

**ST COLUMBA'S SCHOOL
KILMACOLM**



**Subject Choice
Senior V in to Senior VI**

Session 2016 - 2017

SCHEDULE OF DATES FOR SUBJECT CHOICE

Senior V in to Senior VI

January to April	Career Education in PSE lessons
Wednesday 9th March	SV Subject Information and UCAS Applications Parents' Evening
Mid March	Head of House personal interview
Monday 21st March	'Free' choice of subjects made – choice form returned to Head of House
Summer term	Subjects blocked in columns. Any subject which few pupils wish to study will be withdrawn from the list of options. Sometimes a small number of pupils wish to change their choices within column options in the later part of the year. It may not be possible to accommodate every requested change.
Tuesday 9th August	SQA Examination Results published
Thursday 11th August	This is the last chance to come to School to change subject choices within columns prior to the beginning of term. All pupils will have appointments with their Heads of House and are expected to attend. It may not be possible to accommodate every request.
Wednesday 17th August	Start of new session

NATIONAL QUALIFICATIONS

The programme of National Qualifications run by the Scottish Qualifications Authority (SQA) was outlined in SIV. The Senior VI curriculum is based on Advanced Highers. These courses follow on from Highers and have the same pattern of assessment; typically three units which are assessed in School and an end of session examination.

As well as Advanced Highers, it is possible to study Highers, and in a few cases, National 5 courses. In addition, every effort will be made to allow all Senior VI students to take:

- a cookery course to prepare them for independent living at university
- Personal and Social Education

Advanced Higher

Advanced Higher is broadly equivalent to the English A level. Pupils are expected to pass Higher in a subject before starting the Advanced Higher course and normally an A or B at Higher is the recommended entry requirement. If several Highers are achieved at grades A or B in Senior V, pupils normally choose three Advanced Higher subjects in Senior VI. As well as providing the opportunity to study in more depth, most Advanced Higher courses include dissertations or projects which encourage additional private research and lead to improved study skills. Effective use of personal study time is essential. Advanced Higher is strongly recommended if pupils are considering a university course in the subject area. In Art, Advanced Higher pupils are also given the opportunity to prepare a folio of work for submission with an application to an Art college.

University admissions policies vary, particularly with respect to the value they place on Advanced Higher grades gained in SVI to ‘top-up’ results. Several Scottish universities have a policy of not ‘double counting’ a subject. This means that if a pupil achieves A at Higher level, the university might not count a result at Advanced Higher. Pupils must liaise closely with the Head of House and undertake careful personal research.

It should be noted that some graduate traineeships and internships now specify that applicants must have achieved a minimum of 300 UCAS points across three subjects in one sitting. This can only be achieved by studying Advanced Highers as a Higher A is equal to 80 UCAS points.

Higher Courses

All Highers available to Senior V are also available to Senior VI students and some additional Highers are available to Senior VI only. Some subjects may be taken as “crash” Highers if a pupil chose not to study the subject at National 5 level. Some pupils choose to re-take Highers attempted in Senior V because the grade obtained was not high enough for the entry qualification required. Simply re-sitting a Higher does not guarantee an improved grade; a positive, determined approach is essential.

National 5

Practical Woodworking is offered to all pupils at this level; other subjects may be able to offer National 5 within the Higher class by special arrangement. Heads of House will be able to advise on this matter.

Classes will only run if there is sufficient uptake.

THE STRUCTURE OF THE TIMETABLE IN SENIOR VI

Because of the breadth of choice available in Senior VI it is not possible to be rigid about what makes a full timetable. Individual Heads of House will give each pupil personal advice. In order to benefit fully from the opportunities available, we expect pupils to follow an academic curriculum slightly reduced from those of previous years. This means that a minimum of three subjects will be studied or, where the majority of subjects chosen are at Higher level, this is more likely to be four subjects. Examples of timetables for SVI are as follows:

Pupils study 3 Advanced Highers or 2 Advanced Highers and 1 or 2 Highers or 1 Advanced Higher and 3 Highers or 4 Highers.

PE and PSE are compulsory subjects for all pupils and the majority will also take a short cookery course.

In general all pupils are encouraged to challenge themselves by studying at least one subject at Advanced Higher level; however, pupils who are finding it difficult to cope with four or five Highers in Senior V, should probably consider a timetable of four Highers in Senior VI. One or two of the Highers may be resits or upgrades of those being studied at present.

In Sixth Year pupils will have some time when they are not in classes. In preparation for future independence and in order to encourage effective time-management, pupils will be able to choose how they spend some of this time. Some “free periods” will be set aside for supervised private study and others will be allocated to helping staff in junior classes as pupil tutors. At other times pupils will be free to choose to study in the library, the Common Room or to sign out of School. Further information will be provided in the SVI Handbook at the start of session.

Whilst every effort is made to accommodate all choices made by pupils at this time, the timetable of Higher subjects is designed primarily to cater for SV choices. Although the subjects detailed at the back of this booklet are likely to be offered, **subjects may be cancelled if there is not enough demand.** The choices made at present are provisional and it is perfectly acceptable to request a change of choices, even after Higher results are known. **However, the later a request for a change is made, the more chance there is that it will be difficult or even impossible to arrange.**

REASONS FOR CHOICE

Pupils are likely to continue their education in some form or other after leaving school and so Senior VI is a year when applications are made. When choosing subjects pupils should consider the following points:

- any outstanding entry requirements which may need to be fulfilled eg specific subjects or additional grades
- furthering their knowledge in subjects relevant to their future studies
- improving study skills especially those relevant to future studies
- broadening their existing skillset and range of qualifications

Senior VI may also be the last year with opportunities for the breadth and enrichment which are typical of secondary education. To make the most of the Senior VI year pupils should involve themselves with interest and enthusiasm in areas outside their chosen field of study.

Online Information

During PSE pupils get the opportunity to visit a variety of websites that are useful when planning next steps. A few of the most useful are listed below:

Futurewise –

<http://www.myfuturewise.org.uk/>

This site allows pupils to access their Futurewise report.

UCAS Scottish Guide –

<http://wwwucas.com/sites/default/files/scottish-guide-2014.pdf>

This downloadable guide identifies the current entrance requirements for most university courses offered in Scotland (the last available version is 2014 so some will have changed).

UCAS Entry Profiles –

<http://searchucas.com/>

This site allows you to search for information about a wide variety of university courses around the UK.

Unistats –

<http://www.unistats.com/>

This site allows you to review and compare many UK university courses.

Medical Schools Online Guide –

<http://www.medschoolsonline.co.uk/>

This site offers a guide to UK Medical courses.

CONTENTS

This booklet lists the courses planned for SV/SVI at St Columba's School. Courses are mostly at Higher and Advanced Higher level. SVI pupils can choose to subjects at any level.

