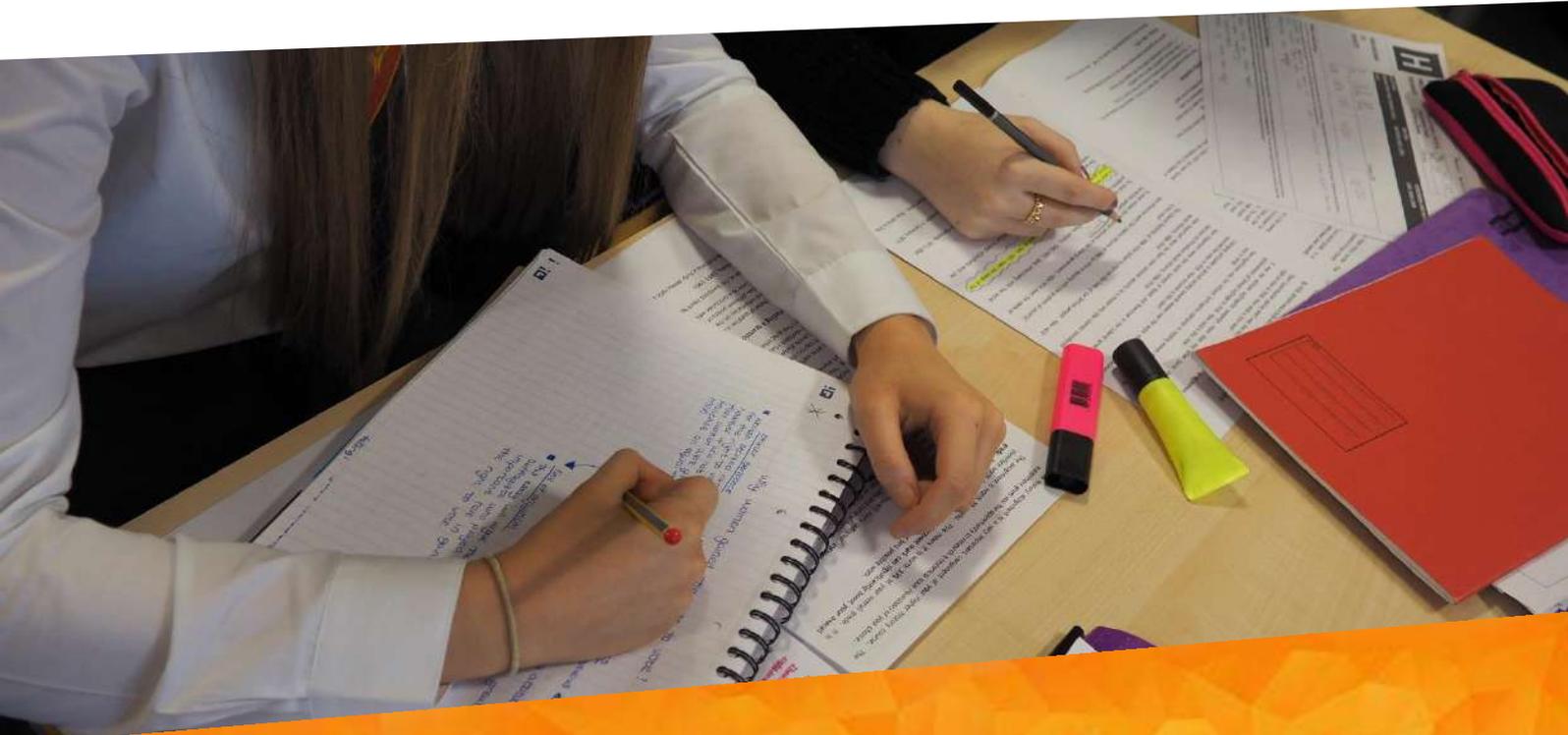


S4/5 > S5/6

SENIOR PHASE (PART 2)



PERSONALISATION & CHOICE 2018-19

This booklet is structured as follows:

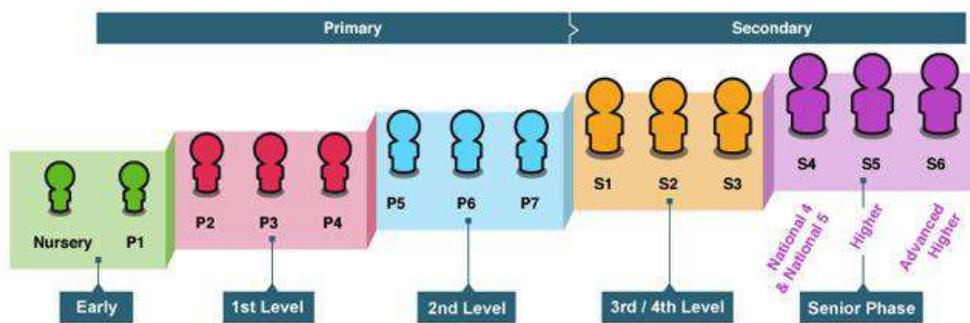
INTRODUCTION	The Senior Phase at Bucksburn Academy Introduction and procedures for the Senior Phase	Pages 3-4 Pages 5-12
LANGUAGE & LITERACY	National 5 English CfE Higher English CfE Higher French	Page 13 Page 14 Page 15
MATHEMATICS & NUMERACY	National 5 Mathematics CfE Higher Mathematics Advanced Higher Mathematics	Page 16 Page 17 Page 18
SCIENCES	National 5 Biology CfE Higher Biology Advanced Higher Biology National 5 Chemistry CfE Higher Chemistry Advanced Higher Chemistry National 5 Physics CfE Higher Physics Advanced Higher Physics	Page 19 Page 20 Page 21 Page 22 Page 23 Page 24 Page 25 Page 26 Page 27
HUMANITIES	CfE Higher Geography CfE Higher History CfE Higher Modern Studies CfE Higher Psychology	Page 28 Page 29 Page 30 Page 31
TECHNOLOGIES	National 5 Administration & IT CfE Higher Administration & IT CfE Higher Business Management CfE Higher Computing Science CfE Higher Graphic Communication National 5 Practical Woodworking N5 Skills for Work: Girls into Energy N5 Skills for Work: Engineering Skills	Page 32 Page 33 Page 34 Page 35 Page 36 Page 37 Page 38 Page 39
EXPRESSIVE & PERFORMING ARTS	CfE Higher Art & Design Advanced Higher Art & Design CfE Higher Photography CfE Higher Music Advanced Higher Music	Page 40 Page 41 Page 42 Page 43 Page 44
HEALTH & WELLBEING	National 5 Hospitality: Practical Cake Craft National 5 Hospitality: Practical Cookery CfE Higher Dance CfE Higher Physical Education Advanced Higher Physical Education	Page 45 Page 46 Page 47 Page 48 Page 49
ACHIEVEMENT & VOCATIONAL COURSES	Duke of Edinburgh Award John Muir Award PE Performance Units N5 Skills for Work: Sport & Recreation Football Refereeing and Coaching Skills: AH Units	Page 50 Page 50 Page 51 Page 51 Page 52

THE SENIOR PHASE AT BUCKSBURN ACADEMY

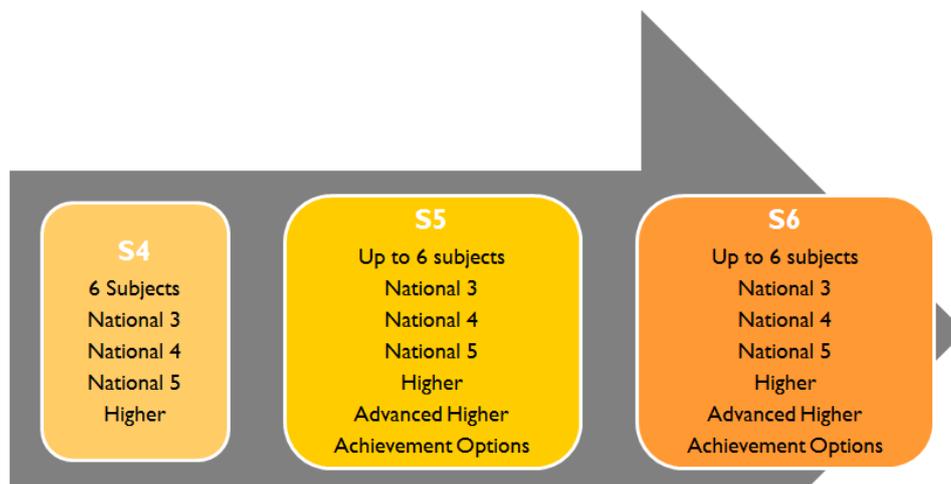
Students have already embarked on the Senior Phase in S4 where they made choices to study for the first of their National Qualifications called **Nationals**. S5 and S6 allows students to further build their learner journey to either study to a higher level or broaden their curriculum. Our Senior Phase curriculum has a clear purpose:

- ✦ To enable all students to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination
- ✦ To further develop the knowledge, skills and qualities to support our students to take a meaningful and worthwhile place in society
- ✦ To further develop the skills for life, learning and work
- ✦ To experience opportunities for personal development and achievement
- ✦ To experience challenge and success
- ✦ To encourage an active and healthy lifestyle
- ✦ To support planning for their future lives, careers and lifelong learning

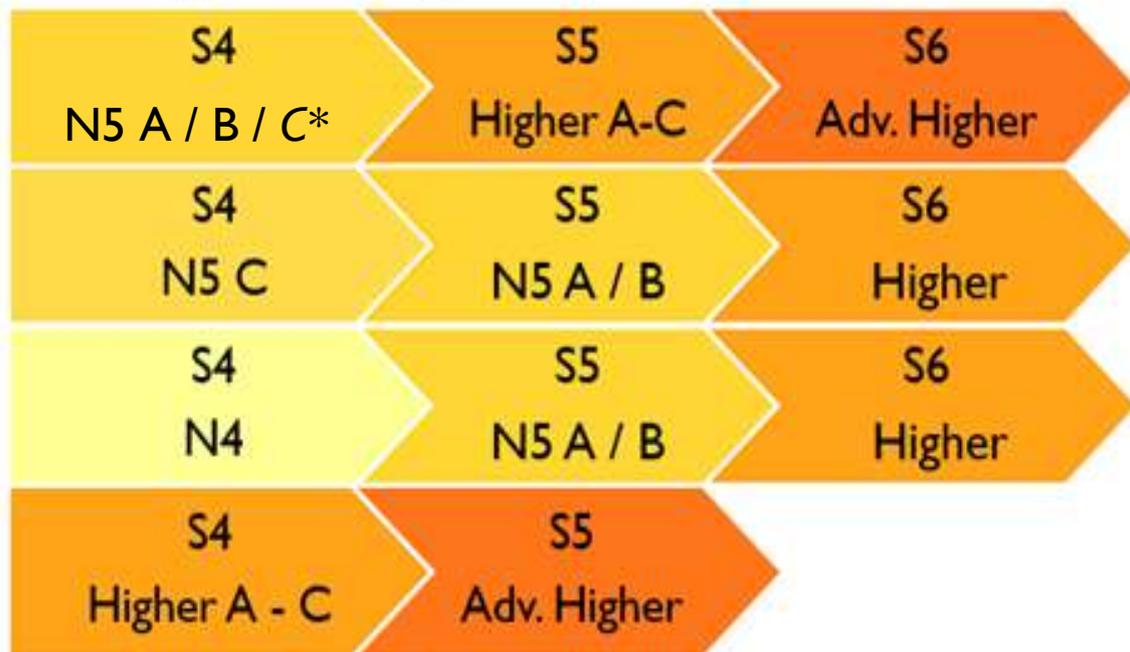
The Curriculum for Excellence levels from ages 3-18 are set out below:



Students in S5 and S6 will mainly study courses at National 5, Higher or Advanced Higher level. There are also a number of **achievement** and **personal development** courses and experiences on offer. The number and range of subjects that students can study in the Senior Phase is set out below:



CfE Progression Routes



N5 C - Subject to consideration of personal circumstances including view of faculty staff, alternative progression routes and the individual's learner journey.*

The next sections contain outlines of the National Courses we will be offering in session 2018-19. More detailed information on our plans for the Senior Phase can be found on our website at www.bucksburnacademy.org.uk. Further information on the content of the courses we are offering can be found at www.educationscotland.gov.uk/nationalqualifications

The Senior Phase Consortium with Dyce Academy and the City Campus

In S5 and S6 the full benefits of the Dyce Academy become apparent and the two schools work together to produce a single programme of subjects options. This offers for greater flexibility and a wider range of subjects than could be provided by either school alone. Students are able to choose from National 5, Higher and Advanced Higher courses from either school.

