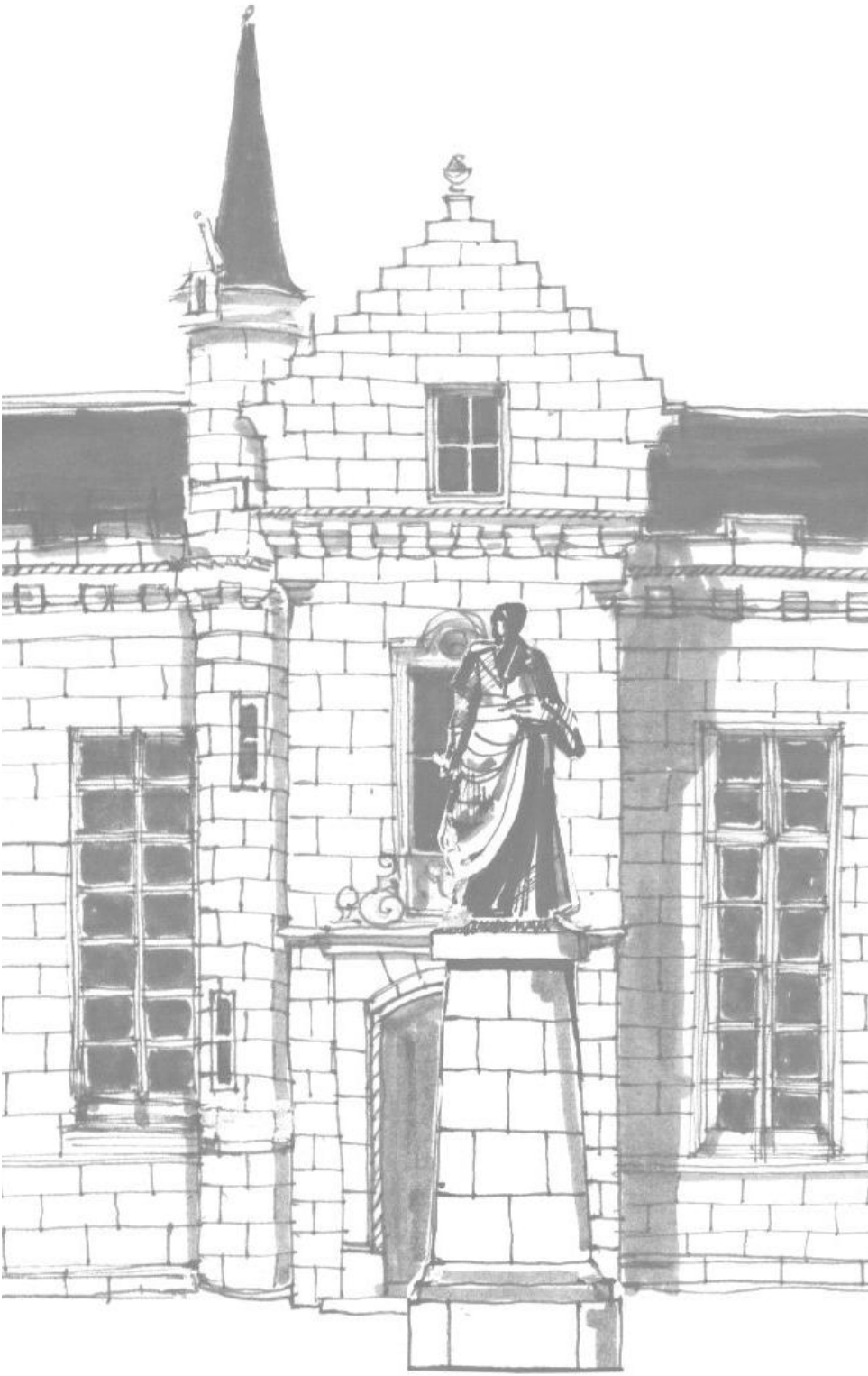


ABERDEEN GRAMMAR SCHOOL



SENIOR PHASE COURSES:

HIGHER

SESSION 2016-2017



ABERDEEN GRAMMAR SCHOOL
SKENE STREET
ABERDEEN AB10 1HT
Telephone No. 642299
Fax No. 627413
Email Address Aberdeengrammarschool@aberdeencity.gov.uk
Head Teacher: Alison Murison MA Hons



Dear Parents and Students

The enclosed booklet is one of a set of three designed to support you in the course choice process. There are booklets for:

- National 4/5
- Higher
- Advanced Higher

Please make use of this resource as well as advice from subject teachers, your Principal Teacher Pupil Support (PTPS) and Mrs Evans (Careers Advisor). It is important to make your decision based on all the information available to you, including the level you are working at within each subject. This should mean that you make an informed choice and select courses where you will perform and attain very well.

I know you will work hard and make the most of every year within the senior phase of your education. I wish you much success.

Yours sincerely

A. Murison

Ms Murison
Head Teacher

HIGHER COURSES

From session 2016/17 onwards the school will have a wide range of courses on offer to pupils within the 'Senior Phase'. The 'Senior Phase' is the new term for pupils in Secondary 4, Secondary 5 and Secondary 6 of their education.

Courses at Higher level will be offered in the following subjects in Aberdeen Grammar School in 2016/17.

Administration	Economics	Mandarin
Accounting	English	Mathematics
Art & Design	English for Speakers of other Languages	Modern Studies
Biology	French	Music
Business Management	Gaelic	Physical Education
Chemistry	Geography	Physics
Computing	German	Psychology
Dance	Graphic Communication	RMPS
Drama	Health & Food Technology	Spanish
ECDL	History	Sports Development (Units)

CONSORTIUM ARRANGEMENTS WITH NEIGHBOURING SCHOOLS

Aberdeen Grammar school has entered an agreement with Hazlehead, Northfield, Harlaw and Cults Academies to allow us to extend the choice to our S5 and S6 pupils.

The Consortia arrangement will occur on a Mon/Wed afternoon (column B) and on a Tues/Thurs afternoon (column D) to allow pupils to travel to their elected school.

COURSES DELIVERED BY NESCOL

Aberdeen City Council has been entered into a partnership agreement with North East Scotland College (NESCOL) which will result in various City & Guilds Courses being offered to pupils at National 4/5 or National Progression Awards (NPA's).

These courses will be delivered at NESCOL on 2 afternoons per week.

ASSESSMENT IN NATIONAL QUALIFICATIONS COURSES

The majority of subject courses have been developed to enable them to be taught in 3 x 40 hour units and on completion of each unit to be assessed internally by a formal examination. The papers for these unit tests have been rigorously produced by the Scottish Qualifications Authority and are components of the National Assessment Bank. Marking standards will be checked by internal verification procedures and by external moderation on request.

Students must pass all 3 units internally and the final overall course examination, which is set externally in May/June to achieve a course award in a subject.

Should a student fail an internal unit assessment they will be allowed one other chance to gain the necessary pass. On the slender chance that they also fail the second unit test they can still sit the external exam but will not gain a course award.

Due to the nature of some subjects the pattern of unit and course assessment will reflect the skills and competencies developed in the course. Marks are given for such things as overall performance, production of an artifact, oral ability, project work and the writing of extended essays.

HOW MANY SUBJECTS WILL I STUDY IN S5?

All S5 students will study 5 subjects at National 5 level or Higher.

GUIDANCE ON MAKING SUBJECT CHOICES

CLEAR IDEA OF FUTURE CAREER

If you have a clear idea of your future career you should check which subjects you must study. Certain careers require you to have studied particular subjects in school or in college and university courses. It is vital you use the careers library and Careers Adviser to check before you choose subjects for S5 and S6.

UNCERTAIN OF POST SCHOOL DESTINATION

It is common for pupils at the end of S4 to have no definite career or college/university course in mind for when they leave school. If you are in this position you are advised to keep open as many options as possible by choosing subjects to give you a broad curriculum. In choosing subjects consider two points:

- 1 Do you like a subject and do you want to study it for another year?
- 2 Are you good at a subject? You are not advised to choose a subject you performed poorly in at National 5, unless you need it for entry to a career or Higher Education course

PROBLEMS CHOOSING SUBJECTS

If you experience problems choosing courses your Principal Teacher of Pupil Support (PTPS) will be able to help you. He/she will assist you in deciding the level of course you should study – i.e. Higher or National 4/5 course. Every student must discuss their subject choice with his/her PTPS.

