

ST GEORGE'S SCHOOL FOR GIRLS



SIXTH FORM HANDBOOK 2021-2022

INTRODUCTION

Personalisation and Choice

At St George's you will have a quite exceptional range of options in the Sixth Form. At the end of the Sixth Form you will have obtained either:

- qualifications based on Higher and/or National 5 enhanced possibly by some subjects at Advanced Higher (or Advanced Level)
- qualifications based on Advanced Higher (or Advanced Level) enhanced by additional Highers or National 5 qualifications.

Whichever courses you choose, you will also be developing essential core skills in Communication, Numeracy and Information Technology.

Our students apply for universities all over Britain and some outside it. It is important to note that Higher and Advanced Higher levels are recognised by universities in England and overseas as well as in Scotland, so you can construct an individual curriculum that suits your own needs and career intentions.

A review of course choices will be undertaken in August following receipt of GCSE and Higher results to determine whether alternative levels or subjects would be more appropriate.

Courses

The Directory of Subjects that follows will give you an account of the courses on offer. You will see that qualifications can be obtained in a range of different forms, so you will be able to put together a really interesting and distinctive combination for yourself. A flexible curriculum structure like ours is designed to accommodate those of you who have well-defined needs and preferences and particular career aspirations, as well as those who are not sure of their next step yet and want to experience a range of subjects.

For all of you, it will be possible to continue with Mathematics, for instance, at a level suitable to your needs; to study across the divide of arts and sciences; to keep your modern languages going; to specialise in a particular area, but also to keep a range of interests alive by choosing subsidiary subjects too.

Whether you are thinking of a university degree course, the dreaming spires of Oxbridge, or an apprenticeship elsewhere, you will have to equip yourself not only with the best possible academic results, but also with the character and initiative to win that place on the course of your choice in what is an increasingly competitive environment. You will have to prove yourself, but the outcomes to be achieved are great in terms of educational opportunity and future prospects.

Preparation for competitive course applications

If you decide to pursue an application for a competitive course, an individual programme will be developed to ensure that you are fully prepared to meet the entrance requirements. These requirements can involve admissions tests, submission of completed schoolwork and interviews. In addition, you will be supported in undertaking the super-curricular work that

is required for a competitive application, enhancing your development as a confident and articulate student who demonstrates the passion and academic attributes required to excel on your chosen course.

St George's and the Wider World

When you leave St George's, you will join a world that is competitive, demanding and increasingly international. You will need to be articulate, to handle modern technology and to be flexible in your approach to employment. Education continues throughout life and you may have to change career and to retrain completely at any point. Perhaps you will work abroad at some stage; you will certainly meet people from all walks of life, from a wide range of cultural and religious backgrounds and from quite different societies. You will need to communicate with them, perhaps in their own language and with understanding of their different viewpoints and identities.

One of our main aims is to help to prepare you for adult life. You will need to get started by gaining acceptance at a university or college and by an employer; you must interview well. You will probably want to combine your career with a happy and well-balanced family life; you need to be aware of what that might mean. To help you face these new areas, and to find your own way in the world, we shall be drawing on expertise inside and outside the school. We can supply you with expert advice on education for work, we can help you prepare yourself for university or college entrance and help you to find the course you want and fill in the UCAS form. Employers from outside the school will offer you work experience and explain the demands of the workplace and of their businesses. Members of the professions will give you the benefit of their own expertise and insights. We hope you will take advantage of everything that is on offer and take part yourself in identifying new areas of development that may improve St George's.

The Sixth Form is an exciting time; make the most of it!

CAREERS DEVELOPMENT SERVICE

In the Sixth Form the Careers Development Service builds on the work done in Upper 4 and the Fifth Form by continuing with three main objectives. The objective of highest priority in the Sixth Form is to provide effective individual guidance. It is, however, also important to ensure that a background of relevant careers education continues. Finally, a resource bank of careers information is made available to all students.

Careers Education

In the summer term of Lower 6, a Lifelong Learning Conference is held to provide practical advice on all aspects of applying to university and college. Visits are made to Open Days as they arise, and students are advised to read descriptions of individual departments at universities. Some careers time will be spent on the Centigrade programme; this is a computer-based exercise which suggests specific degree/diploma courses for each student and guides her in a structured research plan.

Work Experience

Work experience is undertaken in June by Lower 6 students, normally for a five day period. Girls are asked to find their own placements but are given guidance on possibilities, applications and interviews.

Sixth Form Enrichment Programme

The programme for Upper 6 includes careers topics which range from completing application forms, interview and presentation skills to Gap Years.

Careers Guidance

Individual guidance is available from the Head of Careers as well as many other staff. Students can make an appointment in the summer term of Lower 6, or the autumn term of Upper 6, to discuss appropriate application strategies and Upper 6 subject choice if necessary. Of course, some students may require advice over a number of sessions, and appointment times are available with staff in the week before the new school session begins.

Careers Information

The Careers Library is well-resourced and open at all times. Books and materials available from the main library supplement the wide range of reference books, prospectuses and directories found here. The UCAS website is available on the school's network. We direct the students to useful career information websites. We have two PCs in the Careers Base that are available for students' use. Regular visits from colleges, universities and professionals occur throughout the year and these are advertised in the daily bulletin, year group emails and the careers round-up which is sent online to all sixth form students and parents.

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Faculty of English and Drama



ENGLISH

The essential aim of English at Sixth Form level is to develop skills of understanding, analysis and evaluation. All Sixth Form courses are firmly based on the study of prose, poetry and drama texts. Students learn to make critical judgements about the techniques employed by writers. As students progress through the courses, they improve their critical reading and written language skills.

HIGHER

The Higher English course builds on the skills acquired in Fifth Form, to develop students' higher order thinking skills, and their independent thinking and reading.

Most students opt to study Higher English in one year, over Lower 6, in preparation for entrance to Higher Education and, for those keen to pursue their study of English further, to facilitate the study of Advanced Higher English in Upper 6.

An alternative option is to take a two-year approach to Higher English. Students who opt for this route sit National 5 English in Lower 6, as part of their preparation to sit Higher English in Upper 6. This is the route for students who achieve a 4 or below in their English GCSEs.

By studying a variety of genres, students learn to understand, analyse and evaluate texts. Close reading and textual analysis skills are also further developed. Students complete a Writing Portfolio that consists of two pieces: one broadly creative, and the other broadly discursive; the topics are of their own choosing. The Folio tests their ability in creative, expressive or reflective writing. Students also study some varied and challenging literature. They are taught how to plan, write and improve their critical essays on the literature which they have studied.

Students are also required to complete a Talking & Listening outcome, which does not affect their grade.

Higher English Assessment

External assessment takes the form of two examinations comprising Paper 1 (Reading for understanding, analysis and evaluation, 30%) and Paper 2 (Critical reading, 40%). The Writing Folio accounts for the remaining 30% of the course award.

The National 5 external assessment shares this structure, for students opting for a two-year approach to Higher.

ADVANCED HIGHER

The Advanced Higher course is the pinnacle of English Secondary education, with a strong literary focus. It is designed to support the transition to university education, building on the Higher course, to further develop students' critical thinking and essay writing skills, and to foster an independent work ethic and a love of literature.

Advanced Higher English aims to encourage an enjoyment and appreciation of English Literature based on informed personal response through the study of different genres from a

variety of periods. Students learn to develop their skills in textual analysis and creative writing. They study the ways in which form, structure and language express meaning, learning to evaluate texts and communicate clearly their own informed opinions and judgements.

Every student produces a dissertation of 2500-3500 words, choosing both the literature they wish to study and the focus of their question. In addition, they study challenging literary texts in preparation for the Literature examination.

Advanced Higher English Assessment

External assessment is based on a combination of coursework and two examinations. The external examination assesses Literature (20%) and Textual Analysis (20%). The remaining 60% of a student's grade comes from their coursework: the dissertation analysing challenging literature (30%), and a writing portfolio, comprising two writing pieces (30%).

DRAMA

The Drama courses in the Sixth Form aim to promote and develop students' knowledge and understanding of theatre and important life skills. They provide opportunities for students to acquire knowledge and understanding of aspects of the theatre, to develop acting and directorial skills, to investigate relationships, issues and topics through the medium of theatre and to experience theatrical performance. All elements of these courses are supported by relevant theatre visits and workshops.

Drama develops skills and knowledge that are extremely useful, regardless of a students' career aspirations. For students wishing to pursue careers in theatre, film, broadcasting or educational drama, Higher and Advanced Higher level Drama will provide a grounding in the creative and technical skills required by these professions.

HIGHER

The course is practical and experiential. Students will develop skills in creating and presenting drama from stimulus, which includes text. They will also develop their production skills and explore how to apply them imaginatively in performance.

The structure of the Higher Drama course is based on a practical presentation to a visiting examiner and a written examination.

External Assessment

Performance Exam

50 marks are available for acting or presenting a Production Role (Directing, Set Design, Lighting, Sound, Props, Costume, Hair and Make-Up).

10 marks are available for completing the 'Preparation for Performance' task.

Question Paper

40 marks are available for successful demonstration of a depth of knowledge and understanding from the course. This is broken down into three sections - section 1 is a textual analysis, section 2 is questions on lifting a page to stage and section 3 is a performance analysis.

