)

What homework will I be expected to do?

Homework and independent study tasks with strict completion deadlines will be set throughout the course. Evidence about where and how students' work is completed is mandatory. Cancellation of qualifications could result if a student's 'own work' is not submitted as a consequence of copying, plagiarising or receiving illegitimate help.

(English continued)

English courses at all levels make demands of each student as an active reader. In addition to prescribed homework, each student should be reading quality newspapers, complex fiction and

challenging non-fiction texts which will provide short-term and long-term benefits in terms of vocabulary acquisition, enhanced genre/stylistic awareness and a growing stock of models for writing in a variety of forms which will inform the student's own writing and reading.

The purchase and use of a dictionary will prove of immediate and continuing benefit to the student of English.

INTERMEDIATE 2 and 1

INTERMEDIATE 2

Why take this course?

The English course at Intermediate 2 follows the Higher course in that it is composed of exactly the same units. The difference is in the standard required to pass as well as, for example, the minimum length required in certain writing assignments.

How will I be assessed?

The structure of assessment at Intermediate 2 is the same as for Higher, the differences being in the standards required to pass and the minimum length of certain assignments. In the Close Reading test in Unit 1, the test consists of a set of questions on only **one** non-fiction passage (as opposed to two for Higher).

INTERMEDIATE 1

Why take this course?

The structure of the course is exactly the same as for Intermediate 2 and Higher, the only difference being the detail of the assessments and the level of the texts studied.

GEOGRAPHY

Principal Teacher: E Casey

ADVANCED HIGHER

Why take this course?

To use the concepts and techniques of geographical analysis to develop a detailed understanding of the aspects of the contemporary world which are of concern to all citizens. In addition, the course enables students to develop progressively:

- An understanding of the ways in which people and the environment interact in response to physical and human processes and systems on a local, national and international scale;
- An awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way;
- A life-long interest in, an understanding of, and concern for the environment and its sustainable future;
- Advanced skills of research, analysis, synthesis, evaluation and presentation, including the use of ICT;
- Techniques and terminology to collect, extract, analyse, interpret and explain geographical phenomena;
- Expertise in use of maps, diagrams, statistical techniques, written accounts and, where appropriate, new technology, to gather, process and communicate information.

What will I learn?

The course is divided into three units:

Unit 1: Geographical Methods and Techniques

Candidates have to demonstrate competency

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

Unit 2: The Geographical Study

Candidates are required to

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

Unit 3: Geographical Issues

Candidates are required to

- Identify different viewpoints in one key geographical issue
- Produce analytical summaries of the viewpoints taken from the different sources
- Present a critical evaluation of viewpoints on key geographical issues.

How will I be assessed?

Internal

Evidence for unit assessment will be generated and collected through on-going coursework. An interim report on the candidate's geographical study will be written under controlled conditions in a maximum time of one hour using a previously discussed plan at their side. A critical evaluation of sources and viewpoints provided for them will be done under controlled conditions and will last one hour 15 mins.

External

Assessment will comprise of the following:

1. An externally set and assessed written paper
- 2: A folio of:
The geographical issues essay and
The geographical study

These components will be weighted 30 : 30 : 40.

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

HIGHER

Why take this course?

To use the concepts and techniques of geographical analysis to develop a detailed understanding of the aspects of the contemporary world which are of concern to all citizens.

What will I learn?

The course is divided into three separate mandatory units: *Physical Environments, Human Environments and Environmental Interactions* as detailed below.

Unit 1: Geography: Physical Environments

- (a) Atmosphere
- (b) Hydrosphere
- (c) Lithosphere
- (d) Biosphere

Unit 2: Geography: Human Environments

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

Also linked to this unit are specified **Geographical Methods and Techniques** which are taught within the context of the sub-sections.

Unit 3: Geography: Environmental Interactions 1 credit (40 hours)

Candidates study **two interactions**. Emphasis is placed on developing aspects of physical and human geography within specified applications and prescribed areal contexts. The interactions covered in CGS are Rural Land Reserves and Development and Health.

How will I be assessed?

Internal

The Physical and Human Environments topics will be internally assessed and students must obtain 50% or better to pass. To pass each of these Units the student must pass **two** of the four sub-sections plus the *Geographical Methods and Techniques*.

The Interactions topics will be also internally assessed and students must obtain 50% or better to pass. To pass the Interactions Unit the student must pass **one of the two** Interaction topics.

External

There will be two externally set papers. Paper 1 will be based on the Physical and Human Environments Topics and Paper 2 on the Environmental Interactions. Candidates will be required to attempt both papers.

Paper 1 Geography: Physical and Human Environments

This contains short response questions. It will contain 4 compulsory questions covering two of the Physical and two of the Human Environments topics, and two optional questions one on Physical and one on a Human topic. OS mapping will be assessed in at least one question in Paper 1.

The total marks for Paper 1 will be 100. The question paper will last for 1 hour 30 minutes.

Paper 2 Geography: Environmental Interactions

This contains extended response questions. Candidates will be required to answer two questions, one on each interaction studied.

The total marks for Paper 2 will be 100. The question paper will last for 1 hour 15 minutes.

The course award will be based on the total score obtained in parts 1 and 2 of the question paper. A score of approximately 50% will pass the external paper.

