

# LOSSIEMOUTH HIGH SCHOOL



## CHOICES FOR THE SENIOR PHASE HIGHER

2019-2020

## ART & DESIGN – C804 76

More details on each of these courses are given below. However, please speak to members of the Art & Design Department who will be willing to give advice on which course is more appropriate.

### What do you need to do the course?

- To have completed National 5.
- To have completed the S3 Art & Design course and/or at the discretion of Art dept staff for the National 5 course.

### What will you learn?

The courses encourage learners to experiment with and use art and design materials in imaginative and creative ways. The course is mostly practical with a key focus of developing creativity. It offers the opportunity to develop practical skills and communicate thoughts and ideas when developing and producing expressive and design work. Written work will look at artists and designers providing inspiration/influence. Learners will reflect on their own work and on the work of others.

Both Higher and National 5 have an **Expressive unit** and a **Design unit**.

The **Expressive portfolio** allows you the opportunity to work on a variety of art activities including drawing, painting, and printmaking, producing a range of observational drawings and expressing the visual elements in a variety of media to develop a final expressive piece of work. Written work will be done to aid practical work and encourage analysis of artists' work and practice.

The **Design portfolio** gives you the chance to solve visual design problems in both two and three dimensions, working to the design process of investigation, ideas/development to solution. Written work will be done to aid practical work and encourage analysis of designers' work and practice.

### How will you be assessed?

National 5 — Work from the expressive and design portfolios is sent to SQA for grading as part of the external assessment. This is 77% of the final assessment.

In addition a **Question paper** set as an exam and marked by SQA is the final 23%. The question paper is on art and design practice and analysis of artists' and designers' work.

### What homework will you have?

Homework involves the use of a sketchbook and is an integral part of the course. Homework involves gathering information, mind mapping/ note –taking written work, sketching ideas and observational drawing. On average pupils should spend 2 to 4 hours per week on homework.

### What does the course cost?

Please note that there is a charge of approx **£10** in Art and Design. This provides students with a portfolio, sketchbook and various art materials.

## BIOLOGY – C807 76

Please note that there is a maximum of 20 places available in any Biology class.

### Recommended Entry Requirements

A pass at B or C in National 5 Biology Course (or in exceptional circumstances another National 5 Science course).

### What will you do?

This course will cover the following Mandatory Units

**Unit 1** - DNA and the Genome (6 SCQF credit points)

**Unit 2** - Metabolism and Survival (6 SCQF credit points)

**Unit 3** - Sustainability and Interdependence (6 SCQF credit points)

**Value added unit** – Assignment and assessment (6 SCQF credit points)

### What will you learn?

As stated in the *Course Specification*, the aims of the Course are to enable learners to:

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

Biology Courses should encourage development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Biology aims to produce responsible citizens, through studying of relevant areas of biology, such as health, environment and sustainability.

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

An experimental and investigative approach is used to develop knowledge and understanding of biology concepts.

### How will you be assessed?

There will be final external examination (of three hours) and a value added unit which will be completed in school (over eight hour's research) with two for the final report completion.

### Progression routes

This Course or its components may provide progression for the learner to Advanced Higher Biology or related areas or to further study, employment and/or training

**For more information, please contact Mrs A Paterson, PT Biology.**

## BUSINESS MANAGEMENT – Higher



### What do you need to do this course?

There are no prerequisites for this course; however studying English at a high level would be beneficial.

### What will you learn?

In today's world, you need to be an explorer, an originator and an entrepreneur. Being an employee is not enough. This is where studying Business Management comes in. Whether you want to run your own business; emulate Lord Sugar or Deborah Meaden; or just be confident about entering the world of work, this is the course for you.

The Higher Business Management course has elements of theory and practicality. It will build on the skills, knowledge and understanding gained in National 5 Business Management or, for those who did not study at National 5, it can act as an entry to the study of business.

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 will be achieved by combining theoretical and practical aspects of learning through the use of real-life business context which will be enhanced through visits to local businesses. 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.

Pupils will develop enterprising and employability skills. They will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts.

