



**ST GEORGE'S**  
EDINBURGH

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# **CURRICULUM & SUBJECT GUIDE**

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**SIXTH FORM**



**2023-2024**



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# 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. Please note that not all courses will necessarily run; this will be dependent upon

numbers choosing the course and construction of the timetable. We build this around student choices as far as we can.

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 and we  
hope you make  
the most of it!**

# CAREERS DEPARTMENT

## Careers

In the Sixth Form the Careers builds on sessions undertaken in Lower School, Upper 4 and Fifth Form by continuing with three main objectives. The objective of highest priority in the Sixth Form is to provide effective and appropriate individual guidance which enables the students to be aware of strengths and skills. It is, however, also important to ensure that a background of relevant careers education continues. Resources, digital and hard copy, are available to all students.

## Careers Education, Experience and Insights

In the summer term of Lower 6, a week-long Insights and Experience Programme takes place. This includes presentations, workshops and taster sessions on aspects of applications to university, college, apprenticeships and jobs, with a strong focus on skills desired by employers. Work experience placements can be undertaken and students are given guidance on how to secure placements, application processes and interviews. Sixth Form can attend Open Days as they arise, and students are advised to read descriptions of courses carefully. Some Sixth Form sessions explore aspects of Unifrog, a one-stop-shop where students can easily explore their interests, then find and successfully apply for their next best step after school. This platform gives guidance on specific degree and apprenticeship courses both in the UK and abroad, as well as advice on CV-building, strengths assessments and interviews.

## Work Experience

Work experience is undertaken in June by Lower 6 students, normally for a five day period. Students 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, and speakers from various universities.

## Careers Guidance

Individual guidance is available from the Head of Careers as well as many other staff. Students are able to make appointments to discuss appropriate application strategies and all students are given appointments when considering their Upper 6 choices. Students are also offered appointments with external careers' advisors at various points in the year. Some use these external sessions after examination results come out or for mock interviews. Some students may require interview practice (both in-person, group and online) and advice over a number of sessions, and some appointment times are also available with staff before just before the new school session begins.

## Careers Information

The Careers' Library in T5 is well-resourced for hard copies of materials such as reference books, prospectuses and course-specific guidance; however, students can access online guidance too. We direct students to appropriate sites such as UCAS, Unifrog and make use of others such as Sprinpod, Uptree, InvestIN for independent research, courses and opportunities. We have visits from colleges, universities and professionals throughout the year and career lunches. The most up-to-date offerings are collated in the online Careers' Newsletter which is sent to all students from Upper 4 - Upper 6 and parents and families.







# Art & Design

## What can you expect?

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 encourage students to become self-motivated, independent learners. There is an extensive reference library and regular visits are made to galleries, exhibitions, and art colleges.

## Higher

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.

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.

Higher Assessment	
<b>Question Paper: Art and Design Studies (Externally Set)</b>	<b>60 marks</b>
<b>Expressive Portfolio</b>	<b>100 marks</b>
<b>Design Portfolio</b>	<b>100 marks</b>

**Higher coursework is sent away to be marked externally. A fee is required should students wish to have work returned.**





## Advanced GCSE

### A Level Art and Design: Textiles Design

The A Level Textiles course remains a two-year course due to the nature of the large variety of media, materials and techniques students are required to work with and learn in the first year of the course.

### A Level Art and Design: Fine Art

A Level Art and Design can now be studied over one or two years, depending on individual students' requirements, and intended destinations.

We recommend that anyone intending on applying to Art, Design, or any creative course at College and University, opt for the two-year version of the specification due to the breadth and diversity of the work the extra time allows students to create. This also allows students to expand upon their college application portfolios, ensuring that they are highly desirable to admissions departments.

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

## A Level Assessment

<b>Personal Investigation Coursework</b>	<b>60%</b>
<b>Assignment (Externally Set)</b>	<b>40%</b>

***The A level assessments are 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.***

***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.***



# Biology

## What can you expect?

In an ever changing and diverse world, Biology studies life from a molecular level to a global level. Those studying Biology have an opportunity to deepen their understanding of the world around them and within them. Whether your interests lie on a cellular level or larger, Biology leads to the possibility of a career that can positively contribute to the world and all living things. What could be more important?

With such a wide variety of topics there are many opportunities to work collaboratively and increase scientific literacy through engaging discussions around topical issues e.g., food security, gene editing, vaccine design, sustainable agricultural processes. As well as extending core knowledge, students develop investigative, problem-solving skills and creativity through experimentation, case studies and research activities.

## 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

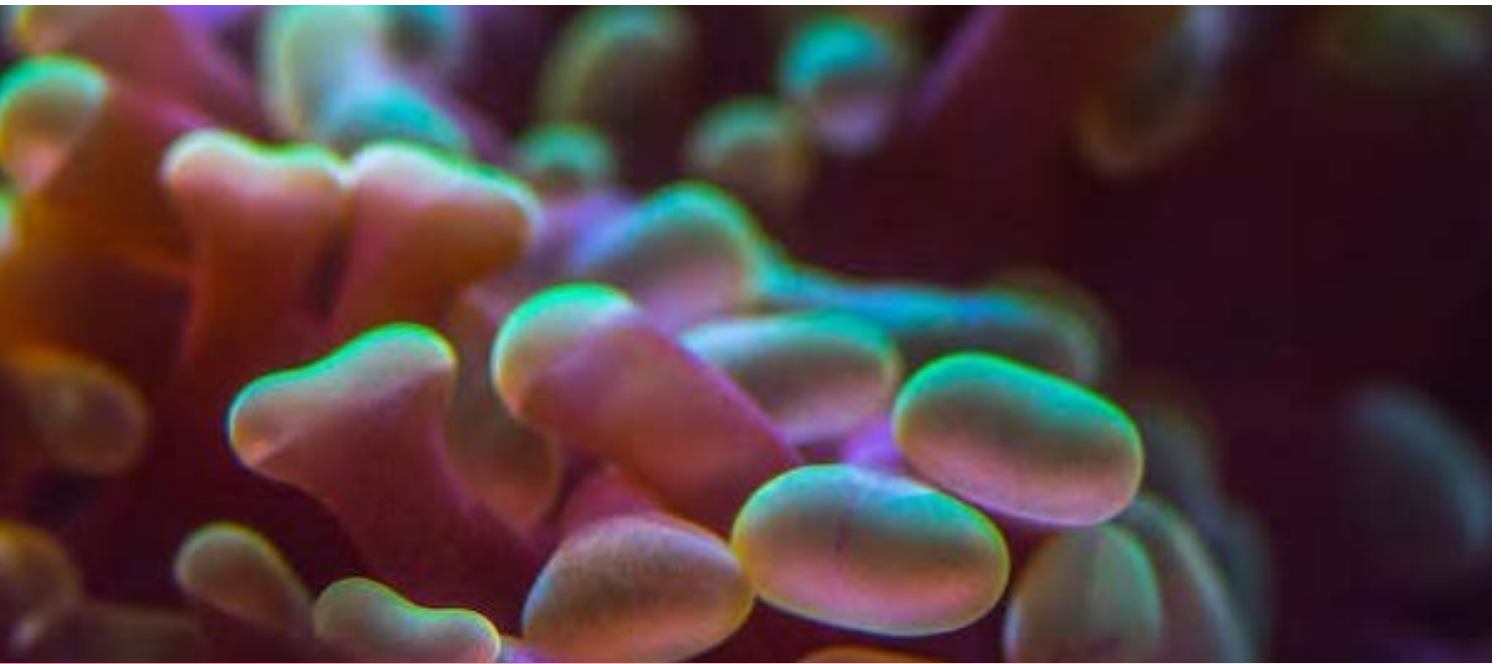
lead to Higher Biology in Upper 6. The course is accessible to students who have not studied Biology to GCSE or equivalent.

