



Duncanrig Secondary School

S6 Options Booklet

Advanced Higher Grades

2020-2021

TOGETHER WE ARE DUNCANRIG

GIVE ALL YOU CAN GIVE

Art and Design – Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade B in Higher Art and Design

Purpose and Aims of the Course

The Advanced Higher Art & Design Course provides opportunities for learners to develop their creativity and to apply their understanding of art & design practice. This course will also provide learners with the opportunity to extend and apply the art & design skills they may have developed during the Higher Art and Design Course and elsewhere.

This is a demanding and rewarding course, ideally for those who have previously developed and demonstrated some passion and energy for expressive art or design. It requires and develops self-reliance, initiative, creativity, problem-solving and independent thought and personal judgement, as well as media and technical art/design skills.

In this course, learners will be required to demonstrate **personal motivation, autonomy and independence** in creative decision-making, engaging in **self-directed practical learning** in a selected area of design or expressive art, of **personal interest** to the learner.

The course is flexible and adaptable, with very significant scope for personalisation and choice in determining suitably challenging and stimulating contexts for learning. It also provides opportunities for learners to build self-confidence and to enhance many generic and transferable skills, including literacy, communication and presentation skills.

Who Should Choose this Course?

Although Advanced Higher Art & Design is open to all who meet the entry level requirements and **are prepared to commit to the expectations outlined above**, the course is especially appropriate for candidates who intend to follow a career in the Creative Arts or Design industries and to apply to Art School or Art & Design based college and university courses. As such, the Advanced Higher is a good test of the candidate's commitment, and is designed to be a valuable 'stepping stone' to the demands of further education. However, for all candidates, the Advanced Higher course is an excellent opportunity to develop transferable creative skills development and to gain rewarding creative experiences.

The Structure and Content of the Course

Pupils will select to study either Advanced Higher Design or Advanced Higher Expressive. Whichever is selected, the course consists of two Mandatory Units, and the Course Assessment.

Mandatory Units: **Design/Expressive Art Studies (8 SCQF credit points)**
 Design/Expressive Art Enquiry (16 SCQF credit points)

Art and Design: Design/Expressive Art Studies

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

Art and Design: Design/Expressive Art Enquiry

This unit helps learners to work **independently** in a **self-directed manner** to plan, to develop and produce a range of related development lines of creative enquiry and design or expressive art work. Learners' work will be inspired and influenced by their investigative research into design/expressive art practice. Learners will experiment with and creatively explore how materials, equipment, techniques and/or technology can be used to develop creative ideas and solutions.

There may be opportunities to use various approaches to developing practical work across the course, and the **use of sketchbooks to collect and document the development of creative ideas** will be expected. This approach may be beneficial if using common stimuli to link learning about art and design across different contexts.

Course Assessment

Portfolio: 200 marks (8SCQF points)

To gain the Course Award, the learner must pass the *Mandatory Units* as well as the *Course Assessment*. Course Assessment will provide the basis for grading the *Course Award*.

Learners will produce an assessable Portfolio in which they will further develop selected examples of their previous work and will use these, and their in-depth understanding of designers/artists and their practice, to influence and inform the development of their ideas and solution outcomes. The Portfolio will focus on both the process and products of learning

The purpose of this Portfolio is to assess the learner's ability to integrate and apply practical design/expressive art skills, and in-depth knowledge and understanding of designers/artists and their practice, across their own work. Learners will select examples of their earlier investigative and development work and will use these as the basis for developing and producing highly resolved solution(s) and outcomes.

The choice of context/stimuli for the *Enquiry Unit* and *Portfolio* will be selected by the individual learner, negotiated with and approved by the teacher.

The *Portfolio* will include:

the initial creative starting point and further development work

the final solution(s) or outcomes

supporting evidence of contextual research and evaluation

This *Portfolio* will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to identify the creative development potential in their work
- confident and highly skilled use of a variety of media, materials, equipment, advanced techniques and/or technology
- applied understanding informed by in-depth investigation of design/expressive art work and practice
- personal creativity when developing progressive lines of enquiry

- creating highly resolved ideas and solution(s) in 2D and/or 3D formats
- using creative problem solving, planning and evaluation skills within the creative process
- the ability to review, edit and present their work for assessment

Recording ideas and inspiration — producing design/expressive art work in response to a design brief/outline plan

A design brief or outline plan will be the starting point for this problem-solving development process. The area of study and creative stimuli for the enquiry will be discussed and agreed between the individual learner and the teacher who acts as facilitator and advisor. The design brief or outline plan should include scope and opportunities for personalisation and choice, to meet the needs and interests of individual learners.