There are three main units that will be studied throughout the course:

- Understanding Business
  - pupils will extend their understanding of the ways in which organisations in the private, public and third (charity) sectors operate
- Management of People and Finance
  - pupils will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance.
- Management of Marketing and Operations
  - pupils will gain a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

### How will you be assessed?

The course assessment has two components:

Component 1: Question paper (2 hours and 45 minutes) worth 90 marks

Component 2: Assignment worth 30 marks.

## CHEMISTRY C813 76

Please note that there is a maximum of 20 places available in any Chemistry class.

### What do you need to do this course?

Students should have an A or B pass at National 5. It is also beneficial if you are taking Maths at National 5 or Higher level.

### What will you do?

The Higher Chemistry course builds upon prior learning and covers key areas of organic, physical, inorganic and analytical chemistry. The 'Researching Chemistry' unit provides learners with the opportunity to develop and apply their literacy, numeracy, communication and scientific investigative skills within a topical, scientific context.

### What will you learn?

The course will be taught in units:

- **Chemistry in Society** — Learn about fundamental aspects of chemistry, rates of reaction, enthalpy changes, in the periodic table, structure and bonding.
- **Nature's Chemistry** — Study the key principles of organic chemistry through the context of a range of everyday consumer goods.
- **Chemistry in Society** — Find out how the chemical industry applies key physical chemistry principles in order to turn research ideas into profitable products, without harming the environment.
- **Researching Chemistry** — Develop the essential skills for carrying out investigative scientific research in chemistry, and then apply these in the context of an assignment (externally assessed).

### How will you be assessed?

Each unit will be assessed internally with an extension test. A prelim is sat in Jan/Feb.

External assessment will consist of an end of course exam at the usual time in May/June. Final passes will be grade A-D.

\* Lanthanide series  
\*\* Actinide series

## COMPUTING SCIENCE – C816 76

### Why study Computing Science?

Computing science is vital to everyday life – on social, technological and economic levels. It shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes to our places of work. It has also changed the way we learn, relax, travel and communicate.

Learning computing science will give you many benefits apart from learning about technology. You will learn valuable transferable work and life skills, such as being able to solve problems in a logical way, think creatively and handle information.

The skills you learn in this course are useful in lots of different job areas. These include science, communications, entertainment, education, business and industry.

### What do you need to do this course?

There are no prerequisites for this course. But having studied National 5 is very desirable.

### What will I study?

This course aims to help you develop a range of computing and computational thinking skills. You will learn how to analyse and solve problems. And, you will develop skills in design and modelling, developing, implementing and testing digital solutions across a range of contemporary contexts. You will also look at the legal and environmental impact of computing technologies.

### The course has four areas of study.

#### Software design and development

- develop your programming and computational-thinking skills by implementing practical solutions.
- be expected to analyse problems, and design, implement, test and evaluate your solutions.

#### Computer systems

- develop an understanding of how data and instructions are stored in binary form and basic computer architecture
- 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

- 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

- apply computational-thinking skills to analyse, design, implement, test and evaluate web-based problems, using a range of development tools such as HTML, CSS and JavaScript.

### How will I be assessed?

The course assessment has two components totalling 160 marks:

- Component 1: question paper – worth 110 marks
- Component 2: assignment – worth 50 marks.

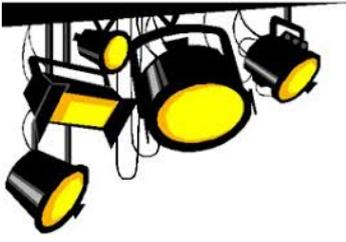
Your assignment will be set by the Scottish Qualifications Authority (SQA) and marked by the SQA.

The question paper will be set and marked externally by the SQA. The grade awarded is based on the total marks achieved across all course assessment components and graded A-D.

### Progression routes

This course progresses to Advanced Higher Computer Science and NPA level 44, 45 and 46 NPAs in Games Development or Web Design and Development.

