



Hyndland Secondary School

# **S5/S6 OPTIONS** **BOOKLET**

## **2020/2021**

*Please be aware that not all courses represented in this booklet will definitely run next session. This is dependent on uptake.*



## PHYSICAL EDUCATION HIGHER

The main purpose of the course is to enable learners to develop, demonstrate and evaluate performance. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance.

Each unit of the course enables the learner to develop specific skills, knowledge and understanding, which will be integrated and applied in the course assessment. Units are statements of standards for assessment and not programmes of learning and teaching.

The Course has two mandatory Units:

### Physical Education: Performance Skills (Higher)

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

### Physical Education: Factors Impacting on Performance (Higher)

In this Unit, learners will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

## ASSESSMENT

To achieve a unit pass you have to successfully complete the unit assessments. To achieve the overall course award you have to pass both the two unit assessments and sit the final written examination. Courses from National 4 to Higher include assessment of added value. At National 5 and Higher the added value will be assessed in the course assessment.

## COURSE AWARD AGGREGATION

When you complete all the course assessments a final mark will be calculated with the percentage weightings at Higher level being:

Performance	<b>Higher</b> 60%
Analysis and Development of Performance (exam at Higher, Portfolio at National 5)	40%



## Hyndland Secondary School

### Travel & Tourism National 5

#### Course Components

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

#### Assessment

All courses will be assessed and marked throughout the session by class teachers. These assessments are appropriate to the subject and level of study. Assessments include a combination of practical work, case studies and projects.

To achieve the award, the pupils must complete the four core units - these are

- Employability
- Customer Service
- Travel & Tourism: Scotland
- Travel & Tourism: UK & Worldwide



## MODERN STUDIES National 5

### Entry requirement

National 4 pass in Modern Studies or another Social Studies subject

Modern Studies aims to produce young people who are well-informed on the issues of the day and who understand how their society works. It also tries to develop in them balanced views which reflect tolerance and an absence of prejudice.

### Course Components

#### Unit 1 Democracy in Scotland and the United Kingdom

This syllabus area covers participation and representation in Scotland and Britain, including parliaments and the main political institutions in the UK. Thereafter, pupils will study either 'Democracy in Scotland' or 'Democracy in the UK' as optional units.

#### Unit 2 Social Issues in the United Kingdom – Social Inequality or Crime and the Law

In the Social Inequality context, pupils will develop knowledge and understanding of the causes and consequences of social inequality and attempts by governments, other organisations and individuals to tackle it.

or

In the Crime and the Law context, learners will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

#### Unit 3 International Issues – World Power Study or International Issue

In the world power study, pupils will study contemporary socio-economic issues and the political system in a significant world power, excluding the UK.

or

In the International Issue option, pupils will study a major contemporary world issue which is likely to focus on a significant international conflict or a significant issue which impacts on a number of countries.

### Assessment

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Units for all levels will be assessed by teachers and be graded. The National 5 course will also have units assessed. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

**National 5** has a more rigorous content than **National 4** and pupils will be subjected to more breadth and challenge. The N5 Course will be assessed by an externally marked question paper and a research-based assignment.

N4 has an 'Added value' unit which consists of a research topic which will allow pupils to research a topic or issue, apply their skills and techniques and use information relating to their findings.



Hyndland Secondary School

## Modern Studies Higher

### Entry requirement

National 5 A or B Grade pass in Modern Studies or another Social Studies subject

Modern Studies aims to produce young people who are well-informed on the issues of the day and who understand how their society works. It also tries to develop in them balanced views which reflect tolerance and an absence of prejudice

### Course Components

#### Unit 1 Democracy in Scotland and the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will apply a knowledge and understanding of democracy in Scotland and the UK

#### Unit 2 Social Issues in the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will apply knowledge and understanding of social issues within the United Kingdom and Scotland.

#### Unit 3 International Issues

Learners have a choice of international issue: contexts for study will focus on **either** a political and socio-economic study of a major world power **or** the study of a significant contemporary world issue.

### ASSESSMENT

To gain the course award, the student must pass the internal unit assessment for each of the 3 units, as well as the external assessment.

### EXTERNAL ASSESSMENT

At some point during the course, students have to produce an assignment on an issue of their choice which relates to the content of the course. The Assignment will be marked out of 30 and will be written up under exam conditions during a period of 1 hour 30 minutes.

The external exam at the end of the course will consist of 2 papers.

Paper 1 will last 1hr 45 mins and will test all three areas of content. Paper 2 will last 1hr 15 mins and will consist of one 'conclusions', one 'objectivity' and one 'reliability' question. The exam will be made up of limited/extended response questions requiring the candidate to draw on the knowledge and understanding and apply the skills acquired during the Course.



## Hyndland Secondary School

### GEOGRAPHY NATIONAL 5

#### Course Components

##### **Unit 1 Physical Environments:**

This unit investigates weather and the effect of latitude, relief, aspect and distance from the sea on weather conditions along with air masses and synoptic charts. Also covered are river and limestone landscapes as well as land uses and associated conflicts.

##### **Unit 2 Human Environments:**

In the Human Environments unit, pupils will develop knowledge and understanding of social and economic indicators of developed and developing countries, global population patterns and the influence of demographic factors. Also covered are urban and rural environments.

##### **Unit 3 Global Issues:**

In this context, pupils will develop knowledge and understanding of significant global issues such as; climate change, the impact of human activity on the natural environment, environmental hazards, trade and globalisation, tourism and health.

#### Assessment

All courses will be assessed and marked throughout the session by class teachers. These assessments are appropriate to the subject and level of study. Assessments include a combination of practical work, case studies, examinations and projects.

The National 5 Course will be assessed externally in a question paper and a research-based assignment. The external assessment will be administered by the SQA and graded A – D. The National 5 course has 3 unit assessments which will be graded.



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### **GEOGRAPHY HIGHER**

#### **Entry Requirement**

A pass in National 5 Geography at A or B. Alternatively, a pass at National 5 in another social subject.

#### **1. Geography: Physical Environments**

In this unit, learners will develop and apply geographical skills and techniques in the context of physical environments. Learners will develop mapping skills in geographical contexts. They will also develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale.

#### **2. Geography: Human Environments: -**

In this unit, learners will develop research skills in geographical contexts. They will also develop 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.

#### **3. Geography: Global Issues**

In this unit, learners will develop skills of numerical and graphical analysis in geographical contexts. Learners will 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.

### **ASSESSMENT**

All courses will be assessed and marked throughout the session by class teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

The Higher Course will be assessed by an externally marked question paper and a research-based assignment. The external assessment will be administered by the SQA and graded A – D. The Higher course also has 3 internal unit assessments which will be graded as pass/fail.

### **HOMEWORK**

In addition to learning coursework, formal exercises will be issued regularly

### **CAREERS**

For entry into Scottish university science faculties, Higher Geography is accepted as science, it is also accepted in the arts faculties. The inter-disciplinary nature of the subject gives geographers a wide general knowledge, experience of many graphical and analytical techniques and a well-ordered mind. Thus, geographers find careers in non-specialist areas of the Civil Service, television, journalism, industrial management and in administrative posts such as hospital and housing management. More specialist areas include planning, landscape, architecture, hydrology, environmental consultative work, teaching, meteorology, market research, land management, cartography, tourism, conservation, libraries, museums and, especially abroad, development planning and resource management.

A qualification in geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. Many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills – and much more.



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## **HISTORY IN S5/S6**

### **AIMS**

**The following aims are common to all courses in S5/S6:**

- To foster an appreciation of history and historical heritage.
- To develop an enquiring and questioning attitude of mind.
- To develop empathy for people in other circumstances.
- To prepare for life and citizenship in modern society.
- To experience a learning process involving both individual study and interaction with others
- To acquire knowledge and understanding of historical events and concepts.
- To increase awareness of historical issues and differing interpretations.
- To develop the ability to evaluate evidence and make informed judgements.
- To develop communication skills.

### **HOMEWORK**

There are three elements in the homework programme for pupils in S5/S6:

- Written work, which might involve note-taking, completion of questions based on historical sources or essay writing.
- Revision and preparation for formal unit assessments.
- Research and preparation for the Added Value Unit (National 4), Assignment (National 5), Extended Essay (Higher) or Dissertation (Advanced Higher).

### **CAREER INFORMATION**

History is very useful for a number of Higher Education courses, including Law, Politics, Economics, Archaeology, Architecture and Fine Art. It is also relevant if considering a career in Journalism, Broadcasting, Education, Public Relations, Local Government, Town Planning, Publishing, Librarianship, Social Work or the Civil Service.





## HISTORY National 5

### Entry Requirement

A pass at National 4 in History or a pass at National 4 in another social subject

### SYLLABUS SUMMARY

#### Unit 1 – Historical Study: Scottish

Students will study the following topic

Scotland in the Era of the Great War 1910-1928

This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war

#### Unit 2 – Historical Study: British

Students will study the following topic:

The Making of Modern Britain 1880-1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain.

#### Unit 3 – Historical Study: Europe & World

Students will study the following topic:

Free at Last? Civil Rights in the USA 1918-1968

A study of the development of race relations in the USA during the years 1918–68, illustrating themes of ideas, identity and power.

### ASSESSMENT

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Assessments for all levels will be graded. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

### National 5

In addition to the 3 Units, candidates complete a Course Assessment – which has two components: The question paper, through which learners will demonstrate a breadth of knowledge, understanding and skills accumulated from across the course and an assignment, through which learners will extend and apply their knowledge and skills and provides learners with choice in selecting a theme and context for personal study drawn from any of the three units of the course. The assignment will be completed under controlled conditions in 1 hour



## HISTORY HIGHER

### Entry Requirement

National 5 A or B grade in History or in another Social Studies subject

### SYLLABUS SUMMARY

#### Unit 1 – 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 -

The growth of democracy from 1851; Movement for women's suffrage to 1928; Poverty and the Liberal Government 1906 - 1914; The Labour Government 1945 - 1951 and the welfare state.