Aberdeen City also offers a number of courses at Higher and Advanced Higher level that are accessed centrally during travel afternoons as part of the Aberdeen City Campus.



M Paul
Head Teacher

INTRODUCTION AND PROCEDURES FOR THE SENIOR PHASE AT BUCKSBURN ACADEMY

ENTITLEMENT TO RECEIVE *PHYSICAL EDUCATION*

It is a National priority within Scotland to develop and deliver programmes within schools that support a healthy and sustainable lifestyle associated with physical education and the rich variety of physical activities of different types that cater for the aspirations of all students.

“All schools should be working towards meeting the recommendations of the Physical Activity Strategy and the Sport 21 Strategy of providing two hours quality physical education for each student each week”. “Physical education should be an element of educational provision for all students ages 3-18, including those in the post-14 age range, whether it has been chosen as a subject for specific study or not. (Scottish Executive recommendations)

SENIOR LIFE: *PSE*

As we embrace Curriculum for Excellence at Bucksburn Academy a key component as highlighted in the 3-18 curriculum framework is that all young people are entitled to the following personal support.

- ✦ Review of learning and planning of next steps
- ✦ Gaining access to learning activities which will meet their needs
- ✦ Planning opportunities for personal achievement
- ✦ Preparing for changes and choices and support for changes and choices
- ✦ Schools working with partners

Within the Senior Phase timetable ALL senior students will receive PSE and PE

OPPORTUNITIES TO ADD TO THE *SCHOOL AND COMMUNITY*

All students will be encouraged to develop leadership skills by undertaking personal development activities that will be on offer throughout the school session. These opportunities will feature as part of the weekly PSE time and be negotiated between student and Pupil Support teacher. Activities such as buddying younger students, acting as prefects, supporting whole school events such as parents' evenings and school performances would be possible.

COMING BACK TO STUDY

THIS IS A VERY IMPORTANT DECISION FOR YOU! REMEMBER THAT:

- ✿ You must meet all the course requirements:
- ✿ Excellent attendance and timekeeping.
- ✿ Keeping up to date with course work and homework.
- ✿ Meeting all course and assessment deadlines.

Entry to the senior school involves a commitment on your part to a full and appropriate timetable; to attend classes and to be on time, and to apply yourself wholeheartedly to your studies and to the life of the school. **This includes wearing the school Dress Code at all times when you are in Bucksburn Academy.**

- ✿ **All S5 students should have a full timetable** by choosing a course from each of the six columns, in addition to core PSE and PE.
- ✿ For students who are aiming to sit five Highers at one sitting, their sixth column should be a study column. We do not envisage students taking six Highers at one sitting.
- ✿ **All S6 students have the opportunity to negotiate a coherent and purposeful timetable** aligned to future aspirations, which could include supporting departments and other personal development opportunities.
- ✿ **All S6 students should plan to complete a full academic year**, in the understanding that dropping out of Advanced Higher courses is recognised by many Universities as a negative indicator of student perseverance. **Students who drop below three academic subjects will be asked to consider an alternative to school.**
- ✿ Your agreed timetable will clearly indicate your commitment for every period.
- ✿ As you will have a full timetable, employment during the school day is not acceptable.
- ✿ You should think hard before undertaking part-time employment outwith the school day. If you do take a part-time job, **you must maintain a balance between this and school study. Too much time spent on part-time work may harm your examination performance.**
- ✿ You will be asked to sign a Learning Agreement if you return to S5/6. This will involve you in meeting all the above commitments. If you fail to honour your Learning Agreement you will be asked to leave school.

WHAT SUPPORT IS OFFERED?

- ✿ In return for your commitment to your studies, the staff of the Academy will try to provide a range of appropriate courses as well as the help and support which you will need to make your time in the senior school worthwhile and enjoyable.
- ✿ You can call upon support from your Pupil Support Teacher and Year Head.

REGISTRATION

S6 REGISTRATION

S6 Students will be registered at each class and at the weekly PSE/PE time period.

S5 REGISTRATION

All S5 students must register through the morning registration system. Registration will operate as in S4, where all students register daily.

PARENTAL INVOLVEMENT

Parents will receive a copy of their daughter/son's provisional timetable in June and a final timetable in August, indicating the student's commitment. Parents must sign both of these and return them to the school. Parents are also asked to sign the Senior Student Learning Agreement which indicates clearly the school's expectations of our Fifth and Sixth Year students.

THE COURSE CHOICE PROCESS

S4/5 students who are considering going into S5/6 will be guided during the subject choice process by the level of their current performance in S4/5 courses and their unit results in each course to date.

FACTORS TO CONSIDER

When making preliminary choices you should consider several factors:

- ✦ What job, course or career am I aiming for when I leave school?
- ✦ Which school based qualifications do I need to achieve my career plans?
- ✦ What are the entry requirements for each S5/6 course I am interested in?
- ✦ What have I got to offer any S5/6 subject I am interested in?
- ✦ What do I expect to get in my final exams this year?
- ✦ What advice have I been given on this year's subject choices?
- ✦ Am I being realistic in my plans?

BUCKSBURN ACADEMY – DYCE ACADEMY LINK

Bucksburn Academy and Dyce Academy have a long established and successful link that allows students at both schools a wider choice of course combinations than either school could provide on their own. In several subjects the departments at both schools share the teaching of the course. In other subjects, departments from each school rotate the level or subject offered. It is likely that at some point in your senior years you will be taught at Dyce Academy.

There is a free shuttle bus which runs between the two schools. The timetable (2018-2019) for the shuttle is detailed below and any changes to this arrangement will be displayed in the foyer.

If a student misses the shuttle it is the student's responsibility to get themselves to Dyce Academy for class. It is not an acceptable reason for being absent to say that you missed the shuttle bus.

BUCKSBURN ACADEMY – DYCE ACADEMY LINK

OPERATOR: CENTRAL COACHES

Collects from Bucksburn Academy and drops off at Dyce Academy
Bus will clearly be labelled as Shuttle Service to Dyce Academy

Pick Up	Arrive
Pick up 8.10 Bucksburn, depart 8.15am latest	Arrive Dyce for 8.30
Pick up 10.40 Bucksburn	Arrive Dyce asap
Pick up 13.00 Bucksburn	Arrive Dyce asap
Pick up 14.40 Bucksburn (Mondays only)	Arrive Dyce asap
Pick up 15.45/14.45 Bucksburn	Arrive Dyce asap

OPERATOR: NEWMACHAR COACHES

Collects from Dyce Academy and drops off at Bucksburn Academy
Bus will clearly be labelled as Shuttle Service to Bucksburn Academy

Pick Up	Arrive
Pick up 8.10 Dyce, depart 8.15am latest	Arrive Bucksburn for 8.30
Pick up 10.40 Dyce	Arrive Bucksburn asap
Pick up 13.00 Dyce	Arrive Bucksburn asap
Pick up 14.40 Dyce (Mondays only)	Arrive Bucksburn asap
Pick up 15.45/14.45 Dyce	Arrive Bucksburn asap

CAREERS AND FURTHER EDUCATION

Choice of career is very significant for all 16+ students. A great deal of thought and careful consideration should be given to the very important decisions that have to be made at this stage. The Skills Development Scotland (SDS) Careers Adviser attached to Bucksburn Academy, and in school 2-3 days per week, is Ms Claire Rankine. SDS aim to help pupils understand and develop Career Management Skills to ensure they are successful planners not only in school and as they approach transition points, but throughout their lives. A flexible approach is adopted - use of www.myworldofwork.co.uk as well as face to face support from Ms Rankine through group work, drop in clinics, 1:1 interviews and attendance at reviews/meetings as appropriate. Combined with Pupil Support Staff and appropriate classroom teachers, a valuable careers information, advice and guidance service designed to meet all young people's needs is provided.

Students should be aware of the constantly changing labour market and the impact this can have on competition for employment or continued education (College/University) places. To be effective planners, consider that:

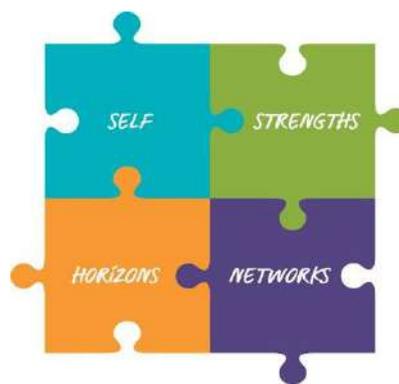
1. No-one can make decisions for you. To ensure your choices are well informed and realistic, you need to know as much as possible about yourself, your strengths and the pros/cons of all the options open to you. You also need to know where help is available & access it e.g. register on www.myworldofwork.co.uk, make use of drop in clinics in the Careers Room, speak to relevant staff etc.

2. Time scale is important. Remember that employers looking for staff will often advertise before you have sat your exams/left school. Similarly, Colleges/Universities will accept applications throughout your final year and have their own deadlines. If you aren't prepared, you could miss out on opportunities.

Further information about SDS is available on www.myworldofwork.co.uk (there is also a dedicated section for parents/carers at <https://www.myworldofwork.co.uk/parents>)

or through Ms Rankine

SDS
381 Union Street
Aberdeen
AB11 6BT
Tel: 01224 285200
Email: claire.rankine@sds.co.uk



ENTRANCE REQUIREMENTS

Many students will have ambitions of continuing their studies after school, and it is essential to obtain accurate information on the necessary entrance requirements. Consult the appropriate prospectus (in the school Library) and the School Careers Adviser.

It should be noted that in many cases the qualifications stated in a prospectus are a minimum and may not guarantee entry.

YOUNG PERSON STATUS

Most students who return to school for fifth or sixth year will be in the 16 – 18 age group and will have chosen, rather than be compelled by law, to attend school. You will be beyond the stage of compulsory education unless, because of your age, you are a Christmas Leaver.