INTERMEDIATE

Why take this course?

To study combinations of both Physical and Human Environments and Global Issues.

What will I learn?

There are three mandatory units:

Unit 1: Physical Environments:

This has a British Isles context and studies a selection of landscape types.

Unit 2: Human Environments:

This has a wider context and studies detailed examples from economically more and economically less developed countries.

Unit 3: Environmental Interactions:

This has a stronger emphasis on global issues and evaluating strategies adopted to manage these. The two topics studied are Development and Health in developing and developed countries; and Environmental Hazards - volcanoes, earthquakes and tropical storms.

How will I be assessed?

Intermediate 1

All 3 units will be internally assessed separately and students must obtain 50% or better to pass.

The external assessment will be a written paper that will last for 1 hour and 15 minutes and is out of 60 marks. The candidate will answer four questions, one based on each of the Physical and Human Environments and two based on the Environmental Interactions. The course award will be based on the total score obtained in the question paper.

Intermediate 2

All three units will be internally assessed separately and students must obtain 50% or better to pass.

The external assessment will be a written paper that will last for 2 hours and is out of 80 marks.

The candidate will answer four questions, one based on each of the Physical and Human Environments and two based on the Environmental Interactions. The course award will be based on the total score obtained in the question paper.

HISTORY

Principal Teacher: A Harrow

ADVANCED HIGHER

What will I learn?

The course comprises two mandatory units:

Historical Study (AH)

Historical Research (AH)

Germany: Versailles to the outbreak of the Second World War

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

The creation of the Weimar Republic, including: military defeat, the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability, including: currency reform and the Dawes plan, social welfare provision; the Stresemann era in foreign affairs.

The collapse of Weimar, including: economic depression and mass unemployment; the weakening of democracy, Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society, including: Nazi consolidation of power in Germany; Nazi economic policy; Nazi social and racial policies; the impact of foreign policy on domestic circumstances.

How will I be assessed?

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

Details of instruments for external assessment

External course assessment will consist of three parts:

Dissertation

Students will write a dissertation on a topic chosen from their selected field of study. The Dissertation will count for 50 out of 150 marks. The Dissertation should be more than mere narrative or description and students should show familiarity with the views of secondary authorities. Illustrative material may be included.

The Dissertation, excluding footnotes and bibliography, should not be more than 4000 words in length. The Dissertation will be externally marked.

Paper 1 (2 hours)

This paper will relate to the Historical Study unit. It will count for 50 out of 150 marks of the total assessment. The paper will consist of seven questions each worth 25 marks. Students will be required to answer two questions.

Paper 2 (1 hour 30 minutes)

This paper, which will count for 50 out of 150 marks of the total assessment, will also relate to Historical Study unit. Questions will be based on a set of sources relating to the field of study. Students will be required to answer all the questions in this paper. Questions will be worth between 5 and 10 marks each.

HIGHER

Why take this course?

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining developments and events, evaluating sources and drawing conclusions.

What will I learn?

The course comprises three mandatory 40 hour units.

- Historical Study: Scottish and British
- Historical Study: European and World
- Historical Special Topic

All three units are chosen from the Later Modern period (nineteenth and twentieth centuries). The two general units develop knowledge and understanding of a topic and skills of historical analysis and extended writing. The Historical Special Topic develops skills of historical source handling.

Unit 1 - Historical Study: Scottish and British

Britain 1850s to 1979

This unit involves a study of economic, political and social pressures in Britain in the above period. Topics include the growth of democracy, the Suffragette Movement, the Liberal Government 1906-14 and the problem of poverty, and the impact of urbanisation on Scotland.

Unit 2 - Historical Study: European and World

The Large-scale State: Russia 1881-1921

This unit involves a study of the collapse of Tsarist Rule in Russia and the establishment of Communist government.

Unit 3 - Historical Special Topic

The Wars of Independence, 1286-1328

This unit will examine the following topics:

- Scotland 1286-96; the Succession Problem and the Great Cause
- John Balliol and Edward 1
- William Wallace and Scottish Resistance
- The Rise and Triumph of Robert Bruce

How will I be assessed?

To gain the award of the course the candidate must pass all the internal unit assessments as well as the external assessment.

Examination

Paper One

This paper will relate to the Scottish and British and European and World Units and will assess the capacity to produce a sustained argument in the form of essays in response to given historical questions. It will count for 40 out of 100 marks of the total external assessment.

Paper Two

This paper, which will account for 30 out of 110 marks of the total external assessment, will relate to Unit 3 detailed above. The questions will assess the skills of evaluating historical evidence. The questions will be directly linked to a series of provided extracts

from primary/secondary sources. Students will be required to answer all the questions. Questions will be worth between 4 and 8 marks to a total of 30 marks.

Extended Essay

Students will produce an Extended Essay on an issue of their choice. The essay will count for the remaining 30 marks of the total 110 marks. Prior to producing the essay students should research the chosen issue using secondary and, if desired, primary sources. Students should then prepare an outline plan not exceeding 200 words using a format provided. They will take their plan in to the classroom where they will write up their essay within a continuous period of 2 hours under the supervision by the teacher. The essay will be externally marked. The students' plan will be submitted along with the essay.

INTERMEDIATE 2

Why take this course?

