



**Craigie High School**  
**Senior Phase Course Choice**  
**Higher and Advanced Higher Courses**

Further details can be found at:

[www.craigiehighschool.ea.dundeecity.sch.uk](http://www.craigiehighschool.ea.dundeecity.sch.uk)

## HIGHER ADMINISTRATION & IT

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.



### The Course has 3 Units of work:

#### 1. Administrative Theory & Practice

- Provide an account of the factors contributing to the effectiveness of administrative functions
- Provide an account of customer care in administration



#### 2. IT Solutions for Administrators

- Use complex functions of a spreadsheet to provide solutions asked for in a task
- Use complex functions of a database to provide solutions asked for in a task
- Use complex functions of word processing to provide solutions asked for in a task



#### 3. Communication in Administration

Communicate complex information to a range of audiences and effectively manage sensitive information



### Entry Requirements:

- N5 Administration & IT
- Direct entry as Crash Higher for S6 only – individual cases considered by PT

### Assessment:

- 3 x Internal Assessments (one for each unit)
- Course Assessment (IT-based assignment and question paper)

### Homework:

- Approximately one formal piece of homework every 2 weeks (either written or IT based)

### Possible career routes:

Administration Supervisor/Manager	Banking & Insurance	Call Centres
Clerical Work/Computer Operator	Customer Services	Receptionist
Hospitality and Catering	Human Resources	Travel & Tourism
Events Management		

## **Art and Design**

**Level offered: Higher**

### **Content of Course:**

There are 3 mandatory units:

1. Expressive Activity (40 hours)
2. Design Activity (40 hours)
3. Art & Design Studies (40 hours)

### **Assessment Evidence:**

To gain a course award at Higher a candidate must pass all the units of the course (see above) and pass the external examination in May/June.

### **Career Relevance:**

Advanced Higher Art & Design

HNC/HND or degree courses in art school or university (Fine Art, History of Art, Art & Design)

Folio presentation

Employment in a range of art related areas (graphics, visual arts, industrial design, fashion, interior design)

## **Baccalaureate / Interdisciplinary Project**

The Scottish Baccalaureate in Expressive Arts, Languages, Science and Social Sciences consist of a coherent group of current Higher and Advanced Higher qualifications in science and languages respectively. But what makes a Scottish Baccalaureate unique is the Interdisciplinary Project.

### **Interdisciplinary Project**

The Interdisciplinary Project is an Advanced Higher Unit in which you apply your subject knowledge in realistic contexts. You carry out an investigation or practical assignment — your theme may be for example — ‘Employability and using languages in the Scottish market’ or perhaps ‘Testing energy options for sustainable solutions’. This is likely to involve you working outwith your school — in a college or university, or in a community or workplace setting.

The Interdisciplinary Project will help you to develop and show evidence of initiative, responsibility, and independent working — skills of real value in the world of higher education and work.

**This Interdisciplinary Project can also be undertaken as a stand-alone unit, irrespective of whether a candidate wishes to pursue a full baccalaureate award or not.**

### **Grading**

Scottish Baccalaureates will be awarded at Pass and Distinction.

A Distinction will require a grade A in one eligible Advanced Higher Course, one other grade A in any other component, and at least a grade B in all other components.

The Interdisciplinary Project itself is awarded a grade of either A, B or C. The unit has been allocated UCAS tariff points equal to half of an Advanced Higher – this means 65 points for an A pass, 55 for a B and 45 for a C. This is in addition to the UCAS points allocated to the other three components.

### **Benefits of The Interdisciplinary Project**

- University candidates are more prepared and are generally more successful
- Increased breadth and depth of knowledge in subject area
- Increased motivation
- Develops skills for further study
- Possibilities of direct entry into 2<sup>nd</sup> year university
- Extra UCAS points
- Edge out similar students applying for university courses
- Develops independent and critical thinking skills

# Human Biology

**Level offered: Higher**

## **Description:**



Pupils who have achieved National 5 in either S4 or S5 may go on to study Higher Human Biology in S5 and S6. Pupils will build on their biological knowledge and scientific skills that were gained at National 5.

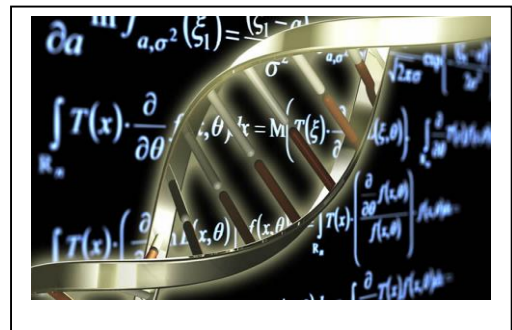
## **Content of Course:**

There are 4 units of study. The first is 'Human Cells'. This unit involves work using micro-organisms as human cell models and more recent advances in stem cells, tissue culture, DNA and proteins will be studied. The next unit is called 'Physiology and Health'. This looks in depth at the reactions that take place in the body that are essential for maintain life. 'Neurobiology and Communication' is the next unit and this looks at the brain structure and function in relation to human behaviour.

The final unit 'Immunology and Public Health' looks at the spread of disease and the biological measures we can use to prevent it.

## **Assessment Evidence:**

Pupils will work towards a folio of their best material, which will include investigations, practical techniques and end of unit tests. This folio in combination with a final exam will give pupils their overall grade.



## **Career relevance:**

Biology trains you in the skills that employers want and need. Employers are looking for people who can think, solve problems and come up with solutions.

That's what we do in Biology! There are lots of jobs in the 'Life Sciences' in the Dundee area – jobs in Biotechnology, Microbiology, Health Care, Sports and Leisure, Conservation or Land Management. Start your career here, in school, with getting good qualifications for the future.

# Biology

**Level offered: Advanced Higher**

## Description:



Pupils who have achieved Higher Human Biology may go on to study Advanced Biology S6. Pupils will build on their biological knowledge and scientific skills that were gained at Higher.

## Content of Course:

There are 3 units of study. The first is 'Cells and Proteins'. This unit involves work using micro-organisms and modern research techniques to investigate the biochemistry of cells. The next unit is called 'Organisms and Evolution'. This looks at field techniques used to study organisms in their environments and focuses on the importance of parasites in evolution. 'Investigative Biology' is the last unit and this focuses on the skills required for scientific enquiry and communication. It provides a grounding to allow pupils to relate their own research methods to the world of science.