In terms of the Education (Scotland) Act 1981, you will be a 'Young Person' and, as such, you are entitled to make your own decisions about school without necessarily obtaining your parents' consent. We obviously hope that you and your parents will discuss school and agree on the decisions that you make. However, the decisions are essentially your own. We shall keep your parents informed of your decisions but they will not be able to over-rule your choices.

One main difference you will notice for the first time in fifth year are:

- You will be allowed to write your own absence notes.

The school hopes that you will accept the change in your status in a responsible way. You will sign a 'contract' when you return to fifth or sixth year. This is basically an agreement from you to co-operate fully with the school's expectations for all S5/6 students. This will be fully explained on the Induction Day at the start of the new session.

If for any reason you want to attend a different school, you are free to do so, subject to the constraints of the Education (Scotland) Act 1981 – 'The Parents' Charter'.

EDUCATIONAL MAINTAINANCE ALLOWANCES (EMA's)

EMAs are part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families. EMAs are financial support for 16 – 19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

For up-to-date information on eligibility for the 2018/19 session please consult the Aberdeen City Council website by clicking [here](#).

Note: The Scottish Ministers reserve the right to review the EMA programme at any time.

ABERDEEN CITY SENIOR SCHOOL CAMPUS

The aims of the Aberdeen Senior School Campus are:

1. To extend the range of courses available to all S5 and S6 students in Aberdeen City Council schools and provide flexible progression pathways.
2. To ensure greater equity of access to Advanced Higher, Baccalaureate and Skills for Work courses to S5 and S6 students across all schools in the city.
3. To enable young people to build a portfolio of qualifications appropriate to their needs and aspirations.
4. To deliver education to S5-6 students in a cost effective manner to support the teaching of subjects which attract a small number of students.

A variety of education providers will deliver courses within the Aberdeen Senior School Campus –

- All 12 Aberdeen City Council Secondary Schools
- Aberdeen University
- Aberdeen College
- Aberdeen English as an Additional Language Service
- Community Learning and Development
- Robert Gordon University

To meet the aims of the Aberdeen Senior School Campus the concept of “travel afternoons” has been developed. Two pairs of travel afternoons will operate for session 2017-2018.

Travel afternoons pair 1 - Monday and Wednesday

Travel afternoons pair 2 - Tuesday and Thursday

In each pair of travel afternoons S5-6 students will be able to travel and attend courses being delivered in 2 centrally located schools (Harlaw Academy and Aberdeen Grammar School) and Aberdeen College. The classes in the travel afternoons will begin at 2.00 pm which will give students time to travel from their “home” school to the location of their afternoon course.

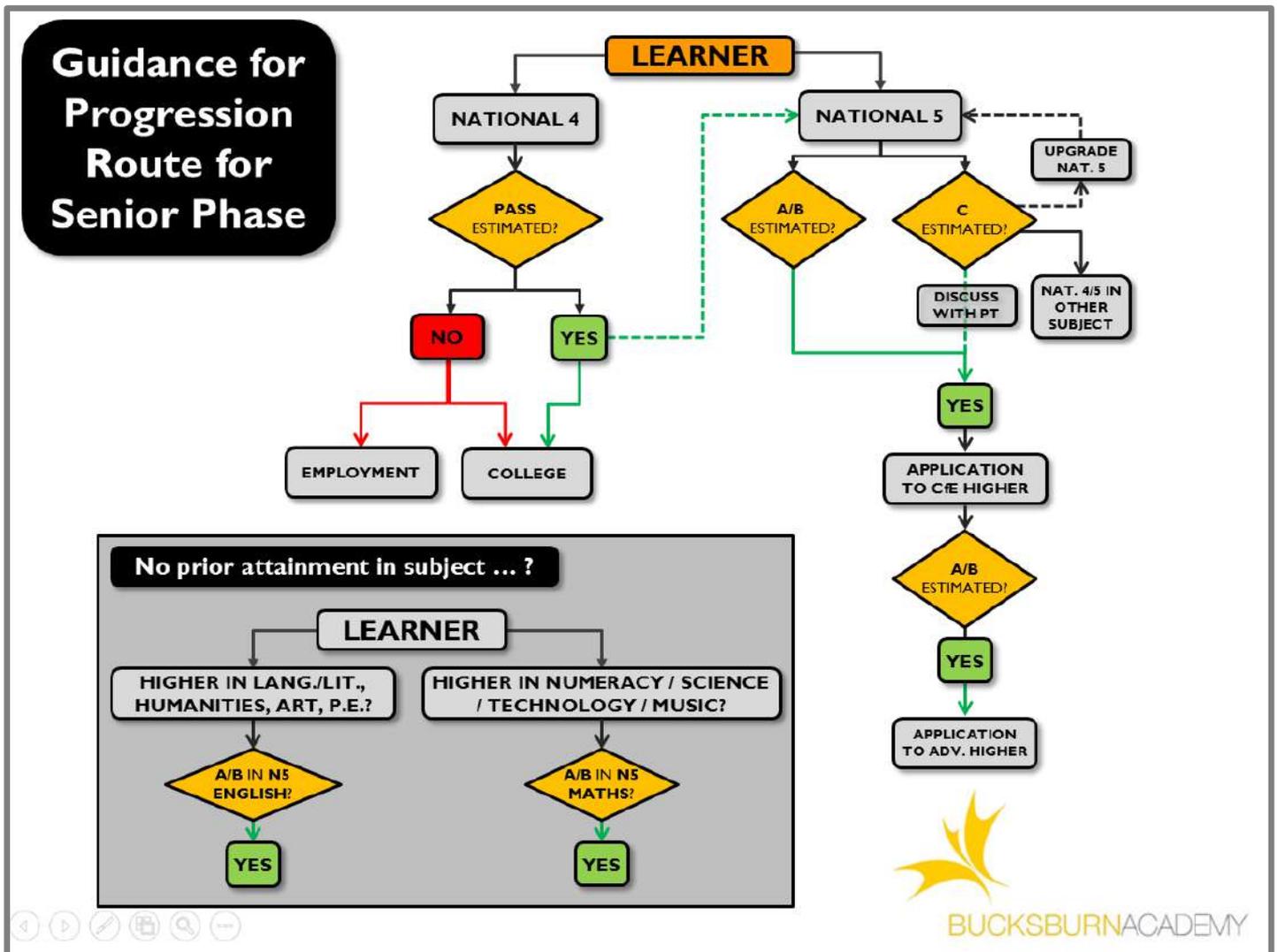
If interested in a City Campus course please collect an Aberdeen City Campus booklet from Pupil Support.

ENTRY REQUIREMENTS FOR COURSES

Access to Higher courses is generally available to students who have achieved National 5 A or B in that subject. A pupil who has achieved a National 5 C may be considered for a Higher course where there is clear evidence that they did not perform as well as expected at National 5, that the course is clearly required as part of the students planned learning journey and will always be subject to agreement from the relevant Principal Teacher of Faculty. All students are required to approach Faculty Principal Teachers to sign off students to enter courses where they can discuss any concerns about ability and aptitude for studying at Higher level.

Consideration may be given to students entering a Higher subject that they may not have done at National 5 level provided they have N5 passes at A/B in the relevant subject areas. The school will make the final decision as to whether students meet the entry requirements in this case and, as above, students would have to signed off by PT Faculty.

Guidance on progression and entry requirements shown below:





LANGUAGE & LITERACY

NATIONAL 5 ENGLISH

National 5 English courses build on the skills developed in covering the Levels Three and Four Experiences and Outcomes across Reading and Listening, Writing and Talking. Students will:

- read, analyse and evaluate a range of texts – novels, plays, poetry, media
- create and produce a range of texts for different purposes and audiences
- develop an understanding of language through the study of a range of texts
- analyse the impact of language
- develop an appreciation of Scottish culture and literature by studying Scottish texts

LEARNING AND TEACHING APPROACHES:

These will take account of increased student maturity. Through direct teaching, collaborative, pair and individual work, we aim to develop students' confidence in using language in different contexts and to prepare National 5 students thoroughly for the examination.

Students will study a wide range of texts, not only from literature, but also from journalism and other non-fiction and will be encouraged to write in a variety of forms – personal, imaginative, argumentative and persuasive.

HOMEWORK:

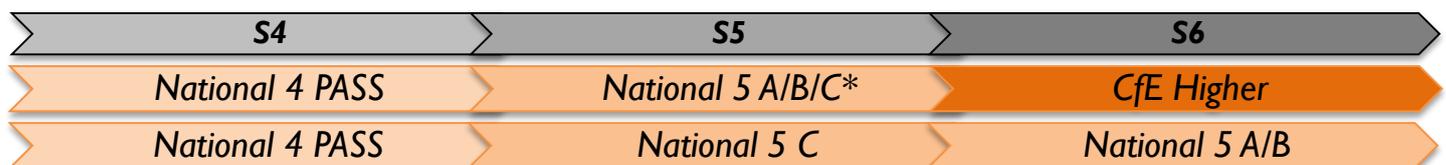
Strict deadlines operate for these courses. Students can expect homework, which may consist of reading, completing assignments, planning or researching for writing tasks, at least once a week.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Course Assessment: Portfolio – 30 marks (30%)
- Question Paper 1: 30 marks (30%)
- Question Paper 2: 40 marks (40%)
- Performance – Spoken Language (Achieved / Not Achieved)

PROGRESSION:





LANGUAGE & LITERACY

CfE HIGHER ENGLISH

The Higher English Course aims to enable learners to develop the ability to:

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

Course description summary:

1. Analysis and Evaluation		2. Creation and Production	
• Outcome 1 – Reading	• Outcome 2 – Listening	• Outcome 1 – Writing	• Outcome 2 – Talking
Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.		Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.	

HOMEWORK:

Homework will be set on a weekly basis and will take various forms such as researching, making notes and practising analysis and evaluation questions. There will be a considerable amount of essay writing. Students will be expected to revise language notes regularly and also regularly read a range of good quality newspapers.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Question Paper 1: 30 marks (30%)
- Question Paper 2: 40 marks (40%)
- Portfolio – Writing: 30 marks (30%)
- Performance – Spoken language: Achieved/Not achieved

PROGRESSION:





LANGUAGE & LITERACY

CfE HIGHER FRENCH

The Course is made up of two mandatory Units and provides learners with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use French. The two units, taken together, include the four language skills of reading, listening, talking and writing.

Course description summary:

1. Understanding Language	2. Using Language
<ul style="list-style-type: none"> • Outcome 1 – Reading • Outcome 2 – Listening 	<ul style="list-style-type: none"> • Outcome 1 – Writing • Outcome 2 - Talking

The purpose of these Units is to provide learners with the opportunity to develop and extend reading, listening, talking and writing skills in French, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture. Units will be assessed internally and will be marked on a pass/fail basis. To gain the award of the Course, students must pass all of the Units as well as the Course assessment.

HOMework:

Homework will be set on a regular basis and will take various forms such as revising vocabulary and reading a variety of texts. Students will also work on Listening exercises on the SQA website and will complete homework tasks through 'Scholar' online.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Question Paper 1: Reading - 30 marks, Directed Writing - 20 marks
- Question Paper 2: Listening - 20 marks
- Assignment – Writing: 20 marks
- Performance – Talking: 30 marks

PROGRESSION:





MATHEMATICS & NUMERACY

NATIONAL 5 MATHEMATICS

The National 5 Mathematics course builds on the content of previous mathematical learning and develops further skills in arithmetic, algebra, geometry and trigonometry. In addition to the mathematical content there will also be a focus on developing key skills, such as problem solving, logical thinking and communication.