## DRAMA – C721 76



### Recommended entry requirements

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

National 5 Drama - A pass

National 5 English - A pass

Students should be aware that there will be a requirement to attend extra rehearsals at particular times during the course.

### Purpose and Aims of the Course

Higher Drama enables students to develop and use a range of complex drama skills and production skills. We use an integrated approach to learning which will develop practical skills as well as knowledge and understanding of drama.

### Subject Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in higher drama:

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing knowledge and understanding of historical, social, cultural and theatrical influences when creating drama
- exploring drama form, structure, genre and style
- experimenting with presenting through portrayal of character
- gaining knowledge and understanding of complex production skills
- applying complex drama and production skills when presenting
- applying evaluative skills within the creative process (both of their own work and of their peers)

### Course Assessment

**Question paper** - 50 marks (scaled to 40% of the total mark).

The question paper assesses the application of skills, knowledge and understanding from across the course. Students will write 2 essays in which they will be required to

- analyse a published text from the perspective of an **ACTOR, DIRECTOR or DESIGNER**
- give a performance analysis of a professional theatrical performance

**Performance** - 60 marks (60% of the total mark)

Students can choose to be assessed as an ACTOR, a DIRECTOR or as a DESIGNER.

**All course assessments are carried out externally by the SQA**

### Progression

Adv Higher, HNC Acting & Theatre Performance/Technical Theatre/Musical Theatre; other qualifications in drama or related areas; further study, employment and/or training.

## ENGLISH C824 76

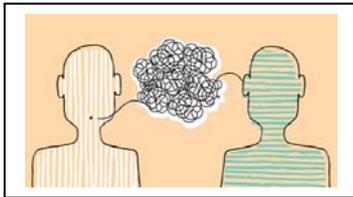
Higher English is extremely demanding. Building on previous experiences in National 5, pupils will develop their skills across reading, writing, talking and listening. It is most appropriate for pupils who gained an A or B at National 5.



### Course Structure & Assessment

Assessment for Higher English is a combination of internal and external assessment across the four elements of reading, writing, talking and listening.

#### Internal Assessment



##### Performance – Spoken Language

Pupils are required to engage in a group discussion and/or individual presentation activity in which they demonstrate their talking and listening abilities. This assessment is pass/fail: i.e. it does not contribute to the overall grade awarded but must be passed in order to obtain the overall course award.

#### External Assessment

**Writing Portfolio** – This comprises of one creative and one discursive essay. Combined they are worth 30% of the overall grade.



**Paper One: Reading for Understanding, Analysis and Evaluation (1 hour 30 mins)** – This involves reading two unseen texts and responding to questions which test their comprehension as well as their ability to explain how the writer's use of language develops their argument. It has been previously known as close reading or interpretation. This is worth 30% of the overall award.

#### Paper Two: Critical Reading (1 hour 30 mins)

**Part One - Textual Analysis of Scottish texts** In class, pupils will study one or two Scottish texts from a list set by the SQA. In the exam pupils will be given a specific passage from the text, and will be expected to answer several questions on the passage as well as a final question which asks them to comment on an aspect of the passage (e.g. character, theme) in relation to the text as a whole. This is worth 20% of the overall award.

**Part Two - Critical Essay** – Pupils will study at least two texts of different genres throughout the year. In the exam they will have to select and respond to one essay question. This is worth 20% of the overall award.

#### Progression routes

Pathways for progression include Advanced Higher English.

## NPA EXERCISE AND FITNESS LEADERSHIP SCQF Level 6 – G9GC 46

The **NPA in Exercise and Fitness Leadership** provides a structured opportunity for students to experience a number of recognised ways of leading others in fitness activities as defined by the National Occupational Standards in an environment which is realistic but supported. The NPA allows candidates to develop their personal leadership qualities and to develop their knowledge and skills in fitness. The award is designed to articulate with current HNC/D Fitness, Health and Exercise provision and to support students who may wish to follow that particular pathway.

