

S5 Prospectus

S5 Subject Descriptions

Session 2018 - 2019



ADJUSTMENTS TO SQA EXAMINATION COURSES 2018 - 2020

Higher Assessment Arrangements across all subjects are currently under revision by the SQA to accommodate the abolition of formal Unit Assessments. The details of SQA Assessment in this booklet are correct at the date of publication, but some specifics may change.

SUBJECT GUIDELINES

Level of attainment expected for Higher courses to be readily accessible

These guidelines are to aid pupils and parents in making appropriate subject choices. These should be one element in the discussion of all the relevant factors that take place prior to subject choices and before timetables for S5 are finalised.

S4 into S5 Higher Courses

Art and Design: Grade A or B pass at National 5. Also S4 Twilight pupils who have undertaken the 'Access to Higher' course in Art and Design

Biology: Grade A or B pass at National 5.

Business Management: Grade A or B pass at National 5

Chemistry: Grade A or B pass at National 5

Computing Science: Grade A or B pass at National 5 or successful completion of the Twilight Computing Science course

Drama: Grade A or B at National 5, or by interview if taken part in the Twilight Drama Course

Economics: Grade A or B at National 5

Engineering Science: Grade A or B at National 5

English: Grade A or B at National 5

French: Grade A or B at National 5

Geography: Grade A or B at National 5

German: Grade A or B at National 5

Graphic Communication Grade A or B at National 5

History: successful completion of the S4 Higher History course

Latin: Grade A at National 5

Mathematics: Bypass or Grade A or B at National 5

Modern Studies: Successful completion of the S4 Higher Modern Studies course.

Music: National 5 Music or Twilight Music

Music Performing and Technology: National 5 Music, Twilight Music or by negotiation with Mr Trotter.

Physics: Grade A or B at National 5 Physics and Grade A or B at National 5 Mathematics (or in S4 Higher by-pass class for Mathematics).

Spanish: Grade A or B pass at National 5

RMPS: This subject does not appear on the Option Choice form. *It is not normally possible to 'crash' a new subject in S5. Very occasionally, exceptions may be made to join the S6 class.* Further details from Ms Carey/Mr Hughes or Mr Bagnall.

S5 COURSE DESCRIPTORS 2018-19

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ART AND DESIGN Higher

Introduction

The Higher Course consists of two components:

Component 1 – Portfolio (Expressive and Design)

The practical portfolio gives learners an opportunity to demonstrate:

- Their ability to identify the creative development potential in their work
- Their ability to confidently use selected art and design materials, techniques, and/or technology
- The ability to produce and critically reflect on an expressive artwork and a final design solution
- Skills in presenting their folios for assessment

Component 2 - Question Paper

The Question paper allows learners to demonstrate their knowledge and understanding of art and design practice. Learners will critically analyse and evaluate the work of artists and designers, showing awareness of the visual qualities and/or functional impact of the work.

	NAME	DESCRIPTION
Component 1	<i>Expressive Folio</i> <i>Design Folio</i>	Learners will present a portfolio of expressive art and design work which shows the creative starting point. They will use their development work to produce one final expressive art work and one final design solution before critically evaluating the outcomes. <i>The portfolio will have a combined total mark allocation of 200 marks</i>
Component 2	<i>Question paper</i>	Learners will demonstrate their ability to express personal, supported opinions about examples of visual art and design taking into consideration the social and cultural contexts which influence artists' and designers' work and practice. <i>The question paper currently has a mark allocation of 60 marks.</i>

Examination

Pupils will be required to sit a two hour Art and Design Studies paper divided into two sections: Expressive Art Studies and Design Studies. This will be externally marked by SQA, along with the Expressive and Design Folio.

Entry Guidelines

A or B pass in National 5 Art and Design. Also S4 Twilight pupils who have undertaken the 'Access to Higher' course in Art and Design.

BIOLOGY Higher

Introduction

This Course leads to a Higher Biology qualification at the end of S5 and aims to provide progression to Advanced Higher Biology and further study of the subject.