The course has three units which cover Cell Biology, Multicellular Organisms, and Life on Earth. There is also a practical assignment.

## National 5 Assessment

**Examination  
(2 hr 30min)**

**Multiple choice, short  
response and extended  
response (100% )**



## 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:

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence

PLUS a practical assignment.

### Higher Assessment

<b>Two Examinations (80%)</b>	<b>Multiple-choice (40 minutes)</b>
	<b>Short response and extended response (2 hr 20 min)</b>
<b>Practical Assignment (20%)</b>	<b>Externally Marked</b>

## 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:

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

PLUS a practical assignment.

### Advanced Higher Assessment

<b>Examination (3hr)- 75%</b>	<b>Multiple choice, short response and extended response</b>
<b>Practical Assignment (25%)</b>	<b>Externally Marked</b>





# Business Education

## What can you expect?

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 emphasises the increasing role that information technology plays in business activity.

There are five areas of study: understanding business, management of marketing, management of operations, management of people and management of finance. Business Management National 5 will provide progression to Higher Business Management.

### National 5 Assessment

<b>Assignment</b>	<b>30 marks</b>
<b>Examination Paper</b>	<b>90 marks</b>

## 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, management of marketing, management of operations, management of people and management of finance.

### Higher Assessment

<b>Assignment: Research Report</b>	<b>30 marks</b>
<b>External Examination Paper (2 hr 45 min)</b>	<b>90 marks</b>



# ST GEORGE'S ENTERPRISE CENTRE

## Advanced Higher Business Management

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.

The course has three areas of study:

### 1. 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.

### 2. 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.

### 3. Evaluating business information:

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

## Advanced Higher Assessment

<b>External Examination Paper (2 hr 45 min)</b>	<b>80 marks</b>
<b>Assignment: Research Report</b>	<b>40 marks</b>



# Classics

## What can you expect?

In Classical Studies, you will develop an in-depth understanding of ancient Greek and Roman society. You will also explore ways in which the culture of ancient Greece and Rome continues to have an impact on modern life. By discussing works of Greek and Latin literature (in English translation) and analysing surviving source material you will learn about key aspects of ancient society, including issues of gender, enslavement, citizenship, democracy, morality and religious belief. Studying Classics will help you make sense of the past and give you deeper insight into complex issues that still preoccupy us today.

## Higher Classical Studies

There are three units of study and a written assignment.

- Life in Classical Greece: focusing on life in 5th BCE Athens
- Classical Literature: discussing key themes in ancient epic and drama, such as heroism, conflict and gender.
- Life in the Roman world: focusing on the period from 100 BCE to 100 CE.

- Assignment: You will choose a Classical issue to investigate and write up your findings under supervised conditions.

All materials are in English translation and no prior knowledge of the ancient world is needed.

Higher Assessment	
<b>Paper 1: Classical Literature</b>	<b>30 marks</b> <b>Externally assessed</b>
<b>Paper 2: Classical Society</b>	<b>50 marks</b> <b>Externally assessed</b>
<b>Written Assignment</b>	<b>30 marks</b> <b>Externally assessed</b>

## Next steps

Having a Classical Studies qualification indicates to universities or employers that you are your own person, who does not simply follow the herd. You like to look at issues from a different angle and are comfortable dealing with big ideas and difficult concepts.





## Advanced Higher Classical Studies

This is an opportunity for you to explore the Classical world in greater depth and to gain experience in the skills of referencing and citation that are essential at university. You will be expected to show more autonomy in your learning and to undertake independent work.

The course has two components -

### 1. Social Aspects of the Classical World:

Text and evidence-based study of classical Greek and Roman society and culture, with particular focus on classical literature

### 2. Project- dissertation:

A research project investigating a complex Classical issue. You choose your own research topic and write up your findings in a dissertation of approximately 4000 words.

## Next steps

Learning Latin promotes logical thought and fluent expression, making it invaluable whether you are intending to study for a degree in the arts or the sciences. While Latin leads naturally to further study in Classics and Classical languages, it is also relevant to those applying for courses in English, history, modern languages, law, medicine and the sciences.

## Outside the Classroom

We regularly organise educational trips to Greece and Rome designed to enrich your understanding and experience of the Classical world. Closer to home, you will have opportunities to attend lectures by respected writers and academics and to take part in competitions that will stretch your abilities further than you thought possible!

## Advanced Higher Assessment

<b>Examination (3 hr)</b>	<b>100 marks Externally Assessed</b>
<b>Dissertation</b>	<b>50 marks Externally assessed</b>



# Chemistry

## What can you expect?

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. The course is also designed 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:

- 1. 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.
- 2. Nature's chemistry.** In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.
- 3. Chemistry in society.** In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

## National 5 Assessment

**Examination  
(75%)**

**Multiple choice,  
short response and  
extended response**

**Practical  
Assignment (25%)**

**Externally Marked**



## 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.

- 1. Chemical changes and structure.** The topics covered are: periodicity, structure and bonding and oxidising and reducing agents.
- 2. 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
- 3. Chemistry in society.** The topics covered are: getting the most from reactants, controlling the rate, chemical energy, equilibria and chemical analysis

## 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:

1. Electronic Structure and the Periodic Table
2. Principles of Chemical Reactions
3. Organic Chemistry
4. Chemical Investigation (Practical Assignment)

### Higher Assessment

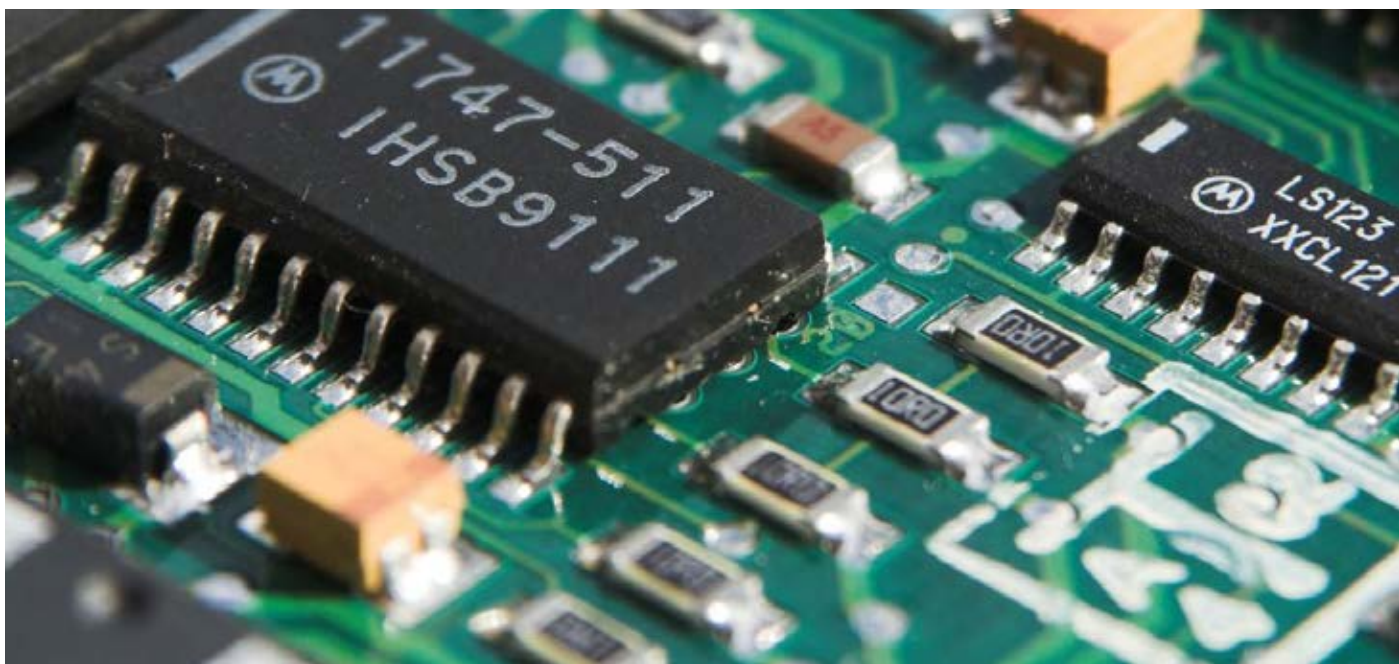
<b>Two Examinations (80%)</b>	<b>Multiple-choice (40 minutes)</b>
	<b>Extended response (2 hr 20 min)</b>
<b>Practical Assignment (20%)</b>	<b>Externally Marked</b>

### Advanced Higher Assessment

<b>Examination (75%)</b>	<b>Multiple choice, short response and extended response</b>
<b>Practical Assignment (25%)</b>	<b>Externally Marked</b>







# Computing Science

## What can you expect?

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:

### 1. Software Design and Development:

Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development.