## Assessment Evidence:

Pupils will work towards a folio of their best material, which will include investigations, practical techniques and end of unit tests. This folio in combination with a final exam and a larger research assignment will give pupils their overall grade.

## Career relevance:

Biology trains you in the skills that employers want and need. Employers are looking for people who can think, solve problems and come up with solutions.

That's what we do in Biology! There are lots of jobs in the 'Life Sciences' in the Dundee area – jobs in Biotechnology, Microbiology, Health Care, Sports and Leisure, Conservation or Land Management. Start your career here, in school, with getting good qualifications for the future.



## HIGHER BUSINESS MANAGEMENT

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. The key purpose of this Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. A main feature of this Course is the development of enterprising and employability skills. 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.



### The Course has 3 Units of work:

#### 1. Understanding Business

- Analyse the features, objectives and internal structures of large business organisations
- Analyse the environment in which large organisations operate



#### 2. Management of People & Finance

- Apply knowledge and understanding of how the management of people can meet the objectives of large organisations
- Analyse how the management of finance contributes to the effectiveness of large organisations



#### 3. Management of Marketing & Operations

- Apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations
- Apply knowledge and understanding of how the operations function contributes to the success of large organisations



### Entry Requirements:

- N5 Business Management
- Direct entry as Crash Higher for S6 only – individual cases considered by PT

### Assessment:

- 3 x Internal Assessments (one for each unit)
- Course Assessment (Internal Assignment and Exam Question Paper)

### Homework:

- Approximately one formal piece of homework every 2 weeks

### Possible career routes:

Banking & Insurance	Human Resources/Personnel	Marketing & Advertising
Retail/Fashion Management	Sales Executives	Hospitality Management
Events Management	Procurement/Buying	Local Government
Manufacturing	Transport, Distribution & Logistics	

# Chemistry

## Level offered: Higher

Chemistry is the science of matter. Why are substances the way they are and how do they interact?

### Content of Course:

The course comprises three units and a practical aspect. Study of Higher Chemistry will include:

Unit 1 – Chemical Changes and Structure - controlling the rate, periodicity, structure and bonding.

Unit 2 – Nature's Chemistry - esters, fats and oils, proteins, chemistry of cooking, oxidation of food, soaps, detergents and emulsions, fragrances, skincare.

Unit 3 – Chemistry in Society - getting the most from reactants, equilibria, chemical energy, oxidising or reducing agents, chemical analysis.

### Assessment Evidence:

As you cover the different topics in the course, you will work towards collecting a folio of work, which will include practical activities, research, presentation, homework, and end of unit assessments.

You will also complete a 'Researching Chemistry' unit which involves in-depth research and application of your chemistry skills and knowledge. The work carried out in this unit will be used to complete the Chemistry Assignment which accounts for 20% of the final mark.

At Higher level, you will be required to sit an external exam, accounting for 80% of the final mark.

### Career Relevance:

Chemistry is referred to as the central science linking into all the other sciences. In the job market, a Chemistry qualification will give you a head start by helping you to develop the problem solving and independent thinking skills employers are looking for.

Chemistry is necessary for careers in Biochemistry, Marine Chemistry, Chemical Engineering, Food Science, Forestry, Medicine, Dentistry, Pharmacy, Materials Science and Veterinary Medicine to name but a few!





# **Chemistry**

## **Level offered: Advanced Higher**

This course is designed to build on the knowledge, understanding and skills developed by the learner in Higher Chemistry and to provide a useful bridge towards further study of chemistry. Chemistry is the science of matter. Why are substances the way they are and how do they interact?

## **Content of Course:**

The course comprises three units and a practical aspect. Study of Advanced Higher Chemistry will include:

Unit 1 – Inorganic and Physical Chemistry - electromagnetic radiation and atomic spectra, atomic orbitals, electronic configurations and the periodic table, shapes of molecules and polyatomic ions, transition metals, chemical equilibrium, reaction feasibility, kinetics.

Unit 2 – Organic Chemistry and Instrumental Analysis - molecular orbitals, molecular structure, stereochemistry, synthesis, experimental determination of structure, pharmaceutical Chemistry.

Unit 3 – Researching Chemistry - gravimetric analysis, volumetric analysis, practical skills and techniques, stoichiometric calculations. Please note this unit is mainly practical.

## **Assessment Evidence:**

As you cover the different topics in the course, you will work towards collecting a folio of work, which will include practical activities, research, presentation, homework, and end of unit assessments.

You will also complete a 'Researching Chemistry' investigation which involves in depth research and application of your chemistry skills and knowledge. Candidates will be required to submit a project-report to the SQA which is worth 30 marks out of a total of 130 marks available for this Course. An external exam accounts for the other 100 marks. The Course will be graded A–D

## **Career Relevance:**

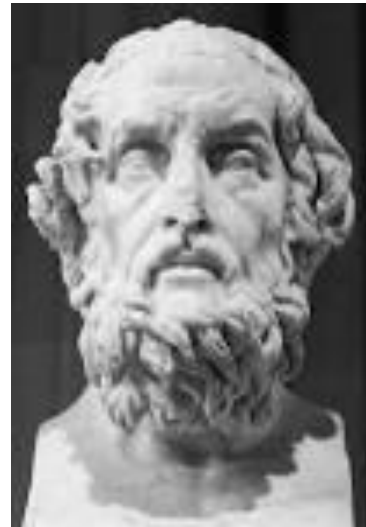
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Chemistry is necessary for careers in Biochemistry, Marine Chemistry, Chemical Engineering, Food Science, Forestry, Medicine, Dentistry, Pharmacy, Materials Science and Veterinary Medicine to name but a few!

## **Classical Studies**

**Level offered: Higher**

The civilizations of Greece and Rome continue to fascinate the modern mind. They are both remote in time, yet still close to us. This is partly because we owe to the classical world so many of the values and ideas which shape our society, literature and art, partly because many of the important moral and political issues which continue to exercise twenty-first century man were first addressed in ancient world. In exploring the ancients we learn something about ourselves as well.