GENERAL ADVICE

- Keep as many career options open as possible. You may still change your mind several times before leaving school and university/college.
- Don't choose a subject just because your friends have taken it. You may need a subject for your chosen career and this will be more important in the long run than being in the same class as your friends.
- If you have a particular career, Further or Higher Education course in mind you must check the entry qualifications before choosing subjects. The Careers Library, Careers Adviser and Principal Teacher Pupil Support will help you investigate entry requirements.
- Don't be put off a subject just because other people are better at it than you. If you are genuinely interested in a subject, or need the subject for your career, then you ought to consider choosing it regardless of how well others do in that subject.
- Unfortunately, in the past, some pupils have limited their choice as they have thought some subjects are only for boys and others for girls. Don't limit your choice by this type of thinking.
- As university and college entry requirements have become more complicated, it is essential that you check with your chosen university the entry requirements, for the course you are interested in. University applicants may have to satisfy general entry requirements but also faculty or departmental requirements. These are too numerous to list but the information is usually available in school.

Students aiming for university should check the "Going Rates" on the number and level of Higher Grades required for courses. These can be found in the Scottish Universities Entrance Guide held in the school library or the website www.ucas.com, click on core search.

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HIGHER ART AND DESIGN

Purpose

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work

Recommended Entry Level

A National 5 A or B pass is recommended, combined with commitment and drive. This is a demanding course which requires high practical skills, creativity and the ability to work independently through self-motivation.

Course Description/Details

The Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice.

In the Course learners will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Learners will develop a range of complex problem solving skills, and a critical understanding of the impact of social, cultural and other external factors on artists' and designers' work and practice.

The Higher Art and Design course is a natural development of work done in previous years. The three-element approach is maintained but there is an increased emphasis on investigation and personal response.

Expressive work represents the "Fine Art" domain. In it pupils are encouraged to express their own ideas, thoughts and emotions through various two and three-dimensional media. This is linked, in the first instance, to research drawings and studies on a chosen theme.

Design work is essentially a problem-solving activity in which responses are made to a negotiated brief through an established design process, with the end product of a credible, tangible solution. These activities stimulate the imagination and encourage a thoughtful, cogent approach to the whole field of Design.

In the **Critical** component pupils study the artefacts of contemporary and historical artists and designers. Art Gallery visits, research techniques and direct instruction are used to establish and improve pupils' abilities in expressing critical ideas in a clear, logical and readable form.

Assessment Methods

Design Unit - A Design Unit is carried out in class. This is internally assessed on a pass / fail basis. Based on the Unit, pupils then produce a folio of externally marked coursework.

Expressive Unit - An Expressive Unit, on a theme of personal interest and using media of the candidate's choice, is carried out in class. This is internally assessed on a pass / fail basis. Based on the Unit pupils then produce a folio of externally marked coursework.

Critical Unit – Internally-passed investigative content is produced preparing pupils for an external examination paper on Critical Studies covering Expressive and Design subject areas.

Career Progression

- A range of art or design related Higher National Diplomas (HNDs).
- Degrees in art, design and related disciplines.
- Career in the creative field.

Faculty Principal Teacher

Miss E Forrest

HIGHER GRAPHIC COMMUNICATION

Purpose

The Course provides opportunities for pupils to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Pupils will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact in addition to building an appreciation of the importance of graphic communication standards.

The Course allows pupils to engage with technologies. It allows pupils to consider the impact that graphic communication technologies have on our environment and society.

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

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

Recommended Entry Level

- Pupils who have previously studied Standard Grade Graphics are required to have achieved a Credit level 1 or 2.
- Pupils who have studied a National 5 course should have achieved a Grade A, B or C.
- Any other entry route should be discussed with the Principal Teacher.

Course Description/Details

There are 2 units which pupils are required to pass and 2 course components. These are:

2D Graphic Communication Unit

In this Unit, evidence will be required that pupils can plan and produce a series of 2D graphics, to a given standard, in familiar and some new contexts with some complex features. Pupils will take initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed.

3D and Pictorial Graphic Communication Unit

In this Unit, evidence will be required that pupils can plan and produce a series of 3D and pictorial graphics, to a given standard, in familiar and some new contexts with some complex features. Pupils will take initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed.

Assessment Methods

- An end of year written exam which is externally assessed (50%).
- An in-class assignment which is internally assessed (50%). This assignment will allow pupils to apply and extend the knowledge and skills gained through unit work.

Faculty Principal Teacher

Miss E Forrest

HIGHER ACCOUNTING

Purpose

The main purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. A main feature of this Course is the development of numeracy and thinking skills.

The Course aims to enable learners to:

- understand the significant function that accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of relatively complex accounting information, and apply a systematic approach to solving financial problems
- apply relatively complex accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- apply the use of information technology in relatively complex accounting tasks

Recommended Entry Level

National 5 Maths

Course Description/Details

The Course combines practical and theoretical aspects of learning related to accounting, and will allow learners to use ICT through tackling both computer-based and paper-based tasks. Accounting relates to many aspects of everyday life, and therefore gives learners experiences which are topical and which develop skills for learning, life and work. The Course encourages learners to think logically and to apply accounting principles in their everyday lives, thereby supporting their personal financial awareness.

The Course has three mandatory Units: Preparing Financial Information (Partnership and PLC accounts), Preparing Management Information (Budgeting and Costing) and Analysing Accounting Information (Ratios and Decision-making).

Assessment Methods

Pupils will be assessed on the 3 units with a combined assessment, containing 6 tasks. This assessment method reduces assessment time in the class. The course assessment methods are a question paper, worth 100 marks, and assignment worth 50 marks. The question paper provides learners with the opportunity to demonstrate breadth and application by applying skills and KU from across the course. The assignment requires learners to demonstrate skills of research, analysis, decision making and use of ICT in an accounting context.

Career Progression

Further Education or Higher Education e.g. HNC/D or degree courses in Accounting and Finance, Business or Management studies

A range of employment – Insurance, Banking, Accounting, Administration jobs

Faculty Principal Teacher

Miss G Nicol (Consortium – AGS)

HIGHER ADMINISTRATION AND IT

Purpose

The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The Course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

Recommended Entry Level

National 5 Administration

Course Description/Details

The Course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in enabling learners to work towards industry standards in IT in an administration-related context. While the skills, knowledge and understanding it develops reflect current administrative practice, the Course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing currency and relevance.

The Course has three mandatory Units: Administrative Theory and Practice (Time and Task Management, Customer Care, Effective Teams, Workplace Regulations and Impact of ICT), IT Solutions for Administrators (Complex functions in Word Processing, Spreadsheets and Database) and Communication in Administration (PowerPoint, E-diary, Publications and E-mail)

Assessment Methods

Aside from the 3 Unit Assessments, the learner will be assessed by a combination of a question paper and an assignment. The question paper, worth 30 marks, will require the retention and integration of learning from across the Units as well as a demonstration of a depth of knowledge and understanding developed across the course.

The assignment, worth 70 marks, assesses the learners' ability to apply their problem solving and advanced IT skills in the context of a complex scenario.

Career Progression

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

Further Education or Higher Education e.g. HNC/D or degree courses in Business Administration, Human Resource Management

A range of employment – personal assistant, clerical, secretary, administration jobs

Faculty Principal Teacher

Miss G Nicol

HIGHER BUSINESS MANAGEMENT

Purpose

The purpose of the Course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision-making processes.

The Course aims to enable learners to develop and extend:

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

Recommended Entry Level

National 5 Business Management

Course Description/Details

A main feature of this Course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of large organisations in the private, public and third sectors.

The Course has three mandatory Units: Understanding Business (Impact of internal and external factors on business, key business theories and concepts), Management of People and Finance (Factors influencing the departments and strategies for improved performance) and Management of Marketing and Operations (Factors influencing the departments and strategies for improved performance)

Assessment Methods

Aside from the 3 Unit Assessments, the learner will be assessed by a combination of a question paper and an assignment. The question paper, worth 70 marks, requires learners to apply their knowledge and of business concepts and situations. The business-related assignment, worth 30 marks, will extend the learners' business management knowledge and/or skills and will be sufficiently open and flexible to allow for personalisation and choice.

