



Lomond School  
Helensburgh

# Course Options

Higher and Advanced Higher

Session 2020-2021

# Contents

Contents.....	2
Course Choice for S5/S6 Significant Dates and Events .....	4
Information for Pupils Entering S5.....	5
Information for Pupils Entering S6.....	6
Art and Design: Higher.....	7
Art and Design: Advanced Higher .....	8
Photography Higher .....	9
Biology: Higher .....	10
Biology: Advanced Higher.....	11
Business Management: Higher .....	12
Business Management: Advanced Higher.....	13
Chemistry: Higher.....	14
Chemistry: Advanced Higher .....	15
Computing Science - Higher .....	16
Drama: Higher .....	17
Economics: Higher .....	18
English: Higher.....	19
English: Advanced Higher .....	20
French: Higher .....	22
French: Advanced Higher.....	23
Geography: Higher.....	24
Geography: Advanced Higher .....	25
History: Higher .....	26
History: Advanced Higher .....	27
Health and Food Technology: Higher.....	28
Hospitality: National 5 .....	29
Mathematics: Higher .....	30
Mathematics: Advanced Higher.....	31
Modern Studies: Higher.....	32
Music: Higher .....	33
Music: Advanced Higher .....	34

Physics: Higher .....	35
Physics: Advanced Higher .....	36
Spanish: Higher.....	37
Spanish: Advanced Higher .....	38
Sports Leader Award SCQF Level 5 .....	39
Study Advice for Parents and Pupils .....	40

## Course Choice for S5/S6 Significant Dates and Events

<b>Thursday 20 February</b>	S5/S6 Parents' Course Information Evening
<b>Wednesday 29 January</b>	S4 Parents' Evening
<b>W/C Monday 27 January</b>	<b>S4</b> Prelim Grade Report
<b>W/C Monday 10 February</b>	<b>S5/S6 Prelim Grade Report</b>
<b>Monday 10 February</b>	S4/S5 return course choices form.
<b>W/C 24 February</b>	Pupil Interviews with Pastoral and Academic Staff
<b>Friday 24 April</b>	Study leave begins - TBC
<b>28 April – 28 May</b>	SQA Examination Diet
<b>Friday 29 May</b>	New timetable begins for S5/S6
<b>Tuesday 4 August</b>	SQA Results Day (sign up for texts!)

## Information for Pupils Entering S5

- There are no **compulsory** subjects
- Core experiences are PE, PSHE, Careers and Study Skills
- You should choose 5 subjects in total, and number them in order of preference with 1 being your preferred option
- Please note the new subjects available to you
- We recommend that you consider a balanced and varied curriculum in order to keep your options open for S6 and beyond
- We recommend that you consider UCAS and college entry requirements when making your choices. Please note that for a number of courses certain subjects are not required beyond National 5 level. The objective is to gain the maximum number of Higher qualifications with the **best grades** possible **at first sitting**
- All subjects are offered at SQA Higher (except Sports Leaders' Award which is not an SQA qualification and is SCQF Level 5)
- All courses will run subject to pupil uptake and timetabling/staffing viability
- Please note that due to timetabling constraints, it may not be possible to offer pupils their preferred combination of subject choices but we will make every effort to do so. If there are any issues with choices, we will inform pupils and parents as soon as possible. Pastoral and Academic staff will meet with all pupils during March and April to discuss suitability of subject choices, and offer advice/support as required.

### Helpful resources:

Scottish Qualifications Authority	<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>
Plan IT Plus	<a href="http://www.planitplus.net">www.planitplus.net</a>
My World of Work	<a href="http://www.myworldofwork.co.uk">www.myworldofwork.co.uk</a>
Nationals in a Nutshell	<a href="http://www.npfs.org.uk">www.npfs.org.uk</a>

## Information for Pupils Entering S6

- There are no **compulsory** subjects
- Core experiences are Core Skills Rota, PE, Study Periods and Service/Employment
- You may choose all AH subjects, all Higher subjects or a mixture of both: usually three to five subjects altogether
- We recommend that you consider UCAS and college entry requirements when making your choices. Please note that for a number of courses certain subjects are not required beyond National 5 level. The objective is to gain the maximum number of **new Higher and Advanced Higher** qualifications with the **best grades possible**
- All subjects are offered at SQA Higher (except Sports Leaders' Award which is not an SQA qualification and is SCQF Level 5; Photography is folio only and does not constitute a full Higher award)
- All courses will run subject to pupil uptake
- Please note that due to timetabling constraints, it may not be possible to offer pupils their preferred combination of subject choices but we will make every effort to do so. If there are any issues with choices, we will inform pupils and parents as soon as possible. Pastoral and Academic staff will meet with all pupils during March and April to discuss suitability of subject choices, and offer advice/support as required.

### Helpful resources:

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Nationals in a Nutshell	<a href="http://www.npfs.org.uk">www.npfs.org.uk</a>

# Art and Design: Higher

## Course Entry Requirements

Candidates would ideally have achieved an A or B grade at National 5 Level.

## Aims of the course

### Design Folio:

Pupils will learn about and work through the different stages of the Design process including:

The Brief  
Investigation and Research  
Development of ideas  
Final Solution

Working from a chosen theme, each pupil will work within a specialist design area such as:

- Textiles
- Graphics
- Product Design
- Interiors
- Jewellery

Pupils will choose a theme from which to explore their design ideas, these could include: sea life, natural forms, mechanics or animals.

Pupils will learn skills, techniques and problem-solving strategies to work through this process. Pupils will complete investigation, development and final solution sheets that includes a Design Brief and an Evaluation.

### Expressive Folio:

Pupils will also complete an Expressive unit of work with a different theme. Themes for this unit could include: portraiture, still life, the built or natural environment.

The final solution will be selected from a range of activities such as:

- Sculpture
- Painting
- Collage/mixed media
- Printmaking

As with the design unit the pupils will learn sufficient skills, techniques and problem-solving strategies to work through this process with an initial emphasis on drawing. Pupils will complete separate sheets, an investigation, a development sheet and a final solution sheet that includes an Evaluation.

### Art and Design Studies:

The Art and Design Studies assessment will be a written exam that takes place in May. This exam will last 2 hours and will test the pupils' knowledge in the areas of Design and Expressive Arts. This exam will be externally assessed by SQA, worth 60 marks

### Progression

Learners who have achieved this Higher Course may progress to further study, employment and/or training in the creative industry.

### Useful websites for this course

<https://www.sqa.org.uk/sqa/70972.html>

<https://www.understandingstandards.org.uk/Subjects/ArtandDesign>

# Art and Design: Advanced Higher

**“Art enables us to find ourselves and lose ourselves at the same time” Thomas Merton**

## Course Entry Requirements

In order to do this Course, learners should have achieved the Higher Art and Design Course or have attained skills, knowledge and understanding provided by equivalent qualifications or experiences.

## Aims of the course

Advanced Higher Pupils will work on all the skills learned in previous years and use this knowledge to complete either a Design or Expressive portfolio of work. Pupils will also produce a critical analysis project based on an artist or designer of their choice who as informed their Advanced Higher studies

## Content

The Portfolio will include a maximum number of 16 x A1 sheets of Investigation, Development and Solutions and relevant Design Briefs and Evaluation forms. The written critical analysis unit is a maximum of 2000 words. There is no exam at Advanced Higher level.

The Advanced Higher theme for their Portfolio is the candidate's own choice. This could take the form of themes such as portraiture, still life, architecture or body adornment. The emphasis at this level is on experimentation and exploration of ideas. The project should be pupil led with a personal approach to the subject area.