#### Unit 2 – Historical Study : European and World

##### Growth of Nationalism in Europe 1815 – 1939

A study of the growth of 19<sup>th</sup> Century nationalism and the development of 20<sup>th</sup> Century extreme nationalism in Italy or Germany -

The growth in nationalism; Obstacles to unification; Achievement of unification; Rise of Fascism; Nature of Fascism and impact of Fascist rule on society

#### Unit 3 – Historical Study: Scottish

##### The Scottish Wars of Independence 1286-1328

A study of the period of conflict between Scotland and England in the 13<sup>th</sup> and 14<sup>th</sup> centuries –

The death of Alexander III and the problem of succession; the roles of John Balliol, William Wallace and Edward I; the success of Robert the Bruce and the development of Scottish identity.

### ASSESSMENT

To gain the course award, the student must pass the internal unit assessment for each of the 3 units, as well as the external assessment.

Assessment for units 1 and 2 will require students to write an essay in response to a specific historical issue. Through their essay, students have to demonstrate their understanding of historical events and provide a balanced evaluation of these events.

Assessment for unit 3 will consist of a series of questions based on historical sources. Through their answers, students have to demonstrate their ability to evaluate historical sources with reference to their content and their wider historical context.

### EXTERNAL ASSESSMENT

At some point during the course, students have to produce an Assignment on an issue of their choice which relates to the content of the course. In writing their Assignment (essay), pupils are allowed to use an outline plan of no more than one side of A4. The Assignment will be marked out of 30 and written up in controlled conditions with a 90 minute time limit..

The external exam at the end of the course will consist of 2 papers.

Paper 1 is worth 44 marks and will be two 45 minute essays (1hr 30 mins) and Paper 2 will be four source questions on the Scottish history unit and this will also last 1hr 30 mins. Paper 2 is worth 36 marks. From a choice of questions, students have to write 2 essays - one relating to unit 1 of the course, and the other relating to unit 2. The questions for Unit 3 will be based on sources.



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## HISTORY ADVANCED HIGHER

### Entry Requirement

Higher History course

### SYLLABUS SUMMARY

The field of study is **Germany: From Democracy to Dictatorship, 1918-1939**

A study of the changing nature of political authority in Germany – The Weimar Republic from military defeat in 1918 through economic and political instability to the relative stability of the 1920s; the Great Depression and the threat to democracy; the rise of Nazism and the collapse of Weimar.; the Nazi consolidation of power; Nazi economic policy; Nazi social and racial policies; the impact of Nazi foreign policy.

### ASSESSMENT

To gain the course award, the student must pass the internal unit assessments, as well as the external assessment. Part of the assessment for the unit will require students to produce a sustained argument in response to a specific historical issue. Through their essays, students have to apply their knowledge and demonstrate their understanding of historical events as well as analyse and evaluate historical events. Part of the assessment will also consist of a series of questions based on historical sources. Answers will require both recalled knowledge and information selected from the sources.

### EXTERNAL ASSESSMENT

During the course students have to plan, research and prepare an Assignment (dissertation) on a topic which relates to the content of the course. The dissertation should be more than mere narrative and should be no more than 4,400 words, excluding footnotes and bibliography. The Assignment will be marked out of 50. The external exam at the end of the course will consist of 1 paper of three hours duration. In part 1 of the exam, from a choice of 5 essay questions, students have to write 2 essays. Each will be marked out of 25. In Part 2 of the exam, students will answer questions based on historical sources and answers will be marked out of a total of 40.



## PHYSICS

Two courses will be available to students in 5<sup>th</sup> and 6<sup>th</sup> years.

CfE Higher Physics

CfE AH Physics

## PHYSICS CfE HIGHER

### ENTRY REQUIREMENTS

This course is suitable for pupils with an A or B in National 5. Pupils wishing to study Physics for the first time or those who expect a C grade should discuss this with the Faculty Head of Science before choosing Higher Physics.

### COURSE DESCRIPTION

The Higher Physics Higher course comprises 3 Units which are designed to allow progression from National 5. The demands of the Units are more extensive in terms of content.

#### Our Dynamic Universe

This unit covers the key areas of equations of motion, forces & power, collisions, gravitation, the expanding universe and the Big Bang Theory.

#### Particles and Waves

This unit includes the Standard Model, forces on charged particles, wave particle duality, refraction and diffraction, nuclear reactions and Spectra.

#### Electricity

The unit covers AC, current and potential difference, internal resistance, capacitors, semiconductors and p-n junctions

#### Researching Physics

Learners will undertake a research and communication assignment.

In addition there are general learning outcomes which apply to all 3 units namely: - Units, Prefixes and Scientific Notation and Uncertainties.

The course aims to:

- develop and apply knowledge & understanding of physics
- develop and understanding of physics role in scientific issues and relevant applications of physics
- develop scientific enquiry, investigative skills, analytical thinking skills within a physics context

Learners must complete an assignment. The assignment has 2 stages – a research stage and a communication stage. It contributes to almost 20% of the course award.

### HOMEWORK

Frequent and regular homework is set to provide students the opportunity to practise problem solving and master the content taught and discussed in class.



## PHYSICS CfE ADVANCED HIGHER

### COURSE DESCRIPTION

The Advanced Higher Physics course has been designed to articulate with and provide a progression from the CfE Higher Physics course. Through a deeper insight into the structure of the subject, the course aims to provide a challenging experience for those who wish to study the subject to a greater depth and to assist students towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. A Grade A or B in Higher Physics, together with a pass in Higher Mathematics, are the normal entrance requirements.

The course comprises three units as follows:

#### Rotational Motion and Astrophysics

(1 Unit)

Kinematic relationships  
Angular motion  
Rotational dynamics  
Gravitation  
General Relativity

#### Electromagnetism

(0.5 Unit)

Electric fields  
Circuits  
Electromagnetism

#### Quanta and Waves

(1 Unit)

Introduction to Quantum Theory  
Particles from Space  
Simple Harmonic Motion  
Waves  
Interference  
Polarisation

#### Physics Investigation

(1/2 Unit)

An opportunity for engaging in some independent research.

### ASSESSMENT

To gain the award of the course the student must maintain a Day Book or diary for their Physics Investigation  
pass the external assessment

The grade awarded for the course will depend on the total marks obtained for the written paper and the investigation report.

### HOMEWORK

Frequent and regular homework is set to provide students the opportunity to practise problem solving and master the content taught and discussed in class.



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## CHEMISTRY

Two courses will be available to students in 5<sup>th</sup> and 6<sup>th</sup> years.

CfE Higher Chemistry  
AH Chemistry

### CfE HIGHER Chemistry

**The units studied at Higher Chemistry are:**

**Chemical Changes and Structure**  
**Researching Chemistry**  
**Nature's Chemistry**  
**Chemistry in Society**

This course is suitable for pupils with an A or B in National 5. Pupils who expect a C grade should discuss this with the Faculty Head of Science before choosing Higher Chemistry.

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

The course aims to:

- Develop and apply knowledge & understanding of chemistry
- Develop and understanding of chemistry's role in scientific issues and relevant applications of chemistry
- develop scientific enquiry, investigative skills, analytical thinking skills within a chemistry context

Learners must complete an assignment. The assignment has 2 stages – a research stage and a communication stage. It contributes to almost 20% of the course award.



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## **CHEMISTRY ADVANCED HIGHER**

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

The course is particularly suitable for candidates who wish to progress to degree courses either in Chemistry or in subjects of which Chemistry is a major component such as medicine, chemical engineering, and the environmental and health sciences.

The course also provides a sound basis for direct entry into Chemistry-related employment.

### **ENTRY LEVEL**

PASS AT CfE HIGHER CHEMISTRY  
(A OR B preferred)

### **Advanced Higher Level will cover:**

- a) Inorganic Chemistry
- b) Organic Chemistry
- c) Physical Chemistry
- d) Researching Chemistry

### **ASSESSMENT:**

#### **Each unit will have:**

- End of Unit Test

#### **Candidates will also complete the following coursework:**

- **Assignment**
- Day Book Record Formal Write Up
- Externally moderated award for the project



## **Health Sector**

This course will be available to students in 5<sup>th</sup> and 6<sup>th</sup> year.

### **National 4/5 Health Sector**

#### **Entry Requirements**

The National 4/5 Health Sector course is open to those students who have attained or are studying one of the following:

Units in Biology, Chemistry or Physics at SCQF level 4  
Units in Biology, Chemistry or Physics at SCQF level 5  
Together with

SCQF level 4 or SCQF level 5 Units in Mathematics.

#### **Course Description**

National 4/5 Health Sector consists of 6 units:

#### **Unit 1 Working in the Health Sector**

This unit introduces learners to the range of provision and the services provided by the health sector in their local area. Learners will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. Learners will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit

#### **Unit 2 Life Sciences Industry and the Health Sector**

This unit is designed to introduce learners to the contribution of the life sciences industry in the diagnosis and treatment of illness. Learners will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry. Learners will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry

#### **Unit 3 Improving Health and Well-being**

This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, learners will give advice in relation to the promotion of health.





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### **Unit 4 Physiology of the Cardiovascular System**

This unit will provide learners with an introduction to the structure and function of the cardiovascular system. Learners will apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system. Learners will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. Learners will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.

### **Unit 5 Working in Non-Clinical Roles**

This unit introduces learners to the range and diversity of careers in non clinical roles in the health sector. Learners will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Learners will also participate in a practical activity which will enable them to demonstrate customer care skills in a non clinical role.