Career Progression

Further Education or Higher Education e.g. HNC/D or degree courses in Business Administration, Business Management, Economics, Entrepreneurship, Enterprise, International Business, Human Resources

A range of employment – Marketing, Sales, Entrepreneur, Management, Human Resources, Analyst

Faculty Principal Teacher

Miss G Nicol

HIGHER COMPUTING SCIENCE

Purpose

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

The aims of the Course are to enable learners to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

Recommended Entry Level

National 5 Computing Science

Course Description/Details

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

The Course has two mandatory Units: Software Design and Development (Computational constructs, Data types and structures, Testing and documenting solutions, Algorithm specification) and Information System Design and Development (Database and Web based structures, Media types, Coding and testing).

Assessment Methods

Aside from the 2 Unit Assessments, the learner will be assessed by a combination of a question paper worth 90 marks and an assignment worth 60 marks. Learners will apply knowledge and skills from the Units to solve an appropriately challenging computing science problem. The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

Career Progression

Further Education or Higher Education e.g. Computer and Software engineering, Computer Networking and Web Design, Computer Games, Business Information Technology

A range of employment – Network Engineer, IT Consultant, Systems Analyst, Game Tester, Game Developer, Database Administrator

Faculty Principal Teacher

Miss G Nicol

HIGHER ECONOMICS

Purpose

Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and businesses. An economic way of thinking can help learners make better choices relating to their life and work. The main purpose of the Course is to highlight how important economic concepts, government policies and global trade are to our everyday lives. It will build on learners' own experiences as consumers and, in addition, help them to interpret economic situations through the application of these concepts.

The Course aims to enable learners to:

- expand and deepen understanding relating to how markets work and how they affect our daily lives
- develop an in-depth understanding of economic problems and the ability to explain those problems and consider possible solutions to them
- develop confidence and decision making by providing opportunities to use initiative in solving economic issues
- extend numeracy skills by analysing and interpreting relatively complex economic data from a range of sources, such as tables, charts and graphs
- extend skills of reasoning and critical thinking by providing economic solutions to a range of economic problems and analysing complex economic information

Recommended Entry Level

Higher Business Management **or** Higher Modern Studies **and** Higher English

Course Description/Details

The Course gives learners an appreciation of how markets and governments work and how the decisions taken in these economic contexts affect our daily lives. Studying economics will enable learners to become better-informed, by developing an awareness of the importance of the economic dimension to our lives.

The Course has three mandatory Units:

Economics of the Market; supply and demand and an in-depth understanding of markets and how they operate.

UK Economic Activity; the role of public and private sectors in the economy, the effects of the Scottish economy on the UK economy and consider the implications of government actions and suggest solutions to relatively complex economic problems.

Global Economic Activity; explore global trade and the balance of payments and their importance in the UK economy, examine exchange rates, consider economic features of the European Union, developing countries and emerging economies and their social impact.

Assessment Methods

Aside from the 3 Unit Assessments, the learner will be assessed by a combination of a question paper and an assignment. The question paper is worth 70 marks and the assignment is worth 30 marks.

Career Progression

A range of employment – Marketing, Sales, Entrepreneur, Management, Economist, Analyst

Faculty Principal Teacher

Miss G Nicol

ECDL

Purpose

European Computer Driving License (ECDL) is the global standard in end-user computer skills, offering Candidates an internationally recognized certification that is supported by governments, computer societies, international organizations and commercial corporations globally.

ECDL raises the level of ICT and computer skills and Candidates to be more productive at home and at work. ECDL improves job prospects by providing an internationally recognized qualification. With a superior syllabus – uniquely validated to ensure that it is always relevant, up-to-date and meaningful.

Recommended Entry Level

No previous computing experience required.

Course Description/Details

ECDL is a test of practical skills and competencies and consists of seven separate modules covering computer theory and practice. To achieve an ECDL certification, the Candidate must successfully pass a test in all seven modules.

ECDL Module 1 is a theoretical test of computing knowledge at a general level and modules 2-7 are practical tests, as follows:

Module 1 – Concepts of Information and Communication Technology (ICT)

Module 2 – IT User Fundamentals

Module 3 – Word Processing

Module 4 – Spreadsheets

Module 5 – Using Databases

Module 6 – Presentation

Module 7 – Using the Internet and Email

Assessment Methods

Usually the Candidate will undertake training on each Module of the syllabus prior to taking the test, although this is not compulsory. The amount of training will depend on the Candidate's skills levels and the training provider chosen, but the average is around 30 hours of training per Module.

Some Candidates may feel competent enough in one area to forego training and move onto testing immediately, while others may require full training prior to testing.

Each module is tested separately and each Test generally lasts 45 minutes. The seven tests can be attempted in any order and at any time.

Career Progression

Advanced word, spreadsheets, database, powerpoint

Faculty Principal Teacher

Miss G Nicol

HIGHER ENGLISH

Purpose

The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language.

Recommended Entry Level

National 5 at grade A or B.

Course Description/Details

The Higher English course is comprised of two units:

- **English: Analysis and Evaluation**

Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience. This unit will include set Scottish literature.

- **English: Creation and Production**

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

Assessment Methods

Internal assessments will be carried out under controlled conditions and assessed on a pass/ fail basis. If any internal unit is failed, pupils will be given an opportunity to revise their work, following feedback from their teacher.

Internal Assessments will involve: Reading, Writing, Talking and Listening.

The course will be graded A-D by the external assessment of:

- A portfolio of writing – 30%
(comprising two pieces of original writing: one transactional and one creative/personal)
- A two part question paper:
 1. 'Reading for Understanding, Analysis and Evaluation' – 30%
 2. 'Critical Reading'
 - Part A – Critical Essay – 20%
 - Part B – Critical Reading of Scottish Text – 20%

Career Progression

The skills developed in Higher English will enhance pupils' literacy and critical thinking skills and will benefit pupils in their other courses, in further education and in the workplace.

Pupils may also go on the study English at Advanced Higher level.

Faculty Principal Teacher

Mrs E Williams

HIGHER ESOL

Purpose

This course develops English Language skills and vocabulary for pupils whose first language is not English.

Recommended Entry Level

These qualifications are specifically for candidates whose first language is not English. Entry is by recommendation and/or initial assessment from the EAL Service. Individual circumstances will be taken into account.

Course Description/Details

The courses develop and assess the four skills of reading, writing, speaking and listening in the following contexts:

- ESOL for everyday life
- ESOL in the context of work and study

The texts and themes covered are relevant to learners and help them progress to further study or the world of work.

Assessment Methods

These qualifications are internally assessed and externally moderated. There are two mandatory Units - ESOL for Everyday Life and ESOL in Context – and an external exam which can be taken upon successful completion of the units. The units can also be taken individually in which case there is no exam and candidates will receive a SQA Unit award for each Unit passed.

Faculty Principal Teacher

City Campus Class – taught at Harlaw Academy

HIGHER PHYSICAL EDUCATION

Purpose

Within the Physical Education course the pupils will work to improve their performance in selected activities whilst developing their knowledge and understanding of the physical, mental, social and emotional factors that influence their performance within the activities.

Recommended Entry Level

Pupils will normally be expected to have achieved National 5 Physical Education with a Band A pass. Other relevant experience of performing and competing in sport and physical activities would be extremely advantageous. A pass a National 5 or Higher English would be highly desirable.

Course Description/Details

Physical Education at Higher level comprises of two units and a Course Assessment. The two units to be completed are:

- **Performance Skills** – candidates have to attain the performance assessment standards in two activities. The two activities selected are at the discretion of the school after discussion with the pupils.
- **Factors Impacting Performance** – candidates will develop knowledge and understanding of the factors, which can impact on performance and how performance can be developed. This focuses on the; physical, social, emotional and mental aspects of performance. Included in these topics are fitness, physiology, skill development, tactical awareness, preparation for performance and evaluating performance.

The course is supplemented with extensive online materials that have been developed by the PE department to support the candidates learning. Candidates will also be expected to complete an extensive amount of self-directed study and homework which will average around 2 hours per week.

Assessment Methods

Unit Assessments

- The **Performance Unit** is assessed through the candidate's personal performance within **two different** sports/activities.
- The **Factors Impacting Performance Unit** is assessed through the candidate's completion of an investigative project to improve an aspect of their personal performance. The candidates' will have to gather information on aspects of their performance, analyse the performance and then plan and carry out a development plan to improve their performance. Finally the student will have to analyse how effective the plan was, what impact it has had on their performance and identify future targets.

