A warm welcome from the Edinburgh Academy. I very much hope that you will enjoy discovering more about our thriving, co-educational day school community. Contained within the pages of this prospectus are details on the full 'Academy' experience, be it in the early years of a nursery education, where the seeds of curiosity are sewn, in the explorative and collaborative learning gained in our Junior School, or at the Senior School, where maturity, independence and a well-rounded education prepare all our students for the next stages of their life beyond school.

We have a clear ambition for all our pupils. We want them to be happy and we want them to be successful. We want to equip all those who are lucky enough to benefit from an Edinburgh Academy education with confidence, resilience and creativity, such that they will be ready to embrace the opportunities of the modern global community, feeling themselves to be 'Grounded in Scotland but Ready for the World'.

We set out each year to challenge and encourage our students to be the best that they can be. They benefit from inspirational teaching and coaching, tailored to their individual needs. The strong relationships that are built within our community provide the nurturing environment for our students to learn about themselves and each other. Our many co-curricular opportunities help to instil and develop a range of skills, as well as to allow our students to experience success beyond the classroom.

I hope that you enjoy looking through our prospectus and that it will answer many practical questions about the Edinburgh Academy and the broad range of opportunities that we offer to each young person at every stage of his or her development. There is no real substitute for seeing and experiencing the 'real thing'. I hope that you will visit us soon; you will be most welcome.

Barry Welsh
Rector

Fact:
Our School motto, ΆΞΕΝ ΑΡΙΣΤΕΥΕΙΝ is Greek for 'Excel Always'.

Fact:
The James Clerk Maxwell Science Centre brings Biology, Chemistry and Physics together under one roof. Nine purpose-built laboratories are ideally suited to the practical activities of a modern scientific education.
Our Vision & Values

Gavin Calder, Headteacher of the Junior School & Nursery, outlines the firmly held beliefs and ethos of the Edinburgh Academy.

From our youngest children entering the door of the Willow Room in the Nursery for the first time to those walking out of the doors of the Senior School for the last time, the feeling of pride in being an Edinburgh Academy pupil is palpable. This is due in no small part to the level of care and attention given to each individual in all areas of school life.

Our Nursery and Junior Schools are situated on a modern and leafy campus in the Inverleith area of Edinburgh. This allows our younger pupils the freedom to be small children and a feeling of safety that is not possible in more built up areas dominated by concrete or in all-through schools on single sites.

On reaching the end of Primary 6 the children move onto our original site in the New Town. The Geits (old Scots for young child) year is another example of the careful thought given to holistic pastoral care at the Academy. This transitional year sees the children integrated into the Senior School site whilst having the security of being in their own separate area of the School with dedicated classrooms and supervised all-weather play areas.

A warm welcome is always assured at the Edinburgh Academy. Here we believe that each member of our ‘family’ will have an experience filled with great happiness in an atmosphere of ordered freedom; will be encouraged to explore and enquire in a variety of ways (from using the latest of technologies to climbing trees in the wilderness of our Wild Wood) will gain a rigorous grounding in those key skills necessary for academic, social and emotional advance.

Care, love and emotional security underpin our ethos. Being responsible for the education of our youngsters is a privilege and I would be delighted to meet with you to discuss how your child could become an important part of this vibrant School preparing children for the demands of 21st century life.

Gavin Calder
Headteacher

The Edinburgh Academy has a very welcoming, supportive and inclusive atmosphere. A culture of mutual respect is clearly evident in the positive relationships between staff and learners.

— Education Scotland HMI, ‘Professional Engagement Visit’
Our aims in brief

1. We seek to develop the individual strengths of each child at our School, and we are committed to preserving a small school where each unique personality can be recognised and valued.

2. We aim to foster in pupils of every ability a real sense of purpose, so that their individual gifts may be put to good use in the long years after school. Good teachers inspire a child with a love of learning that endures long after specific facts are forgotten.

3. We wish to develop young people whose worlds are not centred upon themselves alone. Edinburgh Academy boys and girls are valued members of the community; commitment and a willingness to participate are their key features. We are proud that good behaviour is also a highly prized feature of life at the Academy; it is something that we expect of all our pupils.
Why the Academy?

The Edinburgh Academy is a co-educational day school for pupils aged 2–18, situated on two sites around Edinburgh’s New Town. We are famous for our friendly ethos and small class sizes that allow us to cater for the unique talents, needs and ambitions of our children.

As each child continues his or her journey through the School, they are able to move forward at the right pace, growing in independence, confidence and eagerness to question and learn.