**To gain the award of the course, the learner must pass all the Units which will be internally assessed and externally verified by SQA.**



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## LABORATORY SCIENCE

This course will be available to students in 5<sup>th</sup> and 6<sup>th</sup> years.

### National 5 Laboratory Science (Lab Skills)

#### Entry Requirements

The National 5 Laboratory Science course is open to those students who have attained or are studying one of the following:

Units in Biology, Chemistry or Physics at SCQF level 4

Units in Biology, Chemistry or Physics at SCQF level 5

Together with

SCQF level 4 or SCQF level 5 Units in Mathematics.

#### Course Description

National 5 Laboratory Science (Lab Skills) consists of 4 units:

#### Unit 1 Careers using Laboratory Science

This unit introduces candidates to the wide range of industries and services which use scientific knowledge and laboratory skills. Candidates will learn about the ways these skills are used and the job roles which use them. Candidates will investigate a range of career opportunities within industries and services which use laboratory science. Candidates will have the opportunity to reflect on their own employability skills and attributes.

#### Unit 2 Working in a Laboratory

This unit provide candidates with the opportunity to gain practical experience in measuring, weighing, basic lab skills such as handling chemicals, preparing solutions and presenting results. Safety and security procedures will be addressed.

#### Unit 3 Practical Skills

This unit allows development of the skills most commonly used in a laboratory.

Health and safety issues are very important within this unit.

Candidates will learn how to work safely with microorganisms and radioactivity. Titration skills are also developed.

#### Unit 4 Practical Investigation

In this unit candidates will work with others to produce a plan to investigate a scientific topic using practical procedures. Candidates will be allocated a specific task within the group. Candidates will be assessed on their ability to carry out the task competently and in a safe manner. They will present their findings to the group and in a scientific report.

**To gain the award of the course, the learner must pass all the Units which will be internally assessed and externally verified by SQA.**



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## BIOLOGY

### S5/S6 ARRANGEMENTS

Three courses will be available to students in 5<sup>th</sup> and 6<sup>th</sup> years.

#### **National 5 Biology**

The National 5 Biology course consists of 3 units:  
Cell Biology, Life on Earth, Multicellular Organisms

National 5 Biology should provide pupils with an opportunity to develop and apply knowledge & understanding of Biology, its role in Scientific Issues and relevant Applications of Biology, including the impact these could make in Society and the Environment. The course enables pupils to develop Scientific Inquiry and Investigative skills and Analytical thinking skills in a biology context. Pupils will use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices. The course also allows pupils to develop the knowledge & skills for more advanced learning in Biology whilst developing skills of independent working.

Learners must complete an assignment. The assignment has 2 stages – a research/practical stage and a communication stage. It contributes to 20% of the course award.

#### **CfE Higher Biology**

The Higher Biology Course consists of 3 units:  
DNA & the Genome, Metabolism & Survival, Sustainability & Interdependence

In addition, learners are required to undertake a research assignment worth 20% of their final grade. The assignment has 2 stages – a research stage and a communication stage.

This course is suitable for pupils with an A or B in National 5. Pupils who expect a C grade should discuss this with the Faculty Head of Science before choosing Higher Biology.

The course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function of DNA & proteins; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the course, within each unit, the most relevant applications of biological understanding are highlighted.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Biology along with other Science subjects as this may enhance their skills, knowledge and understanding.

The course aims to:

- Develop and apply knowledge & understanding of biology
- Develop and understanding of biology's role in scientific issues and relevant applications of biology
- develop scientific enquiry, investigative skills, analytical thinking skills within a biology context



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## **BIOLOGY CFE ADVANCED HIGHER**

### **ENTRY REQUIREMENTS**

Students wishing to pursue this course would normally be expected to have attained a “B” pass or better at Higher Biology.

### **COURSE CONTENT**

#### **Compulsory unit**

Cells & Proteins	(40 hours)
Organisms & Evolution	(40 hours)
Investigative Biology	(40 hours)

### **ASSESSMENT**

All units are subject to Unit Assessment, in addition to the External assessments highlighted below.

#### **1. INVESTIGATION REPORT/ASSIGNMENT**

- (a) Day Book Record of Investigation
- (b) Formal Write Up
- (c) Externally moderated award for the project

#### **2. FINAL EXAM**

Cells & Proteins  
Organisms & Evolution  
Investigative Biology

The exam paper will consist of restricted and extended response questions.

### **CAREER INFORMATION**

Biological Science is one of the broadest and most important subjects in the world today, there is no such thing as a ‘typical biologist’. Entering a career in biology could take you in almost any direction you can think of, and to anywhere in the world. This course is excellent preparation for any student intending to undertake a university course in the Biological Sciences and is a required qualification for many medical, dental and vet schools.



## MUSIC HIGHER LEVEL

### COURSE DESCRIPTION

Like National 5, the Higher Music Course revolves around practical music activity with the three elements of PERFORMING SKILLS, COMPOSING SKILLS and UNDERSTANDING MUSIC forming the basis for study. The minimum standard for Performing Skills is ABRSM/Trinity Grade 4 or equivalent.

### COURSE REQUIREMENTS

#### Performing Skills

To perform a varied programme of music on two instruments or one instrument and voice. The prepared programme should last a total of 12 minutes with a minimum performance time on each instrument/voice of 4 minutes.

#### Composing Skills

To create original music through the analysis of composers' work and the creative application of compositional techniques. Candidates will produce a recording and score/performance plan of a piece of original music, demonstrating their understanding and application of appropriate compositional techniques. Additionally, candidates will write a review of their work.

#### Understanding Music

To develop knowledge and understanding of music styles through the study of music concepts and musical literacy.

### COURSE ASSESSMENT:

Performing Skills: Externally assessed by visiting examiner in February / March.

Question Paper (Understanding Music): External written examination of about 1 hour's duration.

Composing Assignment: Submission of Recording, Score and Review to SQA in March.

50% of marks are allocated to Performing Skills, 35% to the Understanding Music paper and 15% to the Composing Assignment.

### HOMEWORK

Daily instrumental practice at home. Completion of Composing tasks. Continued Listening relating to Units studied at the time. Participation in School's Extra Curricular Activities.

### CAREER INFORMATION

May be used in broadcasting / media based work. Very useful in Primary Teaching and Nursery Education. Specialist careers include Music Therapy, Music Librarianship / Publishing, Sound Recording / Engineering, Retail Sales.

Very useful for a professional musical career.



## MUSIC ADVANCED HIGHER LEVEL

### COURSE DESCRIPTION

Like the Higher, the Advanced Higher course revolves around practical music activity with the three elements of PERFORMING SKILLS, COMPOSING SKILLS and UNDERSTANDING MUSIC forming the basis for study.

### COURSE REQUIREMENTS

#### Performing Skills

To perform a varied programme of music on two instruments or one instrument and voice. The prepared programme should last a total of 18 minutes, with a minimum performance time on each instrument/voice of 6 minutes. Each instrument/voice is equally weighted (25% each) for assessment purposes.

Marks will be awarded for, as appropriate:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining the tempo and flow of the music
- conveying mood and character
- tone
- dynamics

#### Composing Skills

Candidates compose one piece of music lasting between a minimum of 1 minute and a maximum of 4 minutes and 30 seconds.

Candidates write a review of their composed piece, reflecting on the music and the impact of their creative choices and decisions.

Candidates choose a piece of music by a different composer, and analyse the key features of the music concepts that have been used. Candidates should not analyse their own music in this part of the assignment.

Open book with reasonable assistance allowed.

#### Understanding Music

To develop knowledge and understanding of music styles through the study of music concepts and musical literacy.

Marks will be awarded for:

- an understanding of the concept content for the Course
- the ability to identify and analyse the use of music concepts and styles in complex contexts
- knowledge and applied use of musical literacy

### COURSE ASSESSMENT:

Performing Skills: Externally assessed by visiting examiner in May

Question Paper (Understanding Music): External written examination of about 1 hour's duration.

Composing Assignment: Submission of Recording, Score and Review to SQA in March.

50% of marks are allocated to Performing Skills, 35% to the Understanding Music paper and 15% to the Composing Assignment.



## Hyndland Secondary School

### **HOMEWORK**

Daily instrumental practice at home. Completion of Composing tasks. Continued listening relating to Units studied at the time. Participation in School's Extra Curricular Activities.

### **CAREER INFORMATION**

May be used in broadcasting / media based work. Very useful in Primary Teaching and Nursery Education. Specialist careers include Music Therapy, Music Librarianship / Publishing, Sound Recording / Engineering, Retail Sales.

Very useful for a professional musical career.



## MATHEMATICS

The following courses are on offer to pupils electing to choose mathematics in S5/6

- National 5 Mathematics
- National 5 Applications of Mathematics
- Higher Mathematics
- Advanced Higher Mathematics
- Advanced Higher Mechanics\*

In general, the **minimum** entry requirements are as follows:

<b>COURSE</b>	<b>MINIMUM ENTRY QUALIFICATION</b>
National 5 Mathematics	Achieved National 4 or 2 <sup>nd</sup> attempt National 5
National 5 Applications of Mathematics	Achieved National 4 or 3 <sup>rd</sup> attempt National 5
Higher Level	National 5 Grade A-C
Advanced Higher Maths	Higher Award at Grade A or B
Advanced Higher Mechanics	Enrolled in AH Maths <b>and</b> AH Physics

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. All the courses on offer aim to help pupils extend their numerical and mathematical skills and understanding to the limit of their capability and thereby develop an awareness of the importance of mathematics in the development of technology and in society generally.





## MATHEMATICS: NATIONAL 5 MATHEMATICS

### COURSE DESCRIPTION

The course consists of three Units which are assessed by an external assessment.

