

**S5/6**  
**Options**  
**Handbook**  
**2011**

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# INTRODUCTION

This booklet gives important information concerning the selection of courses to be studied by pupils entering years 5 & 6 in Rothesay Academy.

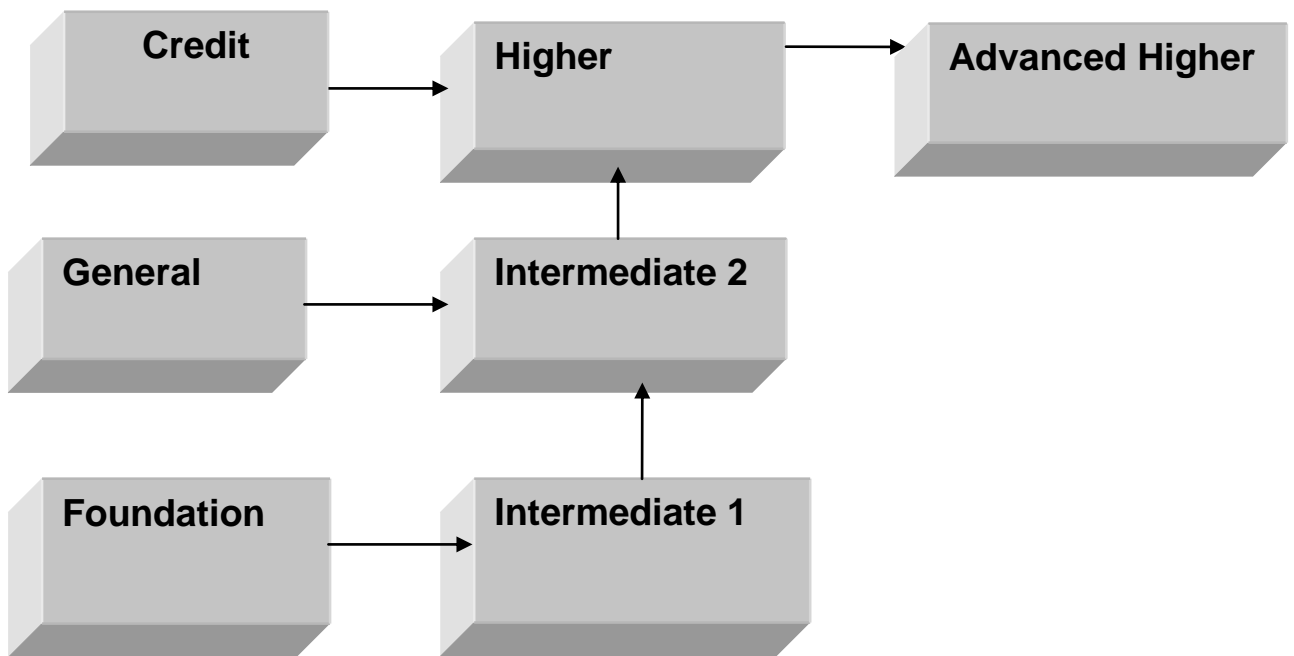
There are two main sections, firstly an overview of the process and secondly a description of the courses on offer in years 5 & 6 and in particular entry requirements for these courses.

In making a decision regarding which subjects have to be followed in years 5 & 6, we will be adhering to various principles.

The first of these principles is that of continuity and progression. It is highly desirable that pupils attain the maximum qualification they can in any particular subject area and therefore to this end they should, unless absolutely necessary, choose to continue to a higher level in a subject which they have already been studying. A summary of possible progression routes is shown in the diagram below.

## Progression

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The second principle is that of a broad curriculum. It is wise to choose as wide a range of subjects as is possible to avoid restriction on possible entry requirements for employment, college or university in later years.

Clearly if there is a career in mind then the choice of subjects will be dictated by the entry requirements for that career, otherwise we recommend maintaining an element of breadth in the choice of subjects.

The third principle is that of articulation. In this context it is advisable that any subjects being taken up for the first time in some way build on prior knowledge and learning in the school. Only in the rarest of cases should there be a total change of subject choice and only if there are specific and definite entry requirements for a career or course at a later stage.

An underpinning principle for all subject choice in years 5 & 6 are that subjects chosen both in terms of their level and their content, must meet the needs of the pupil with regard to future employment or training.

In choosing levels of subject, pupils should assume that they achieve their maximum potential from exams being sat this session. It is always possible to drop down a level in a subject, it is much more difficult to move up if a pessimistic choice of level has been made.

All subjects available in the school in years 5 & 6 are detailed in this booklet. This includes the entry requirements; the course content; the methods of assessment and also possible career areas for which the subject is either essential, desirable or useful.

In making subject choice, there is a wide range of support systems available. This includes the school guidance staff, individual teachers and principal teachers, who can describe in more detail the contents and purposes of their courses. There is also available the Careers Service and students and their parents are encouraged to use web sites from colleges, universities and indeed the careers service itself.

If there are any questions regarding entry requirements to university or colleges then this can be addressed through web sites, through telephone conversations or by letter. Students and their parents should not hesitate to contact universities or colleges directly if they have any questions regarding entry level or courses available at these institutions.

## **THE CHOICE PROCESS**

Initial discussion on courses and the principles behind course choice has already taken place with students here in the school. Choice forms have been issued and pupils and their parents make a prospective choice of subjects for years 5 & 6. It is to be assumed that pupils will be successful at the maximum level they have been presented for in examinations this year. Based on this initial outline choice, a timetable will be created for June and this will be followed until the summer vacation.

SQA results will be posted to all pupils in early August and courses can be reviewed and choices altered if necessary in light of these results. We would however anticipate that this will be applicable to only a very few pupils.

If you have any questions, concerns or need any more information regarding the process in the Academy please do not hesitate to phone the school to make an appointment to discuss the matter either in person or over the phone with one of the guidance staff or Heads of House.

## **ROUTE THROUGH SENIOR SCHOOL - START WITH THE END IN MIND**

If you are in S4, you will have to research which type of job, training or course you want to do when you leave school. Find out what subjects and levels of qualifications you will need. Plan your course choice accordingly.

Based on your predicted grade-point average (what you are likely to get at the end of S4 or S5):

For S4:                   **WHAT LEVELS CAN I STUDY AT IN S5?**  
                                  **WHAT SUBJECTS/LEVELS WILL I STUDY IN S6?**

**IF YOU ARE STILL NOT SURE MAKE AN APPOINTMENT WITH YOUR GUIDANCE  
TEACHER AND SEE THE CAREERS OFFICER.**

*Do not leave this until the last minute - you might end up not taking the appropriate  
subjects for your course at College or University.*

*If you end up taking a course at College or University which you do not enjoy it can be a  
very expensive mistake!*

### **UCAS (Parents Please Note)**

Most Degree courses and Colleges of Art (see list) require a single application through  
UCAS.

Please note that we start this process in June and applications are completed by mid-  
December.

## LEVELS OF SCHOOL STUDY



In fifth and sixth years, the following levels of study follow on from Standard Grade:

### **INTERMEDIATE 1 COURSES**

**ENTRY LEVEL:** either an introductory course or following on from Standard Grade FOUNDATION award.

**PROGRESSION:** they may be used as entry qualifications to INTERMEDIATE 2 courses either in school or in College.

### **INTERMEDIATE 2 COURSES**

**ENTRY LEVEL:** success at Intermediate 1 or GENERAL LEVEL award at Standard Grade.

**PROGRESSION:** entry to Higher courses or as qualifications for College entry.

### **HIGHER**

**ENTRY LEVEL:** Intermediate 2 or CREDIT LEVEL award at Standard Grade.

**PROGRESSION:** entry to Advanced Higher or entry qualifications for College or University courses.

Each of the above courses is made up of three units, with unit tests at the end of each and an external assessment at the end of the course.

### **ADVANCED HIGHER**

**ENTRY LEVEL:** a pass at HIGHER grade.

**PROGRESSION:** as additional qualifications (and in some cases necessary qualifications) for entry to College or University.

## FINANCIAL SUPPORT FOR STUDENTS

### EDUCATION MAINTENANCE ALLOWANCE (EMAs)

An EMA is a weekly payment (paid fortnightly in arrears during term-time) for pupils who are continuing in post-compulsory, non-advanced, education. Application forms are available from the school office or EMA Department, School Support, Argyll & Bute Council at Argyll House, 91 Alexandra Parade, Dunoon, PA23 8AJ.

Pupils who meet the eligibility criteria for the allowance will be asked to complete a Learning Agreement, which sets out what is expected in terms of attendance, progress with coursework and behaviour at school. EMA pupils will only receive the award providing they meet the terms of their Learning Agreement.

EMA applications cover **one academic year only** and will not automatically be carried over to the following year. Pupils who are staying on at school for a further year **must** submit a new application.

#### Eligibility Criteria:

##### **AGE**

If you were born between **1 March 1991** and **28 February 1995** you may be eligible for an EMA in academic session 2009/2010.

- a) If you were born between 1<sup>st</sup> March 1991 and 30<sup>th</sup> September 1994 you may be eligible to receive an EMA from the start of the August 2010 term.
- b) If you were born between 1<sup>st</sup> October 1994 and 28<sup>th</sup> February 1995 you may be eligible to receive an EMA from January 2011<sup>\*1</sup>.

##### **Household income**

The EMA is awarded on the basis of your household income for the previous financial year.

The EMA thresholds for academic session 2009/2010 are as follows:

Household income for tax year 2009/2010	EMA weekly payment level
£0 - £22,403	£30
£22,404 - £27,465	£20
£27,466 - £33,156	£10
Over £33,156	Not eligible

<sup>\*1</sup> The Scottish Ministers reserve the right to review the EMA programme at any time. We plan to review the programme in December 2010. Any award made will only be guaranteed up to the end of December 2010.