Course Assessment

- **Performance assessment**, candidates' will be assessed in a "one off" performance in one activity (negotiated with the PE Staff). Candidates' will be graded out of a potential **60 marks**; with **40 marks** being awarded for the actual performance and their conduct and etiquette during the performance. There are **8 marks** available for identifying and writing up 2 challenges (they must overcome during the performance) and creating a plan to overcome the challenges. There are a further **12 marks** available for a written evaluation of their performance and how effective the plan they devised to overcome the challenges was.
- **External Exam**, candidates will sit a one and a half hour exam worth **40 marks**. In the first section the exam will sample the candidates acquired and applied knowledge of the physical, mental, social and emotional factors that impact performance. This section is worth **24 marks** and is short paragraph response answers. In the second section candidates will also be assessed on their ability to apply the knowledge gained. This time it will be to answer a scenario style question through longer extended response questions that have a more analytical and discursive nature. This question is worth **16 marks**.

Career Progression

Armed services, Sport journalism, Sport retailing, Sport broadcasting, Sport centre management, Outdoor pursuits, Sport coaching, Health promotion, Sports medicine, Sports science, Diving, Physiotherapy, Teaching, Fitness instruction, Police, Professional sport, Fire fighting, Physiology, Personal training.

Faculty Principal Teacher

Mr I Stanger

HIGHER HEALTH AND FOOD TECHNOLOGY

Purpose

This course addresses contemporary issues affecting food and nutrition and allows pupil to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices.

Recommended Entry Level

Pupils with a keen interest in Nutrition and Health as well as some practical food experience.

Course Description/Details

The course consists of 3 units:

- **Food for Health**
You will analyse the relationship between health, food and nutrition and the dietary needs of individuals at different stages of life. Through practical activities you will produce and evaluate food products which meet individual needs.
- **Food Product Development**
You will develop knowledge and understanding of the functional properties of ingredients and their use in product development
- **Contemporary Food Issues**
You will investigate a range of contemporary food issues and analyse how they influence decisions taken by consumers when making food choices

Assessment Methods

- 3 internally assessed units
- An externally assessed Assignment (worth 50% of the final mark)
- Question paper which will be completed during the exam diet in May (worth 50% of the final mark)

Career Progression

- Employment in the Health Services; Public Health Nutrition, Human Nutrition, Dietetics, Health Promotion
- Employment in the Food Industry; Food Product Design, Food Science, Food Technology
- Employment in the Media; Food Journalism, Food Styling

Faculty Principal Teacher

Consortium – taught at Harlaw

NPA SPORTS DEVELOPMENT (Level 6 Units)

Purpose

The NPA in Sports Development is a vocational style qualification. It is aimed at candidates with a particular interest in sport development, coaching and physical activity development, who may be considering this a career or as part of their further studies when leaving school.

The award will allow candidates to develop their personal leadership qualities and to develop their knowledge, skills and understanding of current theories and concepts surrounding sports development and its impact on communities and sport in general.

Candidates will also develop knowledge and skills in planning, implementing and evaluating aspects of Sports Development. The award is designed to articulate with current HN provision and to support candidates who may wish to follow that particular pathway. However it will also be recognised as a stand-alone award in its own right.

Recommended Entry Level

This National Progression Award is suitable for a wide range of candidates. Candidates must have a strong leaning towards and interest in Sport, Fitness and Activity development. This may include S5 and S6 candidates who have achieved National 5 or Higher PE awards. Candidates who are considering this course must be highly self-motivated and able to work independently outside of school to complete projects and investigations. Candidates considering this course must discuss the suitability of this choice with a member of the PE staff.

Course Description/Details

Units

The NPA Sports Development award has two Units. Both Units will need to be completed to achieve the NPA:

Unit 1 Sports: Activity and Participation Opportunities in the Community (Higher)

Unit 2 Sports: Investigate Activity Development Opportunities in an Organisation (Higher)

The Units will be carried out in a sports environment and assessments will reflect the nature and the knowledge that will relate to sports development. The Units will involve team working but ALL candidates will need to play a full part as it will be your own work and contribution which will be assessed.

Some parts of the Units may require much of the delivery to take place in a 'classroom and the PE facilities' while others will clearly require candidates to be working out-with the school while still receiving teacher support.

Career Progression

The Units are not designed to lead directly to employment but will underpin the knowledge and skills required by employers, further and higher education establishments.

Assessment Methods

Assessment of the units will involve a range of approaches from practical task observations, short response questions, investigative projects and extended written essays.

Homework will be issued on a regular basis to support and prepare the candidates for the unit assessments.

Faculty Principal Teacher

Mr I Stanger

HIGHER HISTORY

Purpose

History provides students with insights into their own lives and into the wider world in which they live. By examining the past, students can better understand their own communities, their country and the world.

Students will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts. The course will also enable students to develop a wide range of skills such as:

- independent thinking
- analysing and evaluating historical information
- analysing various interpretations of historical sources
- researching historical issues and drawing well-reasoned conclusions.

Recommended Entry

While entry is at the discretion of the department, pupils would normally be expected to have attained grades A – C in National 5 History or another Social Subject.

Course Details

Scottish History: Migration and Empire, 1830 – 1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1839, illustrating the themes of empire, migration and identity. Topics covered are the migration of Scots, the experience of immigrants in Scotland, the impact of Scots emigrants on the Empire, and the effects of migration and empire on Scotland.

British History: Britain 1851 - 1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights. The course covers the growth of democracy, the reasons why women gained the vote, the Liberal Reforms 1906-14, and the Labour social welfare reforms 1945-51.

European and World History: USA 1918-1968 & Germany 1918-1939

This unit aims to develop the techniques required to evaluate the factors contributing to historical developments. Learners will develop knowledge and understanding of modern US and German History by looking at: Attitudes to immigration in the USA, Obstacles to the achievement of civil rights for black Americans up to 1941, the reason for the economic crisis of 1929-33 and an evaluation of the effectiveness of the new deal. In addition learners will study the reasons for the Nazi rise to power in Germany in 1933 and the reasons why the Nazis were able to maintain power 1933-1939.

Assessment Methods

To gain an overall award for the course, students must achieve a pass in each of the three internal assessments, as well as the external exam.

External exam:

The Assignment: Students will have undertaken individual research, on a topic chosen from the course content. They will write an extended response on their chosen issue. 30 marks.

The Question Paper: Students will answer questions on each of the three units. The Scottish section consists of questions which involve source-handling skills, and the other two sections will consist of extended response questions. 60 marks.

Throughout the year, students will be prepared for the question paper through regular practice with source-handling and essay questions, both in class and for homework. They will prepare for the assignment through independent research and by preparing an extended response, with advice from the teacher.

Career progression

This course will allow students to improve literacy skills and to think critically. Learners will develop a coherent and balanced understanding of Scottish, British, European and world history. These skills and knowledge provide a secure basis for more advanced learning at all levels of higher education and training and are valued in many kinds of employment. Higher History is an excellent preparation for study at university in any subject, and is an excellent preparation for a wide range of careers.

Faculty Principal Teacher

Ms J Irvine

HIGHER GEOGRAPHY

Purpose

The purpose of this course is to develop understanding of the world looking at both the human and physical environments around us and the ways in which people interact with the environment. This should give an understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way. The course will also enable pupils to develop a wide range of geographical skills and techniques.

Recommended Entry Level

Entry is at the discretion of the department , but pupils normally would have attained:-

National 5 Geography course, or relevant Component Units

National 5 Environmental Science course, or relevant component units

Course Description/Details

The course will comprise of three mandatory units :-

Physical Environment unit, which will feature:

Global Atmospheric Systems including heat budgets across the Earth and wind and ocean circulations

The Hydrological cycle within a drainage basin and the interpretation of hydrographs

The formation of erosion and depositional features in glaciated and coastal landscapes and their management

Soil formation in different parts of the globe

Human Environments Unit, which will feature:

Methods and problems of Population data gathering

The impact and management of rural land degradation related to a rainforest or semi-arid area

The management of urban change in both a developed and developing world city, the strategies employed and the impact of these strategies

Global Issues Unit, which will feature:

River Basin Management: which will study the need for water management and the selection and development of suitable sites. The Colorado will be studied as a water control project.

Development and health: which will evaluate the validity of various development indicators; differences in levels of development between countries; the study of a water-related disease, its causes, impact and management. Primary healthcare issues will be covered.

Assessment Methods

Assessments will be carried out both internally and externally.

Unit Assessment

As in the National 5 course, pupils are expected to complete and pass a number of outcomes/assessments in each unit of study to enable them to sit the final exam.

Course Assessment

The Course assessment will provide the basis of the final grade awarded in Geography.