A well-rounded education
Learning is about more than the formal classroom curriculum. Girls and boys at the Academy have wonderful opportunities to develop, not only through their teachers but also through their contributions. A long tradition of Academic excellence and challenge delivered in top class facilities is balanced by a full and ever expanding co-curricular programme for the 21st century where, for example, children might be involved in traditional activities such as Cross Country Running with the Headteacher one day and participating in the latest high-tech Robotics class the next.

Specialist primary teachers
Our primary school specialists understand how young people learn at each stage of development and are able to give pupils the necessary confidence and skills they need to face the new challenges and fresh opportunities that await them in the Senior School. All Junior School pupils receive specialist teaching in Music, Art, PE, Science and Modern Foreign Languages.

Dedicated, inspiring teachers
Year after year throughout our history, our teachers’ quality and dedication has inspired our pupils as children continue to achieve. The Academy’s teachers know their pupils as people, and they encourage them to develop broad interests and to tackle life with good humour and determination.

A long history of excellence
Founded in 1824, The Academy has a very proud history. Around the world and throughout history, many distinguished figures have benefited from an Academy education, including Robert Louis Stevenson, James Clerk Maxwell, Magnus Magnusson, Guy Berryman, Georgina Usher, Sophie Cooke and Mike Blair to name but a few.

An educational journey
Academy pupils have much in common, but their ability and their potential are far from uniform. We treat each one in exactly the same way – as an individual. Our aim is to prepare our children well for a lifetime of discovery and learning.

Personal, flexible education
When the time comes to choose subjects for public examination, your son or daughter can follow their preferred education path through personalised teaching that lets them develop their individual strengths and interests. Pupils are given the breadth of a traditional two-year exam syllabus in the middle secondary years followed by a diet of the highly regarded SQA Highers and Advanced Highers (A Level in Art). Regardless of course choice, we keep our classes small to allow teachers to identify and nurture each child’s strengths.

Fact: Our Pupil-to-Teacher Ratio is 9 to 1, and for the past 10 years, over 90% of our pupils have gone on to higher education.
A journey of discovery

Our Nursery, Junior and Senior Schools work together with a shared approach, using the best facilities and teaching available. From the gentle introduction to learning in Nursery School through the steps taken towards independence in the Junior School to tailoring a Senior Curriculum of Highers and Advanced Highers in Sixth Form, our flexible curriculum ensures a rich variety of pathways to suit the ambitions of each girl and boy.

Building on strengths
From your son or daughter's first day at the Nursery, we aim to create an atmosphere in which they are keen to learn and eager to progress. The Nursery has been consistently awarded the highest possible gradings by the CARE Inspectorate in all recent inspections. The purpose-built Denham Green P1 and P2 classrooms provide a lovely and carefully considered transition into the Junior School, and in the upper years, housed in our most modern building, new tasks bring new levels of expectation and technology.

Personal attention from committed teachers identifies the strengths of each pupil, and encourages them to make full use of those abilities. New technologies give the pupils new opportunities for discovery, while retaining a base in traditional learning.

More than grades
Of course, the educational journey at the Academy is not just about grades. All pupils attending the School have strengths both within and outside the classroom that they may not yet recognise. It is our job to teach, guide and encourage them to develop the confidence and determination to achieve.

Through treating each child as an individual, we have a proud tradition of educating young people who tread their own particular path after leaving school. Our pupils build on the legacy of Scottish innovation with successful careers in areas as diverse as art, science, media, music, law, mathematics and government.

Did you know?
The prefects at the Edinburgh Academy are known as Ephors, after the officials of ancient Sparta.

Clackens are wooden bats used in the ancient game of Hailes (cross between hockey and lacrosse) and now only played ceremonially at the end of each year between the Ephors and the rest of the Leavers.
Nursery years represent the first break with the routines of home and the first anxieties for parents. At the Nursery School, we make sure your child feels secure, has access to the best facilities and activities, and receives a gentle introduction to learning.

Flexible timings
We offer flexible timings to suit your needs – including out of hours care – and the peace of mind that your child is in a warm, caring environment under the supervision of experienced and professional staff.

A world of wonder
Our highly trained staff is determined to ensure that the first experience of learning is structured, productive and fun. Through a programme of carefully selected activities and through friendly interaction between children, we work to develop in each the confidence and the curiosity that are the key elements for later learning. Experiential learning in the outdoors is at the heart of our Nursery experience.

Our garden is such fun – I play with friends, run and chase and sit and talk. I like climbing on the pirate ship and being a fireman. – Bertie
In the Junior School we are setting down the foundations for a lifetime of learning, and we place a huge emphasis on the key skills of literacy and numeracy in our context as a Junior School at the heart of Scotland’s capital city.