There are three units to each course described below:

Mathematics: National 5	
Expressions and Formulae	
This includes the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae	
Relationships	
This includes solving equations, understanding graphs and working with trigonometric ratios	
Applications (N5 only)	
This includes using trigonometry, geometry, number processes and statistics within real-life contexts	

LEARNING AND TEACHING APPROACHES:

In the Mathematics department a rich and supportive learning environment is provided. This includes learning and teaching approaches such as investigations and student project based tasks, individual and group work and opportunities for the use of ICT. We also recognise the importance of the more traditional approaches to the teaching of mathematics and try to strike a good balance between a more rigorous, teacher led approach and opportunities for our students to be involved with more 'active' learning.

HOMEWORK:

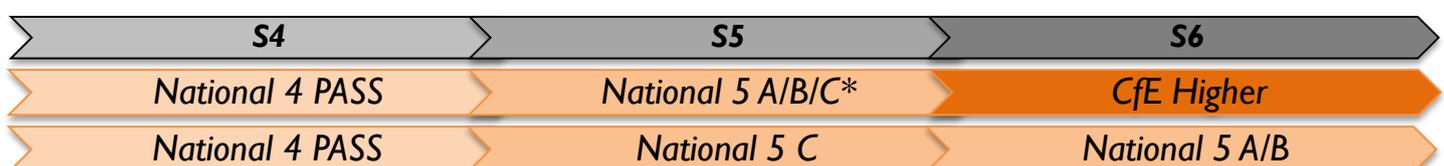
Regular homework will be given to consolidate class work, develop problem solving skills and help with revision. This will include finishing off class tasks as well as the continuing use of 'Mymaths', our web based resource for which every student has an individual login.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Question Paper 1: 50 marks (45%)
- Question Paper 2: 60 marks (55%)

PROGRESSION:





MATHEMATICS & NUMERACY

CfE H MATHEMATICS

The Higher Mathematics course builds on the content of previous mathematical learning and enables learners to select and apply mathematical techniques in a variety of mathematical situations. Learners interpret, communicate and manage information in mathematical form.



There are three units to each course described below:

Mathematics: Higher
Mathematics: Expressions and Functions (Higher)
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, trigonometry and also skills in mathematical reasoning and modelling.
Mathematics: Relationships and Calculus (Higher)
The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.
Mathematics: Applications (Higher)
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.

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision. There should be an expectation that there will be homework after **every** lesson which will consist of finishing off class tasks.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Question Paper 1 – Non-Calculator: 70 marks (46.7%)
- Question Paper 2: 80 marks (53.3%)

PROGRESSION:





MATHEMATICS & NUMERACY

ADVANCED HIGHER MATHEMATICS

The Advanced Higher Mathematics Course enables learners to select and apply complex mathematical techniques in a variety of mathematical situations. Learners interpret, analyse, communicate and manage information in mathematical form, while exploring more advanced techniques. There are three units:

Mathematics: Advanced Higher

Methods in Algebra and Calculus (AH)

This unit covers partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

Geometry, Proof and Systems of Equations (AH)

This unit covers matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

Applications in Algebra & Calculus (AH)

This unit covers the binomial theorem, the algebra of complex numbers, properties of functions, rates of change and volumes of revolution. Aspects of sequences and series are introduced, including summations, proved by induction.

HOMEWORK:

You will be expected to complete homework from one lesson to the next to reinforce the work done in class and prepare yourself for the final exam.

ASSESSMENT APPROACHES (2018/19 session):

Internal Assessment	External Assessment
<ul style="list-style-type: none"> Each of the 3 units will be assessed internally. The unit assessments are set at a minimum competence level which is below a grade C. You will also sit an extension test that assesses work at grade C and above. 	<ul style="list-style-type: none"> 3 hour Examination

To gain an overall award you must pass all the unit assessments as well as the external assessment.

OTHER RELEVANT INFORMATION:

The course is not aimed solely at those intending to study mathematics further. It contains ideas and methods needed in a variety of higher education courses.



SCIENCES

NATIONAL 5 BIOLOGY

The National 5 Biology course builds on the content of previous scientific learning and in particular upon the CfE experiences and outcomes with a biology focus. In addition to the Biology content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of Biology in society and the environment.



The course is divided into three key areas of Biology which will be studied to different depths depending on which course is studied:

Cell Biology	Multicellular Organisms	Life on Earth
<ul style="list-style-type: none"> • Cell Structure and transport across cell membranes • DNA, genes and genetic engineering • Proteins • Respiration 	<ul style="list-style-type: none"> • Producing new cells • Control and communication • Reproduction, variation and inheritance • Animal and plant transport • Absorption of materials 	<ul style="list-style-type: none"> • Ecosystems and distribution of organisms • Photosynthesis • Energy in ecosystems • Food production • Evolution of species

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

ASSESSMENT APPROACHES (from 2018/19 session):

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 100 marks (80%)

Scaling will be used to achieve the weighting indicated above.

PROGRESSION:





SCIENCES

CfE HIGHER BIOLOGY

The Higher Biology course builds on the content of previous scientific learning and in particular upon the National 5 Biology course. In addition to the biology content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of biology in society and the environment.



The course is divided into three units and a Researching Biology section as described below:

DNA and the Genome	Metabolism and Survival	Sustainability and Interdependence	Researching Biology
This unit covers the key areas of structure and replication of DNA, gene expression and the genome.	This unit covers the key areas of metabolism being essential for life, maintaining metabolism, and metabolism in microorganisms.	The Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity.	Developing the essential skills for carrying out investigative, scientific research In biology, and applying these in the context of a topical biology investigation.

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

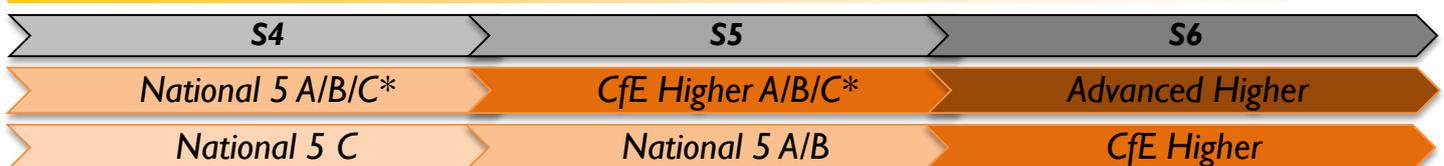
ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher:**

- Two Question Papers: 120 marks (80%)
- H Assignment: 20* marks (20%)

* The Assignment will be scaled to 30 marks to give a weighting of 20%.

PROGRESSION:





SCIENCES

CfE ADVANCED HIGHER BIOLOGY

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology. There are three units:

Cells and Proteins (AH)

The unit covers the key areas of laboratory techniques for biologists; proteins; membrane proteins; detecting and amplifying an environmental stimulus; communication within multicellular organisms; protein control of cell division

Organisms and Evolution (AH)

The unit covers the key areas of field techniques for biologists; evolution; variation and sexual reproduction; sex and behaviour; parasitism.

Investigative Biology (AH)

The unit covers the key areas of: scientific principles and process; experimentation; critical evaluation of biological research.

HOMEWORK:

Students must be prepared to commit themselves to at least 2 hours a week of homework. This will include answering questions, research and revising notes to ensure the work carried out in class is fully understood.

ASSESSMENT APPROACHES (2018/19 session):

To achieve an Advanced Higher certificate, students must pass all of the following assessments:

- End of unit test
- One practical report
- An Investigation Report
- An external exam sat in May

In addition all students will sit an estimate in February.

PROGRESSION:

Into Chemistry, Biology and other science related degree courses at university.



SCIENCES

NATIONAL 4/5 CHEMISTRY

The National 4/5 Chemistry course builds on the content of previous scientific learning and in particular upon the Curriculum for Excellence experiences and outcomes with a Chemistry focus. In addition to the chemistry content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of Chemistry in society and the environment.



The course is divided into three key areas of Chemistry which will be studied to different depths depending on which course is studied:

CHEMICAL CHANGES & STRUCTURE	NATURE'S CHEMISTRY	CHEMISTRY IN SOCIETY
<ul style="list-style-type: none"> Rates of reaction Atomic structure and bonding Formula writing Acids and bases 	<ul style="list-style-type: none"> Carbon compounds Energy and fuels Everyday consumer products 	<ul style="list-style-type: none"> Metals Properties of plastics Fertilisers Nuclear chemistry Chemical analysis

LEARNING AND TEACHING APPROACHES:

Chemistry lessons include learning through experiments and investigations, demonstrations, presentations, research, group work, active learning tasks, problem solving and note-taking.

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 100 marks (80%)

Scaling will be used to achieve the weighting indicated above.

PROGRESSION:

S4	S5	S6
National 4 PASS	National 5 A/B/C*	CfE Higher
National 4 PASS	National 5 C	National 5 A/B



SCIENCES

CfE HIGHER CHEMISTRY

Higher Chemistry is required for most science based University courses and as it develops problem solving, analytical and team working skills, chemical scientists can enter not just science fields but are much sought after by non-science careers such as accountancy, law, computing and management.



The course consists of 3 units:

- Energy Matters
- The World of Carbon
- Chemical Reactions

HOMEWORK:

Students must be prepared to commit themselves to at least 2 hours a week of homework. This will include answering questions, research and revising notes to ensure the work carried out in class is fully understood.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Two Question Papers: 120 marks (80%)
- H Assignment: 20* marks (20%)

* The Assignment will be scaled to 30 marks to give a weighting of 20%.

PROGRESSION:





SCIENCES

CfE ADVANCED HIGHER CHEMISTRY

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. There are three units:

Inorganic and Physical Chemistry (AH)

The unit covers the key areas of electromagnetic radiation and atomic spectra, atomic orbitals and electronic configurations and the periodic table, transition metals, chemical equilibrium, reaction feasibility and kinetics.

Organic Chemistry and Instrumental Analysis (AH)

The unit covers the key areas of molecular orbitals, molecular structure, stereo chemistry, synthesis, experimental determination of structure, and pharmaceutical chemistry.

Researching Chemistry (AH)

This unit can be integrated across the other units of the course. The unit covers the key areas of gravimetric analysis, volumetric analysis, practical skills and techniques and stoichiometric calculations.

HOMEWORK:

Students must be prepared to commit themselves to at least 2 hours a week of homework. This will include answering questions, research and revising notes to ensure the work carried out in class is fully understood.

ASSESSMENT APPROACHES (2018/19 session):

To achieve an Advanced Higher certificate, students must pass all of the following assessments:

- End of unit test
- One practical report
- An Investigation Report
- An external exam sat in May

In addition all students will sit an estimate in February.

PROGRESSION:

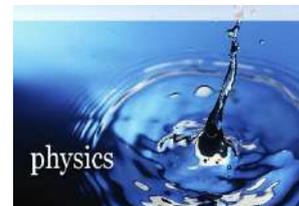
Into Chemistry, Biology and other science related degree courses at university.



SCIENCES

NATIONAL 4/5 PHYSICS

The National 4/5 Physics course builds on the content of previous scientific learning and in particular upon the CfE experiences and outcomes with a Physics focus. In addition to the chemistry content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of Physics in society and the environment.