It will be based on an externally assessed exam paper and externally assessed assignment. The final paper is two hours and fifteen minutes long. It has four sections with a total of 60marks and will give 66%of the total mark. The assignment will have 30 marks (33%). The assignment will be completed as a write-up under SQA exam conditions at a time set by the department.

Faculty Principal Teacher

Ms J Irvine

HIGHER MODERN STUDIES

Purpose

The Purpose of this course is to develop knowledge and understanding of political, social and international issues and to promote the development of the critical skills of analysis, synthesis, evaluating and decision making.

Recommended Entry Level

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

- Grade A-C at National 5 Modern Studies or another social subject

Course Description/Details

The course comprises 3 mandatory courses and one course assignment.

Unit 1: Democracy in Scotland and the United Kingdom

Students will study the following:

- The United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union.
- The study of political institutions and processes.
- Voting systems and their impact and the impact of a range of factors which affect voting behaviour.
- The ways in which citizens are informed about, participate in, and influence the political process.

Unit 2: Social Issues in the United Kingdom, Social Inequality

Students will study the following:

- Learners will use a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues.
- They will focus on topics such as the nature of social inequality.
- Theories and causes of inequality.
- The impact of inequality and the attempts to tackle inequality and their effectiveness.

Unit 3 International Issues, The Politics of Aid

Students will study the following:

- Cause of the Issues
- Effects of the Issues
- Attempts to resolve the Issues

Assessment Methods

To gain an overall award for the course, pupils must achieve a pass in each of 3 internal assessments, as well as the external exam.

- ❖ A 'pass' for each internal assessment is 50%
- ❖ The external exam has 1 paper.

The exam is worth 60 marks

The assignment is worth 30 marks

Career Progression

Some possible careers include: the civil service, police, lawyer, teaching, public relations, social work, and journalism. Modern Studies also provides a good preparation for work in government, local government and politics.

Faculty Principal Teacher

Ms J Irvine

HIGHER RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

Purpose

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. The main aims of the Course are to enable learners to develop:

- the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views
- in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions

Recommended Entry Level

- National 5 RMPS - pass
- National 5 English, Modern Studies, History or Geography – pass

Course Description/Details

The RMPS Higher course contains three units and an assignment. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units. The units studied are:

World Religion: Judaism

Morality and Belief: Religion and Justice

Religious and Philosophical Questions: Origins of Life

Assessment Methods

All units will be internally assessed against the learning outcomes. There will also be an external exam set by the SQA and an assignment which will be externally marked.

Homework will be given on a weekly basis. This will consist of research on a variety of topics, completion tasks and other written work.

Career Progression

A student who possesses a certificate in RMPS brings valuable skills to an employer. Good interpreters of information are in high demand, and in today's global society, a basic knowledge about other cultures and religious perspectives is indispensable. Developing an understanding and tolerance of differing cultures and beliefs also translates well to the workforce especially in jobs that require relating and reaching out to others, building relationships, or incorporating many perspectives at once.

Faculty Principal Teacher

Consortium – taught at Harlaw Academy

HIGHER MATHEMATICS

Purpose

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

Recommended Entry Level

Students would be expected to have achieved **National 5 Mathematics at Grade A or B.**

Course Description/Details

The course is made up of **3 units** and a **course assessment**.

Each unit will develop the knowledge and skills within the content detailed below.

Unit Title	Expressions and Functions	Relationships and Calculus	Applications
Building on Prior Knowledge	<ul style="list-style-type: none">• Trigonometric Formulae• Functions• Vectors	<ul style="list-style-type: none">• Quadratic Equations• Trigonometric Equations	<ul style="list-style-type: none">• The Straight Line• Applications of Calculus
Introducing	<ul style="list-style-type: none">• Exponential and Logarithmic Functions	<ul style="list-style-type: none">• Polynomials• Differential Calculus• Integral Calculus	<ul style="list-style-type: none">• The Circle• Recurrence Relations

In addition the course will develop learners' ability to

- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features.

To support their learning candidates will be expected to complete day to day work and homework exercises which will average around 2 – 3 hours per week.

Assessment Methods

Unit Assessments All 3 units are set at a minimum competence level and will be assessed internally.

Course Assessment / External Exam

This is made up of 2 exam papers consisting of short and extended response questions.

Paper 1 is a **Non Calculator** exam lasting **1 hour and 10 minutes** worth **60 marks**.

Paper 2 is a **Calculator** exam lasting **1 hour and 30 minutes** worth **70 marks**.

These papers will focus on breadth, challenge and application beyond the minimum competence required for the units. To gain an overall award the learner must pass all three Units as well as the course assessment. **The course assessment will determine the grade to be awarded.**

Career Progression

Learners can continue onto Advanced Higher Maths in S6. Higher Maths is good preparation for learners progressing into further and higher education engineering and scientific courses. It is highly regarded by employers.

Faculty Principal Teacher

Mrs J Smith

HIGHER FRENCH

Purpose

The course provides learners with the opportunity to acquire and develop the skills of listening, talking, reading and writing in the foreign language and the application of these skills.

Recommended Entry Level

National 5 course award at Grade A /B or equivalent.

Course Description/Details

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

Understanding Language provides learners with the opportunity to develop and extend the skills of reading and listening and to develop knowledge and understanding of more complex language structures in the contexts of society, learning, employability and culture.

Using Language provides the learner with the opportunity to develop and extend talking and writing skills and to develop their understanding and use of more complex language in the contexts of society, learning, employability and culture.

Assessment Methods

To gain the award of the course, the learner must pass all of the Units as well as the course assessment.

Unit Assessment

Understanding Language

Learners will be required to provide evidence of their reading and listening skills by answering detailed questions in English from both written and spoken texts in one of the following themes: society, learning, employability, culture.

Using Language

Learners will be required to provide evidence of their talking and writing skills in the modern language using detailed and complex structures in one of the following themes: society, learning, employability culture.

Course Assessment

The course assessment will focus on challenge and application. The course assessment will take the form of a performance through which learners will demonstrate their talking skills. There will also be 2 question papers where learners will demonstrate their listening, reading and writing skills.

Course Assessment Structure

Component 1	Paper 1	Reading And Directed Writing	40 marks
	Paper 2	Listening And Writing	30 marks

Component 2		Performance Talking	30 marks
			Total 100 marks

Career Progression

Further Study at AH level/Employment and/or training.

Faculty Principal Teacher

Mrs J Tease

HIGHER GAELIC (Native Speakers)

Purpose

The Higher course focuses on developing pupils' ability to communicate effectively in Gaelic at a complex level in both the written and spoken language. Throughout the course pupils will increase their knowledge and understanding of both Gaelic language and culture, as well as continue to develop their research and analytical skills studied in the National 5 course.

Recommended Entry Level

National 5 pass at A or B.

Course Description/Details

The course is composed of 2 units:

- Analysis and Evaluation
- Creation and Production

Assessment Methods

Final course assessment consists of an external exam (70%) and a speaking assessment (30%)

The external exam has two papers:

- Reading and Writing (50%)
- Listening (20%)

Career Progression

Fluency and literacy in Gaelic can be a great asset in a number of different careers, especially teaching, government, media and the tourism industry.

Faculty Principal Teacher

City Campus – taught at Hazlehead Academy

HIGHER GERMAN

Purpose

The course provides learners with the opportunity to acquire and develop the skills of listening, talking, reading and writing in the foreign language and the application of these skills.

Recommended Entry Level

National 5 pass at A or B

Course Description/Details

The Higher German course consists of 2 units - an "Understanding Language Unit" and a "Using Language Unit".

- The Understanding Language Unit develops and practises the skills of Reading, Listening, Speaking and Writing and the course covers four areas - Society, Education, Employability and Culture. These 4 areas are divided into the following topics:
family, friends and society, leisure and healthy living, school/education, jobs and future plans, holidays and travel, tourism
- In the Using Language Unit, students cover the same themes but practise the skills of Speaking and Writing.

Assessment Methods

There are internal unit assessments for Reading, Listening and Writing - these are pass/fail.

The Speaking internal assessment counts toward the Final course assessment.

The external exam, which determines the course award grade, consists of:

- Reading and Writing paper (worth 40 marks) - 1 hour 30 minutes
- Listening and Writing paper (worth 30 marks) - 1 hour
- Speaking performance (worth 30 marks) - 6-8 minutes

The Speaking performance consists of a presentation (10 marks) and a follow up conversation (20 marks). The Speaking assessment is recorded in class, marked according to SQA guidelines and may be sent away for verification.