### 2. 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.

### 3. 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.

Higher Assessment	
Question Paper (2 hr)	80 marks
Project	40 marks





# Design and Manufacture

## What can you expect?

The Design and Manufacture course at Higher and leading to Advanced Higher is suitable for candidates attracted by the creative and practical activities required to design and manufacture commercial products. It allows candidates to be innovative and resourceful when exploring and resolving problems. The course provides a foundation for those considering further study or a career in architecture design, manufacturing, engineering, science, marketing, and related disciplines. The course also offers a complementary practical experience for those studying subjects in the technologies and expressive arts.

## Higher

The course has two areas of study:

### 1. Design:

Candidates study the design process from brief to design proposal. This helps them to develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution.

### 2. Manufacture:

Candidates study the manufacture of commercial products. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production.

Candidates will produce a 12 page portfolio that includes their research and specification, design ideas, design development and final designs. Candidates also create a physical model of their design.

Higher Assessment	
<b>Question Paper (2 hr 15 min)</b>	<b>80 marks</b>
<b>Assignment (Externally Assessed)</b>	<b>90 marks</b>





## Advanced Higher

The course builds on the skills, knowledge and understanding developed at Higher, but at a far greater depth and candidates are expected to do more independent study.

The course has two areas of study:

### 1. Design:

Candidates study the evolution of products, the design of products and the design process. Candidates enhance their understanding of the iterative nature of the design process by using the design, make and test process to reach a viable solution.

### 2. Manufacture:

Candidates study the manufacture of commercial products. By combining the study of design with the study of manufacturing, candidates also develop a better understanding of the impact design and manufacturing technologies have on society, the environment and the workforce.

All theoretical aspects of the course are assessed in the Question Paper including Product Evolution, and Product Analysis as well as the aspects covered in the Higher course.

## Advanced Higher Assessment

**Question Paper  
(2 hr 15 min)**

**80 marks**

**Assignment  
(Externally Assessed)**

**120 marks**



# Drama

## What can you expect?

The aim of Drama at Sixth Form level is to help students to gain a deeper understanding of the theory and practice of drama and the theatre and to allow them to further develop their chosen field of acting, directing or design. Core skills including leadership, presentation and communication are developed to help students prepare for further education and the world of work. Regular theatre trips and workshops will enrich their knowledge and understanding of theatre.

## Higher

The Higher Drama course builds on the practical and written skills acquired in Fifth Form. Students get the opportunity to focus on their preferred role as actor, director or designer and begin to hone and perfect their skills in this area. Students work towards a practical exam in their chosen field.

For the examination paper, students give a written response based on their practical exploration of a chosen set text and a piece of live theatre. Students will develop skills in textual analysis; analysing and reflecting on the themes, issues and social, political context of a play. Students will explore how to lift a play from the page onto the stage, taking on roles

as actors, directors and designers to realise their own interpretation of the play. Students will further develop their evaluation skills by dissecting a piece of live theatre, considering the directorial decisions made.

***The course is based on a practical presentation to a visiting examiner and a written examination.***

Higher Assessment	
Paper (40%)	Theatre in Production: Text in Context
	Theatre production: Application
	Performance Analysis
Performance (60%)	Preparation for Performance
	Performance in the chosen role of acting, directing or design



## Advanced Higher

The Advanced Higher Drama course builds on the practical and written skills acquired in Higher Drama. Students delve deeper into the theory and practice of their chosen role as actor, director or designer, developing their practical skills at a more elite level. Students work towards a practical exam in their chosen field.

The written aspect of the course consists of two pieces of work; an assignment that is an extended response completed after a period of research and preparation, and a project dissertation that is an ongoing piece of coursework. Students reflect on the work of theatre practitioners who have shaped theatre today and consider how drama can be used to explore issues in society. Independent study and research are at the core of the Advanced Higher Drama course, preparing students for the next step in their education.

Advanced Higher Assessment	
<b>Project-dissertation (30%)</b>	<b>Project-dissertation</b>
<b>Assignment (20%)</b>	<b>Assignment</b>
<b>Performance (50%)</b>	<b>Performance in the chosen role of acting, directing or design</b>





# Economics

## What can you expect?

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:

- 1. Economics of the market:**  
Candidates develop their understanding of how to analyse the basic economic problem.
- 2. UK economic activity:**  
Candidates develop their understanding of how to analyse government income and expenditure.
- 3. Global economic activity:**  
Candidates explore global trade and its importance to the UK economy.

## Advanced Higher

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. 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.

Study at this 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 and accountancy. 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, National and global economic issues, and Researching an economic issue.

### Higher Assessment

<b>External Examination Paper</b>	<b>90 marks</b>
<b>Assignment: Research Report</b>	<b>30 marks</b>

### Advanced Higher Assessment

<b>External Examination Paper</b>	<b>90 marks</b>
<b>Assignment: Research Report</b>	<b>30 marks</b>





# English

## What can you expect?

Studying English at Sixth Form level provides students with the exciting opportunity to develop their understanding, analysis and evaluation skills. At their core, all Sixth Form courses are based on the study of prose, poetry and drama texts, which challenge students to make critical judgements, whilst exposing them to a range of engaging literature. Students also have the opportunity to express themselves creatively, developing their ability to write for different purposes and craft their writing for effect.

## Higher

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

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.

Over the course, students will study a variety of genres of writing, learning to understand, analyse and evaluate texts. They will develop their close reading and textual analysis skills and are taught how to plan, write and improve critical essays on the literature they have studied. Students will also complete a Writing Portfolio that consists of two pieces: one broadly creative, and the other broadly discursive; the topics are of their own choosing, and it is marked externally by the exam board.

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

Higher Assessment	
<b>Paper 1: Reading for Analysis and Evaluation</b> (1 hour 30 min)	<b>30%</b> (30 marks)
<b>Paper 2: Critical Reading</b> (1 hour 30 min)	<b>40%</b> (40 marks)
<b>Portfolio: Writing</b>	<b>30%</b> (30 marks)





## Advanced Higher

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. Through the course, students strengthen their independent textual analysis skills, studying the ways in which form, structure and language express meaning, learning to evaluate texts and communicate clearly their own informed opinions and judgements. In addition, they study inspiring and challenging literary texts in preparation for the Literary Study examination.

As part of the course, students are required to produce a Portfolio of creative writing, which consists of 2 pieces written for different purposes; this is a wonderful opportunity for students to express themselves in their chosen genres.

Every student is also required to produce a dissertation of 2500-3500 words; this project is based on literature of the student's choosing, and they also get to decide the focus of the study.