ADVANCED HIGHER

The Course has a mix of practical learning and exploration of theatre practice. It allows students to further develop and apply their skills in acting/directing/design roles to make a creative and coherent theatrical statement. They will analyse the work of key theatre practitioners and in doing so will develop their practical skills. They will explore the ways in which meaning can be communicated to an audience. Reflective skills will also be developed as they evaluate their own performance and that of others. Students will also consider the social and cultural influences on drama.

External assessment

The Course assessment will consist of:

- A performance
- A project–dissertation

- An assignment

Performance

The performance will have 50 marks. Candidates take roles as actors, directors or designers and prepare concepts for their chosen text(s) from full-length published play(s). A visiting examiner assess the students.

Project–dissertation

The project will have 30 marks. The students will be required to demonstrate depth of knowledge and understanding of a relevant performance issue. The candidate will select an area which should allow analysis of performance theories and practice. It will be informed by the work of a current and/or historical theatre practitioner and/or company.

The project will take the form of a dissertation of between 2500 and 3000 words.

Assignment

The assignment has 20 marks out of a total of 100 marks for the course assessment.

The assignment has two stages:

- research
- production of evidence

Candidates analyse a professional theatrical production and the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production, in an extended response.



Faculty of Mathematics



MATHEMATICS

The essential aim of a mathematical education is to help students to learn how to describe, tackle and solve problems which require the use of mathematical knowledge and techniques. All the Sixth Form Mathematics courses are firmly based on problem solving and the associated processes of interpreting information, selecting a strategy, processing data and communicating information.

GCSE HIGHER TIER OR FOUNDATION TIER

This course is the natural progression route for students who require a grade 4 or above at GCSE and who have not achieved this level in Upper 5. Students who successfully complete this course in Lower 6 may go on to study Higher Mathematics in Upper 6.

Students are equipped to solve problems in context and are encouraged to adopt an investigative approach to the subject wherever possible. This stimulating approach is backed up by the careful development and practice of basic skills in Algebra, Geometry, Trigonometry, Statistics and Arithmetic.

Assessment

The GCSE Mathematics course is examined externally with the pupils sitting three separate papers. Each paper is 90 minutes long and worth 80 marks. The first of the papers is non-calculator, the use of a calculator is allowed for the other two.

NATIONAL 5/NATIONAL 5 APPLICATIONS

These courses are available where appropriate for individual or groups of students. They are both assessed externally.

HIGHER

This course is designed to articulate with the knowledge and skills developed in GCSE Higher tier Mathematics. Students who successfully complete Higher Mathematics in Lower 6 may go on to study Advanced Higher Mathematics in Upper 6. The Higher course has three units: Expressions and Formulae, Relationships and Calculus and Applications. The syllabus is designed to build upon prior learning in the areas of Algebra, Geometry and Trigonometry, and to introduce students to elementary Calculus.

The Higher Mathematics course has obvious relevance for students with interests in fields such as commerce, engineering and science where the Mathematics learned will be put to direct use. All students taking Higher Mathematics, whatever their career aspirations, should acquire an enhanced awareness of the importance of Mathematics to technology and to society in general.

ADVANCED HIGHER MATHEMATICS

This course is designed to articulate with the knowledge and skills developed in Higher level Mathematics. The course has three units: Methods in Algebra and Calculus, Applications in Algebra and Calculus and Geometry, Proof and Systems of Equations.

The syllabus is designed to build upon prior learning in the areas of Algebra, Geometry and Calculus. In addition, the important idea of 'proof' in Mathematics is introduced. A significant

proportion of the syllabus is devoted to developing the techniques of differential and integral calculus and the study of differential equations. Students also learn how the familiar notion of a straight line can be studied in three dimensions with the aid of vectors to solve problems involving lines and planes. In algebra, students are introduced to complex numbers and matrix algebra.

ADVANCED HIGHER MATHEMATICS OF MECHANICS

This course is designed to articulate with the knowledge and skills developed in Higher level Mathematics. The course has three units: Linear and Parabolic Motion, Force Energy and Periodic Motion and Mathematical Techniques for Mechanics.

The course contains two strands of study. Two units are devoted to applying mathematical techniques to solve problems in Mechanics (previous experience of Physics is beneficial but not a requirement). In particular students will learn how ideas introduced at Higher level, such as differentiation, integration and vectors, find natural applications in the study of Mechanics. The third unit develops techniques in Algebra, Differential and Integral Calculus that are useful in applied problems.

ADVANCED HIGHER STATISTICS

This course is designed to articulate with the knowledge and skills developed in Higher level Mathematics and allows learners to make sense of inherent natural variation in a wide variety of contexts through the collection, analysis and interpretation of data. Learners develop an understanding of degree of certainty which can be attributed to inferences made and conclusions reached when interpreting and analysing data. The course has three units: Data Analysis and Modelling, Statistical Inference and Hypothesis Testing.

Assessment

All courses are assessed at the end of the course

Higher

Non-calculator paper, 1 hr 30 min, 70 marks

Calculator paper, 1 hr 45 mins, 80 marks

Advanced Higher Mathematics

Non-calculator paper, 1 hr, 35 marks

Calculator paper, 2 hr 30 min, 80 marks

Advanced Higher Mathematics of Mechanics

3 hr paper, 100 marks

Advanced Higher Statistics

Paper 1, 1 hr, 30 marks

Paper 2, 2 hr 45 min, 90 marks



Faculty of Science



BIOLOGY

The courses provide a broad based integrated study of a wide range of biological topics and allow students to acquire knowledge and understanding of biological concepts, skills in problem solving and practical applications while promoting an open recognition of alternative points of view.

NATIONAL 5

This course builds on the work covered at GCSE or National 4. It enables students to develop an understanding of biological principles which can be used in a variety of situations, and the skills to think analytically, creatively and independently. The course may lead to Higher Biology in Upper 6. The course is accessible to students who have not studied Biology to GCSE or equivalent.

The course has three units which cover the following areas:

1. Cell Biology
2. Biology: Multicellular Organisms
3. Biology: Life on Earth

Assessment

The final grade is awarded from the performance of the individual in the external examination and an externally marked practical assignment.

HIGHER

This course allows students to continue studying Biology in Lower 6 or Upper 6 after GCSE or National 5. The units build on topics previously studied as well as introducing new ideas and skills highlighting the relevance of Biology in society.

The course has three units which cover the following:

1. DNA and the Genome
2. Metabolism and Survival
3. Sustainability and Interdependence

PLUS a practical assignment.

Assessment

There are two final external examinations comprising of a multiple-choice question paper and an extended response question paper, and an externally marked practical Assignment.

ADVANCED HIGHER

This course is offered to students in Upper 6 who wish to continue their biological studies after completing the Higher level course. The course builds on the Higher level, developing further the underlying theories of Biology and the practical skills used in the laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations.

The course has three units which cover the following:

1. Cells and Proteins

2. Organisms and Evolution
3. Investigative Biology

Assessment

The final grade is awarded from the performance in the external examination and the externally assessed independent Biology Investigation.

External assessment consists of the following two components:

Written examination

Investigative Report

CHEMISTRY

The main aims of the Sixth Form courses are to:

- Stimulate and sustain students' interest in and enjoyment of Chemistry
- Develop skills in laboratory procedures and techniques
- Aid awareness of how advances in information technology and instrumentation are used in Chemistry
- Foster imagination and critical thinking as well as the acquisition of knowledge

The Chemistry courses in the Sixth Form have obvious relevance for students with interests in fields such as Medicine, Chemistry, Biochemistry, Physics and Veterinary Science and other Biological Sciences where the chemistry learned will be put to direct use. All students taking Chemistry, whatever their career aspirations should acquire an enhanced awareness of the importance of Chemistry to society and the environment.

NATIONAL 5

This course is designed to consolidate the knowledge and skills developed in GCSE and provide a bridge to Higher Chemistry, or for those who have not studied Chemistry before and now find they need a qualification in this subject for their future career. This course can really be regarded as the first step of a two year Higher course. Students who successfully complete National 5 Chemistry in Lower 6 may go on to study Higher Chemistry in Upper 6.

The course content includes the following areas of chemistry:

Chemical changes and structure

In this area, topics covered are: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

Nature's chemistry

In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.

Chemistry in society

In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

Assessment

There will be no examination for 2021. An estimated grade will be set by the school.

HIGHER

The course is designed to consolidate and extend the knowledge and skills developed in GCSE or National 5. Students who successfully complete Higher Level Chemistry in Lower 6 may go on to study Advanced Higher Chemistry in Upper 6.

Chemical changes and structure

The topics covered are: periodicity, structure and bonding and oxidising and reducing agents.

Nature's chemistry

The topics covered are: systematic carbon chemistry, alcohols, carboxylic acids, esters, fats and oils, soaps, detergents and emulsions, proteins, oxidation of food, fragrances

and skin care
Chemistry in society

The topics covered are: getting the most from reactants, controlling the rate, chemical energy, equilibria and chemical analysis

Assessment

External assessment

There are two final external examinations comprising of a multiple-choice question paper and an extended response question paper. For 2021 there will be no externally marked practical Assignment.