The units are:

- Expressions and Formulae
- Relationships
- Applications

### Expressions and Formulae

The general aim of this unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

### Relationships

The general aim of this unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs making reasoned deductions and predictions and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and statistics. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

### Applications

In this unit, pupils will develop knowledge and skills in geometry, trigonometry and statistics which can readily be applied to solving real-life problems in order to make informed decisions. Pupils will develop the ability to interpret information, use diagrams and select appropriate techniques to produce a solution.

### Course Assessment

This unit develops mathematical skills acquired from across the other three units of the course for use in more challenging problems, to enable pupils to apply them in unfamiliar situations and sometimes integrated ways. Pupils will also be required to demonstrate breadth of learning across the units. As an aid to meeting these aims, skills in using a calculator will be developed, and a calculator will be permitted to be used in part of the assessment strategy.

### ASSESSMENT

Formal and informal assessment will be on-going throughout the course.

Throughout the year pupils will sit a series of assessments which cover the content of all three units.

In order to achieve a National 5 Course award, pupils must achieve A – D in the **externally assessed course assessment**. The external course assessment will consist of two papers – non-calculator and calculator.

### HOMEWORK

Homework is an integral part of the course work and will therefore be issued as appropriate. There may be special written exercises as well as the completion of textbook exercises. Pupils will also be expected to review and revise the work covered in class each day.

Pupils who achieve a good pass at National 5 level at the end of S5, may, if they choose, attempt Higher in S6.



Hyndland Secondary School

# MATHEMATICS: NATIONAL 5 APPLICATIONS OF MATHEMATICS

## COURSE DESCRIPTION

The course consists of three Units which are assessed by an external assessment.

The units are:

- Finance & Statistics
- Geometry & Measure
- Numeracy

### Finance & Statistics

The general aim of this unit is to develop skills linked to Finance & Statistics. These include analysing financial situations, determining best deals, converting between foreign currencies, interest rates and their impact, investigating risk and its impact, interpretation of statistical diagrams and comparison of data sets. Pupils will develop knowledge and skills which can readily be applied to solving real-life problems in order to make informed decisions. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

### Geometry & Measure

In this unit, pupils will develop knowledge and skills in geometry and measurement which can readily be applied to solve real-life problems in order to make informed decisions. These include gradient, composite shapes, volume, Pythagoras' Theorem, scale drawings, navigational courses, precedence tables, container packing, time management and effects of tolerance. Pupils will develop the ability to interpret information, use diagrams and select appropriate techniques to produce a solution.

### Numeracy

The general aim of this unit is to develop numeracy skills linked to the previous units. These include negative numbers, whole numbers, rounding, percentages & fractions, ratio & proportion, SDT, area & volume and unit conversions. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

### Course Assessment

This unit develops mathematical skills acquired from across the other three units of the course for use in more challenging problems, to enable pupils to apply them in unfamiliar situations and sometimes integrated ways. Pupils will also be required to demonstrate breadth of learning across the units. As an aid to meeting these aims, skills in using a calculator will be developed, and a calculator will be permitted to be used in part of the assessment strategy.

## ASSESSMENT

Formal and informal assessment will be on-going throughout the course.

Throughout the year pupils will sit a series of assessments which cover the content of all three units.

In order to achieve a National 5 Course award, pupils must achieve A – D in the **externally assessed course assessment**. The external course assessment will consist of two papers – non-calculator and calculator.

## HOMEWORK

Homework is an integral part of the course work and will therefore be issued as appropriate. There may be special written exercises as well as the completion of textbook exercises. Pupils will also be expected to review and revise the work covered in class each day.

Pupils who achieve a good pass at National 5 level at the end of S5, may, if they choose, attempt Higher in S6.



Hyndland Secondary School

## MATHEMATICS: HIGHER LEVEL

### COURSE DESCRIPTION

The content of the Higher course assumes *mastery* of the National 5 course. The course consists of three Units which are assessed by an external assessment.

The units are:

- Expressions and Functions
- Relationships and Calculus
- Applications

### 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.

### Relationships and Calculus

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

### 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.

### Course Assessment

The purpose of the Course Assessment is to assess pupils' ability to apply knowledge and skills in situations involving breadth, challenge and application. This unit develops mathematical operational and reasoning skills acquired from across the other three units of the course for use in more challenging problems and enables pupils to apply them in unfamiliar and theoretical contexts as well as in integrated ways.

### ASSESSMENT

Throughout the year pupils will sit a series of assessments which cover the content of all three Units.

In order to achieve a Higher Course award, pupils must achieve A – D in the **externally assessed course assessment**. The external course assessment will consist of two papers – non-calculator and calculator.

### HOMEWORK

The amount of homework given will be considerable. There will be special written exercises as well as the completion of textbook exercise. In addition to homework issued by the class teacher, pupils will be expected to review and revise class work on a regular basis.

Those who achieve success in Higher Mathematics may progress to the Advanced Higher Course in S6.



Hyndland Secondary School

## MATHEMATICS: ADVANCED HIGHER

### COURSE DESCRIPTIONS

The Advanced Higher course assumes mastery of the Higher course at Grade A or B. The course consists of three units, which are assessed by an external assessment.

The units are:

- Methods in Algebra and Calculus
- Applications of Algebra and Calculus
- Geometry, Proof and Systems of Equations

#### 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 of geometry. Learners will 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, rates of change and volumes of revolution. 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. Learners will 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.

#### Course Assessment

The purpose of the Course Assessment is to assess pupils' ability to apply knowledge and skills in situations involving breadth, challenge and application. This unit develops mathematical operational and reasoning skills acquired from across the other three units of the course for use in more challenging problems and enables pupils to apply them in unfamiliar and theoretical contexts as well as in integrated ways.

#### ASSESSMENT

Pupils will sit an internal assessment at the end of each unit. Each unit test will assess the work covered in a number of topics.

In order to achieve this Advanced Higher Course award, pupils must achieve a Grade A – D in the **externally assessed course assessment**.

#### HOMEWORK

The amount of homework given will be considerable. There will be special written exercises as well as the completion of textbook exercise. In addition to homework issued by the class teacher, pupils will be expected to review and revise class work on a regular basis.

#### CAREER INFORMATION

Mathematics is very useful for a wide variety of jobs as well as being a necessary qualification for many courses in Higher Education. It is essential for all professional engineering work, such as civil engineering and an ability with figures is useful in careers such as banking, finance and office work.



Hyndland Secondary School

## **MECHANICS: ADVANCED HIGHER**

### **COURSE DESCRIPTIONS**

The Advanced Higher Mechanics course is offered to pupils who choose AH Mathematics and AH Physics. The course consists of three units, assessed by external assessment.

The units are:

- Mathematical Techniques for Mechanics
- Linear and Parabolic Motion
- Force, Energy and Periodic Motion

### **Mathematical Techniques for Mechanics**

This Unit covers development of advanced skills in algebra and calculus relevant to the study of problems in mechanics. Learners are introduced to the modelling of practical problems using differential equations including those with separable variables and those with integrating factors. Partial fractions are introduced. Learners' skills in calculus are widened to include parametric and implicit differentiation as well as integration using substitution, using partial fractions and by parts.

### **Linear and Parabolic Motion**

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus to be applied to the mechanics of linear and parabolic motion. Learners will interpret the effects of forces on a body and will use mathematical models in problems involving motion in a straight line under the influence of either constant force or variable force where acceleration is dependent on time. A vector approach is encouraged in the study of the relative motion of bodies, the effects of winds and currents, collision courses and closest approach. The motion of projectiles in a vertical plane is explored. Newton's Laws of Motion are used to develop an understanding of equilibrium, friction and resulting motion, with particular emphasis on Newton's Second Law to consider one-dimensional motion on horizontal and inclined planes.

### **Force, Energy and Periodic Motion**

The general aim of the Unit is to develop advanced mathematical knowledge and skills to be applied to the mechanics of force, energy and periodic motion. Learners will interpret the effects of both constant and variable forces on a body and will use mathematical models in problems where the acceleration is dependent on displacement or velocity, and where interpretation and solution of problems involving first order differential equations is required. The principles of momentum and impulse and those of work, power and energy are developed, and include the work-energy principle and the use of conservation of energy.

### **Course Assessment**

The purpose of the Course Assessment is to assess pupils' ability to apply knowledge and skills in situations involving breadth, challenge and application. This unit develops mathematical operational and reasoning skills acquired from across the other three units of the course for use in more challenging problems and enables pupils to apply them in unfamiliar and theoretical contexts as well as in integrated ways.

### **ASSESSMENT**

Pupils will sit an internal assessment at the end of each unit. Each unit test will assess the work covered in a number of topics, usually five.

In order to achieve this Advanced Higher Course award, pupils must achieve a Grade A – D in the **externally assessed course assessment**.

### **HOMEWORK**

The amount of homework given will be considerable. There will be special written exercises as well as the completion of textbook exercise. In addition to homework issued by the class teacher, pupils will be expected to review and revise class work on a regular basis.



## Hyndland Secondary School

### **CAREER INFORMATION**

Mechanics is very useful for a wide variety of jobs as well as being a desirable qualification for many Engineering courses in Higher Education. It is essential for all professional engineering work.