## Advanced Higher Assessment

<b>Paper 1: Literary Study (1 hour 30 min)</b>	<b>20% (20 marks)</b>
<b>Paper 2: Textual Analysis (1 hour 30 min)</b>	<b>20% (20 marks)</b>
<b>Portfolio: Writing</b>	<b>30% (30 marks)</b>
<b>Project: Dissertation</b>	<b>30% (30 marks)</b>



# Extended Project Qualification

## Extended Project Qualifications (EPQ)

The EPQ is available for selected students. **It is designed for students who wish to develop academic or practical skills that are relevant to their future studies/career choices.** Being awarded an EPQ can help students being accepted into their desired University courses.

Students will develop a range of research and project management skills, along with relevant IT skills, while completing a personal project. The project takes the form of either a 5000-word essay, or an artefact (plus a 1000 word report). Artefacts include, but are not limited to creating a piece of artwork, music, or film; organising an event; writing a piece of literature; designing or making a scientific experiment, designing and developing a recipe or food item. There is considerable flexibility in the topic chosen for the project, and it provides an ideal opportunity for girls to develop an academic interest that does not fall within the curriculum of other Sixth Form courses. The project will run through Lower 6 and be completed during Upper 6.

This may lead to the EPQ awarded by SQA which is equivalent to half an A Level (28 UCAS points).

EPQ Assessment	
Managing the Project	20%
Using Resources	20%
Develop and Realise	40%
Review	20%



# Food Culture and Cuisine

## Extended Project Qualification (EPQ)

This one-year project-based course could encompass diet, health, practical cookery, sustainability, kitchen design or any other aspect of Food Culture and Cuisine that interests you.

There are so many fascinating issues relating to food culture. These include topics such as food trends, food sustainability, the history of food, the development of the interior design of the kitchen, nutrition, online wellness trends and much more! If you are interested in any of these topics or have some food-related ideas of your own, then come and join us in Food Technology for a one-year EPQ which gives you the opportunity to research all things Epicurean (the love of food).

## Assessment

The EPQ would involve the production of an artefact (this could be a food dish, menu, webpage, video presentation) along with a 1000-word report.

The assessment includes the completion of a Production Log, an Assessment Record and Project Report. Each student will also give a presentation of their project findings. There are four assessment objectives with the weightings as shown in the table.

EPQ Assessment	
Managing the Project	20%
Using Resources	20%
Develop and Realise	40%
Review	20%





# Geography

## What can you expect?

Geography is the subject which holds the key to our future. It plays a crucial role in understanding our ever-changing world.

A global pandemic, climate change, racial inequality and geopolitics are just a few of the issues facing our world – and all of them are inherently geographical.

Geography has never been more relevant as a subject to study and it has never been more important.

## 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.

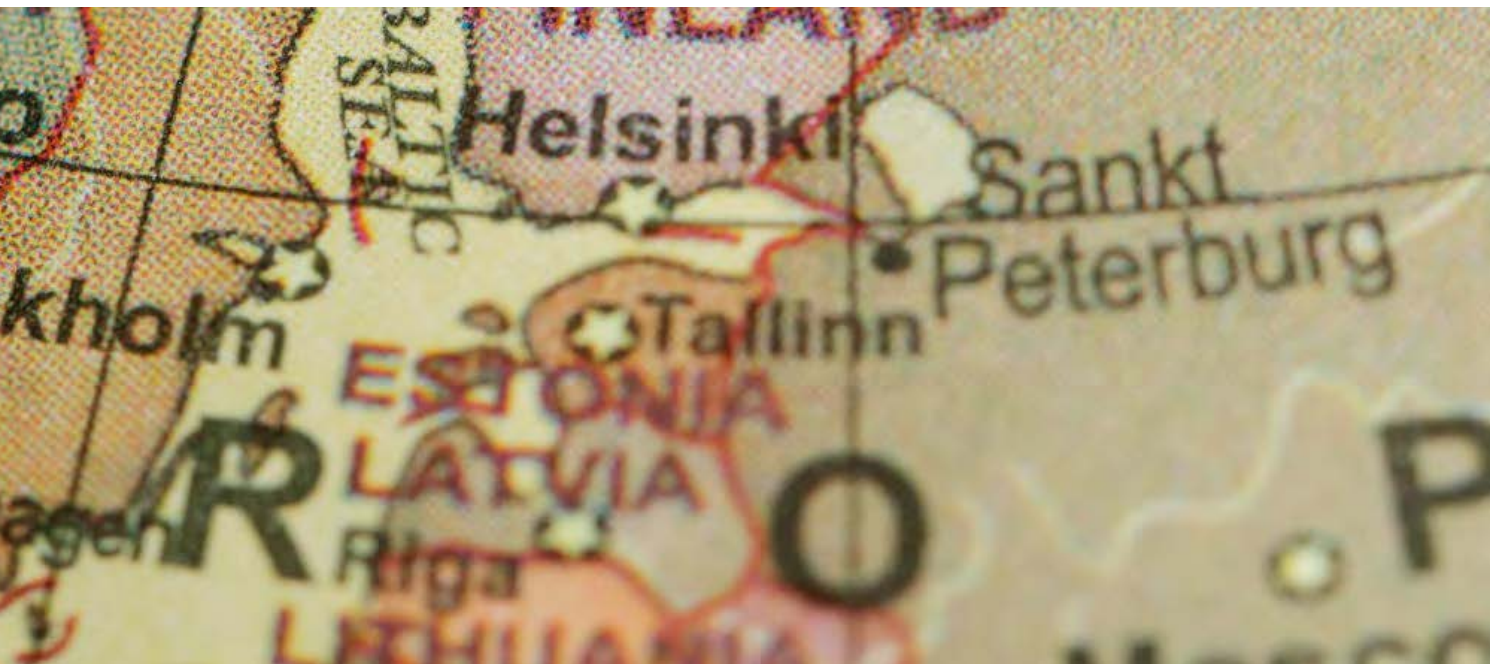
There are three units which encompass human and physical topics and integrate geographical methods and techniques:

- 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

In addition, students will be required to undertake fieldwork to demonstrate their geographical skills within the context of a topic or issue as an Assignment.

Higher Assessment	
<b>Paper 1: Physical and Human Environments</b> (1 hr 50 min)	<b>100 marks</b> (46%)
<b>Paper 2: Global Issues and Geographical Skills</b> (1 hr 10 min)	<b>60 marks</b> (27%)
<b>Written Assignment</b> (1 hr 30 min)	<b>30 marks</b> (27%)



## Advanced Higher

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.

### Advanced Higher Assessment

<b>Examination</b> <b>(2hr 30 min) 33%</b>	<b>50 marks</b>
<b>Portfolio 66%</b>	<b>Geographical Study</b> <b>60 marks</b>
	<b>Geographical Issue</b> <b>40 marks</b>

### TOP ELEVATION



PMMA = Acrylic  
PC = Polycarbonate

Each box with will be in the same colour. as their according row of percentages.

\* Might not be potentially attractive enough for younger boarders.

↳ need more element of entertainment.

Button

PP = Polypropylene

PET = Polyethylene Terephthalate

PVC = Polyvinyl chloride

ABS = Acrylonitrile Butadiene Styrene.

X might not fit the criteria of it being multi-purpose.



# Graphic Communication

## What can you expect?

The course enhances candidates' graphic awareness and skills in interpreting and creating visual communication. It blends creativity with adherence to standards and protocols, providing practical and experiential opportunities to develop candidates' visual literacy. Candidates learn to use Computer Aided Design (CAD) and Desktop Publishing Software (DTP) along with traditional technical drawing skills.

Over the course candidates develop:

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

## Higher

The course develops skills in two main areas — 2D, and 3D and pictorial graphic communication. Candidates apply these skills to produce graphics with visual impact that communicate information effectively.

### 1. 2D graphic communication:

Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques.

### 2. 3D and pictorial graphic communication:

Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques.