The Award will provide:

- A choice of vocational pathways to be followed.
- Compatibility with feeder qualifications, in particular Skills for Work
- Nat 5 Sport and Recreation
- Nat 5 PE
- Higher PE
- Articulation with HN provision in Fitness Health and Exercise at HNC and HND levels
- Articulation with SVQ in Instructing Exercise and Fitness at SVQ level 2 and beyond
- A focus on the working practices being demanded by the industry

The NPA is a 'stepping stone' to allow candidates to progress to a high level of qualification that may be required in this area.

The NPA Course may include:

- Carrying out fitness assessment.
- Consultations and inductions with new clients.
- Demonstrating routines for clients to follow.
- Showing clients how to use exercise machines and free weights properly.
- Supervising clients to make sure that they are exercising safely and effectively.
- Leading group exercise classes such as circuit training or aerobics.
- Designing personal exercise programmes.
- Work may include advice on healthy eating and lifestyle.
- Working with specialist groups of people, such as children, people with disabilities.
- Routine duties, such as reception, health and safety checks.

**The Units are as follows:**

- Exercise and Fitness: Cardiovascular Training
- Exercise and Fitness: Fixed Weight Training
- Exercise and Fitness: Free Weight Training
- Exercise and Fitness: Circuit Training
- Exercise and Fitness: Exercise to Music

### Assessment

Centres can decide the order in which Units are delivered, (and therefore assessed) based on student achievement and available resources.

The timing of assessments is best decided by the centre with assessment taking place at the most logical time and after students have had the opportunity to acquire the skills and knowledge demanded by the Unit.

**Students must pass THREE of the above units to be awarded the NPA Exercise and Fitness Leadership Award".** Once three units have been resulted SQA automatically certificate the award.

## FASHION AND TEXTILE TECHNOLOGY - C828 76

### What will you learn?

This is a practical course which will develop your knowledge, understanding and skills related to fabric, textiles and sewing. It aims to foster creativity as well as vocational skills. You will learn how to plan, prepare, make and evaluate garments and textile items. This course will suit you if you enjoy using art and design skills in a creative and practical way.

The course comprises **three** areas of study.

#### Textile Technology

#### Fashion and Textiles Product Development

#### Fashion and Textile Choices

The overview of the subject skills, knowledge and understanding developed in the course:

- detailed understanding of textile characteristics,
- detailed understanding of textile characteristics, properties and technologies
- applying a detailed range of textile construction techniques
- explaining factors that affect fashion/textile choices
- explaining fashion/textile trends
- planning and making detailed fashion/textile items to an appropriate standard of quality
- demonstrating appropriate selection, set up, adjusting and use of tools and equipment, safely and correctly
- detailed evaluation of fashion/textile items
- detailed investigation and presentation skills

### How will you be assessed?

The course assessment has **three** components **totalling 130 marks**:

- Component 1: question paper – worth 30 marks
- Component 2: assignment – worth 50 marks
- Component 3: practical activity – worth 75 marks.

Component 2 and component 3 are inter-related and will be assessed using one activity. You will carry out one task — designing, planning, making, finishing and evaluating a textile piece — this will provide evidence for both components. Both the assignment and the question paper will be set and externally marked by the Scottish Qualifications Authority (SQA). The practical activity will be set by SQA and will be assessed internally, with external quality assurance by SQA. The grade awarded is based on the total marks achieved across all course assessment components. The course assessment is graded A-D.

### What does the course cost?

As there is a practical element to the course, pupils are required to make a contribution towards the cost of materials used during the course. (Approximately £25)

## GEOGRAPHY C833 76

### What do you need to do this course?

National 5 Geography at Grade A or B **plus** a National 5 English at Grades A or B would be advisable.