Pupils are able to draw from the wide range of resources and expertise available to them in the department to produce artwork which is innovative, challenging and reflects the pupil and their abilities.

The choice of specialist areas are selected from Design or Expressive and will include an Art and Design Studies integrated throughout their folio of work. This choice will also be the candidate's own and this will be influenced by their skills and strengths in specialist subject areas. Further education courses that the candidate may be thinking of applying to will also affect their choice.

The pupils working on Advanced Higher folios will have their own studio space in the mezzanine area in the Art Department. This facility will allow pupils to work independently and utilise their free periods efficiently.

## Progression

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training.

## Useful websites for this course

[www.sqa.org.uk/sqa/48495.html](http://www.sqa.org.uk/sqa/48495.html) (expressive information information)  
[www.sqa.org.uk/sqa/48494.html](http://www.sqa.org.uk/sqa/48494.html) (design information)

# Photography Higher

## Course Entry Requirements

Learners would benefit from having some knowledge of composition, the visual elements and basic camera skills.

## Aims of the course

The course consists of externally assessed folio work worth 100 marks **externally marked by SQA** and a 1-hour question paper worth 30 marks. The question paper tests the pupil's knowledge and understanding of the technical and creative aspects of photography.

The Higher Photography Course enables learners to communicate personal thoughts, feelings and ideas using photography, and to develop technical and creative skills in using photographic media, techniques and processes. Learners develop a knowledge and understanding of a range of photography practice, and analyse the impact of social and cultural influences on photographers and their work.

The course is practical and experiential, with an integrated approach to learning. Learners will develop practical skills in photography, drawing on their knowledge and understanding of photographic media, camera techniques and processes when developing their creative practice. They will produce investigative research before planning, developing and realizing their ideas for photography.

In the course, learners will demonstrate technical photography skills and show imaginative and personal creative responses when photographing a variety of subjects. They will also evaluate their photographic work and practice.

This course encourages learners to be creative, reflective practitioners, who are critically self-aware and who can express themselves and use photography in visually imaginative ways.

Learning in the course will include: active involvement in creative photographic tasks and activities; and understanding how contemporary culture and social factors influence photographers and their work. The course will also provide opportunities for learners to: explore and creatively use photographic media, camera techniques and processes; critically reflect on learning; develop personal autonomy and critical thinking skills when negotiating the context and the content of their photographic work.

During the year the pupils will also have the benefit of working with a professional photographer in a practical/critical workshop environment.

**The Folio** - Pupils choose their own personal project, which is in 3 sections.

### Section 1 – Research and Investigation - **25 marks**

- Personal research into their chosen photographers and their work.
- Project proposal
- Planning

### Section 2 – Development and Production – **60 marks**

- Pupils will take up to 6 photographic shoots of 16 photographs, annotate and evaluate their work throughout.
- Pupils produce 12 final photographs which will be printed professionally

Section 3 – Evaluation 15 marks

## Useful websites

[www.sqa.org.uk/higher](http://www.sqa.org.uk/higher)

# Biology: Higher

## Course Entry Requirements

A pass at National 5 Biology is desirable and an A or B grade is recommended. Mathematics has a much greater emphasis in the Higher course so the ability to manipulate number and data is essential. Higher Chemistry also complements the subject well. It may also be possible to achieve entry to Higher Biology with a good pass in another Science Subject.

## Aims of the course

To further instill a passion for Biology and provide a gateway for entry into future careers ranging from the biotechnology industries and medical sciences through to agriculture and ecology.

## Content / Units

The course has three units:

### DNA and the Genome:

DNA and Protein Synthesis  
Mutation  
Evolution  
Genomics

### Metabolism and Survival:

Metabolic Pathways  
Cell Respiration  
Conformers and Regulators  
Surviving and avoiding adverse conditions  
Genetic and Environmental Control of Metabolism

### Sustainability and Interdependence:

Photosynthesis  
Selective Breeding and Genetics  
Symbiosis and Behaviour  
Extinction and Biodiversity

## Internal and External Assessment

In class end-of-unit assessments at the mid-point and end of each unit to test knowledge and understanding, problem-solving and mathematical skills. These assessments are used to gauge progress in the course and identify areas for further support. Practical based assignment on a topic Biology and a formal write up under exam conditions. This is worth 20 marks of the final grade and marked externally by SQA.

The current format is a final exam assessing all three units of theory. This is externally set by SQA and is worth 120 marks of the final grade. Paper 1 is a 40 minute multiple choice and Paper 2 is 2 hours 20 minutes includes data analysis, short answer questions and extended response question.

## Progression

Higher Biology builds on the learning achieved at National 5 and develops the concepts in greater depth leading naturally into AH Biology in sixth form.

## Useful websites for this course

Course information: Career information <https://www.societyofbiology.org/careers-and-cpd/careers/career-resources>

# Biology: Advanced Higher

## Course Entry Requirements

For entry, an A or B grade is recommended in Higher Biology. Higher Chemistry also complements the subject well. In addition, the ability to manipulate number and carry out analysis is a key element of the course.

## Aims of the course

The course places great emphasis on the understanding of the scientific method and the development of investigative skills.

## Content / Units

There are three units:

### Cells and Proteins:

- Proteomics and Proteins
- Cell Communication
- Control of the Cell Cycle

### Organisms and Evolution:

- Population Biology and Animal Behaviour
- Evolution, Reproduction and Courtship Behaviour
- Parasitism, Immunity and Treatment

### Investigative Biology:

- Scientific Method, Literature and Ethics
- Extended Scientific Research Project

## Internal and External Assessment

End-of-unit assessments after each key outcome covering knowledge and understanding, problem-solving and mathematical skills. Demanding practical project and investigation on an area of Biology that will extend the knowledge base and develop scientific method and processing. This takes place in the second half of the second term and is worth 30 marks of the final grade and marked externally by SQA.

The final is a three-hour exam assessing all three units of theory. This is externally set by SQA and is worth 100 marks of the final grade. This includes multiple-choice questions, data analysis; short answer questions and extended response questions. There is a field course weekend in late August/early September to enhance the learning of the Organisms and Evolution unit as well as the Investigative Biology unit.

## Progression

A university degree in a science discipline is the natural progression from AH Biology. The Biological sciences as well as Biochemistry and Biophysics are natural target areas. AH Biology is recommended for anyone who intends to pursue a career in the sciences, medicine and veterinary medicine.

## Useful websites for this course

Career information <https://www.societyofbiology.org/careers-and-cpd/careers/career-resources>

# Business Management: Higher

## Course Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by either National 5 Business Management Course.

If “crashing” it is preferred for the candidate to have achieved an A in National 5 English.

## Aims of the course

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- understanding of business-related financial matters
- an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

## Content / Units

Understanding Business – learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate.

Management of Marketing and Operations – learners will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers’ needs.

Management of People and Finance – learners will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance including leadership, motivation and finance.

## Internal and External Assessment

External Assessment will consist of the following components

Component 1 — question paper 90 marks

Component 2 — assignment 30 marks

Internal Assessment

Class tests are conducted after the completion of each unit.

## Progression

This Course may provide progression to Advanced Higher Business Management

## Useful websites for this course

<http://scholar.hw.ac.uk/>

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

[www.thetimes100.co.uk](http://www.thetimes100.co.uk)

[www.tutor2u.net](http://www.tutor2u.net)

# Business Management: Advanced Higher

## Course Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by either Higher Business Management Course or Higher Economics Course.