## Higher Assessment

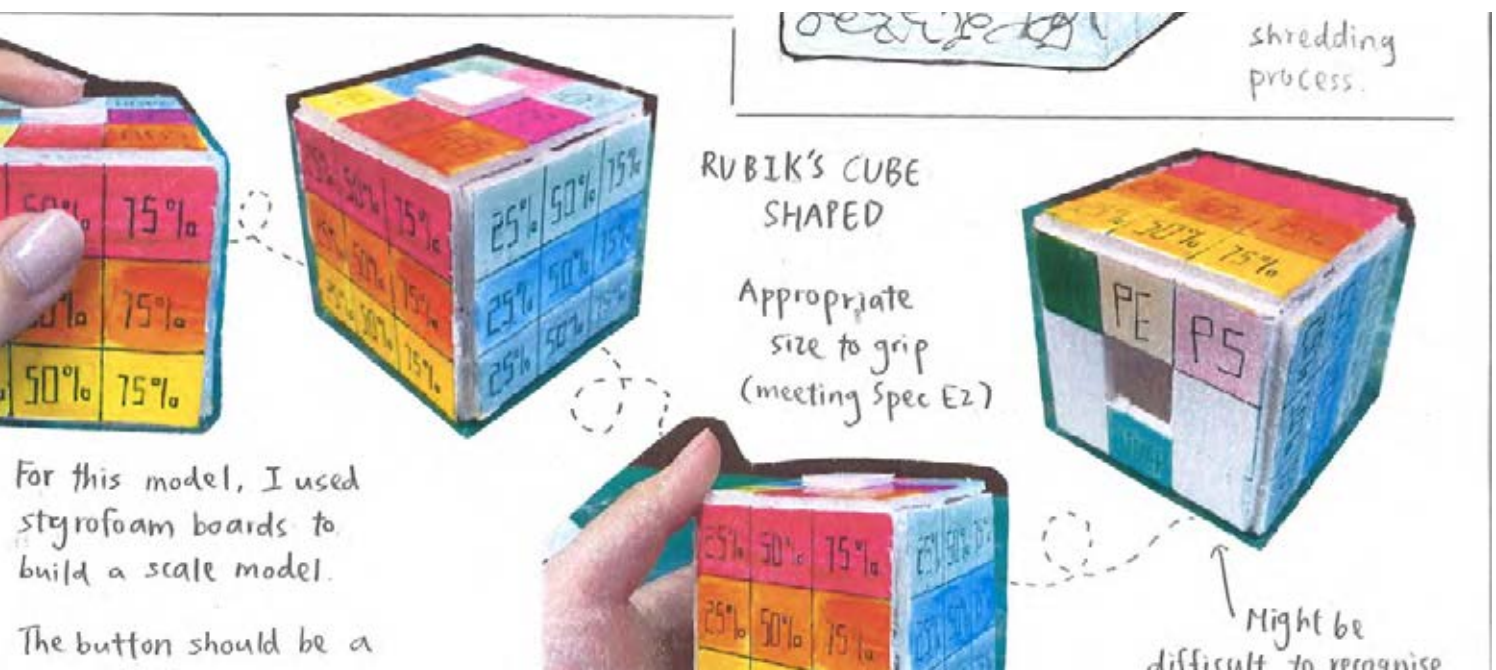
**Question Paper**  
(2 hr 50 min)

**90 marks**

**Assignment**  
(Externally Set)

**50 marks**





## 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, CAD, CAG and general visual literacy in an industrial and commercial context. Drawings for computer aided manufacture, finite element analysis and computational fluid dynamics as well as high quality Desktop publishing material.

### 1. Technical Graphics:

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

2. **Commercial and Visual Media Graphics:** 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 and in the planning and production of commercial and visual media graphics for intended audiences.

## Higher Assessment

<b>Question Paper</b> (2 hr 30 min)	<b>90 marks</b>
<b>Project</b>	<b>90 marks</b>

**The project has no time limit, but candidates produce a portfolio that cannot exceed 20 pages of A3. The project assesses candidates' practical application of knowledge and skills from across the course.**



# History

## What can you expect?

History is a constantly evolving narrative that is shaped by the perspectives and interpretations of later generations. (Mary Warnock) As a student of History in the Sixth Form you will be encouraged to think sensitively but critically about evidence and to use it to make your own informed judgements about the past. You will develop skills in presenting your ideas in a nuanced and persuasive manner.

## Higher

Students taking the Higher History course will focus on 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. Students will become confident in interpreting and evaluating a range of primary and secondary source material. They will

also acquire skills in historical analysis, using detailed information to address and explain historical issues in extended writing. They will demonstrate these skills in a personal piece of research on an area of their choice related to the taught content of the course.

The course includes the following units of study:

- 1. Scottish:** Migration and Empire 1830-1939
- 2. British:** Britain and Ireland 1900-1985
- 3. European and World:** The French Revolution to 1799

## Higher Assessment

<b>Assignment</b>	<b>30 marks</b>
<b>Examinations (2 papers)</b>	<b>80 marks</b>



## Advanced Higher

Students will choose one of the two options offered. Students 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.

Students 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.

### 1. Course Option: 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.

### 2. Course Option: 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.

## Advanced Higher Assessment

**Dissertation**

**50 marks**

**Examination**

**90 marks**





# Latin

## Higher Latin

Studying Latin at this level is challenging, entertaining and incredibly valuable. It will develop your skills of critical analysis, expand your cultural horizons and give you deeper insight into modern languages and literature, including English. By reading a varied selection of original texts in Latin you will build up your knowledge of the language and engage directly with some of the best and most influential literature ever written.

The course has two units:

### 1. Translating:

You will develop the language skills needed to translate Latin into fluent English.

### 2. Literary Appreciation:

You will read extracts in Latin and English by Roman writers, such as Cicero and Virgil. You will learn how to interpret these texts in their historical context and explore their cultural legacy in the modern world.

## Higher Assessment

<b>Paper 1: Literary Appreciation</b>	<b>80 marks</b> <b>Externally Assessed</b>
<b>Paper 2: Translating</b>	<b>50 marks</b> <b>Externally assessed</b>

## Advanced Higher Latin

The course gives you an opportunity to explore Latin language and literature in greater depth and to experience the study of Latin at a more academic level. You will be expected to demonstrate more autonomy in your learning, through research and extended writing.

The course has of three components:

### 1. Literary Appreciation:

Studying texts in Latin and translated in English, focusing on either love poetry or letter writing. You will develop an in-depth understanding of this aspect of Latin literature and its historical and cultural context.

### 2. Translating:

You will expand your knowledge and develop the skills needed to translate unseen passages of original Latin into fluent English.

### 3. Project-dissertation:

An independent project on a Latin topic of your choice, which introduces you to the skills of research, referencing and citation that are essential at university. Your completed dissertation should be 4000 words long.

## Advanced Higher Assessment

<b>Paper 1: Literary Appreciation</b>	<b>60 marks</b> <b>Externally Assessed</b>
<b>Paper 2: Translating</b>	<b>60 marks</b> <b>Externally Assessed</b>
<b>Dissertation</b>	<b>60 marks</b> <b>Externally Assessed</b>

## 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.





# Mathematics

## What can you expect?

Mathematics has its place in many industries and subjects; it impacts real-world problems as well as solutions to those problems. Whether students choose a specialism within Mathematics or use the knowledge gained in Mathematics in another subject, the understanding of the world they develop can help them succeed in their chosen path.

## 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.

## Higher Assessment

<b>Non-calculator Paper (1 hr 15 min)</b>	<b>55 marks</b>
<b>Calculator Paper (1 hour 30 min)</b>	<b>65 marks</b>

## 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. In algebra, students are introduced to complex numbers and matrices.

## Advanced Higher Assessment

<b>Non-calculator Paper (1 hr)</b>	<b>35 marks</b>
<b>Calculator Paper (2 hr 30 min)</b>	<b>65 marks</b>





## 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 Mathematics of Mechanics Assessment

<b>Paper (2 hr 50 min)</b>	<b>90 marks (100%)</b>
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## 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.