The aims of the Intermediate 2 History course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, drawing conclusions and evaluating historical sources. These aims will be achieved through study of a range of contexts. All three units in the course have a common set of outcomes and performance criteria.

What will I learn?

The course comprises three mandatory units.

Historical Study: Scottish and British

Historical Study: European and World

Historical Study: Options

Unit 1 - The Red Flag Lenin and the Russian Revolution 1894-1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

Unit 2 - Immigrants and Exiles: Scotland 1830's - 1930's

A study of the cause and results of the movement of population into and away from Scotland during the period of 1830's - 1930's, focussing on issues of identity and community and on the experiences of migrants in their new countries or communities.

Unit 3 - Free at Last? Race Relations in the USA 1918 - 68

A study of the development of race relations in the USA during the years 1918-68, illustrating themes of ideas, identity and power.

How will I be assessed?

External course assessments will consist of two parts

Extended Response (1 hour)

Students will produce an Extended Response on a question of their choice drawn from any of the contexts they have chosen for their three units of study. The questions should relate to the content of the course and should allow students to reach their own conclusion. The response will count for 20 out of 80 marks of the total assessment.

Students should prepare for the Extended Response by reading secondary and, if desired, some primary sources. Students should then prepare a brief plan, up to 150 words, on the form provided. They will take their plan into the classroom where they will write the response within a continuous period of 1 hour under supervision by the teacher/lecturer.

The student's plan will be submitted along with the Extended Response. The Extended Response will be externally marked. The response will be assessed in relation to the assessment criteria for the course. However, it is not expected that source handling skills should be demonstrated in the response.

Question Paper (1 hour 45 minutes)

This paper will consist of three separate parts, each relating to the context studied for one of the three units. It will count for 60 out of 80 marks of the total assessment.

Each part of the three parts will be of similar structure: questions will require both recalled knowledge and information selected from sources. Questions will cover all the learning outcomes. Marks will range from 4-8 per question of a total of 20 for each part. Students will be required to answer all questions.

INTERMEDIATE 1

Why take this course?

The aims of the Intermediate 1 History course are to acquire breadth and depth in the knowledge and understandings of historical topics and to develop skills of explaining developments and events, and of evaluating sources. These aims will be achieved through study of chosen contexts. All three units have a common set of outcomes and performance criteria.

What will I learn?

This course comprises three mandatory units:

Historical Study: Scottish and British

Historical Study: European and World

Historical Study: Options

These units are the same units as specified for Intermediate 2 History.

How will I be assessed?

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

External Assessment

External course assessment will consist of a single examination based on a question paper of one and a half hours duration. The paper will consist of three separate parts, each relating to the context studied for one of the three units. There will be 60 marks assigned to this paper.

Each of the three parts will be of a similar structure: questions will require both recalled knowledge and information selected from source. Questions will cover all the learning outcomes. Marks will range from 2 - 4 per question to a total of 20 for each part. Students will be required to answer all questions.

HOME ECONOMICS

Principal Teacher: A Woodrow

HOSPITALITY NATIONAL UNITS

What will I learn?

Possible units are listed below. Final details are to be confirmed and options may be added or removed.

Practical cookery

Cake Decoration

Food Preparation for Healthy Eating

Foods of the World

These units are designed to offer the development of practical skills appropriate to food preparation and cookery. They will introduce the student to practical food technology, skills and knowledge required by the food industry.

These units are practical in nature and pupils will be required to work at speed to produce items which are of high quality. Pupils will be required to work at speed to produce food items which are of high quality as this is essential for employment within the food industry.

Three of the four modules are from the Int 2 Hospitality course and could be carried forward as credits. The Cake Decoration module will allow pupils a certain amount of flexibility over their choice of project e.g. make and decorate your own Christmas Cake. This unit will place an emphasis on enjoyment and the development of specialist craft skills.

HOSPITALITY INTERMEDIATE 1

Why take this course?

This course is designed for pupils interested in practical cookery skills. Pupils will be required to work at speed to produce food items of quality.

What will I learn?

The course is made up of 4 units:

Food Preparation Techniques
Organisation of Practical Skills
Cookery Processes
Food Hygiene for the Hospitality industry

How will I be assessed?

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

To gain the course award you will be required to undertake an externally set practical assignment.

The practical assignment will consist of two main stages:

- Planning
- Preparing, cooking and serving 2 set dishes

In the practical exam students will follow their plan of work to prepare, cook and serve two dishes.

MATHEMATICS

Principal Teacher: M Cormack

ADVANCED HIGHER

What will I learn?

The course consists of three 40 hour units plus 40 hours flexible time.

Mathematics 1

This unit includes using algebraic skills; using the rules of differentiation; integration using standard results and special cases; using properties of functions; using matrix techniques to solve systems of linear equations.

Mathematics 2

This unit includes using further differentiation techniques; using further integration techniques; understanding and using complex numbers; understanding and using sequences and series; using standard methods to prove results in elementary number theory.

Mathematics 3

This unit includes using vectors in three dimensions; using matrix algebra; understanding and using further aspects of sequences and series; solving further ordinary differentiated equations; using further number theory and direct methods of proof.

What homework will I be expected to do?

Homework will be given each day with a formal assignment issued fortnightly.

How will I be assessed?

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

HIGHER

What will I learn?