Our Junior School was one of the first recipients of a Digital Schools Award in Scotland and is sector-leading in the appropriate use of technology for 21st century learning. We are preparing children for their futures; not our pasts!

Thanks to our small class sizes, our teaching is child-centred and personal, which helps us foster critical and creative talking and thinking skills throughout a broad and balanced curriculum, which includes:

› Languages
› Mathematics
› Science
› Social Studies
› Technologies
› Religious and Moral Education
› Expressive Arts
› Health and Well-being

Everyone is very kind and the teachers are caring and you get a variety of subjects and afterschool activities. — Josh
Transitions, P6 to Geits: a smooth transition

The transition from primary to secondary school can be stressful, which is why we offer a unique experience of a year in ‘Geits’, following an exciting year in Primary 6.

Primary 6
During your son or daughter’s P6 year in the Junior School, they will get to know the Senior School well through occasional lessons from specialist teachers, special Senior School events days and robust induction procedures.

Your child will form strong bonds with classmates during this year, culminating in a foreign cultural trip and the Primary 6 musical in which everyone is involved.

Geits
Their P6 year enables children to move forward to Geits with the self-belief, academic ability, confidence and enthusiasm they need to flourish in the next stage of their education.

In Geits pupils learn within a designated area of the Senior School and benefit from the subject expertise of specialist secondary school teachers, including new subjects such as Design Technology.

Many of our Geits come from the Junior School but several more join the Academy from other schools at this time. These new children are quickly adopted by their peers and made to feel like one of the family.

Did you know?
Primary 7 pupils are taught at the Senior School and they are known as Geits – an old Scots word for young children.

I really like Drama. We’re doing ‘The Twits’ this year and it’s going to be really fun. It’s amazing because the children learn to do the lighting, the sound…it’s just incredible.

– Roseanna
Senior School: setting the goals high

Ambition in the classroom, laboratory or studio is the priority at the Senior School. Pupils and staff set their sights high, and our small class sizes allow teachers to focus on individual pupils’ strengths, interests and developmental needs.

The flexibility of our Sixth Form Curriculum enables every boy or girl to follow a qualification route best suited to their interests, abilities and future needs.

Teaching excellence
Highly qualified teachers provide the stimulus for academic achievement in all disciplines – from Maths to Music, from Languages to Literature, from Art to Drama and from History and Geography to Technology and Computing.

Inspiring learning environment
The Senior School combines flexible indoor and outdoor spaces with historic buildings and modern equipment to create an inspiring learning environment equipped with PCs, iPads, interactive whiteboards and Kindles.

If you have a query in any subject, the teacher will take you through it so there is a lot of one-on-one time that you can get, which is really nice and useful. — James
Art & Design
Music
Drama
Design & Technology
Learning to be creative

At the Academy we recognise that children of all ages have a deep well of creativity, and Creative Arts are a particular strength of the life at the School.

Opportunity for all
Drama, Art, Design Technology, Singing and Instrumental Music are important elements of the School’s programme, and each pupil is encouraged to be fully involved. These opportunities are not restricted to elite performers—we invite all to participate—for all can learn from and enjoy their experience.

Pupils’ artwork is on display throughout the School buildings and grounds, and we provide plenty of opportunity for those who enjoy music to choose from ensembles and choirs to suit all tastes and ages. Concerts, plays and musicals are performed regularly and all are encouraged to take part. Both campuses host year-end Art Exhibitions, showcasing the culmination of session’s art endeavours.

Creativity lives here
The Junior School includes a wonderfully light and airy Art room that encourages children to explore a wide variety of mediums in a workshop environment, a superbly resourced Music department with individual tuition rooms and a purpose-built lab exclusively for primary level Science activities. All classrooms have interactive whiteboards.

The Henderson Row Music School is housed in a modern, purpose-built building around a central rotunda. Small concerts are regularly held in the Robertson Room and students often perform during lunch breaks. This building also houses a music library and several teaching rooms of varying sizes.

The Magnusson Centre for the Performing Arts houses a variety of performing arts including Music, Drama, Dance and Sports; with a purpose-built theatre, a dance studio and a multi-purpose classroom.

The Senior School Art Department seeks to develop creative ability in every member of the School, and boys and girls work together to share ideas through painting, sculpture, photography, pottery, life drawing and a range of other media.

Did you know?
The Edinburgh Academy Senior Choir won the Barnardo’s National Choral Competition at The Barbican, London and were invited to perform at the Royal Albert Hall in July.