ADVANCED HIGHER

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

The course has four mandatory units:

- Electronic Structure and the Periodic Table
- Principles of Chemical Reactions
- Organic Chemistry
- Chemical Investigation (removed for 2021)

Assessment

External Assessment

For 2021 the final grade is awarded from the performance in the external examination. The examination paper contains multiple-choice and extended response questions. These questions will test knowledge and understanding and problem solving skills.

PHYSICS

The Physics courses aim to provide an opportunity for reinforcing and extending the student's knowledge and understanding of the concepts of Physics and developing both the student's ability to solve problems and to carry out experimental and investigative work. Each unit of work seeks to illustrate and emphasise situations where the principles are used and applied, thus promoting the student's awareness that Physics involves interaction between theory and practice.

NATIONAL 5

This course builds on the work covered at GCSE or National 4. It enables students to develop an understanding of physics principles which can be used in a variety of situations, and the skills to think analytically, creatively and independently. The course may be seen as the first step on a two year Higher course, leading to Higher Physics in Upper 6. The course is accessible to students who have not studied Physics to GCSE or an equivalent level.

The course has three units which cover the following areas:

1. Electricity and Energy
2. Waves and Radiation
3. Dynamics and Space

Assessment

The final grade is awarded from the performance of the individual in the external examination and an externally marked assignment (There will be no external assessment in 2021, an estimated grade will be provided by the school).

HIGHER

The study of Higher Physics should foster an interest in current developments in, and applications of Physics, the willingness to make critical and evaluative comment and the acceptance that Physics is a changing subject.

The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes which will assist candidates to make their own reasoned decisions on many issues within a modern society increasingly dependent on science and technology. The course will also provide those who wish to proceed beyond Higher Physics course with a suitable basis for further study.

The mandatory units are:

- Our Dynamic Universe
- Particles and Waves
- Electricity
- Researching Physics (removed for 2021)

Assessment

There are two final external examinations comprising of a multiple-choice question paper and an extended response question paper, and an externally marked practical Assignment. (The Assignment has been removed from the assessment for 2021)

ADVANCED HIGHER

The Advanced Higher Physics course has been designed to articulate and provide a progression from the Higher Physics course. Through a deeper insight into the structure of the subject, the course aims to provide a challenging experience for those who wish to study the subject to a greater depth and to assist candidates towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. The course seeks to illustrate and emphasise situations where the principles of Physics are used and applied, thus promoting the candidate's awareness that Physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided. The resulting elements of knowledge and understanding, problem solving and practical activities form the basis of the Advanced Higher Physics course.

There are four mandatory units as follows:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics (removed for 2021)

Assessment

The final grade is awarded from the performance in the external examination and the externally assessed independent Physics Investigation. (The Investigation has been removed from the assessment for 2021)

PSYCHOLOGY

Psychology is the scientific study of behaviour. It involves careful, controlled gathering of facts and making assumptions which can be tested against the facts. We look at a number of different approaches to psychology, each explaining the same behaviour in a different way, and evaluate and analyse the evidence both for and against each approach.

The course is particularly suitable for Upper 6 students.

HIGHER

The Higher Psychology syllabus consists of two units:

1. Individual Behaviour

To learn and evaluate approaches and theories, and apply psychological knowledge to show how an understanding of psychology can support individual wellbeing, including the topics of Stress, and Sleep, Dreams and Sleep Disorders.

2. Social Behaviour

To analyse how interactions with others shapes social behaviour, through analysis of thoughts, feelings and behaviours, and the influence of others in a social environment, including the topics of Conformity and Obedience, and Aggression.

An understanding of the research process and research methods used in Psychology, will be used to evaluate and conduct psychological research.

Assessment

The final grade is awarded for the performance of the individual in the external examination and an externally marked Assignment.

CREST AND NUFFIELD RESEARCH PROJECTS

Sixth Form students can undertake a personal research project in any area of science, leading to a gold or silver CREST award.

Students may also apply for a Nuffield Bursary to undertake a research project at a local university during the summer holidays at the end of their Lower 6 year. They will receive money to cover travel and other expenses.

PRACTICAL COOKERY

NATIONAL 5

The course is based around practical cooking skills, developing an understanding of food and learning how to: -

- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

Component	Marks	Scaled mark	Duration
Component 1: question paper	30	25	1 hour written examination
Component 2: assignment	18	13	This is the planning section of the practical exam
Component 3: practical activity	82	62	2.5-hour practical exam –exam board specifies dishes

Practical Activity – Components 2 and 3

The assignment and practical activity give candidates an opportunity to demonstrate the skills, knowledge and understanding in the context of producing and serving a meal they have learnt from the course. The purpose of this practical activity is to assess candidates' ability to plan, prepare and present a three-course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.

The assignment and practical activity task has two stages: -

- stage 1: planning (assignment)
- stage 2: implementing (practical activity)

The assignment and practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks for course assessment.

Students also gain the Royal Environmental Health for Scotland Introductory Food Hygiene Certificate.



Faculty of Languages



MODERN LANGUAGES

French, German, Spanish, Chinese

Our prime aim is to lead students to comprehend and communicate in the languages they study, at a level appropriate to their age and abilities. We endeavour to develop all four skills – Listening, Reading, Speaking and Writing – and hope, in addition, to add a degree of cultural awareness to their knowledge of the language.

FRENCH, GERMAN, SPANISH, CHINESE

HIGHER

This is a one-year language course to develop the skills of Listening, Reading, Speaking and Writing already acquired at GCSE, National 5 or equivalent. It expands the students' horizons, comprehension and expressive ability in the language as well as securing their grasp of grammar and structures. A wide range of authentic material is used – newspapers, magazines, video, DVD, audio and computers – and students also have one period a week with the foreign language assistant.

Assessment

In formal terms, the course covers four contexts: Society, Education, Employability, Culture. Reading (25%), Writing (12.5%) and Listening (25%) are assessed in the external examination in May. There is a written assignment (12.5%) which is completed in school under controlled conditions and marked externally by SQA. The Speaking Examination (25%) is carried out internally, usually before the end of March.

ADVANCED HIGHER

Advanced Higher is the natural one year development of the Lower 6 Higher course for Upper 6 students who wish to increase their knowledge and fluency, explore the authentic language of the media and current affairs, and enjoy some literary and cultural study.

The Language unit covers four contexts, as at Higher: Society, Education, Employability, Culture. The Portfolio centres on the study and analysis of literary texts, or one text and one film with accompanying written material.

Assessment

Internal or unit assessment relating to the Language unit is four-fold: an oral test with the class teacher on an area drawn from the language themes includes presentation and discussion; Listening comprehension; and Reading comprehension. Internal assessment of the Extended Reading/Viewing unit requires a Specialist Study to be undertaken, explaining the methodology and reasoning for choosing the focus of the Portfolio.

External assessment comprises a similar but not identical range. The external oral test (25%) is carried out by a visiting examiner and will sample across the topics both of the language unit and the literary/cultural areas studied in Extended Reading and Viewing. The Reading Comprehension and Translation (into English) paper (25%) relates to the prescribed Language unit themes. Listening Comprehension (15%) involves answering questions in English on material recorded by native speakers (on CD). Discursive Writing (20%) involves an essay in the target language on a topic relating to the themes of the Language unit. Regarding the Extended Reading and Viewing unit, students must complete a Portfolio (15%) of one essay

in English, on the literary works or topics studied.

ADDITIONAL COURSES IN MODERN LANGUAGES

Advanced Subsidiary and Advanced Level courses in Chinese and Russian are also available to interested Native Speakers. Please see the Head of Faculty for more details.



Faculty of Social Sciences



CLASSICS

The aim of all subjects within the Classics Department (Latin, Classical Greek, Classical Civilisation and Classical Studies) is to promote knowledge and understanding of the Classical world through study of its history, languages, literature and cultural legacy. Such knowledge is of fundamental importance for an appreciation of the classical influences that underpin modern life in literature, art, languages, institutions and general culture.

HIGHER CLASSICAL STUDIES

The Higher course aims to develop students' knowledge and understanding of classical Greek and Roman civilisation by investigating, analysing and evaluating their political, religious, moral, social and cultural values and practices. It explores the breadth of human relationships within these societies and compares and contrasts these with modern life.

No knowledge of Greek or Latin is required – all materials are in English translation and no prior knowledge is assumed. This course leads on to Advanced Higher Classical Studies if desired.

The course consists of three units.

Life in Classical Greece. In this unit, students learn how to understand and interpret sources of evidence in order to develop an in-depth knowledge of key aspects of life in Classical Greece. Students have the opportunity to explore such themes as democracy, citizenship, gender and slavery and to reflect on their continuing significance in the modern world.

Classical Literature. Through reading and discussing classical texts, such as Sophocles' *Antigone* and *Oedipus the King*, students learn how to develop and structure reasoned lines of argument while engaging with universal themes and ideas and deepening their understanding of the classical world.

Life in the Roman World. This unit develops students' skills in analysing, explaining and commenting on sources of evidence about life in the Roman world, including archaeological evidence. By studying topics such as Roman imperialism, colonialism and slavery, students are encouraged to reflect on how these issues continue to be of significance in the modern world.

Assessment

Assessment is by means of an **external examination** and an **externally assessed course assignment**.

The **examination** consists of **two** question papers.