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### **What kind of student would this course suit?**

This course will suit students with very broad intellectual interests. You will have the opportunity to study many aspects of Greek and Roman cultures and their legacies in the post-classical world. You should enjoy taking an active role in Drama.

### **Assessment Evidence:**

This course is delivered in 3 distinct elements. The ancient Greek world, Roman Life and Greek Drama. You will encounter a variety of modes of assessment, which may include portfolio of questions, group projects and formal essays, and in-class or end-of-term exams.

### **Career Relevance:**

The skills in critical thinking, persuasive writing and self-expression provided by the interdisciplinary study of Classical Studies are transferable to a wide range of careers. Many students of Classical Studies go on to further study at college or University. These students have gone on to find positions in research, administration, media, museums, art galleries, heritage management, the Civil Service, law, accountancy, computing, commerce and industry, and teaching.

## Computing Science: Higher

The purpose of this course is to build on the skills, knowledge and understanding of Computing Science developed at National 5. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts.

### Course Content:

This Course comprises the following mandatory Units:

- Software Design and Development
- Information System Design and Development
- Coursework Assignment



**Homework:** Regular homework in the form of written exercises, worksheets, background research and completion of unfinished classwork will be given.

### Assessment:

#### Internal assessment:

Software Design and Development unit assessment  
Information System Design and Development unit assessment

#### External assessment:

Coursework assignment – this will be completed in class and is worth 60 marks (40% of the overall course award)  
The exam - Question paper 90 marks (60% of the overall course award)

The coursework assignment will be completed in class time. The Question Paper will be set by SQA. The paper will consist of 90 marks (60% of total mark).

### Progression

Pupils who successfully complete the Higher course can progress to:

- Computing Science – Advanced Higher
- Higher Education or Further Education or Employment

# Computing: NPA Computer Games Development

**Level offered: SCQF Level 4 / 5 / 6**

## Recommended Entry:

There is a strong element of programming as part of this course, however it will be delivered within a games development environment so formal programming is not needed. What will be needed is logical thinking skills so it is recommended that pupils have:

NAT 5 Computing Science

Or good NAT 5 grades in other subjects

All pupils should also have a good command of English as extensive report writing is integral to this course.



## Content of Courses -

1. **Computer Games Development: Design** – What systems you can game on, how to control games and how to plan a game. Level 6 will also explore how games are made in the industry.
2. **Computer Games Development: Media Assets** – Making all the component parts of a game. Level 6 will also look at the theory behind each media type they choose.
3. **Computer Games Development: Implementation** – Putting it all together: creating your game and advertising your game.

## Assessment Evidence:

Each unit is assessed by gathering together an on-going folio of work. There is no final exam but **ALL** folio work must be completed within given deadlines to be awarded the qualification.

## Career relevance:

Dundee College offer a number of interesting and vibrant Computing courses which will allow you to further develop your Programming/Games Development skills.

## Progression:

Beginner -> Level 4, Level 4 -> Level 5, Level 5 -> Level 6, Level 6 -> HNC/D in Computing or Games Development or working in a games company.

# Computing: NPA PC Passport

## Level offered: SCQF Level 4, Level 5 AND Level 6

**No Recommended Entry-** previous experience and qualifications will be used to determine which level of the course candidates will undertake.

PC Passport meets the needs of all learners in secondary education.

Learners are encouraged to develop their skills naturally in tasks that are relevant to them. The skills covered are those that are currently required by employers.



### Content of Course - SCQF LEVEL 4 – (3 Units)

- Word Processing
- Spreadsheets
- Presentations

Completion of this course will give automatic certification of the Core Skill

- Information Technology at SCQF Level 4

### Content of Course - SCQF LEVEL 5 – (4 units)

- Word Processing
- Spreadsheets
- Presentations
- Database

Completion of this course will give automatic certification of the Core Skill

- Information Technology at SCQF Level 5

### Content of Course - SCQF LEVEL 6 – (4 units)

- Word Processing
- Spreadsheets
- Presentations
- Database

### Assessment Evidence:

Units will be assessed by an online theory test and a series of practical tasks. Pupil can achieve individual Unit passes or a course award if they pass all units in the course.

### Career relevance:

Dundee College offer a number of interesting and vibrant Computing courses which will allow you to further develop your IT skills. The course will also give you a solid foundation of IT skills which can be applied in various job areas.

### Progression:

Beginner to Level 4, Level 4 to Level 5, Level 5 to Level 6 **OR** college

# Design and Manufacture

Level offered: Higher

## Description:

Pupils who have achieved National 5 in Design and Manufacture at a band B or above may go on to study Higher Design and Manufacture in S5 and S6.

## Content of course:

There are 2 units of study:

### Design

This Unit covers the processes of product design from brief to design proposals. It helps learners develop skills in developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

### Materials and Manufacturing

This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

## Assessment Evidence:

Folio and practical evidence will be created as students complete the unit work. ***The 2 units will be internally assessed, verified by staff and moderated by the SQA.***

The final mark gained will be from a combination of a Design Folio and Final Exam.

## Career Relevance:

The subject develops higher order thinking skills by encouraging learners to continually research, analyse and evaluate.

A qualification in this subject would help students in the following careers:

Engineering, one of the many design disciplines, manufacturing and many more.

# Drama

## Level offered: Higher

Following on from National 5 Drama the higher course continues the ethos of personalisation and flexible choices for learners. The course aims to deepen knowledge, understanding and application of specific theatre performance skills. Higher Drama is also a preparatory qualification, designed to develop skills and knowledge required to succeed in further and higher education course.

## Recommended Entry

A pass at National 5 level in Drama is required for entry in this course, in addition pupils must evidence competency in literacy at National 5 level e.g. English or other literacy qualification.

## Content of Course:

The Course progresses both practical and written skills in Drama. It involves two mandatory Units and the external course assessments that consist of the study of a text in its theatrical context, a critique of an observed performance, and the performance of two acting pieces.

Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Advanced Higher.