There are so many things that you can do. I do quite a lot of music and sports. I’m in the Chamber Choir, the Pipe Band, the Orchestra and I also play Hockey. — Caroline
Learning to stay healthy

Our pupils are encouraged to stay active and healthy and we provide top-class coaching and facilities to help them enjoy their chosen sports. From rugby internationalists to Olympic athletes, we continue to produce famous names in a variety of sports.

However, we don’t just focus on elite performers and competitive sports. Our emphasis on participation for all is based on a recognition that healthier bodies lead to healthier minds.

Champion facilities
The School has high-quality grass playing fields, astroturf fields and two newly refurbished Sports Pavilions. Our purpose-built sports centre houses the best school climbing wall in Scotland; a sports hall for football, badminton, table tennis and other sports; a fitness and dance studio; and a fully refurbished state of the art gym.

Sports for all
Pupils can choose from a full range of winter and summer sports. The Academy has a proud tradition of excellence in rugby with over one hundred past pupils with full international caps. We also run boys and girls hockey teams, as well as football, cricket, and athletics. Additional winter sports include badminton, basketball, netball, skiing, squash and swimming. In summer, pupils can take part in golf, softball and tennis.

Teaching teamwork
We have a well-established and impressive reputation for producing highly organised and talented teams. The coaching is of a very high standard and all children are given the opportunity of representing the School at some time during their education.

Healthy eating
We are a healthy eating school and promote healthy lunches and snacks. Starting in Nursery we encourage children to choose lunch items they like, with staff being available to advise and guide them. The children then join their teachers and friends for a happy communal dining experience.

Did you know?
The Edinburgh Academy and Merchiston Castle School together hold the world record for the oldest continual rugby sporting fixture, first played in 1858 and still played today. The first international rugby union game was held on 27 March 1871, when England played Scotland at Raeburn Place, at one time the EA cricket field.
The educational journey at the Academy is not just about grades. The girls and boys attending the School have strengths both within and outside the classroom that they may not yet recognise. It’s our job to teach, guide and encourage them to discover their strengths and develop the confidence and determination to make the most of them.

Combining life and learning

The Junior School community offers activities including the Pupil Council, ECO Committee, Charities Committee, Junior School Allotment, Coding Club, Modern Dance, Enterprise Group, Wildlife Garden, Cross Country, Watersports, Mountain biking, Music and Drama performances, residential camps and sports galas and events.

From charity work to chess and from the Combined Cadet Force (CCF) and the Duke of Edinburgh’s Award Scheme to foreign exchanges, our Senior School carries on encouraging boys and girls to explore their talents in all areas. The list of available activities, clubs and societies is extensive and varied. Amnesty International, Climbing, Debating, Model United Nations and Watersports are a few examples.

Broadening horizons

Few experiences broaden the mind more than travel. We offer many trips and exchanges that take place throughout the School session. Our location allows us to take advantage of local cultural attractions such as art galleries and museums and further afield, we organise many memorable cultural and sporting expeditions to places such as York, Meigle, Holland, Canada, Iceland and the Red Sea.

Making a difference

Both schools have very active Charities Committees comprising pupils from all years at the School. Each year the committees select charities to support and then plan and organise activities to raise funds. The Junior School community has donated an average of £15,000 per annum in the last ten years. Recent recipients have been the Eric Liddle Centre, the Hovinais Trust, 500 Miles and LEPRA.

The Senior School Charities Committee is led by Senior pupils and in recent year the Christmas Fair, fashion shows, frugal lunches and sleep-outs have all helped raise many thousands of pounds for other deserving causes.

The Junior School has been a proud holder of a Green Flag for a number of years due to their excellent Eco credentials. It has recently been joined by the Senior School and both sites now have them fluttering proudly in the wind.

Flexible hours

For busy Nursery and Junior School parents, we offer Early Birds Activities, After School Activities and our After School Club, which offers the children a safe, structured and caring environment where the emphasis is on helping each other to enjoy their time. We also offer a Holiday Club for Primary aged children.

Pupils in the Senior School can remain in the supervised library until 5.00pm, although out-of-hours supervision can be arranged.