### Advanced Higher Statistics Assessment

<b>Paper 1 (1 hr)</b>	<b>30 marks</b>
<b>Paper 2 (2 hr 30 min)</b>	<b>80 marks</b>

# Modern Languages

## French, German, Spanish, Chinese

### What can you expect?

Studying a language at Higher or Advanced Higher level will not only give students improved comprehension and communication skills, but also a better understanding of cultural and linguistic difference and perspectives. The four contexts of Society, Learning, Employability and Culture provide the backdrop for exploring current and stimulating topics, as well as giving students highly desirable skills for the world of work.

### Higher

The one-year Higher course (in **French, German, Spanish or Chinese**) develops the skills of Reading, Writing, Speaking and Listening already acquired at GCSE, National 5, or equivalent. It expands the students' cultural awareness, comprehension and expressive ability in the language, as well as securing their grasp of grammar and structures. A wide range of authentic materials is used - newspapers, magazines, poems, video, film and audio - to motivate and enhance their enjoyment of learning a language. Students are also supported by the foreign language assistants in separate, weekly classes.

Higher Assessment	
<b>Paper 1</b> (2 hr) 25%	<b>Reading (30 marks)</b>
	<b>Directed Writing (15 marks)</b>
<b>Paper 2</b> (30 min) 25%	<b>Listening (30 marks)</b>
<b>Assignment Writing 25%</b>	<b>Coursework (15 marks)</b>
<b>Talking (10 min) 25%</b>	<b>Internally Assessed (30 marks)</b>



## Advanced Higher

Advanced Higher is the natural one-year development of the 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. In the Language unit students explore topics at a deeper level and gain a broader awareness of current social issues. The Portfolio centres on the study and analysis of literary texts, media, or language in work with accompanying written material. Students benefit from a full one-to-one session with the language assistant, every week.

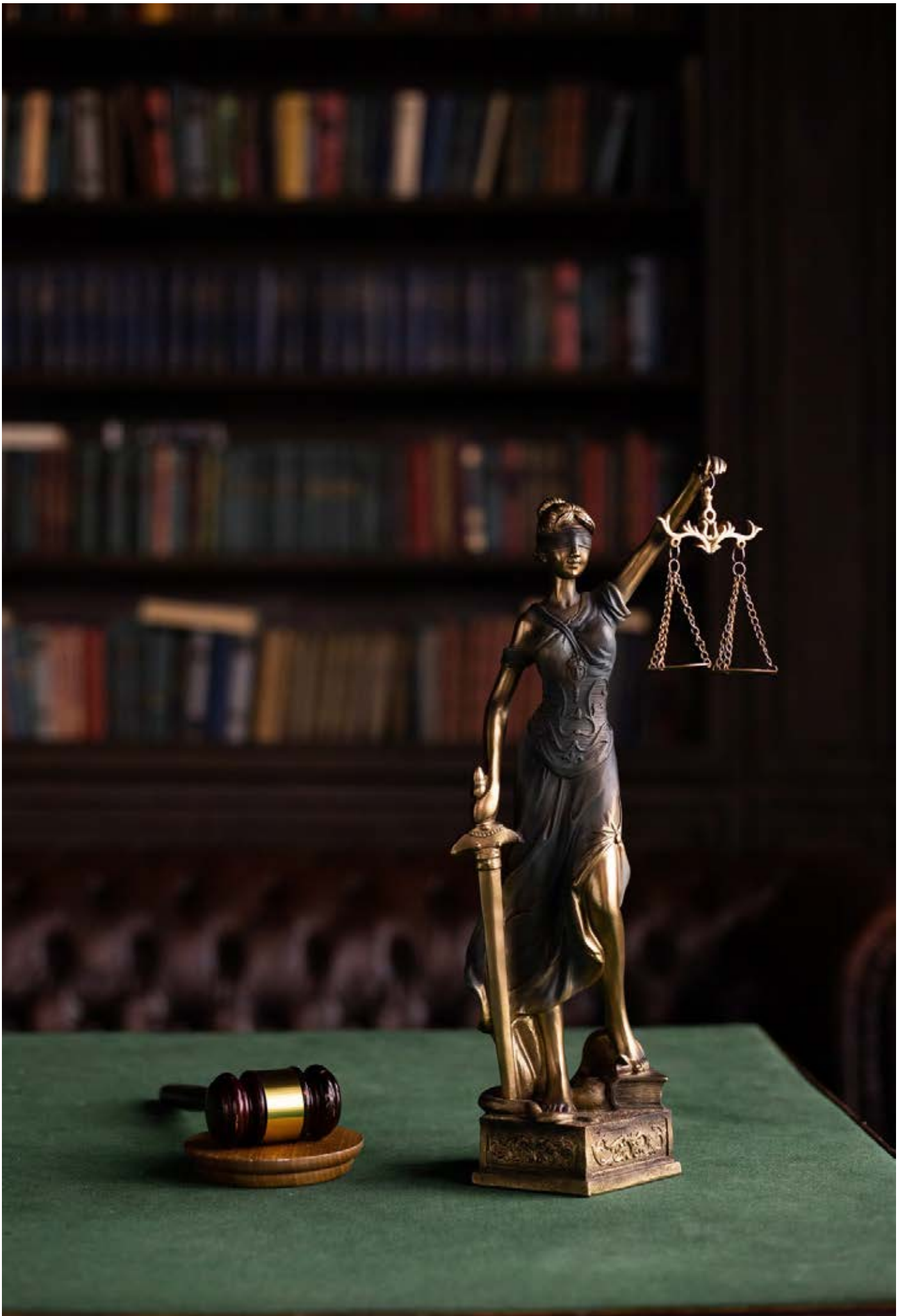
## Advanced Higher Assessment

Continued formative assessment takes place throughout the year with feedback on all four skills to aid the progression of each student. There are four externally assessed sections of the course. The Portfolio requires a Specialist Study to be undertaken by the students who will then produce a critical or discursive essay, in English, reflecting their relevant research and analysis of the topic.

Advanced Higher Assessment	
<b>Paper 1: Reading and Translation (1 hour 30 min)</b>	<b>50 marks (25%)</b>
<b>* Paper 2 70 marks total (1 hour 20 min)</b>	<b>Listening (15%)</b>
	<b>Discursive Writing (20%)</b>
<b>Portfolio: Essay</b>	<b>30 marks (15%) Externally assessed coursework</b>
<b>Talking (20 min)</b>	<b>50 marks (25%)</b>

**\* Chinese Paper is 1hr 45min**







# Modern Studies

## What can you expect?

Modern Studies will equip you with the skills and knowledge you need to navigate the complex issues facing the world and to allow you take an active role as a citizen in a democratic society. Your studies in this interdisciplinary field will include topics related to politics, economics, sociology and international relations. You will develop skills in the critical evaluation of evidence and in presenting informed but persuasive argument.

## National 5

National 5 Modern Studies includes a study of the UK political system and the role of the Scottish government in this context. Issues which create wealth and health inequalities will be examined, together with government responses. The course also includes a contrasting study of a G20 country. Students will get the opportunity to research an issue of their choice in depth and to present their findings in an assignment which will contribute to their award for the course.

### National 5 Assessment

<b>Assignment</b>	<b>20 marks</b>
<b>Examination</b>	<b>80 marks</b>

## Higher

Higher Modern Studies builds students' understanding of the operations and work of the Scottish and UK governments in tackling complex social and political issues such as wealth and health inequalities. This work is

complemented with a comparative study of the United States of America. Students will get the opportunity to research an issue of their choice in depth and to present their findings in an assignment which will contribute to their award for the course.