### What will you learn?

The course is based on three broad units of work:

#### Physical Environments

Atmosphere — global heat budget, global air and ocean circulations, tropical weather systems

Biosphere — a study of the three most common British soil types

Hydrosphere — the water cycle within a river basin and the analysis of flood hydrographs

Lithosphere — glacial and coastal landscapes and the management of land use conflicts in these areas

#### Human Environments

Population — data collection, the consequences of population structure, change and migration

Rural — the impact and management of land degradation in the American mid-west

Urban — the management and impact of recent urban change in Glasgow and Rio de Janeiro

#### Global Issues

River Basin Management — management of the Colorado River as a water and power source

Development and Health — identifying levels of development in different countries, the impact and management of malaria, local health care in developing countries

These elements of the course will be assessed by an exam lasting 2 hours and 15 minutes at the end of the year, with marks as follows:

Physical Environments	15 marks
Human Environments	15 marks
Global Issues	20 marks
Geographical Skills	10 marks (taught as mapwork questions within the first two units)

#### The Assignment

Students must also complete an “assignment” for assessment. The assignment is essentially a fieldwork study, where students carry out research and analyse their findings to produce a set of data that they then use to write up a completed report under exam conditions, in 1 hour and 30 minutes. This can be completed at any time during the year, but by the middle of March at the latest.

The assignment is worth 30 marks.

## HISTORY C837 76

Higher History is a year long course, extending the skills and knowledge and understanding gained during National 5. It is based on the study of 3 periods in history. Higher History enables students to utilise information, organising it into analytical essays and historical skills, assessing sources for their usefulness, bias, context and content. Students will learn to analyse historical events, assessing the impact of events and the factors contributing to events.

### What will you learn?

Three areas of history will be studied from 3 separate geographical areas:

#### 1. **Scottish – Migration and Empire, 1830 – 1939.**

Scotland has been at the forefront of migration and the creation of the largest and most successful Empire in the world. Students will use historical sources, assessing their usefulness, comparing sources and putting sources into their historical context, to research and identify the reasons for and impact of the movement of Scots and others within the Empire. They will also analyse events within the subject to demonstrate their knowledge, understanding and thinking skills.

#### 2. **British – The Making of Modern Britain, 1851 – 1951**

Students will use detailed information to assess the reasons why and the effectiveness of events which radically changed Britain within the century, such as democracy, women's rights and social reform. Answers will be constructed in essay form and will demonstrate detailed analysis and evaluation.

#### 3. **European and World – Germany 1815 - 1939**

Again, students will create essay style answers looking at the reasons for and impact of events which shaped and radically changed Germany during the 19<sup>th</sup> and early 20<sup>th</sup> centuries up to the beginning of WW2. We will look at issues such as the growth of nationalism, the unification of Germany and rise of the Nazis.

### How will you be assessed?

All three sections will be assessed by an exam at the end of the year split into two papers. Alongside this students will create an extended essay/assignment which will demonstrate additional research, awareness of historiography and arguments surrounding the issue. This will be assessed under exam style conditions within the department before being marked by the SQA. Students choose an issue from the course that has particularly interested them to work on.

Overall, the course is full of interest, challenge and historical fireworks.

## MATHEMATICS C847 76

### What do you need to do this course?

A grade A or B pass from National 5 Mathematics

### What will you do?

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.

The Course aims to:

- ◆ motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- ◆ develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- ◆ deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- ◆ allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- ◆ deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

### What will you learn?

There are three mandatory units:

#### 1. Mathematics: Expressions and Functions

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

#### 2. Mathematics: Relationships and Calculus

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

#### 3. Mathematics: Applications

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

### How will you be assessed?

Unit assessments and extended unit assessments will be used to assess progress through the course. In addition there is an end of course assessment which is externally assessed by the by the SQA. Pupils must pass this assessment in order to gain an overall course award.

## MEDIA C848 76

### Why should I study Media?

Media is everywhere – we contribute to and are influenced by it on a daily basis. By exploring the KEY ASPECTS of media, we will attempt to understand how and why this is.

In addition, studying Media will complement and be complemented by your other interests and subjects including Business, English, Modern Studies and ICT.



### What will I learn about and study?

Media is not just about watching films! We will look at and develop a range of media informed by the class's interests. Here are some examples from previous years:

- Skyfall and the James Bond Franchise
- Perfume print ads by Prada, Chloe, Marc Jacobs and Estee Lauder
- M&S 'Adventures in Food' Campaign (2014)
- Coco Mademoiselle mini-film ad, starring Keira Knightley

We will look at the role of media in society, how it is regulated and theoretical approaches to media texts. We will also be looking at technical features both in general and specific to genre.