There are no foreign lands.
It is the traveller only who is foreign.
– Robert Louis Stevenson (EA 1861–63)
One School, many famous Alumni

Eminent Academicals

James Clerk Maxwell (EA 1841–47)  Physicist & Inspiration to Einstein
Robert Louis Stevenson (EA 1861–63)  Novelist, Poet, Essayist & Travel Writer
Dr Joseph Bell (EA 1847–54)  Surgeon & Inspiration for Sherlock Holmes
Francis C B Cadell (EA 1890–98)  Artist, Scottish Colourist
Magnus Magnusson (EA 1935–48)  Journalist & Broadcaster
Archibald Campbell Tait (EA 1811–82)  Archbishop of Canterbury
Tam Dalyell (EA 1939–41)  Politician & Author
Mike Kosterlitz (EA 1959–62)  Nobel Prize for Physics 2016
D’Arcy Thompson (EA 1970–77)  Mathematical Biologist
Eric Stevenson (EA 1930–40)  Entrepreneur & Philanthropist

Some Academicals making their mark on the world

Professor Robert Scott (EA 1969–82)  Medical Director & Clinical Researcher, Moorfields Eye Hospital
Professor Edwina Brown (EA 1966–67)  Nephrologist and Academic Clinician
Professor Andrew Chisholm (EA 1977–82)  Professor of Biological Sciences, UC San Diego
Professor Nick Kuenssberg CBE (EA 1948–61)  Business Leader
Dr Malcolm Cameron (EA 1978–91)  Consultant Psychiatrist
Dr Scott Steedman, CBE FREng (EA 1963–76)  Director of Standards BSI
Judge Ian Pringle QC (EA 1962–75)  Judge
Sarah Whitley (EA 1976)  Head of Japanese Equities, Baillie Gifford
Alastair Dorward (EA 1973–86)  Founder of Own Products, CEO at Yummy Spoonfuls and Method Products
Will Whitehorn (EA 1965–77)  Chair at The SECC, Scottish Gallery and Clyde Space
Clive Stiff (EA 1977–82)  President, Unilever, Australia and New Zealand
Alan Fothergill (EA 1980–90)  Founder, SYHA
Guy Berryman (EA 1987–90)  Musician, Coldplay
Catherine McQueen (EA 1989–91)  Actor, Model, DJ and TV Presenter
Sophie Cooke (EA 1992–93)  Author
Iain Glen (EA 1966–79)  Actor
Nicky Campbell (EA 1966–78)  Television & Radio Broadcaster
Adrian Butchart (EA 1977–86)  Screen Writer & Producer
Georgina Usher (EA 1988–90)  Medallist & CEO of British Fencing
Mike Blair (EA 1986–99)  Rugby Internationalist
David Jenkins (EA 1958–69)  Athlete & Food Scientist
Nick Ede (EA 1980–91)  PR & Brand Consultant & Philanthropist
Patrick Grant (EA 1981–86)  Savile Row Tailor & TV Presenter
Former pupil, James Clerk Maxwell was voted the third greatest physicist of all time, behind only Newton and Einstein in a recent poll.
Do you share our vision?

The Edinburgh Academy Vision Statement

Academic Excellence
We aim to release the potential of all our pupils. We prize and celebrate high standards of scholarship and study and provide a challenging and enriching academic curriculum that stretches the abilities of all.

Rounded and Fulfilling Education
Through a rounded education, Academy pupils enhance their social, emotional and spiritual capacities, fitting them for citizenship in a challenging and changing world. Our school roll is set to offer the highest standards possible for a well-rounded education and close personal knowledge of individuals.

Academy Pupils, Leading through Service
Our pupils are proud to be members of the Academy and express this in their service to the School and to the community whilst at School and in later life. We equip our pupils to make their mark in whatever field they choose and to become citizens of the world.

Promoting Opportunities and Values
The School is open to those with talent and ability irrespective of their financial position, through our Bursary provision. We build our values from the traditions of Christian principles and the liberal ideas of the Scottish Enlightenment.

Grounded in Scotland, Ready for the World
We take pride in our traditions and history. We renew these through our relationships with our parent body, former pupils and other friends throughout the world. We look to the best inside and outside of Scotland for inspiration in all that can be achieved in education and life.

The most important lessons that you will learn at EA are how to build confidence and become the best version of yourself.
— Mia, Head Ephor
Admissions

The admissions process in the Senior School is run by the Rector, Barry Welsh while the Junior School and Nursery admissions are run by Headteacher, Gavin Calder. They are assisted by the Admissions Registrar, Jackie Murray Brown. All initial enquiries should be made by contacting Jackie on 0131 624 4987 or admissions@edinburghacademy.org.uk.
Admission Arrangements

Entry & Assessment

**Nursery (ages 2–5yrs)**
Parents are encouraged to come and visit the Nursery, to see it in action and meet the Nursery Staff and Headteacher, Mr Gavin Calder. Applications can be made at any time.

Nursery places are formally offered in the autumn for the following school year beginning in August. Places can also be offered during the year if space is available. Where demand exceeds supply waiting lists will operate, subject to our Admissions Policy.