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Higher	Art & Design Biology Business Management Chemistry Classical Studies Design and Manufacture English Geography Graphic Communication History	Latin Mathematics Modern Languages (French/ *German/Spanish) Modern Studies Music *Philosophy Physics *Psychology
Advanced Higher	*Art & Design *Biology *Chemistry *Classical Studies *Design and Manufacture *English *Geography *History	*Latin *Mathematics *Modern Languages (French/ Spanish) *Modern Studies *Music *Physics
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** SVI only*

NATIONAL 5

PRACTICAL WOODWORKING: NATIONAL 5

Introduction:

The course provides opportunities for pupils to gain a range of practical woodworking skills, processes and techniques by using a variety of tools, equipment, materials, machining and finishing processes. Pupils manufacture a range of items using woodworking joints and assemblies commonly found in flat frame and carcass construction. The course also allows pupils the opportunity to plan activities from the start to the completion of a finished product in wood. The ability to read and interpret drawings is developed along with an appreciation of safe working practices within a workshop environment and an understanding of recycling and sustainability issues.

Aims:

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

- skills in woodworking techniques
- skills in measuring and marking out timber section and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context

Course Details:

The course consists of three mandatory units, each of 40 hours:

- **Flat Frame Construction**
- **Carcass Construction**
- **Machining and Finishing**

Plus an assessed project lasting 20 – 30 hours.

External Assessment:

The final grade is based entirely on a practical project which involves producing a finished product in wood to a given standard. The task is sufficiently open and flexible to allow for personalisation and choice for the pupils to demonstrate practical creativity. The project is internally marked and then verified by the SQA.

HIGHER

ART & DESIGN: HIGHER

Introduction:

The course provides a broad practical experience of Expressive Art and Design and Critical Studies related to each. Pupils explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Ideally pupils will progress to Higher from National 5.

Aims:

The aims of the course are to enable pupils to:

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

Course Details:

Outcome One: Expressive Activity

Pupils investigate their chosen artists and art movements, developing their knowledge of the art techniques and use of materials. Critical understanding of artists' working practices and the social and cultural influences affecting their work is developed. This outcome will provide the pupils with the knowledge and understanding necessary to sit Section One of the written paper, worth 30 marks.

Outcome Two: Expressive Activity

Pupils develop their personal thoughts and ideas in visual form and studies. They develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli. Their best development and final piece will be sent to SQA. This outcome will become half of the overall practical folio and will be worth 80 marks.

Outcome One: Design Activity

Pupils develop critical understanding of designers' working practices and the social and cultural influences affecting their work. They also study the techniques and technology employed by their designers and how design has impacted society. This outcome will provide the pupils with the necessary knowledge for Section Two of the written paper, worth 30 marks.

Outcome Two: Design Activity

Pupils plan, research and develop creative design work in response to their design brief. They develop their creativity, problem-solving and critical-thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. They develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats. Their best developments and the solution is sent to the SQA. This section of the practical folio is worth 80 marks.

External Assessment:

Component 1 — Portfolio, 160 marks

Component 2 — Question Paper, 60 marks, 2 hours

All of the course components are externally marked by SQA

BIOLOGY: HIGHER

Introduction:

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

Aims:

The aims of the course are to enable pupils to:

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

Course Details:

The course consists of three units:

- **Biology: DNA and the Genome**
- **Biology: Metabolism and Survival**
- **Biology: Sustainability and Interdependence**

External Assessment:

Component 1 — Question Paper, 100 marks, 2 hours 30 minutes

Component 2 — Assignment, 20 marks

BUSINESS MANAGEMENT: HIGHER

Introduction:

The course is theoretical and experiential in its nature. Skills, knowledge and understanding are enhanced through a range of real life contexts within the broad discipline of Business Management.

Aims:

The course aims to enable pupils to develop and extend:

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

Course Details:

Understanding Business

Pupils extend their understanding of the ways in which organisations in the private, public and third sectors operate. Pupils carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This unit also allows pupils to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making.

Management of People and Finance

Pupils develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. Pupils carry out activities to extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows pupils to explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

Management of Marketing and Operations

Pupils extend their knowledge of the importance of effective marketing and operations systems as well as their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. Pupils gain a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

External Assessment:

Component 1 — Question Paper, 70 marks, 2 hours 15 minutes

Component 2 — Assignment, 30 marks

CHEMISTRY: HIGHER

Introduction:

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products and the chemical industry is a major contributor to the economy of the country. The course provides opportunities for pupils to recognise the impact Chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry concepts.

Aims:

The course is designed to provide opportunities in appropriate contexts for the pupils to:

- develop and apply knowledge and understanding of Chemistry
- develop an understanding of Chemistry's role in scientific issues and relevant applications of Chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a Chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments

Course Details:

The course consists of the following units:

Chemical Changes and Structure

This unit covers the knowledge and understanding of controlling reaction rates and periodic trends.

Researching Chemistry

This unit covers the key skills necessary to undertake research in Chemistry

Nature's Chemistry

This unit covers the knowledge and understanding of Organic Chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare.

Chemistry in Society

This unit covers the knowledge and understanding of the principles of Physical Chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production.

External Assessment:

Component 1 — Question Paper 100 marks, 2 hours 30 minutes

Section 1, titled 'Objective Test', 20 marks

Section 2, titled 'Paper 2', restricted and extended response questions, 80 marks

Component 2 — Assignment, 20 marks

CLASSICAL STUDIES: HIGHER

Introduction:

Classical Studies is a study of the ancient civilisations of Greece and Rome without involving the study of the Greek language or the Latin language. The field of Classical Studies is a rich one, which offers a wide variety of learning experiences, particularly in a social context.

Aims:

The aim of the course is to pursue study of the ancient world, without the study of language. The course will focus on two specific periods: Classical Athens in the 5th Century BC and Rome: Republic and Empire, 1st Century BC – 1st Century AD. Pupils will study social, cultural and philosophical ideas through close analysis of evidence from the ancient world.

Our aim is:

- to train pupils to evaluate historical evidence
- to develop their cultural insight
- to foster an understanding of the origins of European culture

Course Details:

This course consists of three units:

Classical Literature

Pupils develop skills to evaluate universal ideas, themes or values revealed by classical literature. Pupils study classical literature from either classical Greek life or classical Roman worlds and develop in-depth factual and textual knowledge and understanding of universal ideas, themes or values which link the classical and modern worlds.

Life in Classical Greece (Religion and Belief)

Pupils evaluate the usefulness of sources of evidence in comparing and contrasting the classical Greek and modern worlds. They develop in-depth factual and theoretical knowledge and understanding of religious, moral or cultural aspects of life in classical Greece.

Life in the Roman World (Religion and Belief)

Pupils use sources of evidence, including archaeological evidence, to compare and contrast the classical Roman and modern worlds. They develop in-depth factual and theoretical knowledge and understanding of religious, moral or cultural aspects of life in the classical Roman world.