### Higher Assessment

<b>Assignment</b>	<b>30 marks</b>
<b>Examinations (2 papers)</b>	<b>80 marks</b>

## Advanced Higher

At Advanced Higher, students explore perceptions about crime, looking at the theories behind criminal behaviour and their applicability in a range of UK and international contexts and on the impact of crime on victims, perpetrators and wider society. They also examine theories of punishment and consider the effectiveness of criminal justice responses to crime in reducing re-offending. The course includes a study of social science research methods and students apply these skills to engage in their own piece of research in an area of interest related to the course.

### Advanced Higher Assessment

<b>Dissertation</b>	<b>50 marks</b>
<b>Examination</b>	<b>90 marks</b>



# Music

## What can you expect?

Studying music can have fantastic positive impacts in increasing creativity, improving memory, discipline and mental capacity and enhancing social skills and the ability to collaborate with others.

Music offers a wide range of career options available to them both inside and outside the industry, including performer, teacher, administrator, songwriter, promoter, music publisher, producer and more. The range of roles can seem endless!

## Music Higher

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**.

### 1. Music: Performing Skills: Externally assessed

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

voice. The performance (approximately 10 minutes) can be solo and/or in a group setting.

### 2. Music: Composing Skills: Externally assessed

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

- Composing one piece of music (any style or genre)
- Reviewing the composing process

### 3. Understanding Music

Candidates demonstrate their conceptual knowledge and understanding of music by responding to short answer 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.

## Music Higher Assessment

Question Paper	35%
Assignment	15%
Performance (Instrument 1)	25%
Performance (Instrument 2)	25%





## Music Technology Higher

The Higher Music Technology is open to anyone who enjoys an active approach to music listening. Music is a great hobby, and those that are tech lovers find that music technology lessons combine an interest in the latest audio technology with a love of music to create the perfect blend.

The Higher Music Technology course covers topics relating to music production that are relevant to the 20th and 21st century. Candidates develop skills that cover a range of music technology and musical concepts.

The course aims to enable candidates to:

- Develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- Develop an understanding of aspects of the music industry
- Develop skills in the use of music technology hardware and software to capture and manipulate audio
- Use music technology creatively in sound production in a range of contexts

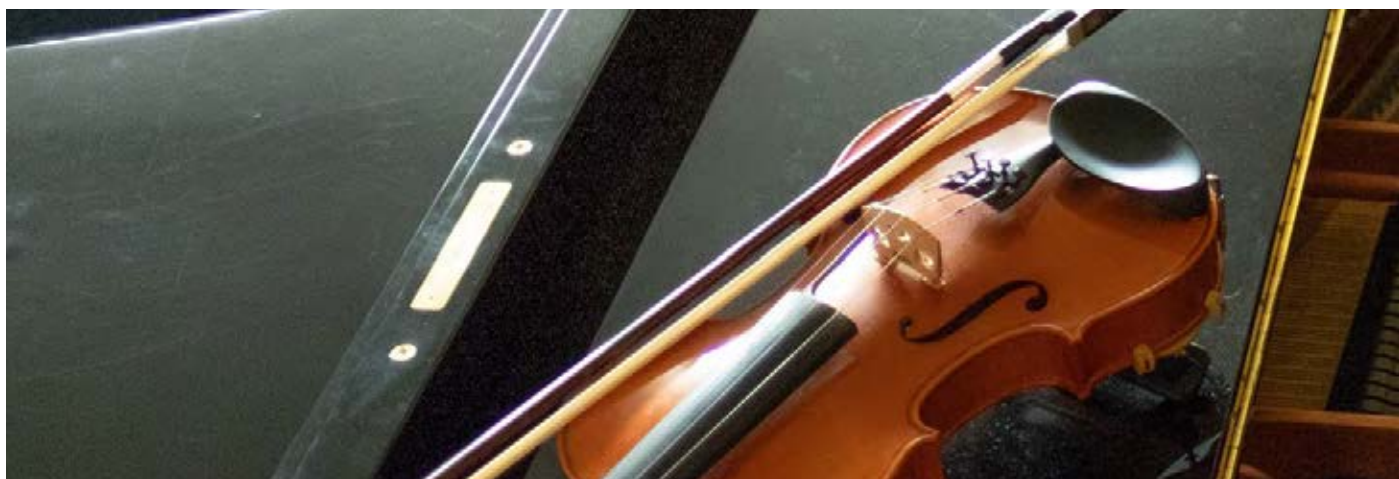
The assignment is made up of one project that students complete during the academic year. The question paper takes the form of a listening paper. The musical genres that are

covered in the course include: Higher: Indie, jazz funk, new wave, R 'n' B, reggae, soul, world music, 20th and 21st century classical music and electro-acoustic.

The type of project that candidates complete includes creating and producing a radio show or producing sound effects and music to a film clip. Students are not required to perform instruments that they record and edit. They can record other people and are assessed purely on their production ability.

### Music Technology Higher Assessment

<b>Question Paper</b>	<b>30%</b>
<b>Practical Assignment</b>	<b>70%</b>
<b>Performancs (Instrument 1)</b>	<b>25%</b>
<b>Performance (Instrument 2)</b>	<b>25%</b>



## 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. There are two possible routes in the Advanced Higher course. Students may choose to focus performance or composition.

### 1. Advanced Higher Music performance

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.

### 2. Advanced Higher Music assignment

In this unit, students will:

- Compose one piece of music
- 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.

### 3. Advanced Higher Music question paper:

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.

### 4. Advanced Higher Music Portfolio (portfolio candidates only)

Candidates compose a minimum of two pieces

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.

Music Advanced Higher Assessment	
Question Paper	35%
Practical Assignment	15%
Performance (Instrument 1)	25%
Performance (Instrument 2) or Portfolio	25%



# Photography

## What can you expect?

Photography means 'drawing with light' and that is what you do when you take a photograph. If you are creative and imaginative and enjoy exploring ideas and looking at things in different ways, then you should consider a course in Higher photography. You will learn practical skills and develop your understanding of the visual world.

## Higher

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.

## Higher Assessment

<b>Project</b>	<b>100 marks</b>
<b>Question Paper (1 hr)</b>	<b>30 marks (Externally Marked)</b>



# Physics

## What can you expect?

From the building blocks of matter to the expansion of the universe, the study of Physics in the sixth form has a much wider scope. It includes modern Physics, such as relativity and particle accelerators, as well as building on core concepts and skills. Students will develop problem-solving, abstract thinking and experimental skills. They will study the subject in context of real world applications and discover reassuring synergies with the other STEM subjects.

## 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:

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

## Higher Assessment

<b>Two Examinations (80%)</b>	<b>Multiple-choice (40 minutes)</b>
	<b>Extended response (2 hr 20 min)</b>
<b>Practical Assignment (20%)</b>	<b>Externally Marked</b>

## 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

PLUS a practical assignment.

<b>Higher Assessment</b>	
<b>Two Examinations (80%)</b>	<b>Multiple-choice (40 minutes)</b>
	<b>Extended response (2 hr 20 min)</b>
<b>Practical Assignment (20%)</b>	<b>Externally Marked</b>

## 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:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

<b>Advanced Higher Assessment</b>	
<b>Examination (3 hr)</b>	<b>Extended response (100%)</b>







## Physical Education Core Curriculum

### What can you expect?

Being physically active is so important for your mental and physical well-being, both now and in your future after you leave St George's. As a result, in Sixth Form you will continue to have two periods of PE lessons per week so you can learn new skills and explore activities that inspire you. You will be offered a new choice of activities each block. These may include badminton, basketball, cricket, gym, hockey, netball, rounders, tennis.

### Core Curriculum

The aim of Physical Education at St George's is to instil lifelong engagement in sport and physical activity, and to embed an understanding of the benefits of a healthy, active lifestyle. In this regard, we are committed to developing an environment in which students work outside of their comfort zone, taking on new opportunities and embracing mistakes as a method of improvement.