Aims

The main aims of this Course are for learners to:

- develop scientific inquiry and investigative skills
- develop an understanding of the role of biology in scientific issues
- acquire and apply knowledge and understanding of concepts in biology
- consider applications of biology on our daily lives, as well as environmental and ethical implications

Course Content

The Course has three Units:

UNIT	KEY AREAS
<i>DNA and Genome</i>	Structure and Replication of DNA Gene expression The genome and mutations Evolution Genomics and genomic sequencing
<i>Metabolism and Survival</i>	Metabolism and enzymes Control of metabolic pathways Maintaining metabolism Growth and metabolism of micro-organisms Genetic control of metabolism
<i>Sustainability and Interdependence</i>	Science of food production Photosynthesis and energy transfer Crop protection and animal welfare Social behaviour Biodiversity

Assessment

The Course assessment has two components which are set, and marked, by SQA:

Component 1 — question paper

Component 2 — assignment

Grading

Course assessment will provide the basis for grading attainment in the Course award

Entry Guidelines

Biology: A or B pass at National 5

BUSINESS MANAGEMENT Higher

Introduction

This course aims to develop a deeper understanding of the importance of business and enterprise in contemporary society together with a study of how the functional areas of an organisation e.g. Marketing, Finance and Human Resource Management contribute to performance. It will enable pupils to understand how contemporary business organisations operate and the activities that they undertake. It focuses on businesses that are large and considers the complex environment businesses work within and the decisions that they have to take to be successful. Higher Business Management builds on material that was covered at National 5 and the skills that were developed. The course consists of three Units and two pieces of Course Assessment.

Course

	NAME	DESCRIPTION
Unit 1	<i>Understanding Business</i>	Role and Types of Organisation. Objectives and Stakeholders. Structures and Decision Making.
Unit 2	<i>Management of People and Finance</i>	Human Resources. Motivation. Finance. Technology.
Unit 3	<i>Management of Marketing and Operations</i>	Marketing. Operations. Ethical and Environmental Issues.

Assessment

Pupils will be assessed by a combination of a question paper, set and marked by the SQA and a business-related assignment of their choice, marked by the SQA.

Entry Guidelines

A good pass at National 5 (A or B)

Progression

The course is offered in S6 at Advanced Higher level for those who pass with an A grade at Higher level.

CHEMISTRY Higher

Introduction

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

It offers a broad, versatile and adaptable skills set which is valued in the workplace, and forms the basis for progress onto study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.

The course is designed for students who wish to continue their study of chemistry beyond National 5.

Course

NAME	DESCRIPTION
Chemical Changes and Structure	This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. The connection between bonding and a material's physical properties is investigated.
Researching Chemistry	This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.
Nature's Chemistry	This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare.
Chemistry in Society	This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will use analytical chemistry to determine the purity of reagents and products.

Continued/

Assessment

Course assessment structure

Component 1 — question paper 100 marks

Component 2 — assignment 20 marks

Total marks 120 marks

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Entry Guidelines

A or B at National 5 Chemistry

COMPUTING SCIENCE Higher

The Computing Science course at higher level is made up of four areas: *Software Design and Development*, *Computer Systems*, *Database Design and Development* and *Web Design and Development*.

Software design and development

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. Tasks involve some complex features that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems

Following on from National 5, Candidates will continue to develop their knowledge of Computer Architecture and low level operations.

Database design and development

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Tasks involve some complex features that require some interpretation by candidates.

Web design and development

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools. Tasks involve some complex features that require some interpretation by candidates.

COURSE ASSESSMENT STRUCTURE

The course assessment is made up of two components: the question paper (examination) is worth 69% and the assignment (coursework) is worth 31%. The assignment is an annually issued task to be completed under-supervised conditions and marked by SQA.

Entry Guidelines

A or B pass at National 5 or successful completion of the Twilight Computing Science course

DRAMA Higher

Purpose and aims of the Course

Higher Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of complex drama skills and production skills to present drama. This Course is practical and experiential. 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 complex social and cultural influences on drama
- develop complex skills in presenting drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of the cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate and develop complex drama skills.

At Higher there is a two-Unit Structure:

Drama Skills and Production Skills

Drama Skills	Learners will provide evidence to demonstrate knowledge and understanding of complex drama skills when they create drama. Learners will use drama skills when they create and present drama. Learners will evaluate their own work and that of other learners.
Production Skills	Learners will provide evidence to demonstrate their knowledge and understanding of complex production skills. Learners will use production skills to enhance drama when presenting. Learners will evaluate their own work and that of other learners.

Assessment

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a performance and a question paper. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

Continued/

Performance Assessment

The performance will have 60 marks (60% of the marks available for the Course). Learners will approach the performance as either an **actor** or **director** or **designer**

The performance has two Sections:

Section A: Preparation for Performance

This includes research on the chosen text and the processes used to reach their acting or directing or design concept for the performance.