Siblings of children at the School will receive priority on Nursery waiting lists as long as an application is submitted by 1st October prior to entry the following August.

**Junior School (P1–P6)**
Applicants are asked to complete basic tests to ensure that the school is appropriate for their needs. Assessments for entry into Primary 1 will be held on Monday 7th January 2019. Assessments for children for entry into Primary 2–6 will be held on the morning of Friday 30th November 2018. Assessments can also be arranged at times to suit parents. A report will be requested from a child’s current school for candidates for Primary 2–6. Entry to P1 is not automatic from The Edinburgh Academy Nursery.

**Senior School**
The main entry points for joining the Senior School are Geits (P7), 2nds (S1) and 6ths (S5). It is possible to apply to enter other year groups where spaces are available. Starting a two-year National 5 programme in 4ths (S3) is an increasingly sought after option.

**Geits–4ths (P7–S3)**
Applications are invited during the autumn term and the main entrance testing day for applicants for Geits–4ths is held each year in January.


In special circumstances arrangements can be made to sit assessments for entry at other times of the session. Arrangements can also be made for overseas applicants to sit our entrance tests abroad.

**Sixth Form (S5 & S6)**
Applicants for Sixth Form may apply at any stage of the session and assessments for entry are based on a combination of assessment interview, school reference and school report. Predicted grades and a short written assessment are also required. Sixth Form applicants need to gain the equivalent of at least 5 ‘C’ passes at GCSE or National 5 in order to access our Sixth Form curriculum.

Spaces in School will be allocated to boys or girls with the following factors taken into account in assigning priorities amongst our candidates:

› Academic excellence
› Siblings in school*
› Academy connection
› Spaces in Nursery: Due to high demand spaces are allocated by date of application.

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*Nursery siblings must submit an application by 1st October 2018.
Tuition fees are normally reviewed annually in the Spring and any increase is applied from the start of the Autumn term. Lunch charges are reviewed in August each year. Termly School fees are payable in advance by monthly or termly direct debit. The account for extras is rendered at the end of each term. Interest is charged on late payments. Payment may also be made by Childcare Vouchers.

School lunches are compulsory for all Edinburgh Academy pupils. Lunch charges are reviewed in August each year. A tuition fees discount is offered in respect of the third and subsequent children of the same family who are attending Edinburgh Academy at the same time. This does not apply to children attending Nursery.

Extras
Junior School parents will be billed for After School Care. Other items will be billed with parental consent. Books are included in the Junior School tuition fee.

Senior School parents will be billed for books and stationery, public examination fees and materials for art and design technology. Other items will be billed with parents’ consent.

A school bus service is run by the Edinburgh Academy for Academy pupils. Details of all bus routes into the City and their costs can be obtained by contacting the Junior School Office (0131 552 3690).

Music Fees
If the Academy employs the music teacher, the fee for music tuition will be billed on your extras account along with any hire of a musical instrument. Peripatetic music teachers will render their account personally.

Registration Fee
A registration fee of £40 should accompany the Application Form.

Pupil Deposit
For the Senior and Junior Schools a deposit of £150 is required to be paid along with the completed Acceptance Form. This will be refunded on your son/daughter’s last term’s outlay bill.

Extras
Junior School parents will be billed for After School Care. Other items will be billed with parental consent. Books are included in the Junior School tuition fee.

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### Fees for the 2019–20 Academic Session

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<th>Year Group</th>
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<td>2nds to 7ths</td>
<td>£14,823</td>
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<tr>
<td>Geits</td>
<td>£11,943</td>
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<tr>
<td>P5 to P6</td>
<td>£11,016</td>
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<td>P3 to P4</td>
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<td>P1 to P2</td>
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<td>Nursery Mornings</td>
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<td>Little Nursery Beech &amp; Willow</td>
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<td>5 Mornings</td>
<td>£7,071</td>
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<tr>
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### Daily Lunch Charges

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<td>Junior School P4–P6</td>
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<tr>
<td>Nursery</td>
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Scholarship opportunities at the Edinburgh Academy are available to both internal and external candidates, and have been carefully designed to align with our goal that pupils are supported and challenged in developing as independent, curious, creative, collaborative and resilient learners.

In the Middle and Senior Years, pupils can compete for Academic, Art, Music and Sports Scholarships. Academic, Art and Sports awards offer individualised, one-to-one mentoring, designed to support the scholar in the realisation of his or her ambitions and potential. Music Scholarships offer free tuition in one instrument or voice.