- **Classical Literature** – candidates have one hour 10 minutes to complete this paper, which is worth 30 marks (27% of the overall assessment).
- **Classical Society** – candidates have one hour 50 minutes to complete this paper, which is worth 50 marks (45% of the overall assessment).

The **assignment** is worth 30 marks (27% of the overall grade). Students research a classical issue of their choice and are allowed 1 hour 30 minutes to write up their findings in class under examination conditions.

ADVANCED HIGHER CLASSICAL STUDIES

The Advanced Higher course provides an opportunity for students to experience a deeper and more academic study of the classical world. This course allows students to deal extensively with the universal ideas, themes and values that link the classical and modern worlds, and to develop deeper understanding and appreciation of a variety of beliefs and world views.

The students are encouraged to demonstrate substantial autonomy in their learning through research and extended writing. They also have the opportunity to develop skills in debate and discussion.

While the course does follow on from the Higher level of the subject, it can be studied with no prior experience in Classical Studies. Students who have not previously studied Classical Studies but who are interested in this option should speak to a member of the Classics Department.

The course consists of **two units** - a text and evidence-based study of Social Aspects of the Classical World and a **dissertation** of approximately 4000 words.

All materials are studied in English translation.

Social Aspects of the Classical World: Comedy, Satire and Society

Through the study of Greek Comedy (Aristophanes), and Roman Satire (Horace and Juvenal), students explore the nature and limitations of comedy and satire as a means of political criticism and social commentary. Social, political and literary topics are studied in depth as students are asked to explore the subject matter and style of these ancient texts and discuss their contemporary relevance.

Dissertation (4000 words)

The dissertation gives students an opportunity to undertake an independent research project in order to demonstrate the skills of researching, analysing and evaluating. Students are asked to choose and justify an appropriate topic for research, which they then research and analyse using a wide range of primary and secondary sources. They are expected to draw comparisons with the modern world and to develop a sustained and coherent line of argument.

Assessment

Assessment is by means of an **external examination** and a **dissertation**, which is also externally assessed.

The **dissertation** is worth 50 marks (33% of the overall grade).

The **examination**, worth 100 marks (66% of the overall grade) consists of four source questions and two essays and is 3 hours in length.

HIGHER LATIN

The Higher course aims to develop students' competence and confidence in translating and appreciating original Latin texts. By expanding their knowledge of grammar and vocabulary, students develop the skills to translate complex Latin into fluent English. Through reading, analysing and evaluating works by Cicero and Virgil, students learn how to interpret these texts in their historical context, and explore their cultural legacy and continuing significance for the modern world.

The study of Latin also helps students develop skills that will facilitate the learning of other languages, enhance their knowledge of English vocabulary and structure, and contribute to the understanding of scientific and technological vocabulary.

The course consists of **two units**:

- **Translating.** In this unit, students develop the language skills required for accurate and fluent translation, which include problem solving, logical thinking and the ability to predict and infer.
- **Literary Appreciation** (Verse and Prose). This unit introduces students to texts by Virgil and Cicero, two of the most important Roman authors, whose writing has influenced the development of European culture.

Students study passages in Latin and English translation from:

Virgil, *Aeneid I, IV and VI* – tracing the doomed love affair of Dido and Aeneas

Cicero's *In Verrem V* - extracts from Cicero's prosecution of Verres for corruption.

As well as the intrinsic value of reading great literature in the original language, the study of these authors fosters analytical skill and critical thought.

While the course builds on the Latin skills developed at GCSE, it may be possible to study this subject as a 'crash' Higher. Students who have not previously studied Latin but who are interested in this option should speak to a member of the Classics Department.

Assessment

Assessment is by means of an **external examination**, which consists of **two papers**.

Paper 1: **Literary Appreciation** (80 marks = 62% of the overall grade) – students have two hours 20 minutes in which to answer questions on the set texts by Cicero and Virgil.

Paper 2: **Translating** (50 marks = 38% of the overall grade) – students have one hour in which to translate a passage of Latin prose into English with the support of a word list.

ADVANCED HIGHER LATIN

The course gives students an opportunity to explore Latin language and literature in greater depth and to experience the study of Latin at a more academic level. Students are exposed to greater challenge and encouraged to demonstrate substantial autonomy in their learning, through research and extended writing.

The course consists of **three** units.

- A **dissertation** of 4000 words, in which students undertake an independent project in order to demonstrate the skills of researching, analysing and evaluating. This unit requires students to research, analyse and evaluate an appropriate aspect of Roman literature and/or culture, using a wide range of primary and secondary sources. They are expected

to quote in Latin, reference all source material accurately and to develop a sustained and coherent line of argument.

- **Translating.** In this unit, students expand and develop their knowledge of vocabulary and grammar in order to translate unseen passages of original Latin into fluent English. At this level, students are expected to translate unseen passages of verse as well as prose.
- **Literary Appreciation.** This unit introduces students to the study of Latin texts from a single genre, in this case *Roman Letters and Letter-writing*, in order to develop an in-depth understanding of this aspect of Latin literature in terms of its historical context and its cultural legacy. Selected letters by **Cicero, Caesar, Pliny, Seneca** and the **Vindolanda Tablets**, all of which offer fascinating insights into Roman life and literature, are read in the original Latin and in English translation.

Assessment

Assessment is by means of an **external examination** and an externally assessed **dissertation**. The **dissertation** (4000 words) is worth 60 marks (33.3% of the overall assessment).

The **examination** consists of two papers:

Paper 1: **Literary Appreciation** (60 marks = 33.3% of the overall assessment) - students have one hour 45 minutes in which to answer questions on the set texts, including an essay, worth 20 marks.

Paper 2: **Translating** (60 marks = 33.3% of the overall assessment) – students have one hour 30 minutes in which to translate passages of original Latin prose and verse into English with the support of a word list.

CLASSICAL GREEK

Classical Greek is available as an extra subject, taught after school, with the option of sitting an external examination if desired. Please see the Department for further details.

GEOGRAPHY

Geography helps you make sense of the world around you. With the growing importance of issues such as climate change, environmental degradation, resource management, migration and social inequalities, studying Geography will equip you to make a difference.

HIGHER

At Higher, students will develop an understanding of the great differences in cultures, economies, landscapes and environments across the world, and will explore the links between them.

There are three units which encompass human and physical topics and integrate geographical methods and techniques:

- Unit 1: **Physical Environments** - Lithosphere, Hydrosphere, Biosphere, Atmosphere
- Unit 2: **Human Environments** - Population, Rural geography, Urban geography
- Unit 3: **Global Issues** - Development & Health, Global Climate Change

Assessment

The assessment is comprised of:

- Question Paper 1: Physical and Human Environments - 1 hour 50 minutes (46%)
- Question Paper 2: Global Issues and Geographical Skills - 1 hour 10 minutes (27%)
- Assignment: a piece of independent research, completed under examination conditions - 1 hour 30 minutes (27%)

ADVANCED HIGHER GEOGRAPHY

The Advanced Higher course provides students with the opportunity to establish an in-depth understanding of physical, human and environmental geography, and explore the complete interrelationships at a local and global scale. Students will develop a wide range of geographical techniques including mapping, graph work and a range of statistical methods for analysing and interpreting geographical data.

This course has been designed to be independent and synoptic in nature allowing students to learn more about the topics that interest them. They will also develop a wide range of transferable skills, providing an excellent transition between school and university.

Assessment

The course is assessed through one external examination paper (33% of the course assessment) and a project-portfolio (66% of the course assessment). The project-portfolio will demonstrate the students' ability to undertake detailed research of a geographical nature and will demonstrate their ability to carry out a critical evaluation of a complex geographical issue on subject areas of their choosing.

HISTORY

History in the Sixth Form allows detailed study of periods in the past. Students develop skills in reading, analysis and in developing and sustaining a line of argument in writing. The subject encourages debate and critical awareness.

HIGHER

Students taking the Higher History course will focus on armed resistance against political, economic and religious oppression and its impact on British and European society in case studies within the early modern and modern periods. There is also a focus on Scottish society across a similar time period, allowing students to examine the impact of the movement of people to and from Scotland and its role in shaping Scottish identity and culture.

Students will acquire skills in historical analysis, using detailed information to address and explain historical issues in extended writing and reaching conclusions based on reasoned argument. They will learn to interpret and evaluate a range of primary and secondary source material.

There are three units:

Historical Study – Scottish: Migration and Empire, 1830-1939

A study of the how economic and social change contributed to the movement of people to and from Scotland, the experiences of immigrants in Scotland and the impact of migrants from Scotland in other parts of the world; the contribution of migrants to the Scottish economy and society; the impact of migration on Scottish culture and identity.

Historical Study – European: The French Revolution to 1799

A study of the threats to the Ancien Régime before 1789, the reasons for the collapse of royal authority by 1789 and the failure of constitutional monarchy thereafter; an evaluation of the reasons for the Terror between 1792 and 1795 and the establishment of the Consulate.

Historical Study – British: Britain and Ireland 1900-1985

A study of the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war; attempts to resolve the conflict and the continuation of strife to 1985.

Assessment

The assessment comprises three internal assessments, an assignment on any aspect of the course using a range of source information (worth 30 marks or 28% of the total) and two written examination papers (worth 80 marks or 72% of the total) assessing the British and European units by means of an extended response and the Scottish unit by means of short answer responses based on the interpretation and analysis of primary and secondary source material.