Section B: Performance

Actors will perform two contrasting roles and each performance will last approximately 7-10 minutes.

Directors will conduct a rehearsal with actors which should last approximately 30 minutes.

Designers will design a set for their chosen text and choose one other production.

Question Paper

The question paper will have 40 marks (40% of the marks available for the Course) and will have two Sections.

Section A

Section A allows the learner to demonstrate their knowledge of a text from the point of view of an actor or director or designer. Learners will be required to answer one question from Section A.

Section B

This Section will take the form of a written analysis of a performance that the learner has seen. The performance analysis should be of a recent production.

The question paper adds value by requiring integration and application of knowledge and skills from across the Units. The Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in drama and related fields.

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Entry Guidelines

A or B at National 5, or by interview if taken part in the Twilight Drama Course

ECONOMICS Higher

Introduction

This course represents a logical progression from the National 5 course. It seeks to develop a deeper understanding of the decisions taken by the three economic decision makers in society: consumers, firms and the government. In achieving this, students will become increasingly aware of the interrelationships that exist between these decision makers.

During the course students will develop the ability to analyse and discuss problems of an economic nature, as well as suggesting possible solutions to some of society's most pressing issues.

Course

	NAME	DESCRIPTION
Unit 1	<i>Economics of the Market</i>	Basic Economic Problem; Demand; Supply; Production and Costs; Operation of Markets.
Unit 2	<i>UK Economic Activity</i>	Government Aims, Finance and Policy; National income; Inflation and Unemployment; Place of Scotland in the UK Economy.
Unit 3	<i>Global Economic Activity</i>	International Trade; Multinationals; Balance of Payments; Exchange Rates; The Impact of Global Economy.

Assessment

Pupils will be assessed by a combination of a question paper, set and marked by the SQA, and an economics related assignment of their choice, marked by the SQA.

Entry Guidelines

A good pass (A or B) at National 5 Economics.

Progression

This course is offered in S6 at Advanced Higher level for those pupils who pass with an A grade at Higher level.

ENGINEERING SCIENCE Higher

Introduction

The Higher course further develops and extends the work covered in National 5 Engineering Science. Much of the theory involved is applied to the solution of practical problems involving the control of models and simulations of real engineering processes. The course is suitable for any pupil who wishes to develop a deeper understanding and practical experience in engineering, and has particular relevance for pupils intending to study engineering and technology related courses in Higher education.

Course

The course has three main areas of study, as detailed below.

Electronics & Control

This section involves the exploration of a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks.

Mechanisms & Structures

This section aids the development of a deepening understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks.

Engineering Contexts & Challenges

This section encourages a deep understanding of engineering concepts. This topic allows the learner to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

Examination

Pupils will sit a final written examination and will complete a Course Assignment. The examination involves written descriptions and problem solving questions involving calculations. The Course Assignment is a practical task for which a report is completed. The overall grade will be a combination of the grade for these two assessments.

Entry Guidelines

A or B at National 5 Engineering Science

ENGLISH Higher

Introduction

Pupils develop skills of communication and understanding. Learning and teaching take place through the spoken and the written word; to acquire and enjoy experience in language pupils must develop language skills both receptive and productive, both oral and written.

Course

	NAME	DESCRIPTION
Unit 1	<i>Language Study</i>	To understand, analyse and evaluate non-fiction print text which conveys complex information. This forms 30% of the overall award.
Unit 2	<i>Literary Study</i>	To respond critically to imaginative texts. This unit comprises 40% of the overall award.
Unit 3	<i>Writing Folio</i>	Pupils produce two compositions, one creative and the other persuasive. This work is undertaken both at home and in class. The Folio is sent to SQA for external assessment and forms 30% of the overall award.

Examination

Written assessment is carried out mainly through a preliminary Examination which follows exactly the pattern of the National examination in May.

In the National Examination, pupils sit one Close Reading paper, consisting of two linked passages, and a Literature paper, where pupils write one Critical Essay on previously studied texts and also complete a Scottish Set Text question. The Writing Folio is part of the external assessment.

Internal Assessment

In order to achieve the full course award, pupils must pass the internally assessed element of the course: this has no bearing on the final grade awarded and is assessed on a Pass\Fail basis only.