Suitable areas for development should emerge from investigation and research work. By applying a range of problem-solving, planning and evaluation skills, the learner can develop and refine a series of original and creative ideas and concepts that have the potential to lead to effective solutions or products.

Progression

This course or its units may provide progression to other qualifications in art and design or related areas and/or further study, employment and/or training. An Advanced Higher in Art or Design provides opportunity, experience, development of skills and portfolio material as a basis on which to apply to one of many possible further education courses in art or design available at colleges, art schools and universities across Scotland and beyond. More generally, this course will enable the learner to develop many vital transferable skills for work and life, including literacy, numeracy, ICT, lateral thinking and problem solving, communication and many other applicable aspects of creativity.

Biology – Advanced Higher

Pathway Information

The recommended entry requirements for this course are:

Grade A or B in Higher Biology

Course Content

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science.

The Course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

The 3 units of work in the Advanced Higher course cover the following areas:

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

The Course assessment will consist of two Components: a question paper and a project.

Component 1 — question paper

The purpose of the question paper is to assess breadth and depth of knowledge and understanding from across the Units.

The paper will assess scientific inquiry skills and analytical thinking skills.

The Question paper is worth 90 marks out of a total of 120.

Component 2 — project-report

The purpose of the project-report is to allow the learner to carry out an in-depth study of a biology topic. The topic will be chosen by the learner, who will individually investigate/research the underlying biology. This is an open-ended task which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of independent/autonomous working. This includes making independent and rational decisions based on evidence and interpretation of scientific information, and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy

The project-report is worth 30 marks out of a total of 120,

Conditions of the award

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Units are internally assessed on a pass/fail basis. A course award cannot be achieved if a candidate does not obtain the nationally agreed pass mark in each unit assessment as well as the external SQA examination. Course assessment will provide the basis for grading attainment in the Course award.

Key Skills for Life, Learning and Work.

As pupils progress through the Biology courses they practise and gain experience in a number of scientific skills.

- Make observations
- Formulate hypotheses
- Design experiments
- Learn modern laboratory techniques
- Collect and document data
- Use quantitative reasoning to analyze, interpret, and present data
- Collaborate with others to solve problem
- Understand and recognize ethical issues that arise from scientific research
- Understand the role of science in addressing societal issues

In addition studying Biology provides a natural link with the science and health sectors and provides wide-ranging skills to support progress in life, learning and the world of work.

- Communication skills - through report writing and presentations
- Team working skills - through group projects
- Organisational skills
- Ability to confidently handle diverse data and to draw conclusions
- problem-solving, project and time management skills
- Self-reliance and initiative

Business Management – Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A or B in Higher Business Management.

The Advanced Higher Business Management Course prepares learners to play an active part in Scotland's vibrant and innovative business culture by equipping them with an understanding of the national and global nature of business.

Learners develop analytical and research skills by investigating real organisations in a range of contexts. They gain a perspective that gives them the ability to research, analyse and interpret the actions and decisions taken by such organisations, and to explain how these actions and decisions might affect businesses and their economic success.

Assessment Requirements

Within the course there are 3 units which are outlined below.

The External Business Environment - In this Unit, learners will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. The Unit provides learners with the opportunities to investigate how an organisation is affected by external factors and to gain an in-depth understanding of the responsibilities of managers in an economic, social and environmental context. Learners will analyse and evaluate the impact of such external factors and consider the effectiveness of various courses of action.

The Internal Business Environment - In this Unit, learners will gain a thorough grounding in the discipline that forms the basis of management practice. The Unit allows learners to carry out activities that will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise their efficiency. It also allows learners to analyse and evaluate theories relating to internal factors that influence the success of teams.

Evaluating Business Information - In this Unit, learners will develop skills in evaluating a range of business information used by organisations to reach conclusions. This will help learners to become competent and confident in the analysis and evaluation of business information, based on a research project carried out on a topic from the Course.

Internal Assessment

The 3 Unit assessments will take place at an appropriate time during the year. These Units will be assessed on a Pass/Fail basis.

External Assessment

Learners will be assessed through a question paper and a project.