There are two overlapping and complementary elements to the course:



### Analysis and Evaluation

This involves using the key aspects to explore the *what?* *why?* and *how?* of specific media texts.



**Creation and Production** This involves developing your own media texts (or part thereof) such as a podcast, an advert or a short documentary. Here you will develop your knowledge of the production process and practical skills associated with it.

### How will I be assessed?

Course assessment consists of:

Assignment - Learners are required to create media content in response to a negotiated brief.

Section 1 - Planning (30 marks)

Section 2 – Development (30 marks)

Question Paper One – Analysis of Media Content (2 hrs 15 mins)

Section 1 - candidates are expected to discuss media texts in relation to questions focussing on various key aspects (40 marks)

Section 2 – choice of unseen textual analysis from i) a pair of film posters ii) a pair of magazine covers and iii) a pair of print adverts (10 marks)

Question Paper Two - Role of Media in society (1 hr) (20 marks)

**Both of these are marked by the SQA. Course Assessment is graded A-D.**

## MODERN FOREIGN LANGUAGES FRENCH C830 76/SPANISH C869 76

When students leave full-time education and enter **the world of work**, having a qualification in a modern foreign language could just be the “extra” something that could lead to an employer choosing you for the job. Increasingly graduates are taking **up employment in the European Union countries**, in multi-national companies requiring communication skills in a language other than English, and indeed even within Britain, mastering a foreign language is an important skill, living, as we do, in the global village. For example, multi-national oil companies have offices all over the world, so having that extra language qualification is a big “**plus**” on your CV – indeed, engineers are now taught languages at Strathclyde University and it is possible to take a language alongside many university courses, eg, business studies, economics. Once at university you will have the chance to study for a year in a European country, subsidised by a grant from Erasmus.

### For whom is the course suitable?

These courses are offered to students who have gained a National 5 in the chosen language at Grade A, B or C. It is, of course possible to do National 5 in S5, aiming for Higher in S6.

### What will you learn?

The course content is divided into three over-arching themes:

#### Society

Family, Friends and Society  
Leisure and Healthy Living

#### Learning and Employability

School /College  
Careers /Aspirations / Future Plans

#### Culture

Holidays and travel  
Tourism

These themes will be assessed internally in two units:

**Understanding Language** (Listening and Reading)

**Using Language** (Talking and Writing)

### How will you be assessed?

During the session students will be required to pass internal unit assessments – one in Reading, one in Listening, one in Talking and one in Writing. These will be marked adhering to the Judging Evidence Tables issued by the SQA.

These units must be completed for the student to achieve successfully the entire course award, which incorporates the end-of-session SQA external exams.

The final SQA exam consists of two papers:

- 1) Reading and Directed Writing: 50 marks
- 2) Listening: 20 marks

In addition there are two other elements:

- 3) Writing Assignment: 20 marks
- 4) Talking Performance: 30 marks

The Talking Performance will be conducted in school and will be moderated by the SQA.

As with any language, communication is key, and a wide variety of resources is available to pupils – videos, computing, internet, etc. The course is constantly updated to ensure that the language content keeps pace with the ever-changing world and to provide variety, relevance and enjoyment to the learners.



## MODERN STUDIES C849 76

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology, economics and international relations.

Modern Studies is an excellent qualification for higher education, good preparation for work and, of course, good preparation for life. There are many university courses and careers that Modern Studies can lead to including Lawyer, Doctor, Journalist, Accountant, Politician, Solicitor, Army, Navy, Airforce, Nursing, Civil Service, Psychology, Police Officer and many, many more!