Entry Guidelines

Presentation at Higher level is partly dependent upon successful attainment of the internally assessed unit required by SQA. Higher English is a very much more demanding course than National 5. Therefore the minimum entry requirement for those intending to sit Higher English in S5 is a B pass at National 5. Those achieving a C pass at National 5 in S4 would normally be expected to cover the Higher English course over two years, sitting the final exam in S6.

FRENCH Higher

Introduction

The aim of the course is to enable pupils to improve all four language skills: listening, talking, reading and writing. The course covers a range of topics of interest to adolescents within the contexts of society, learning, employability and culture.

Course

	NAME	DESCRIPTION
Unit 1	<i>Understanding Language</i>	This Unit provides learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.
Unit 2	<i>Using Language</i>	This Unit provides learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

Examination

The final examination comprises two written papers, each of which has two sections.

Paper I: a reading test, including a passage of translation from French to English, and a directed writing exercise. These tests represent 30% and 10% of the final examination.

Paper II: a listening test followed by an essay based loosely on the listening topic. These tests represent 20% and 10% of the final examination.

A talking test, which represents 30% of the final examination, will be conducted in school before the end of March and the mark will be sent to the SQA to be included in the final grade awarded in the external examination.

Entry Guidelines

An A/B pass at National 5

GEOGRAPHY Higher

Introduction

The course aims to develop an understanding of the dynamic interactions existing between the physical and human environments building on knowledge and skills acquired at National 5. Students intending to study Geography at Higher should to be prepared to undertake fieldwork.

Course

	Course Structure	Description
Unit 1	<i>Physical Environments</i>	Lithosphere, Hydrosphere & Biosphere
Unit 2	<i>Human Environments</i>	Population, Urban and Rural
Unit 3	<i>Global Issues</i>	Health & Development and Climate Change
Unit 4	<i>Geographical Skills</i>	Enquiry skills, decision making and map interpretation
Coursework assessment	<i>Assignment</i>	Application of skills, knowledge and understanding to research a geographical topic or issue

Assessment

Unit assessment

All units are internally assessed on a pass/fail basis. SQA provide external quality and assurance, including external verification, to ensure assessment judgements are consistent and meet national standards. All units must be passed to gain an award.

Course assessment

The course assessment has two components which are set, and marked, by SQA:

Component 1 – Question paper in which Units 1-4 are assessed in an examination lasting 2hours 15minutes. It is worth 60 out of the total 90 marks awarded at Higher.

Component 2 – The Assignment is a piece of coursework that is assessed under examination conditions in 1hour 30minutes and constitutes 30 marks. It involves the collection, presentation and analysis of data.

Entry Guidelines

Grade A or B at National 5

Progression

The course is offered in S6 at Advanced Higher level for those who pass with an A or strong B grade at Higher level.

GERMAN Higher

Introduction

The aim of the course is to enable pupils to improve all four language skills: listening, talking, reading and writing. The course covers a range of topics of interest to adolescents within the contexts of society, learning, employability and culture.

Course

	NAME	DESCRIPTION
Unit 1	<i>Understanding Language</i>	This Unit provides learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.
Unit 2	<i>Using Language</i>	This Unit provides learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

Examination

The final examination comprises two written papers, each of which has two sections.

Paper I: a reading test, including a passage of translation from German to English, and a directed writing exercise. These tests represent 30% and 10% of the final examination.

Paper II: a listening test followed by an essay based loosely on the listening topic. These tests represent 20% and 10% of the final examination.

A talking test, which represents 30% of the final examination, will be conducted in school before the end of March and the mark will be sent to the SQA to be included in the final grade awarded in the external examination.

Entry Guidelines

An A/B pass at National 5

GRAPHIC COMMUNICATION Higher

Introduction

The Higher course further develops and extends the work covered at National 5. The course is suitable for any pupil wishing to gain an understanding and skills in the production, interpretation and analysis of a wide variety of graphics. The course is particularly relevant for pupils who intend to study Engineering, Architecture, Industrial Design, Product Design or Graphic Design, in Further or Higher Education. Pupils taking the course will develop skills in a wide range of manual and computer-aided design (CAD) techniques to produce engineering drawings, which will include extensive use of 3D CAD modelling. Professional level graphic design software such as InDesign and Photoshop are used to produce promotional graphics.

Course

The course has two main areas of study, as detailed below.

2D Graphic Communication

This topic helps learners to develop their creativity and presentation skills within a 2D graphic communication context. Pupils will use manual and computer-aided techniques to produce a range of engineering drawings and promotional graphics.