## Drama Skills (Higher)

In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will not only progress their acting skills, but also expand their learning to the experience of directing. The unit will involve developing and applying drama skills in order to present a small production to an audience. Learners will respond to more complex stimuli, exploring the themes, issues, plot and structure of their prescribed text.

They will also progress their evaluation skills, in preparation for their final assessments.

## Drama: Production Skills (Higher)

In this Unit learners will experience and develop concepts using more complex script-based stimuli. Learners will have the option of furthering their learning of a production skill studied at National 5 level, or of experiencing a new production skill. Learners will specialise in two areas of theatre production from directing to lighting design. They will apply these skills in order to communicate their design concepts to an audience.

## Assessment Evidence:

It is important to note that units may run concurrently and preparation and skills-building for the final assessments will be ongoing throughout the year, and form a very large part of the course.

## Final Assessment

Component 1: written question paper — 40 marks

Component 2: performance — 60 marks

**Total marks 100 marks**

## Question paper

The question paper is worth 40 marks (40% of the total mark).

This question paper has two Sections:

**Section A** is worth 20 marks.

This is a textual analysis essay based on the chosen play that is the focus of study for the year.

**Section B** is worth 20 marks.

This section consists of a critique of a performance that the learner has seen. This may be a live or, if necessary, a recorded theatrical performance. It will take the form a critical essay.

**Performance (60 marks)**

The performance has two sections: a performance and a preparation for performance report.

The weighting of marks across the two Sections is worth 50 marks for the performance in the chosen role of acting, directing or design, and 10 marks for the report.

Learners will rehearse and perform two acting pieces, to be prepared for external examination.

**Career Relevance:**

Drama is accepted as an entry qualification for most subjects, even those which do not study drama as a part of their course. It is an important area of study for any pupil considering a career in theatre, film, T.V or media. The work-based skills taught in drama are an essential part of any workplace and are particularly valuable for careers involving working with the public or communicating through presentations.



# Drama

## Level offered: Advanced Higher Drama

Following on from Higher Drama the Advanced Higher course continues the ethos of personalisation and flexible choices for advanced learners, at university entrance level. The Advanced Higher Drama Course allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices. Learners will begin a completely new study of the theatre industry by discovering how theatre practice has been shaped by key practitioners.

## Recommended Entry

Passes at both Higher Drama and Higher English are essential.

## Content of Course:

Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Advanced Higher.

## Drama Skills (Advanced Higher)

### Drama Skills (Advanced Higher)

This Unit will focus on learners developing their knowledge of methodologies, theatre practices and texts to progress their devising, directing and performing skills. Their knowledge and skills will be informed by the work of a key theatre practitioner, for example, Stanislavski or Brecht.

They will explore the evolution of the role and craft of the actor, director, and designer. Through devised and textual activities, learners will practically explore a variety of acting, directing and design concepts.

They will independently create a devised drama production, using their dramatic interpretation of complex texts. This will explore how meaning can be communicated to an audience through practical realisation of their own theatrical concepts. Learners will also evaluate the effectiveness of their concepts.

## Drama: Production Skills (Advanced Higher)

In this Unit, learners will focus on a study of a key theatre practitioner, and explore in depth the socio/cultural influences on, and the theory and practice of, their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation.

## Assessment Evidence:

It is important to note that units may run concurrently and preparation and skills-building for the final assessments will be ongoing throughout the year, and form a very large part of the course.

## Final Assessment

Component 1: project — 40 marks

Component 2: practical assessment— 60 marks

**Total marks 100 marks**

**The Project (40 marks)**

The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written report and may contain visual evidence. The topic may come from the work of a current theatre director, company, playwright or designer.

The total word count of the project should not exceed 3,000 words.

The project will be marked by an SQA appointed marker

**Practical Assessment (60 marks)**

The practical assessment consists of a performance and a pre-performance report.

Candidates will rehearse and perform a theatre performance from script. The candidate will have the choice to specialise in **one** of the following areas for their performance exam:

- Acting
- Directing
- Set Design

The performance is worth 50 marks of the total 60 marks available.

The pre-performance report is worth 10 marks of the total 60 marks available.

**Career Relevance:**

Drama is accepted as an entry qualification for most subjects, even those which do not study drama as a part of their course. It is an important area of study for any pupil considering a career in the creative industries, such as theatre, film, T.V or media. It is also a valuable subject to study in preparation for careers in graphic design, literature, fashion and textiles, or any other profession requiring an engagement with the creative process.

It is also a well-respected qualification for entry into many person-based professions, such as teaching, social work, PR and marketing.

The work-based skills taught in drama are an essential part of any workplace and are particularly valuable for careers involving working with the public or communicating through presentations.

# English

**Level offered: Higher**

## Entry requirements:

**1 Year Higher - A or upper B pass at National 5 English**

**2 Year Higher – lower B or C pass at National 5 English**

Entry will be at the discretion of the Principal Teacher of English. Priority will be given to those pupils who have shown appropriate levels of commitment in S4/5

## Content of Course:

The Higher English Course provides the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language to -

- build literacy skills
- develop understanding of the complexities of language, through the study of a wide range of texts
- develop high levels of analytical thinking and understanding of the impact of language

It comprises two units

- Creation and Production
- Analysis and Evaluation

## Assessment Evidence:

### Creation and Production unit

- at least one written text using detailed and complex written language
- at least one spoken interaction using detailed and complex language

### Analysis and Evaluation Unit

- understanding, analysing and evaluating at least one detailed and complex written text
- understanding, analysing and evaluating at least one detailed and complex spoken language activity

## External Exam

**Reading** - question paper: 70 marks

- Section 1 'Reading for Analysis, Evaluation and Summarising': 30 marks.
- Section 2 'Critical Reading': 40 marks.
  - Part 1 – Scottish Text studied in class: 20 marks
  - Part 2 – Critical Essay on a text previously studied in class: 20 marks

**Writing**- Portfolio of writing for two different purposes: 30 marks

- Creative/Reflective
- Discursive/Argumentative/Informative

## Career Relevance:

Higher English is essential to success in learning, life and work and required for entry into training courses, apprenticeships, Further and Higher Education. For careers such as Law, Journalism, Teaching etc. a good pass at Higher English is required for entry to many university courses.