## Aims of the course

- apply business and management concepts and theories to reach conclusions
- evaluate the social, ethical and global factors that affect local, national and multinational organisations
- analyse and evaluate leadership theories, management schools of thought and approaches to managing change
- prepare and critically evaluate a range of analytical techniques and management techniques used to assist in effective planning and decision-making at a strategic level

## Content / Units

### The External Business Environment

- analyse the activities of multinational companies in a global context
- evaluate the impact of external factors on organisations

### The Internal Business Environment

- evaluate management and leadership theories and practices used to improve effectiveness analyse and evaluate approaches used to manage change
- evaluating business information
- reach justified conclusions based on analysis and evaluation of business information

## Internal and External Assessment

External Assessment will consist of the following components:

Component 1 — question paper 80 marks

Component 2 — project 40 marks

### Internal Assessment

Class tests are conducted after the completion of each unit.

## Progression

This Course or its Units may provide progression to the study of Business and Business related courses at College and University

## Useful websites for this course

<http://scholar.hw.ac.uk/>

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

[www.thetimes100.co.uk](http://www.thetimes100.co.uk)

[www.tutor2u.net](http://www.tutor2u.net)

# Chemistry: Higher

## Course Entry Requirements

The Higher Chemistry course is intended for those pupils who have achieved a high level at National 5 (Grade A or B). In addition, the large number of calculations required at Higher (25% of the final exam) makes it advisable that pupils have achieved a similarly high level in Mathematics

## Aims of the course

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for Chemistry in a range of contexts. The course provides opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations: vital skills which are valued in the workplace and will form the basis for progressing to study Chemistry at a more advanced level.

## Content / Units

Higher Chemistry is historically arranged into three units and the course assessment, providing learners with the opportunity to develop and apply skills along with increasing their depth of knowledge and understanding.

### Unit 1 - Chemical Changes and Structure

- Periodicity
- Structure and Bonding
- Oxidizing and reducing agents

### Unit 2 - Nature's Chemistry

- Esters, Fats and Oils
- Proteins
- Chemistry of Cooking
- Oxidation of Food.
- Soaps, Detergents and Emulsions.
- Fragrances
- Skin Care

### Unit 3 - Chemistry in Society

- Getting the Most from Reactants
- Controlling the rate
- Chemical Energy
- Equilibria
- Chemical Analysis

## Internal and External Assessment

The course assessment has three components.

Question paper 1 is a multiple-choice exam worth 25 marks

Question paper 2 is worth 95 marks and includes short answer and open-ended questions.

The assignment (20 marks scaled to a value of 30 marks covers the key skills necessary to undertake research in Chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue and, equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to their research. Using their scientific literacy skills, learners will communicate their results and conclusions.

# Chemistry: Advanced Higher

## Course Entry Requirements

The recommended entry for Advanced Higher Chemistry is an A or B in Higher Chemistry. The course is designed for learners who can respond to a high level of challenge and will require a significant amount of independent learning.

## Aims of the course

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of Chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This course will build on the knowledge, understanding and skills developed during the Higher Chemistry Course and will provide a useful bridge toward further study of Chemistry.

## Course content

The course content includes the following areas of chemistry:

### Inorganic chemistry

- The topics covered are:
- Electromagnetic radiation and atomic spectra
- Atomic orbitals, electronic configurations and the periodic table
- Transition metals

### Physical chemistry

- The topics covered are:
- Chemical equilibrium
- Reaction feasibility
- Kinetics

### Organic chemistry and instrumental analysis

- The topics covered are:
- Molecular orbitals
- Synthesis
- Stereochemistry
- Experimental determination of structure
- Pharmaceutical chemistry

### Researching chemistry

- The topics covered are:
- Common chemical apparatus
- Skills involved in experimental work
- Stoichiometric calculations
- Gravimetric analysis
- Volumetric analysis
- Practical skills and techniques

## Internal and External Assessment

The course assessment has two components. The question paper lasting 3 hours includes multiple choice, short answers and open-ended questions. It contributes 85 % of the overall mark.

The project is worth 25 % and is an investigation that is researched, carried out and then written up independently by each individual pupil.

# Computing Science - Higher

## Aims

Computer Science is a discipline that seeks to understand how best to represent and interact with digital information. In an increasingly digital and connected society, the skills and abilities gained from studying Computer Science are in high demand and often cited as key to the future development of successful economies and industries.

Higher Computer Science provides students with an introduction to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

## Course content

- Software Design and Development
  - Pupils will develop programming and computational-thinking skills by designing, implementing, and testing practical solutions and explaining how these programs work. Pupils will learn to create efficient programs and learn about standard working methodologies.
- Computer Systems
  - Pupils will develop their understanding of how data and instructions are stored in binary form and how computer architecture factors can affect system performance. They will also gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws relevant to computer systems.
- Database Design and Development
  - Pupils will develop knowledge, understanding and advanced practical problem-solving skills in database design and development. Through a range of practical tasks using SQL, pupils will apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.
- Web design and Development
  - Pupils can develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks where they design, implement and test practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript.

## Assessment

Course assessment is carried out through a written exam and a practical course work assignment completed at the end of the course.

The exam covers knowledge of all areas of the curriculum and is worth approximately 70% of the overall mark.

The practical assignment is set annually by the SQA and gives pupils the chance to gain marks through the practical application of their skills in the design and development of Software, databases and web solutions and makes up the remainder of the marks available for the over-all course award.

# Drama: Higher

## Course Entry Requirements

An ideal candidate for this course would have achieved National 5 Drama or English at an A or B.

## Aims of the course

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

Students get the opportunity to see at least two pieces of live theatre which they will analyse and discuss in the final exam.

## Content / Units

### Drama Skills

In this component pupils select a significant topic or issue for investigation and research. Working as a group, pupils research and explore their topic before individually writing a script based on their investigation. They then present their scripted performance to an invited audience. Each pupil must direct one scene within his or her group presentation. Practical workshop techniques form the basis of the teaching methodology with individual research and group discussion playing an important role. Pupils will be asked to adopt the roles of director and actor in their presentation. Each pupil has to produce a folio of work showing evidence of their individual research and investigation as well as the development of their scripted scene.

### Production Skills

In this component, pupils will explore, in a predominantly practical manner, complex production skills and how they can be used as a means of expression and communication. The exploration of text is a key element and allows pupils to explore their work from the perspective of an actor, of a director and of a designer. The practical study of the chosen play will inform the textual analysis element of the course and exam.

## Internal and External Assessment

Students will take part in a Drama Skills performance as well as complete various essays on performance analysis and textual analysis.

Students' final grade is made up of a practical exam and a written exam; both are marked externally.

## Progression

This course is a broad-based qualification. It is suitable for learners with an aptitude in the subject and for those wishing to progress to further levels of study. The course helps to develop communication skills, analytical skills and self-confidence; skills for work and life.

# Economics: Higher

## Course Entry Requirements

Economics Higher is offered as a “crash” higher at Lomond School and therefore there are no specific entry requirements. However, it is preferred for the candidate to have achieved an A/B pass in either Higher Modern Studies, Business Management, Geography or English.

## Aims of the course

The Course aims to enable learners to develop and:

- apply economic concepts and theories to reach conclusions
- evaluate the social, ethical and global factors that affect our economy
- analyse and evaluate the impact of government decision of economic performance
- analyse and evaluate the impact on international trading and movement on the UK Economy

## Content / Units

- The Economics of the Market
- The UK Economic Activity
- The Global Economic Activity

## Internal and External Assessment

External Assessment will consist of the following components

- Component 1 — question paper 90 marks
- Component 2 — project 30 marks

Internal Assessment

Class tests are conducted after the completion of each unit.