Hyndland Secondary School

# Practical Cake Craft

**National 5**

**Entry Requirement BGE ( S1-2 ) new experience  
Nat 4/5 Health and Food Technology**

**Practical Cake craft focuses on the development of practical, technical and creative skills cake baking and cake finishing.**

**It enable the scientific nature of cake production, how to adapt basic recipes and create new flavour combinations, as well as develop and demonstrate highly imaginative techniques in the design and production of a range of cakes and other baked items.**

**It is a predominately practical course that links to the growth industry of artisan bakery and confectionary.**

**During the course a range of artistic techniques and all aspects of design such as shape, colour, texture, balance and precision, will be realised through creating and producing a variety of individualised products and to creatively interpret a design brief.**

**Two mandatory units  
cake baking**

**Cake finishing**

**Internal Assessment**

**Using specialist tools  
apply techniques  
Time management and organisation  
Health and safety**

**External assessment 75 % of total mark by VISITING SQA Assessor**

**Designing = 15marks**

**Implementing = 75 marks**

**Evaluating = 10 marks**

**Exam paper = 25 marks**



Hyndland Secondary School

# Health and Food Technology

## National 5 and Higher

Why study Health and Food Technology? ( STEM )

**Entry Requirement BGE ( S1-2 ) new experience**

**Nat 4/5 Health and Food Technology**

The course uses contexts for developing related technological skills, knowledge, understanding and attributes through experimental and work-related activities.

**It is a very exciting course** which allows learners to develop confidence, independence and responsibility for the ideas creation of new foods to feed the over populated planet.

The young people will tackle problem-solving skills that will be challenging as they will be asked come up with solutions to problems. It also allows the young people to develop their knowledge, understanding to relate to the medical and nursing professions.

Contemporary Food Issues  
Product Development ( Food Science )

Food For Health  
Analysis and Evaluation

### Assessment

Exam paper	NAT 5	60 marks	Higher	70 marks
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Assignment		60 marks		70 marks
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### Progression routes FOR FURTHER STUDY

All Highers have the same weighting for university entrance.

Environmental health Officers  
Nursing  
Sports nutritionist  
Teaching  
Food product development  
Sensory evaluation  
Trading standards





## Fashion and Textile Technology

National 5 and Higher

Why study Fashion Technology?

Entry Requirement BGE Fun Cushions ( S2 ) new experience  
Nat 4/5 Fashion and Textiles Technology

The course uses fashion and textile contexts for developing related technological skills, knowledge, understanding and attributes through practical and work-related activities. It is a very practical course which allows learners to develop confidence, independence and responsibility of the production of the products they manufacture. The young people will tackle problem-solving skills that will be challenging as they will be asked to come up with solutions to given problems as well as manufacture and evaluate the product. It also allows the young people to develop their knowledge, understanding and skills to become an informed consumer.

Practical, experiential learning and assessment activities allow learners to develop knowledge, understanding and skills, confidence, independence and self-awareness. This course is suitable for pupils who have an interest in fashion, textiles, consumer studies and new product development.  
Course Outline

Fashion & Textile Technology courses include study in .

Textile Technology

Item Development

Fashion Choices

Note patience, accuracy and precision within a tolerance of 2mm is developed to reach standards required for top marks . Practice is required.

### Course Components

**National 5 / Higher samples students skills in the following areas:**

- Textile properties, characteristics and function.
- Practical construction Techniques
- Manual dexterity in fabric construction
- Safe use of a range of specialised tools and equipment
- Factors influencing fashion and textile choices
- Problem solving
- Organisation and technological skills (in relation to fashion and textiles)
- Researching – completing investigations to come up with a final solution
- Planning – selecting best equipment, materials and processes to use
- Manufacturing – Knowledge and practical skills linked to safety, hygiene, quality
- Evaluating – Final product, self evaluation and evaluation of the process



## Hyndland Secondary School

Note patience, accuracy and precision within a tolerance of 2mm is developed to reach standards required for top marks. Practice is required.

<b>Exam paper</b>	<b>NAT 5</b>	<b>30 marks</b>	<b>Higher</b>	<b>45 marks</b>
<b>Assignment</b>		<b>50 marks</b>		<b>60 marks</b>
<b>Practical Garment</b>		<b>50 marks</b>		<b>40 marks</b>

### Progression routes

In S5 and S6 learners may study this course at National 5 or Higher.

Fashion & Textile Technology is predicted to be a recognised entry qualification for college and university. It is directly relevant to courses such as:

Fashion & Business/Fashion Marketing/Retail Marketing/Bran marketing/International retailing/Product design (Glasgow Caledonian University)  
Fashion Technology/Fashion Design (Herriot Watt Edinburgh)

But also covers knowledge and skills linked with:

Business Management, Media studies, Marketing, Computer aided design, product development & events management.

Items manufactured for EXAM purpose must use a commercial paper pattern but other items are made to demonstrate technique



## MODERN LANGUAGES

### NEW ADVANCED HIGHER FRENCH

To gain a COURSE award, graded A-C, candidates must pass an externally assessed Speaking Assessment and an examination as well as prepare a Portfolio of a Specialist Study Unit.

#### REQUIRED REQUIREMENTS

Higher A or B

#### COURSE CONTENT

##### ***Society, Learning, Employability and Culture***

The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role.

Through the course content and structure, students will widen their understanding and appreciation of other cultures and regularly read relevant literature as well as accessing French media to develop vocabulary and grammar independently. Students will hone their core language skills of translation, written and oral production in French and interpreting.

<b>COURSE ASSESSMENT</b>	<b>Externally assessed graded A – C</b>	<b>Marks</b>
<b>PERFORMANCE (TALKING)</b>	Externally assessed by visiting Examiner	(50)
<b>LISTENING AND WRITING</b>	Monologue and conversation, played twice with a dictionary for assistance Followed by a Discursive Essay. Pupils have a choice from 5 titles	(30) (40)
<b>READING AND TRANSLATION</b>	1 text (750-800 words) questions in English	(50)
<b>PORTFOLIO</b>	1 essay (1500 words in English relating to Extended Reading and Viewing Unit.)	(30)



## MODERN LANGUAGES

### NEW HIGHER FRENCH

### RECOMMENDED REQUIREMENTS

*National 5 French*

### COURSE CONTENT

The Higher course affords the opportunity to improve linguistic skills, to gain greater confidence in communicative activities and to explore in further depth areas of topical interest to the country. These are contained within the broader topic areas of:

#### ***Society, Learning, Employability and Culture***

The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role. In order to pass the above Outcomes, you will be assessed in Reading, Listening, Writing and Talking.

<b>COURSE ASSESSMENT</b>	<b>Externally assessed graded A-C</b>	<b>Marks</b>
<b>PAPER 1 (2 hours):</b>	Reading Comprehension and Translation Directed Writing	(30) (20)
<b>PAPER 2 (30mins):</b>	Listening (monologue and conversation)	(20)
<b>WRITING ASSIGNMENT</b>	Pupils produce an extended piece of writing on a context chosen by the candidates 200-250 words	(20)
<b>PERFORMANCE (TALKING):</b>	Leaners will take part in a natural conversation with the teacher in the modern language.	(30)



## MODERN LANGUAGES

### NATIONAL 5 FRENCH

#### RECOMMENDED REQUIREMENTS

*National 4 French*

#### COURSE CONTENT

##### LANGUAGE

National 5 may be offered to pupils who wish to extend their competence in language learning, but who would not wish to follow a Higher course in S5/6. It is possible for learners who are already familiar with National 5 or Higher Spanish, to choose National 5 French, having had no previous learning in this language.

As well as widening horizons to encompass awareness of the background and culture of the country, the skills of Reading, Speaking, Listening and Writing are developed in the context of real-life topics:

##### **SOCIETY EDUCATION & LEARNING CULTURE**

National 5 might be undertaken as a pathway to Higher in S6.

<b>COURSE ASSESSMENT</b>	<b>Externally assessed graded A-C</b>	<b>Marks</b>
<b>PAPER 1 (1 hour and 30 minutes):</b>	Reading Comprehension	(30)
	Writing (Job application email)	(20)
<b>PAPER 2 (30 minutes):</b>	Listening	(20)
<b>WRITING ASSIGNMENT</b>	Pupils produce an extended piece of writing on a context chosen by the candidates 120-150 words	(20)
<b>Final Performance (talking):</b>	Learners will deliver a presentation and will take part in a natural conversation with the teacher in the modern language.	(30)



## MODERN LANGUAGES

### NEW ADVANCED HIGHER SPANISH

To gain a COURSE award, graded A-C, candidates must pass an externally assessed Speaking Assessment and an examination as well as prepare a Portfolio of a Specialist Study Unit.

#### REQUIRED REQUIREMENTS

Higher A or B

#### COURSE CONTENT

##### ***Society, Learning, Employability and Culture***

The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role.

Through the course content and structure, students will widen their understanding and appreciation of other cultures and regularly read relevant literature as well as accessing Spanish media to develop vocabulary and grammar independently. Students will hone their core language skills of translation, written and oral production in Spanish and interpreting.

<b>COURSE ASSESSMENT</b>	<b>Externally assessed graded A – C</b>	<b>Marks</b>
<b>PERFORMANCE (TALKING)</b>	Externally assessed by visiting Examiner	(50)
<b>LISTENING AND WRITING</b>	Monologue and conversation, played twice with a dictionary for assistance Followed by a Discursive Essay. Pupils have a choice from 5 titles	(30) (40)
<b>READING AND TRANSLATION</b>	1 text (750-800 words) questions in English	(50)
<b>PORTFOLIO</b>	1 essay (1500 words in English relating to Extended Reading and Viewing Unit.)	(30)



## MODERN LANGUAGES

### NEW HIGHER SPANISH

#### RECOMMENDED REQUIREMENTS

*National 5 Spanish*

#### COURSE CONTENT

The Higher course affords the opportunity to improve linguistic skills, to gain greater confidence in communicative activities and to explore in further depth areas of topical interest to the country. These are contained within the broader topic areas of:

#### ***Society, Learning, Employability and Culture***

The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role. In order to pass the above Outcomes, you will be assessed in Reading, Listening, Writing and Talking.