# English

## Level offered: Advanced Higher

### Entry requirements:

#### A-C pass in Higher English

Entry will be at the discretion of the Principal Teacher of English.

### Content of Course:

The Advanced Higher English Course provides the opportunity to develop -

- knowledge and understanding of complex and sophisticated aspects of literature
- knowledge of literary forms and genres
- knowledge of literary techniques and devices
- skills of critical analysis and evaluation of previously studied literary texts
- skills of independent planning, research and presentation
- skills in the use of information from secondary sources, including interpretations from other readers
- skills of writing in different genres and for a range of purposes (persuasive, argumentative, personal/reflective, informative, creative) and audiences

It comprises two units

- Creation and Production
- Analysis and Evaluation

**Assessment Evidence:** Demonstrate their ability to carry out an independent study into an aspect or aspects of complex and sophisticated literature.

**Creation and Production unit:** Provide evidence of their writing skills through the production of complex and sophisticated written texts which demonstrate a range of skills.

### External assessment

Component 1	Writing Portfolio	30 marks
Component 2	Project/ Dissertation	30 marks
Component 3	question papers	
	Literary Study	20 marks
	Textual Analysis	20 marks
<b>Total</b>		<b>100 marks</b>

### Career Relevance:

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

Opportunities for progression include:

- further academic study in English or related areas
- degrees in higher education, such as those in education, humanities, law, journalism, drama, media, social sciences and business
- employment or training, for example in education, journalism, media, law, marketing, politics, commerce and industry

## Modern Languages(French)

Level offered: Higher



### Description:

Pupils who have achieved National 5 in either S4 or S5 at a band B or above may go on to study a Higher in Modern Languages in S5 and S6. Pupils will build on their knowledge of language gained at National 5.

### Content of Course:

There are 2 units of study:

#### Modern Languages: Understanding Language

The general aim of this Unit is to develop knowledge and skills that involve understanding written and spoken language. This language will be detailed and complex and pupils are expected to show more in-depth understanding of a variety of texts.

#### Modern Languages: Using Language

The general aim of this Unit is to develop knowledge and skills that using spoken and written language. Again, the emphasis is on detailed and complex language with pupils expected to express opinions and reasons for these opinions, using longer sentences.

### Assessment Evidence:

Internal assessments will be used to assess each of the units. There will then be an external exam consisting of two papers, reading/writing and listening/writing. The talking performance is done in school and a mark is awarded, forming part of the overall grade.

### Career relevance:

Learning a language can help your memory, creativity, listening skills and self-confidence. It also really improves your communication skills. Furthermore, English is not enough! Not everyone speaks or wants to speak English. In fact, the UK has a shortage of people who can combine language skills with other specialisms especially in Science, Technology, Engineering and Maths. Having a language can help lead to a career in Construction, Law, Marketing, Journalism and many more.

# Geography

Level offered; Higher



## RECOMMENDED ENTRY

National 5 A or B. Crash Higher will be at Mr Hutton's discretion.

## DESCRIPTION OF COURSE

Higher Geography attempts to encourage an understanding of the world we live in by examining the relationship between people and the environment at local, national and international levels. This is achieved by developing knowledge and understanding using a range of investigative and analytical skills.

## CONTENT OF COURSE

The Course is based on 3 themes – the Physical Environments which is concerned with the Atmosphere, Hydrosphere, Lithosphere and the Biosphere. Human Environments which looks at population, rural and urban land degradation and migration. Global Issues which looks at climate change and development and health. Each theme is governed by a number of listed key ideas and key concepts and involves a variety of teaching approaches supported by a wide range of resources.

## ASSESSMENT

Higher will be internally assessed series of outcomes and a prelim exam in February, which again is internally assessed followed by the SQA exam in May which is externally assessed Homework is an integral part of the assessment process to reinforce learning and understanding.

## PROGRESSION

Successful completion of the Higher course (A or a high B) provides opportunities to study Geography at Advanced Higher level at the City Campus

## CAREER RELEVANCE

Geography is one of the preferred entrance requirements for university and college and is essential for the armed forces or the police. It is relevant to a wide range of career choices e.g. civil engineering, earth sciences, hydrology, meteorology, town planning and management, insurance companies, SEPA and other environmental agencies which will have an increasingly important role with climate change.



# Graphic Communication—Higher

## Description:

Pupils who have achieved National 5 in Graphic Communication in S4 or S5 at a band B or above may go on to study Higher Graphic Communication in S5 and S6.

## Content of course

There are 2 units of study:

### 2D Graphic Communication (Higher)

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of graphic communications.

### 3D and Pictorial Graphic Communication (Higher)

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to develop similar skills to Unit 1 but in this Unit everything is in a 3D context.

In both Units Learners will:

- Use computers to produce a variety of graphic items and understand the impact of computer graphics in industry.
- Use knowledge of colour theory, illustration and presentation techniques to enhance graphic items.
- Develop Skills for life, learning and work such as numeracy, ICT, creativity, analysis and evaluation.

## Assessment Evidence

Folio evidence will be created as the student completes the unit work. ***The 2 units will be internally assessed, verified by staff and moderated by the SQA.***

The final mark gained will be from a combination of a Design Folio and Final Exam.

## Career Relevance

A qualification in Graphic Communication would allow the student to progress to apprenticeship, training at technician level and/or study towards professional qualifications in the following career areas:

**Engineering** (Mechanical, Civil, Structural, Renewable Energies), **Construction, Digital Media** (Animation, Web, Games & Apps Design), **Architecture, Interior Design, Industrial & Product Design, Manufacturing, Graphic Design, Publishing & Print.**

# Health and Food Technology

Level Offered: Higher

## Content of Course:

The course is made up of 3 units –

Food for Health  
Food Product Development  
Contemporary Food Issues

You will:

- Study the relationship between food, health and nutrition.
- Understand the dietary needs of individuals and prepare dishes to meet those needs.
- Know the stages involved in developing food products and understand why particular ingredients are used.
- Increase your awareness of the factors that affect food choices.
- Learn how food labelling can help consumers make informed food choices.