The course consists of three 40 hour units plus 40 hours flexible time.

Mathematics 1

This unit includes using the properties of the straight line; associating functions and graphs and solving related equations; using basic differentiation; designing and interpreting mathematical models of situations involving recurrence relations.

Mathematics 2

This unit includes using the Factor/Remainder Theorem and applying quadratic theory; using basic integration; applying trigonometric formulae; using the equation of the circle.

Mathematics 3

This unit includes using vectors in three dimensions; using further differentiation and integration; using properties of logarithmic and exponential functions; applying further trigonometric relations.

How will I be assessed?

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

What homework will I be expected to do?

Homework will be given each day with a formal assignment issued fortnightly.

INTERMEDIATE 2

What will I learn?

The course consists of three 40 hour units plus 40 hours flexible time.

Mathematics 1

This unit includes performing calculations involving percentages; using formulae to find volumes of solids; using linear relationships; performing algebraic operations; using properties of the circle.

Mathematics 2

This unit includes using trigonometry; solving simultaneous linear equations; using graphs, charts and tables; using simple statistics.

Mathematics 3

This unit includes performing algebraic operations; using properties of quadratic functions; using further trigonometry.

What homework will I be expected to do?

Homework will be given each day with a formal assignment issued fortnightly.

How will I be assessed?

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

INTERMEDIATE 1

What will I learn?

The course consists of three 40 hour units plus 40 hours flexible time.

Mathematics 1

This unit includes performing basic calculations; using basic geometric properties; evaluating expressions and formulae; performing calculations in everyday contexts.

Mathematics 2

This unit includes using integers; using speed, distance, time, using the Theorem of Pythagoras; using simple graphs, charts and tables; using simple statistics.

Mathematics 3

This unit includes performing simple algebraic operations; using graphical relationships; using trigonometry in a right-angled triangle; using standard form.

What homework will I be expected to do?

Homework will be given each day with a formal assignment issued fortnightly.

How will I be assessed?

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

MODERN LANGUAGES

Principal Teacher: G McAnerney

ADVANCED HIGHER (French/Spanish)

Why take this course?

The aim of this course is to allow you develop your existing ability in the four language skill areas of listening, speaking reading and writing. You will have the opportunity to acquire greater fluency, flexibility and accuracy in the language and widen your knowledge of the literature and culture of France or Spain.

Since the establishment of the Single European Market in 1992, many companies are seeking employees with fluency in one or more European languages. An Advanced Higher in a Modern Language is extremely valuable for many career paths, for entry to higher or further education and for your general education and personal development.

What will I learn?

The course is made up of one compulsory 80 hour unit and one 40 hour unit chosen from two options. Each centre will decide, in the light of the expertise of staff and the interests of the students, which of the options to offer, or whether both should be made available. It is not necessary for you to follow the same option as you studied at Higher level.

Language (80 hours)

This unit builds on your prior learning and develops all language skills for use in a range of purposes. The content of the unit is defined in three main themes:

Personal, social and cultural issues

- patterns of family life
- media and the arts

Topical and cultural issues

- European issues
- issues relating to countries where the language is spoken

Environmental issues

- pollution
- conservation

Throughout the unit, you will have the opportunity to use your speaking and writing skills in discussion and debate on these issues.

Extended Reading / Viewing or Language in Work (40 hours)

These units are designed to enable you to develop particular language skills in line with your personal or vocational needs and interests.

Extended Reading / Viewing provides the opportunity to extend your reading of literary texts, with or without the related videos or films.

Language in Work uses source material from texts on sectors of business and industry such as Tourism, Information Technology or Business Studies.

How will I be assessed?

Units are assessed internally by your teacher/lecturer. External assessment of the course by the SQA involves

- a written examination
- an oral assessment (speaking and listening)
- submission of a folio of work.

Higher French/Spanish

Why take this course?

The aim of these courses is to offer progressive development of competence in the four skill areas of listening, speaking, reading and writing, within a widening range of contexts and language purposes.

What will I learn?

Two mandatory units (one of 80 hours and one of 40 hours) plus 40 hours flexible time.

Language

This unit will seek to ensure progress in language in a variety of contexts, combining the skills in appropriate integrated tasks. It will build on students' prior learning.

Contexts of language covered will reflect the age and interests of the students and at this level the skills of speaking and writing will place emphasis on the students ability to express points of view in some detail and to exchange ideas with evidence of increasing confidence and accuracy.

Extended Reading/Viewing (H)

How will I be assessed?

All four skills are assessed.

Speaking: Pupils choose a subject for discussion from a range of topics.

Listening: The examination consists of listening to native French/Spanish speakers on tape and answering questions in English.

Reading: Pupils are trained to read authentic French/Spanish material in a variety of styles. In the examination there is one extended passage with questions in English. They are also required to translate a section of the passage.

Writing: Pupils are trained in the writing of narrative essays and essays expressing personal views. They will have to write an extended essay in the foreign language on a prescribed theme covering all relevant points. They will also have to write a shorter essay based on the same theme as the listening paper.

INTERMEDIATE 2 (French/Spanish)

Why take this course?

The course consists of 2 units:

Mandatory Unit

Language

Optional Units

One of the following units must also be achieved

Personal Communication

Language in Work

There are an extra 40 hours available to this course which will allow for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for the external assessment.