The question paper will require learners to apply their knowledge and understanding of business concepts and situations in complex contexts. This assessment will take place during the SQA exam diet and is worth 80 marks.

The project will provide learners with the opportunity to apply and extend research, analytical, evaluative and decision-making skills, within the context of a business topic or issue. Learners should use a wide range of business sources relevant to the context of the project, and present their findings in a business report.

Both the question paper and assignment are set and marked by the SQA. These form the basis of the grade awarded for the course (A-D).

To gain the award of the Course, the student must pass all of the Units as well as the Course assessment.

Chemistry – Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

*Grade A or B in Higher Chemistry course award
(Higher Mathematics course award is preferred)*

The units of study in Advanced Higher Chemistry are:

Inorganic and Physical Chemistry

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

Organic Chemistry and Instrumental Analysis

This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

Assessment

All assessment is marked externally. There will be a Question paper worth 110 marks (scaled to 120) and a Project worth 25 (scaled to 40).

Study of any of the Chemistry courses in the upper school will help develop the following skills:

Key Skills for Life, Learning and Work.

As pupils progress through the Chemistry courses they practise and gain experience in a number of scientific skills.

- Make observations
- Formulate hypotheses
- Create and design experiments
- Remember and understand scientific facts
- Collect, evaluate and document data
- Use quantitative reasoning to analyze, interpret, and present data
- Collaborate with others to solve problem
- Understand and recognize ethical issues that arise from scientific research
- Understand the role of science in addressing societal issues

In addition, studying Chemistry provides a natural link with the science and health sectors and provides wide-ranging skills to support progress in life, learning and the world of work.

- Communication skills - through report writing and presentations
- Team working skills - through group projects
- Organisational skills
- Ability to confidently handle diverse data and to draw conclusions
- Problem-solving, project and time management skills
- Self-reliance and initiative

Computing Science - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A or B in Higher Computing Science

This Course may provide progression to:

- a range of computing-related Higher National Diplomas
- degrees in Computing Science or related disciplines
- careers in computing, IT and/or related areas.

The Advanced Higher Computer Science course is a highly challenging academic course. The course requires pupils to be motivated and be self-disciplined with respect to study.

The aims of this course are to extend:

- knowledge and understanding of computer concepts
- apply skills and knowledge in analysis, design, development, implementation and evaluation to arrange of digital solutions with increasingly complex aspects
- apply creative problem solving skills across a range of computing concepts
- awareness of the professional, social, ethical and legal implications of computing
- ability to communicate computing concepts clearly and concisely using appropriate terminology
- the necessary skills of the pupils to allow them to become ICT tool designers of the future

The course consists of four units:

Software Design and Development

Computer Systems

Database Design and Development

Web Design and Development.

Assessment

This consist of two Components: Project and a Question paper, each of 80 marks.

The purpose of the Question Paper is to assess the candidate's competence to integrate and retain knowledge and understanding and demonstrate higher order cognitive abilities across the contents of all four units and to demonstrate the ability to communicate computing concepts clearly. The Project provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

DEPARTMENT OF ENGLISH

English - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A or B pass at Higher

Course Overview

The Advanced Higher English Course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex texts from different genres. Learners develop sophisticated writing skills; responding to the way structure, form and language shape the overall meaning of texts.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

Advanced Higher English fosters an in-depth appreciation of complex and sophisticated language, and of a wide range of literature and texts in different genres. This enables learners to access their own cultural heritage and history, as well as the culture and history of others. Learners have the opportunity to personalise their study; choices enable learners to encounter a wide range of texts in different genres and to produce sophisticated writing in chosen literary forms.

Building on the four capacities, Advanced Higher English enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

The Course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences
- apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments.

The Course also develops high levels of analytical thinking and understanding of the impact of language.

Course Content

The Course is made up of two mandatory Units.

English: Analysis and Evaluation of Literary Texts

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

English: Creation and Production

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

Assessment

Internal

Analysis and Evaluation of Literary Texts

Learners will provide evidence of their ability to analyse and evaluate complex and sophisticated literary texts.

Creation and Production

Learners will provide evidence of their ability to produce complex and sophisticated writing, and to critically reflect on its development.

External

There are two question papers. In the first, learners will write a critical essay on drama, poetry, prose fiction or prose non-fiction, and secondly, they will undertake an (unseen) textual analysis on drama, poetry, prose fiction or prose non-fiction, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s) and techniques. Each paper is worth 20% of the final mark.