## Assessment Evidence:

You must be able to:

- Demonstrate understanding of nutrition and current dietary advice.
- Describe diet related diseases and how they impact on individuals and society.
- Demonstrate the key stages of food product development
- Demonstrate knowledge of organisations which protect consumer interests.
- Apply safe and hygienic practices when carrying out practical tasks.

Final Assessment

Component 1 – assignment (50% of the total mark)

Component 2 – question paper (50% of the total mark)

## Career Relevance:

Qualifications in Health and Food Technology are recognised and valued by colleges, universities and employers and can lead to careers in

- Food Science, Dietetics and Nutrition
- Food Product Development
- Health Education
- Consumer Education
- Nursing
- Nursery Nursing
- Care
- Teaching
- Sports Nutritionist
- Sports/fitness coaching
- Personal trainer



# History

**Level offered: Higher**

## **Content of Course:**

Higher History is made up of the study of the Scottish topic the Treaty of Union in 1707 giving students the full facts and figures about why it came about and the results of the Union. The British topics include the making of the Welfare State and the Growth of Democracy and finally we look at the USA from 1850 to 1968. In the department we have an excellent achievement rate at Higher and we aim to continue this achievement through the New Higher which is being offered as of 2014. By achieving Higher History this allows progression to the very successful Adv Higher History campus classes held at Dundee University.



## **Assessment Evidence:**

In Higher History we use a wide variety of ways to gather assessment evidence. We have essays, end of unit assessments, source handling questions. Principally students of History develop the ability to understand and analyse issues and events to a high level of competence. Other marketable skills include: a talent for clear expression both oral and written, putting forward ideas and arguments in a concise manner, gathering and investigating, organising material in a logical and coherent way. To many employers these skills will be more valuable than the actual topic covered.

## **Career Relevance:**

At first glance, a history qualification might appear suited mainly to roles such as museum curators or history teachers, but the skills gained will prepare students well for numerous careers, according to Margaret Holbrough, careers advisor at Graduate Prospects, "A significant number enter the legal profession, where their analytical and critical reasoning skills are highly valued, as well as library, information and archivist careers, where their research expertise and ability to select, manage and organise information comes to the fore."

Also many History students enter politics, publishing, journalism, media and writing in all its forms. Alongside business and commerce public sector administration and the charity and voluntary sectors, therefore History opens many employment doors to young people.

# Mathematics

Level offered: Higher



Description:

Pupils who have achieved National 5 in either S4 or S5 at a band B or above may go on to study Higher Mathematics in S5 and S6. Pupils will build on their mathematical knowledge and reasoning skills that were gained at National 5.

## Content of Course:

There are 3 units of study:

### Mathematics: Expressions and Functions

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

### Mathematics: Relationships and Calculus

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

### Mathematics: Applications

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

## Assessment Evidence:

Internal assessments will be used to assess each of the units.

There will then be an external exam consisting of two papers, one calculator and one non-calculator.



## Career relevance:

Mathematics plays a key role in most jobs and is an entry requirement to many University courses. Some key jobs involving maths are: Scientific research; design and development; Management services and computing; Financial work (Accountancy, Actuarial or other Finance jobs); Statistical work; Teaching or Postgraduate study.

# Mathematics

**Level offered: Advanced Higher**

## Description:

Pupils who have achieved Higher at a Grade B or above may go on to study Advanced Higher Mathematics in S6. Pupils will build on their mathematical knowledge and reasoning skills that were gained at Higher.

## Content of Course:

There are three mandatory units which will be assessed during the year. The Units are pass/fail. There will be one re-assessment opportunity per unit.

### Methods in Algebra and Calculus

This Unit involves:

- applying algebraic skills to partial fractions, applying calculus skills through techniques of differentiation, integration and solving differential equations.

### Geometry, Proof and System of Equations

This Unit involves:

- applying algebraic skills to matrices, systems of equations and number theory.
- applying algebraic and geometric skills and methods of proof
- applying geometric skills to complex numbers

### Application in Algebra and Calculus

This Unit involves:

- applying algebraic skills to the binomial theorem, complex numbers, sequence and series and to summation and mathematical proof
- applying algebraic and calculus skills to properties of functions and also to problems

## External Assessments

There is one external examination where calculators are permitted.

To gain the award of this course, the learner must pass all of the Units as well as the external assessment. The external assessment will provide the basis for the grade the pupil can attain.

The examination consists of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions, which also test problem solving skills. These two styles of questions include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

## Career relevance:

Mathematics plays a key role in most jobs and is an entry requirement to many University courses. Some key jobs involving maths are: Scientific research; Design and Development; Management services and Computing; Financial work (Accountancy, Actuarial or other Finance jobs); Statistical work; Teaching or Postgraduate study.



# **Media**

**Level offered: Higher**

**Entry requirements: National 5 English or National 5 Media Studies**

## **Content of Course:**

This Course offers opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

In particular, this Course aims to develop:

- the ability to analyse and create media texts, as appropriate to purpose, audience and context
- knowledge and understanding of the key aspects of media literacy
- knowledge and understanding of the role of media within society
- the ability to plan and research when creating media a media text, as appropriate to purpose, audience and context

This Course is made up of two mandatory Units.

### **Analysing Media Content**

This Unit provides the opportunity to develop knowledge and understanding of media terms and techniques

### **Creating Media Content**

This Unit provides the opportunity to use what has been learned to create a media text and evaluate how well it has been produced by the team.

## **Assessment Evidence:**

### **Analysing Media Content**

- Detailed analysis of at least one media text.

### **Creating Media Content**

Provide evidence of each of the following in response to a brief:

- planning and research skills
- production skills (can include pre-production, production and post-production)
- evaluation skills
- knowledge of key aspects of media literacy

### **External Exam**

Component 1 - Question paper

Component 2 – Case Study

## **Career Relevance:**

Media Studies contributes fully to success in learning, life and work. It is a useful qualification for those who are seeking entry into training courses, apprenticeships, Further and Higher Education, etc. It demonstrates the ability to work both independently and as part of a group; to fulfil a given brief; to meet deadlines, etc. It is vital for a wide variety of careers - in particular Journalism, Marketing and Public Relations.