Please note that receipt of EMA will not affect your family's or your own benefits, or have an affect on your earnings if you have a part-time job.

Financial support is also available to pupils going on to Higher or Further Education. More information can be obtained from the websites listed on the following page.

## **Contact List & Websites**

### **THE BEST SOURCE OF INFORMATION IS THE CAREERS SCOTLAND SITE:**

[www.careers-scotland.org.uk](http://www.careers-scotland.org.uk)

This site has a very comprehensive list of approved useful career websites. Access this by going to "SECTION 02 Career Ideas" and then down to "Useful Career Websites".

Full further and higher education links are available under "Section 03 Learning" and dropping down to "More information".

Other useful sites:

[www.saas.gov.uk](http://www.saas.gov.uk) - Scottish Students Award Agency  
(loans and grants)

[www.ucas.com](http://www.ucas.com) - UCAS  
(University/College applications)

[www.planitplus.net](http://www.planitplus.net)

## ADMINISTRATION: INTERMEDIATE 1



### Why Administration?

This course is particularly suitable for those of you interested in a career in office work or business and should provide you with basic administrative skills. You will learn through practical work how to carry out business administration tasks and become skilled in computer work especially word processing.

### Entry to the course:

At the discretion of the Principal Teacher but students should be able to demonstrate basic communication skills. Basic knowledge of word processing, spreadsheets and databases would be an advantage.

### Course Outline

There are three compulsory units in this course –

#### Administrative Services

##### You will learn to:

- Improve performance and work flow.
- Contribute to the health, safety and security of the workplace.
- Obtain information from a variety of sources.
- Contribute to arranging business travel and accommodation.
- Contribute to the preparations and arrangements for meetings.

#### Information Technology for Administrators

##### You will learn to:

- Locate, retrieve, input, edit and print data and text from existing computer files, using a variety of software applications.
- Use electronic methods of communication.

#### Presenting and Communicating Information

##### You will develop skills in:

- Good working practices.
- Producing text using a keyboard and word processing software.
- Producing business correspondence from provided materials.
- Recalling and editing text and produce hard copy.

#### Core Skills

**Problem Solving** - Critical Thinking, Planning and Organising, Reviewing and Evaluating

**Communication** - Oral

**Information Technology** - Using Information Technology



**Assessment**

This course is assessed both by an external SQA examination and assessment of course work in school/college by the teacher in accordance with SQA guidelines.

**Progression**

Successful completion of this course may lead to:

Intermediate 2 in Administration

Education (VQ); Training(VQ); Employment in

- Administration
- Computing & ICT
- Hospitality, Catering & Tourism
- Transport & Distribution.

**Careers**

- **Administration**
- **Computing & ICT**
- **Hospitality, Catering & Tourism**
- **Transport & Distribution**

Further advice and information on these options is available from your subject teacher, guidance teacher/adviser and careers adviser.

## ADMINISTRATION: INTERMEDIATE 2



### Why Administration?

The practical approach used in this course makes it an excellent preparation for a career in administration. You will learn to carry out administrative tasks and acquire skills in processing, sorting, checking, storing and outputting information in a modern organisational environment. These skills will help to develop your own personal effectiveness.

### Entry to the Course

This is at the discretion of the Principal Teacher but reasonable knowledge of word processing, spreadsheets and database or Intermediate 1 Administration – units or course, would be an advantage.

### Course Outline

The course is made up of three compulsory 40 hour units plus 40 hours flexible time.

### Administrative Support

In this unit you will learn to:

- Identify, prioritise and record plans to improve personal performance and work flow.
- Monitor and maintain health, safety and security within the working area.
- Supply information for a specific purpose.
- Organise travel and accommodation arrangements.
- Contribute to the arrangement of meetings.

### Information Technology for Administrators

In this unit you will learn how to:

- Create, amend, update extract and present information in a specified format, using a variety of software applications.
- Use electronic methods of communication for sending and receiving information.
- Demonstrate good working practices.

### Presenting and Communicating Information

This unit should enable you to:

- Demonstrate good working practices.
- Produce a tabulated statement.
- Produce business correspondence.
- Recall, edit and produce hard copy of documents as directed.

- Produce mailable copy of approximately 300 words in a one-hour working period.

## Core Skills

**Intermediate 2 Problem Solving** - Critical Thinking, Planning and Organising, Reviewing and Evaluating

**Intermediate 1 Communication** - Oral Communication

**Intermediate 2 IT** - Using Information Technology



## Assessment

The course is assessed by a combination of internal assessment carried out by the teacher/lecturer and an external examination, set and marked by the SQA.

## Progression

Successful completion of this course may lead to:

Higher in Administration

A Scottish Group Award at Intermediate 2 in Business

Education and Training (NC/VQ); Employment in

- Administration
- Computing and ICT
- Hospitality, Catering and Tourism
- Transport and Distribution

## Careers

- **Administration**
- **Civil Service**
- **Computing & ICT**
- **Hospitality, Catering & Tourism**
- **Transport & Distribution**

Further advice and information on these options is available from your subject teacher, guidance teacher/adviser and careers adviser.

## ADMINISTRATION: HIGHER

### Teaching Staff:

Principal Teacher - Mrs C MacPhee



### Why Administration?

This course is designed to help you to understand and take part in the business and information environment. You will gain skills in managing information, organising, planning, problem solving and decision making. These are essential skills if you intend to have a career in business administration, but are also useful in developing individual personal effectiveness whatever career pathway you are planning.

### Entry to the Course

This is at the discretion of the Principal but you would normally be expected to have attained one of the following

- Intermediate 2 **Information Systems**
- Intermediate 2 **Administration** units and course
- Credit **Computing Studies**.

### Course Outline

The course is made up of one 40 hour unit and one 80 hour unit plus 40 hours flexible time.

### Administration Services (40 hours)

This unit should enable you to

- contribute to the planning, organising and monitoring of work
- develop, implement and maintain procedures to meet specified needs
- manage appointments
- organise, and monitor travel and accommodation arrangements
- organise, support and record meetings.

## Information Technology for Management (80 hours)

This unit should enable you to

- use business software to solve administrative problems for managers
- evaluate developments in information technology in relation to management's needs
- advise on the responsibilities of the organisation in relation to current legislation and good working practice
- assess the role of information in decision making.

### Core Skills

- H Problem Solving (Critical Thinking, Planning and Organising, Reviewing and Evaluating)
- Int. 1 Communication (Oral Communication)
- H IT (Using Information Technology)
- H Working with Others (Working with Others)



### Assessment

The course is assessed by a combination of internal assessment by the teacher in accordance with SQA guidelines and an external examination, set and marked by the SQA.

### Progression

Successful completion of this course may lead to:

Advanced Higher in Administration  
Scottish Group award at Higher in Business  
Education and Training (HNC/HND/Degree)

### Careers

- **Administration & Management**
- **Computing & ICT**
- **Hospitality, Catering & Tourism**
- **Transport & Distribution**

Further advice and information on these options is available from your subject teacher, guidance teacher and careers adviser.

## ART AND DESIGN INTERMEDIATE 2, HIGHER and ADVANCED HIGHER

### Teaching Staff-

Principal Teacher – Mrs J Catlin  
Mr A Arneil  
Mrs R Robertson (Monday to Wednesday)

### Why Art and Design?-

Art & Design is a subject which, by its very nature, can develop your creativity and intellect. By working through Art & Design processes you will learn to think in more flexible and elaborate ways, become more confident in the expression of personal ideas and improve your cultural awareness.

By studying the subject you will build on key skills such as visual communication, problem solving, and learn to use a wide range of materials and equipment from hi tech digital technology to more traditional materials such as clay and print making. Hopefully you will also find it fun and rewarding!

### Outline of course content-(Int1/Int2/Higher)

Expressive Unit- drawing skills, media handling and expressing personal ideas

Design unit- responding to design briefs, creativity, inventiveness and problem solving. Showing awareness of function and appearance. Understanding appropriate use of materials for effective design solutions.

Art and Design Studies Unit- expressing opinions and evaluating the work of artists and designers related to the two above areas of study culminating in two Art and Design Summary Statements.

The course will also include the following;

ICT -use of digital cameras, Photopaint and CorelDRAW computer software

3D work –Paper construction, clay work and model making.

Looking at contemporary art and design practice- where possible we have practising artists and designer work with pupils.

### Criteria for overall award

The overall award is gained through completion of all of the three above units and examinations to the required standard. Pupils must meet unit deadlines. All practical work must be completed by Easter.

### Assessment in course

#### INT2

85% of the course is work the pupils will undertake in class and send their completed design and expressive folios to the SQA for assessment in May of the session.

15% of the course is assessed through a written external examination in May of the session.

#### Higher

75% of the course is work the pupils will undertake in class and send completed folios to the exam board.

25% of the course is assessed through a written external exam.

Throughout the courses all pupils' progress will be continually monitored and they will be given regular feedback by the class teacher both verbal and through action sheets which will indicate strengths and weakness. They will be assessed through a combination of unit deadlines, tests and prelims.

### **Advanced Higher**

This course allows S6 pupils to select either an expressive or design lead course. The pupil will identify an area of interest for an enquiry, and produce 10 A1 sheets or equivalent evidence along with a statement of intent. In addition to this the pupil must choose a minor unit consisting of a minimum of 6 A1 sheets or equivalent evidence. Alternatively the minor unit may be based around an Art and Design Studies dissertation of 1000-1500 words.