Each Academic, Art and Sports Scholarship also includes a grant of up to £500, available to the scholar on an annual basis. This grant provides financial assistance for the pursuit of the scholar’s specialist academic, artistic or sporting endeavours through, for example, the purchase of books or equipment, attendance at study days or courses, or admission to relevant exhibitions, museums and events. Grant applications are made to the relevant members of staff, with scholars expected to discuss how they anticipate benefiting from the investment and, afterwards, whether the impact was as hoped.

By accepting a Scholarship Award, a student is making a clear commitment to take a leading role in the academic, sporting, musical or artistic life of the school, participating in extra-curricular enrichment events and activities. There is an expectation that scholars will represent the school in relevant internal and external competitions, with Senior Years scholars acting as mentors to scholars in the younger years.

All Scholarships are subject to review and may be withdrawn if a pupil is not engaging productively with the programme. Students in receipt of an Academic Scholarship in Middle Years must reapply if they wish to continue the programme into Senior Years.

Pupils entering Geits and 2nds (S1), whether already attending the school or new applicants, may sit Maths and English exams to compete for Academic Medals. These awards also offer a substantial book token.
Financial Support

Our Means Tested Bursary scheme is the main vehicle for financial support for fees. Bursary Awards can be made up to the value of full school fees subject to proven financial need. The School aims to support those pupils who might otherwise be unable, given their family’s financial circumstances, to benefit from an Academy education. Funds are therefore made available to offer financial support to pupils whose family may not otherwise be in a position to consider the School. Such awards are targeted towards those applications which offer the greatest potential for life-enhancing opportunities. Awards are financially reviewed on an annual basis. The following process for application will apply:

› The parent or guardian applies for a place on behalf of their daughter or son.
› If support is sought, the parent or guardian will be asked to complete a full statement of financial circumstances, giving details of income and capital assets (a Declaration of Income and Application for Assistance with Tuition Fees form).
› The statement will be assessed and assistance offered at an appropriate level.

We emphasise that the aim of this support is to help families who genuinely cannot afford the full cost of an Academy education. To that end funding may be available up to 100% of full fee. However, no guarantee of assistance can be made. The Academy must ensure that it operates within prudent financial parameters.

Bursary support for fees is awarded on the basis of the awarding of a place at the School and satisfactory completion of the financial means form with provision of supporting documentation.

Bursaries are normally prioritised for Senior School Years (Geits–7ths). Special consideration may be given for support in the Junior School depending on the availability of funds.

Application for Bursary support must be made each session by 15 January for entry to the School the following September. We regret that late applications cannot be accepted.

The Scholarship and Bursaries Fund

The EA Foundation and EA Enterprises provide support to the School through funds in support of bursaries. Generous legacies and individual donations also have been gifted to the School and directed to bursarial and scholarship support.

We acknowledge with gratitude the following for their support, together with those individuals and families who contribute either anonymously or through the EA Foundation:

› Cay Family Bursary
› Cheverton Art Scholarship
› Duncan Pettigrew Art Scholarship
› DH Robertson Bursary
› Duncan Sloan Bursary
› ALF Smith Music Scholarship
› Eric H. Stevenson Charitable Trust
› Thomas Denholm Gardner White Bursary (Sporting Excellence)
Curriculum

The Edinburgh Academy curriculum is a comprehensive educational methodology that will establish the foundation on which your child will build their path through life. This section contains information on the EA Curriculum beginning with an overview of the various levels followed by more detailed accounts 4ths (S3) through 7ths (S6). If you have any enquiries or require more information, please contact the Admissions department on 0131 624 4987 or admissions@edinburghacademy.org.uk.

Nursery

Our Nursery curriculum is based on experiential learning through play and every aspect of Nursery life was rated as ‘Excellent’ against every quality indicator by the Care Inspectorate when they last visited.

Our outdoor provision is particularly impressive; both in terms of our formal play areas and our gardening plots. Our Forest School was one of the first in Scotland and we are constantly innovating to ensure that we remain well ahead of other schools in terms of outdoor learning in the Early Years.

Parents can have peace of mind that each child’s transition from infancy to formal school takes place in a warm, caring environment where the need of each individual child is of paramount importance.

Junior School

In the Junior School we embrace the principles behind the Scottish Curriculum for Excellence. We use a variety of teaching methodologies and technologies coupled with good old-fashioned academic rigour to ensure that our children are stimulated and fully equipped to meet the challenges of 21st Century life.

From the off in Primary 1 our superb class teachers provide our children with a very strong start to their educational journey in our bright and airy Early Years Department – affectionately known as Denham Green. Specialist teaching is provided in PE, Music and Modern Foreign Languages at this stage. In addition we are the only school in the south of Scotland offering specialist experiential Science teaching in a dedicated lab from Primary 1.