<b>COURSE ASSESSMENT</b>	<b>Externally assessed graded A-C</b>	<b>Marks</b>
<b>PAPER 1 (2 hours):</b>	Reading Comprehension and Translation Directed Writing	(30) (20)
<b>PAPER 2 (30mins):</b>	Listening (monologue and conversation)	(20)
<b>WRITING ASSIGNMENT</b>	Pupils produce an extended piece of writing on a context chosen by the candidates 200-250 words	(20)
<b>PERFORMANCE (TALKING):</b>	Leaners will take part in a natural conversation with the teacher in the modern language.	(30)



## MODERN LANGUAGES

### NATIONAL 5 SPANISH

#### RECOMMENDED REQUIREMENTS

*National 4 Spanish*

#### COURSE CONTENT

##### LANGUAGE

National 5 may be offered to pupils who wish to extend their competence in language learning, but who would not wish to follow a Higher course in S5/6. It is possible for learners who are already familiar with National 5 or Higher Spanish to choose National 5 Spanish, having had no previous learning in this language.

As well as widening horizons to encompass awareness of the background and culture of the country, the skills of Reading, Speaking, Listening and Writing are developed in the context of real-life topics:

##### **SOCIETY EDUCATION & LEARNING CULTURE**

National 5 might be undertaken as a pathway to Higher in S6.

<b>COURSE ASSESSMENT</b>	<b>Externally assessed graded A-C</b>	<b>Marks</b>
<b>PAPER 1 (1 hour and 30 minutes):</b>	Reading Comprehension	(30)
	Writing (Job application email)	(20)
<b>PAPER 2 (30 minutes):</b>	Listening	(20)
<b>WRITING ASSIGNMENT</b>	Pupils produce an extended piece of writing on a context chosen by the candidates 120-150 words	(20)
<b>Final Performance (talking):</b>	Learners will deliver a presentation and will take part in a natural conversation with the teacher in the modern language.	(30)





Hyndland Secondary School

## Higher Politics

### COURSE DESCRIPTION

The key purpose of this Course is to develop learners ability to analyse political ideas, events, issues, parties and electoral performance. Learners gain knowledge and understanding of individual rights, duties and citizenship, of significant political concepts and ideologies, and of the complexity of political systems through comparative study.

The course is divided into three units:

Political Theory – Power, authority and legitimacy. Political theorists.

Political Systems – UK and USA. Constitutions, Legislatures and Executives.

Political Parties and Elections – ideologies and electoral success, voting behaviour, and campaigning.

### ASSESSMENT

The course is assessed both internally and externally. To gain the course award, students must achieve all the components units of the course as well as the external assessment. Internal assessment will take the form of a series of learning outcomes related to each of the 3 units. Assessment will take place on the dates specified by the department.

The external assessment is in two parts:

An examination paper counting for 73% of the final grade

An assignment counting for 27% of the final grade

### HOMEWORK

Homework will be on-going throughout the course and is essential in order to complete the course units.

### CAREER INFORMATION

Higher Politics is designed for those who are interested in current affairs and social sciences. It will allow students to The course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

### ENTRY REQUIREMENTS

A pass in a Higher Social Studies subject



## **ART & DESIGN NATIONAL 5, HIGHER, ADVANCED HIGHER.**

### **NATIONAL 5**

National 5 learners will complete an Expressive Unit with Critical Activity. For this Unit, evidence will be required to show that the learner can produce creative investigative visual research and expressive development work in 2D and/or 3D formats using an expressive theme in a familiar context.

Students will also complete a Design Unit with Critical Activity; evidence will be required to show that the learner can produce creative visual investigative research and development ideas for a straightforward design brief in a familiar context. Knowledge and understanding of expressive artists and art practise, designers and design practice will also be assessed.

Units – National 5, in this Course, units will focus on challenge and application. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through an expressive and a design project and a question paper. Learners will draw on, extend and apply the skills they have learned during the Course. In the project, learners will produce finished pieces of expressive art and design work(s). The project will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and product of learning. The question paper adds value by requiring integration and application of knowledge and skills from across the Units.

#### **Assessment**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects. To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5). Units for all levels will be assessed by teachers and be graded as pass/fail. The National 5 course will also have units assessed as pass/fail. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

#### **Homework**

Regular homework will be issued. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work.

#### **Exam**

1 hour 30 minute written exam for National 5

Students achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher, and from Higher to Advanced Higher.

Art & Design is recommended for Fine Art degree courses, Architectural degree courses, and all design and media courses, including photography, graphic design, fashion/textile design, computer based design, interior design etc. Can also be useful in primary teaching and nursery work.



## **ART AND DESIGN HIGHER**

**SCQF: level 6**

### **Art and Design: Expressive Activity (Higher)**

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences impacting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and art work, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

### **Art and Design: Design Activity (Higher)**

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the social and cultural influences impacting their work. They will 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.

Course assessment structure

Component 1 - portfolio 160 marks

Component 2 - question paper 60 marks

Total marks 220 marks

### **ASSESSMENT**

Internal assessment will take place for the areas listed above. Assessment is continuous. All assessments have to be passed to complete the course.

### **EXAMS**

2 hour written exam for Higher

The above exams will be marked externally

Recommended entry

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

◆ National 5 Art and Design Course or relevant component Units



## ART & DESIGN ADVANCED HIGHER

Two separate courses are on offer: -

### **Art & Design (Enquiry):**

The enquiry should be an investigation of the candidate's own choice.

## ENTRY REQUIREMENTS

### **Advanced Higher Enquiry**

'A' pass in Higher Art & Design

## COURSE OUTLINES

### **Art & Design (Enquiry):**

#### **Expressive:**

An enquiry taking the form of an expressive study will involve the identification and selection of a theme capable of supporting sustained study in depth.

#### **Design:**

An enquiry taking the form of a design study will involve the identification of a theme/design brief and the resolution of design problems arising from it.

### **Art and Design Studies:**

The theme should link directly to the context, theme or area of study used as the basis of the associated practical unit (Expressive or Design)

## HOMEWORK

None of the above courses can be overtaken solely within class time. It is expected that pupils will continue their work both practical and written at home. Accessing the Internet is expected. However, due to the nature and scale of Advanced Higher work, pupils may find that they wish to continue their homework in the Art Department by arrangement with the appropriate teacher.

## ASSESSMENT

No examination is set in either the Enquiry or Art & Design Studies

### **1. Enquiry**

The body of work tackled throughout the year is presented and is assessed externally upon evidence of investigation, communication and coherence

### **2. Art & Design study**

The text, between 1,000 – 1,500 words, will be assessed externally on evidence of research, argument, structure and presentation.

The student opts for a subject for A.H., negotiates with the teacher, and begins the work under TUTORIAL TYPE direction. The student must be highly motivated and capable of independent work habits. This course is very much seen as a prelude to tertiary education therefore the EFFORT LEVELS ARE EXPECTED TO BE HIGH.



## Hyndland Secondary School

### **6<sup>TH</sup> YEAR FOLIO CLASS WORK**

Some candidates require folio work for ART & DESIGN based courses, folio work is set by the teacher based on the course required, this will take the form of tutorials on an individual basis – no final examination.

### **CAREERS**

Art & Design provides career options across a wide range of activities. From fine art – painting, sculpture, printmaking, environmental art, fine art photography etc. to design including architecture, graphic design, interior design, computer based design, product design etc. Fine art and design courses are now offered by many colleges. Career structures in art/design/media are a main growth area in our economy and with computer based design, opportunities are expected to continue to grow.



## Hyndland Secondary School

Entry level for this course is National 5 Art & Design

### Course Description

This option will develop your creativity and will provide you with the opportunity to reflect upon and interpret the world around you. The course will prepare you to produce and evaluate media images. There is a final exam, and you must submit a Practical Assignment produced under controlled conditions.

### SQA unit breakdown:

#### SECTION 1: Project

Project 100 marks

The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice.

Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

The project has a total mark allocation of 100 marks. This is 77% of the overall marks for the course assessment.

#### Section 2: Multiple choice and analysis question paper

This section has a total of 30 marks. It contains 10 multiple choice questions, and two questions which ask candidates to critically analyse two unseen photographic images from a range of genres and styles. Candidates answer both questions.

Marks are awarded for:

- analysing two unseen photographic images by applying knowledge and understanding of the properties of light and image formation and photographic practice
- drawing valid conclusions and giving explanations supported by justification

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates have 1 hour to complete the question paper.

#### Careers:

Relevant job profiles would be photographer, photographic retailer, photographic stylist and photographic technician.

**ENGINEERING SCIENCE HIGHER**



## Hyndland Secondary School

### **COURSE DESCRIPTION**

The Higher Engineering Science is a practical course that uses mathematical and scientific principles to solve real-life engineering problems.

There are three topics taught:

- Electronics & Control
- Mechanisms & Structures
- Engineering Contexts & Challenges

The course is arranged to allow students to learn through a series of hands-on activities and research tasks involving practical investigation, computer simulation, and circuit construction.

Aspects include the study of:

Analogue devices – transistors, MOSFETS, Operational amplifiers

Digital devices – NAND, NOR, XOR logic gates, high level programming of microcontrollers

Structures & Materials – nodal analysis of a frame structure, stress - strain & Young's modulus

### **ASSESSMENT**

The course assessment is based on the response to the SQA's closed book problem solving task (50 marks) and a written examination (110 marks).

### **HOMEWORK**

Homework is a vital part of the course. Without regularly completing the homework exercises the student will be unlikely to pass the course assessment.

### **ENTRY REQUIREMENTS**

The course is designed for students who have a National 5 pass in Maths and may be attempted as a 'crash course' using Physics and/or Computing Science.

### **PROGRESSION**

It may be possible for students achieving a good pass at Higher to go on to study the Advanced Higher in sixth year.

### **CAREER INFORMATION**

The Higher is a recognised entry qualification for both further and higher education courses.

Some possible careers using Engineer Science include; Building Services, Civil & Structural Engineering, Computer Services, Electronic / Electrical Engineering, Mechanical Engineering, Service Engineer, Teaching, and Telecommunications.