### **Progression Opportunities**

Interested and motivated pupils who have successfully passed Int1 or Int 2 or Higher may progress on to Int2 or Higher or Advanced Higher courses respectively

### **Higher and Further Education**

There are a wide range of courses on offer for young people leaving school. The four main art schools, Glasgow, Edinburgh, Dundee and Aberdeen all offer degree courses in everything from computer animation to product design to sculpture. There is also a huge variety of other Art and Design courses at colleges around the country that can suit a very wide range of needs and entry requirements.

### **Career Opportunities**

Fashion and shoe design, textiles, theatre and film set design, television and the media, advertising, product design, web design, computer animation, photography, community arts, art therapy, teaching, jewellery, fine art, architecture, landscape design, town planning, hair dressing, makeup artist, gallery curator, journalism- culture and the arts, art history, film making, ceramics, glass, sculptor, product designer, illustrator, creative director, arts consultant, milliner, museum curator, fashion buyer, graphic designer, window dresser, performance artist, animator/cartoonist, university lecturer, environmental artist, tapestry/rug designer, printmaker, visual communication, interior designer, archivist,

Skills in art and design can also be useful in retail industries and careers involving working with young children such as nursery nurses/teachers, childminding and primary teaching.

## BIOLOGY

### Teaching Staff:

Mr. P. Phillips (Higher and Advanced Higher)

Mr E. Campbell (Higher/Intermediate 2)

Mr. C. Bailey (Intermediate 2)

### Levels:

Entry to courses is at the discretion of the Principal Teacher of Science, but you would normally be expected to have attained one of the following:

### To study Intermediate 2 Biology:

- Standard Grade Biology with KU and PS at Grades 3 or 4
- Intermediate 1 Biology at Grade A or B
- Standard Grade Physics or Chemistry at Grades 1 to 3.

### To study Higher Biology

- Standard Grade Biology with KU and PS at Grades 1 or 2
- Intermediate 2 Biology at Grade A, B or C

### To study Advanced Higher Biology

- Higher Biology at Grade A or B.

### ICT:

The Biology department is well equipped with PC's, laptops and data projectors to facilitate the use of ICT provide access to the internet and enhance the student learning experience.

### Outline of Course Content:

#### 1. *Intermediate 2 Biology*

The course develops an understanding of the way in which biological principles can be applied to issues facing the individual and society and encourages positive attitudes to others and the environment. It therefore makes a useful contribution to your general education and personal development.

The Intermediate 2 Course is divided into three forty hour units and 40 hours flexible time:

- ***Living Cells*** – this unit involves the study of structure and function of cells, diffusion and osmosis in plant and animal cells, enzyme action, aerobic and anaerobic respiration and photosynthesis.
- ***Environmental Biology and Genetics*** - this unit involves the study of ecosystems and the factors affecting variety and inheritance in species.
- ***Animal Physiology*** – this unit involves the study of mammalian nutrition, control of the internal environment, circulation and gas exchange, sensory processes and the processing of information.

## **2. Higher Biology**

This course is designed to help you to develop knowledge and skills which will form the basis for further study or employment related to biological sciences. It provides a broad-based study of a wide range of biological topics which show the importance of Biology as an investigative science and as a basis for study in many applied fields. The course develops an understanding of the way in which biological principles can be applied to issues facing the individual and society and encourages positive attitudes to others and the environment.

The Higher Biology course consists of three 40 hour units and 40 hours of flexible time.

- **Cell Biology** – this unit involves the study of cell structure in relation to function, photosynthesis, energy release, synthesis and release of proteins and cellular response in defence in animals and plants.
- **Genetics and Adaptation** – this unit involves the study of variation, inheritance, selection and speciation, and animal and plant adaptations to their environments.
- **Control and Regulation** – this unit involves the study of the control of growth and development in animals and plants, physiological homeostasis and population dynamics.

## **3. Advanced Higher Biology**

Advanced Higher Biology covers a wide range of biological topics which build on concepts developed in Higher Biology. In addition the course provides opportunities for you to improve your problem solving and investigative skills and develop your practical abilities. Students are registered with the Scholar programme at Herriot Watt University and work through an on-line course with tutorial support provided in the classroom.

The course consists of two mandatory 40 units, a 20 hour investigation and one 20 hour unit selected from a choice of three optional units. In addition there are 40 hours of flexible time.

- **Cell and Molecular Biology** – involves the study of structure, function and growth in prokaryotic and eukaryotic cells; structure and function of cell components; molecular interactions in cell events; and applications of DNA technology.
- **Environmental Biology** – involves the study of circulation in ecosystems; interaction in ecosystems; and human impact on the environment.
- **Biology Investigation** – you will have the opportunity to select and study a topic in depth, carrying out practical work and producing a comprehensive project report.
- **Optional Unit** - an optional unit can be chosen from **Biotechnology; Animal Behaviour; and Physiology, Health and Exercise.**

### **Course Assessment:**

All courses are assessed by a combination of internal assessments, consisting of Unit Tests and Practical Reports, marked by the teacher and an external examination, set and marked by the SQA.

Prelim examinations focussing on the work in the first two units of each course are taken in early March, with a supplementary prelim covering the entire course prior to the SQA examinations in early May.

Intermediate 2, Higher & Advanced Higher Biology are awarded with grades A, B, C & D

### **Progression Opportunities:**

Successful completion of the Intermediate 2 Biology course will normally lead to the study of Higher Biology in S6, further education and training (NC/VQ) or employment.

Successful completion of the Higher Biology course will normally lead to the study of Advanced Higher Biology in S6, further education and training (HNC/HND/Degree) or employment.

### **Career Opportunities:**

Biological Sciences offers one of the widest possible choices of courses and opportunities for study in Higher and Further Education at Colleges and Universities:

- ***Animals, Land & Environment*** ***Hairdressing & Beauty***
- ***Health & Medicine*** ***Manufacturing Industries***
- ***Science & Mathematics / Biology / Food Science & Technology***
- ***Biotechnological Industries – currently an area where a skills gap exists in Scotland***
- ***Social, Caring and Advisory Services***
- ***Sports and Leisure***

Further advice and information on the career opportunities in biological science is available from Mr Phillips or Mr Campbell in the Biology Department, your guidance teacher and the Careers Scotland Office.

## ENGLISH – INTERMEDIATE 1 & 2 and HIGHER

### Course Title:

English and Communication National Qualification (NQ)

### Teaching Staff:

Principal Teacher – Mrs E Sullivan  
Mrs P Dillon  
Mrs L Nicol – Depute Head Teacher  
Mr A McKay

### Preferred Entry Requirements:

Higher: Pupils will have achieved a credit grade pass at Standard Grade level in S4 or an Intermediate 2 pass in S5. However, entry to this level will be subject to the grade achieved in the Close Reading element in the May exam.

Intermediate 2: Pupils will have achieved a general grade pass at Standard Grade level in S4 or an Intermediate 1 pass in S5. However, entry to this level will be subject to the grade achieved in the Close Reading element in the May exam.

Intermediate 1: Pupils will have achieved a foundation grade pass at Standard Grade or an Access 3 pass in S4.

### Outline of Course Content:

Pupils will study a variety of texts in order to develop their understanding of language and literature with particular focus on literary analysis and criticism including close reading. There will also be an opportunity to further develop writing skills. Classes are arranged for bi-level study.

A selection of texts studied are as follows: –

Intermediate 1/2                      Stone Cold (novel)  
Sailmaker (drama)  
Language skills for Intermediate 1 and 2  
Selected Poems of Edwin Morgan  
Short Story

Higher/Intermediate 2              Empire of the Sun **or** Brave New World (novel) **or**  
One Day in the Life of Ivan Denesovich **or** Lord of the Flies  
Death Of A Salesman, MacBeth, View from the Bridge  
Selected Scottish Poems for Analysis and Discussion  
Language Skills for Higher

### **Assessment in course:**

Pupils will complete three units of work at each level, assessed internally.

Unit 1: Language study (close reading and writing)

Unit 2: Literary Study (textual analysis)

A Folio of writing consisting of 2 pieces of different genres.

In addition pupils will sit an external examination consisting of two papers –

Paper 1: Close Reading

Paper 2: Critical Essay

### **Criteria for Overall Award:**

In order to achieve an award at NQ level, pupils must complete all internal units and undertake the examination in May, 2006.

### **Progression Opportunities:**

<b>Level of Achievement at NQ</b>	<b>Predicted level of study in S5</b>
Higher	Advanced Higher
Intermediate 2	Higher
Intermediate 1	Intermediate 2

### **Career Opportunities:**

- Law
- Social Sciences/Social Work
- Teaching
- Business and Commerce
- Media
- Administration
- The Arts
- Publishing

## **INFORMATION SYSTEMS: INTERMEDIATE 2**



### **Why Information Systems?**

**Teaching Staff:**  
Mrs C Robertson

Information and its associated technologies now have important roles in many aspects of modern life. The purpose of this course is to develop your IT skills and provide you with knowledge and experience of modern information systems such as multimedia and the Internet.

The course is therefore useful for a wide range of career paths as well as contributing to your general education and personal development.

### **Entry to the Course**

Although the course provides progression for students who have gained an award at Foundation in Standard Grade, entry to the course is at the discretion of the school/college. No previous qualifications or experience are required to access the course.

### **Course Outline**

The course consists of three 40 hour units plus 40 hours flexible time.

### **Using Information**

This unit examines what is meant by information, how that information is produced, what purpose it serves and what value the information has. It develops the necessary skills, knowledge and understanding to allow you to use software tools to solve problems in a range of applications areas.

### **Database Systems**

This unit introduces you to contemporary database software and develops your knowledge and skills in using and creating databases to an advanced level.

### **Applied Multimedia**

This unit examines the stages of development of multimedia products and develops your skills in designing and implementing multimedia systems using a range of hardware and software.