External Assessment:

Component 1 – Question Paper, 60 marks, 2 hours 15 minutes

Component 2 – Assignment, 30 marks

DESIGN AND MANUFACTURE: HIGHER

Introduction:

The course provides a broad and practical experience in Product Design and Manufacture. It provides opportunities for pupils to gain skills in designing and communicating design proposals and to refine and resolve their design ideas effectively. The course stresses the integration of designing and making and confirms that design is an iterative process. It highlights the close relationship between designing, making, testing, and refining design ideas. The course provides opportunities for pupils to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes in a way that allows them to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

Aims:

The course provides pupils with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

Course Details:

Design and Manufacture: Design

This unit covers the processes of Product Design from brief to resolved design proposals and specification. Pupils develop skills in initiating, developing, articulating and communicating design proposals for products. They gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. Pupils 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. Pupils gain skills in planning and making models and prototypes. It helps them to 'close the design loop' by manufacturing a set of design ideas, allowing them to develop an appreciation of manufacturing practicalities. Pupils consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

In both units, pupils gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

External Assessment:

Component 1 — Assignment, 70 marks

Component 2 — Question Paper, 70 marks, 2 hours

ENGLISH: HIGHER

Introduction:

The main purpose of the course is to provide pupils with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. As pupils develop their skills, they will be able to apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks. Although all pupils will follow a common course, class groupings will depend on pupils' ability in order to ensure appropriate pace and content.

Aims:

Building on skills developed in SIII and SIV, the course develops understanding of the complexities of language, including the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language. Pupils have the opportunity to develop and extend a wide range of skills. In particular, pupils develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

Course Details:

This course is made up of two mandatory units and provides pupils with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The two units include the four language skills of listening, talking, reading and writing.

English: Analysis and Evaluation

The purpose of this unit is to provide pupils with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Pupils develop the skills needed to understand, analyse and evaluate detailed and complex texts.

English: Creation and Production

The purpose of this unit is to provide pupils with the opportunity to develop talking and writing skills in a wide range of contexts. Pupils develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

External Assessment:

Component 1 — Question Paper: Reading, 70 marks, 3 hours

Component 2 — Portfolio: Writing, 30 marks

The course assessment will take the form of a portfolio through which pupils will demonstrate their writing skills and a question paper through which pupils will demonstrate their reading skills. Pupils will answer at least one question on a Scottish text.

GEOGRAPHY: HIGHER

Introduction:

Geography opens up the physical and human environment around us and the ways in which people interact with the environment.

Aims:

The purpose of this course is to develop pupils' understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, are encouraged, so that pupils can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish pupils with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

Course Detail:

Geography: Physical Environments

In this unit, pupils develop and apply geographical skills and techniques in the context of physical environments. Pupils develop mapping skills in geographical contexts and develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: atmosphere, hydrosphere, lithosphere and biosphere.

Geography: Human Environments

In this unit, pupils develop and apply geographic skills and techniques in the context of human environments. Pupils develop research skills in geographical contexts and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries. Key topics include: population, rural land use change and management, urban change and management.

Geography: Global Issues

In this unit, pupils develop and apply geographical skills and techniques in the context of global geographical issues and develop skills of numerical and graphical analysis in geographical contexts. Pupils develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues. Key topics include: river basin management, development and health, global climate change, trade, aid and geopolitics, energy.

External Assessment:

Component 1 — Question Paper, 60 marks, 2 hours 15 minutes

Component 2 — Assignment, 30 marks

GRAPHIC COMMUNICATION: HIGHER

Introduction:

The course develops pupils' knowledge, understanding and practical skills related to Graphic Communication in 2D, pictorial and 3D. Pupils develop and communicate ideas and solutions using graphic techniques. Skills are developed in reading and interpreting graphics, creativity and the visual impact of Graphic Communication. Pupils develop presentation and design skills through the use of analysis and evaluation skills and an appreciation of Graphic Communication standards and conventions leading to the ability to produce graphics with visual impact.

The course will appeal to pupils with an interest in both paper-based and digital graphics. On completing the course, pupils will be able to:

- initiate, develop and communicate often complex ideas graphically
- interpret complex graphic communication
- select and use appropriate equipment with skill and confidence
- employ software and material effectively in tasks

In addition pupils will have developed graphic design skills, including creativity, spatial awareness, visual literacy and the understanding of the impact of Graphic Communication technologies on our environment and society.

Aims:

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

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

Course Details:

Pupils must complete two units:

- **2D Graphic Communication**
- **3D and Pictorial Graphic Communication**

External Assessment:

Component 1 — Question Paper, 70 marks, 2 hours

Component 2 — Assignment, 70 marks

HISTORY: HIGHER

Introduction:

Higher History contributes to pupils' understanding of the society in which they live and work by helping them to appreciate the ways in which important aspects of that society have developed in the past, both nationally and internationally. This historical understanding will in turn assist them in functioning as effective contributors to and responsible citizens within that society, as well as giving them more individual confidence in their social and professional lives.

Aims:

The aims of the course are to develop knowledge and understanding of the world in which we live and of the forces which have shaped it. Analytical skills are developed to enable pupils to express a clear persuasive case in the presentation of their arguments and to develop the ability to think independently and make reasoned judgement based on evidence.

Course Details:

The course consists of three units:

Historical Study: British

Britain 1851-1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

Historical Study: European and the World:

Germany, 1815-1939

A study of the growth of nationalism in nineteenth century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.

Historical Study: Scottish

Migration and Empire, 1830-1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

External Assessment:

Component 1 — Question Paper, 60 marks, 2 hours 20 minutes

Component 2 — Assignment, 30 marks

LATIN: HIGHER

Introduction:

Latin offers a broad-based learning experience combining linguistic, cultural and heritage awareness. A knowledge of Latin, which is a highly inflected language, accelerates the learning of other languages, particularly the Romance languages and modern Greek, by providing a structural framework for language acquisition in general.

Aims:

The course offers pupils opportunities to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop:

- the language skills of translation
- the ability to understand, analyse and evaluate
- the ability to apply knowledge of language
- knowledge and understanding of literary techniques and Roman culture

Course Details:

This course consists of two units:

Latin: Translating

The purpose of this unit is to provide pupils with the opportunity to study detailed and complex Latin texts and to develop the language skills needed for translation. Pupils also develop knowledge and understanding of vocabulary, accidence and syntax.

Latin: Literary Appreciation

The purpose of this unit is to provide pupils with the opportunity to develop the language skills needed to understand, analyse and evaluate detailed and complex texts in Latin and translated into English. Pupils also develop knowledge and understanding of literary techniques and aspects of Roman culture through the study of passages from Virgil's *Aeneid* and Cicero's *In Verrem V*.

External Assessment:

Component 1 — Question Paper (Latin: Translating), 40 marks, 1 hour

Component 2 — Question Paper (Latin: Literary Appreciation), 60 marks, 2 hours

MATHEMATICS: HIGHER

Introduction:

The Higher Mathematics course follows on from National 5 and offers a rich and stimulating variety of material. Pupils cover a wide range of mathematical techniques which, whilst being interesting in their own right, also provide the necessary grounding for many areas of future study.