3D and Pictorial Graphic Communication

This topic helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. Pupils will use manual and computer-aided techniques to produce a range of engineering drawings, including 3D CAD models.

Examination

Pupils will sit a final written examination and will complete a Course Assignment. The final two hour examination will assess pupils' understanding of engineering drawing techniques, British Standards Institute engineering drawing conventions, and graphic design elements and principles. The Course Assignment is a project based task, which will assess understanding across all areas of the course material. The overall grade will be a combination of the grade for these two assessments.

Entry Guidelines

A or B at National 5 Graphic Communication

HISTORY Higher

Introduction

History pupils complete their two year Higher course in S5. Some time during the session will be spent revising *USA 1918-1968* (UNIT 1) that has been completed in S4. New work consists of UNIT 2 and UNIT 3.

Course

	NAME	DESCRIPTION
Unit 1	<i>USA 1918-1968</i>	A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.
Unit 2	<i>Britain 1851 -1951</i>	The extension of democracy in Britain. Campaigns for women's suffrage. Poverty: the Liberal Reforms and the construction of the Welfare State.
Unit 3	<i>The Wars of Independence, 1249-1328</i>	A study of political change and military conflict arising from the Wars of Independence, illustrating the themes of authority, conflict and identity. This unit requires the study of documentary evidence from the period.

Examination

1. The external examination takes place near the end of the session and consists of one question paper worth 60 marks. The question paper consists of 2 essays (Units 1 and 2) and 3 source questions (Unit 3). Candidates will have 2 hours and 20 minutes to complete the question paper.
2. Candidates must also complete an **Assignment**, generally in March and under examination conditions on a topic chosen by the candidate, but related to one of the three units above. The assignment is worth 30 marks and candidates will have 1 hour and 30 minutes to complete it.
3. Candidates must pass an internal assessment for each of the three units.

Entry Guidelines

Candidates should have completed the S4 Higher History course.

LATIN Higher

Introduction

The Higher Latin course has been designed to allow students to develop an appreciation of the beauty and variety of Latin literature, while exploring the society and culture of the Ancient World. Unit One of the course examines different genres of Latin poetry, including the lyric verse of Catullus, heroic epic in Virgil's *Aeneid*, and mythology retold in Ovid's *Metamorphoses*. The Prose Unit requires study of Cicero, master of prose style and rhetoric, and Pliny the Younger, whose vivid letters open up dramatic narratives of the Roman past.

Pupils will be given the opportunity to develop critical and analytical skills : they will become sensitive to matters of literary style and technique; learn to judge rhetoric for its honesty and effectiveness; and come to enjoy poetry for what it says about human experience.

The third Unit of the course develops the syntax and grammar of the Latin language, training pupils to read more fluently and confidently in Latin.

Course

	NAME	DESCRIPTION
Unit 1	Interpretation (Verse)	Virgil's <i>Aeneid</i> : Selections from Books I, IV and VI Ovid <i>Metamorphoses</i> : Selections from Books IV and VIII Catullus : A Selection of the shorter Poems
Unit 2	Interpretation (Prose)	Cicero : Extracts from <i>In Verrem</i> V Pliny : Letters VI.16 and VI.20 : The Eruption of Vesuvius
Unit 3	Translation	The aim of this unit is to extend skills required to read Classical Latin, through the study of accidence and syntax; consolidation of vocabulary; and intensive practice in the translation of unseen prose.

Examination

There is an external examination for each unit at the end of the course.

Entry Guidelines

Grade A Pass at National 5

MATHEMATICS Higher

Through the study of Higher Mathematics, pupils develop specific skills for life and for work. This Course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extend skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

The course develops and expands a range of mathematical skills in the areas of algebra, geometry, trigonometry and calculus. Throughout course, there is much emphasis on reasoning and the explanation of how solutions are reached.

Topics under study include

- straight line and circle geometry
- vectors — pathways, collinearity and the use of the scalar product
- polynomials
- logarithms and exponentials
- composite and inverse functions
- quadratic theory
- trigonometry — addition formulae, identities, equations and the wave function
- graphs of algebraic and trigonometric functions
- algebraic and trigonometrical differentiation and integration

Internally, the course is assessed throughout the year with Prelim examinations in February and April. The external examination consists of 2 papers, one without the use of a calculator. There are short and extended response questions in each paper.