## Progression

Pupils may wish to progress to Advanced Higher Business. This Course or its Units may provide progression to the study of Economics and Business and Business related courses at College and University

## Useful websites for this course

<http://scholar.hw.ac.uk/>  
[www.thetimes100.co.uk](http://www.thetimes100.co.uk)  
[www.economicsonline.co.uk](http://www.economicsonline.co.uk)

# English: Higher

## Skills

- Learners will be able 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.
- In the contexts of literature, language and media create and produce texts, as appropriate to purpose, audience and context.
- Apply knowledge and understanding of the language.

## Opportunities for Learners

Learners will be able to:

- use different media for learning and communication
- understand how language works
- use language to communicate ideas and information in English
- think creatively and critically
- appreciate a wide range of literature and texts
- develop detailed and complex language skills

## Assessment

- To gain Higher English, learners must pass the two Units and the Course Assessment (Portfolio and two Question Papers for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- Unit Assessment (or 'evidence of learning') will assess each of the four language skills: reading, listening, writing and talking.
- The Course Assessment is a Portfolio (30 marks) and a Question Paper (exam for 70 marks overall) which has two components These are marked externally by the SQA
- Higher English is graded from A to D or as No Award.

**Paper 1** Reading for Understanding, Analysis and Evaluation 1 hour 30 minutes, 30 marks. Two non-fiction pieces of writing are given, with questions.

Specimen Papers can be located at: [www.sqa.org.uk/files\\_ccc/EnglishReadingforUAESQPH.pdf](http://www.sqa.org.uk/files_ccc/EnglishReadingforUAESQPH.pdf) Paper 2

**Critical Reading** 1 hour 30 minutes, 40 marks.

Section 1 Scottish Texts prescribed at: <http://tinyurl.com/qd8haf3>

Section 2 Critical Essay Different genres (prose, poetry, drama) must be chosen for Section 1 and

Section 2 Specimen Papers can be located at: [www.sqa.org.uk/files\\_ccc/EnglishCriticalReadingRedactedSQPH.pdf](http://www.sqa.org.uk/files_ccc/EnglishCriticalReadingRedactedSQPH.pdf)

## Portfolio

Two written texts of no more than 1300 words, demonstrating the learner's ability to write in different genres, for different purposes 30 marks

## Progression

Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

For course information, specimen question papers and past paper guidance visit:

Higher English: [www.sqa.org.uk/sqa/47904.html](http://www.sqa.org.uk/sqa/47904.html)

Curriculum for Excellence Key Terms and Features Factfile:

[www.educationscotland.gov.uk/Images/CtEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CtEFactfileOverview_tcm4-665983.pdf)

Further Information for Parents and Learners,

Information on assessment, skills, progression, revision resources and summaries of National Qualifications:

[www.parentforumscotland.org](http://www.parentforumscotland.org)

# English: Advanced Higher

## Purpose and aims of the Course

The main purpose of the course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will 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 learners 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 course aims to provide opportunities for learners to develop the ability to:

- Critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- Apply critical, investigative and analytical skills to a literary topic of personal interest
- Create a range of complex and sophisticated texts, as appropriate to different purposes and audiences  
Apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments.
- The Course also develops high levels of analytical thinking and understanding of the impact of language.

## Recommended Entry

Entry to this course is at the discretion of the school. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the Higher English course or equivalent qualifications and/or experience.

## Core Skills

- Achievement of this course gives automatic certification of the following:
- Complete Core Skill: Oral Communication at SCQF level 6
- Complete Core Skill: Written Communication at SCQF level 6

## Progression

This Course or its Units may provide progression to:

- Degrees in Higher Education
- Further academic study in English or related areas
- Employment or training

## Course Assessment

Unit assessment

All Units are internally assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

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

## Added Value

The purpose of the course assessment is to assess added value of the Course as well as confirming attainment in the course and providing a grade. The added value for the course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following;

- challenge – requiring greater depth or extension of knowledge and/or skills
- application – requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of;

- the ability to apply in-depth knowledge and understanding to complex and sophisticated seen, and unseen literary texts
- the ability to plan, research and present the findings of an independent dissertation on an aspect of the literature
- the ability to create and produce complex and sophisticated written texts

## **Structure and coverage of the Course assessment**

### **Component 1 – question paper (Literary Study)**

The purpose of this question paper is to assess candidates' ability to apply the skills of critical analysis and evaluation to previously studied literary texts.

- Candidates will choose one question from a range of questions and write a critical essay in response to it
- Candidates will select from poetry, prose, prose non fiction or drama. This will have 20 marks (20% of the total mark).

The tests chosen must not be the same as those used in the dissertation.

### **Component 2 – question paper (Textual Analysis)**

The purpose of this question paper is to assess candidates' ability to apply the skills of critical analysis and evaluation to an unseen literary text.

- Candidates will choose one question on an unseen library text and write an extended critical analysis of it
- Candidates will select from poetry, prose, prose non fiction or drama. This will have 20 marks (20% of the total mark).

### **Component 3– portfolio – writing**

The portfolio will give the candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- writing in different genres for a range of purposes and audiences

Candidates will produce two pieces of writing for two different purposes and audiences. The writing can be from any of the following types:

- persuasive
- informative
- argumentative
- personal/reflective
- poetry
- prose fiction
- drama

There is no requirement to write both creatively and discursively.

The Component will have 30 marks (30% of the total mark). Up to 15 marks will be awarded for each piece of writing selected for the portfolio.

### **Component 4 – project-dissertation**

This dissertation will give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- independent planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature.

The text(s) chosen must not be the same as those used in the Literary Study question paper.

The dissertation will be between 2,500 and 3,000 words long and will have 30 marks (30% of the total mark).

For course information, specimen question papers and past paper guidance visit:

Advanced Higher English: [www.sqa.org.uk/sqa/47904.html](http://www.sqa.org.uk/sqa/47904.html)

Further information for parents and learners information on assessment, skills, progression, revision resources and summaries of National Qualifications can be found at [www.parentforumscotland.org](http://www.parentforumscotland.org)

# French: Higher

## Course Entry Requirements

An A or B pass at National 5 in French would normally be required to take Higher French.

## Aims of the Course

A course award at Higher in a foreign language is a benchmark achievement. It is an indication that the learner has reached a stage in foreign language learning which begins to allow her/him to use the language independently in confident and flexible ways. The candidate can then pursue further foreign language study. It is the main pathway to Advanced Higher French. The course provides the opportunity: to develop skills in reading, listening, talking and writing, (essential for learning, work and life); to develop understanding of how language works; to use different media effectively for learning and communication; and to use language to communicate ideas and information.

The course also provides opportunities to use creative and critical thinking to synthesise ideas and arguments; to enhance enjoyment and understanding of other cultures; to explore the interconnected nature of languages; and to develop independent learning. The study of French, helps develop literacy in English through comparing grammar and vocabulary.

## Contents/Units

This course is made up of two mandatory Units to develop reading, listening, talking and writing skills, in order to understand and use a modern language.

### **Modern Languages: Understanding Language (Higher)**

This Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

### **Modern Languages: Using Language (Higher)**

This Unit provides learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

**Topics can include:** Family and friends, lifestyle, media, global languages, citizenship, learning in context, education, jobs, work and CVs, planning a trip, other countries, celebrating a special event, literature and TV of another country.

## Assessment

To gain the course award, the learner must pass all of course assessment. The assessments cover Reading and Translation, Listening, Talking and Writing. In addition to the Directed Writing paper, candidates have to produce an Assignment in class which is externally assessed. The course assessment will provide the basis for grading attainment in the course award.