## **Core Skills**

Intermediate 2 - Problem Solving (Critical Thinking, Planning and Organising)  
Intermediate 2 - IT (Using Information Technology)

## **Assessment**

The course is assessed by a combination of internal assessment and an external examination, set and marked by the SQA. The internal assessment is by three closed book unit assessments and a piece of practical coursework undertaken during the session. Practical coursework accounts for 40% of the overall mark.

## **Progression**

Successful completion of this course may provide progression to:

Higher in Information Systems

A Scottish Group Award at Intermediate 2 in Computing & Information Technology  
Technology

## **Careers**

- **Education and Training (NC/VQ)**
- **Employment in Computing and IT**
- **Science & Mathematics**
- **Transport & Distribution**
- **Information Systems**
- **Banking and Commerce**

## INFORMATION SYSTEMS: HIGHER

**Teaching Staff:**  
Mrs C Robertson



### Why Information Systems?

Information and its associated technology has been widely identified as having a unique and key role in many aspects of modern life. This course allows you to gain experience of information theory and contemporary information systems such as Relational Database Systems. It is therefore a valuable course to take if you are planning a career in this field. The course offers progression from Intermediate 2 and Standard Grade Computing by developing skills learned to advanced levels.

### Entry to the Course

You would normally be expected to have attained one of the following:

Intermediate 2 Information Systems  
Standard Grade Computing Studies at Credit level.

### Course Outline

The course consists of three 40 hour units plus 40 hours flexible time.

### Relational Database Systems

This unit provides you with an opportunity to develop complex relational database systems using contemporary database software. You are introduced to relational database models and organisation, query languages and how they are implemented. You will develop skills in the production of relational database systems.

### Using Information

This unit develops an understanding of information, what it is, how it is used, how it is stored and when it is appropriate to use it. It integrates the skills and understanding necessary for tackling problem solving of a complex nature using a range of software tools. It builds on the foundations laid down in the corresponding unit at Intermediate 2 and in Standard Grade Computing Studies course.

### Applied Multimedia

This unit examines the stages of development of multimedia products to an advanced level and develops your skills in designing and implementing complex multimedia systems using a range of hardware and software.

## **Core Skills**

Higher Problem Solving (Critical Thinking, Planning and Organising)

Higher IT (Using Information Technology) \*

\*Contained only in an optional unit.

## **Assessment**

The course is assessed by a combination of internal and external assessment including an examination set and marked by the SQA. The internal assessment is by three closed book unit assessments and a piece of practical coursework undertaken during the session. Practical coursework accounts for 30% of the overall mark.

## **Progression**

Successful completion of this course may lead to:

Advanced Higher in Information Systems

A Scottish Group Award at higher in Computing & Information Technology

Technology Education and Training (HNC/HND/Degree;

## **Careers**

- **Information Systems**
- **Computing & ICT**
- **Science & Mathematics**
- **Transport & Distribution**
- **Banking and Commerce**

## FOOD TECHNOLOGY & DESIGN DEPARTMENT

Pupils wishing to continue studying Home Economics in S5 will be offered the following course.

### **Hospitality: Practical Cookery: Intermediate 2**

#### **Teaching Staff:**

Principal Teacher – Mrs D Smith  
Mr M Briggs

#### **Why Practical Cookery?**

This course is designed to enable you to develop the practical skills and techniques which are required for food production in domestic and hospitality situations. It is therefore a very useful course for a wide range of students and may provide a pathway to further training and/or employment in catering and hospitality.

#### **Entry to the Course**

You would normally be expected to have attained one of the following

- Standard Grade [Home Economics](#) at General level
- Intermediate 1 [Hospitality](#) or [Home Economics](#)

#### **Course Outline**

The course structure will comprise of three mandatory units as follows:

- Food Preparation for Healthy Eating – 1 credit
- Foods of the World - 1 credit
- Practical Cookery Skills for the Hospitality Industry - 1 credit

## Assessment

Each unit is assessed internally. There is a practical exam which is assessed by a moderator (lasting 2.5 hrs), and a Foods of the World Project.

## Core Skills

- **Int.2 Problem Solving** (*Critical Thinking, Planning and Organising*)

**Progression** Successful completion of this course may lead to: a career in Hospitality

Higher in [Hospitality](#)

A Scottish Group Award at Intermediate 2 in [Hospitality](#)

Education and Training (NC/VQ), Employment in [Hospitality, Catering & Tourism](#)



## PRACTICAL CRAFT SKILLS – INTERMEDIATE 1/2

### Teaching Staff:

Mr J McGinnes

Mr W Erskine

### Woodworking Skills

#### Course Descriptor

All products which a consumer purchases have to be manufactured and many of the services we depend on rely on the practical and creative ability of those who carry them out. This course is of a practical nature, it is workshop based and will contribute to the knowledge, understanding and practical experience of candidates whose aspirations and abilities are towards practical work or those who want to add the interest and diversity of a practical craft element to their overall course.

The course consists of 3 units:

- **Bench Skills 1: Wood Flat Frame Construction**

Participants will learn to use and maintain a range of common hand tools and be involved in setting out and making a range of basic joints that are commonly used in the production of flat frame joinery fabrications and structures. The participant then constructs a flat frame product from a working drawing.

- **Bench Skills 2: Wood Carcass Construction**

Participants will learn how to set out and make a range of basic joints that could be used in a wide range of carcass joinery construction. The participant then constructs a carcass product from a working drawing.

- **Machining and Finishing: Wood**

Participants will learn to set up and use a range of common machine and power tools in accordance with safe working practices. They will then manufacture a machined component from a working drawing.

### The Work of the Course

**In class** most work is of a practical nature.

### Assessment

Artefacts manufactured during the course are internally assessed. However, the major assessment is of a single artefact which incorporates the knowledge, skills and techniques learned through the course. This is internally assessed and externally moderated.

**Final Grade: Coursework 100 External Exam 0**

**Possible progression** to a wide range of college, building, craft and manufacture courses and apprenticeships.

## GRAPHIC COMMUNICATION - HIGHER

### Teaching Staff:

Mr J McGinnes

Mr W Erskine

### Entrance Requirement

At the discretion of the Design and Technology Department, or Standard Grade Graphic Communication Grade 1 or 2, Intermediate 2 Graphic Communication or equivalent, or Standard Grade Art and Design Grade 1 or 2.

### Course Descriptor

The course aims to develop skills in the production, interpretation and analysis of both computer aided and manual graphics. The structure of the course reflects the use of graphics in business and industry, both in content and in methodology, while embracing the changes brought about by the continuing advancement in modern technology. Manual and computer skills and their effective application will be developed through preliminary, production and promotional graphics. Emphasis will be placed on the graphics incorporated in the product design process from concept through to marketing. This element will be assessed by means of the Thematic Presentation. The use of computers as a learning and teaching aid will permeate all aspects of the course and opportunities will exist to develop expertise in computer applications.

### The Work of the Course

**In class** much of the course is based on drawing board work in developing skill in complex drawing techniques produced at speed and to a high degree of accuracy. Computer work involves projects in 3D modelling and desk top publishing. Artistic ability and experience is an advantage in some of the folio work which makes up 30% of the final mark.

**At home** considerable home study work is required in building skills in interpretation and in the preparation of folio pieces.

### Assessment

**Final Grade: Coursework 30 External Exam 70**

**Possible Progression to** Advanced Higher Graphic Communication, higher Education Degree i.e. Product Design, Engineering, Architecture etc.

## GRAPHIC COMMUNICATION - INTERMEDIATE 2

### Teaching Staff:

Mr J McGinnes

Mr W Erskine

### Entrance Requirement

At the discretion of the Design and Technology Department, or Standard Grade Graphic Communication Grade 3, 4 or 5, Standard Grade Art and Design Grade 3 or 4 or Short Course Graphic Communication.

### Course Descriptor

The course aims to develop skills in the production, interpretation and analysis of both computer aided and manual graphics. The structure of the course reflects the use of graphics in business and industry, both in content and in methodology, while embracing the changes brought about by the continuing advancement in modern technology. Manual and computer skills and their effective application will be developed through preliminary, production and promotional graphics. Emphasis will be placed on the graphics incorporated in the product design process from concept through to marketing. This element will be assessed by means of the Thematic Presentation. The use of computers as a learning and teaching aid will permeate all aspects of the course and opportunities will exist to develop expertise in computer applications.

There are 3 units in each course:

#### Intermediate 1

- Technical Graphics 1
- Technical Graphics 2
- Computer Graphics

#### Intermediate 2

- Pictorial Graphics
- Orthographic Drawing
- Computer Graphics

### The Work of the Course

**In class** much of the course is based on drawing board work in developing skills in complex drawing techniques produced at speed and to a high degree of accuracy. Computer work involves projects in 3D modelling and desk top publishing. Artistic ability and experience is an advantage in some of the folio work which makes up 30% of the final mark.

At home considerable home study work is required in building skills in interpretation and in the preparation of folio pieces.

### Assessment

**Final Grade: Coursework 30 External Exam 70**

**Possible progression to Higher Graphic Communication.**

## CHEMISTRY – INTERMEDIATE 2

### Teaching Staff:

Mr C Bailey

Mr F Gatongi

### Preferred Entry Requirements -

This is at the discretion of the school but you would normally be expected to have attained one of the following:

- Standard Grade Chemistry at grades 3 and 4
- Intermediate 1 Chemistry units or course
- Standard Grade Biology or Physics at grades 1 to 3
- Standard Grade Mathematics at grades 3 and 4 or Intermediate 1 Mathematics.

### Outline of Course Content:

Building Blocks – This unit develops knowledge and understanding, problem solving skills and practical abilities in the context of:

- Substances
- Reaction rates
- The structure of the atom
- Bonding
- Structure and properties
- Chemical symbolism
- The mole.