In addition, each candidate will submit:

- a portfolio, which will contain two pieces of writing worth 30%
- a dissertation on a literature topic of the candidate's own choice worth 30%.

French/German and Spanish- Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A pass at Higher

Aims of the Course

- To begin to communicate at an advanced level on sophisticated topics.
- To study in depth the countries where the language is spoken and their culture.
- To make informed comparisons between those countries and your own country.

Description of the Course

- Unit 1, Understanding Language, develops the skills of **listening** and **reading**.
- Unit 2, Using Language, develops the skills of **talking** and **writing**.
- A Specialist Study develops your skill of **critical reading and research**.

Units 1 and 2 are not taken separately. They are completely integrated, so that learners will usually practise all four skills in the same lesson. The language skills will be developed in a wide range of situations, within the four contexts:

Society – e.g. social pressures, impact of the digital age, globalisation, human rights

Learning – e.g. learning styles, lifelong learning, education systems

Employability – e.g. career plans, equality in the workplace, job opportunities

Culture – e.g. multicultural society, living abroad, literature, film and television

For the Specialist Study, you will choose a focus and prepare a study plan in one of two contexts:

EITHER Literature – You read at least one work of literature in the foreign language or watch at least one film in the foreign language, do research on them, and evaluate them critically.

OR Language in Work – You research an aspect of the foreign language that relates to the world of work, either in the foreign country or in your own country, and evaluate it critically.

Learning Experiences

- Work with authentic foreign-language materials (newspapers, websites, broadcasts etc.).
- Work in a small group, speaking the foreign language as much as possible.
- Independent research for your Specialist Study.

Why Study the Course?

Advanced Higher allows you to use the language at a stimulating, adult level. You could then go on to do a number of things, including

- Specialising in the language and culture of the foreign country at university;
- Studying other subjects at university while keeping the foreign language going (many universities offer the chance for such students to study abroad for a year or a term);
- Communicating with similarly educated foreign nationals;
- Using the language to read, watch television, surf the Internet etc. for pleasure.

How is the Course assessed?

The following internal assessments will be taken in class, when your teacher judges that you are ready for them. They will be assessed just as 'pass' or 'fail'.

- For Understanding Language, one assessment of **listening** and one of **reading**.
- For Using Language, one assessment of **talking** and one of **writing**.

These assessments can be combined in various ways. For example, listening and talking may be assessed at the same time through a single activity.

For your Specialist Study, your teacher may evaluate your work in various ways, for example:

- by reading your written summary of your research
- by discussing the work with you orally
- by reading your detailed notes

End-of-course exam

- Question papers testing the skills of:
 - Reading and translation (25% of the course mark)
 - Listening (15%)
 - Discursive Writing (20%)
- One test of talking (35%) done with a visiting examiner.
- A Portfolio (15%) written in English about your Specialist Study.

Careers

There are more and more careers where language skills are important, including tourism, banking, commerce, ICT, the armed forces, the civil service, and primary teaching. You would be able to take a job in another country of the European Union. You would also be able to compete against people from other countries for jobs in Britain needing foreign language skills.

Geography - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A or B in Higher Geography.

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

The main aims of this Course are to enable learners to:

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

Structure and Coverage of the Course Assessment

The Course assessment will consist of two components: a question paper (worth 50 marks) and a project: folio (worth 100 marks).

◆ Unit 1 – Geographical Skills

- Fieldwork techniques
- Processing techniques
- Statistical techniques
- Map Skills

◆ Unit 2 – Geographical Issues

- Summarise viewpoints
- Evaluate viewpoints
- Come to conclusions

Assessment – Unit outcomes which are achieved throughout the year.

The Folio (100 marks) – Geographical Study (60 marks) and Issues essay (40 marks).

The exam (50 marks) – Question 1 – map interpretation (20 marks)

Question 2 – Gathering and processing techniques (10 marks)

Question 3 – Data handling (20 marks)

Developing skills for learning, skills for life and skills for work

Geography lends itself to the development of literacy skills particularly reading. Learners should be encouraged to read as widely as possible a range of texts in order to facilitate progression to further education and the world of work. Geography texts may include written information, maps and scientific texts. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Course through a study of global geographic and environmental issues and how they impact on individuals, society and the environment thereby raising awareness of issues which are having an impact on our world today and in the future.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of issues and events and will be able to apply their knowledge to real events and issues. Geography plays a significant role in developing and integrating knowledge and skills from both a social subjects' perspective as well as the physical sciences.