We drive to deliver a Physical Education curriculum that develops young people's confidence, emotional well-being, physical health, and life skills.

Physical Education at St George's is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered.

Our goal is that upon leaving St George's, every pupil should have developed a personal commitment to, and genuine passion for, maintaining their health and well-being into adult life.

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 four activities from a wide choice of options.

### Activities may include

Hockey, Badminton, Volleyball, Gymnastics, Rock climbing, Weightlifting, Athletics, Tennis



# Physical Education Courses

## Entry requirements

Candidates should have achieved an A or B grade in National 5 PE for Higher, and an A or B grade in Higher PE for Advanced Higher

## Higher

If you enjoy practical experiential learning and have a passion for sport and physical activity, PE is the subject for you. If you choose Higher PE, you will have the opportunity to analyse your own performance, understand what is required to develop it, and apply this knowledge to improve your performance. The course delves into the mental, emotional and social factors that can impact your performance, as well as the physical.

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

## Next steps

Higher PE and Advanced Higher PE develops your ability to analyse, develop and evaluate your own performance. These skills are valuable for the study of a range of subjects and courses at university.

Higher Assessment	
<b>Question Paper</b> (2 hr 30 min) 50%	<b>Section 1 (32 marks)</b>
	<b>Section 2 (6-10 marks)</b>
	<b>Section 3 (8-12 marks)</b>
<b>Practical Performance</b> (Two sports) 50%	<b>Skill Repertoire (7 marks)</b>
	<b>Control and Fluency (7 marks)</b>
	<b>Decision making (7 marks)</b>
	<b>Tactics (7 marks)</b>
	<b>Rules and Regulations (1 mark)</b>
	<b>Cotrolling Emotions (1 mark)</b>

## Advanced Higher

Advanced Higher Physical Education is for candidates who are high level practical performers who wish to analyse their performance and develop an individualised programme to improve their weaknesses.

The course includes a 4000-5000 research project and a one-off performance in a sport of choice. Analytical skills and an independent approach to learning will be beneficial to those continuing on to further education.





## Advanced Higher Assessment

<b>Practical Performance</b>	<b>30%</b>
<b>Project: Report</b>	<b>70%</b>

### 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:

#### 1. 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.

#### 2. 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.

#### 3. 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.

#### 4. 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.





# Psychology

## What can you expect?

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:

Candidates learn and evaluate approaches and theories and apply psychological knowledge to show how an understanding of Psychology can support individual well-being, including the topics of Sleep and Dreams, and Stress.

### 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 Prejudice.

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

## Higher Assessment

<b>Examination (2hr)</b>	<b>Extended Response (67%)</b>
<b>Practical Assignment</b>	<b>Externally Marked (33%)</b>

## Crest and Nuffield Research

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.





# Religious, Moral and Philosophical Studies

## What can you expect?

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.

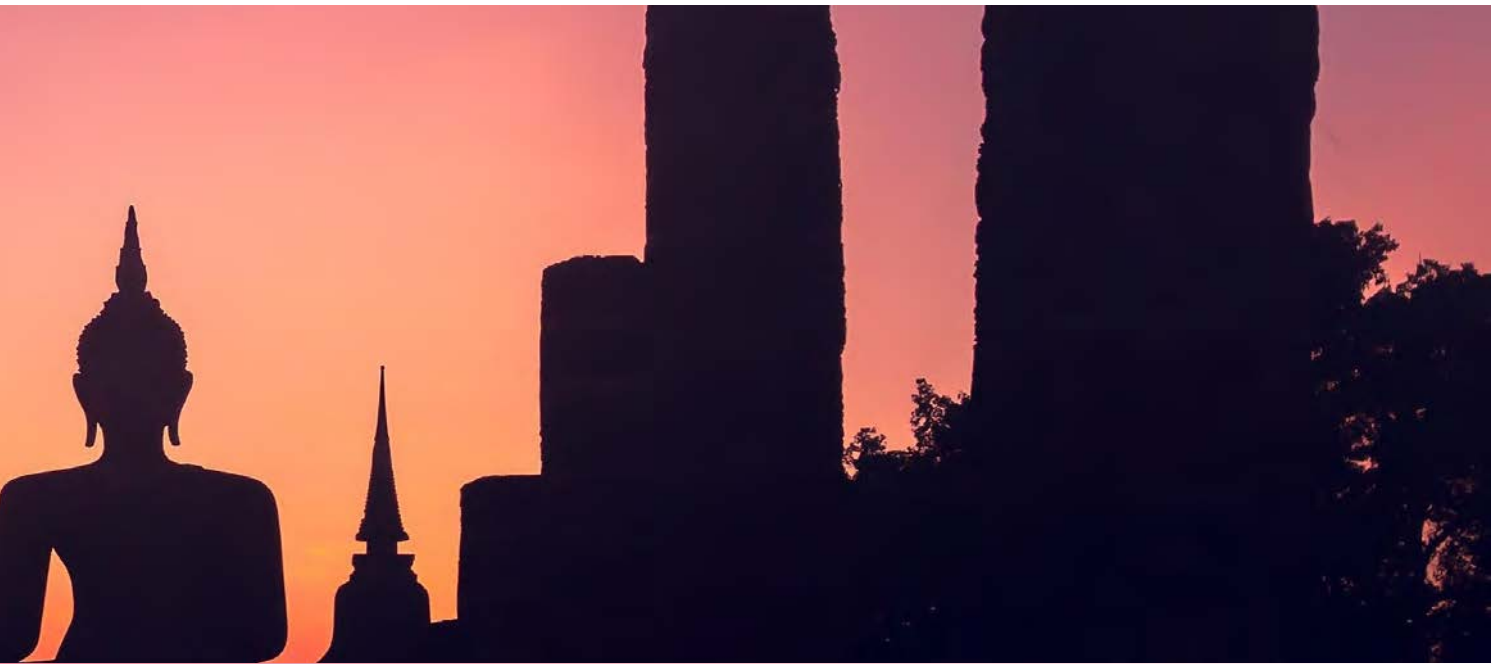
## Higher

The course consists of three mandatory units:

- 1. World religion- Buddhism**  
Candidates study the key beliefs and practices of Buddhism and the contribution these make to the lives of Buddhists.
- 2. Morality and belief – Morality and Justice**  
Candidates explore the reasons why crime is committed, how and why we punish offenders and the moral issues raised by these questions
- 3. Religious and philosophical questions – Origins of Life and the Universe**  
Candidates engage with religious, scientific and philosophical ideas about how and why life and the universe exists..

Higher Assessment	
<b>Paper 1: World Religion, Morality, &amp; Belief</b>	<b>55%</b>
<b>Paper 2: Religious &amp; Philosophical Questions</b>	<b>18%</b>
<b>Assignment (Externally Assessed)</b>	<b>27%</b>





## Advanced Higher

The course consists of three mandatory units:

### 1. Philosophy of Religion:

Candidates draw on religious, philosophical and scientific ideas to grapple with the question of whether God does or does not exist.

### 2. Medical Ethics:

Candidates explore the moral issues raised by modern medicines including the treatment of embryos, organ donation and assisted dying

### 3. Religious, Moral and Philosophical Studies: Personal Research:

Candidates pick, research and write an approx. 4000 word dissertation on a religious, moral or philosophical question of their choice

## Outside the Classroom

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. Additionally, discussion groups are held with Advanced Higher RMPS candidates from other schools.

## Advanced Higher Assessment

<b>Examination Paper</b>	<b>64%</b>
<b>Project-Dissertation</b>	<b>36%</b>



## Support for Learning ESOL

### What can you expect?

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 have received support in fifth form are invited to lessons, while other students are welcome to approach the department for support.

### 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.

### ESOL Assessment

Most ESOL classes lead to entry for The University of Cambridge ESOL examinations.

Possible Options:

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