Carbon Compounds – this unit develops knowledge and understanding, problem solving skills and practical abilities in the context of:

- Fuels
- Nomenclature and structural formulae
- Reactions of carbon compounds
- Plastics and synthetic fibres
- Natural products.

Acids, Bases and Metals – This unit develops knowledge and understanding, problem solving skills and practical abilities in the context of:

- Acids and bases
- Salt preparations
- Metals.

Assessment in Course - The course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA.

Criteria for Awards – The pupil must pass all end of unit assessments with a minimum threshold mark of 18/30 as well as the final exam, in order to obtain an overall Intermediate 2 award. In addition each pupil will be required to produce one experimental report.

Progression Opportunities – Successful completion of this course may lead to Higher in:

- Chemistry.

Career Areas – Employment in:

- Animal, Land and Environment
- Health and Medicine
- Manufacturing Industries
- Science and Mathematics
- Security and Protective Services
- Sports and Leisure.

## CHEMISTRY - HIGHER

### Teaching Staff:

Mr C Bailey

Mr F Gatongi

**Preferred Entry Requirements** – This is at the discretion of the school but you would normally be expected to have attained one of the following:

- Standard Grade Chemistry at grades 1 and 2
- Intermediate 2 Chemistry units or course **and**
- Standard Grade Mathematics at grades 1 and 2 or Intermediate 2 Mathematics.

**Outline of Course Content** – The course is made up of three 40 hour units and 40 hours flexible time.

Energy Matters – This unit develops knowledge and understanding, problem solving skills and practical abilities in the context of:

- Reaction rates
- Enthalpy
- Patterns in the periodic table
- Bonding
- Structure and properties
- The mole.

The World of Carbon – This unit develops knowledge and understanding, problem solving skills and practical abilities in the context of:

- Fuels
- Nomenclature and structural formulae
- Reactions and uses of carbon compounds
- Polymers
- Natural products.

Chemical Reactions – This unit develops knowledge and understanding, problem solving skills and practical abilities in the context of:

- The chemical industry
- Hess's Law
- Equilibrium
- Acids and bases
- Redox reactions
- Nuclear chemistry.

Assessment in Course – The course is assessed by a combination of internal assessment by the teacher and on external examination, set and marked by the SQA.

Criteria for Awards - The pupil must pass all end of unit assessments with a minimum threshold mark of 18/30 as well as the final exam, in order to obtain an overall Higher award. In addition each pupil will be required to produce one experimental report.

Progression Opportunity - Successful completion of this course may lead to Advanced Higher in: • Chemistry.

Career Areas – Education (HNC/HND/Degree). Employment in:

- Animals, Land and Environment
- Health and Medicine
- Manufacturing Industries
- Science and Mathematics
- Security and Protective Services
- Sport and Leisure.

## CHEMISTRY – ADVANCED HIGHER

### Teaching Staff:

Mr C Bailey

Mr F Gatongi

### Preferred Entry Requirements

This is at the discretion of the school but you would normally be expected to have achieved one of the following:

- Higher Chemistry course or units
- An equivalent award.

### Outline of Course Content

The course is made up of one 20 hour unit, two 40 hour units and a 20 hour Chemical Investigation. In addition there are 40 hours of flexible time.

#### Electronic Structure and the Periodic Table (2 hours)

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities in the context of:

- Electronic structure
- Chemical bonding
- Some Chemistry of the Periodic Table.

#### Principles of Chemical Reactions (40 hours)

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities in the context of:

- Stoichiometry
- Chemical equilibrium
- Thermochemistry
- Reaction feasibility
- Electrochemistry
- Kinetics.

#### Organic Chemistry (40 hours)

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities in the context of:

- Permeating aspects of organic chemistry
- Systematic organic chemistry
- Stereoisomerism
- Structural analysis
- Medicines.

#### Chemical Investigation (20 hours)

In this unit you will develop your investigative, problem solving, numeracy and communication skills by carrying out a short chemical investigation.

Assessment in Course – Units are assessed internally by the teacher in accordance with SQA guidelines. The course is assessed by an external examination, set and marked by the SQA. A report on the chemical investigation is also externally assessed and contributes towards the final grade.

Criteria for Awards – The pupil must pass all end of unit assessments as well as the final exam to obtain an overall Advanced Higher Award.

Career Areas – Education (HNC/HND/Degree) or Employment in:

- Animals, Land and Environment
- Health and Medicine
- Manufacturing Industries
- Science and Mathematics
- Security and Protective Services
- Sports and Leisure.

## MATHEMATICS – INTERMEDIATE 1&2, HIGHER and ADVANCED HIGHER

### Teaching Staff:

Principal Teacher – Mrs S Brooks (Tuesday to Friday)  
 “ “ Mr A Keenan (Monday)  
 Ms F Samuel  
 Mrs J Stinson

**Level:** Rothesay Academy Mathematics Department offer Advanced Higher, Higher, Intermediate 2 and Intermediate 1.

The Mathematics course is designed to play a useful part in your personal development and overall education. It provides you with skills which are helpful in other school subjects and which will be important for your every day life, now, and in the world of work. This course helps you to learn to appreciate mathematics and understand its importance in today's world.

For many Further Education courses this is a compulsory subject for entry and employers very often require job applicants to have a qualification in Mathematics.

The aim of these courses is to enable you to build on your previous mathematical experience.

All pupils will require a scientific calculator. At Higher and Advanced Higher a graphical calculator may be useful.

### Entry to the course:

At the discretion of the department but you would normally be expected to have attained one of the following –

Course	Intermediate1	Intermediate 2	Higher	Advanced Higher
<b>Entry requirement</b>	Foundation level grade 5, or general level grade 4	General level grade 3  Intermediate 1 units 1, 2, 3  Grade A, B <sup>+</sup>	Credit level grade 1, 2  Intermediate 2 units 1, 2, 3  Grade A, B <sup>+</sup>	Higher grade A, B

### Course Outline

All above courses are made up of three 40 hour units. The Intermediate courses are made up of two compulsory units and one optional unit.

## Optional Units

One unit is to be selected.

Mathematics 3 – work to prepare a student who wishes to progress to the next level in Mathematics.

Applications – This unit includes social arithmetic, and is an exit course as there is no progression route in mathematics after this.

## Assessment

This course is assessed by a combination of internal assessment by the teacher and an external examination set and marked by the SQA.

For Intermediate 1, Intermediate 2 and Higher two papers will be set, one where a calculator may not be used and one where a calculator may be used.

## Progression

To progress onto the next level unit 3 must be opted for in Intermediated 1 and Intermediate 2.

<b>Course</b>	Intermediate 1 Units 1, 2, 3  Grade A, B <sup>+</sup>	Intermediate 2 Units 1, 2, 3  Grade A, B <sup>+</sup>	Higher Grade A, B <sup>+</sup>
<b>Progression</b>	Intermediate 2	Higher	Advanced Higher

## Careers

Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers areas:

- Science and Mathematics
- Computing & ICT
- Construction
- Engineering
- Garage Services
- Hairdressing & Beauty
- Manufacturing Industries
- Finance
- Health & Medicine.

## MODERN EUROPEAN LANGUAGE DEPARTMENT

### Higher French / Intermediate 2 French Higher German / Intermediate 2 French

#### Teaching Staff:

Principal Teacher – Mr A MacOnie  
Principal Teacher of Guidance – Miss L Nicolson  
Depute Head Teacher – Mr R Ferguson

Pupils wishing to study Languages at **Higher Grade** must have a Grade 1 or 2 at Standard Grade and must also have a Credit pass in Writing.

In **Higher Modern Languages** the pupil follows a lively, interesting course combining Speaking, Writing, Reading and Listening and this continues to perfect a lot of what has been already touched on in S4. This course is split into two units; Language and Extended Reading and Writing.

The Assessment in **Higher Modern Language** is partly internal and partly external. Internally it is as follows:

Speaking; presentation on a topic of choice and follow-up discussion  
Listening; 1 test of 2-3 minutes; response in English;  
Reading; 1 text 400-450 words long; response in English  
Writing; written response to questions on the book read or film watched in the course of the year

The external assessment in **Higher Modern Languages** is summarised as follows:

Speaking;	25%;	same as internal
Listening;	20%	1 text 2-3 mins long, played twice, questions in English
Reading	30%	1 text 550-650 words long, including translation into English
Writing	25%	Personal opinion essay 120-150 words long linked to Listening Directed Writing to situation in English 150-180 Words

Homework in **Higher Modern Languages** is very important and we expect homework to be carefully done for the day on which it is due. The type of homework will vary. For example, vocab learning, preparing for Speaking and Writing tasks and there will also be a weekly Ink Exercise.

Pupils wishing to study a Modern Language at **Intermediate 2 Level** must have a Grade 3 or 4 at Standard Grade in the appropriate language.

Pupils will again have the pleasure of studying a lively, interesting course concentrating on the four elements of Speaking, Writing, Listening and Reading. This course is also split into two Units namely Language and Personal Communication.

The Assessment in **Intermediate 2 Modern Languages** is partly internal and partly external.

Internally it is as follows:

Speaking;	presentation on topic and follow-up discussion
Listening;	1 test of 1-2 minutes, response in English
Reading;	1 test, response in English

The external assessment in **Intermediate 2 Modern Languages** is summarised as follows:

Speaking;	30%	same as internal
Listening;	20%	3 items played twice, response in English
Reading;	30%	3 short texts and 1 longer text, responses in English
Writing;	20%	An essay by way of a job application

A pass in **Intermediate 2 Modern Languages** is a good achievement in itself and must be seen as such. However such a pass will guarantee entry to any Higher class in the following year

A good Higher pass in Modern Languages is seen as a very good qualification when applying to many university courses. Languages can be studied a university on their own or they can be commonly combined with other subjects such as Law. Business Management, Tourism and Travel, HRM etc

A qualification in a Modern Language can open up employment opportunities not only here in Britain but also in Continental Europe and indeed further a field. Modern Language qualification are advantageous in the following careers; Business Management, HRM, Law, Teaching, Social Sciences, Travel and Tourism, Social Work.