### What will you study?

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

- The role and powers of the UK Government
- The work of our political representatives, the legislature and the executive
- Elections and voting behaviour
- The role of pressure groups and the media

#### *Unit 2: Social Issues in the United Kingdom: Social Inequality.*

- The nature of social inequality and it's impact
- Theories and causes of social inequality
- Attempts to tackle inequality and their effectiveness

#### *Unit 3: International Issues: Conflict in the Middle East*

- Causes of global conflict
- The impact of conflict on individuals, countries and the international community
- National and international attempts to resolve global conflict

### How will you be assessed?

The Higher is assessed by an external assessment and a research assignment. Both of which are conducted in timed, exam conditions and are externally marked by the SQA.

Students will be assessed on their ability to use their knowledge to write detailed and analytical discursive essays and their ability to use source evidence to address a question. Within the assignment students will be asked to identify an issue to study in further detail and use their research to make and justify a recommendation to resolve the issue.

### What can you go on to next?

Following this course you could go on to study Advanced Higher Modern Studies or Higher Politics in S6. Alternatively it could lead to further study in the humanities, communications and media, law, public services administration or social caring and advisory services sectors.



## MUSIC – C850 76

The purpose of the course is to provide a broad practical experience of performing, creating music and understanding music.

### Context for Learning

The course will enable pupils to:

- develop performing skills on their two selected instruments or on one instrument and voice. (Pieces selected must be at a minimum of grade 4 on both instruments)
- acquire more specialist skills in an area which may be of particular interest to them.
- create original music using complex compositional methods and selected music concepts in creative ways that make musical sense and realise their creative intentions
- analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences
- develop detailed knowledge and understanding of a range of complex music concepts, and music literacy

### Assessment

The course assessment will consist of three components which will be externally assessed: a performance, composition and a question paper.

### Performance

The performance can be solo and/or in a group setting. The programme of music should last a total of twelve minutes with a minimum of 4 minutes on one instrument. This performance will have 60 marks (60% of the total mark). This will be assessed by an external examiner

### Composing Assignment

Candidates are required to provide a completed composition and composing review 30 marks (15% of the total mark).

### Question Paper

This question paper will give learners an opportunity to demonstrate the following skills - knowledge of a range of music concepts, music literacy and music styles. This question paper will have 40 marks (40% of the total marks)

### Skills for Learning, Skills for Life and Skills for Work

It is expected that learners will develop broad, generic skills through these Units.

Thinking Skills

Applying

Creating

Evaluating

Analysing

### Progression

This course or its units may provide progression to:

- Advanced Higher Music (A or B pass)
- Further study, employment and/or training

## PHYSICAL EDUCATION C856 76

### What do you need to do the course?

This course is particularly suitable for those who love physical activity and enjoy learning in practical ways. It is suitable for students progressing from National 5 Physical Education Course or National 5 Sport and Recreation.

### What will you learn and how will you be assessed?

This course gives you the opportunity to develop and enhance movement and performance skills and to apply knowledge and understanding to the analysis and evaluation of performance in physical activities. You will develop your thinking skills through planning, problem-solving and analysing performance.

The course consists of two compulsory units and the course assessment unit.

#### Physical Education: Performance Skills (9 SCQF credit points)

In this unit you will:

- develop a broad and comprehensive range of complex movement and performance skills
- select, demonstrate, apply and adapt these skills, and use them to make informed decisions
- develop knowledge and understanding of how these skills combine to produce effective outcomes
- develop consistency, precision, control and fluency of movement
- learn how to respond to and meet the demands of performance in a safe and effective way.

#### Physical Education: Factors Impacting on Performance (9 SCQF credit points)

In this unit you will:

- develop knowledge and understanding of the four factors that impact on personal performance in physical activities
- consider how mental, emotional, social, and physical factors can influence effectiveness in performance
- develop knowledge and understanding of a range of approaches for enhancing performance, and select and apply these to factors that impact on your personal performance
- create development plans, monitor these and justify decisions relating to future personal development needs.

### How will I be assessed?

The course assessment has two components:

- a question paper (50 marks) 2 ½ hour exam 50%
- a performance (60 marks) 50%.

The question paper will sample from your breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.

The performance will assess your ability to plan, prepare for, effectively perform and evaluate personal performance in one physical activity.