Entry Qualification

Bypass or A.B at National 5

MODERN STUDIES Higher

Introduction

The Higher Modern Studies course develops understanding of the social and political processes operating in the contemporary world. Pupils complete their two-year Higher course in S5. Some time during the session will be spent revising the *International Issues* unit (UNIT 3) that has been done in S4. New work consists of UNIT 1 and UNIT 2.

Course

	NAME	DESCRIPTION
Unit 1	Democracy in Scotland and the UK	The UKs Constitutional Arrangement. Electoral Systems and Voting Behaviour. The Role of Political Representatives
Unit 2	Social Issues in the UK	Health and Wealth Inequalities in the UK
Unit 3	International Issues	Politics and Society in The USA

Examination

Pupils will be assessed by a number of Internal Assessments and also by a Prelim Examination. The Internal Assessments must be passed to allow the pupils to be presented for the final examination.

Pupils must also complete an **Assignment** under examination conditions on a topic related to one of the three units above. The assignment is worth 30 marks and candidates will have 1 hour and 30 minutes to complete it. It is externally assessed and, along with the final examination, will determine the overall grade achieved.

Entry Guidelines

Pupils should have completed the S4 Higher Modern Studies course.

MUSIC – Higher

Introduction

This course is a broad based qualification suitable for learners with an interest in developing their musical skills and understanding of music. The course is practical and experiential with considerable scope for personalisation and choice through the activities of performing, creating and understanding music. On completing the course, learners will be able to perform a programme of music, create their own music, self-reflect on and evaluate their own work and that of others; listen to music with awareness, understanding and discrimination; and identify and improve their musical creativity and performing skills.

Course

	NAME	DESCRIPTION
Area 1	Performing Skills	Candidates can perform solo and or in a group setting. The programme of music should last a total of 12 minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 4 minutes within the overall 12 minute programme. The final performance will be marked by a visiting assessor in February of the examination year.
Area 2	Understanding Music	Candidates will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles. A range of question types will be used in the question paper, allowing scope for assessing a variety of thinking skills and understanding of musical literacy. All questions in the paper are compulsory. The paper which lasts about 1 hour will be set and marked by SQA
Area 3	Composing Skills	Candidates will experiment with, and use a range of complex compositional methods and music concepts in creative ways to realise their intentions when creating original music. Candidates will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work. At time of going to press, it is thought that this aspect will act as an assignment marked externally by SQA

Course Assessment

Component 1 – Performing Skills (50 marks)

Component 2 – Understanding Music Question Paper (35 marks)

Component 3 – Composing Assignment (15 marks)

Entry Requirement

National 5 Music or Twilight Music

MUSIC TECHNOLOGY Higher

Introduction

Through their connected and integrated experience of the four musical activities of performing, sound engineering, listening and composing, candidates will acquire a practical knowledge and understanding of the subject, which contributes to personal development and enhances quality of life, while developing skills for further study and enjoyment of music. There are three units to complete during the course as outlined below:

Course

	NAME	DESCRIPTION
Unit 1	Understanding 20 th and 21 st Century Music	Candidates will learn about the relationships between technological development and 20 th and 21 st century music by studying a variety of different genres and their attributes. Candidates will also learn about related intellectual property regulations in the music industry. Assessment of this unit will comprise of six separate tasks in the form of four short reports, a listening test and a listening log or song plan.
Unit 2	Music Technology Skills	Candidates will be required to demonstrate their effective use of hardware and software to capture audio from a range of sources. This will be assessed by completing practical tasks throughout the course which display specific recording techniques and skills. The candidate will also be required to demonstrate effective means of manipulating audio using specific effects and processes.
Unit 3	Music Technology in Context	Candidates will be required to produce audio masters in different and challenging contexts by using a wide range of skills in audio capture and will also learn to manipulate audio and sequenced data. The assessment for this unit will be in the form of three submissions of mastered audio files in the following formats: radio broadcast, film foley, computer game soundtrack or a multi-tracked song.
Externally assessed	Music Technology Listening paper	This paper will give candidates the opportunity to demonstrate knowledge and understanding of 20 th and 21 st century musical styles and genres, musical concepts and aspects of music technology.
Externally assessed	Music Technology Assignment	Candidates must plan, implement and evaluate a creative production using music technology. Candidates must agree on a project which includes two contexts of sound production and must be at least 4 minutes in length. For example, this could be a live/studio recording combined with radio broadcast or multi-tracked recording combined with film foley.