## **MUSIC – INTERMEDIATE 2, HIGHER and ADVANCED HIGHER**

### **Teaching Staff:**

Miss E Forman

### **Why Music ?**

Research has proven that studying music has a significant impact on intellectual growth, aids development of self-esteem and has great benefit to pupils in other areas of the curriculum. Skills are developed which enhance and enrich adult life. Music is a universal language and allows us to relate to other adults in a wide variety of situations. For those pupils who achieve a Credit Grade at Standard Grade, the automatic progression would be to study units at Higher level. For those who achieve a General level pass, progression would be to study units at Intermediate 2 with a view to higher units in S6. For pupils who complete Higher music in S5, the option is to study units for Advanced Higher in S6.

### **Outline and Assessment of Courses**

#### **Intermediate 2**

##### **Performing**

Pupils perform on two chosen instruments. They must play a programme of at least 4 minutes on both instruments. The programme will include a variety of genres and styles of at least Grade 3 standard. A visiting examiner will assess performances on both instruments; this will take place between February and March.

##### **Composition**

Pupils are required to complete a folio of 1 or 2 contrasting original compositions. A notated musical score is required for each piece along with a programme note and recording. The completed folio has to be a minimum of 1.30 minutes in length. Pupils will be expected to include Intermediate 2 concepts in their pieces. Compositions need to be completed by the end of March.

##### **Listening**

At the end of the course, pupils are required to sit a supervised written examination lasting 50 minutes. The assessment will test aural skills in identifying stylistic and compositional concepts and will test understanding of theoretical questions relating to music notation. Pupils need to pass a National Assessment bank test before they can sit the Listening examination in May.

## **Higher Music**

### **Performance**

Pupils perform on two chosen instruments. They must prepare a programme of at least 10 minutes on their first instrument and 5 minutes on their second. The programme will include a variety of genres and styles of at least Grade 4 standard. A visiting examiner will assess performances on both instruments; this will take place between February and March.

### **Composition**

Pupils are required to complete a folio of 2 contrasting original compositions. A notated musical score is required for each piece along with a programme note and recording. The completed folio has to be a minimum of 2 minutes in length. Pupils will be expected to include Higher concepts in their pieces. Compositions need to be completed by end of March.

### **Listening**

At the end of the course, pupils are required to sit a supervised written examination lasting 1 hour. The assessment will test aural skills in identifying stylistic and compositional concepts and will test understanding of theoretical questions relating to music notation. Pupils need to pass a National Assessment bank test before they can sit the Listening examination in May.

For both Intermediate 2 and Higher, pupils must pass performing, composing and listening units to achieve a course award, which is graded A-C.

## **Higher and Further Education**

Many colleges and universities offer degree courses for pupils who wish to go on and study music. Strathclyde University and Napier University offer courses in applied music which covers a wide spectrum of musical skills and interests including working within the Music Industry. All Scottish universities offer music either as a Bachelor of Music degree or as part of a Bachelor of Arts degree. The Royal Scottish Academy of Music and Drama offers courses in composition, performance and teaching.

### **Career Opportunities**

Those who choose to pursue music have a wide range of career opportunities available to them. There are many jobs within the broadcasting industry including; sound engineering and production, recording, studio work and session work.

There are performance opportunities within orchestras, regimental bands and community music groups.

With the development of media and film there are now more opportunities to create and compose music as a profession.











Other career opportunities include music therapists, classroom teaching, instrumental and ensemble instruction and music administration and music librarian posts.



<b>Higher Geography</b>	<ul style="list-style-type: none"> <li>- 3 Units internally assessed by the teacher to SQA guidelines.</li> <li>- External Examination, set and marked by the SQA</li> </ul>	<p>A pass in all 3 Units is needed for an overall award.</p> <p>There are two parts to the exam</p>	Open to all pupils achieving a Credit pass – grades 1 or 2 at Standard Grade.	Mrs Ogilvie
<b>Intermediate 2 History</b>	<ul style="list-style-type: none"> <li>- 3 Units internally assessed by the teacher to SQA guidelines.</li> <li>- External Examination set and marked by the SQA. +</li> <li>- Extended Response, internally set and carried out but marked by SQA.</li> </ul>	<p>A pass in all 3 Units is needed for an overall award.</p> <p>1 Paper with 4 sections – Section 1: 1 Essay Sections 2,3 and 4 Knowledge and Understanding and Enquiry skills questions on each of the 3 Units studied.</p>	Open to all pupils achieving a General pass – grades 3 or 4 at Standard Grade.	Mr Kelley  Mrs Somerville
<b>Intermediate 1 History</b>	<ul style="list-style-type: none"> <li>- 3 Units internally assessed by the teacher to SQA guidelines.</li> <li>- External Examination set and marked by the SQA</li> </ul>	<p>A pass in all 3 Units is needed for an overall award.</p> <p>1 Paper with 3 sections – with Knowledge and Understanding and Enquiry skills questions on each of the 3 Units studied.</p>	Open to all pupils achieving a Foundation pass – grades 5 or 6 at Standard Grade.	Mr Kelley  Mrs Somerville

## **Next Steps – Progression after S4**

Having achieved a Standard Grade or Access 3 qualification by the end of S4 students may progress in the following ways:

Subject and Grade achieved in S4	S5 Higher Still Options	S6 Higher Still Options
History Standard Grade Grades 1 or 2 Credit Pass 	Higher History 	Advanced Higher History Higher Geography
Geography Standard Grade Grades 1 or 2 Credit Pass 	Higher Geography 	Higher History
History Standard Grade Grades 3 or 4           OR Geography Standard Grade Grades 3 or 4 General Pass 	Intermediate 2 History 	Higher History
History Standard Grade Grades 5 or 6           OR Geography Standard Grade Grades 5 or 6 Foundation Pass 	Intermediate 1 History 	Intermediate 2 History
Access 3 Social Subjects 	Intermediate 1 History 	Intermediate 2 History

## HISTORY: HIGHER

### Teaching Staff:

Principal Teacher – Mr G Kelley  
Mrs D Somerville

### Why History?

The aim of this course is to provide breadth and depth in your knowledge and understanding of historical themes through a study of chosen period contexts. It is also intended to enable you to develop skills in explaining historical developments and events, evaluating sources and drawing conclusions. History is highly regarded by universities and employers because it develops critical and analytical skills.

### Course Outline

The course consists of three 40 hour units plus 40 hours flexible time. The units are

- Historical Study: British
- Historical Study: European and World
- Scottish History.

The 3 units studied are:

#### Later Modern History – Britain 1851-1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

#### Later Modern History – USA 1918-68

A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

#### Scottish History – The Impact of the Great War, 1914-1928

A study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity.

### Career Areas

- Arts, Social Science & Religion
- Law, Accountancy, Banking
- Libraries, Museums & Archaeology
- Teaching & Journalism
- Civil Service & Business Management.

**Further advice and information on these options is available from your subject teacher, guidance teacher and careers adviser.**

## HISTORY: INTERMEDIATE 2

### Teaching Staff:

Principal Teacher – Mr G Kelley  
Mrs D Somerville

### Why History?

This course is designed to enable you to increase the breadth and depth of your knowledge and understanding of historical themes through a range of period contexts.

It is also intended to enable you to develop skills in explaining historical developments and events, evaluating sources and drawing conclusions. The course makes a valuable contribution to your general education and personal development.

### Course Outline

The course consists of three 40 hour units plus 40 hours flexible time.

You are required to choose **three** topics, **one** from *Historical Study: Scottish and British History*, **one** from *Historical Study: European and World History* and **a third** from **either** group. The topics cover three historical periods, *Medieval*, *Early Modern* and *Later Modern*. The same period option does **not** have to be chosen for all three topics and Scottish History may occupy up to two thirds of the course.

### ***Historical Study: Scottish and British***

List of topics/contexts.

1. Wallace, Bruce and the Wars of Independence, 1286 – 1328
2. Mary Queen of Scots and the Scottish Reformation, 1540s – 87
3. Immigrants and Exiles: Scotland, 1830s – 1930s
4. From the Cradle to the Grave? Social Welfare in Britain, 1890s – 1951, **or**  
Campaigning for Change: Social Change in Scotland 1900s – 79

### ***Historical Study: European and World***

List of topics/contexts

5. 'This Accursed Trade': the British Slave Trade and its Abolition
6. Iron and Blood? Bismarck and the Creation of the German Empire, 1815 – 71
7. Free at Last? Race Relations in the USA, 1918 -- 68
8. The Road to War, 1933 – 39

### Career Areas

- [Arts, Social Science & Religion](#)
- [Law, Accountancy, Banking](#)
- [Libraries, Museums & Archaeology](#)
- [Teaching & Journalism](#)
- [Civil Service & Business Management.](#)

## HISTORY: INTERMEDIATE 1

### Teaching Staff:

Principal Teacher – Mr G Kelley  
Mrs D Somerville

### Why History?

History enables you to study the past in order to understand the present.

This course gives you the opportunity to increase the breadth and depth of your knowledge and understanding of a wide range of historical topics. The study of History also develops skills of evaluating and investigating which will help you gain understanding of the world we live in now.

### Course Outline

You are required to complete three units of work, one from group a), one from group b) and a third from either group. Both groups provide a variety of topics from Medieval, Early Modern and Later Modern periods.