Further details can be obtained from Mrs Young, C007.

DEPARTMENT OF DESIGN, ENGINEERING & TECHNOLOGY

Graphic Communication - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Higher Graphic Communication at Grade C

Entry to this Course is at the discretion of the centre

Course Overview

The Advanced Higher Graphic Communication Course develops learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. Learners have opportunities to study a diverse range of graphic applications which might include business, industrial and the built environment, computer-aided work, publishing and moving graphic media.

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: Higher Graphic Communication

Course Units:

Pupils will complete the following units as part of the course:

Commercial and Visual Media Graphics(Advanced Higher) Unit

The general aim of this Unit is for learners to develop their knowledge, understanding and creative skills in graphic communication as it supports commercial and visual media activity. Learning activities span digital, moving and print media, with a key focus on design principles, graphic techniques, contemporary graphics technology, purpose and audience.

Learners who complete this Unit will be able to:

- Describe and explain a range of graphic design principles, techniques, technologies and the audience requirements for commercial and visual media graphics
- Critically evaluate the use of graphic techniques in the production of commercial and/or visual media graphics in satisfying intended audience requirements
- Plan and produce complex commercial and/or visual media graphics to support commercial and/or visual media activity and their intended audiences

Technical Graphics (Advanced Higher) Unit

The general aim of this Unit is for learners to develop their knowledge, understanding and creative skills in technical graphics set within the broad user and business sectors. It will enable learners to investigate design principles, technical graphic techniques, contemporary graphics technology, purposes and audience.

Learners who complete this Unit will be able to:

- Describe and explain a range of graphic design principles, techniques, technologies and the audience requirements for technical graphics
- Critically evaluate the use of graphic techniques in the production of technical graphics in satisfying intended audiences
- Plan and produce complex technical graphics to support a specific technical activity and its various audiences

Across both Units, students will develop a number of skills and attributes within a 2D/3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. In doing this, pupils will be expected to solve complex engineering problems using the graphics techniques listed. They will also produce solutions for contextualised marketing tasks focusing on industry standard advertisement techniques.

Homework

The department issues homework on a weekly basis. The homework booklet provides comprehensive coverage of exam style questions and fully prepares pupils for the written exam. It is crucial to success that pupils complete all homework when issued and seek help for topics in which they are struggling.

Assessment

Each unit is internally assessed and will be assessed on a pass/fail basis, with homework and tests utilised to assess understanding of theory. Pupils must demonstrate the necessary skill and understanding in these units and tests to be considered for undertaking the final course assignment and question paper.

Assignment: For the assignment, students will focus on a problem they choose and plan within either an engineering context or digital marketing context. This presents pupils with a perfect opportunity to contact companies, to research their chosen problem and establish links for future careers and courses. The assignment starts in August and accounts for 60% of the overall course award.

Question Paper: Externally assessed and introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units. The question paper is worth 40% of the overall course award.

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

Careers: Undertaking study in graphic communication can lead pupils into college/university courses or careers in areas such as: graphic design, graphic illustration, advertisement, animation specialist, CAD technician/draughting, civil engineering, mechanical engineering, interior design, building planning, architecture, web design, landscape architecture and many more.

History – Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A/B Higher History

Students with a Grade C award must consult the Principal Teacher before making any commitment.

The Course

Pupils will study either:

Field of study 7 — Germany: from Democracy to Dictatorship, 1918–39

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution through study of the creation of the Weimar Republic: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation. A period of relative stability: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs. The collapse of the Weimar Republic: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power. The transformation of post-Weimar society: Nazi consolidation of power in Germany; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition.

or

Field of study 9 — Russia: from Tsarism to Stalinism, 1914–45

A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution, through study of the Bolshevik rise to power: the condition of society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the causes, nature and immediate consequences of the October Revolution.

Lenin and the consolidation of power: the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory; changing economic policy from War Communism to the New Economic Policy; the political development of the Soviet state; foreign policy under Lenin. The making of the Stalinist system: Stalin's struggle for power with his rivals; the policies of industrialisation and collectivisation; the Purges. The spread of Stalinist authority: political, social and cultural aspects of the Stalinist state; Russia and the Great Patriotic War.