Career Progression

A Higher pass in a Modern Language is an extremely useful qualification, not only for careers directly involving languages, but it also enhances employability in the areas of travel and tourism, commerce, marketing etc. University graduates in other subject areas (e.g. law, the Sciences and I.T.) enjoy greater success in the job market with a Modern Language qualification at Higher and beyond.

Faculty Principal Teacher

Consortium – taught at Hazlehead Academy

HIGHER MANDARIN

Purpose

The course provides learners with the opportunity to acquire and develop the skills of listening, talking, reading and writing in the foreign language and the application of these skills.

Recommended Entry Level

A pass at Intermediate 2 or National 5. Also an option for pupils with a native Chinese speaking background and some Chinese reading and writing skills who may not have formally studied Mandarin in Scotland in the past.

Course Description/Details

The course builds upon previous language learning skills in the development of communicative competence in Mandarin.

The course consists of 2 units:

- Understanding Language – developing and extending Reading and Listening skills in Mandarin, and developing knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture.
- Using Language - developing and extending Talking and Writing skills in Mandarin, and developing knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

Assessment Methods

To gain the award for the course learners must pass the Unit assessments as well as the Course assessment. The Unit assessments will show understanding of Reading, Listening, Talking and Writing. The external assessment determines the final grade for the course (A-D) and will consist of 3 parts –

1. A Reading and Writing question paper (worth 40 marks)
2. A Listening and Writing question paper (worth 30 marks)
3. A Speaking performance (worth 30 marks)

Career Progression

An understanding of one foreign language helps with the acquisition of others and a basic knowledge of one or more languages is a skill for life which is useful in very many jobs and different walks of life. The study of a Modern Foreign Language enhances employability in that it improves communication and literacy skills and develops an appreciation of the cultural, political and historical background of other countries

Faculty Principal Teacher

City Campus – taught at Hazlehead Academy

HIGHER SPANISH

Purpose

The course provides learners with the opportunity to acquire and develop the skills of listening, talking, reading and writing in the foreign language and the application of these skills.

Recommended Entry Level

National 5 course award at Grade A /B or equivalent.

Course Description/Details

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

Understanding Language provides learners with the opportunity to develop and extend the skills of reading and listening and to develop knowledge and understanding of more complex language structures in the contexts of society, learning, employability and culture.

Using Language provides the learner with the opportunity to develop and extend talking and writing skills and to develop their understanding and use of more complex language in the contexts of society, learning, employability and culture.

Assessment Methods

To gain the award of the course, the learner must pass all of the Units as well as the course assessment.

Unit Assessment

Understanding Language

Learners will be required to provide evidence of their reading and listening skills by answering detailed questions in English from both written and spoken texts in one of the following themes: society, learning, employability, culture.

Using Language

Learners will be required to provide evidence of their talking and writing skills in the modern language using detailed and complex structures in one of the following themes: society, learning, employability culture.

Course Assessment

The course assessment will focus on challenge and application. The course assessment will take the form of a performance through which learners will demonstrate their talking skills. There will also be 2 question papers where learners will demonstrate their listening, reading and writing skills.

Course Assessment Structure:

Component 1	Paper 1	Reading And Directed Writing	40 marks
	Paper 2	Listening And Writing	30 marks

Component 2		Performance Talking	30 marks
			Total 100 marks

Career Progression

Further Study at AH level/Employment and/or training.

Faculty Principal Teacher

Mrs J Tease

HIGHER DANCE

Purpose

Higher Dance encourages learners to be inspired and challenged when developing technical dance skills, performing, creating and appreciating dance.

Recommended Entry Level

Higher Dance accepts male and female students from S5 and S6. Previous dance or drama experience is preferable.

Course Description/Details

Technical Skills Unit

- Develop and apply skills in two contrasting techniques. In 2015/2016 these will be Contemporary and Jazz.
- Research key practitioners and historical context influencing these two distinct styles.

Choreography Unit

- Create a group piece of choreography that communicates their chosen theme.

Assessment Methods

Component 1 — Performance (70 marks)

Candidates will perform two tutor-choreographed technical solos, each lasting between 1.5 and 2 minutes, and each worth 35 marks.

Component 2 — Practical Activity (70 marks)

This component has two Sections.

Section 1: Choreography will have 35 marks. In this Section, candidates create and present choreography for a group of dancers (excluding self), lasting between 2 and 3 minutes.

Section 2: Choreography Review will have 35 marks. In this Section, candidates review their work as a choreographer by explaining the relationship between their research, theme and an initial motif, explaining the reasons for the choreographic choices made, and reflecting on their skills as a choreographer

Faculty Principal Teacher

City Campus – taught at City Moves

HIGHER DRAMA

Purpose

Higher Drama provides opportunities for learners to develop their skills creating and presenting drama. The Course focuses on the development and use of complex drama and production skills. Learners will develop knowledge and understanding of the cultural and social influences on drama as well as being able to analyse a text.

The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

Recommended Entry Level

While entry is at the discretion of the department, students of Higher Drama should have achieved an A/B pass at National 5 Drama and English. In some instances, students who have other previous experience of drama may also have access to the Higher course.

Course Description/Details

This course consists of two core units as well as a practical and written examination. Although the unit titles are the same as National 5 there is a focus on challenging the pupils with complex stimuli and advanced texts.

Drama Skills

Students will, as a group, use creative drama skills to investigate and explore a variety of stimuli. They will then devise their own drama, taking individual directorial responsibility for an identifiable section and will present the end-product to an audience.

Production Skills

The focus within this unit is exploring all the different production skills whether they be acting, directing or design skills. The learners will use these skills to enhance a drama presentation. Learners will work with others on a production in two areas: acting and/or design and/or directing. They will learn how to evaluate their progress and that of other learners.

Assessment Methods

Component 1 — Practical Exam

The practical exam will have 60 marks (60% of the total mark). The practical exam has two sections.

- Section 1 will have 50 marks.
 - For the performance in the chosen role of acting, directing or design.
- Section 2 will have 10 marks.
 - These marks are awarded for the preparation for performance.

Component 2 — Written Exam

The question paper will have 40 marks (40% of the total mark). This question paper has two sections.

- Section 1 will have 20 marks.
 - This section will deal with the analysis of a selected text.
- Section 2 will have 20 marks.
 - This section will take the form of a written analysis of a performance that the learner has seen.

Total 100 Marks

Faculty Principal Teacher

Mrs T Mackay

HIGHER MUSIC

Purpose

The purpose of the course is to provide a broad practical experience of performing and creating music and to develop related knowledge and a greater understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

The aims of the course are to enable learners to;

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- Performing challenging music with sufficient accuracy while maintaining the musical flow
- Create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- Critically reflect on and evaluate their own work and that of others

Recommended Entry Level

While entry is at the discretion of the music department staff, students would normally be expected to have attained:

- National 5 Music or be at a performing level on both instruments that is required for Higher music (see requirements below)

Course Description/Details

The course has an integrated approach to learning and includes a mixture of practical learning, and related understanding to music. To achieve the course, learners must successfully complete the three mandatory units, and the course assessment. Each of the component units of the course are designed to provide progression to the corresponding units at Advanced Higher.

Music: Composing Candidates at this level will have the opportunity to build competence in handling a wide range of compositional techniques which they will use to produce a folio of original work. Their broad experience of music as performers and listeners will help inform their use of compositional techniques. This area of the course presents candidates with a unique opportunity to explore musical ideas, to solve problems and to make personal decisions about style, the selection and deployment of performance forces, and the use of compositional devices. By engaging in this process they will both develop their creativity and express their individuality.

Music: Understanding Music The course provides scope to listen to a variety of music and to develop discriminatory awareness of an increasing range of musical and stylistic concepts. In this, as in other units of the course, candidates have the opportunity to develop musical literacy, demonstrating their ability to relate music heard to notated scores. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music.

Music: Performing As at previous levels candidates will have the opportunity to develop solo and/or group performance skills in one of the following combinations:

- Two instruments, at ABRSM Grade 4 standard (or above)
- One instrument and voice, at ABRSM Grade 4 standard (or above)

Performances will be of longer duration than at previous levels and will include works which make increased technical and musical demands. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills.

Assessment Methods

Pupils are assessed throughout the year on all course units, including interim assessments to check on progress. The units are designed for pupils to build a folio of work during the year and each piece of work is assessed according to SQA assessment guidelines.