#### Group a) ***Historical Study: Scottish and British***

A range of important themes of Scottish and British history are included in the options available.

Examples are

- Wallace, Bruce and the Wars of Independence, 1286 – 1328
- Mary Queen of Scots and the Scottish Reformation, 1540s – 87
- Immigrants and Exiles: Scotland, 1830s – 1930s
- From the Cradle to the Grave? Social Welfare in Britain, 1890s – 1951, **or**  
Campaigning for Change: Social Change in Scotland 1900s – 79.

#### Group b) ***Historical Study: European and World***

A range of important themes of European and World history are included in the options available.

Examples are

- 'This Accursed Trade': the British Slave Trade and its Abolition
- Iron and Blood? Bismarck and the Creation of the German Empire, 1815 – 71
- Free at Last? Race Relations in the USA, 1918 -- 68
- The Road to War, 1933 – 39.

### Career Areas

- **Arts, Social Science & Religion**
- **Law, Accountancy, Banking**
- **Libraries, Museums & Archaeology**
- **Teaching & Journalism**
- **Civil Service & Business Management.**

## **GEOGRAPHY: HIGHER**

### **Teaching Staff:**

Mrs C Ogilvie

### **Why Geography?**

This course is designed to enable you to use geographical analysis to develop a detailed understanding of important aspects of the contemporary world. This involves studying the ways that people and the environment interact and examining the environmental issues that arise in a rapidly changing world. Throughout the course you will have the opportunity to develop a wide range of skills including research, evaluation and presentation, IT, mapping and statistics.

### **Course Outline**

The course consists of three 40 hour units and 40 hours flexible time.

#### ***Geography: Physical Environments***

The four sub-sections are –

- *Atmosphere*: the characteristics and effects of the atmosphere on global and regional scales.
- *Hydrosphere*: the hydrological cycle, fluvial landforms and landscapes.
- *Lithosphere*: the development of regional landscapes, processes of slope formation.
- *Biosphere*: soils, vegetation.

#### ***Geography: Human Environments***

The four sub-sections are –

- *Population geography*: demographic systems, population change, migration.
- *Rural geography*: agricultural systems, rural landscapes, rural change.
- *Industrial Geography*: industrial systems, industrial landscapes, industrial change.
- *Urban Geography*: urban systems, functions and structures, urban change.

#### ***Geography: Environmental Interactions***

This unit is divided into two groups each containing three applications. You will be required to study at least *two* applications, one from each group.

## **Group 1**

### Applications-

- *Rural land resources.*

Area context - United Kingdom.

- *Rural land degradation.*

Area context – North America and *either* Africa north of the Equator *or* the Amazon Basin.

- *River basin management.*

Area context– *either* Africa *or* North America, including the detailed study of *one* river basin.

## **Group 2**

### Applications-

- *Urban change and its management.*

Area context– two urban concentrations, *one* from a Developed country and *one* from a Developing country.

- *European regional inequalities.*

Area context– European Union, with particular reference to *two* member states, *one* of which *must* be the United Kingdom.

- *Development and Health.*

Area context– case studies from the Developing World.

### **Career Areas**

- **Animals, Land & Environment**
- **Arts, Social Sciences & Religion**
- **Construction**
- **Hospitality, Catering & Tourism**
- **Law**
- **Science & Mathematics**

**Further advice and information on these options is available from your subject teacher, guidance teacher and careers officer.**

## HISTORY: ADVANCED HIGHER

### Why History?

This course is designed to add to the breadth and depth of your knowledge and understanding of historical concepts through a chosen historical context.

It also aims to develop your skills in evaluating events and sources and making judgments. The historical research unit will enhance your skills in planning, researching, preparing and presenting an independent study.

### Course Outline

The course is made up of two units, *Historical Study* (80 hours) and *Historical Research* (40 hours) and 40 hours flexible time.

### *Historical Study*

In this unit you will be required to

- apply knowledge and demonstrate understanding of historical developments and events
- explain, analyse and evaluate historical developments, events and issues
- evaluate complex sources with reference to their provenance and context
- evaluate complex sources with reference to their wider historical context.

The work of the unit will be based on the following topic:

Japan : From Medieval to Modern State 1850s – 1920

### *Historical Research*

This unit requires you to carry out an in-depth study of a historical topic and write a dissertation on it. The dissertation should be around 4000 words and have an introduction, development and conclusion. This work will enhance your research and presentation skills and encourage the more sophisticated skills of

- source analysis
- sustained reasoning and independent study.

### Career Areas

- **Arts, Social Science & Religion**
- **Law, Accountancy, Banking**
- **Libraries, Museums & Archaeology**
- **Teaching & Journalism**
- **Civil Service & Business Management.**

**PHYSICAL EDUCATION**  
**NATIONAL QUALIFICATION PHYSICAL EDUCATION**  
**HIGHER, INTERMEDIATE 2 & 1**

**Teaching Staff:**

Mr R. Templeton	Principal Teacher
Mrs H. MacVicar	Principal Teacher of Guidance
Mr C South	

**Entry Requirements**

Entry to the **Higher Course** requires a **Credit pass** in Standard Grade Physical Education **PLUS** a **Credit pass** in Standard Grade English. (Pupils who gain a Grade 3 pass in SGPE **may** be considered providing they have a Credit pass in English). In addition, a history of high levels of participation and kit bringing in core PE will be required.

Entry to the Intermediate 2 & 1 courses is negotiable according to the pupil's Standard Grade P.E. & English awards.

**Course Outline**

Intermediate & Higher Level Physical Education is about **your** practical experience of P.E. Your participation is active and demanding: you work and learn with your class mates and staff in a challenging and rewarding environment.

In Rothesay Academy **your** practical experience is gained through 3/4 activities. These are:

**VOLLEYBALL, INDOOR HOCKEY, GYMNASTICS, TRAMPOLINING & BADMINTON** (Badminton will only be included if candidates complete the other 3 activities within a reasonable timescale).

As well as **Practical Performance** the course also includes **Analysis and Development of Performance**.

**The 4 areas of Analysis and Development of Performance are:**

- 1. Performance Appreciation**
- 2. Preparation of the Body**
- 3. Skills and Techniques**
- 4. Structures, Strategies and Compositions.**

The study of only 3 of these is necessary and in Rothesay Academy only 2, 3 & 4 are covered out of the 4.

Each of these areas is made up of **Key Concepts** which, in turn, is made up of **Key Features**.

<b>Eg.</b>	<b>Area</b>	<b>Preparation of the Body</b>
	<b>Key Concept</b>	<b>Principles and Methods of Training</b>
	<b>Key Features</b>	<b>Specificity, Progressive Overload, Rest, Variation, Circuit Training, Weight Training, Interval Training, Continuous Training.</b>

## **Course Assessment**

**Practical Performance** is assessed on the basis of the candidate's ability in the performance of two of the activities. Two marks out of 20 are given and totalled together to give the candidate's total Practical Performance mark out of 40. Candidates must score 10 or over to be awarded the Practical Performance Unit for a Course Award.

**An Overall Question on the Candidate's experience of Analysis and Development of Performance in a particular activity**

**PLUS questions on:**

**Body Preparation  
Skills & Techniques  
Structures, Strategies and Compositions.**

**All of the above are assessed under exam conditions.** However candidates must display a *level of minimum competency* during the unit tests

## **Criteria for an Overall Award**

All assessable elements contribute to the candidate's overall award. The Practical Performance total mark is added to the candidate's exam mark to give an overall total towards the course award.

Candidates can gain a Practical performance unit only should they fail the other elements.

Candidates can also gain a Practical Performance award at a level **above** that at the course award for which they are being presented

## **Career Opportunities**

Qualifications in Physical Education are in great demand in today's society where leisure is big business. Fitness, sport and leisure pursuits are an essential part of today's living and provide a huge employment base to those with the necessary qualifications.

Higher Physical Education provide those with ambitions in this kind of career with the ideal knowledge and expertise to take their ambitions a step nearer.

## PHYSICS- INTERMEDIATE 2, HIGHER and ADVANCED HIGHER

### Teaching Staff:

Principal Teacher – Miss P. McKeown

### Levels

**Intermediate 2:** for those who have attained Standard Grade Physics at grades 3 or 4 or Intermediate 1 Physics course and Standard Grade Mathematics at grades 3 or 4 or Intermediate 1 Mathematics course.

**Higher:** for those who have attained Standard Grade Physics at Credit level.

**Advanced Higher:** for those who have attained Higher Physics and Higher Mathematics Grade at A or B.

### Outline of Course Content

**Intermediate 2:** This course is designed to increase your knowledge and understanding of the facts, ideas, techniques and applications of Physics. It provides you with the opportunity to develop skills such as experimenting, investigating and analysing. You will use these skills to find solutions to scientific problems. The course consists of two 40hour units, two 20hour units and 40hours flexible time.

#### Mechanics and Heat (40hour)

- Kinematics
- Dynamics
- Momentum and Energy
- Heat

#### Electricity and Electronics (40hours)

- Circuits
- Electrical energy
- Electromagnetism
- Electronic components

#### Waves and Optics (20hours)

- Waves
- Reflection
- Refraction

#### Radioactivity (20hours)

- Ionising radiations
- Dosimetry
- Half Life and Safety
- Nuclear Reactors

**Higher Physics:** This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The unit consists of three 40hour units and 40hours flexible time.

#### Mechanics and Properties of Matter

- Vectors
- Equations of motion
- Newton's second law, energy and power
- Momentum and impulse
- Pressure and density
- Gas laws

### **Electricity and Electronics**

- Electric fields and resistors in circuits
- Alternating current and voltage
- Capacitance
- Analogue Electronics

### **Radiation and Matter**

- Waves
- Refraction of light
- Optoelectronics and semiconductors
- Nuclear reactions
- Dosimetry and Safety

**Advanced Higher:** This course is designed to give you a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that you have developed at Higher Level and provides a challenging experience for those who wish to study the subject in greater depth. The course is made up of two 40hour units and two 20hour units.