## **DESIGN & MANUFACTURE HIGHER**



## Hyndland Secondary School

### **COURSE DESCRIPTION**

Higher Design & Manufacture is a communication based course intended to develop the student's creativity and understanding of modern industrial materials and processes associated with commercial product design.

The course has two themes; Design, and commercial Materials & Manufacture.

The course looks at modern commercial industrial design and manufacturing practice. Here the student; evaluates an existing product, learns how to research into a design brief, develops their graphic / presentation techniques, and produces a folio showing how they developed a design concept suitable for mass production. The practical work within the course is focused on developing a design proposal and as such is modelling based.

Toward the end of the course the student tackles the Design Assignment project set by the SQA. This involves producing a 12 A3 paged folio showing the research, design, development and plan for commercial manufacture of a product. This assignment is worth 53% of the overall course assessment.

### **ASSESSMENT**

The course assessment is based upon the Assignment folio (53%) and written examination (47%).

### **HOMEWORK**

Homework is a vital part of the course. Without regularly completing the homework exercises the student will be unlikely to pass the Unit or Course assessments.

### **ENTRY REQUIREMENTS**

The course is suited to those who have passed N5 Design & Manufacture at A or B. Alternatively, students may attempt a 'crash course' using N5/H English and Art & Design.

### **PROGRESSION**

It may be possible for those students achieving a Higher pass at A to go on to study Advanced Higher in sixth year.

### **CAREER INFORMATION**

The Higher is a recognised entry qualification for both further and higher education courses.

Some possible careers using Product Design include; Architecture, Building services, Civil Engineering, Commercial design, Furniture Design, Industrial Design, Product Design and Teaching.





## Hyndland Secondary School

The National Progression Award (NPA) in Computer Games Development takes pupils through the process of designing, creating and marketing a computer game. The course is entirely practical, meaning pupils will spend almost all of their time using computers.

Pupils investigate contemporary gaming technologies and current systems. Pupils will learn to work with graphics and sound media assets in order to utilise these elements in a game. Pupils will develop skills in games programming using scratch and apply these to their own design to implement an interactive, functional computer game which they will then promote through a variety of marketing strategies.

The course has three units

- **Computer Games Design**
- **Media Assets**
- **Computer Games Development**

Within these, you will cover a range of topics relating to the games industry.

- investigate the computing gaming industry/genres/hardware/trends and emerging technologies
- gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design
- gain the knowledge and skills required in the creation of media assets and games development
- work with others to test a game and give constructive feedback
- collaborate with others in an enterprise activity to promote/market a game

### *ASSESSMENT*

Pupils will be assessed on a portfolio of their best work built up over the course.

There is no final external examination.

### HOMEWORK

Pupils will have to carry out preparatory research and planning.

### ENTRANCE REQUIREMENTS

There are no specific entrance requirements. Pupils will be placed at the appropriate level taking into account previous experience and qualifications.

### CAREER INFORMATION

The computer games industry is growing in Scotland. These qualifications serve to promote a rewarding career in this industry and prepare young people with the practical skills they will find useful in pursuing college or university courses related to computer games.



**Hyndland Secondary School**

**COMPUTING SCIENCE Higher**



## Hyndland Secondary School

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. The Course will cover a core of advanced concepts which underpin the study of computing science, and explore the role and impact of contemporary computing technologies.

### **COURSE DESCRIPTION**

The course has 4 topics.

#### **Software design and development**

You will develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using Visual Basic. This will develop your programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. You will be expected to analyse problems, and design, implement, test and evaluate their solutions.

#### **Computer systems**

You will develop an understanding of how data and instructions are stored in binary form and advanced computer architecture. You will gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

#### **Database design and development**

You will develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows you to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

#### **Web design and development**

You will develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows you to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.

### **ASSESSMENT**

Assessment for certification is in two parts. There is a written examination which counts for 73% of the final mark and a practical examination task which counts for the remaining 27%.

### **ENTRANCE REQUIREMENTS for Higher**

A pass at A or B in National 5 Computing Science

### **COURSE AVAILABLE FOR SUCCESSFUL CANDIDATES**

Advanced Higher Computing is available in school.



**Hyndland Secondary School**

## **COMPUTING SCIENCE ADVANCED HIGHER**

### **COURSE DESCRIPTION**

The course has 4 main topics deepening the understanding, knowledge and skills from Higher.

- Computer Systems
- Software Design and Development
- Database Design and Development
- Web Design and Development

In particular, the course will look at applications which cover all of these areas in a practical context.

Independent learning is a crucial aspect of this course, given the unique nature of the project. Pupils must demonstrate time management, planning and resource management alongside their computing and

### **ASSESSMENT**

Assessment for certification is in two parts. There is a written examination which counts for 50% of the final mark and the project counts for 50%.

The project is a large scale implementation of a software solution of the learners own design and creation. They must identify the problem they are solving, and design and implement a solution to it. This is done over the course of the year and has a significant time investment attached to it.

### **ENTRANCE REQUIREMENTS**

A pass in Higher Computing at A or B grade

### **COURSES AVAILABLE FOR SUCCESSFUL CANDIDATES**

Advanced Higher Computing leads directly onto first or second year Computing Science courses in Higher Education.



## Administration and IT

### COURSE DESCRIPTION

This course leads on from the National 5 course in Administration and IT. The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions. The Course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in enabling learners to work towards industry standards in IT in an administration-related context.

The skills developed in the Higher Administration and IT course are not only required for a career in administrative roles however are also beneficial for students who go on to further and higher education as students learn how to create word processed reports and use spreadsheets to analyse findings of research.

The course is divided into three units:

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

### ASSESSMENT

The course is assessed externally. The practical external assessment is completed in school before the Spring holiday. Assessment will take place on the dates specified by the department.

The external assessment is in two parts:

An examination paper counting for 42% of the final grade

An assignment counting for 58% of the final grade

### HOMEWORK

Homework will be ongoing throughout the course and is essential in order to complete the course units.

### CAREER INFORMATION

Higher Administration and IT is designed for those who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise the acquired administration- and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment. The Course opens up a range of progression routes — both vertical and lateral — to further and higher education. It may also lead to employment and/or training in various industries.

### ENTRY REQUIREMENTS

An A or B pass at National 5 Administration and IT or A or B passes in similar subjects.



Hyndland Secondary School

## **BUSINESS MANAGEMENT Higher**

### **COURSE DESCRIPTION**

This course leads on from the National 5 course in Business Management. The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

The course is divided into three units:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

### **ASSESSMENT**

The course is assessed externally. Assessment will take place on the dates specified by the department.

The external assessment is in two parts:

An examination paper counting for 75% of the final grade

An assignment counting for 25% of the final grade

### **HOMEWORK**

Homework will be ongoing throughout the course and is essential in order to complete the course units.

### **CAREER INFORMATION**

Business Management aims to provide a foundation for future education and training. The range of skills students will develop on the course should enable them to cope with the requirements of today's changing employment market. Many pupils who have studied Business Management have went to study college and university courses in a range of Business courses including Marketing, Finance and Human Resources. The course is recognised as an entry qualification to further and higher education courses and although not a requirement would be of benefit for any career.

### **ENTRY REQUIREMENTS**

An A or B pass at National 5 Business Management or a pass in similar subjects, including National 5 English at A or B.



## Hyndland Secondary School

### Cyber Security - Higher

#### *COURSE DESCRIPTION*

The National Progression Award (NPA) in Cyber Security provides foundation knowledge and skills in Data Security, Digital Forensics and Ethical Hacking, providing a skills pipeline into the Cyber Security Industry.

This award is designed to raise awareness of Cyber Security and fill the current skills gap in this field. It will encourage learners to improve their cyber hygiene and resilience and enable them to identify security vulnerabilities safely, legally and ethically. These qualifications are the first school-based national qualifications to be developed and will prepare learners for further studies and future employment in this area.

The course has three units

#### - **Data Security**

- Analysing approaches to data security by organisations
- Technologies and Strategies used to protect data
- Creating a security strategy for a small business

#### - **Digital Forensics**

- Investigating the digital forensics process and associated job roles
- Applying complex techniques and tools to acquire and preserve data
- Evaluating digital evidence and conducting a digital forensics examination

#### - **Ethical Hacking**

-

- Analyse current trends in cybercrime
- Evaluate contemporary legislation relating to cybercrime
- Perform a complex penetration test on a computer system in a controlled environment

#### *ASSESSMENT*

Pupils will be assessed on a portfolio of their best work built up over the course. There will be theory and practical assessments. There is no final external examination.

#### *HOMEWORK*

Pupils will have to carry out preparatory research and planning.

#### *ENTRANCE REQUIREMENTS*



## Hyndland Secondary School

There are no specific entrance requirements. Pupils will be placed at the appropriate level taking into account previous experience and qualifications.

### CAREER INFORMATION

There is a current skills shortage in the field of Cyber Security to defend against cyber-attacks. This qualification has stemmed from the need to address the growing rise in preventable cybercrime and encourage young people to embark on cyber security courses at university, resulting in more graduates with skills to fill the considerable number of vacant, highly-paid positions in this field.





## **DRAMA** Higher

**ENTRY REQUIREMENT** A pass at National 5

### **COURSE DESCRIPTION**

Higher Drama provides opportunities for learners to develop skills creating and presenting drama. The Course focuses on the development and use of complex drama and production skills.

This Course is practical and experiential.

The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the 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
- explore form, structure, genre and style

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

The Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in drama and related fields.

### **Drama Skills (Higher)**

In this Unit, learners will apply complex drama skills and develop ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli, including text. They will also learn how to portray character in a range of ways and explore form, structure, genre and style when creating and presenting drama.

Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

### **Drama: Production Skills (Higher)**

In this Unit, learners will explore and apply complex production skills. Learners will learn how to respond to stimuli, including text, to communicate ideas for a production. They will develop ideas and production skills within their chosen production roles.

### **HOMEWORK**

- research and preparation for acting roles
- revision and preparation for unit tests and assessments
- research and preparation for the External Exams and Essays
- written work, which might involve note-taking, completion of questions based on exam questions and practice essay writing.

### **CAREER INFORMATION**

This course is a recognised entry qualification for University, Drama Schools and FE Colleges. It can also be a desired qualification for entrance to law, medical and business faculties.

It leads to interesting and varied career prospects in many different industries and provides valuable life and technical skills which have uses in the expanding and increasingly popular fields of media, television and theatre.



Hyndland Secondary School

## **ENGLISH** ADVANCED HIGHER, HIGHER, NATIONAL 4 AND NATIONAL 5

### **ADVANCED HIGHER**

The Advanced Higher course is designed for pupils who have performed impressively at Higher level (achieving an A or B pass) and have a particular interest in literature. Students should expect to undertake a high level of independent study at this level of English.

### **EXTERNAL ASSESSMENT**

All candidates must undertake the **Literary Study** paper, where they will write a single critical essay; these questions will be related specifically to the work of writers studied in class. This is worth 20% of the final award.

Candidates will also undertake a **Textual Analysis** paper where they will be presented with an unseen text and asked to analyse it in an allocated time limit.

Candidates will be expected to submit a **Dissertation** and a **Writing Folio**, each worth 30%. The dissertation will focus on a text(s) of the candidates choosing and a study topic selected by them in conjunction with the class teacher. The folio will consist of two pieces of extended writing that can be selected from a range of genres e.g. prose, reflective, journalistic, discursive, poetry, drama...

### **NATIONAL HIGHER**

The Higher course is designed for students who gained an overall grade A or B at National 5 level in either S4 or S5. It follows a very similar structure to the National 5 English course.

### **NATIONAL 5**

The National 5 course is designed for those students who passed the required outcomes for a National 4 award in S4. The differences between the National 5 course and the National Higher course are outlined below.

### **NATIONAL 4**

The National 4 course is designed for students who have yet to achieve the necessary outcomes for a National 4 pass in English and Literacy in S4. In S5, this course will possibly be supplemented with some vocational literacy focus and support for literacy in a wider context.

Entry into the above courses will be at the discretion of the P.T. English. Consideration of attendance, attitude and effort will also be taken into account in assessing the level of entry.

During these courses, candidates will be expected to undertake a variety of reading, writing and talk activities. Some of these will be internal assessments, which must be passed if candidates are to continue through to the examination. If candidates fail an assessment, they will be given one opportunity either to improve or re-sit it.

### **INTERNAL ASSESSMENT:**

National Higher, National 5 and National 4 require demonstration from candidates across a range of tasks that they can fulfil the following assessment outcomes.

#### **Unit 1 Creation and Production**

1. Create and produce . . . **written** texts
2. Create and produce . . . **spoken** texts



## Hyndland Secondary School

### Unit 2 Analysis and Evaluation

1. Understand, analyse and evaluate . . . **written** texts
2. Understand, analyse and evaluate . . . **spoken** texts

The above options are to be assessed as pass/fail

### NATIONAL 4 ONLY

Candidates will complete an **Added Value Unit** on a topic of their choosing. Candidates at National 4 level will also be required to complete a **Literacy Unit**.

### EXTERNAL ASSESSMENT Higher

#### Reading for Analysis,

Close Reading; 2 passages

30 Marks

#### Evaluation and Understanding Critical Reading Paper

1 x Critical Essay on a text selected from a range of genres covered in class

20 Marks

1 x Scottish Set Text Analysis from a Scottish Set Text Studied in class. To

20 marks

be a different genre from critical essay text

#### Writing folio:

30% weighting of final grade.

2 x pieces, one broadly CREATIVE, one broadly DISCURSIVE

Max Length—1300 words

### National 5

#### Reading for Analysis,

Close Reading: 1 passage

30 marks

#### Evaluation and Understanding Critical Reading Paper

1 x Critical Essay on a text selected from a range of genres covered in class.

20 Marks

1 x Scottish Set Text Analysis from a Scottish text studied in class. To be a

20 Marks

different genre to critical essay text

**Writing folio:** 30% weighting of final grade. 2 x pieces, one broadly CREATIVE, one broadly DISCURSIVE

Max length – 1000 words

### DEADLINES

The course candidates will embark on is demanding and it is important that they do not fall behind. Therefore, certain deadlines have been created which must be kept to. These deadlines are part of the internal assessment and failure to keep to these may result in a student being failed in that part of the course. Dates will be given to candidates well in advance for preparation and study.

### HOMEWORK

Candidates at all levels should expect homework to reinforce the skills required in their coursework. It is important that candidates organise their work and meet the deadlines set by the department.

### CAREERS INFORMATION

English is extremely important for all jobs and essential for many Higher Education.



## **PRACTICAL WOODWORKING NATIONAL 4 & 5 LEVEL**

### **COURSE DESCRIPTION**

Practical Woodworking is a workshop based course intended to develop the student's craft skills in the safe use of hand and machine tools.

The subject is recommended for all those students who may be interested in a modern apprenticeship or for those who are looking for a less academic subject to study in S5/6.

The course includes three areas of study:

- Flat Frame Construction
- Carcass Construction
- Machining & Finishing

Evidence for these areas is taken from a series of practice joints and the construction of an integrated Project manufactured using the SQA's drawings. In addition, the ability to consistently act in a safe and responsible manner in a workshop is a requirement.

Towards the end of the course the students make the Course Assessment Project. This combines all the skills developed over the year and this accounts for 70% of the overall award with the remaining 30% based on a written exam.

### **ASSESSMENT**

The two levels (National 4 and 5) are taught together in a single course. The final presentation level is determined around January and is based on the progress over the course.

The individual National 4 Unit assessment is based on the safety observation, practice joints, short written answers and the Unit Projects.

The overall National 5 course award is based on the assessment of the Course Assessment Project and the written exam.

### **ENTRY REQUIREMENTS**

The course is designed to offer progression in practical from Design & Manufacture. Alternatively students can attempt a 'crash' in this subject.

### **CAREER INFORMATION**

This course will enable access to numerous college courses.

Some possible careers using Practical Woodworking include; Building Industry, Civil Engineering, Joinery etc.



## MEDIA Higher

The media of mass communication play a significant role in the modern world, and, being a major means of disseminating messages nationally and globally, affected society at all levels: economic, political, social, cultural and individual. Knowledge of the media is an important and highly valued aspect of work in an information society and an essential element of active citizenship.

One of the main aims of a Course in media Studies is to enable the candidate to look at and listen to media products, not simply as a consumer of those products, but as a critic, able to question the content and purpose of the messages rather than take them at face value. When we look at the media, we ask questions like: What type of text is it? How do we know what it means? What type of narrative is implied? How does it represent its subject? Who has produced it? What audience receives it and what sense do they make of it?

There are many analytical skills that are transferable from other Arts courses such as English, Art and Photography, but the study of the Context in which the text is produced – the institutions responsible for its production, and the audience to which it is exposed – makes Media Studies a Social Subject also.

**At National Higher the Course Assessment has two components that are externally assessed; a question paper (60 marks) and an assignment (60 marks)**

### Question Paper

The question paper will sample and assess the candidate's knowledge and understanding of the key aspects, contexts and roles of media content and the ways in which these affect and are affected by each other.

- Analysis of Media Content – 40 Marks

This component will assess students ability to discuss the media content accessed in class in relation to the Key Aspects of media literacy; Representation, Language, Narrative, Categories, Institutions, Audience and Society/Time/Place.

- Analysis of a Media Text – 10 Marks

Students will be expected to analyse and evaluate the effectiveness of a pair of unseen film posters, magazine covers or advertisements.

### Assignment

The assignment will require candidates to plan and create media content in response to a brief. They will need to show their planning process, justify all decision and indicate how they would develop their idea.

## THE HIGHER COURSE

The Higher Course is designed for **S5 students who have completed National 5 Media or who have achieved an A or B pass at National 5 English OR S6 students who have achieved at least a C pass at Higher English in S5.** . Complex analytical skills are required at this level, and candidates must already have demonstrated an ability to deconstruct texts and to form lucid and persuasive arguments in formal writing. This is not an *easy option* and candidates should realise such a “crash” course demands total commitment from the outset. Entry stipulations must be adhered to.



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### EXTERNAL ASSESSMENT

Two exam papers;

- Media Content in Context – 2 hours and 15 minutes
- Role of Media – 1 hour

One externally marked assignment.

- Worth 60 marks, this project is the culmination of work carried out from the October to the March of the course. Students will be expected to research, produce a film and evaluate their product.

### THE DEMANDS OF THE COURSE

Some students who embark on a course in Media Studies in S5 or S6 will be coming to the subject for the very first time. As such, they may find the terminology and level of discourse in the subject difficult at first. Students must therefore be committed to completing homework on time, taking notes, listening and – above all taking an active interest in the world of media around them. Since the course is (like any other Higher) so time-intensive, there may be screenings of texts being used in the Media classroom outside of class time. Students should not see these as voluntary.

### CAREER OPPORTUNITIES

Media and Communication courses are amongst the fastest-growing in FE and HE institutions. Careers in journalism, teaching, advertising and marketing and the political and social sciences are all greatly enhanced by a background in media. The Working With Others element of the Creating Media Content stands as evidence of sound communication skills, creativity and commitment to a task – all valuable transferable skills for the workplace or for academic life. And, of course, the media itself is a vibrant and fast-growing industry with a wealth of opportunities for young people beyond school.



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