Continued/

Course Assessment

Component 1 – Music Technology Question Paper (30 marks)

Component 2 – Music Technology Assignment (70 marks)

Entry Requirement

National 5 Music, Twilight Music or by negotiation with Mr Trotter.

PHYSICAL EDUCATION AND GAMES

Physical Education should play an important role in the overall programme for all Fifth Year pupils. All pupils in Fifth Year will have PE timetabled for one hour every two weeks. The classes are mixed, and the pupils cover a variety of activities over the duration of the year. Each activity is run over a 6/7 week block. In addition to this all S5 pupils must participate in the Senior Games programme on a Wednesday afternoon.

The Senior Games programme offers aerobics/cheerleading, badminton, basketball, climbing, curling, boys' and girls' hockey, karate, rowing, rugby, soccer and tennis.

The Inter-house competitions offer the pupils further opportunities to involve themselves in activity. The fitness suite is available for use pre/post school times and lunch times. Parental permission for non-supervised work-outs is required.

The PE Department attempts to offer sporting opportunities for all.

PHYSICS Higher

Introduction

The Higher Physics course has been designed to articulate with and provide progression from the National 5 Physics course.

The main aims of the Course are to:

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a physics context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

Course

Unit	Key Areas
<i>Our Dynamic Universe</i>	Motion – equations and graphs. Forces, energy and power. Collisions, explosions and impulse. Gravitation. Special relativity. The Expanding Universe.
<i>Particles and Waves</i>	The standard model. Forces on charged particles. Nuclear reactions. Wave particle duality. Interference and diffraction. Refraction of light. Spectra.
<i>Electricity</i> (0.5 unit)	Monitoring and measuring ac. Current, potential difference, power and resistance. Electrical sources and internal resistance. Capacitors. Conductors, semiconductors and insulators. p-n junctions.
<i>Researching Physics</i> (0.5 unit)	Research the physics underlying a topical issue. Plan and carry out investigative practical work related to a topical issue in physics. Prepare a scientific communication related to a topical issue in physics.

Continued/

Assessment

Higher courses include assessment of 'added value'. The added value will be assessed in the Course assessment. The Course assessment has two components which are set, and marked, by SQA:

Component 1 — question paper (scaled from 130 marks) 100 marks

Component 2 — assignment 20 marks

(Total 120 marks)

Grading

Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Entry Guidelines

A or B in National 5 Physics and A or B in National 5 Mathematics (or in S4 Higher by-pass class for Mathematics).

SPANISH Higher

Introduction

The aim of the course is to enable pupils to improve all four language skills: listening, talking, reading and writing. The course covers a range of topics of interest to adolescents within the contexts of society, learning, employability and culture.

Course

	NAME	DESCRIPTION
Unit 1	<i>Understanding Language</i>	This Unit provides learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.
Unit 2	<i>Using Language</i>	This Unit provides learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

Examination

The final examination comprises two written papers, each of which has two sections.

Paper I: a reading test, including a passage of translation from Spanish to English, and a directed writing exercise. These tests represent 30% and 10% of the final examination.

Paper II: a listening test followed by an essay based loosely on the listening topic. These tests represent 20% and 10% of the final examination.

A talking test, which represents 30% of the final examination, will be conducted in school before the end of March and the mark will be sent to the SQA to be included in the final grade awarded in the external examination.

Entry Guidelines

An A/B pass at National 5

Heads of Department

Art	Mrs S Breckenridge
Biology	Mr A Kerr
Chemistry	Mr P Uprichard
Classics	Mrs E Carey/Dr H Cochrane
Computing	Ms R Housley
Drama	Mrs V Alderson
Economics/Bus Man	Mrs C Keddie
English	Mr M Symington
Geography	Mrs E Prentice
History	Dr A McQueen
Mathematics	Mr A Eadie
Modern Languages	Mrs E Bertram
Modern Studies	Mr G Broadhurst
Music	Mr E Trotter
Philosophy and Religion	Ms S Carey/ Mr M Hughes/Mr C Bagnall
Physical Education	Mr S Lang
Physics	Dr S Lonie
Psychology	Mrs A Luker
Technology	Mr C McCormick

Career Development and Higher Education Department

Mr D G Campbell (Depute Rector)

Miss K Chisholm (Head of Department)

Mrs L M McNeill

Mrs L Munro

Mrs L Stewart

Dr M Walker