## Progression

An A or B pass at Higher allows progression to Advanced Higher French.

## USEFUL WEBSITES FOR THIS COURSE

<http://www.sqa.org.uk/sqa/47909.html>

# French: Advanced Higher

## Recommended Entry

An A or B pass in Higher French would normally be required to take Advanced Higher French.

## Aims

The main purpose of the course is to further develop the skills of listening and talking, reading and writing, in order to understand and use French.

This course offers learners opportunities to develop and extend a wide range of skills: listening, talking, reading and writing in a modern language within a range of contexts; translation; grammatical knowledge; planning and research; integrating and applying language skills; developing independent learning and higher-order language skills.

## Content/Units

This course is made up of three mandatory Units:

- Understanding Language (Advanced Higher)
- Using Language (Advanced Higher)
- Specialist Study (Advanced Higher)

The purpose of the Understanding and Using Language Units is to develop and extend reading, listening, talking and writing skills in the modern language, and to develop knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture. Topics covered can include: personal relationships, lifestyle, media, globalisation, citizenship, learning in context, education, jobs, work and CVs, planning a trip, other cultures, traditions, literature, film and media. The purpose of the Specialist Study Unit is to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature.

## Internal and External Assessment

To gain the course award candidates must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

The external (course) assessment will take the form of:

- two question papers, covering reading, translation, listening and discursive writing skills in the modern language
- a performance (talking) in the modern language
- a portfolio, written in English, showing analytical skills in relation to in the context of the modern language

## Progression

An A or B pass at Advanced Higher allows progression to the study of languages at university.

## USEFUL WEBSITES FOR THIS COURSE

<http://www.sqa.org.uk/sqa/48456.html>

# Geography: Higher

## Course Entry Requirements

An A or B pass at National 5 is recommended. It may also be possible to achieve entry to Higher Geography with a good Higher pass in another Social Subject. A good standard of written English is required.

## Aims of the course

The Higher Geography Course develops learners' understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork are encouraged, so that learners can interact with their environment.

## Content / Units

The Higher course involves the study of three main areas. These are 'Physical Geography', 'where pupils will learn in more detail about the natural world including glacial landscapes and the atmosphere. 'Human Geography' investigates the influence of people on the world through studies such as the effects of continued population growth and urbanisation. 'Environmental Interactions' analyses the ways in which people and the landscape influence one another through the study of 'River Basin Management' and 'Development and Health'

## Internal and External Assessment

The course is examined through a Question Paper and an Assignment which is worth 33% of the overall mark.

## Progression

You can move on to Advanced Higher if you achieve an A or a B.

Higher Geography is also an entry requirement for University courses in Social Science, Science and Arts Faculties.

Geography is a very diverse subject so graduates are highly sought after due to the variety of skills learned. Jobs with Geography include meteorology, cartography, international aid work and environmental consultancy.

The analytical and research skills gained from a Geography degree are attractive to a range of employers.

Geography graduates are employed in a range of sectors, including the public sector, education, commerce, industry, business, transport and tourism.

## Useful websites for this course

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/geography> <https://targetjobs.co.uk/careers-advice/degree-subjects-your-options/301030-what-can-i-do-with-a-geography-degree>  
<http://www.rgs.org/OurWork/Schools/Careers+and+Further+Study>

# Geography: Advanced Higher

## Course Entry Requirements

An 'A' or 'B' pass at Higher Geography is recommended

## Aims of the course

The Advanced Higher Geography Course further develops learners understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork are essential parts of this Course, so that learners can interact with their environment.

## Content / Units

There are two components which make up the course:

Component 1 - Folio Work

The folio is broken down into two separate parts:

The Geographical Fieldwork Project or (Study).

(i) For the Geographical Study you will carry out fieldwork on a topic which interests you such as river pollution, coastal defences or crime rates (the choice is up to you). You will research the topic, collect data and then process the information and turn this into a report.

(ii) Critical Evaluation of a Controversial Topic or (Essay)

The Geographical Issue requires you to identify a current controversial topic such as migration and examine the different views of the people concerned. You then present your views in the form of an essay.

Component 2 - SQA Exam

There is also an SQA exam which tests map interpretation and data handling and processing questions. 70% of the course is folio based

## Internal and External Assessment

You will sit unit assessments which are based on fieldwork, the critical essay and classwork. The 'folio' of work consisting of the Geographical Study and Geographical Issue is sent off to the SQA to be marked and this mark is added to the score gained in the written exam.

## Progression

Geography is a very diverse subject so graduates are highly sought after due to the variety of skills learned. Jobs with Geography include meteorology, cartography, international aid work and environmental consultancy.

The analytical and research skills gained from a Geography degree are attractive to a range of employers.

Geography graduates are employed in a range of sectors, including the public sector, education, commerce, industry, business, transport and tourism.

## Useful websites for this course

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/geography> <https://targetjobs.co.uk/careers-advice/degree-subjects-your-options/301030-what-can-i-do-with-a-geography-degree>  
<http://www.rgs.org/OurWork/Schools/Careers+and+Further+Study>

# History: Higher

## Course Entry Requirements

An A or B pass in any social subject or English at National 5. Whilst most candidates may many have studied History at National 5, this is not a requirement.

## Aims of the course

At Higher level, pupils will study three topics covering Scottish, British and European History. As well as furthering their source-handling skills, pupils will also develop the ability to write essays: an invaluable tool that greatly improves communication, as well as analytical skills.

### Paper 1 :Britain, 1851–1951

- An evaluation of the reasons why Britain became more democratic, 1851–1928
- An assessment of how democratic Britain became, 1867–1928
- An evaluation of the reasons why women won greater political equality by 1928
- An evaluation of the reasons why the Liberals introduced social welfare reforms 1906 –1914 and the effectiveness of these
- An assessment of the effectiveness of the Labour social welfare reforms, 1945 – 1951

### Paper 1: Appeasement and the Road to War 1918-1939

- An evaluation of the reasons for the aggressive nature of the foreign policies of Germany and Italy in the 1930s
- An evaluation of the reasons for the British policy of appeasement, 1936-1938
- An assessment of the success of British foreign policy in containing Fascist aggression, 1935 to March 1938
- An assessment of the Munich agreement
- An evaluation of the reason for the outbreak of war in 1939

### Paper 2: Migration and Empire

- The migration of Scots
- The experience of immigrants in Scotland
- The impact of Scots emigrants on the empire
- The effects of migration and empire on Scotland

## Course Assessment

Paper 1: Britain, European and World  
2 essays

Paper 2: Scottish  
Source handling

Assignment: An independently researched essay written up under exam conditions and externally marked by the SQA (27% of total mark)

## Progression

You can move to Advanced Higher if you achieve an A or B Grade.

Higher History, as a traditional academic Higher, equips candidates with a range of analytical and communication skills useful for a wide range of degrees including, law, international relations, psychology, journalism and many others.

## Useful websites

[www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/history](http://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/history)

# History: Advanced Higher

## Entry Requirements

Candidates are normally expected to have achieved a pass at Higher.

## Course Aims

The aims of the Advanced Higher History Course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources

## Course Content: The Spanish Civil War

Spain in the 1920s  
The fall of the Monarchy  
The Second Republic  
Azana's Reforms  
The 'Bienio Negro'  
The Military Uprising, 1936  
The rise and leadership of Franco  
The Civil War: The Spanish dimension  
The Civil War: The international dimension  
The consequences of the Civil War

## Assessment

Exam (90 marks)

The final exam will last 3 hours and will be split into 2 sections:

Section 1: 2 essays completed out of a selection of 5 essay questions (50 marks)

Section 2: 3 source based questions covering 4 historical sources (40 marks).