Skills for learning, skills for life and skills for work

Throughout the course, learners will have the opportunity to develop reading skills. They will read a variety of texts, including historical texts, academic journals, newspaper reports, online articles, etc. They will also learn to express reasoned views about the viewpoints they study, developing the ability to read critically and evaluate the ideas contained in written sources.

The course will provide considerable opportunities to develop writing skills within and beyond class. Learners will be encouraged to undertake extended writing too, e.g. the requirements to draw reasoned and well-structured conclusions and present findings about factual and theoretical elements of historical topics or issues will provide an ideal opportunity for learners to develop the skill of extended writing. Learners develop their understanding of the world by learning about the people of Tsarist and Soviet Russia and their values, in different times, places and circumstances. This will encourage learners to develop important attitudes, including: a respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a commitment to democratic values; and a sense of responsibility and global citizenship.

At Advanced Higher level, learners will be required to apply their knowledge and understanding of factual elements of historical issues and questions. They will also be required to link these with underlying theoretical or abstract ideas which will require a greater depth and detail of understanding.

Completing the Advanced Higher History project (Dissertation) will provide opportunities for developing skills for learning, skills for life and skills for work. Learners will have the opportunity to develop their reading and writing skills as they research their topic and write the dissertation. They will develop personal learning as they work independently to identify and refine a topic or issue, and carry out research. They will develop citizenship through deepening their understanding of historical questions/issues.

Mathematics – Advanced Higher

The entry level to the Advanced Higher course is:

- *Higher Mathematics (a grade A or B is required)*

This course is designed to build upon and extend pupil's previous mathematical learning from Higher Maths in the areas of: algebra; calculus; functions; vectors – whilst introducing new topics such as: number theory and proof; sequences & series; complex numbers and matrices.

An Advanced Higher Mathematics award is achieved by passing the external examination in May, which consists of a 60 minute non-calculator paper followed by a 150 minute calculator paper.

The workload for this course is considerable: homework is an integral part of the Advanced Higher Mathematics course – continuation homework needs to be done every night and homework exercises need to be handed in once a fortnight for marking. In addition to this, 2 – 4 hours revision per week is recommended.

Attendance in June 2019 is compulsory as one of the Advanced Higher topics is taught at this time and will not be taught again.

Modern Studies - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A or B in Higher Grade Modern Studies

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

The main aims of this Course are to enable learners to:

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

The topics studied will be:

- Law and Order
- Research Methods
- Practical Research (This involves producing a dissertation worth 50 marks of the external assessment grade.)

Developing skills for learning, skills for life and skills for work

Modern Studies lends itself to the development of literacy skills, particularly reading and writing. Learners are encouraged to read as widely as possible and undertake extended writing in order to facilitate progression to further education and the world of work.

Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge to real events and issues.

To gain an award students must achieve all the component units of the course, as well as, the External Assessment (90 marks). The External Assessment will provide the basis for the grading attainment in the course award.

Music - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade A or B in Higher Music

*The discretion of the school, based on students' musical experiences
A pass at Associated Board Grades 4 and 5 and Theory Grade 5, at the discretion of
the school.*

At **Advanced Higher** there is a choice between 2 courses:

Music with Performing or **Music with Technology**

All Students take **2 mandatory** units:

Music Composing and Music Listening

Students then choose **one** of the following optional units:

Music Performing [two instruments] or Music Performing with Technology

Assessment at Advanced Higher

Music: Composing

Students will produce an audio folio to last a minimum of three minutes containing two examples of completed individual work, with a programme note or performance plan.

Music: Listening

This will be assessed by a Listening question paper with audio excerpts lasting 1 hour. Students will be expected to produce an analytical commentary of 1500-2000 words comparing and contrasting two musical works.

Music: Performing

Performances will be of longer duration than previous levels and include works with increased technical and musical demands. The assessment will require the preparation of a recital in which students demonstrate the ability to play each instrument accurately and musically, lasting 15 minutes 1st instrument and 10 minutes on 2nd instrument.

Music: Performing with Technology

Performances will be of longer duration than at previous levels and include works of increased technical and musical demands. Students will have to produce one live performance programme for assessment lasting 10 minutes.

The Technology Assessment involves the completion of an assignment and folio, as well as, a test of knowledge and understanding lasting 45 minutes.

Physics - Advanced Higher

Pathway Information

The recommended entry requirement for this course is:

Grade C or better in Higher Physics

In addition Higher Mathematics would be beneficial

This course is designed for students who have obtained at least a band C award in Higher Grade Physics.