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification.

The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

### Study Materials

SQA Past Papers Physical Education Higher; SQA Understanding Standards Physical Education; BBC Bitesize Higher Physical Education; Leckie & Leckie Higher Course Notes

### What can I go on to next?

If you complete the course successfully, it may lead to:

Higher National Certificates or Higher Education degree courses; Further study, training or employment in Sport, Teaching and Classroom Support, Uniformed and Security Services

## PHYSICS C857 76

### What will you do?

Through continuing your learning in physics, you will further develop your interest in and understanding of the world. You will do this by engaging in a wide range of investigative tasks, which allows you to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.



### What will you learn?

The Course consists of 4 Units:

- ◆ **Our Dynamic Universe:** you will study the physics related to projectiles, collisions & explosions, gravitation, the expanding Universe, Hubble's law and the Big Bang Theory.
- ◆ **Particle and Waves:** you will study the physics of the standard model by evaluating the evidence of sub-nuclear particles and the existence of antimatter (hence looking into the theory behind the recent Nobel prize winning work of Professor Higgs and the experimental work at CERN), wave-particle duality, interference & diffraction and nuclear reactions.
- ◆ **Electricity:** you will study the storage and transfer of electrical energy, capacitors, and the properties of conductors, insulators and semiconductors.
- ◆ **Assignment:** you will research and investigate a topical issue in physics and complete a scientific write up.

### What will be expected of you?

A commitment to work hard and regular study. Homework is set regularly (2 hours a week). Students are required to bring their jotter to every lesson along with a pen, pencil, ruler and calculator. The highest standard of work is expected from students every lesson and students are expected to take responsibility for their own learning in class and at home.

### How will you be assessed?

Progress will be continually assessed throughout the course. The assessment method will vary. Assessments could include investigations, essays, presentations, learning journals, tasks completed in the student's jotter and tests. In addition you will sit a final externally assessed examination and an assignment write up.

### What will be your Progression?

You should succeed in this course if you have at least a B pass at National 5 Physics. Success in this course or its units may provide progression to National 7 (Advanced Higher) or possibly another science at National 6 level.

**For more information please contact: Mrs J Baird, Principal Teacher Physics**

## MORAY COLLEGE UHI OPTIONS FOR SCHOOLS



Moray College is offering a range of courses for students from across the Moray schools. This means that each class will be made up of students from several schools across the authority and not just from Lossiemouth High School. All the teaching for the Moray College courses will take place on a Wednesday.

This is the list of National 5 and Higher courses which might be appropriate for you and which Moray College were offering for session 2018-2019:

- **NPA Web Design Fundamentals - SCQF 5 (= National 5 level)**
- **Skills for Work – Construction – SCQF 5 (= National 5 level)**
- **Skills for Work – Early Education & Childcare SCQF 4 & 5 (= National 5 level)**
- **Skills for Work – Construction SCQF 5 (= National 5 level)**
- **Skills for Work – Laboratory Science – SCQF 5 (= National 5 level)**
- **Moray College Certificate Bakery – SCQF 5 (= National 5 level)**
- **NC Engineering – SCQF 5 (= National 5 level)**
- **National 5 Care**
- **National 5 Psychology**
- **National 5 Sociology**
- **National 5 Engineering**
- **Higher Care**
- **Higher Psychology**
- **Higher Sociology**
- **Higher Human Biology**
- **Higher Environmental Science**
- **Higher Politics**

The booklet about the Senior Phase programme at Moray College for 2018-19 is available on the Lossiemouth High School website and we would urge anyone interested in any of these courses to download the booklet from our website.

As soon as the booklet for session 2019-20 is available, it will be uploaded to the school website.

If you are interested in any of these, you should discuss this carefully with your Guidance teacher. Entry to the courses is by application form and interview. The interviews will be conducted by Moray College staff.

In addition to these courses, the college also offers courses in **English as a Second Language** at National 5 and Higher levels. These courses are particularly aimed at students whose first language is not English. For further information please speak to Mr Drysdale or to your Guidance teacher.