Dissertation (50 marks)

A 4000 word dissertation on a detailed issue relevant to the topic.

# Health and Food Technology: Higher

## Course Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or preferably more of the following or equivalent qualifications:

- N5 HFT
- N5 English
- N5 Mathematics
- N5 Biology or Chemistry

## Aims of the course

The Higher HFT course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of resources, food production and development, and their effects on consumer choices. Learners analyse the relationships between health, food and nutrition. They plan, make and evaluate food products to suit a range of dietary and lifestyle needs. This course provides pupils with skills necessary for living as individuals and as members of a family. It prepares young people for the opportunities and challenges they will meet in the course of their lives, by giving them vital social, creative and management skills.

This course will attract learners who are interested in careers in medicine, teaching, sport science, food product development, food science, environmental and consumer law, tourism and hospitality.

The course has three units:

- Food for Health (Higher)
- Food Product Development (Higher)
- Contemporary Food Issues (Higher)

Skills developed within the units include:

- Analysing the relationship between health, nutrition and food
- Develop and apply understanding and skills related to the functional properties of food.
- Investigating contemporary issues affecting food and consumer choices
- Use research, management and technological skills to plan, make and evaluate food products to meet a variety of dietary & lifestyle needs whilst employing safe and hygienic practices.

## Assessment

The course assessment consists of two components: a question paper and an assignment which are both externally assessed by SQA.

Component 1 – Question paper (60 marks).

The paper will require give pupils an opportunity to demonstrate their knowledge, understanding and skills from across the three units.

Component 2 – Assignment (60 marks).

Learners will be required to develop a food product or food products to a given brief that is set by SQA.

## Progression

Advanced Higher Health and Food Technology

# Hospitality: National 5

## Course Entry Requirements

This course is open to all S5 and S6 pupils who wish to add breadth to their choice of subjects and for those interested in developing skills for independent living or for those interested in working in the hospitality/ leisure industry.

## Aims of the course

This course contains a significant practical component and aims to develop learner's life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who may wish to progress to further study in the hospitality context. In preparing pupils for life, the course anticipates their future needs in that it allows them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills which have an application in a wide range of contexts.

Learners will develop the following skills:

- to be able to use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- to be able to select and use ingredients to produce and decorate dishes
- to develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- to develop an understanding of current dietary advice relating to the use of ingredients
- to be able to plan and produce meals and present them appropriately
- to work safely and hygienically

## Content/ Units

The course enables learners to develop food related knowledge which will extend their understanding and skills which they can use at home, in the wider community or in employment.

**All ingredients will be provided for this course and specific dietary requirements can be catered for.**

The course has three units:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

## Assessment

There are three course assessment components:

### **Question paper - (30 marks – 25%)**

This will assess the knowledge and understanding covered in the units.

### **Assignment and practical activity – (100 marks – 75%)**

The assignment and practical activity combined task has two stages:

Stage 1: planning (assignment) has 18 marks

Stage 2: implementing (practical activity) has 82 marks

## Progression

Other qualifications in Hospitality or related areas.

# Mathematics: Higher

## Recommended Entry

To be presented at Higher, it is recommended that a Grade A or B is achieved in N5. As there is a huge jump in standard from N5 to higher, this grade is essential to have a realistic chance of passing Higher.

## Course Content

The topics are as follows:

- Straight Line
- Quadratic Theory
- Circle
- Recurrence Relations
- Differentiation
- Integration
- Polynomials
- Sets and Functions – includes inverse.
- Graphs and Functions
- Trigonometry: Graphs and Equations
- Addition formulae
- The Wave function
- Exponential and Logarithmic Functions
- Vectors
- Further Calculus

## Course Assessment

After most topics, there is an assessment which is graded on a scale of A – D (& Fail) to allow all pupils the chance to reach their highest level.

A prelim exam is sat in February to allow the department to place estimates in case of absences. If time permits, a second Prelim is set before Easter.

# Mathematics: Advanced Higher

## Recommended Entry (AH)

Advanced Higher Mathematics & Mechanics require an entry with a Grade A or B in Higher Mathematics. Both have prelims in January and final examinations in May.

There are two options:

- (a) Pure mathematics
- (b) Applied (Mathematics of Mechanics)

## Advanced Higher Topics for Pure

The following are covered in depth:

- Calculus
- Binomial Theorem
- Graphing Rational Functions
- Matrices, Complex Numbers
- Proof & Number Theory
- Ordinary Differential Equations
- Second Order Differential Equations
- Sequences.

The course is divided between Mr Macleod and Mrs Cameron.

## Course Assessment

A prelim is sat in January with final exams in May consisting of Paper 1 (non-calculator) and paper 2 (calculator).

## Advanced Higher Topics for Mechanics

The course has three sections for Mechanics:

- Forces, Energy and Momentum
- Straight Line, Periodic and Parabolic Motion
- Mathematical Techniques for Mechanics

The last topic is covered within the Pure course which must also be done. The course is taught by Dr. MacBeath.

## Course Assessment

A prelim is sat in January with final exams in May.

# Modern Studies: Higher

## Course Entry

An A or B pass in any social subject or English at National 5.

Modern Studies encourages pupils to develop an open mind to new thinking and ideas. The course challenges pupils to look at the world in new ways by building up a framework of social, political and economic knowledge and understanding.

The course focuses on political and social issues in local, Scottish, UK and international contexts. This will build up an awareness of these issues which pupils will meet in their lives in the future.

## Content

### Democracy in Scotland and the United Kingdom

The study of aspects of the democratic political system in the United Kingdom (UK) including the place of Scotland within this:

- The UK constitutional arrangement, including the role of the Scottish Parliament and other devolved bodies, and the impact of UK membership of the European Union. Ongoing debates about the nature of the political system in the UK
- The study of representative democracy in Scotland / UK
- The impact of voting systems and a range of factors which affect voting behaviour in Scotland / UK
- The ways in which citizens are informed about, participate in, and influence the political process in Scotland / UK

### Social Issues in the United Kingdom

Social inequality in the United Kingdom:

- The nature of social inequality in the United Kingdom
- Theories and causes of inequality
- The impact of inequality on specific groups in society
- Attempts to tackle inequalities and their effectiveness

### International Issues

A political and socio-economic study of a major world power:

- Political system and processes
- Recent socio-economic issues and how effectively the Government deals with these
- The role of the world power in international relations

## Course assessment:

Paper 1: Essays testing knowledge and understanding

Paper 2: Skills based on questions (analysis, evaluation and synthesis of data and textual sources).

Assignment

An independently researched report on contemporary political, social or international issue. Written up under exam conditions and externally marked by the SQA (27% of overall mark)

## Progression

Higher Modern Studies equips candidates with a range of analytical and communication skills useful for a range of degrees including, law, politics, international relations, psychology and others.

It is also a useful Higher for those moving on to further study in the health sector as it provides crucial knowledge and context for nursing and medicine interviews.

# Music: Higher

## Course Entry Requirements

The minimum performing standard for the course is **Grade IV**. Others may already be at higher levels than this ranging from Grade V – Grade VII.

It is expected that pupils will be receiving specialist music tuition in **at least one** of their instruments, **preferably both**. Pupils should be able to read music competently and understand basic musical theory.

## Aims of the course

The aim of the new Higher course is to provide pupils with a wide range of Performing, Listening and Composing experiences, encouraging creativity across all skills.