ADVANCED HIGHER

Students taking one of the two Advanced Higher History courses we offer will acquire depth

in their knowledge and understanding of the modern world. They will also develop their skills in historical analysis, using detailed information to address and explain historical issues, showing awareness of alternative interpretations of events and reaching conclusions based on reasoned argument. They will become used to interpreting and evaluating a range of primary and secondary source material and using evidence to analyse historical issues. They will also research, plan and write a dissertation related to their chosen field of study.

Soviet Russia, 1917 – 1941

The focus of this course is the changing nature of authority in Russia after 1917, and the policy outcomes of that authority under Lenin and Stalin, focussing on the themes of ideology, authority and revolution.

Students will gain an understanding of:

- **The reasons for the collapse of the Tsarist system in February 1917** – social, political, economic and military.
- **The Bolshevik rise to power by October 1917** – the failings of the Provisional Government and the rise of Bolshevism; the nature of the October Revolution.
- **The consolidation of Bolshevik power under Lenin** – the Civil War and the subsequent development of ‘democratic centralism’ and the Lenin state.
- **The Stalinist system of government** – Stalin’s rise to power; economic policy; political control and terror; control of culture and the arts; the creation of ‘homo sovieticus’.

Japan, 1850 - 1920

The focus of this course is the changing political identity of Japan and its transformation from a state which was essentially mediaeval in character to a modern world power in the period 1850 to 1920, focussing on the themes of ideology, identity authority and culture.

Students will gain an understanding of:

- **Japan in the mid nineteenth century** – social structure, religions and political beliefs, economy and structure of government.
- **Forces for change** – economic troubles and changing social structure, nationalism and the pressure of foreign powers.
- **Revolution** – the downfall of the Shogun, the Imperial restoration, changing government and political power, the nature and impact of reforms and economic developments.
- **Japan as an emerging world power** – changing relationships with foreign powers, wars with China and Russia, Japan in the Great War and the post-war settlement.

Assessment

During the spring term, students will research and write a dissertation on a subject of their choice related to their chosen course. They can gain up to 50 marks for their work. The remaining 90 marks for the external assessment will be awarded on the basis of their performance in the external examination comprising two essays and three responses based on the interpretation and analysis of primary and secondary source material.

MODERN STUDIES

Modern Studies aims to develop students' understanding of contemporary political, social and international issues. Students are expected to develop and extend their knowledge and understanding of current affairs.

Students will develop skills in analysing evidence and using it to reach conclusions about contemporary issues. They will also gain a greater understanding of their roles as citizens in a democratic society.

NATIONAL 5

There are three units:

Political Issues in the UK

Democracy in Scotland

- **Representation**
An examination of the role of the political representatives in Scotland.
- **Participation**
Political parties – their purpose and the key policies of the main political parties.
- **Election campaigns**
The purpose, process and outcomes of election campaigns and the advantages and disadvantages of key electoral systems – AMS and STV.
- **Influence**
In this section learners will make a choice of group which influences decision makers on a Scottish basis. They will choose either Trade Unions OR Pressure groups OR the Media.

Social Issues in the UK

Wealth and Health Inequalities in the UK

- Evidence of inequalities in wealth and health, their causes and consequences
- The extent of social and economic inequalities and the effectiveness of government responses
- The principles of the welfare state and the debate over its provision and funding

International Issues

A World Power: the study of a G20 country

- Social and economic issues: the nature and extent of social inequality (case study: ethnic minorities)
- The US political system: the role and powers of the government at federal, state and local levels
- Political issues: participation and representation, immigration, political parties and support.

OR

An international issue

- The causes of the issue
- The consequences of the issue
- Attempts at resolution
- The rights and responsibilities of individuals

Assessment

There is an assignment of the student's choice on an issue of debate using some source information (worth 20 marks or 25% of the total) and one written examination paper (worth 60 marks or 75% of the total).

HIGHER

There are three units:

Democracy in Scotland and the UK

- The UK constitutional arrangement
 - The role and powers of government
 - Changes to the role and power of the Scottish and UK parliaments
 - The ongoing debate about EU membership
- The study of representative democracy
 - The role of political representatives
 - Pressures on political representatives
 - The relationship between the legislature, the executive and the judiciary
- Electoral systems and voting behaviour
 - The impact of electoral systems on voting results
 - Strengths and weaknesses of different electoral systems
 - Factors which affect voting behaviour
- The ways in which citizens are informed about, participate in and influence the political process

Social Issues in the UK

- The nature of inequality in the UK
 - Income and wealth, health and education
- Explanations and theories of inequality
 - Sociological and individualist explanations
- The impact of aspects of social inequality on groups in society
- Attempts to tackle inequality and their effectiveness
 - Public provision of services
 - Third sector
 - Individual approaches

International Issues

A political and socio-economic study of the United States of America

- Political system and processes:
 - constitutional arrangements and institutions
 - opportunities for participation
 - the extent of democratic influence and control
- Recent socio-economic issues

nature and extent of a significant socio-economic issue
impact of the socio-economic issue on a specific group in society
effectiveness of government responses to a socio- economic issue

- The role of the world power in international relations
involvement in international organisations
relationship with other countries

Assessment

There are internal assessments for each unit, an assignment of the student's choice on an issue of debate using a range of source information (worth 30 marks or 28% of the total) and two written examination papers (worth 80 marks or 72% of the total).

ADVANCED HIGHER

There are two units:

Political and Social Issues

- Law and Order
 - Crime and Public Disorder in the UK
 - the causes of different types of crime
 - the relationship between crime rates and factors such as location, social class, poverty and unemployment
 - the social and economic effects of crime on individuals and groups
 - The Penal System
 - the main theories of deterrence, punishment and rehabilitation
 - the effectiveness of the penal system
 - the arguments for and against reform of the penal system
- Research Methods
 - the advantages and disadvantages of different types of research methods for different projects

Practical Research

A dissertation on a topic chosen by the student.

Assessment

During the spring term, students will research and write a dissertation on a subject of their choice related to their chosen course. They can gain up to 50 marks for their work. The remaining 90 marks for the external assessment will be awarded on the basis of their performance in the external examination comprising two essays and three responses based on the interpretation and analysis of primary and secondary source material.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

Students of Religious, Moral and Philosophical Studies engage with the fundamental questions most of us will ask ourselves at some point in our lives: Who am I? Why am I here? How should I live my life?

RMPS students learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. They explore how religion, morality and philosophy can help people find meaning and purpose in life and engage with some of the key ethical questions raised by modern society.

The course also encourages students to:

- develop an understanding and respect for different beliefs, values and viewpoints
- learn how to express their values and beliefs
- put their values or beliefs into action in ways which benefit others
- make informed moral decisions

HIGHER

The course consists of three mandatory units: World Religion; Morality and Belief; Religious and Philosophical Questions.

1 World religion - Buddhism

Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study the key beliefs and practices of Buddhism and the contribution these make to the lives of Buddhists.

Topics include whether suffering has a purpose, and whether our actions have consequences in this life or our next.

2 Morality and belief – Morality and Justice

Candidates develop the ability to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions. They develop in-depth knowledge and understanding of issues surrounding Justice, and religious and non-religious responses to these.

Topics include whether criminals are born or made, and whether the death penalty is ever justifiable.

3 Religious and philosophical questions – Origins of Life and the Universe

Candidates develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions.

Topics include whether the Big Bang theory disproves the existence of God, and whether God is the only reasonable explanation for human life.

Assessment

The external assessments consist of two examination papers, the first covering areas **1** and **2** above, over 2 hour 15 minutes and area **3** being assessed in 45 minutes.

There is also an assignment where students write up a piece of independent research, completed under examination conditions, in 1hour 30 minutes. It is worth just under a third of their final mark and is marked externally by the SQA.

Teaching and Learning

Classroom learning is supplemented by visits from speakers from Buddhist and Christian traditions, and other outside agencies, and by visits to places of worship such as Samye Ling Buddhist Monastery.

ADVANCED HIGHER

There are three mandatory units of study:

Philosophy of Religion

This unit deals with the way in which human beings (particularly philosophers and scientists) have attempted to explain the existence of the universe, the development of life within it, and the moral values which human beings hold. Students will consider the work of philosophers and scientists such as Aristotle, Plato, Paul Davies, Stephen Hawking, Bertrand Russell, Darwin and Richard Dawkins as they analyse the big questions of human existence.

Medical Ethics OR Religious Experience

Classes will have the opportunity to choose whether they explore medical ethics or religious experience in this unit. Medical ethics explores a range of medical treatments including assisted dying and organ trading and religious and non-religious responses to them. Religious experience explores a range of phenomena including miracles, conversions and meditative experiences and religious, scientific and sociological explanations of them.

Religious, Moral and Philosophical Studies: Personal Research

Candidates will investigate a topic of their choice from Philosophy, Religion and Ethics, conducting research and writing a dissertation.

Assessment

In order to gain the award, candidates must pass all unit assessments as well as the external assessments. The external assessment comprises:

Examination paper

This paper is 3 hours in duration. Candidates are required to answer two sections. One section questions the Philosophy of Religion unit and the other the Medical Ethics unit. For each section, candidates will attempt one 30 mark question from a choice of two, and three questions in response to a source, worth 5 marks each. The paper will attract 90 out of a total of 140 marks.