Career Progression

For many learners a key transition point will be to further or higher education, for example to HNCs, HNDs or degree programmes in music-related subjects. Higher/Advanced Higher music provide good preparation for learners progressing to further and higher education with a variety of different career opportunities available.

Faculty Principal Teacher

Mrs T Mackay

HIGHER BIOLOGY

Purpose

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It develops the concepts of biology.

The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

The development of skills prepares learners by enabling them to adapt their learning to new situations, solve problems, make decisions based on evidence, and evaluate the impact of science developments on their own health and wellbeing, society and the environment. By setting the acquisition of knowledge and skills in the context of Higher Biology, a stimulating, relevant and enjoyable curriculum prepares learners for further education, training or employment, in areas associated with life sciences.

Recommended Entry Level

Pupils will normally be expected to have attained:

- National 5 Biology at A to C

Course Description/Details

This course is composed of the following 3 Units:

- **DNA and the Genome** including the following key areas: structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing
- **Metabolism and Survival** including the following key areas: metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks
- **Sustainability and Interdependence** including the following key areas: food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity.

Assessment Methods

Throughout the course, learners must:

- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment/practical investigation
- draw on knowledge and understanding of the key areas and apply scientific skills, typically in an end of unit assessment.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following 2 components:

- Component 1 — question paper 100 marks
- Component 2 — assignment 20 marks

Career Progression

This Course or its Units may provide progression to Advanced Higher Biology, other qualifications in Biology or related areas, further study, employment and/or training.

Faculty Principal Teacher

Mr M Stage

HIGHER CHEMISTRY

Purpose

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course provides well-mapped concept and skills development pathways. The Course develops scientific understanding of issues relating to chemistry, and uses the development of chemical theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, learners develop an appreciation of the impact of chemistry on their everyday lives. The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. By using the broad skills base and knowledge and understanding of detailed chemistry concepts, learners will become scientifically literate citizens.

The Course also serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific and media reports. This will also equip learners to make their own reasoned decisions on many issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

Recommended Entry Level

Pupils will normally be expected to have attained:

- National 5 Chemistry at A or B and
- National 5 Maths at A to C

Course Description/Details

This course is composed of the following 4 Units:

- **Chemical Changes and Structure (half-unit):** controlling reaction rates and periodic trends; collision theory and the use of catalysts; electro-negativity and intra-molecular and intermolecular forces and bonding.
- **Nature's Chemistry:** organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare; structure of organic compounds, their physical and chemical properties and their uses; key functional groups and types of organic reaction.
- **Chemistry in Society:** principles of physical chemistry; calculation of quantities of reagents and products, percentage yield and the atom economy of processes; dynamic equilibria and enthalpy change prediction; oxidising or reducing agents and their use in analytical chemistry; determination of the purity of reagents and products.
- **Researching Chemistry (half-unit):** relevance of chemical theory to everyday life; exploring the chemistry behind a topical issue; collection and synthesis of information from a number of different sources; knowledge of common chemistry apparatus and techniques; planning and undertaking a practical investigation

Assessment Methods

Throughout the course, learners must:

- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment/practical investigation
- draw on knowledge and understanding of the key areas and apply scientific skills, typically in an end of unit assessment.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:

- Component 1 — question paper 100 marks
- Component 2 — assignment 20 marks

Career Progression

This Course or its Units may provide progression to: Advanced Higher Chemistry, other qualifications in Chemistry or related areas, further study, employment and/or training.

Faculty Principal Teacher

Mr M Stage

HIGHER PHYSICS

Purpose

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course gives learners a deeper insight into the structure of the subject, and aims to reinforce and extend the learner's knowledge and understanding of the concepts of physics. It also aims to develop the learner's skills in making critical and evaluative comment.

Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

The Course will therefore enable learners to become scientifically literate citizens who will recognise the impact physics makes on their lives, the environment and society, and be able to appreciate topical scientific debate. Learners will develop skills for learning beyond Higher and for employment.

Recommended Entry Level

Pupils will normally be expected to have attained: National 5 Physics at A to C

Course Description/Details

The general aim of this course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of the 4 units. Learners will apply these skills when considering the applications of the 4 units on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving. This course is composed of the following 4 Units:

◆ **Our Dynamic Universe**

The Unit covers the key areas of kinematics, dynamics and space time including:

Motion — equations and graphs, Forces, energy and power, Collisions, explosions and impulse, Gravitation, Special relativity, The Expanding Universe

◆ **Particles and Waves:**

The Unit covers the key areas of Particles and Waves including:

The Standard Model, Forces on charged particles, Nuclear reactions, Wave particle duality, Interference and diffraction, Refraction of light, Spectra

◆ **Electricity (half-unit):**

The Unit covers the key areas of electricity, and electrical storage and transfer including:

Monitoring and measuring a.c., Current, potential difference, power and resistance, Electrical sources and internal resistance, Capacitors, Conductors, semiconductors and insulators, p-n junctions

◆ **Researching Physics (half-unit):**

Develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings.

Assessment Methods

Throughout the course, learners must:

- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment/practical investigation
- draw on knowledge and understanding of the key areas and apply scientific skills, typically in an end of unit assessment.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:

- Component 1 — question paper 100 marks
- Component 2 — assignment 20 marks

Career Progression

This Course or its Units may provide progression to Advanced Higher Physics, other qualifications in Physics or related areas, further study, employment and/or training

Faculty Principal Teacher

Mr M Stage

HIGHER PSYCHOLOGY (S6 PUPILS)

Purpose

The aims of Higher Psychology are to:

- stimulate candidates' interest in psychology, by providing both a broad overview of the discipline, and the opportunity to study a selection of topics in some depth
- develop an understanding of psychological theories, concepts, research studies, research methods, terminology and applications
- develop knowledge of psychology within its historical context, and thus develop an appreciation of the dynamic nature of the discipline through both classic and contemporary research and theory
- promote a critical approach to the discipline as a science, emphasising empirical methodology, evidence-based theory and applications, continual updating of knowledge and the importance of ethical considerations.

For all candidate groups, the Higher Psychology Course is designed to stimulate curiosity, enjoyment and opportunities for self-development. The study of psychology has unique potential to promote the development of cognitive, emotional and social skills which will enhance study activity, self-awareness, and conceptual understanding of issues of personal relevance. These are transferable skills of value in both personal and professional contexts, and it is intended that the Higher Course promotes these skills.

Recommended Entry Level

Students must have achieved Higher English in S5 or be studying Higher English in S6.

Course Description/Details

The Course comprises three mandatory Units:

- F5B4 12 Psychology: Understanding the Individual (H) 1 credit (40 hours)
- DF5L 12 Psychology: Investigating Behaviour (H) 1 credit (40 hours)
- F5B5 12 Psychology: The Individual in the Social Context (H) 1 credit (40 hours)

Assessment Methods

The Higher external assessment comprises a Question Paper and a Research Investigation.

The Question Paper will last for and will be divided into three **two hours 30 minutes**

sections:

- Section A: Understanding the Individual
- Section B: Investigating Behaviour
- Section C: The Individual in the Social Context.

In Section A candidates will answer two questions from a choice of three; all questions in Section B will be compulsory, while Section C is in two parts, candidates will answer one question from each part (one from each of the two domains).

Questions will sample from the range of the Outcomes in Unit specifications and will, typically, require a variety of different types of response that demonstrate both recalled knowledge and interpretation of given psychological stimulus material.

All questions in Section C will be extended response.

There are 100 marks available for the Question Paper.

The Research Investigation must be based on one of the list of studies provided by SQA annually. The aim of the Investigation is to assess the candidates' practical skills in applying psychological methods and descriptive statistical techniques. The Investigation should be between 1,500 and 2,000 words in length. All Research

Investigations must be submitted to SQA for assessment by the **submission date in NQ key dates contained on the Operational Help Centre at www.sqa.org.uk/sqa/15094.html**

There are 50 marks for the Research Investigation. This mark is then scaled by SQA to 25 marks.

The Course award will be based on the total score obtained in the Question Paper and the Research Investigation, i.e. a total of 125 marks.

Faculty Principal Teacher

North East Scotland College (NESCOL)

HIGHER SOCIOLOGY (S6 PUPILS)

Purpose

The aim of Sociology at Higher is to develop a knowledge and understanding of sociological concepts, theories and methods and their distinctive approach to the analysis and explanation of substantive areas of society. It will promote the ability to interpret, analyse and evaluate sociological arguments, evidence and research methods in a critical way

Recommended Entry Level

Students must have achieved Higher English in S5 or be studying Higher English in S6.