A desire to perform is an essential requirement for this course and all pupils will be required to take part in solo and group performing activities using instruments and voices. Often, solo work will be recorded and listened to in class, so pupils taking the course should enjoy performing and not be afraid of this exciting option. They should also have a love of listening to music and be open to many different styles beyond their own particular favourites. There will be optional, external visits during the course which may range from classical concerts to theatre shows. Pupils need to develop a love for all music.

## Content

### **Understanding Music** (listening):

Pupils will develop an understanding of a large range of concepts including music literacy. It is related as often as possible to *Performing* and *Composing*. Pupils will also consider social and cultural influences on music.

### **Composing:**

Pupils learn how to improvise and compose original music in a variety of styles during the course.

### **Performing:**

Pupils will be expected to perform on two instruments (or voice plus one instrument). Almost all instruments are acceptable (please check with the Music Department if unsure).

## External Assessment

An assignment in composing skills (15%), completed as coursework, will be externally assessed by the SQA.

There is also an external graded *course assessment*, which includes a 60-minute listening examination (35%) and a practical assessment (50%: 25% for each instrument). For the practical, the pupil must prepare a programme at (minimum standard of) Grade 4 which lasts 12 minutes, with each instrument providing a minimum of 4 minutes within the 12 minute programme, the rest being made up by the other instrument.

## Progression

After Higher, you would go on to study at Advanced Higher level in Music, with possible future careers in teaching, performing, music therapy, journalism, arts administration, events management and radio production.

## Useful websites for this course

H Music Concepts glossary: [www.ataea.co.uk/w/index.php?title=A-Z\\_of\\_Music\\_concepts](http://www.ataea.co.uk/w/index.php?title=A-Z_of_Music_concepts)

Instrumental Recognition: [www.philharmonia.co.uk/explore/instruments](http://www.philharmonia.co.uk/explore/instruments)

# Music: Advanced Higher

## Course Entry Requirements

- \* The minimum performing standard for the course is **Grade V**. Others may already be at higher levels than this up to and including Grade VIII.
- \* It is expected that pupils will be receiving specialist music tuition in **both** of their instruments.
- \* Pupils should be able to read music competently and understand basic musical theory.

## Aims

The aim of the new Advanced Higher course is to provide pupils with a very wide range of Performing, Listening and Composing experiences, encouraging creativity across all skills.

A desire to perform is an essential requirement for this course and all pupils will be required to take part in solo and group performing activities using instruments and voices. Often, solo work will be recorded and listened to in class, so pupils taking the course should enjoy performing and not be afraid of this exciting option. They should also have a love of listening to music and be open to many different styles beyond their own particular favourites. There will be optional, external visits during the course which may range from classical concerts to theatre shows.

## Content

### ***Understanding & Analysing Music (listening):***

Pupils will develop an understanding of a large range of concepts including music literacy. It is related as often as possible to *Performing* and *Composing*. In addition, pupils will analyse sections of musical movements or works (chosen by them) demonstrating detailed understanding of the music and the ability to analyse the impact of social and cultural influences on the selected music.

### ***Composing:***

Pupils learn how to compose original music in a variety of styles during the course.

### ***Performing:***

Pupils will be expected to perform on two instruments (or voice plus one instrument). Almost all instruments are acceptable (please check with the Music Department if unsure).

## External Assessment

An assignment (15% and completed as coursework) will be externally assessed by the SQA. The assignment involves one composition and review (10%) combined with an essay analyzing one work chosen by the pupil (5%).

There is an external graded *course assessment*, which includes a 75-minute listening examination (35%) and a practical assessment (50%: 25% for each instrument). For the practical, the pupil must prepare a programme at (minimum standard of) Grade 5 which lasts 18 minutes, with each instrument providing a minimum of 6 minutes within the 18 minute programme, the rest being made up by the other instrument.

## Progression

After AH Music, you might study at a Music Conservatoire (performance / composition) or at University (less practical, more academic) with possible careers in performance (solo / orchestral / vocal), teaching (both school and private tuition), music therapy, sound engineering, arts administration, music journalism, radio production, events management.

## Useful websites for this course

AH Music Concepts glossary: [www.ataea.co.uk/w/index.php?title=A-Z\\_of\\_Music\\_concepts](http://www.ataea.co.uk/w/index.php?title=A-Z_of_Music_concepts)

Instrumental Recognition: [www.philharmonia.co.uk/explore/instruments](http://www.philharmonia.co.uk/explore/instruments)

# Physics: Higher

## Course Entry Requirements

Entry to this course is at the discretion of the department. Candidates should have achieved the National 5 Physics course or equivalent qualifications and/or experience prior to starting this course. For pupils aspiring to achieve a Grade C or above at Higher in one year's study, a pass in National 5 Physics is essential. A or B grades are recommended. A good level of mathematical and numerical skills is also essential, therefore pupils must also be enrolled in Higher Mathematics

## Aims of the course

The study of Physics at Higher can make an important contribution to your knowledge and understanding of the physical and natural world. The course provides a good basis for further study in Physics or related subjects, such as engineering, space and medical sciences.

## Content / Units

The course content includes the following areas of physics:

### Our dynamic Universe

The topics covered are:

motion — equations and graphs, forces, energy and power, collisions, explosions, and impulse, gravitation, special relativity, the expanding Universe

### Particles and waves

The topics covered are:

forces on charged particles, the Standard Model, nuclear reactions, inverse square law, wave-particle duality, interference, spectra, refraction of light

### Electricity

The topics covered are:

monitoring and measuring AC, current, potential difference, power, and resistance, electrical sources and internal resistance, capacitors, semiconductors and p-n junctions

## External Assessment

### Exam Components

Question paper 1: multiple choice (25 marks) 45 minutes.

Question paper 2: long answer style questions (95 marks) 2 hours and 15 minutes.

Assignment: Formal write-up (30 marks), 8 hours in class, 2-hour write-up.

## Useful websites for this course

[Course information](#) | [Career information](#)

## Comment(s) from current/recent pupil(s)

All below comments below are from pupils studying physics in the 2018/2019 session.

*"While the course has difficult aspects to it, physics is a very interesting and fun science. It requires work but it is more than worth it if you want to go into the Engineering or computing fields."*

*"Physics is a very fun and rewarding subject, but it is not a skive. 100% effort is needed both with classwork, homework and revision alike for success."*

*"I would really recommend taking higher physics as it has a good balance of being hard and enjoyable at the same time."*

*"If you are able to wrap your head around the basic concepts you will do well, the equations are easy and it isn't that heavy on math if you are worried about that."*

## Head of Department

Dr Alan MacBeath BEng PhD IMechE

[a.macbeath@lomondscol.com](mailto:a.macbeath@lomondscol.com)

## Physics: Advanced Higher

### Course Entry Requirements and Aims

Candidates would normally be expected to have attained Higher Physics and Higher Mathematics at Grades A - C. This course provides insight into the underlying theories of Physics and develops the practical skills used in a Physics laboratory. The study of Physics at this level can make a major contribution to your knowledge and understanding of the natural and physical environment. You will have the opportunity to develop the skills of independent study and thought that are essential in a wide range of subjects and occupations. Advanced Higher Physics is particularly relevant if you wish to progress to degree courses, whether in Physics, or in subjects of which Physics is a major component, such as medicine, engineering or medical science. The course also provides a sound basis for direct entry to physics-related employment.

### Content / Units

#### Rotational Motion and Astrophysics (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

#### Quanta and Waves (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

#### Electromagnetism (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

#### Investigating Physics (Advanced Higher)

In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

### Exam Components

Component 1: question paper 100 marks | Component 2: project 30 marks | Total marks:130 marks

### Progression

On successful completion of this Course, learners could progress to a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications. As well as providing an excellent grounding for the future study of physics and physics related subjects, the Course also equips all learners with an understanding of the positive impact of physics on everyday life.