How will I be assessed?

Internal Assessment

All candidates will have to pass the internal assessments in order to ensure a grade at this level.

External Assessment

There are four examinable areas:

<i>Speaking</i>	<i>30%</i>	<i>Reading</i>	<i>30%</i>
<i>Listening</i>	<i>20%</i>	<i>Writing</i>	<i>20%</i>

MUSIC

Principal Teacher: Mrs C Ashall

HIGHER

Why take this course?

To provide experience in:

- Performing, Composing and Listening
- An option of the student's choice

What will I learn?

There will be two course routes available - **either** "Music with Performing" **or** "Music with Technology"

Music with Performing

- Composing Compulsory Unit Pass
- Performing 60 marks 2 instruments or 1 instrument and Accompanying
- Listening 40 marks

Music with Technology

- Composing Compulsory Unit Pass
- Performing with Technology 60 marks Performance on 1 instrument and Folio of finished work in Sound Engineering and Production
- Listening 40 marks

PERFORMING

Candidates will have the opportunity in class to perform music solo and/or in a group from a wide range of styles and periods. Minimum standard Associated Board Grade 4.

COMPOSING

Candidates will have opportunities to develop the ability to create well-structured compositions with evidence of originality, creativity, planning and good use of compositional techniques.

LISTENING

Candidates will have opportunities, through coursework, to demonstrate discriminatory awareness of relevant concepts as they occur in music of different periods and styles.

ACCOMPANYING

Candidates will have opportunities to use appropriate instruments to develop skills in prepared accompanying and sight reading.

SOUND ENGINEERING AND PRODUCTION

Candidates will have opportunities to set up and use multi-track equipment to record and mix musical performances from a variety of sources.

How will I be assessed?

To gain the course award the candidate must pass all the internal unit assessments as well as the external assessment.

ADVANCED HIGHER

Why take this course?

To gain experience in:

- Performing, Composing and Listening
- An option of the student's choice

What will I learn?

Music with Performing

Music with Performing

- Composing Compulsory Unit Pass
- Performing 60 marks 2 instruments
- Listening 40 marks and Compulsory Pass in Commentary (1500 - 2000 words)

PERFORMING

Candidates will have the opportunity in class to perform music solo and/or in a group from a wide range of styles and periods. Minimum standard Associated Board Grade 5.

COMPOSING

Candidates will have opportunities to develop the ability to create well-structured compositions with evidence of originality, creativity, planning and good use of compositional techniques.

LISTENING

Candidates will have opportunities, through coursework, to demonstrate discriminatory awareness of relevant concepts as they occur in music of different periods and styles and gain insight into compositional structure through writing analytical commentaries on chosen pieces.

How will I be assessed?

To gain the course award the candidate must pass all the internal unit assessments as well as the external assessment.

NATIONAL UNITS

National Units are offered in Performing at the following levels - Access 3 (Grade 1), Intermediate 1 (Grade 2), Intermediate 2 (Grade 3), Higher (Grade 4) and Advanced Higher (Grade 5)

How will I be assessed?

Units are assessed internally and are subject to external moderation.

PHYSICAL EDUCATION

Principal Teacher: S McQuaker

HIGHER

Why take this course?

This course will offer students the opportunity to study physical education at a challenging level. The course will have performance as its prime focus and students will be engaged in 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 students.

What will I learn?

This course comprises two mandatory 60 hour units, as follows:

Physical Education: Performance 60 hours - the student will be required to demonstrate effective performance in challenging contexts. The weighting of performance is 40%.

Physical Education: Analysis and Development of Performance 60 hours - the student will be required to record, describe and explain performance; use knowledge and understanding to analyse performance; and suggest improvements to performance. The weighting of this area is 60%.

The Outcomes are

- 1) Analyse performance in an activity
- 2) Use Knowledge and Understanding to analyse performance
- 3) Monitor a programme of work
- 4) Evaluate the analysis and development process.

All courses include a further 40 hours for induction, extending the range of learning and teaching approaches, additional support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on the use of the overall 160 hours is included in the course details.

Because of the integrated nature of the course, it is highly desirable that the Performance and Analysis and Development of Performance units are delivered concurrently. The physical activities undertaken will arise from a process of consultation between staff and students, which take account of the interests and talents of the student and the constraints on both staff and student. In order to complete the NAB

unit successfully, students will require knowledge and skills associated with the Analysis and Development of Performance unit.

How will I be assessed?

Performance	Internal assessment
Analysis and Development of Performance N.A.B which covers the following stages	Internal assessment through completing a
	Investigate
	1. Analyse
	2. Develop
	3. Evaluate
S.Q.A. Two and a half hour written examination	Externally marked

INTERMEDIATE 2

What will I learn?

Same as Higher grade Course but with a Performance and Analysis and Development weighting of 50% each.

How will I be assessed?

Performance	Internal Assessment
Analysis and Development of Performance	N.A.B A two hour written examination marked externally by S.Q.A.

INTERMEDIATE 1

Why take this course?

The Intermediate 1 course has performance as its prime focus, and students will be engaged in integrated experiential studies, where they will advance their skills and techniques while developing knowledge and understanding and competence in analysing and investigation of performance. The course will lead to improved standards of personal performance for students and, for some students, it will assist in progress towards a variety of vocational destinations.