Aims:

The course aims to enable pupils to develop the mathematical skills and understanding required for their present needs and for future demands in adult life, employment, further study and training. It also aims to develop an appropriate appreciation and enjoyment of the subject and an awareness of its importance in society and in the development of technology. It equips pupils with the skills needed to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Course Description:

The course comprises of three units:

Mathematics: Expressions and Functions

The general aim of this unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Mathematics: Relationships and Calculus

The general aim of this unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Mathematics: Applications

The general aim of this unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

External Assessment:

Component 1 — Question Paper: Paper 1 (Non-Calculator), 60 marks, 1hr 10 minutes

Component 2 — Question Paper: Paper 2, 70 marks, 1hr 30 minutes

MODERN LANGUAGES (FRENCH/SPANISH): HIGHER

Introduction:

Learning a new language enables pupils to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning. The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides pupils with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

Pupils who opt to take Higher Spanish as a crash course in SVI are expected to have an 'A' pass at Higher French, German or Latin as proof of ability in language learning.

Aims:

The course offers pupils opportunities to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- read, listen, talk and write in the modern language
- understand and use the modern language
- develop the language skills of translation
- apply knowledge and understanding of the modern language

Course Details:

This course is made up of two mandatory units which provide pupils with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use a modern language.

Modern Languages: Understanding Language

The purpose of this unit is to provide pupils with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Modern Languages: Using Language

The purpose of this unit is to provide pupils with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

External Assessment

Component 1 — Question Paper: Reading and Directed Writing, 40 marks, 1 hour 40 minutes

Component 2 — Question Paper: Listening and Writing, 30 marks, 1 hour

Component 3 — Performance: Talking, 30 marks – internally assessed and recorded

MODERN STUDIES: HIGHER

Introduction:

Higher Modern Studies develops an understanding of fundamental processes which underpin political and social life. These processes are considered in local, national and international contexts which are both relevant and significant. The structured understanding gained in this way can be applied in many other situations.

Aims:

Through the study of contemporary political and social processes, the pupils are encouraged to:

- gain knowledge and understanding in a number of topic areas
- develop their analytical, evaluative and writing skills

An interest in both world affairs and politics is desirable. Pupils are expected to participate fully in class discussions/debates.

Course Details:

Democracy in Scotland and the United Kingdom:

In this unit pupils evaluate and synthesise a wide range of written, numerical and graphical sources of evidence to demonstrate skills of detecting and explaining the degree of objectivity about political issues in Scotland and the United Kingdom. They have to give descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of political issues in Scotland and the United Kingdom.

Social Issues in the United Kingdom:

In this unit, pupils research, evaluate and synthesise a wide range of written, numerical and graphical sources of evidence to demonstrate skills of making and justifying decisions about social issues within the United Kingdom. They also have to give descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of social issues within the United Kingdom drawn from a social inequality context.

International Issues:

In this unit, pupils evaluate and synthesise a wide range of written, numerical and graphical sources of evidence to demonstrate skills of drawing and supporting conclusions about international issues. They also have to give descriptions, explanations and analysis demonstrating factual and theoretical knowledge and understanding of international issues through the political and socio-economic study of the United States of America.

External Assessment:

Component 1 — Question Paper, 60 marks, 2 hours 15 minutes

Component 2 — Assignment, 30 marks

MUSIC: HIGHER

Introduction:

The purpose of the course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. The course is practical in nature and includes flexibility in the contexts for learning. It helps pupils to develop and extend their interest in music, and to develop performing skills on two instruments or one instrument and voice.

Aims:

The aims of the course are to enable pupils to:

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

Course Details:

Pupils study Music with Performing.

Music: Performing Skills

In this unit, pupils develop performing skills on two selected instruments, or on one selected instrument and voice. They are required to perform challenging level-specific music with sufficient accuracy and maintain the musical flow realising the composers' intentions. Through regular practice and critical reflection and evaluation, pupils develop their technical and musical performing skills.

Music: Composing Skills

In this unit, pupils experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Pupils critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Understanding Music

In this unit, through listening, pupils develop detailed knowledge and understanding of a range of complex music concepts and music literacy. They identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

External Assessment:

Component 1 — Performance, 60 marks

Component 2 — Question Paper, 40 marks, 1 hour

The performance has 60 marks (60% of the total marks available for course assessment). It lasts a total of 12 minutes. Each instrument/voice is be marked out of 30. Pupils can perform the programme of music solo and/or in a group setting.

PHILOSOPHY: HIGHER (SVI only)

Introduction:

The main purpose of this course is to challenge pupils to think clearly about problems by asking them questions about the world we live in. Pupils explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Pupils develop the ability to use philosophical thinking skills and terminology to analyse and evaluate philosophical positions, theories and arguments and to develop their own reasoning skills. Pupils become empowered to challenge assumptions and to apply their knowledge and understanding of different positions and theories in Philosophy. Thinking, analytical and communication skills are developed throughout the course.

Aims:

- develop knowledge and understanding of Philosophy and philosophers
- develop thinking, analytical and evaluative skills appropriate to Philosophy
- encourage pupils to use philosophical techniques, including abstract thought
- offer pupils insight into the ideas of others which might be different from their own
- develop communication skills appropriate to Philosophy

The course will help pupils to develop skills that they will use in everyday life by encouraging them to think about complex responses to issues facing the world today.

Course Description:

A central theme of the course is to engage with difficult questions of life such as existence, truth, reality and what it means to be moral. Pupils develop their ability to analyse and evaluate theories and arguments using a detailed knowledge of theories. They develop their ability to evaluate and to analyse texts and complex arguments.

Philosophy: Arguments in Action

In this unit pupils acquire a set of thinking and philosophical skills, which they can apply to analyse and evaluate a range of everyday and philosophical arguments.

Philosophy: Knowledge and Doubt

In this unit pupils investigate different theories to develop an understanding of rationalist and empiricist views, and the problems posed by scepticism. Pupils use a range of sources and select texts for analysis to critically evaluate philosophical responses to issues in epistemology.

Philosophy: Moral Philosophy

Pupils study different moral theories and philosophers to analyse and evaluate a variety of moral positions in relation to real-life situations. They explore how different theories can be applied to moral issues. Pupils develop their own informed opinions about the theories explored.

External Assessment:

Component 1 — Question Paper, 70 marks, 2 hours

Component 2 — Assignment, 30 marks

The question paper samples philosophical knowledge and assesses the pupil's ability to apply knowledge and understanding to analyse and evaluate theories and arguments.

The assignment is a philosophical investigation to give a reasoned view on a question or claim.

PHYSICS: HIGHER

Introduction:

Higher Physics builds on the concepts learned in National 5 Physics and introduces a higher level of complexity.