### **Mechanics (40hours)**

- Kinematics relationships and relativistic motion
- Angular motion
- Rotational Dynamics
- Gravitation
- Simple Harmonic Motion
- Wave – particle duality.

### **Electrical Phenomena (40hours)**

- Electric fields
- Electromagnetism
- Motion in a magnetic field
- Self Inductance
- Forces of nature

### **Waves Phenomena (20hours)**

- Waves
- Interference-division of amplitude
- Interference- division of wavefront
- Polarisation

**Physics Investigation (20hours):** In this unit you are required to carry out an Investigation and produce a report of your findings. This involves planning, organisation, designing experiments, collection and analysis of information.

## **Course Assessment**

**Intermediate 2/Higher Physics:** The course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA.

**Advanced Higher Physics:** your teacher in accordance with SQA guidelines assesses the units internally. The course is assessed by a written examination set and marked by the SQA and an external assessment of the Investigation report by the SQA.

## **Progression Opportunities**

**Intermediate 2 Physics:** successful completion of this course may lead to Higher in Physics.

**Higher Physics:** successful completion of this course may lead to Advanced Higher in Physics.

**Advanced Higher:** successful completion of this course may lead to further study at college or university to HNC/HND/Degree level

## **Career Opportunities**

Successful completion of these courses may lead to employment in

- Animals, Land and Environment
- Armed Services
- Construction
- Engineering
- Health and Medicine
- Libraries, Museums and Archaeology
- Manufacturing Industries
- Performing Arts
- Science and Mathematics
- Security and Protective Services

# Skills for Work

## Creative Digital Media – Intermediate 1

### Summary of Course content

The course provides an introduction to, and overview of, the digital media industry and has been designed to take candidates through an experiential learning process that highlights the key areas of aptitude and attitude for careers in the digital media sectors. The course is further enhanced by allowing candidates to select their personal and individual areas of skills and/or interests when participating in the Course and ensures that candidates have experience of at least two distinct areas of the digital media industry from various sectors which include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors. These sectors may increase in the light of emerging technology. In this Course candidates will look at various types of *digital media content* eg text, audio, video, graphics, digital image, animation in different *digital media* such as radio, television/DVD, digital/computer games and software, publishing and websites.

The four Units of the Course cumulatively provide a working knowledge of the development and production processes within the industry, starting with awareness raising experiences, moving through creative and technical requirements and considerations and culminating in the experience of a mixed-media production project.

The Units of the Course have been designed to be delivered in an integrated way and guidance on a suggested approach to teaching is given in this Course Specification.

Employability skills are an essential element of this Course and are embedded throughout the Course. For example, working co-operatively with others is a necessary employability skill in the industry and candidates will be required to interact with other candidates during the Course, especially throughout the Unit *Creative Digital Media: Production Project*. Candidates will also require good communication skills and there are ample opportunities throughout the Course for candidates to show their oral and written skills when dealing with other candidates, industry practitioners, etc.

The specific employability skills assessed in this Course are:

- positive attitudes to learning and the workplace
- working co-operatively with others
- taking advice and dealing with feedback
- giving advice and feedback to others
- planning and preparation
- reviewing and evaluating own skills development
- time management skills and working to deadlines
- good communication skills
- health and safety awareness, including maintaining tidy, organised and safe working environment
- finding, gathering, organising and evaluating information including through the use of IT
- skills in using hardware and software
- organisational skills
- understanding roles and responsibilities in the workplace
- awareness of the digital media industry
- contributing to discussions and practical projects

## Skills for Work

### Financial Services Intermediate 2

You will explore career opportunities that exist within the financial service sector, and become familiar with key words and terms, and key legislation in the sector. You will develop skills of personal financial responsibility, including basic budgeting, although this is not a course with a high mathematical content. You will take part in a number of group visits to workplaces, and the course is mainly delivered in a classroom setting.

#### Course Units: -

- **Financial Services: Introduction** – This unit introduces students to the organisational types, structures and products/services of the main financial services providers. Types and career opportunities within the sector will be researched. Knowledge gained will include an appreciation of the extent and nature of the regulatory requirements within the sector, and on the impact of statutory requirements of - consumer protection, data protection, money laundering issues and Health & Safety in the work place
- **Financial Services: Personal Financial Awareness** – Students will be required to maintain a personal budget relative to their age and experience. Focus will centre on the benefits of maintaining personal financial awareness through life and will cover the issues of borrowing and debt. The promotion of savings for the attainments of short and long term goals is addressed. Candidates will develop an awareness of the interest received and paid on different types of accounts and of the relationship between risk and reward.
- **Financial Services: Building Positive Relationships with customers and colleagues** – This will enhance the student’s ability to assess the needs of customers and colleagues and to respond to those needs with respect and awareness of other people’s feelings. Developing good customer relations and effective working relationships.
- **Financial Services: Employability Skills:** - Time-keeping, attendance, H&S, attitude, personal presentation, quality monitoring, working with others. Practical experiences - that are linked to particular careers.

## **Skills for Work**

### **Early Education and Childcare Intermediate 2**

You will look at child development; play in early education and childcare; working in an early education and childcare setting and parenting. The course is delivered in a classroom setting, with opportunities for both individual work placement, and group visits to the workplace.

#### **Course Units: -**

- **Child Development** – Students will study the development of children from birth to young adulthood and study a range of factors affecting this development.
- **Play in Early Education and Childcare** – Will help students understand play and what it means for children in its broader sense. To become aware of the way in which the different types of play can affect the development of children.
- **Working in Early Education and Childcare** – This Unit gives an insight into early education and childcare provision available for children, it gives a understanding of the requirements placed on the sector from the registration bodies that providers are responsible to.
- **Parenting** – Students will learn about the responsibilities involved in becoming parents and the issues at each stage of development of the child e.g. baby, toddler, preschool, school age and adolescence.

## **Peer Support**

Students opting for Peer Support will receive training. You will then be allocated a number of classes/groups of pupils to work with across the Joint Campus. You will also have to write up a folio for accreditation. This course will be recognised and certificated through ASDAN, at bronze, silver, gold or platinum levels, according to the level achieved.

## Rothesay Academy Senior Options Form 2011-12

Name:.....

Class:.....

A 5 periods				B 5 periods				C 5 periods			
Code	Subject	Level		Code	Subject	Level		Code	Subject	Level	
C208	<b>Geography</b>	Int 2		C007	<b>Biology</b>	Int 2		C214	<b>Administration</b>	Int 2	
C208	Geography	H		C007	Biology	H		C214	Administration	H	
C044	<b>History</b>	Int 1		C270	<b>English</b>	Int 1		C270	<b>English</b>	Int 2	
C044	History	Int 2		C270	English	Int 2		C270	English	H	
C259	History	H		C270	English	H		C033	<b>Graphic Communication</b>	Int 2	
C100/1	<b>Mathematics</b>	Int 1		C069	<b>Physics</b>	Int 2		C033	Graphic Communication	H	
C100/1	Mathematics	Int 2		C069	Physics	H		C216	<b>Information Systems</b>	Int 2	
C100	Mathematics	H						C216	Information Systems	H	
	* <b>Construction Crafts</b>	Int 1/2						C035	<b>Woodworking Skills</b>	Int 1	
	* <b>Creative Digital Media</b>	Int 1						C035	Woodworking Skills	Int 2	
	* <b>Rural Skills</b>	Int 2									

D 5 periods				E 5 periods			
Code	Subject	Level		Code	Subject	Level	
C223	<b>Art &amp; Design</b>	Int 2		C223	<b>Art &amp; Design</b>	H/Int2	
C223	Art & Design	H		C012	<b>Chemistry</b>	Int 2	
C060	<b>German</b>	H/Int 2		C012	Chemistry	H	
C100/1	<b>Mathematics</b>	Int 1		C059	<b>French</b>	Int 2	
C100/1	Mathematics	Int 2		C059	French	H	
C100	Mathematics	H		C260	<b>Hospitality – Skills for Work</b>	Int 2	
C231	<b>Music</b>	H		C201	Hospitality - Practical Cookery	Int 2	
C205	<b>P.E.</b>	Int 1		C212	* <b>Psychology</b>	Int 2	
C205	P.E.	Int 2			* <b>Early Education &amp; Childcare</b>	Int 2	
C205	P.E.	H					
	* <b>Hairdressing</b>	Int 1					
	* <b>Uniformed &amp; Emergency Services</b>	Int 1					

1. Tick the box if you want to choose Peer Support (S6 only).
- Level abbreviations: Int 1 = Intermediate 1, Int 2 = Intermediate 2 and H = Higher.  
Students will also have 2 periods of core P.E., 1 of PSHE and 2 private study periods.
2. If you want to take an Advanced Higher course, enter it in the appropriate column. Your Guidance Teacher will let you know whether or not it will be possible to offer the course.
3. S5 students – choose one course from each column.  
S6 students – choose four courses (or three if you are opting for an Advanced Higher and 2 Highers). One of these may be the school based Peer Support option.
4. \* Courses offered in partnership with Argyll College will run at the college's discretion.
5. Whilst the school will make every effort to run all courses offered, this cannot be guaranteed. In the event of a course you have chosen being withdrawn, your Guidance Teacher will help you make a new choice.
6. Your Guidance Teacher will help you choose the combination of subjects which make the most suitable overall course for you, taking into account your career plans. Remember, you are aiming to achieve the best qualifications you can.