What will I learn?

This course comprises three mandatory units as follows

Performance

Analysis Performance

Investigation of Performance

How will I be assessed?

Performance

Internal Assessment

Analysis of Performance
SQA

A one hour exam marked externally by the

N.A.B.

And investigation of performance

The combined assessment for Analysis and Investigation of Performance will have a weighting of one-third of the course award.

PHYSICS

Principal Teacher: J McLaughlin

ADVANCED HIGHER

Why take this course?

This course provides a progression from the Higher Physics course. Through a deeper insight into the subject, the course provides a challenging experience for those who wish to continue in their study of Physics, at school and beyond, and helps understanding of the use of mathematical models to help explain the behaviour of nature. An interest in current developments and applications is fostered, as are positive attitudes, such as self-reliance and open-mindedness, so that students can make their own reasoned decision on issues related to science and technology.

What will I learn?

The course comprises four mandatory units (2 x 40 hours, 2 x 20 hours) plus 40 hours flexible time.

Mechanics (AH)

Equations of motion, relativity issues, angular motion, rotational dynamics, gravitation, simple harmonic motion, wave-particle duality.

Electrical Phenomena (AH)

Electric fields, electrostatics, potential difference, applications of electrostatics, magnetic fields and their applications, Hall effect, motion of charged particles, inductance, forces of nature.

Wave Phenomena (AH)

Waves, superposition, Fourier analysis, travelling wave equation, the Doppler effect, interference, polarisation.

Physics Investigation (AH)

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

How will I be assessed?

Each unit will be assessed internally by an end-of-unit test consisting of short Knowledge and Understanding and Problem Solving questions. Practical Abilities will be assessed by the submission of one experimental report per unit. A pass *in all four units* is necessary for an overall award. The external examination, for the overall award, covers all the work of the course. It lasts 2 hours and 30 minutes and consists of short answer and restricted response questions. Students will be expected to answer all questions. The investigation report will be subject to external assessment,

Higher

Why take this course?

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 Standard Grade Credit 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.

What will I learn?

The course comprises three mandatory units (3 x 40 hours) plus 40 hours flexible time.

Mechanics and Properties of Matter

Vectors, equations of motion, Newton's second law, momentum and impulse, pressure and density, gas laws.

Electricity and Electronics

Electric fields and resistors in circuits, alternating current and voltage, capacitance, analogue electronics.

Radiation and Matter

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

How will I be assessed?

Each unit will be assessed internally by an end-of-unit test consisting of short Knowledge and Understanding and Problem Solving questions. Practical abilities will be assessed by the submission of one experimental report per unit. A pass in **all three units** is necessary for an overall award. The external examination, for the overall award, covers all the work of the course. It lasts 2 hours and 30 minutes and consists of:

Section A 20 multiple choice questions (20 marks)

Section B Extended questions (70 marks)

INTERMEDIATE

Why take this course?

This course helps students to make sense of their physical environment through the development of knowledge and understanding, and the skills of problem solving and investigation. The course provides learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes, which will help the student make their own reasoned decisions on issues to science and technology.

What Will I learn?

The course comprises four mandatory units (2 x 40 hour, and 2 x 20 hours) plus 40 hours flexible time.

Mechanics and Heat

Vectors, speed, velocity, acceleration, forces, gravitational field strength, friction, projectiles, momentum during collisions, work and energy, specific heat capacity, change of state.

Electricity and Electronics

Electrostatics, current, voltage, resistance, circuits, power, alternating current and voltage, electromagnetism, transformers, electronic components.

Waves and optics

Waves, reflection of light, refraction of light.

Radioactivity

Properties of ionising radiations, dosimetry, half-life and safety, fissions, reactors.

How will I be assessed?

Each unit will be assessed internally by end-of-unit test consisting of short Knowledge and Understanding and Problem Solving questions. Practical Abilities will be assessed by the submission of one experimental report per unit. A pass in **all four units** is necessary for an overall award.

The external examination, for the overall award, covers all the work of the course. It lasts 2 hours and consists of:

- | | |
|-----------|---|
| Section A | 20 multiple choice questions (20 marks) |
| Section B | Extended questions (80 marks) |

TECHNICAL EDUCATION

Principal Teacher: G Cosgrove

INTERMEDIATE 1 and 2: Graphic Communications

Why take this course?

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

What will I learn?

The Graphic Communication Course develops knowledge and practical application of sketching and drawing of everyday items in orthographic and pictorial projections and creating colour illustrations, using both manual and computer-aided methods. Candidates will develop an understanding of how to use graphics to communicate more clearly and effectively. Candidates will also be made aware of the need for clear and accurate drawings and will gain knowledge of relevant British Standards.

Computers will be used in learning and teaching and candidates will work with Computer-Aided Draughting (CAD) and other types of Computer-Aided Graphics (CAG) software, thus widening their appreciation of the role of information technology within Graphic Communication and the world today.

In addition, candidates will have the opportunity to develop analytical thinking and creativity.

This Course consists of three mandatory Units.

- Technical Graphics 1
- Technical Graphics 2
- Computer Graphics
-

How will I be assessed?