Aims:

Physics is the study of the laws of nature that govern our universe. This study ranges from developing an understanding of the structure of the atom and how we can harness this understanding to develop new technologies, to the examination of forces that govern motion in the everyday world as well as governing the motion of stars and planets. It is hoped that in studying Physics an appreciation of the elegance that is inherent in nature is gained, as well as a desire to know why and how things work.

Course details:

The course is made up of four mandatory units:

Our Dynamic Universe

Topics include: Equations of Motion; Forces, Energy and Power; Collisions and Explosions; Gravitation; Special Relativity; The Expanding Universe; Big Bang Theory.

Particles and Waves:

Topics include: The Standard Model; Forces on Charged Particles; Nuclear Reactions; Wave Particle Duality; Interference and Diffraction; Refraction of Light; Spectra.

Electricity

Topics include: Electrons and Energy; Electrons at Work; Capacitors; Semiconductors.

Researching Physics

This unit is achieved by the candidates when they complete a short report, an experiment report and the assignment.

Internal assessment: (these mandatory assessments do not count towards the overall award)

During the course candidates:

- submit one practical laboratory report
- are provided with a 'briefing' document allowing an investigation into the Physics underlying an issue or story currently featured in broadcast and publishing media. A brief report must be produced which contains answers to at least two 'focus questions' contained in the brief.
- are required to pass a written assessment for each of the first three units mentioned above

External assessment:

Component 1 – Question Paper, 130 marks, 2 hours 30 minutes

Section A - 20 multiple choice marks

Section B - 110 marks (the Section B mark is scaled to 80 marks to give a final paper total of 100 marks)

Component 2 – Assignment, 20 marks

This is a research project during which candidates take no more than 7 hours for the investigative/experimental stage followed by a write-up completed under exam style conditions.

PSYCHOLOGY: HIGHER (SVI only)

Introduction:

The main purposes of the course are to enable pupils to develop an understanding of the psychological study of the human mind and behaviour in a range of contexts, and to enhance their ability to use evidence to explain behaviour. The course develops pupils' understanding of Psychology as the scientific study of the mind and behaviour. Psychology is a research-based subject, and it provides the opportunity to conduct practical research. This includes working with human participants in accordance with ethical standards.

Aims:

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

- knowledge and understanding of psychological concepts, theories, approaches and terminology
- the ability to use thinking skills when analysing, evaluating and applying knowledge and understanding of Psychology
- understanding of the role of research evidence in explaining human behaviour
- research skills to select, organise, interpret and evaluate information
- the ability to plan and carry out psychological research, using appropriate methods and according to ethical and scientific standards
- communication and numeracy skills used in Psychology

Psychology: Research

The general aim of this unit is to enable pupils to understand the research process and research methods used in Psychology. Pupils develop the skills required to conduct and evaluate psychological research. They also develop numerical skills and an understanding of psychological terminology.

Psychology: Individual Behaviour

The general aim of this unit is to enable pupils to analyse individual behaviour. Pupils investigate topics and learn how these topics can be explained, using psychological approaches and theories. Pupils evaluate approaches and theories and apply psychological knowledge to show how an understanding of Psychology can be applied.

Psychology: Social Behaviour

The general aim of this unit is to enable pupils to analyse how interaction with others shapes social behaviour. Pupils investigate psychological explanations for social behaviour, and use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Pupils apply psychological knowledge and understanding to explain examples of everyday social behaviour.

External Assessment:

Component 1 — Question Paper, 60 marks, 2 hours

Component 2 — Assignment, 40 marks

ADVANCED HIGHER

ART & DESIGN: ADVANCED HIGHER

Pupils choose between following the Design or Expressive course; both are detailed below:

DESIGN

Introduction:

The course provides opportunities for pupils to develop their creativity and to apply their understanding of design practice, function and aesthetics. This will involve exploring and researching challenging design contexts, issues and opportunities, and evaluating and synthesising visual stimuli and other information from a variety of sources. This depth of personalised study into a selected area of design affords pupils a unique opportunity to intellectually engage with the design process and to focus on how to creatively respond to challenging design issues and opportunities.

Aims:

The aims of the course are to enable pupils to:

- experience an independent, self-directed study of design and design practice
- develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints
- develop individual creativity and technical skills through the considered exploration and creative use of design materials, equipment, techniques and/or technology
- develop higher-order thinking skills by analysing, synthesising and responding to designers' work and the external factors which influence the design area
- develop advanced critical thinking and design-based problem solving skills
- reach substantiated and informed judgements when refining and presenting lines of design enquiry and development

Course Details:

Art and Design: Design Studies

In this unit, pupils work in a self-directed manner to investigate the working practices and design approaches of others. They critically analyse designers' work and practice, evaluating the impact of external factors on their design considerations and creative choices. They communicate informed and supported personal views, opinions and judgements on the designers' work.

Art and Design: Design Enquiry

This unit helps pupils to plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Pupils will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats.

External Assessment:

Portfolio: 200 marks

EXPRESSIVE

Introduction:

The course provides opportunities for pupils to develop their creativity, visual awareness and aesthetic understanding while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This involves visually exploring and responding in an individual way to their stimuli, researching challenging expressive art contexts and the ways that artists respond creatively to stimuli, and evaluating and synthesising visual and other information from a variety of sources. This depth of personalised study affords pupils a unique opportunity to intellectually engage with the visual arts.

Aims:

The aims of the course are to enable pupils to:

- experience an independent, self-directed study of design and design practice
- develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints
- develop individual creativity and technical skills through the considered exploration and creative use of design materials, equipment, techniques and/or technology
- develop higher-order thinking skills by analysing, synthesising and responding to designers' work and the external factors which influence the design area
- develop advanced critical thinking and design-based problem-solving skills
- reach substantiated and informed judgements when refining and presenting lines of design enquiry and development

Course Details:

Art and Design: Expressive Studies

In this unit, pupils work in a self-directed manner to investigate the working practices and creative approaches of others. They analyse artists' work and practice, analysing and evaluating the impact of external factors on their creative work. They must communicate informed and supported personal views, opinions and judgements on the artists' work.

Art and Design: Expressive Enquiry

This unit helps pupils to work independently in a self-directed manner to plan, develop and produce a range of related development lines of creative enquiry and expressive art work. Pupils' expressive art work will be inspired and influenced by their investigative research into expressive art practice. Pupils experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They use these in sophisticated and expressive ways to communicate and realise their ideas in 2D and/or 3D formats.

External Assessment:

Portfolio: 200 marks

ART & DESIGN: PORTFOLIO PREPARATION COURSE

Introduction:

This is an essential course for those pupils who wish to apply to Art School. At present it is combined with an Advanced Higher in Art but the emphasis is definitely on the portfolio requirements of the particular course that the pupil is applying for.

Pupils choosing this option should preferably have achieved Grade A in Higher Art and Design. In addition pupils must demonstrate a commitment to Art and be willing to attend courses outwith school times.