### Useful websites for this course

[Course information](#) | [Career information](#)

### Comment(s) from current/recent pupil(s)

*"The Advanced Higher Physics course was very enriching in providing a very broad insight into Physics at a very advanced level. It is a very enjoyable course and the lab work components are not only engaging, but the best way to gain an intuitive understanding of Physics. The course really requires hard work and dedication both in and out of the classroom, but ends up being very empowering. Since I have gone on to study Mathematics and Physics, I would like to emphasise that solid knowledge of the Advanced Higher Physics and Applied Maths alone has allowed me pass the first year university Physics with 98%, and was a sufficient qualification to get me a job as a mechanics tutor for first-year students."*

### Head of Department

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# Spanish: Higher

## Course Entry Requirements

An A or B pass at National 5 in Spanish would normally be required to take Higher Spanish.

## Aims of the course

A course award at Higher in a foreign language is a benchmark achievement. It is an indication that the learner has reached a stage in foreign language learning which begins to allow her/him to use the language independently in confident and flexible ways. The candidate can then pursue further foreign language study. It is the main pathway to Advanced Higher Spanish. The Course provides the opportunity: to develop skills in reading, listening, talking and writing, (essential for learning, work and life); to develop understanding of how language works; to use different media effectively for learning and communication; and to use language to communicate ideas and information. The Course also provides opportunities to use creative and critical thinking to synthesise ideas and arguments; to enhance enjoyment and understanding of other cultures; to explore the interconnected nature of languages; and to develop independent learning. The study of Spanish, helps develop literacy in English through comparing grammar and vocabulary.

## Content / Units

This Course is made up of two mandatory Units to develop reading, listening, talking and writing skills, in order to understand and use a modern language.

### Modern Languages: Understanding Language (Higher)

This Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

### Modern Languages: Using Language (Higher)

This Unit provides learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

**Topics can include:** Family and friends, lifestyle, media, global languages, citizenship, learning in context, education, jobs, work and CVs, planning a trip, other countries, celebrating a special event, literature and TV of another country.

## Assessment

To gain the Course award, the learner must pass all of Course assessment. The assessments cover Reading and Translation, Listening, Talking and Writing. In addition to the Directed Writing paper, candidates have to produce an Assignment in class which is externally assessed. The Course assessment will provide the basis for grading attainment in the Course award.

## Progression

An A or B pass at Higher allows progression to Advanced Higher Spanish.

## Useful Websites for this Course

# Spanish: Advanced Higher

## Recommended Entry

An A or B pass in Higher Spanish would normally be required to take Advanced Higher Spanish.

## Aims

The main purpose of the course is to further develop the skills of listening and talking, reading and writing, in order to understand and use Spanish.

This course offers learners opportunities to develop and extend a wide range of skills: listening, talking, reading and writing in a modern language within a range of contexts; translation; grammatical knowledge; planning and research; integrating and applying language skills; developing independent learning and higher-order language skills.

## Content/Units

This course is made up of three mandatory Units:

- Understanding Language (Advanced Higher)
- Using Language (Advanced Higher)
- Specialist Study (Advanced Higher)

The purpose of the Understanding and Using Language Units is to develop and extend reading, listening, talking and writing skills in the modern language, and to develop knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture. Topics covered can include: personal relationships, lifestyle, media, globalisation, citizenship, learning in context, education, jobs, work and CVs, planning a trip, other cultures, traditions, literature, film and media. The purpose of the Specialist Study Unit is to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature.

## Internal and External Assessment

To gain the course award candidates must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

The external (course) assessment will take the form of:

- two question papers, covering reading, translation, listening and discursive writing skills in the modern language
- a performance (talking) in the modern language
- a portfolio, written in English, showing analytical skills in relation to in the context of the modern language

## Progression

An A or B pass at Advanced Higher allows progression to the study of languages at university.

## USEFUL WEBSITES FOR THIS COURSE

<http://www.sqa.org.uk/sqa/48456.html>

# Sports Leader Award SCQF Level 5

## Aims

The Sports Leader award level 5 consists of 5 units of work including a minimum of ten hours of demonstration of Leadership. The course is a leadership course that is undertaken through sport. It gives the pupils more practical experience in planning, delivering and evaluating physical activity sessions. They are encouraged to become more community minded and ambitious and the course delivers qualities of professional skills and experience that employers and universities value.

For further information visit [www.sportsleaders.org](http://www.sportsleaders.org)

Give More. Become More Video - <https://www.youtube.com/watch?v=2sg111FTz2o>

## Content / Units

### Unit 1- Developing leadership skills

The pupils will develop their skills on how to deliver information to others, the styles of learning and management of people.

### Unit 2- Plan, lead and evaluate sport/physical activity sessions

The pupils will learn how to plan, deliver and evaluate physical activity sessions as well as how to critically evaluate their own progress.

### Unit 3 – Assist in planning and leading a sports/physical activity event

The pupils will have complete control of all aspects of organising a sports events including finance, risk assessments, marketing, bookings, equipment and delivery.

### Unit 4 - Lead activities which promote a healthy lifestyle

The pupils will learn about health and how to promote and create a healthy lifestyle to young people.

### Unit 5- Lead sport/physical activity sessions linked with the centre

Drawing on their learning in Units one and two, pupils will develop their practical leadership skills through developing and then teaching a series of at least 10 lessons to younger pupils in Lomond School.

## Progression

As well as gaining the Sports Leader 5 qualification it is hoped that pupils will also develop their coaching skills in a number of different sports and depending on circumstances this may involve gaining governing body accredited awards. The use of external coach educators to validate these awards is likely to incur an additional cost dependent on class size and courses undertaken.

## Study Advice for Parents and Pupils

- Provide your son / daughter with a room that has no distractions (and where you can monitor their progress!). A kitchen or dining room is especially suitable. Bedrooms often have too many distractions and are quite rightly seen as a place to relax.
- Remove all electronic gadgets that may provide access to social media and do not play music in the background.
- With your son / daughter, agree a study timetable for Easter break.
- Divide the day into three sections (morning, afternoon and evening) and encourage your son / daughter to choose a combination of two from the three for study. For example, if they work morning and afternoon, they should relax in the evening.
- Importantly, your son / daughter should plan to meet friends, go out or do whichever leisure activity he / she enjoys. They need to relax and recharge their batteries.
- This is not the time for simply reading over notes or copying them out, Instead, become familiar with exam technique through using Past Papers.
- Your son / daughter should attempt Past Paper questions as timed exercises without notes.
- Your son / daughter should access marking schemes to correct their work and identify which areas they need to focus on. The questions can be attempted again, following the same procedure. They will see an improvement in their performance and become familiar with the range of questions.
- Your son / daughter will attempt most Past Paper questions three or four times before mastering them.
- As parents, you can monitor revision every day by looking at the answers your son / daughter has written—they can do lots in three hours!
- Your son's / daughter's improving performance as they work through Past Papers will be further motivation to them.
- If there are questions which your son / daughter cannot answer, or topics with which they are having difficulties, they should take a note of these and request their teachers' assistance when they return to School.
- Focus on what your son / daughter can do and what they will do next. Don't dwell on what he / she can't do - this will be addressed in School.
- Break whole units into smaller, manageable sections for each study session; this is less daunting.
- Help your son / daughter to remain motivated by talking to them about what they are studying and reassure them that all they can do is their best!

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**[www.lomondschool.com](http://www.lomondschool.com)**

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