To achieve the Course award the candidate must achieve the Units as well as pass the Course assessment. The candidate's grade is based on the Course assessment.

The Course assessment of the Intermediate 2 Graphic Communication Course will consist of two components:

- ◆ Question Paper
- ◆ Graphic Presentation Folio

In the question paper, the questions will focus mainly on manual drawing, knowledge and understanding of colour theory, British Standards, computer graphics and computer terminology.

In the Graphic Presentation Folio, candidates will be required to demonstrate their ability to integrate and draw on skills gained in the Units to select and develop items, or create additional items, which go beyond Unit performance in terms of complexity, accuracy, detail and visual impact.

HIGHER AND INTERMEDIATE 2: Product Design

Why take this course?

To foster understanding of the process and of the factors which influence designs in a commercial context. It will enhance the students knowledge of industrial manufacturing processes and materials while increasing awareness of economic considerations and the social implications of design and manufacture. It offers the opportunity for students to develop skills in designing related to the industrial context. The course should provide experience, knowledge, understanding and skills which are transferable to a range of careers as well as contributing to general education, useful life skills and personal development. In particular the course serves to develop all four areas of technological capability.

For Higher - Standard Grade Craft and Design at Credit Level (with grades 1 or 2 in Designing) or Intermediate 2.

For Intermediate 2 - Standard Grade Craft and Design at General Level (with Grades 3 or 4 in Designing)

What will I learn?

Three mandatory units, 40 hours plus 40 hours flexible time and a Design Assignment for External Assessment of Course

Product Design: Design Analysis 40 Hours

- Carry out a consumer evaluation of a commercial product
- Establish a design specification from a brief.

Product Design: Developing Design Proposals 40 Hours

- Produce a design proposal. (Design a solution to a given problem.)
- Use graphic techniques during the production of a design proposal.
- Use modelling techniques during the production of a design proposal.

Product Design: Manufacturing Products 40 Hours

- Explain why particular materials are used for the manufacture of commercial products

- Explain why particular process and systems are used for the manufacture of commercial products
- Produce a manual Orthographic drawing suitable for use in the manufacture of a given product.

What homework will I be expected to do?

Students are expected to produce some design and research work at home in addition to written answers to questions designed to reinforce class work.

How will I be assessed?

The detail of design work carried out at Intermediate 2 level is less than at higher. The design tasks set at higher are also far more complex than those at Int 2.

Pupils must produce a Design Assignment which forms the basis of the course award. This requires the student to produce a design proposal for a product set by the Examination Board.

WOODWORKING SKILLS INTERMEDIATE 1 AND 2

Why take this course?

To train students in the practical skill used in industry in the production of wooden artifacts. The degree of skill required at this level is high and this course aims to train students how to work accurately and safely when using a wide range of hand and machine tools.

What will I learn?

The course is of a practical nature, is workshop based and provides many skills which are appropriate to a wide range of applications. The course will develop skills in marking-out cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

This course has three mandatory units as follows:

D182 10 Bench Skills 1 - Wood Flat Frame Construction

D183 10 Bench Skills 2 - Wood Carcase Construction

D184 10 Machining and Finishing - Wood

What homework will I be expected to do?

As this is a practical course, no formal homework is given.

How will I be assessed?

To gain the award of the course, the candidate must achieve all the component units as well as the external assessment. External Assessment will be based on a practical project which utilises all the skills learned during the units. External assessment will provide the basis for grading attainment in the course award. When the units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes.

Appendices

PUPIL SUPPORT DEPARTMENT

Principal Teachers: M Brown, J Farren, A Millar, L Millar

FIFTH YEAR SOCIAL and HEALTH EDUCATION PROGRAMME (PSHE)

This programme builds upon the skills and knowledge pupils have acquired in previous years. The topics covered in S5 include:

Induction to Senior School

Focus on Rights and Responsibilities of a Senior Student.

Careers Education

Self-assessment and Action Planning. Pupils undertake personal research in the careers library and have an interview with the *Careers Officer*. Support is given to students who wish to apply to University or College.

Health Education

Sex education which may include an input from the school nurse on HIV, and other STDs, contraception and alcohol. First Aid training might also be provided.

Next Steps

Pupils who intend to stay on for a sixth year are given assistance with subject choice. For those pupils intending to leave during or after fifth year there is a leavers' programme which offers students the opportunity to visit the *Careers Office*, *Community Education Centre* and *Job Centre*. It also provides support and advice on *Job Seeking Skills* and *Independent Living*. *Work Experience* placements may be undertaken.

Pupils also have the opportunity to negotiate topics with their PSHE teachers from a range of possibilities including *Civil Liberties*, *Study Skills*, *Interview Techniques*, *Abortion*, *Student Finance* and *Assertiveness*, *Young Drivers*, *Citizenship*.

FIFTH YEAR CORE OPTIONS

Core Options:

Computing

This course is designed to provide an opportunity to students to acquire knowledge and skills in the use of contemporary hardware and software, and an awareness of the implications of the use of computers and computer-related technology. Students who opt for this course will be able to do individual units from Intermediate 1 Computing.

Digital Media

Pupils will be introduced to the principles of digital video production and digital photography using multimedia computer applications. This course is highly recommended to those doing Art and Design at Intermediate or Higher levels.