The course is divided into three key areas of Physics which will be studied to different depths depending on which course is studied:

Electricity and Energy	Waves and Radiation	Dynamics and Space
<ul style="list-style-type: none"> • Conservation of energy • Electrical charge carriers and electric fields • Electrical and electronic circuits • Specific heat capacity • Gas laws and the kinetic model 	<ul style="list-style-type: none"> • Wave parameters and behaviours • Electromagnetic spectrum • Light • Nuclear Radiation 	<ul style="list-style-type: none"> • Vectors and scalars • Motion Graphs • Acceleration • Newton's laws • Projectile motion • Space exploration and cosmology

LEARNING AND TEACHING APPROACHES:

Physics lessons include learning through experiments and investigations, demonstrations, presentations, research, group work, active learning tasks, problem solving and note-taking.

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 135 marks (*scaled to 100*) (80%)

Scaling will be used to achieve the weighting indicated above.

PROGRESSION:

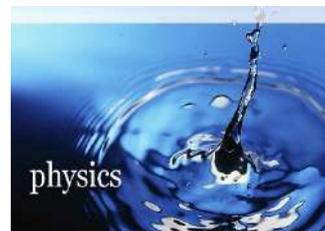




SCIENCES

CfE HIGHER PHYSICS

The Higher Physics course builds on the content of previous scientific learning and in particular upon the National 5 Physics course. In addition to the physics content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of physics in society and the environment.



The course is divided into three units and a Researching Physics section as below:

Our Dynamic Universe	Electricity	Particles and Waves	Researching Physics
A study of our current understanding of the universe.	Taking a deeper look at electricity and introducing semiconductors.	Investigating fundamental particles, nuclear reactions and the wave properties of matter.	Developing the essential skills for carrying out investigative, scientific research in physics, and applying these in the context of a topical physics investigation.

HOMEWORK:

Students must be prepared to commit themselves to at least 2 hours a week of homework. This will include answering questions, research and revising notes to ensure the work carried out in class is fully understood.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Two Question Papers: 120 marks (80%)
- H Assignment: 20* marks (20%)

* The Assignment will be scaled to 30 marks to give a weighting of 20%.

PROGRESSION:





SCIENCES

CfE ADVANCED HIGHER PHYSICS

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. There are three units:

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HOMEWORK:

Students must be prepared to commit themselves to at least 2 hours a week of homework. This will include answering questions, research and revising notes to ensure the work carried out in class is fully understood.

ASSESSMENT APPROACHES (2018/19 session):

To achieve an Advanced Higher certificate, students must pass all of the following assessments:

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PROGRESSION:

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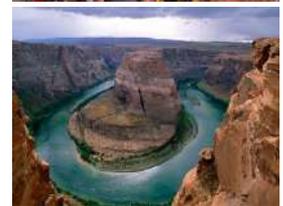


HUMANITIES

CfE HIGHER GEOGRAPHY

Higher Geography aims to build and develop breadth and depth to the skills and knowledge already studied at National 5. The course will also help to develop the students' ability to evaluate and to increase the students' knowledge of geographical methods and techniques.

Physical Environments
<ul style="list-style-type: none"> • Atmosphere – <i>Global patterns</i> • Biosphere – <i>Soils</i> • Hydrosphere – <i>Rivers and Hydrographs</i> • Lithosphere – <i>Glaciation and Coasts</i>
Human Environments
<ul style="list-style-type: none"> • Population – <i>Structure and change</i> • Migration – <i>Forced (Syria) and Voluntary (Poland > UK)</i> • Urban – <i>Management of recent change (Glasgow & Sao Paulo)</i> • Rural – <i>Land use changes and conflicts</i> • Conflict in a Glaciated landscape – <i>(Loch Lomond & the Trossachs NP)</i>
Global Issues
<ul style="list-style-type: none"> • Development & Health – <i>Development, Water-related disease (Malaria) and Primary Health Care</i> • River Basin Management – <i>The need for water management, dam location factors, consequences of water management projects (Case Study: Hoover Dam)</i>
Higher Assignment
An individual assignment based on fieldwork. Fieldwork experiences will be organised.



HOMEWORK:

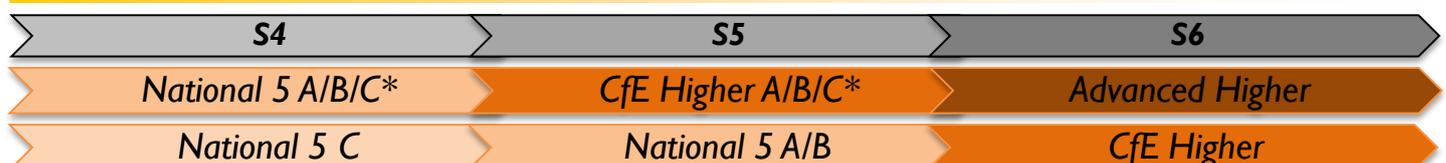
Homework will be set on a weekly basis. This may be exam style questions to consolidate learning, or preparation for the Higher Assignment or end of topic assessments.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 30 marks (27%)
- Question Paper 1: 100 marks (*Physical & Human Environments*) (46%)
- Question Paper 2: 60 marks (*Global Issues & Application of Geographical Skills*) (27%)

PROGRESSION:





HUMANITIES

CfE HIGHER HISTORY

Higher History aims to build and develop breadth and depth to the skills and knowledge already studied at National 5. The course will help to develop the students' ability to investigate and think critically about historical sources and events. Students will develop the ability to form balanced arguments taking different opinions and views into account. They will study units from Scottish, British and Europeans and World history.

Migration and Empire, 1830-1939

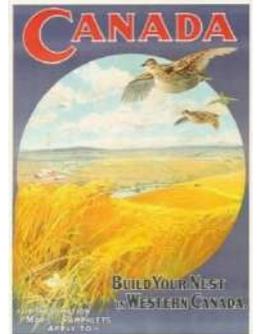
- Why leave Scotland? The migration of the Scots.
- The experience of immigrants (Irish, Italians, Jews and Lithuanians) in Scotland.
- The impact of Scots emigrants on the Empire
- The impact of the Empire on Scotland.

Britain 1851-1951

- The growth of democracy. How and why did Britain become more democratic?
- Why did women win the right to vote?
- The reasons why the Liberal government of 1906-1914 introduced social reforms and how effective these were.
- The Labour Reforms, 1945-1951

Germany 1815-1939

- Why did nationalism grow in Germany 1815-1850?
- Why was German unification achieved by 1871?
- The reasons why the Nazi Party achieved power in Germany in 1933.
- The reasons why the Nazis were able to stay in power in Germany, 1933-1939



HOMEWORK:

Homework will be set on a weekly basis. This may be exam style questions to consolidate learning, or preparation for the Higher Assignment or end of topic assessments.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 30 marks (27%)
- Question Paper 1: 44 marks (73% combined with Paper 2)
- Question Paper 2: 36 marks (73% combined with Paper 1)

PROGRESSION:





HUMANITIES

CfE HIGHER MODERN STUDIES

Modern Studies opens up the world of contemporary society for learners. You will learn about current political and social issues in Scotland and internationally. The course will also develop your skills in evaluation, analysis and debate and will encourage you to take an active and informed role in society. The course is made up of three units:

Social Issues in the UK: Crime and the Law	Democracy in Scotland and the UK	International Issues: Poverty in Africa
<ul style="list-style-type: none"> • Criminal justice system: <i>how do our courts deal with a variety of offenders?</i> • Causes of crime: <i>can someone be born a criminal, or are their upbringings and surroundings to blame?</i> • Impact of crime: <i>how does crime affect our country, as well as the victim and those involved?</i> • Responses to crime in the UK: <i>are the police, prisons and community-based punishments effectively tackling crime?</i> 	<ul style="list-style-type: none"> • Scottish, UK and EU parliaments: <i>what does Brexit mean for us? Should Scotland become independent?</i> • Representative democracy: <i>what is the role of MPs, the Prime Minister, the Cabinet and the House of Lords?</i> • Voting: <i>how does social class/ age/ gender and the media influence how people vote and how does voting work?</i> • Participation in politics: <i>what is the role of Pressure Groups and the media in UK democracy?</i> 	<ul style="list-style-type: none"> • Causes of poverty in Africa: <i>what causes high levels of poverty in so many African nations?</i> • Impact of poverty in Africa: <i>how are individuals, African countries and the rest of the world impacted?</i> • Responses to poverty in Africa: <i>what are the United Nations, other international organisations and charities doing to end poverty in Africa and are they doing enough?</i>

HOMEWORK:

Homework will be set on a weekly basis. This may be exam style questions to consolidate learning, or preparation for the Higher Assignment or end of topic assessments.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher:**

- Course Assessment: Assignment – 30 marks (27%)
- Question Paper 1: 52 marks (47%)
- Question Paper 2: 28 marks (26%)

PROGRESSION:





HUMANITIES

CfE HIGHER PSYCHOLOGY (S6 STUDENTS ONLY)



Bucksburn Academy has joined with North East Scotland College to offer you the opportunity to undertake a vocational qualification as part of your school studies. Some information can be found on this page but please also follow the link to the NESCol website for more information.

Higher Psychology introduces pupils to the study of human behaviour. You will develop a number of skills such as analysis, interpretation and evaluation. You will study three areas of Psychology, namely Research, Individual Behaviour and Social Behaviour.

The course is made up of the following three units:

- Psychology: Research
- Psychology: Individual Behaviour
- Psychology: Social Behaviour

LEARNING AND TEACHING APPROACHES:

You will be taught at Bucksburn Academy. You will be taught by means of traditional teaching and lecturing, and also by means of presentations, class discussions and group work activities. Regular class debates will form an integral part of the course. Use of online resources will encourage you to explore and research key issues in everyday life. Throughout the course delivery you will be offered an opportunity to review and identify how your skills are developing.

You will be expected to demonstrate:

- Good time keeping skills
- An interest in the course content and a commitment to learning
- An ability to work independently
- An ability to establish and maintain good relationships with others
- Problem solving skills

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 40 marks (33%)
- Question Paper: 80 marks (67%)

Further information can be found on the NESCol website by clicking on the link below:

<http://www.nescol.ac.uk/courses/school-links/social-sciences/higher-psychology>

As this is a NESCol Course, an additional application process requires to be completed. Your Pupil Support Teacher will guide you through this.



TECHNOLOGIES

NATIONAL 5 ADMINISTRATION & IT

National 5 Administration and IT will build the skills and knowledge that would be used by decision makers or for supporting management in organisations.

This course develops real life skills that are essential in every workplace by offering engaging, motivating and relevant learning experiences through a range of theory and practical activities relevant to the world of work.

Coursework will involve you learning to gather information and use technology to prepare, present and communicate your findings effectively and professionally. This will include understanding how modern technologies – web conferencing, blogging and social networking have impacted on the modern workplace. Emerging technologies will be incorporated so as to ensure that the course content remains current.

Administrative Practices	IT Solutions for Administrators	Communication in Administration
Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.	The purpose of the unit is to develop learners' skills in IT, problem solving and organising and managing information to complete business tasks. Learners will use IT applications to create and edit business documents and it will allow for emerging technologies to be incorporated so as to ensure that its content remains current and relevant. You will undertake organisational tasks that would be required to support small scale projects and events.	Learners will use IT for gathering and sharing information with others in administration-related contexts. They will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in the most effective, efficient and appropriate manner.