The course comprises 4 topic areas:

Physics: Rotational Motion and Astrophysics

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

Physics: Quanta and Waves

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

Physics: Electromagnetism

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

Investigating Physics

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

Assessment

All units are internally assessed against the requirements demanded by the SQA. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The course assessment consists of an external exam worth 100 marks and a project worth 30 marks.

Study of any of the Physics courses in the upper school will help develop the following skills:

Key Skills for Life, Learning and Work.

As pupils progress through the Physics courses they practise and gain experience in a number of scientific skills.

- Make observations
- Formulate hypotheses
- Create and design experiments
- Remember and understand scientific facts
- Collect, evaluate and document data
- Use quantitative reasoning to analyse, interpret, and present data
- Collaborate with others to solve problem
- Understand and recognize ethical issues that arise from scientific research
- Understand the role of science in addressing societal issues

In addition, studying Physics provides a natural link with the science and health sectors and provides wide-ranging skills to support progress in life, learning and the world of work.

- Communication skills - through report writing and presentations
- Team working skills - through group projects
- organisational skills
- Ability to confidently handle diverse data and to draw conclusions
- Problem-solving, project and time management skills
- Self-reliance and initiative

Physical Education – Advanced Higher

Pathway Information

Entry to this Course is at the discretion of the centre. However, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

The recommended entry requirements for this course are:

*Grade A or B in Higher P.E.
Grade A or B in Higher English
Regular involvement in high-level sporting activity.*

Progression

This Course or its Units may provide progression to:

- Higher Education degrees
- Further study, employment and/or training

Purpose and aims of the Course

Advanced Higher Physical Education

The main purpose of this course is for students to analyse the Mental, Emotional, Social and Physical factors which impact performance, understand what is required to develop each factor and then apply this knowledge for performance development. The extended aims of the course is also to enhance thinking, Numeracy and Literacy skills for lifelong learning, as well as co-operative and overarching Health and Wellbeing skills for working life.

Coursework in Advanced Higher involves candidates undertaking a larger amount of autonomous work without close supervision than they have previously undertaken. Learners are expected to carry out Physical Activity in their own time, including gathering data, implementing training plans and evaluating performance. Teacher led curricular lessons will all be delivered in a theory setting.

The main aims of the Course are to enable the student to:

- selecting and applying a range of movement and performance skills by making informed decisions during high-level performance
- carrying out an effective high-level performance
- developing independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- analysing and evaluating the process of performance development
- investigating and critically evaluating how a range of factors impact on performance understanding and applying methods to develop performance.

Information about typical students who might do the Course

The Course is suitable for students who have an interest in and enthusiasm for investigating and developing performance. It will broaden their learning experience and contribute to their own health and wellbeing. The Course is also suitable for students progressing from the Higher Physical Education Course, because it will give them the opportunity to develop the knowledge, understanding and skills they need to pursue further study or a career in Physical Education. On successful completion of the Course, students may be able to progress to further or higher education courses or to training and employment.

Course assessment

Total marks 100. This course will be graded A-D

- Similar to the National 5 and Higher course, there are two assessment components that are combined to give you your final assessment. The course is graded from A-D and the assessments are:

Performance	(30%)
Project	(70%)

Performance

- The performance is worth 30 marks out of the total of 100 marks.
- Personalisation and choice of activity offered, within manageable conditions.
- Internally assessed subject to external verification
 - Demonstrate a broad and well-established performance repertoire, selecting and combining complex skills to meet the demands of the performance context.
 - Demonstrate control and fluency during the performance including responding to challenges.
 - Demonstrate an ability to make and follow through appropriate decisions in response to a range of challenging performance demands.
 - Demonstrate adherence to rules and regulations, appropriate etiquette and control of emotions throughout the performance.

Project

Students will be required to provide evidence of their understanding of the factors that impact on performance. They will evaluate and analyse performance and implement approaches to address factors that impact on that performance. Students will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs. The project offers opportunities for personalisation and choice in the selection of contexts and assessment methods.

- The project is worth 70 marks out of the total of 100 marks.
- In this project students will carry out research into a topic which impacts on performance.
- The project report should be between 4,000 and 5,000 words in length. The word count should be submitted with the project.
- The topic may be a subject which impacts either on pupils' performance, or the performance of another person, team or group although students must have access to this person or team to complete data collection etc.