Eco Group

Students might wish to opt for this course if they:

- Are interested in the environment;
- Would like to be involved in 'hands-on' activities;
- Want to build on their skills of design, research, communication, problem solving, information technology and leadership; and
- Would like take a leading role in co-ordinating other groups of pupils in environmental activities.

This course will enable students to become involved in activities which build on their own areas of interest and strength and will offer choices such as:

- Designing and Creating a school Environmental newsletter;
- Organising and participating in debates on environmental and ecological matters;
- Liaising with individuals and agencies in the community and the council to improve the environment of the school and of Campbeltown and its environs; and
- Leading groups of pupils in eco-activities.

Enterprise

Young Enterprise Scotland (YES) is one of the country's leading business and education for work providers with a long standing programme focusing on:

- Setting up a real business;
- Analysing skills;
- Market research;
- Selling direct to the public;
- Understanding wealth creation;
- Experiencing various roles in business;
- Developing and using all core skills; and
- Being exposed to various business techniques.

Pupils will have the opportunity to work in various posts as they set up and run a small business in a safe environment. They sell their products to school friends and the general public and eventually wind up the company with a formal shareholders meeting.

Health and Fitness

The aim of this course is to help students to develop confidence, enhance fitness and learn important lifeskills. The programme will include drama, physical exercise and sport, budget cooking and debating.

Radio

The aim of this programme is to help pupils develop an understanding of radio production. The group will be responsible for the compilation and production of audio programmes to be broadcast on Argyll FM. Admission to this course is limited to a total six pupils and may be decided on the basis of an audition if there are more than six applicants.

Personal Finance

In today's society there is greater emphasis than ever before that young people leave school with the skills to manage their money with confidence. Students are asked to make budgeting decisions going into higher education, work and training.

This course will cover:

- Savings and investments - short term saving and tax-free saving;

- Budgeting - Day-to-day money management; income and expenditure; Does it all add up?
- Careers and the world of work, wages, taxation and pension schemes;
- Becoming a critical consumer, including economic and ethical consequences; and
- Accessing financial advice.

Study Skills

The purpose of study skills is to enable students doing four or five Highers to do homework, revision, preparation and study during the school day in addition to work undertaken at home. However, the main aim of this option is to encourage students to take greater responsibility for their learning by developing the skills of self-discipline, working independently and time-management. Any student choosing this option should have a commitment to these aims.

Study skills may be taken in one or two columns.

Appendix 3

S6 Core

Careers

For the most part the group will be divided into two groups, the first being the UCAS and CATCH group, the second being the FE, Training and Employment group. The focus will be on the development of knowledge and awareness of the relevant areas of Higher or Further Education, Training or Employment through independent research with appropriate support from Pupil Support staff, the Careers Service and the School Librarian. Independent speakers will be invited to provide specialised information

Citizenship

The ability to take responsibility for yourself and others is the most important quality required by S6 students. To take full advantage of your sixth year you must take responsibility for your academic progress and your attendance and timekeeping, work to the best of your ability and support all staff in our aim to make CGS a pleasant, productive and safe place to work and learn. In addition you will be accountable for the way in which you represent the school to younger pupils and to the wider Campbeltown Community. To make the most of the academic, social and personal opportunities offered by the S6 experience you must be prepared to make a positive contribution to the school community by being of service to others.

The following programmes give you the chance to develop your personal skills and qualities through service to others:

Paired Reading. Helping younger pupils to develop their reading skills and to overcome difficulties in certain subject areas.

Mentoring. Working with individual S4 pupils to encourage them to develop good study and homework habits in preparation for SQA exams.

Buddying. Supporting S1 to S3 pupils who have particular difficulties.

Classroom Support. Working alongside teachers to support pupils in classes.

STUDENTS MAY USE THE CORE PERIODS AS THEIR KEY CITIZENSHIP TIME BUT IF THIS THESE PERIODS ARE REQUIRED FOR ADVANCED HIGHER, OTHER FREE PERIODS COULD BE USED.

Appendix 4

S4 Transition Programme 10

Week beginning

11/1	Introduction to S4 Options Programmes.
18/1 & 25/1	Options Fact-File issued and discussed
Tue 26/1	S4 reports issued.
1/2	Progress Files updated and Progress Interviews. Begin discussing reports, progress and choices with ref to prelim grades.
15/2	Holiday week.
22/2	Considering Further Education?
1/3	Considering Higher Education?
8/3 & 15/3	Personal Planning and Research. Individual exploration of options available based on personal circumstance.
Fri. 12/3	Options forms returned to Pupil Support Teacher

Appendix 5

S5 Transition Programme

January - March 2009

Wk beginning	Task
11 Jan	Keeping options open: "What are my ideas now?"
18-29 Jan	Prelims
¹ Feb- 26 Feb	Students working on the following in Progress Files: CV, personal statement, career plan
Friday, 12th February	S5/6 Interim report 3 issued.
15-19 Feb	Holiday Week
22 Feb	Review of reports/Progress Files
Tuesday, 2nd March	S5/6 Parents' Evening
8 Mar	Action Planning Progress Files (<i>3a-3d Exploring Pathways</i>)
Friday, 12th March	Final date for S5 option forms to be returned to Pupil Support Teacher

Please note that the above programme is provisional and may change due to unforeseen circumstances.