LEARNING AND TEACHING APPROACHES:

Administration lessons are varied and will include activities such as:

- Word Processing, creating and editing Spreadsheets, Databases, and PowerPoint Presentations – working through a series of booklets.
- You will also be learning about the theoretical side of working in business.

A profile will be kept of your performance in class work, homework and assessments. This will let you keep a record of the areas you are doing well in, as well as setting yourself targets to help you improve as you work through the course.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work or revising for assessments.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Course Assessment: Assignment – 70 marks (58%)
- Question Paper: 50 marks (42%)

PROGRESSION:





TECHNOLOGIES

CfE HIGHER ADMINISTRATION & IT

The Higher Administration and IT course enables learners to understand the importance of administration and to embrace and use IT in administration-related contexts. The course lays foundations for lifelong learning and a successful working life. The course will develop successful learners and confident individuals who achieve through participating in engaging, motivating and relevant learning experiences in real life administration context. This will also develop confident individuals who derive satisfaction from engaging in practical activities relevant to the world of work and from having their achievements and skills recognised. The course will also develop responsible citizens who actively participate in the work of the class, become aware of issues affecting society, such as the impacts of IT, and take on administrative tasks as well as effective contributors who share their views with others, effectively contributing to group tasks and supporting their peers whenever appropriate.

Administrative Theory & Practice	Communication in Administration	IT Solutions for Administrators
Learners will be able to deepen their skills and knowledge of time and task management strategies. They will also be able to describe and explain characteristics of effective teams, workplace legislation and how modern IT has had an impact on working practices. This unit will also provide learners with a sound understanding of good customer care and the consequences of bad customer care.	Learners will gain a better understanding of different methods of communication and when it is most appropriate to use them. Learners will be able to identify potential barriers to communication and what can be done to overcome them. This unit also shows how information should be managed efficiently, while maintaining its security and confidentiality.	Learners will tackle complex functions and formulae that can be used in spreadsheets and learn how to manipulate information to aid analysis in the form of charts and graphs. Learners will know how to create relationships in databases and manipulate the information using advanced functions. Learners will then turn this information into detailed forms and reports. Learners will also know how to use complex functions in word processing applications to edit large documents and to import, export and merge data from other software applications into the word document.

HOMEWORK:

You will receive homework on a regular basis. This may consist of completing an exercise started in class, completing a homework sheet or revising for an assessment or undertaking research/investigation work in preparation for organizing an event.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 70 marks (58%)
- Question Paper: 50 marks (42%)

Coursework Assignment:

The practical question paper will have 70 marks. The assignment will require learners to extend administration-related knowledge, understanding and skills and to apply them in a context.

Theory Paper Examination:

This paper will have 50 marks and is usually divided into two sections. Section one is questions based on a case study and is worth 10 marks. Section 2 is based on all the theory learned in class and is worth 40 marks.

PROGRESSION:





TECHNOLOGIES

CfE HIGHER BUSINESS MANAGEMENT

This course is theoretical and experiential in its nature. Skills, knowledge and understanding are enhanced through a range of real life contexts within the broad discipline of Business Management. The combination of knowledge of current business theory with practical aspects of learning will enable learners to apply their skills and knowledge to real-life business situations. By developing many transferable skills, the course prepares learners for everyday life, the world of work or further study of business and other business-related disciplines. It extends and deepens their understanding of business and highlights a range of business-based career opportunities that are available within all business sectors.

Understanding Business	Management of People and Finance	Management of Marketing and Operations
Learners will extend their understanding of the ways in which organisations in the private, public and voluntary sectors operate. They will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goal. This unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity and to consider the implications of a range of external factors that affect an organisation's decision making.	Learners 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. It will allow them to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success – including leadership, motivation and finance. It will also allow learners to explain, analyse and evaluate relevant business information in each of these contexts, relating to business structure and activity.	Learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. It will allow them to carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will also provide learners with 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.

HOMEWORK:

You will receive homework on a regular basis. This may consist of completing an exercise started in class, completing a homework sheet, revising for an end of topic test (timed questions), completing past paper questions or undertaking research/investigation work in preparation for the assignment.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 30 marks (25%)
- Question Paper: 90 marks (75%)

Business Related Assignment:

Learners will prepare a business report based on information gathered from a range of sources. The report will demonstrate learners' ability to apply knowledge and understanding of relevant business concepts associated with the context of the report. The learners will use analytical techniques to reach justified conclusions and recommendations.

Course Examination: Question Paper (Higher)

The exam lasts for **2 hours 45 minutes**. The question paper is worth 90 marks. **Section 1** will have **30 marks** and consist of questions based on a short case study stimulus with supporting exhibits which may include a table or graph or a combination of these. **Section 2** will have **60 marks** and consist of four extended response questions of 15 marks each and will be split into sub-questions as appropriate e.g. marketing, finance, business objectives.

PROGRESSION:





TECHNOLOGIES

CfE HIGHER COMPUTING SCIENCE

The purpose of this course is to further develop learners' Computing skills and build on the knowledge, practical skills and problem solving techniques gained at National 5. As at N5, the course is split into 4 areas of study:

Software Design & Development

On completion of this area of study, learners will be able to:

- Design and Write modular programs that read data in from files and/or write data to files.
- Demonstrate an understanding of programming language by explaining, using appropriate terminology, how extended programs work.
- Demonstrate an understanding of standard algorithms and be able to use these in a practical setting.
- Learn about different design and implementation methodologies as well as different types of programming languages.

Computer Systems

On completion of this area of study, learners will be able to:

- Explain, in detail, how data of different types is stored and processed within a computer system.
- Compare and contrast different hardware and storage solutions

Database Design & Development

On completion of this area of study, learners will be able to:

- Design, create and manipulate relational databases containing 3 or more tables of data.
- Use SQL to manipulate the data stored.
- Describe in detail the legal, security, environmental, social and hardware issues surrounding the implementation of relational database systems.

Web Design & Development

On completion of this area of study, learners will be able to:

- Use html code, cascading style sheets and Java Script to create interactive webpages.
- Describe in detail the legal, security, environmental, social and hardware issues surrounding the implementation of websites.

HOMEWORK:

The completion of homework is an important part of this course. As well as regular, formal homework exercises, you will be expected to complete tasks started in class and catch up on work missed through absence at home. On some occasions you will be expected to come into the department during lunchtime or a study period to catch up on practical work.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 50 marks (31%)
- Question Paper: 110 marks (69%)

Coursework Assignment:

The practical coursework assignment is marked out of 50 and will assess learners' skills in analysing a problem, designing a solution to the problem, implementing a solution to the problem and testing and reporting on their solution. This piece of work is 8 hours long and is completed towards the end of the course.

Course Examination: Question Paper

This written question paper will have 110 marks. **Section 1** will have 25 marks and consists of nine or ten short answer questions. **Section 2** will have 85 marks and consist of six or seven extended response questions, each based around a scenario, that integrate topics from the full range of course content.

PROGRESSION:





TECHNOLOGIES

CfE HIGHER GRAPHIC COMMUNICATION

Higher Graphic Communication will develop skills in graphic communication techniques, including the use of equipment, graphics materials and software, and build challenging, coherent and enjoyable journeys for learners through all levels. Combining elements of recognized professional standards for graphic communication with graphic design creativity and visual impact, the Courses also provide flexibility and choice in the use of manual and computer-aided graphics.

Throughout the course, you will learn to use different software and media to complete a variety of tasks. Tasks will be completed via a thematic approach. The majority of the course will be completed using CAD, illustration and DTP software:

- 2D Graphic Communication: technical drawing; sketching; rendering; planning; technology within industries.
- 3D and Pictorial Graphic Communication: Computer Aided Design (CAD); orthographic drawing; rendering using CAD software; 3D sketching; product design.

HOMEWORK:

Homework will be set on a weekly basis. This will consist of past paper questions, research tasks and skill builders that are fundamental to progression at Higher standards.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 50 marks (36%)
- Question Paper: 90 marks (64%)

Assignment: The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the course. Marks are awarded for:

- Analysis and Research
- Preliminary Graphics
- Designing and creating CAD models
- Creation of suitable Production drawings
- Promotional documents that relate to the product being designed.

Question paper: The question paper will assess your ability to interpret drawings, to apply standards, protocols and conventions, demonstrate an understanding of 2D and 3D CAD modelling. You will demonstrate your visual literacy by interpreting unfamiliar communications and extracting information.

PROGRESSION:





TECHNOLOGIES

NATIONAL 5 PRACTICAL WOODWORKING

On completing the course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. The course allows learners to develop practical manual dexterity and control in a universally popular practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly.

They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context. The following units are covered during this course:

- ***Carcase construction unit***
- ***Flat frame construction unit***
- ***Machining and Finishing unit***

LEARNING AND TEACHING APPROACHES:

The course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity. Students will learn practical woodworking skills, using tools and machinery, practice, then demonstrate their learning through the completion of a finished product in wood. Learners will be given the opportunity to develop thinking, numeracy, and employability, and citizenship skills.

ASSESSMENT APPROACHES (2018/19 session):

Each of the completed units will be marked internally on a pass/fail basis and will be quality assured by SQA.

Course assessment at **National 5**:

- Course Assessment: Assignment – 70 marks (70%)
- Question Paper: 60 marks (*scaled to 30*) (30%)

Scaling will be used to achieve the weighting indicated above.

The students will demonstrate their skills, knowledge and understanding developed in the Units to manufacture a finished product in wood to a given standard showing practical creativity and problem-solving during the manufacturing process.



TECHNOLOGIES

SKILLS FOR WORK: GIRLS INTO ENERGY



Bucksburn Academy has joined with North East Scotland College to offer girls the opportunity to undertake a vocational qualification as part of your school studies. Some information can be found on this page but please also follow the link to the NESCol information leaflet at the bottom of this page.

NATIONAL 5

The course is made up of the following units:

- Energy: An Introduction
- Domestic Wind Turbines Systems
- Domestic Solar Hot Water Systems
- Employability and Careers
- Oil/Gas Extraction

LEARNING AND TEACHING APPROACHES:

This course is a mix of classroom study, industry visits and workshops with students from participating schools. You will talk directly with women who are working in different roles across various companies within the oil and gas and renewables sectors.

As part of the course you will receive a Net book to help you access your course materials and complete your studies.

The course provides young women with real-life experience of working in the energy industry. During the course you will:

- Develop technical knowledge, skills and understanding related to Engineering.
- Develop an awareness of health and safety issues for a range of activities.
- Develop and learn to apply practical, technical and communication skills.
- Develop aspects of the Core Skill of Working with Others
- Develop good practice in maintaining a tidy and safe work environment.
- Gain an understanding and appreciation of the varied roles on offer within the sector.
- Be prepared for further learning opportunities, study and training in the field of Engineering.

Throughout the course you will be encouraged to build your communication and teamwork skills - valuable skills that employers look for.

ASSESSMENT APPROACHES (2018/19 session):

Further information can be found on the NESCol website by clicking on the link below:

<http://www.nescol.ac.uk/courses/school-links/engineering/skills-for-work-national-5-girls-in-energy>

As this is a NESCol Course, an additional application process requires to be completed. Your Pupil Support Teacher will guide you through this.