## **Modern Studies**

**Level offered: Higher**

### **Social Issues in the United Kingdom Unit:**

Students will study the ***Wealth & Health Inequalities*** unit, which looks at the causes of poverty and its impact on particular social groups. It also examines the measures taken by governments and public bodies such as National Health Service, to address these inequalities.

### **International Issues:**

Students will study the ***World Power*** unit, which will include a case study of the South African Republic. This unit explores how the country plays a role within the international community in addressing issues such as racial conflict, war, ethnic cleansing, and terrorism. This unit also examines how political systems function and how domestic policies address social, economic and political problems. The unit allows students to explore a range of political and legal concepts which underpin modern thinking about democracy.

### **Political Issues in the United Kingdom:**

Students will study aspects of the democratic political system in the United Kingdom, including the place of Scotland within this. Students will study the role of the Scottish Parliament and the ongoing debate about Scotland's constitutional future. The arguments for and against additional powers for Scotland are examined in the context of the recent independence referendum. The course also involves a study of the voting behaviour of various social groups and the range of voting systems used to elect representatives. The ideologies and policies of political parties are also analysed.

### **Progression:**

Those pupils who successfully complete Higher Modern Studies by the end of S5 can further progress by following the *Advanced Higher* Modern Studies course and/or *Higher* Sociology in S6.

Modern Studies is a popular amongst students who wish to study from a range of highly vocational areas such as: Law, Criminology, Social Policy, Sociology, Health and Social Care, Psychology, Philosophy, Economics, International Relations, or Politics to Degree level at university.

### **Career Relevance:**

Modern Studies is a subject which is relevant to anyone living in contemporary society, it can open up many future career paths including; Law, Economics, Education Police work, HealthCare, Social Work, Advertising and Media, Management, Armed Forces, Journalism, Politics, Charity Work and many more.

# Music – Advanced Higher

The Advanced Higher Music Course is designed to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of musical concepts and musical literacy.

## **Progression into this Course.**

Pupils will normally be expected to have attained Higher Music at grade A or B.

## **Content of Course:**

This course comprises of three mandatory units (internally assessed) plus a final course assessment:

1. Performing Unit
2. Composing Skills Unit
3. Understanding Music Unit

## **Performing Skills Unit**

In this unit, pupils will develop performing skills on two instruments or one instrument and voice. Learners will, through practice and self-reflection, develop their technical and musical performance skills. **Newcomers to the department in S5 and S6 may have the option to complete a free standing performing unit. Any pupil interested in this option should discuss it with Music staff.**

**Composing Skills Unit** -This part of the course allows pupils to apply their understanding of music in a creative way. They will experiment and explore using composing, arranging and improvisation techniques as appropriate. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

**Understanding Music Unit** - Pupils will develop their understanding and knowledge of music concepts and literacy by listening to a wide range of musical styles and genres. They will learn how to identify the key features of certain musical styles and recognise concepts in excerpts in music. This unit develops understanding of musical literacy.

## **Assessment Evidence:**

### **Course Assessment**

Pupils will draw on, extend and apply skills already learned throughout the course and will be assessed through a performance on two instruments and a listening question paper.

### **External Assessment**

Performance 60 marks out of 100

Listening Question paper 40 marks out of 100

### **Performance**

Pupils will be asked to prepare a performance programme on two instruments or one instrument/voice. This will be performed to an SQA Visiting Assessor.

### **Question Paper**

This paper will test the pupil's knowledge and understanding of the music concepts, musical literacy and musical styles.

## **Career Relevance:**

Pupils who successfully complete the Higher course at A-C level may progress to Advanced Higher.

Possible Career Paths: Music Teaching; Music Therapy; Instrumental Teacher; Sound Engineer; Multimedia Developer; Software Designer; Music Journalist / Critic; Audio Engineer; Professional Performer

# Philosophy

**Level offered: Higher**

## Content of Course:

The Higher Philosophy Course challenges learners to think clearly about problems by asking questions about the world we live in. Learners explore ideas and philosophical arguments relating to general and fundamental philosophical issues of relevance in the world today.

There are three main units:

**Arguments in Action**

**Knowledge and Doubt**

**Moral Philosophy**

In the *Arguments in Action* Unit learners develop philosophical and argument evaluation skills which they can use to analyse and evaluate a range of everyday and philosophical arguments. Learners will develop these skills further as they analyse and evaluate a variety of philosophical positions and ideas in the *Knowledge and Doubt* Unit and the *Moral Philosophy* Unit.



**Overall** the Course aims to:

- develop knowledge and understanding of philosophy and philosophers
- develop thinking, analytical and evaluative skills appropriate to philosophy
- encourage learners to use philosophical techniques, including abstract thought
- offer learners insight into the ideas of others which might be different from their own
- develop communication skills appropriate to philosophy

## Assessment Evidence:

To gain the award of the Course, you must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

### Course assessment structure

Component 1 — question paper 70 marks

Component 2 — assignment 30 marks

**Total marks 100 marks**

## Career Relevance:

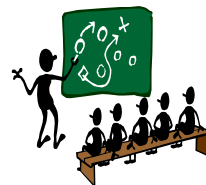
Qualifications in Philosophy are recognised and valued by colleges, universities and employers and can lead to:

- Progression to social studies or social science subjects at HND or Degree level.

An understanding of philosophy also provides a useful background for study or employment in a number of areas such as Law, politics, social policy, health professions/social work and media.

# Physical Education

## Level offered: Higher



### Content of Course:

This is a practical course to develop your physical movement and performance skills. This will be done through a range of activities such as team and individual games and fitness related activities. You will learn how to plan, develop and reflect on your performance.

The course has two components – Performance and Factors Impacting on Performance.

Performance skills:

To develop a broad and comprehensive range of movement skills in two activities. You will have to adapt and apply these skills in challenging context (game situations). You will practise to perform these skills consistently, with precision, control and fluency of movement. You will learn how to respond to and meet the demands of performance in a safe and effective way.



Factors Impacting upon Performance:

You will consider how mental, emotional, social, and physical factors can influence effectiveness of your performance. You will learn how to respond to and meet the demands of performance in a safe and effective way. To help with this you will need to develop knowledge and understanding of a range of approaches for enhancing performance. You will then select and apply these factors that impact on your personal performance. In your assignment you will need to create development plans. You will have to monitor your development programme and justify decisions relating to future personal development needs.