Dissertation

The dissertation will be based on the investigation undertaken in the Personal Research Unit. It is recommended that the dissertation should be between 3000 and 5000 words in length. It will attract 50 out of a total of 140 marks and will be submitted for external marking in April.

Teaching and Learning

Students' own work and developing ideas are enriched by the contributions of outside speakers and discussion groups with Advanced Higher RMPS candidates from other schools.

BUSINESS EDUCATION

Business and Enterprise are at the heart of national growth and development and this is reflected in the important role that Business Education plays in the curriculum. The department aims to provide opportunities for students to develop the crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment.

NATIONAL 5 BUSINESS MANAGEMENT

The course focuses on the functional areas of business decisions, in the context both of organisations and society. In addition, the course emphasises the increasing role that information technology plays in business activity. The content of the course aims to build a good working knowledge of the business environment. It also aims to develop an understanding of organisational objectives and of the role and purposes of management and the problems encountered in fulfilling that role. Skills and techniques are developed in decision making, problem solving and in the use of information technology.

Course content

The course consists of five areas of study:

Understanding business

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Management of marketing

Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

Management of operations

Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

Management of people

Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

Management of finance

Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Assessment

The external examination consists of one paper which lasts for 2 hours and is worth 90 marks

and has a 75% weighting. There is also a course assignment worth 30 marks and has a 25% weighting. The assignment requires the student to undertake research of an organisation of their choice and to present their findings in a business report.

Business Management National 5 will provide progression to Higher Business Management.

HIGHER BUSINESS MANAGEMENT

The course focuses on the functional areas of business decisions, in the context both of organisations and society. In addition, the course emphasises the increasing role that information technology plays in business activity. The content of the course aims to build a good working knowledge of the business environment. It also aims to develop an understanding of organisational objectives and of the role and purposes of management and the problems encountered in fulfilling that role. Skills and techniques are developed in decision making, problem solving and in the use of information technology.

The course consists of five areas of study:

Understanding business

Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

Management of marketing

Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

Management of operations

Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

Management of people

Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

Management of finance

Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

Assessment

The external examination consists of one paper which lasts for 2 hours 45 minutes and is worth 90 marks and has a 75% weighting. There is also a course assignment worth 30 marks with a 25% weighting. The assignment requires the student to undertake research of an organisation of their choice and to present their findings in a business report.

The Higher Level Business Management course has obvious relevance for students wishing to

study any degree course with some business or management content. At university, business can be combined with modern languages, tourism, leisure and many other options. These degrees are broad based and offer many opportunities for different career paths.

ADVANCED HIGHER BUSINESS MANAGEMENT

The course has three areas of study:

The external business environment

Candidates develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. They gain an in-depth understanding of current issues affecting organisations in an economic, social and environmental context, and consider the effectiveness of various courses of action.

The internal business environment

Candidates expand their knowledge of both traditional and contemporary management theories used by organisations to maximise efficiency, and evaluate theories relating to internal factors that influence the success of teams.

Evaluating business information

Candidates develop skills in evaluating a range of business information used by organisations to reach conclusions.

Assessment

Candidates are required to produce a report based on their research of a business. The report will be externally marked and is worth 40 marks.

The external exam consists of one paper which lasts for 2 hours 45 minutes. There are two parts: the first part consists of a short case study with a set of compulsory questions; the second part consists of extended response questions. The paper is worth 80 marks.

The Advanced Higher course extends and enhances understanding of learning from the Higher Course in this subject area and retains the aim of placing the key elements of management within a study of business as a whole. It deals with the main issues currently facing business in Scotland and in the international environment. It provides students with the opportunity to develop their decision-making and problem solving skills through the study of management issues in a variety of situations including a real business investigation.

ECONOMICS

Economics in the Sixth Form offers the opportunity for students to explore in depth the economic dimension of life, which revolves around the production, and consumption of goods and services. Ultimately, economics is concerned with decisions made by individuals, businesses, government and other organisations, and the environment in which they operate.

HIGHER

This course may be taken in Lower 6 or Upper 6 and does not require any prior knowledge of Economics and is therefore suitable as a one year 'crash course'.

The course consists of three areas of study:

Economics of the market

Candidates develop their understanding of how to analyse the basic economic problem. They examine and analyse how demand and supply drives resource allocation and economic production.

UK economic activity

Candidates develop their understanding of how to analyse government income and expenditure. They evaluate the role of the public and private sectors in the economy. Candidates develop the ability to assess the policies and other methods used by the UK government to achieve its economic aims.

Global economic activity

Candidates develop their understanding of how to analyse the global nature of economics. They explore global trade and its importance to the UK economy. Candidates examine economic features and impacts of developing countries, emerging economies, global institutions and the EU.

Assessment

To gain the award of the course, students must pass an external examination consisting of one written paper (75%) and a student research assignment based on a question of the students own economic interests (25%).

ADVANCED HIGHER

Students who successfully complete Higher Economics in Lower 6 will have the opportunity to sit Advanced Higher Economics course in Upper 6.

The Advanced Higher in Economics is concerned with the application of economic concepts to the ways in which choices about the use of resources are made. It concentrates particularly on the analysis and evaluation of current economic issues and the implications these have for individuals, organisations and society as a whole. It develops skills in interpreting, analysing and evaluating the processes of economic change and development in contemporary society. The course will enable candidates to appreciate that economic problems can be considered from a number of different perspectives. Hence, at this level, candidates are encouraged to think independently and to take greater responsibility for their own learning.

The study of Economics at Advanced Higher level will provide a strong foundation for those

wishing to undertake further study in Economics. It will also be beneficial to those intending to progress into courses in areas such as business, social sciences and management, and into professional qualifications in law, accountancy, etc. It will also be of benefit for anyone contemplating a career in central or local government, commerce or industry.

The course has three areas of study.

Economic markets: structures and intervention

Candidates develop the skills, knowledge and understanding to critically analyse and evaluate market structures, and analyse market failures and governments' responses to them.

National and global economic issues

Candidates develop and enhance their skills, knowledge and understanding of current economic issues. They develop the ability to critically evaluate and discuss the effects of current economic policies, economic reports, and economic thinking on the Scottish, UK and global economies.

Researching an economic issue

Candidates develop skills in planning and recording a programme of research relating to a current economic issue.

Assessment

To gain the award of the course, students must pass the dissertation (40 marks) and an external examination consisting of one written paper (80 marks).



Faculty of Art and Creative Technologies



ART & DESIGN

Art in the Sixth Form gives students the opportunity to explore topics in greater depth from a personal point of view. Students enjoy taking the 'journey' with our highly skilled and dedicated team of teachers, all of whom are working and exhibiting artists themselves. The courses we offer have a varied content and comprise units of coursework in a number of Art and Design disciplines such as fine art, textiles, three-dimensional design, sculpture, and printmaking. The flexible Upper 6 timetable gives girls the opportunity to work in their own space within the Art Studios. The excellent facilities and warm welcome in the Art Block encourages students to become self-motivated, independent learners. There are IT facilities in every art studio and an extensive reference library. Regular visits are made to galleries, exhibitions, and art colleges.

HIGHER

The Higher course consists of three assessable elements: two practical elements (Expressive Portfolio and Design Portfolio) are subdivided into research and investigation, development of ideas and a final outcome. The Art and Design Studies element is a written, externally-set examination paper.

In the Expressive Portfolio, candidates are expected to respond personally to a chosen topic, investigate historical references, demonstrate their observational skills and media handling ability, and then develop their ideas into an expressive outcome.

The Design Portfolio involves problem solving, understanding the design process, working to a design brief, demonstrating innovative thought and originality, understanding materials and processes and evaluating design solutions.

The Art and Design Studies course involves a study of historical and contemporary visual arts and design. Candidates will be expected to critically evaluate artworks and designs, writing essays on artists and designers. Then an externally set examination paper provides the grade for this part of the course.

Assessment

All units at Higher level are marked externally by the SQA.

It is important to note that as the Higher coursework is sent away to be marked externally, there are restrictions in place. A fee is required should students wish to have work returned.

Component 1 Question Paper	60 Marks
Component 2 Expressive Portfolio	100 Marks
Component 3 Design Portfolio	100 Marks

ADVANCED GCE

A Level Art and Design: Fine Art

The one-year specification of A Level Art and Design has been available to Upper 6 students who have already studied either the SQA Higher Art and Design or AS Level Textiles courses in Lower 6.

A Level Art and Design: Textiles Design

The A Level Textiles course remains a two-year course due to the nature of the techniques students are required to learn in the first year of the course.

Assessment

The A level courses both consist of two separate components: a coursework unit 60% (Personal Investigation) and an Externally-Set Assignment 40%.

Students present a selection of thoughtfully prepared work, which demonstrates the depth and breadth of the courses and at least one extended collection of work based on an idea, concept, theme or issue.

When students embark upon their Externally-Set Assignments (from February to May) they choose from given starting points and work can take any appropriate form.

The assessment of the components is based on how well candidates can develop and explore their ideas, experiment with and select materials, use various techniques and processes, and record in visual and other forms. Candidates are assessed on how they present a personal, informed and meaningful response, demonstrating critical understanding of the Art and Textiles worlds in relation to their own work. Students who have already studied Art at GCSE will be used to working in this way. However, A Level Textiles is also an option for students who have no experience of GCSE Art and Design.