TECHNOLOGIES

SKILLS FOR WORK:ENGINEERING SKILLS



Bucksburn Academy has joined with North East Scotland College to offer you the opportunity to undertake a vocational qualification as part of your school studies. Some information can be found on this page but please also follow the link to the NESCol information leaflet at the bottom of this page.

NATIONAL 4	NATIONAL 5
<p>The National 4 course is made up of the following four units:</p> <ul style="list-style-type: none"> • Mechanical • Electrical/Electronic • Fabrication • Manufacture and Assembly 	<p>The National 5 course is made up of the following four units:</p> <ul style="list-style-type: none"> • Mechanical & Fabrication • Electrical & Electronic • Maintenance • Design and Manufacture.

LEARNING AND TEACHING APPROACHES:

You will experience a variety of teaching methods and practical activities, which will introduce you to a number of engineering disciplines. You will be taught in workshops and classrooms at Bucksburn Academy.

Throughout the course you will be offered an opportunity to review and identify how your skills are developing. You will be expected to demonstrate:

- Good time keeping skills
- A safe approach to working in a workshop environment
- A willingness and commitment to learning and an interest in engineering
- A knowledge of appropriate dress, in particular Personal Protective Equipment (PPE)
- An ability to work independently
- Planning and preparation skills
- An ability to establish and maintain good working relationships with others
- Problem solving skills.

ASSESSMENT APPROACHES (2018/19 session):

To achieve the course award you must attend regularly and successfully complete all units in the award. Assessment will be based on a range of practical activities in the workshop. Assessors will watch you undertake tasks and you will be expected to demonstrate an awareness of health and safety throughout. These courses will show on your final SQA Certificate as a National 4 or National 5 award.

Further information can be found on the NESCol website by clicking on the link below:

<http://www.nescol.ac.uk/courses/school-links/engineering/sfw-national-5-engineering>

As this is a NESCol Course, an additional application process requires to be completed. Your Pupil Support Teacher will guide you through this.



EXPRESSIVE & PERFORMING ARTS

CfE HIGHER ART & DESIGN

Higher Art & Design focuses on developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts. The Course encourages learners to experiment with using art and design materials to help them gain confidence in their own creative practice and enhance their enjoyment of the arts.

Course description summary:

Expressive	Design
This area of work helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.	This area of work helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will experiment with, develop and refine their design ideas using a range of materials, techniques and/or technology in 2D and/or 3D formats.

HOMEWORK:

Pupils should complete 1 hour of homework every week. This might involve finishing off class work, researching the work of artists and designers or revising for assessments. Pupils are encouraged to take their folio of work home on a regular basis so that they can practise and improve on project work.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher:**

Component 1 - **Portfolio** (87% of the total mark) - *Expressive unit 38.5% & Design unit 38.5%*
 Component 2 - **Question paper** (23% of the total mark)

The complete folio will be submitted to the SQA for external marking. The question paper will be conducted in centres under SQA external examination conditions. It is set and marked by the SQA

PROGRESSION:





EXPRESSIVE & PERFORMING ARTS

CfE ADVANCED HIGHER ART & DESIGN

Learners choose their area of study: **either** Design **or** Expressive. There are two mandatory units for each route.

Course description summary (Design):

Design Enquiry	Design Studies
<p>This Unit helps learners to plan, develop and produce developmental lines of enquiry and creative design work in an independent and self-directed manner. Learners will produce a design brief establishing a personal focus to the enquiry, using their understanding of design practice to inspire and influence their design approach and creative choices. They will analyse the impact of their creative decisions and choices, resolving any design issues or challenges. They will experiment with using materials, techniques and/or technology where appropriate, to realise their design ideas in 2D and/or 3D formats and independently evaluate their design work and practice.</p>	<p>In this Unit, learners will work in a self-directed manner to research and investigate the working practices and design approaches of others. The research and investigation will be based on a personally chosen design area. Learners will critically analyse designers' work and practice, evaluating and reaching substantiated judgements about the work itself and the contexts which influenced the work.</p>

Course description summary (Expressive)

Expressive Enquiry	Expressive Studies
<p>This Unit helps learners to work independently in a self-directed manner to plan, develop and produce developmental lines of enquiry and creative art work. Learners will select stimuli and establish a personal focus to the enquiry, using their understanding of art work and practice to inspire and influence their own creative approach and work. They will experiment with using materials, techniques, composition and/or technology where appropriate to realise their ideas in 2D and/or 3D formats and independently evaluate their design work and practice.</p>	<p>In this Unit, learners will work in a self-directed manner to research and investigate the working practices and creative approaches of others. The research and investigation will be based on a personally chosen area of art. Learners will critically analyse artists' work and practice, evaluating and reaching substantiated judgements about the work itself and the contexts which influenced the work.</p>

ASSESSMENT APPROACHES (2018/19 session):

Unit Assessment

The units will be marked internally on a pass/fail basis and will be quality assured by SQA.

Course Assessment

A portfolio worth 100 marks makes up the entire course assessment for both Design and Expressive areas. The complete portfolio will be submitted to the SQA for external marking. The marks are allocated for practical design or expressive work (60), critical analysis (30) and evaluation (10).



EXPRESSIVE & PERFORMING ARTS

CfE HIGHER PHOTOGRAPHY

The course will develop students' knowledge and understanding of camera controls and photographic techniques. Students will investigate and analyse the factors which influence photographers and their work. Pupils are required to provide their own camera and data storage.

Course description summary:

Image Making	Contextual Imagery
This area of work covers the theory of photography, for example; the physics of light and image formation and the techniques of exposure and composition. Students will also investigate and analyse historical developments and societal factors which have influenced photographers in their work.	Students will explore and experiment with a variety of techniques, technologies and processes. Theoretical knowledge will be applied in the practical production of photographic images in different styles and genres, developing their own personal and creative approaches. Students will plan, produce and present their photographic work, reflecting upon their learning.

HOMEWORK:

Students are expected to take many of their photographs out with class time, often at weekends. Project work should be completed as homework on an ongoing basis.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Project – 100 marks (77%)
- Question Paper: 30 marks (23%)

The project is a folio of work which is assessed externally by the SQA. Marks are allocated to the project as follows:

Research and Investigation

A structured project proposal is presented. Planning and research are evidenced, demonstrating a viable project brief. Relevant research will include consideration of resource availability, site logistics and an investigation into contextual images and the work of other photographers.

Development and Production

The practical element of the assessment involves going on location to carry out photoshoots. Technical aspects such as the use of lighting, exposure and composition are assessed for quality and in terms of fulfilling the brief. Learners record and justify their decision making and image selection. Selected images are edited in Adobe Photoshop and prepared for print output. Twelve final images are produced, printed and presented.

Evaluation

Learners evaluate their photographic work on an ongoing basis throughout the project, identifying strengths and areas for improvement. They will critically reflect upon their approach to their project, and the success of the project as a whole in terms of fulfilling the original brief.

PROGRESSION:

Higher Photography is available to all pupils in S5/6 who have a genuine interest in photography. Students would normally be expected to have attained Art and Design at National 5 level and due to the written requirements a National 5 pass in English is recommended.



EXPRESSIVE & PERFORMING ARTS

CfE HIGHER MUSIC

Higher Music provides a broad practical experience of performing and creating music and develops related knowledge and understanding.

Course description summary:

Performing Skills	Composing Skills	Understanding Music
Learners will develop performing skills in solo and/or group settings on two selected instruments or one instrument and voice. The minimum standard of piece to be performed is ABRSM Grade 4 (or equivalent)	Learners will create original music using compositional methods and music concepts.	Learners will broaden their knowledge and understanding of music and musical literacy by listening to music and identifying music signs, symbols and concepts. They will also develop knowledge of the influence of social and cultural factors on music.

HOMEWORK:

You will receive a small amount of listening and literacy based homework and will be expected to rehearse your instruments regularly between classes either at home or within the department after school or at lunch times. You will be expected to prepare accordingly for end of unit assessments.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Course Assessment: Assignment – 30 marks (15%)
- Course Assessment: Performance – 60 marks (50%)
- Question Paper: 40 marks (35%)

The performance component will be assessed by a visiting examiner in late February/early March and learners must prepare a 12 minute performance on their two instruments or one instrument and voice. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of four minutes within the overall twelve minute programme. Learners must play a minimum of two contrasting pieces on each instrument. For the question paper learners must sit an exam which demonstrates an ability to recognise and understand musical concepts, signs and symbols. The question paper will be conducted in centres under SQA external examination conditions. It is set and marked by the SQA. For the composing assignment learners will have to create their own piece of original music, outline the process they went through and evaluate it.

PROGRESSION:





EXPRESSIVE & PERFORMING ARTS

CfE ADVANCED HIGHER MUSIC

Advanced Higher Music provides a broad practical experience of performing and creating music and develops related knowledge and understanding.

Course description summary:

Performing Skills unit	Composing Skills unit	Understanding Music unit
Learners will develop performing skills in solo and/or group settings on two selected instruments or one instrument and voice. The minimum standard of piece to be performed is ABRSM Grade 5 (or equivalent)	Learners will create original music using compositional methods and music concepts creatively to compose, improvise or arrange.	Learners will broaden their knowledge and understanding of music and musical literacy by identifying and analysing the use of level-specific and/or other music concepts, signs and symbols. This will include analysing style and form, melody, harmony and rhythm and the impact of social and cultural influences on the development of music.

HOMEWORK:

Homework will be given regularly and you will be expected to rehearse your performance pieces out with class time. You may also have to work on your compositions out with class time. Revision of listening concepts would also be beneficial.

ASSESSMENT APPROACHES (2018/19 session):

Unit Assessment

There will be an assessment for each of the 3 units. These are marked internally on a pass/fail basis and will be quality assured by SQA. These will assess the learners' ability to perform and reflect upon their performances at the required level, compose, improvise or arrange using learned level specific concepts and demonstrate knowledge and understanding.

Course Assessment is in two parts

Component 1 - Performance (60% of the total mark)
Component 2 - Question paper (40% of the total mark)

The performance component will be assessed by a visiting examiner in late February/early March and learners must prepare an eighteen minute performance on their two instruments or one instrument and voice. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of six minutes within the overall eighteen minute programme. Learners must play a minimum of two contrasting pieces on each instrument. For the question paper learners must sit an exam which demonstrates an ability to recognise and understand musical concepts, signs and symbols. The question paper will be conducted in centres under SQA external examination conditions. It is set and marked by the SQA.

**HEALTH & WELLBEING****NATIONAL 4/5 PRACTICAL CAKE CRAFT**

The course will be delivered as 2 units of work with the development of practical skills being the main focus.

The units of study are:

- Cake Baking
- Cake Finishing

LEARNING AND TEACHING APPROACHES:

The aim of this course is to develop the ability to bake a variety of cakes, biscuits and tray bakes whilst also develop the skills to decorate and finish the cakes to a professional standard. Lessons will focus on preparing for baking and decorating, the development of new techniques and processes and working safely and hygienically. Pupils will learn about the properties of ingredients and have many opportunities to develop their creativity, design and motor skills when producing new cakes. Teaching approaches will include teacher demonstrations, class discussion, use of ICT, books and video for research.

HOMEWORK:

Written homework and assignments will be issued and students will be expected to revise and practice for unit assessments.