Aims:

The aim of the course is to prepare pupils for Art School applications which require a portfolio.

Course Details:

Pupils will produce a portfolio of approximately 20-30 pieces of A1 size (including research and development pieces) and at least four sketch books.

This course requires a huge amount of commitment, time, preparation and determination.

The portfolio submission date can vary greatly from centre to centre so pupils must liaise closely with the Art department and their Head of House.

BIOLOGY: ADVANCED HIGHER

Introduction:

The Advanced Higher Biology course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to the aspects of the biology of whole organisms that are among the main driving forces of evolution. In addition, the course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Aims:

Advanced Higher Biology is concerned with developing knowledge and skills gained at Higher Biology level. It further enhances the pupils' ability to develop a critical understanding of the role of Biology in scientific issues and relevant applications, including the impact these have on the environment and society. It develops both inquiry and investigative skills.

Course Details:

The Advanced Higher Biology course comprises of three mandatory units:

- **Cells and Proteins**
- **Organisms and Evolution**
- **Investigative Biology**

External Assessment:

Component 1 — Question Paper, 100 marks, 2 hours 30 minutes

Section 1: Objective Questions, 20 marks

Section 2: Restricted and Extended Response Questions, 80 marks

Component 2 — Project, 30 marks

CHEMISTRY: ADVANCED HIGHER

Introduction:

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry concepts. The course provides opportunities for pupils to recognise the impact Chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

Aims:

The Advanced Higher Chemistry course aims to enable pupils to:

- develop a critical understanding of the role of Chemistry in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of Chemistry
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a Chemistry context
- extend and apply problem-solving skills in a chemistry context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in Chemistry

Course Details:

The course consists of the following units:

Inorganic and Physical Chemistry

This unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry.

Organic Chemistry and Instrumental Analysis

This unit develops a knowledge and understanding of organic chemistry.

Researching Chemistry

In this unit, pupils are given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in Chemistry.

External Assessment:

Component 1 — Question Paper, 100 marks

Section 1: Objective Questions, 20 marks

Section 2: Restricted and Extended Response Questions, 80 marks

Component 2 — Project, 30 marks

CLASSICAL STUDIES: ADVANCED HIGHER

Introduction:

Pupils may choose Classical Studies at Advanced Higher. Classes are generally small, and pupils can expect considerable individual support.

Aims:

The main aims of this course are to enable pupils to:

- develop a self-directed approach to learning and research
- analyse and evaluate sources
- synthesise information to create responses to the issues raised by study of the classical world
- develop in-depth knowledge and understanding of the religious, political, social, moral and cultural aspects of life in classical Greek and Roman societies
- develop understanding of the classical origins of many values, concepts and systems of the contemporary world
- experience an intellectually challenging opportunity to develop higher-order thinking skills by carrying out independent research into an aspect of the classical world

This course focuses on aspects of the ancient civilisations of Greece and Rome without involving the study of the Greek or Latin languages.

Course Details:

This course comprises of two units:

Social Aspects of the Classical World

In this unit, pupils develop skills of evaluating, analysing and synthesising information from a wide range of sources to structure and sustain lines of reasoned argument. They develop knowledge and understanding of the classical and modern worlds through study of classical sources which cover the topic of Heroes and Heroism and use these to develop knowledge and understanding of universal human themes and values.

Researching the Classical World

In this unit, pupils develop a range of skills including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence and organise, present and reference findings using appropriate conventions.

External Assessment:

Component 1 – Question Paper, 100 marks, 3 hours

Component 2 – Project, 50 marks

DESIGN AND MANUFACTURE: ADVANCED HIGHER

Introduction:

The course provides a broad and practical experience in design and manufacturing and builds on the experience, knowledge and skills which pupils will have acquired in the Higher Design and Manufacture course, as well as utilising aspects of their broader education and experiences.

Aims:

The aims of the course are to enable pupils to:

- develop understanding and skills in the processes of designing for the manufacture of products in commercial and industrial contexts
- develop and apply an understanding of the factors which influence thinking for product design and manufacturing activities
- develop a critical and visual awareness associated with requirements for user interface and product detailing
- develop economic, social and environmental awareness of the implications of a product's design through its life cycle

Course Details:

Product Analysis

This unit requires pupils to carry out an analysis of the performance and production of a product or suitable item. Pupils 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, pupils explore the materials, manufacturing techniques and assembly procedures.

Product Development

This unit allows pupils 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. Pupils 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. Pupils use a variety of visualisation techniques in modelling and presenting their ideas.

Product Evolution

The unit allows pupils to explore a product in terms of its development and evolution through a focused study. This is, for the most part, a reflective activity. Pupils 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. Pupils are required to demonstrate skills in research and enquiry, using evidence, and foresight in suggesting future developments.

External Assessment:

Component 1 — project, 150 marks

Component 2 — question paper, 100 marks, 2 hours

ENGLISH: ADVANCED HIGHER

Introduction:

English is an optional subject in SVI. The course is aimed at those who enjoy reading and discussing literature and who like to engage in the creative writing process.

Aims:

The main purpose of the course is to provide pupils with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Pupils develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts. The course provides personalisation and choice for pupils by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts. The seminar style of teaching is intended to encourage pupils to adopt modes of learning and expression which will prepare them for degree-level study.

Course Details:

The course is made up of a specialist study and two mandatory units:

Specialist Study: Literature:

Each pupil must produce a dissertation of between 3,500 and 4,500 words based on a comparative study of works of the pupil's choice.

English: Analysis and Evaluation

The purpose of this unit is to provide pupils with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Pupils extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction). Pupils also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Pupils also develop organisational and presentational skills required in the production of a dissertation.

English: Creation and Production

The purpose of this unit is to provide pupils with the opportunity to extend and refine their writing skills through the production of different types of writing. Pupils use language creatively for a variety of purposes and in a variety of forms. Pupils develop a range of skills necessary for the deployment of language to create effect.

External Assessment:

Component 1 – Portfolio, 60 marks – this contains two pieces of writing, and the dissertation.

Component 2 – Question Paper, 40 marks – pupils write a critical response on drama or prose, and undertake a textual analysis of a text.

GEOGRAPHY: ADVANCED HIGHER

Introduction:

The purpose of Geography is to further develop the pupil's understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork are essential parts of this course, so that pupils can interact with their environment. At Advanced Higher, pupils experience depth and challenge in the level of higher order skills, knowledge and understanding required.