Coursework units are marked internally and all elements are externally moderated.

PHOTOGRAPHY

HIGHER

The Higher Photography course consists of two assessable elements: a practical element (Project: 100 marks) and a written, externally-set examination (Question paper: 30 marks).

In the Project, candidates will produce an extended portfolio of work based on an idea, theme or issue. As well as being assessed on their technical and creative photography skills, candidates must show evidence of project planning, critical thinking and evaluation skills.

The question paper will assess candidates on their knowledge and understanding of photography from different genres and styles as well as a wide range of photographic techniques and processes.

Assessment

All elements at Higher Level are marked externally by the SQA.

DESIGN AND MANUFACTURE

The Design and Manufacture course provides students with the opportunity to take on real design tasks, develop ideas within the context of a design folio and then create a final model of their solution, either full size or to scale, in a variety of materials (wood, plastic, textiles, and metal).

Students will study and apply a range of Graphic Design Techniques and Computer Aided Design to produce design folios outlining their ideas and research into processes and materials. They will also develop handcraft skills, enabling them to create their solution as a real object. The course links to industrial practice and students will develop an understanding of how items are commercially produced. They will also have the chance to see the link from Computer Aided Design to Computer Aided Manufacture.

HIGHER

The course is made up of two units and a course assessment.

Units

Design and Manufacture: Design

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps students develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing (

This Unit covers the processes of product design from design proposals to prototype. It allows students to gain skills in planning and making models and prototypes. It helps students to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows students to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

In both Units, students will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

Assessment

The external assessment of the Higher Design and Manufacture Course will consist of two Components:

Component 1 — Assignment 9 0 marks

Component 2 — Question Paper 80 marks 2 ½ Hours

ADVANCED HIGHER

The course is made up of three areas of study, a course assessment and a project.

Units

Product Analysis

Students will carry out an analysis of the performance and production of a product or suitable item, considering the design and record its functional requirements, operation and use. Students will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors. Alongside this, students will explore the materials, manufacturing techniques and assembly procedures.

Product Development

This unit allows students to critically explore and consider design and manufacturing aspects of a commercial product, identifying perceived improvements that might be made and hence create a design opportunity. Students may consider a range of modifications including the various requirements of clients, users, manufacturers, environmental audits, market response, technical, technological and material science advances, competition, user interface, aesthetics, form, and product detailing. In developing and presenting a proposal for improvement, students will engage in research and development activities. Students will use a variety of visualisation techniques throughout the Unit in modelling and presenting their ideas.

Product Evolution

The unit allows students to explore a product in terms of its development and evolution through a focused study. This is, for the most part, a reflective activity. Students will select a product and identify the key and critical stages of its development, considering the influences which have affected the design decisions taken and changes over time. These may include influences such as sociological, scientific and technical knowledge, materials development, environmentalism, sustainability, economic constraints, or advances in manufacturing technologies. The unit will require students to demonstrate skills in research and enquiry, using evidence, and foresight in suggesting future developments.

Assessment

Component 1 — extended project	150 marks
Component 2 — question paper	100 marks

GRAPHIC COMMUNICATION

We live in a society that places increasing demands on the need to communicate effectively. One of the main methods of communication that we use is the display of information graphically. The Graphic Communication courses aim to develop students' skills in presenting information using a range of methods from Formal Drawing, Computer Aided Drawing, and Presentation Drawings to Information Display.

HIGHER

Due to the complexity of the subject and its content it is recommended that students should undertake a National 5, GCSE or equivalent course before taking Higher if they have not previously studied the subject.

Higher Graphic Communication offers progression in the acquisition of knowledge and skills from GCSE Graphic Products / Product Design or National 5 Graphic Communication. The structure of the course reflects the use of graphics in business and industry. Manual and computer skills and their effective application will be developed through preliminary, production and promotional graphics.

The course studies formal drawing, both engineering and pictorial, using drawing boards and 2D and 3D computer-aided design/draughting packages. Students study the theory behind the application of formal and presentation drawings with regard to British Standards and the use of computer systems.

The course has two areas of assessment: a formal examination and a course assessment. The two modules listed below are run concurrently covering the themes of preliminary, production and promotional graphics. Individual aspects of each module are related to the other two modules as well as the Thematic Presentation itself. This provides the student with the skills required to complete the Thematic Presentation.

2D Graphic Communication

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

3D and Pictorial Graphic Communication

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

Across both units, learners will develop an understanding of how graphic communication as

an activity, and graphic technologies by their use, impact on our environment and society.

Assessment

The assessment is divided into two parts, a formal exam and a course assessment which is a folio based on a theme of work.

Examination paper	90marks 2½ hours
Course Assessment (Folio)	50 marks 8 hours

ADVANCED HIGHER

The course aims to allow students to develop both manual and computer graphic skills and understanding beyond those involved in Higher Graphic Communication. This will provide the students with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry as well as in the consumer environment. Experience will be gained in evaluating the effectiveness of visual communication that will enable the candidate to apply principles of composition in the production of a computer-based presentation.

Students undertaking this course will extend their knowledge and understanding of geometric constructions in the generation of orthographic drawings, 2-point measured perspective drawings, CAD, CAG and general visual literacy in an industrial and commercial context.

Technical Graphics

For this unit, learners will be required to provide evidence of:

- knowledge and understanding of the principles, processes, techniques, technologies, and audience requirements as they apply to technical graphics.
- skills in the evaluation of the use of technical graphics techniques used in satisfying audience requirements
- skills in the planning and production of technical graphics for intended audiences

Commercial and Visual Media Graphics

For this unit, learners will be required to provide evidence of:

- knowledge and understanding of the design principles, techniques, purpose and audience requirements as they apply to commercial and visual media graphics
- skills in the evaluation of the use of commercial and visual media graphic techniques used in satisfying audience requirements
- skills in the planning and production of commercial and visual media graphics for intended audiences

Assessment

Component 1 — project	120 marks
Component 2 — question paper	80 marks

COMPUTING SCIENCE

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.

HIGHER

The course is made up of four units and a course assessment.

Units

Software Design and Development

Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing and evaluating practical solutions and explaining how these programs work.

Computer Systems

Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

Database Design and Development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

Web Design and Development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript.

Assessment

The external assessment of Higher Computing Science is made up of two components:

Component 1: Question Paper	110 Marks
Component 2: Assignment	50 Marks



Faculty of Music



MUSIC

HIGHER

The course provides a broad practical experience of performing and creating music and develops related knowledge and understanding of music. Learners develop their skills and creative capabilities as musicians and gain the skills they need to perform and create music and to confidently discriminate between music concepts and styles.

Course

The course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music. Learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

The course consists of three mandatory units.

Music: Performing Skills: Externally assessed

Course assessment structure: performance

Performance — instrument 1 30 marks

Performance — instrument 2 30 marks

The performance allows candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

The performance can be solo and/or in a group setting. The overall performance programme must be a minimum of 12 minutes and must not exceed 13 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.

Candidates must perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate level of difficulty.

The performance has 60 marks out of a total of 130 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each instrument or voice is marked out of 30, and individual pieces of music are given a mark out of 10.

The number of pieces of music in the performance programme is variable, therefore scaling is used to determine the final mark for each instrument or voice. Marks are awarded, as appropriate, for:

- melodic accuracy and/or intonation
- rhythmic accuracy
- tempo and flow
- mood and character
- tone
- dynamics

Performance overview

The performance allows candidates to demonstrate their musical and technical skills in an

appropriately challenging context.

Music can, for example, be selected from current or past syllabuses (including graded anthologies) at the appropriate grade level (Grade 4 or above) from any of the following, or any other equivalent music organisation:

- Associated Board of the Royal Schools of Music (ABRSM)
- Trinity College
- Rockschoo
- London College of Music
- Royal Conservatoire of Scotland (RCS) Scottish Traditional Music Graded Exams

Music in the 12-minute performance programme must allow candidates to demonstrate sufficient levels of technical and musical skills. It must include complete pieces of music and be of an appropriate level of complexity and demand. However, carefully timed cuts to music may be required to keep within time requirements, and teachers or lecturers should ensure that the sections of music performed are appropriately challenging for Higher level.

Music: Composing Skills: Externally assessed.

Course assessment structure: assignment

Assignment 30 marks

The assignment allows candidates to explore and develop musical ideas to create music. It has two parts:

- composing one piece of music
- reviewing the composing process

The composed piece may be in any style or genre and must last a minimum of 1 minute and a maximum of 3 minutes and 30 seconds. Carefully timed cuts or fade-outs should be used to keep within the time limit and should be at the discretion of teachers or lecturers.

The assignment has 30 marks out of a total of 130 marks. This is scaled by SQA to represent 15% of the overall marks for the course assessment.

Marks are awarded for:

- composing music 20 marks
- composing review 10 marks

For composing music, candidates must:

- plan the assignment
- explore and develop musical ideas using at least four elements from melody, harmony, rhythm, structure and timbre, one of which must be harmony
- create one complete piece of music

For the composing review, candidates must:

- with reference to compositional methods used, provide a detailed account of the main decisions when exploring and developing their musical ideas
- identify strengths and/or areas which may be improved

Setting, conducting and marking the assignment

The assignment is set by centres within the following SQA guidelines:

Teachers or lecturers must agree the scope and focus of the assignment with the candidate and must allow personalisation and choice.