### Assessment Evidence:



The course assessment has two components:

- Question paper (40 marks)
- Performance (60 marks).



The question paper will sample from your breadth of knowledge, understanding and skills accumulated across the course.

The question paper will be set and marked by SQA.

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

### Career Relevance:

Armed Services

Sport and Leisure Industry

Teaching

Security and Protective services

Physiotherapy

Sports Coaching



# Physics

**Level offered: Higher**

## **Content of Course:**

There are 3 units of study:

### **Our Dynamic Universe**

In this unit, pupils look at the motion of objects, how they speed up and slow down, the distance they travel, the speed they travel at and the direction they travel in. Pupils will consider the different forms of energy and how it can never be destroyed. Collisions and explosions are also studied as the physics of motion and energy are combined.

Later in the unit, pupils will study the Universe and the evidence which exists to explain its formation.

### **Particles and Waves**

This unit initially takes a look at the tiny particles beyond the basic model of the atom. The unit then moves on to take an in-depth look at light waves and how they behave in different circumstances.

### **Electricity**

This unit covers current, voltage, power and resistance, allowing a detailed understanding of the circuits seen at National 5 level. This unit ends with a look at semiconductors and their widespread use in modern electronics as solar panels and LEDs.

### **Researching Physics**

Pupils will carry out a brief research activity which then leads on to a scientific investigation. Information from the research and investigative phases is then used to create a final assignment report.

# Physics

**Level offered: Advanced Higher**

## **Content of Course:**

There are 3 units of study:

### **Rotational Motion and Astrophysics**

In this unit, pupils consider rotating objects instead of those moving in a straight line. Gravitation and the interaction between two objects such as planets is also studied.

### **Quanta and Waves**

This unit takes a closer look at the behaviour of particles and waves and some more interesting examples of movement such as 'Simple harmonic motion' where an object moves back and forth.

### **Electromagnetism**

Pupils will study the behaviour of positively and negatively charged particles and their movement in a magnetic field. Further to this, pupils will take a more in-depth look at the operation of different circuit components.

### **Physics Investigation**

Pupils will carry out an investigation on a subject area of their choice.

## **Psychology (S6)**

**Level offered: Higher; National 5**

### **Content of Course:**

The main purposes of the Course are to enable learners to develop an understanding of the psychological study of the human mind and behaviour in a range of contexts, and to enhance their ability to use evidence to explain behaviour.

The Course consists of three Units:

#### **Psychology: Individual Behaviour (Higher)**

The general aim of this Unit is to enable learners to analyse individual behaviour. Learners will investigate topics such as Sleep & Dreaming or Stress and learn how these topics can be explained, using psychological approaches and theories. Learners will evaluate approaches and theories and apply psychological knowledge to show how an understanding of psychology can support individual wellbeing.

#### **Psychology: Social Behaviour (Higher)**

The general aim of this Unit is to enable learners to analyse how interaction with others shapes social behaviour. Learners will investigate psychological explanations for social behaviour, and will use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Learners will apply psychological knowledge and understanding to explain examples of everyday social behaviour.

#### **Psychology: Research (Higher)**

The general aim of this Unit is to enable learners to understand the research process and research methods used in psychology. Learners will develop the skills required to conduct and evaluate psychological research. They will also develop numerical skills and an understanding of psychological terminology.

#### **Assessment Evidence:**

The learner will be assessed through a question paper and an assignment.

The question paper will sample psychological knowledge and understanding from Course Units. The learner will also be required to apply knowledge and understanding to explain human behaviour.

The assignment will require learners to plan, carry out and report on their own psychological research investigation.

#### **Career Relevance:**

This Course may provide progression to:

- Further qualifications (HND/Degree) in psychology, social sciences, social studies or related areas
- Further study, training or employment

Psychology also has applications in life such as contributing to wellbeing and in work related fields such as health and social work, psychotherapy, counselling, commercial, professional and managerial jobs, marketing, teaching and the media.



# **Sociology**

**Level offered: National 5 and Higher**

## **Content of Course:**

### **Studying Human Society:**

This unit allows students to explore the various theories within sociology used to explain the role of individuals and groups within society. The unit also examines the range of research methods used by sociologists when studying society.

### **Culture and Identity:**

This unit allows students to develop an understanding of how our identities are shaped by the culture of society. Students will investigate notions like deviance, criminal sub-cultures, ethnicity, social class and gender. Students are encouraged to investigate the cultural identity of a group of their choice and how the mass media can play a part in forming identities. This may include, for example, the study of a youth culture and/or fashion, or a musical trend. Alternatively, it may involve a study of how aspects of society such as Facebook and other social media may play a role in promoting celebrity culture.

### **Social Issues:**

This unit allows students to develop their skills in applying sociological evidence and understanding within a research project of their choice. For example, a student may decide to investigate whether or not the media plays a role in promoting gender stereotyping or whether crime is caused by poverty. Students are encouraged to draw on a range of academic and sociological studies before reaching conclusions about their chosen topic.

## **Assessment Evidence:**

The work of students at National 5 and Higher Level students will be assessed through an *external exam* question paper and an Assignment in the form of a research project.

## **Progression:**

Those who successfully complete National 5 Sociology by the end of S5 can progress further into Higher Sociology and/or Higher Modern Studies in S6.

Those who successfully complete Higher Sociology by the end of S5 can progress further into *Higher* or *Advanced Higher Modern Studies* in s6.

Sociology is a popular amongst students who wish to study from a range of highly vocational areas such as: Law, Criminology, Social Policy, Health and Social Care, Community Education, Social Work, Community Education, Psychology, Philosophy, Economics, International Relations, or Politics to Degree level at university.

## **Career Relevance:**

Sociology is a subject which is relevant to anyone living in modern society, it can open up many future career paths including; Social research, Law, Economics, Education Police work, HealthCare, Social Work, Advertising and Media, Management, Armed Forces, Journalism, Politics, Charity Work and many more.

# **Young Enterprise**

**Level offered: School Award**

**Content of Course:**

**Assessment Evidence:**

**Progression:**

**Career Relevance:**