Aims:

The main aims of this course are to enable pupils to:

- understand the ways in which people and the environment interact in response to physical and human processes
- study spatial relationships to develop a balanced and critical understanding of the changing world
- further acquire a geographical perspective on environmental and social issues and their significance
- develop skills of independent research, fieldwork, analysis, synthesis, evaluation and presentation
- acquire the techniques to collect, extract, analyse, interpret and explain geographical phenomena using appropriate terminology
- develop expertise in the use of maps, diagrams, statistical techniques and written accounts

Course Details:

Geographical Skills

In this unit, pupils develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Pupils develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

Geographical Issues

In this unit, pupils develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

External Assessment:

Component 1 — Question Paper, 50 marks

Component 2 — Project: Folio, 100 marks

HISTORY: ADVANCED HIGHER

Introduction:

Advanced Higher History allows for the study of this subject in depth. Critical and analytical abilities are further refined and discursive essay writing is central – a skill used in most disciplines at university. The structure of the course provides an excellent bridge between teacher-led Higher work and the more mature and independent work at university.

Aims:

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through the study of the context. It develops skills in evaluating events and the evidence on which our knowledge is based. There will be an opportunity to integrate these skills in an extended piece of individual research.

Course Details:

Britain at War and Peace: 1939-1951

A study of the changing political, social and economic nature of Britain before, during and after the Second World War.

Britain before the Second World War: The political, social and economic position of the UK. Its economic and military preparedness for both war and civil defence. An evaluation of the effectiveness of Britain's foreign policy.

Britain during the Second World War: The impact of the war on the political, social and economic position of the UK. An evaluation, and comparison, of Chamberlain and Churchill's leadership styles and policies. An evaluation of the effectiveness of the UK's civil defence, its economic policies and its diplomacy. An evaluation of the effectiveness of the UK's armed forces in meeting the country's war aims and their contribution to the overall allied victory against the Axis Powers. The impact of the war on society, and on women in particular.

Britain after the Second World War: An evaluation of the post-war Labour government and its social reforms, economic policies and foreign affairs.

External Assessment:

The course assessment will consist of the following:

Component 1 – Question Paper, 90 marks, 3 hours

Component 2 – Project: Dissertation, 50 marks (4,000 words)

LATIN: ADVANCED HIGHER

Introduction:

Pupils may choose Advanced Higher Latin in SVI. Class sizes are generally small, and each pupil can expect considerable individual support.

Aims:

Advanced Higher Latin offers pupils opportunities for in-depth study of Latin language and literature. It offers pupils opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, and creative thinking. In particular, Advanced Higher Latin aims to enable pupils to:

- develop, to an advanced level, language skills in order to translate unseen verse and prose passages into lucid English
- develop knowledge of a wide range of Latin vocabulary
- develop the advanced language skills of understanding, analysis and evaluation
- develop the ability to apply knowledge of language
- develop an understanding of how language works
- further develop language acquisition skills
- explore the interconnected nature of languages
- develop reference skills, including those of using a bilingual dictionary
- extend and apply higher-order skills to plan and research a project exploring an aspect of Latin language, literature or the Roman world and produce a dissertation showing their findings

Course Details:

This course comprises of three units:

Latin: Translating

This unit provides pupils with the opportunity to develop and extend the advanced language skills needed for accurate translation of complex, authentic unseen Latin verse and prose texts into English.

Latin: Literary Appreciation

This unit provides pupils with the opportunity to develop the advanced skills that are needed to understand, analyse and evaluate in-depth complex literary texts both in Latin and in English translation.

Latin: Project

This unit is to provide pupils with the opportunity to extend and apply high level skills in planning and research to produce a dissertation based on a project investigating an aspect of Latin literature, language or the Roman world chosen by the pupil as appropriate to their interests.

External Assessment:

Component 1 – Question Paper, 140 marks – this takes the form of two 70 mark question papers through which pupils demonstrate their ability to translate, understand, analyse and evaluate

Component 2 – Project, 60 marks

MATHEMATICS: ADVANCED HIGHER

Introduction:

The Advanced Higher Mathematics course is designed to develop and expand a range of mathematical skills. It allows pupils to develop further skills in calculus and algebra. The pupil's mathematical thinking will also benefit from examples of rigorous proof. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

Aims:

The course aims to enable pupils to develop skills in selecting and applying complex mathematical techniques in a variety of situations requiring knowledge of Mathematics. Pupils acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, pupils develop mathematical reasoning skills and gain experience in logical thinking and methods of proof.

Course Description:

The course comprises of three units:

Methods in Algebra and Calculus

The general aim of the unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

Applications of Algebra and Calculus

The general aim of the unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Pupils acquire skills in interpreting and analysing problem situations where these skills can be used. The outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

Geometry, Proof and Systems of Equations

The general aim of the unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Pupils develop skills in logical thinking. The outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

External assessment:

Component 1 – Question Paper, 100 marks, 3 hours

MODERN LANGUAGES (FRENCH /SPANISH): ADVANCED HIGHER

Introduction:

Advanced Higher Modern Languages provides pupils with the opportunity to develop advanced skills in listening and talking, reading and writing, and to further develop an understanding of how language works. Pupils use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills. The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides pupils with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

Aims:

The course offers pupils opportunities to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- read, listen, talk and write in a modern language
- apply advanced language skills of translation
- apply knowledge and understanding of a modern language to a range of contexts
- understand, analyse and evaluate complex literary and/or media texts in the modern language

Course Details:

Candidates undertake the following two units:

Modern Languages: Understanding and Using Language

The purpose of this unit is to provide pupils with the opportunity to develop their understanding of cultural and topical issues in the relevant country/countries in the contexts of society, learning, employability, and culture. Pupils develop the skills needed to understand and use a modern language in a wide range of contexts by further developing their listening, talking and reading skills, as well as offering opportunities to compare and contrast issues and to increase their language proficiency.

Modern Languages: Extended Reading/Viewing

The purpose of this unit is to provide pupils with the opportunities to develop analytical and evaluative skills through the study of complex literary or media texts in the modern language, or through the study of a thematic aspect of the country/countries of the modern language. Pupils develop the skills needed to use a modern language by further developing their writing skills.

Course Assessment (External)

Component 1 — Section 1: Question Paper: Reading and Translation, 50 marks
— Section 2: Question Paper: Listening and Discursive Writing, 70 marks
Component 2 — Performance: Talking, 50 marks – assessed by a visiting examiner
Component 3 — Portfolio: 2 essays in English of approximately 750 words each

MODERN STUDIES: ADVANCED HIGHER

Introduction:

Advanced Higher Modern Studies develops pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, pupils develop an awareness of the political, social and economic issues they will encounter in their lives.

Aims:

The main aims of this course are to enable pupils to:

- analyse the complex political and social processes in order to develop an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills by carrying out research into a contemporary issue
- present complex ideas in a range of ways
- evaluate, analyse and synthesise a range of evidence relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences

Course Details:

Contemporary Issues: Social Issues and Research Methods (Crime and the Law)

In this unit, pupils study Social Issues and Research Methods. Pupils should develop an in-depth knowledge and understanding of issues relating to crime and the law in the United Kingdom and adopt an international comparative approach to their study. Pupils should examine case studies related to crime and the law to critically evaluate a range of social science research methods.

Researching Contemporary Issues

In this unit, pupils develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.