The assignment must:

- allow candidates to apply the knowledge and skills developed throughout the course to show understanding of compositional methods
- be a meaningful and appropriately challenging task which enables candidates to clearly demonstrate application of musical skills in a creative way
- allow candidates to demonstrate competence in creating and developing musical ideas and an understanding of harmony

The assignment is submitted to SQA for external marking. All marking is quality assured by SQA.

The following candidate evidence must be submitted:

- an audio recording
- a score or performance plan
- a composing review

The composing review can be presented in prose or bullet points and, as a guide, should be in the region of 200 to 350 words.

Understanding Music: Externally assessed

Course assessment structure: question paper

Question paper 40 marks

The question paper assesses candidates' knowledge and understanding of music concepts and music literacy.

Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles. A range of question types is used in the question paper. Candidates must answer all the questions. The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- aural perception and discrimination
- knowledge and understanding of music literacy and a range of music styles and concepts

The question paper has 40 marks out of a total of 130 marks. This is scaled by SQA to represent 35% of the overall marks for the course assessment.

Marks are awarded for:

- identifying and using concepts in a range of excerpts of music and styles
- applying musical literacy

Short-answer questions specifically examine concepts introduced at Higher level. In sequential listening questions or questions where candidates identify the prominent features of the music, concepts from all levels, up to and including Higher, are examined.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA and conducted in centres under conditions

specified for external examinations by SQA.
Candidates have 1 hour to complete the question paper.

ADVANCED HIGHER

The course develops the student's skills in performing, creating, understanding and analysing music. They will develop the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising composers' intentions, and develop their own composing skills in sophisticated and creative ways.

Advanced Higher Music performance: Externally assessed (contributes 50% to the course award)

In this unit, students will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

The programme of music must include a minimum of two contrasting pieces of music on each of the two different instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty (minimum standard Grade 5)

This performance will give students the opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to perform a prepared programme of musically and technically demanding music either solo and/or in a group setting
- the ability to perform an 18-minute programme on two different instruments, or one instrument and voice

Advanced Higher Music assignment: Externally assessed. (contributes 15% to the course award)

In this unit, students will:

- Compose one piece of music lasting between 1 minute minimum and a maximum of 4 minutes 30 seconds.
- Write a review of their composed piece, reflecting on the music and the impact of their creative choices and decisions.
- Choose a piece of music by a different composer and analyse the key features of the music with reference to the compositional methods and music concepts that have been used. Candidates should not analyse their own music in this part of the assignment.
- Open-book with reasonable assistance allowed.

Students must demonstrate

- Compositional techniques
- Show an understanding of musical concepts/language.

Advanced Higher Music question paper: Externally assessed question paper. (contributes 35% to the course award).

In this unit, through listening, students will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

Students will:

- understand and recognise musical terms and concepts,
- show a knowledge of the impact of social and cultural influences,
- demonstrate musical literacy and a knowledge of annotated symbols and signs.

Advanced Higher Music portfolio (portfolio candidates only)

- Candidates compose a minimum of two pieces minimum duration six minutes
- 30 marks (scaled to 25%)

Performance – instrument 1 (portfolio candidates only)

- Candidates must perform a minimum of two pieces on their chosen
- instrument/voice for a duration of six minutes minimum
- 30 marks (scaled 25%)



Faculty of Physical Education and Sport



PHYSICAL EDUCATION

We aim to give students the opportunity to study Physical Education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be improved.

These courses can make an important contribution to a balanced education and will assist students to meet entry requirements for higher education and vocational destinations.

HIGHER

Performance is the prime focus of the Higher course in Physical Education. Students are engaged in integrating knowledge to establish a broad conceptual base and a more thorough understanding of the full nature of performance.

Assessment

Component 1: Factors Impacting on Performance (50%)

Students analyse the mental, emotional, social and physical factors that impact on performance. They plan, experience, and understand a range of approaches for developing, monitoring and evaluating performance.

The Factors Impacting on Performance component will be externally assessed by written examination (2 hours 30 minutes).

There are three mandatory sections:

Section 1 focuses on the knowledge of mental, social, emotional and physical factors impacting on performance

Section 2 focuses on the students' experience of creating and implementing a Performance Development Plan

Section 3 is based on a scenario where the students use their knowledge to interpret and respond to text, images, or graphs.

Component 2: Performance (50%)

The students select **two activities** for their performance assessment.

Assessment for each equally weighted activity takes place during a single performance event.

Students will be expected to demonstrate:

- a broad and comprehensive repertoire of skills
- control and fluency of complex movement and performance skills
- effective decision making and problem solving
- using and applying established tactics and roles
- appropriate control of emotions during performance

ADVANCED HIGHER

The course aims to develop students' knowledge and understanding of factors that impact on quality performance. Students will aim to develop the techniques necessary for performing at Advanced Higher level - they are expected to be self-motivated and dedicated in their pursuit of improved physical performance.

Students will gather information on their performance in a chosen sport through a range of appropriate methods. Analysis of the results will lead to further research into a specific area of performance that the student wishes to develop. This research is used to inform, plan and carry out a performance development programme, which will be recorded, monitored and adapted throughout. The students are then required to re-assess their performance and analyse the outcome of their programme together with evaluating the overall effectiveness of the process involved. Future development needs are then considered in light of the holistic demands of the activity.

Assessment

The performance will take the form of a single, challenging and extended performance in one activity (30% - internally assessed and externally moderated).

The project (70%, externally marked) gives the students the opportunity to:

- carry out research into a topic impacting on performance
- understand and apply methods to develop performance
- analyse and evaluate the process of performance development

The findings will be presented in a report of between 4000 and 5000 words. This report will be completed throughout the session and will be externally assessed.

SPORTS STUDIES COURSE

The course will offer an opportunity for the Sixth Form students to develop self-confidence and take responsibility for planning, implementation and evaluation in a variety of situations. This will be achieved by working cooperatively with adults, peers and younger students. The students will become equipped with the skills required to contribute to the wider sporting life of the community. Recognised vocational qualifications will be gained.

Examples of possible components of the course are as follows:

Sports Leaders UK

Level 2 Award in Community Sports Leadership

The course aims to teach the skills of leadership through sport in the community. Students are encouraged to develop good skills of communication and organisation and to become responsible for leading safe, purposeful and enjoyable sporting and activities. Part of the course engages the students in 10 hours of voluntary sport leading in a chosen activity area.

The Royal Life Saving Society- National Pool Lifeguard Qualifications

The course aims to develop lifesaving skills that can be applied in a working environment. Students are encouraged to develop communication skills and be able to work well within a large dynamic team. After completing the course, the students will be assessed against the RLSS standards and if successful they will receive an official lifeguarding qualification.

Bikeability Scotland Instructor Training

Cycle Training Assistant

This course prepares the students to plan and deliver training sessions to younger students, including dynamic risk assessments of playground and on-road training locations.

Sports specific coaching and officiating awards

Examples include Level One Hockey Umpiring and the Hockey Leaders Course, delivered through East District Hockey and Scottish Hockey respectively.

PHYSICAL EDUCATION

CORE CURRICULUM

AIMS

- To engage students in regular activity
- To create enjoyment and a feeling of well-being
- To encourage an active lifestyle that will continue beyond school

All students in the Sixth Form participate in one double lesson of Physical Education each week. Students are invited to select a group of at least three activities from a wide choice of options.



Faculty of Support for Learning



SUPPORT FOR LEARNING LEARNING SUPPORT

By the time students reach the Sixth Form level, most no longer require input from learning support, but some, due to their subject options, still benefit from occasional sessions with a member of learning support staff.

Students who feel they would benefit from these sessions should contact learning support.

SUPPORT FOR LEARNING ESOL

Aims

- to help students achieve a high standard of English
- to support students on an individual or small group basis
- to support curriculum areas
- to prepare students for the appropriate University of Cambridge ESOL Examinations.

Students have access to excellent ESOL facilities. There is a library with graded reading texts and tapes/CDs/DVDs, as well as ESOL multi-media resources which are available for independent learning.

ESOL tuition supports curriculum lessons and the Head of ESOL liaises with all Heads of Departments and subject teachers to help students with particular concerns.

ESOL is available at all levels:

- Elementary
- Pre-Intermediate
- Intermediate
- Upper Intermediate
- Advanced

Students are assessed in speaking, listening, writing, reading and grammar before decisions are taken regarding the right ESOL level and most appropriate curriculum areas to be studied. It is important to join the group which works at the right level for each student.

At the start of each new academic session students have an interview with the Head of ESOL to ensure continuity of provision.

Assessment

Most ESOL classes lead to entry for The University of Cambridge ESOL examinations. These are English Language qualifications recognised by Universities worldwide:

- Key English Test (KET)
- Preliminary English Test (PET)
- First Certificate in English (FCE)
- Certificate in Advanced English (CAE)
- International English Language Testing System (IELTS)

Students are entered for the appropriate examination when they have reached the required level. After students reach First Certificate in English level they may join an IELTS course. It is deemed important for students to have ESOL lessons until they have received a 6.5 in IELTS in all skills.