Course Description/Details

This Course comprises three mandatory Units, as follows:

DV3P 12 Studying Human Society: The Sociological Approach (H) 1 credit (40 hours)

DV3Y 12 Understanding Human Society 1 (H) 1 credit (40 hours)

DV40 12 Understanding Human Society 2 (H) 1 credit (40 hours)

The Units focus upon the variety of sociological theories and the perspectives they give to the explanation of human social behaviour.

Assessment Methods

Section A will examine the content of the *Studying Human Society: The Sociological Unit*, will contain a range of 5-8 restricted response questions and will *Approach (Higher)* be worth 40 marks.

Section B will examine the content of the Unit and *Understanding Human Society 1 (Higher)* will contain 1 essay question. The question will relate to one of the two topics in this Unit, either class stratification or education and will be worth 30 marks.

Section C will examine the content of the Unit *Understanding Human Society 2 (Higher)* and will contain 4 essay questions. The questions will relate to each of the four topics in this Unit, i.e. family; welfare and poverty; crime and deviance; mass media. Candidates will answer **one** question. 30 marks will be allocated to this question.

In their essays, in both Sections B and C, candidates will be expected to give an introduction which sets out how they will respond to the question, consider the work of at least two contrasting theorists and investigate at least two studies. They should then state a conclusion which includes a summary of their discussions and offers evaluative comments.

Faculty Principal Teacher

North East Scotland College (NESCOL)

DIGITAL MEDIA

Purpose

Descriptor to follow

Faculty Principal Teacher

North East Scotland College (NESCOL)

SOCIAL EDUCATION

In S5, students attend one period of Social Education per week. Group work and discussion form a large part of the delivery and individuals are encouraged to explore their opinions on a wide range of issues which relate to their stage of life, both inside and out with the school.

The topics are wide-ranging and many of them continue developmental themes started in the earlier years. These include relationships and decision-making – issues which they will face in preparing themselves for adult life. Factual information and case studies provide a background, but much of the impact of the lessons comes from enhancing their interpersonal skills by expressing and exchanging points of view. One area of specific relevance is being adequately prepared for job or Further and Higher Education applications and interviews. This is done by reviewing self-presentation skills and raising their self-awareness and self-esteem. Pupils also get the opportunity to review progress, plan next steps and set targets which are relevant to the development of qualifications, skills and experiences needed to realise their goals for the future.

Speakers on specialist subjects as diverse as explaining the Further Education and Higher Education structure, exam preparation and coping with stress, to talks on sexually transmitted diseases, drugs and relationships, form a major input to the Social Education Programme.

In S6, students are not timetabled for Social Education. However, they are given support and practical assistance from Principal Teachers of Pupil Support and Skills Development Scotland with completion of UCAS forms and personal statements.

There are also occasional one off inputs for S6 which include; driver training, the driving theory test and safe driving and sessions from Further and Higher Education on life as a student and related stress. These sessions are delivered by specialist speakers.

CAREERS INFORMATION

Sources Skills Development Scotland
Careers Literature in the School Library Resource Centre

Pupils will have had the opportunity in S2 and again in S4 to spend time using the resources in the Careers Library and should therefore be able to access careers information.

In addition to printed material, there are computer packages on the school network to assist with career choice and careers information.

Pupils are also encouraged to use the resources available through www.skillsdevelopment-scotland.org.uk

UNIVERSITY AND COLLEGE APPLICATIONS

HIGHER EDUCATION

UCAS (Universities and Colleges Admissions Service)

This is the central agency through which students apply for most undergraduate degree courses and Dip of Higher Education courses at universities and colleges in the United Kingdom.

Application Forms for UCAS are completed electronically by pupils in school in September and sent to UCAS via the internet after references have been added by Principal Teachers of Pupil Support (PTPS) teachers. The UCAS website address, wwwucas.com giving data on all courses and Universities is supplied to each pupil and detailed instruction is given regarding procedures and dates for completion of Forms.

Students wishing to obtain extra information about admission to the Scottish Universities and Colleges can get this by consulting the "Entrance Guide to Higher Education in Scotland", copies of which are kept in the Library Resource Centre for reference. This Guide contains all necessary addresses along with other relevant information e.g. entrance requirements.

FURTHER EDUCATION

Colleges such as Aberdeen College, provide a range of education and training opportunities including NQ Courses and Units, Higher National Certificate and other vocationally focused courses, some of which relate to SVQ and GSVQ awards.

Students are advised to make sure of the closing dates for applications to these colleges and if in doubt, consult the School to obtain the relevant details.

PROSPECTUSES

Prospectuses for all the main English and all the Scottish Universities and Colleges come to school during the summer holidays. They are displayed in the Careers Section of the School Library from September onwards.

Prospectuses must not be removed from the Library. Students may obtain their personal copies by contacting the appropriate College/University directly.

All interested students will receive their own copy of the Aberdeen University Prospectus during the visit to that University in September.

Information about Further Education colleges is also available in the School Library Resource Centre.

GRANTS AND BURSARIES

Students in S5 and S6 can apply to the Education Authority for an Education Maintenance Allowance (EMA) which is a monetary award paid direct to the pupil based on household income. Pupils will be given information about the awards and how to apply early in the new term.

For those going on to Further Education, information on loans, grants and tuition fees may be obtained from the Student Awards Agency for Scotland, (SAAS).

The application forms are available in school, usually in June. Bursaries may be competed for in some universities and colleges. These are published internally in School.

Sponsorships are offered by some firms but these are competitive and information must be obtained from the appropriate literature in the School Library.

CAUTION

It should be noted that universities and colleges do not view favorably, students who do not make the most of their time in the Sixth Year. The motivation and continued training in studying must be kept going. This is why students are advised to take at least four subjects in their Sixth Year. While it is sometimes necessary to repeat subjects to upgrade them, studying fresh subjects/levels can be more stimulating.

CAREERS CONFERENCE

- 1 Skills Development Scotland along with UCAS promote a two day Higher Education Convention in September each year, held at Aberdeen University. All students in the Sixth Year are given the opportunity to attend during school hours. The students who do attend are those who are contemplating going on to a university or college. Representatives from a large number of UK universities and colleges are in attendance and parents are encouraged to attend at the evening session.
- 2 Pupils in Fifth and Sixth year who are contemplating applying to any University in the U.K. are encouraged to attend the Open Day at Aberdeen University in September. The visit lasts a whole day and students can arrange their own daily programme according to their individual needs and interests.

SKILLS DEVELOPMENT SCOTLAND

One Careers Adviser is attached to the school. She is employed by Skills Development Scotland and is based at the Careers Centre at 377 Union Street.

S4 students will have had an introductory talk from a Careers Adviser early in the year to discuss the options available to them at the end of S4. At this stage they all complete a questionnaire which the Careers Adviser uses to identify those students most likely to need a careers interview during S4. These would in the first instance be those considering leaving at the end of S4 or at Christmas in S5, although any pupil can request a careers interview at any time during S4, S5 or S6. Parents are welcome to attend these interviews, and students will be given a Careers Action Plan after the interview.

Students will also have had the opportunity during S3 to use the Kudos career matching database and will have attended sessions in the Library Resource Centre designed to encourage them to use the excellent printed and computer resources to be found there.

The Careers Adviser also operates lunchtime and after school drop in sessions at which students are welcome to come and ask any specific questions they may have. These clinics are all particularly well used around subject choice time.

The Careers Adviser will also be in attendance at the S4 parents' evenings. No appointment is required.

EMPLOYMENT

Students who do not intend to go on to Further Education, and who do not know what they are going to do 'after school', should search in the 'Occupations' filing cabinet in the Careers Section of the Library for ideas and information. Useful addresses to write to seeking advice are in the literature there.

If further information or advice is needed, then an appointment can be made for the pupil with the Grampian Careers Service.

SENIOR WORK EXPERIENCE

Work Experience can be arranged for students on an individual basis through the teachers responsible for Education Industry Liaison. No school time is officially allocated for this activity, thus a suitable arrangement has to be negotiated. With the heavy subject commitments of Higher and Advanced Higher courses, this may mean a placement during the school holidays. For several professions, e.g. physiotherapy, primary school teaching, an S5/6 Work Experience is demanded as an entry requirement to the appropriate course.