External Assessment:

Component 1 — Question Paper, 90 marks, 3 hours

Component 2 — Project: Dissertation, 50 marks

MUSIC: ADVANCED HIGHER

Introduction:

Pupils develop skills in performing, creating, understanding and analysing music. They extend their applied music skills in challenging contexts and deepen their understanding of music through listening. Pupils gain the skills needed to perform challenging music with musical and technical accuracy and fluency, while realising the composer's intentions. Composing skills are developed in sophisticated and creative ways along with advanced aural skills. Pupils demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

Aims:

The aims of the course are to enable pupils to:

- develop autonomy and independent thinking skills
- develop creativity through performing
- develop self-expression when creating original music
- develop advanced skills in musical analysis and aural discrimination
- develop knowledge of music and musical literacy through in-depth study and analysis
- evaluate their own work and that of others

Pupils plan, organise and make decisions and take responsibility for managing their learning. They apply their critical thinking skills when reflecting on their performing skills and their own music compositions. They review and refine their music performances and compositions.

Course Details:

The course consists of three mandatory units and the course assessment. Each of the component units is designed to provide progression from the corresponding units at Higher.

Music: Performing Skills

Pupils 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, pupils develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

Music: Composing Skills

Pupils develop a range of advanced skills in creating music. They experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches and the creative process.

Understanding and Analysing Music

Through listening, pupils develop their understanding of music styles, music concepts and musical literacy. Pupils 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

External Assessment

Component 1 — Listening Paper, 40 marks

Component 2 — Performance on chosen instruments and/or voice, 60 marks

PHYSICS: ADVANCED HIGHER

Introduction:

This course is designed to build on the concepts and abilities developed at Higher level. It provides a challenging and rewarding experience for those who wish to study the subject to a greater depth.

Aims:

As a result of following an Advanced Higher Physics course, candidates should acquire a deeper knowledge and understanding of the nature of Physics and its applications; skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem-solving contexts; skills associated with carrying out experimental and investigative work in Physics and analysing the information obtained. The study of Advanced Higher Physics should also 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.

Course details:

The course is made up of four units:

Rotational Motion and Astrophysics: (40 hours)

Topics include: Kinematic relationships, Angular motion, Rotational dynamics, Gravitation, Space and time, Stellar Physics.

Quanta and Waves: (40 hours)

Topics include: Quantum theory, Particles from space, Simple harmonic motion, Waves, Interference, Polarisation.

Electromagnetism: (20 hours)

Topics include: Fields, Circuits, Electromagnetic Radiation

Physics Investigation: (20 hours)

Project based on an aspect of Physics of particular interest to the pupil, involving independent research and report writing. (Externally assessed and worth 23% of final mark.)

Internal assessment: (These mandatory assessments do not count towards the overall award)

During the course candidates:

- submit one practical laboratory report
- are required to pass a written assessment for each of the first three units mentioned above
- are required to complete a 'day book' diary for the investigation

External assessment:

Component 1 – Question Paper, 100 marks, 2 hours 30 minutes

Component 2 – Investigation, 30 marks

ADDITIONAL COURSES IN SVI ONLY

HOME ECONOMICS

Introduction:

Home Economics is a compulsory 6 week course for almost all SVI pupils, which is designed to offer a range of skills in food preparation and production.

Aims:

The Home Economics course in SVI is enjoyable and rewarding and allows pupils to gain knowledge and valuable skills for independent living.

Course Details:

This basic cookery course gives pupils an introduction to cooking and shopping for themselves. A course booklet is supplied to each SVI pupil giving information on budgeting, labelling, safe storage and nutrition as well as recipes.

PERSONAL AND SOCIAL EDUCATION

Introduction:

In SVI Personal and Social Education is delivered through a series of seminars which are held throughout the year. Mostly these are delivered through external speakers although some time is also spent in House groups.

Aims:

The aim of the seminars is to enable pupils to further develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing and to enable them to make informed choices and successfully move on to the next stage of education or work.

Course Details:

The course in SVI focuses initially on Careers and later on Preparation for Adult Life.

Topics covered vary according to availability of speakers but usually include:

- UCAS Applications
- Personal Statements
- GAP Year Organisations
- Presentation and Interview skills
- Financial Education
- Male and Female Health Issues
- Mental Health
- Blood & Organ Donation
- Road Safety

In August all pupils are invited to attend a Teambuilding and Leadership weekend at the Abernethy Trust Centre in Ardeonaig. Pupils are challenged both individually and as a whole group to participate in team tasks and assess their personal contribution and effectiveness as leaders. In January we hold a Motivational Weekend in Drymen, which is designed to inspire pupils to make the most of the opportunities that arise beyond the world of School.

Throughout SVI an important emphasis is place on providing opportunities for individual pupils to develop their inter-personal and leadership skills. Not only are all SVI pupils mentors to younger pupils but they also have a wealth of opportunities to lead and participate in clubs throughout the year. Raising funds for the Yearbook through producing two shows during the year is an excellent way of developing entrepreneurial, leadership and teamworking skills. All pupils are strongly encouraged to make the most of these opportunities.

SENIOR PHYSICAL EDUCATION

Introduction:

The PE programme is quite extensive in SV and SVI and every attempt is made to make the choice of activity as varied as possible given the availability of staff and facilities.

Initially pupils who have played hockey (girls) and rugby (boys) for the School are expected to continue with that activity until the October holiday. Thereafter, everyone is able to choose a different activity each block for the remainder of the year.

Most activities will have some form of cardio-vascular fitness (running) associated with the activity on offer – but the emphasis is on enjoyment. Pupils will also take a multi-stage fitness test twice in the year which gives pupils an indication of their fitness levels. Although the test is hard work most pupils endeavour to better their previous results.

Aims:

Physical Education provides pupils with a platform from which they can build physical competencies, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables pupils to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

Course Details:

Activity choices are changed after every six or seven PE sessions. Listed below are choices which are on offer. Depending on pupil uptake some choices may change.

AUG – OCT	Rugby (boys), Hockey (girls), Badminton, Fitness (Games Hall), Tennis/Squash, Fitness (Strathgryffe)
OCT – DEC	Tennis/Squash, Fitness (Strathgryffe), Mixed Hockey (school Astroturf), Badminton, Climbing (Ibrox), Snowboarding (XScape), Weights (Fitness Suite), Team Combat, Street Dance
JAN – FEB	Skiing/Snowboarding (XScape), Squash/Tennis, Girls Fitness (Strathgryffe), Mixed Basketball, Yoga (Junior School), Badminton, Climbing (Ibrox), Weights (Fitness Suite), Team Combat, Judo, Street Dance
FEB – MAR	Tennis/Squash, Girls Fitness (Strathgryffe), Badminton, Football (boys), New Image Rugby (girls), Netball (girls), Fitness (Games Hall), Golf (Kilmacolm), Sailing
SUMMER TERM	Tennis / Athletics