ASSESSMENT APPROACHES (2018/19 session):

Pupils will be assessed on baking a range of cakes and applying a variety of cake coatings and fillings. Course Assessment:

- A practical cake baking and decorating project completed towards the end of the year – 100 marks (75%)
- Question Paper: 30 marks (25%)

Scaling will be used to achieve the weighting indicated above

Please note that there is a charge associated with this course (TBC) to cover the costs of ingredients and containers.

PROGRESSION:

This course provides a set of foundation skills for those who may wish to progress to a professional hospitality course or work. This course is also recommended by Universities for developing fine motor skills essential for those interested pursuing a career in Medicine of Dentistry.

**HEALTH & WELLBEING****NATIONAL 4/5 HOSPITALITY: PRACTICAL COOKERY**

The course will consist of practical cookery and the development of the following:

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

LEARNING AND TEACHING APPROACHES:

The development of practical cookery skills and safe and hygienic practices are the main focus in this course. Hence, the majority of lessons are of a practical nature. However, theory lessons will study ingredients, equipment and techniques required to undertake the practical lessons successfully. Teaching approaches will include teacher demonstrations and discussions as well as opportunities for independent ICT research, power point presentations, textbook learning and revision exercises.

HOMEWORK:

Written homework and assignments will be issued and students will be expected to revise for unit assessments.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Course Assessment: Practical Activity – 100 marks (75%)
- Question Paper: 30 marks (25%)

Scaling will be used to achieve the weighting indicated above.

Please note that there is a charge associated with this course (**TBC**) to cover the costs of ingredients and containers.



HEALTH & WELLBEING

NATIONAL 5 / HIGHER DANCE

National 5 and Higher Dance aims to enhance and develop performance in various styles of dance, with a particular emphasis on Jazz and Contemporary dance styles. The course also encourages creativity through the production of a choreographic piece evolving from an understanding of choreographic principles that will be explored practically in the course.

There are two main elements to the course: technical skills and choreography:

Technical skills	Choreography
<p>Students will concentrate on demonstrating and refining technical skills in contrasting dance styles for solo and group performances. Dance technique will be applied in both independent and teacher-led sequences and performances.</p> <p>Evaluation and analysis of own and others' performances will occur frequently throughout the course.</p> <p>Cultural and social influences on different styles of dance will be explored.</p>	<p>Students will develop a knowledge and understanding of choreographic structures, devices, spatial patterns and the relationships between these choreographic principles and a chosen theme/stimulus. This will then be applied when creating their own choreography piece for a minimum of 3 other dancers.</p> <p>Students will also experience and review the choreographic process which focuses on creativity, problem solving and evaluating.</p>

LEARNING AND TEACHING APPROACHES:

Most of the course will be delivered through practical, experimental tasks. Both teacher led and pupil led approaches will be evident throughout the dance course. Digital analysis will be used to frequently to gather information on performances to promote analysis of technique at both National 5 and Higher level. Students will have opportunities to critically analyse their own and others work. Students will be working both collaboratively and individually throughout the course.

HOMEWORK:

You will receive homework on a regular basis. This will involve finishing off class work, refining techniques learned in class and completing work on your choreographic piece.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **National 5:**

- Component 1: Performance - 35 marks (35%)
- Component 2: Practical Activity (Choreography) - 65 marks (45%)
- Component 3: Question Paper - 30 marks (20%)

Course assessment at **Higher:**

- Component 1: Performance - 70 marks (30%)
- Component 2: Practical Activity (Choreography) - 70 marks (40%)
- Component 3: Question Paper - 40 marks (30%)

Scaling will be used to achieve the weightings indicated above.

PROGRESSION:





HEALTH & WELLBEING

CfE HIGHER PHYSICAL EDUCATION

Higher Physical Education aims to enhance and develop performance in selected activities. The course develops a depth of understanding about the key factors which impact on performance attained at National 5.

Performance skills	Factors Impacting on Performance
Students will concentrate on demonstrating consistency in a range of complex movement and performance skills across activities. They will have to display control and fluency, spatial awareness and make correct decisions during performance.	<p>Students will have to demonstrate an in depth understanding of the factors which impact positively and negatively on performance. They will then have to consider a personal development plan, which will bring about improvements in performance.</p> <p>Students will also evaluate their own performance and consider the effectiveness of approaches they have adopted to improve on their own performance weaknesses.</p>

LEARNING AND TEACHING APPROACHES:

Most of the course will be delivered through practical, experimental tasks. Digital analysis will be used to closely gather information on performances and to highlight where performance weaknesses lie. Students will have opportunities to critically analyse their own and others' work.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work, or undertaking specific exam questions or revision.

ASSESSMENT APPROACHES (2018/19 session):

Course assessment at **Higher**:

- Component 1: Performance - 60 marks (50%)
- Component 2: Question Paper - 50 marks (50%)

Scaling will be used to achieve the weightings indicated above.

PROGRESSION:





HEALTH & WELLBEING

CfE ADVANCED HIGHER PHYSICAL EDUCATION

Advanced Higher Physical Education aims to enhance and develop performance in selected activities. The course develops a depth of understanding about the key factors which impact on performance attained at Higher.

Course description summary:

Performance Skills unit	Factors Impacting unit
Students will concentrate on demonstrating consistency in a range of complex movement and performance skills in one activity. They will have to display control and fluency, spatial awareness and make the correct decisions during performances.	Students will have to demonstrate an in depth understanding of the factors which impact positively and negatively on performance. They will then have to consider a personal development plan, which will bring about improvements in performance.

LEARNING AND TEACHING APPROACHES:

Most of the course will be delivered through practical, experimental tasks. Digital analysis will be used to closely gather information on performances. Students will have opportunities to critically analyse their own and others work.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work, revising for assessments or undertaking specific exam questions.

ASSESSMENT APPROACHES (2018/19 session):

Unit Assessment

There will be an assessment for each of the 2 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA.

Course Assessment is in two parts

Component 1 - **Performance** (30% of the total mark)

This will be assessed in a one off performance context

Component 2 – **Project** (70% of the total mark)

Project will be based on investigating how factors impact performance

PROGRESSION:



ACHIEVEMENT & VOCATIONAL: DUKE OF EDINBURGH AWARD

BRONZE AWARD

You achieve an Award by completing a personal programme of activities in four sections. You'll find yourself helping people or the community, getting fitter, developing skills and going on an expedition.



But here's the best bit – you get to choose what you do!

Your programme can be full of activities and projects that interest you. And along the way you'll pick up experiences, friends and talents that will stay with you for the rest of your life.

A Bronze Duke of Edinburgh programme has 4 sections:

- Volunteering
- Physical
- Skills
- Expedition

You must do a minimum of 3 months for 2 of the first 3 activities and 6 months for the other. The Expedition is a 2 day (1 night) trip which you must plan and train for.

ACHIEVEMENT & VOCATIONAL: JOHN MUIR AWARD

Discovery, Explore, Conserve and Share Awards will be offered on this course.

See this link for details of the awards: <http://www.jmt.org/jmaward-home.asp>



Course Description

As a group we will discover a wild place in a community. We will explore it and conserve it. Time will be spent planning and organising what we hope to achieve in our outdoor time. A notebook and log of our work will be kept and this will involve a photographic record. Outdoor activities may involve planting trees, shrubs, flowers and bulbs, path work or cutting back overgrown shrubbery. We will take part in environmental games and educational activities which will aid our understanding of the environment and sustainability education. The amount of hours spent on these tasks will determine what awards you will receive at the end of the course. This course will involve working with our feeder primary schools where you have the opportunity to teach nature lessons.

Homework

Keeping the log book up to date will be essential. Students will also be expected to conduct research projects in school and as homework on John Muir, The John Muir Trust's work and local community neighbourhood priorities which involve creating green spaces in communities.

Assessment

Up to date log book. Meeting John Muir Award Criteria for each of the four challenges: *Discover*, *Explore*, *Conserve* and *Share* experiences of our work. Planning and organising the activities will also count towards award hours. Sharing our work will involve publicising our projects in national and local newsletters and publications.

Further Details

There will be an emphasis on leadership skills within this course and you will be trained on how to deliver the John Muir Awards in an educational establishment such as schools, college, university or community group. Senior students who have completed their John Muir Awards have found them to be very enjoyable and extremely valuable for their personal development skills. These experiences and the skills learned were referred to in student UCAS, college and work applications.

ACHIEVEMENT & VOCATIONAL: PE PERFORMANCE UNITS**Content**

The performance unit in Physical Education is centred based on the development of Practical performance in two selected activities. It enables students to analyse their own performance in order that improvements can be made leading to a high level of competency in their performance levels. Each student will be awarded with an Advanced Higher, Higher or National 5 unit pass for practical performance depending on their ability and success in the course. Activities will be chosen through negotiation with the student. In the past the major activities selected were Badminton, Swimming, Netball, Gymnastics, Football, Basketball and Dance.

Homework Requirements

There will be no element of written work in the course. Students may be asked to practice some aspects of their performance at home or at an outside club.

Assessment

Practical Performance will be internally assessed with external moderation. Two activities will be assessed.

Other Relevant Information

Students should be interested in performing specific activities over a period of time. Students should have a competent level of practical performance and knowledge of the subject and should negotiate with the Physical Education department.

ACHIEVEMENT & VOCATIONAL: N5 SFW: SPORT & RECREATION**Course Description**

The course will include a range of units, which allow the learner to experience the various aspects involved in Sports Development. These will include organisation of events, personal fitness, health and safety, coaching qualifications and working as a team. There will also be an opportunity to try Outdoor Activities, such as Skiing, Mountain Biking and Sailing.

The course will also include: Skills for Work and Sport and Recreation, which will cover the following units:

- Unit 1 – Assist with an activity
- Unit 2 – Employment opportunities
- Unit 3 – Assisting with Fitness Development Programme
- Unit 4 – Daily Centre Duties

Homework

There will be some written work involved in the course, which will take place during class time.

Assessment

Coaching courses and the Skills for Work (Sport and Leisure) and/or Sport & Recreation will be continually assessed throughout the year.

Further Details

This course will fully support the student who has an interest in Sport for their personal development or as a means of gaining coaching qualifications.

ACHIEVEMENT & VOCATIONAL: FOOTBALL REFEREEING AND COACHING SKILLS – Advanced Higher Units

Course Description

The football refereeing course involves learning the necessary refereeing skills including, learning and applying laws of the game and refereeing in a practical setting. This qualification will then allow the pupils to become qualified SFA referees at a youth/ amateur level. Throughout the course pupils will be involved in both peer and self-evaluation. The course also offers the opportunity to develop further core skills including, both oral and written communication through contact with players, managers and club officials' as well as written reports. Problem solving skills is another key skill that will be developed through the course in a practical setting.

This course will also enable pupils to take an active role in both refereeing and coaching the S1 and S2 school football teams. The course has two units to be completed:

Unit 1: Scottish FA: Laws of the game

Unit 2: Scottish FA: Practical refereeing

There is potentially the chance to access further SQA coaching certificates throughout the duration of the course focusing on a range of different sports.

Homework Requirements

There will be some written work involved in the course, which will take place during class time. However, pupils will be expected to help referee and coach with S1/S2 football team.

Assessment

The course will be internally marked with external verification.

Further details

This course will fully support a student who has an interest in sport or refereeing for their personal development or as a means of gaining coaching qualifications.