Art is added as a specialist subject in Primary 3 with Mandarin being added as an extra language in the Upper Primary.

Drama is not neglected and the size of the school means that every child takes part in at least one production annually.

In meeting our responsibility of preparing our children for the future, we make intelligent use of technology throughout the Junior School and by Primary 5 every child is working on their own personal tablet device. This said, when the tablet is the best way to deliver the curriculum and stimulate the children this is what is used - this does not mean that we are not committed to ensuring that the children are exposed to a huge array of media in Art, myriad sports in PE, fantastic music making or simply the pleasure of reading a proper book in our beautiful purpose-built library.

We make imaginative use of trips both near and far in our curriculum. These include the Primary 3 trip to York as part of their Viking study, Primary 4 visiting Broomlee in West Linton for an outdoor experience, Primary 5 having a week of Jacobite learning in Perthshire and Primary 6 adding to their learning about World War II and Anne Frank in Holland.

Senior School

Geits, 2nds & 3rds

In the curriculum in the early years at the Senior School, the theme is very much on breadth and opportunity. The subject groupings that define the curriculum at primary level begin to divide into discrete subject areas: in addition to the core subjects of English and Maths, French is taught in Geits, with options coming in for Mandarin, Spanish and German as a second language, Expressive Arts divide into Art, Drama and Music, science divides into Physics, Chemistry and Biology, Social Sciences becomes History and Geography and Religious Education, and other subjects such as Design Technology, Computing, PE, and Classics will all appear on the timetable. For our Geits (P7), their base is the locus for all the non-practical subjects, whilst those needing practical facilities are taught in the relevant department.

4ths & 5ths

In our 4ths and 5ths, pupils will study 8 subjects at National 5 level, with the main assessments for these taking place in summer term of 5ths. All pupils are expected to follow the core requirements of English, Maths, a modern language and a science. We then recommend that pupils complete the balance by adding one social subject (e.g. Geography, History, Religious, Moral & Philosophical Studies or Economics), and a creative subject (e.g. Art & Design, Drama, Music, PE) or a technical subject (e.g. Business Management, Computing Science, Design and Manufacture). They can then add two further subjects of their choice: they can take two modern languages if they wish, or they can study all three sciences. We strive hard to offer everyone curricular breadth, balance and opportunity, though some degree of specialism is inevitable.

6ths & 7ths

In these years our older pupils engage in courses which are increasingly specialised, and in some cases vocational, in preparation for higher education and working life. Building on the foundation of National 5s in 5ths, most of our pupils will progress to take 5 Highers in 6ths. In 7ths, the option is to progress with 3 (or, exceptionally, 4) subjects on to Advanced Higher, or to take further Highers. In Art & Design, we choose to deliver the A-level rather than the Advanced Higher. Our senior school timetable allows to pupils to mix these qualifications, and with advice from our Careers Department, tailor the curriculum to meet the needs and aspirations of each individual.
Welcome to our guide to the curriculum in the 4ths and 5ths at the Senior School. Whether your son or daughter is progressing up from 3rds or joining from another school, we are confident that they will enjoy their time in our Middle Years.

In the following pages we describe the subject options available to pupils moving into 4ths.

We also have a separate Sixth Form Guide which describes our Higher, Advanced Higher and A Level structures and courses and this will be issued whilst the year group are in 5ths. More general questions about school routine are addressed in the ‘Parents’ Handbook’, which is issued to all parents in the Senior School.

I hope this guide will be of help, although inevitably it is unlikely to answer all your questions. Please make contact with us if that is the case. In addition to your son or daughter’s teachers, Mr Murray, Head of Middle School years, or Miss McWilliam (Head of 3rds), Ms Kilfeather (Head of 4ths) or Mr Mair (Head of 5ths), may be the best people to contact for advice. Mr Lisher (Deputy Director of Studies) will also be more than happy to discuss curricular issues.

Dr Roger Wightman
Deputy Rector, Director of Studies

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The Academy Curriculum

The Academy is committed to a rich and varied curriculum, offering the opportunity for all of our pupils to embrace and succeed in a huge variety of activities. This embraces the whole of the planned experience of the pupils. Music, sport, drama and other activities all form part of what we offer the pupils. The achievements of all pupils are equally valued at the Academy provided they are underpinned by a commitment to make the most of the opportunities available. With regard to our academic curriculum, the same principles of breadth, balance and opportunity are central. In line with our school motto (“Always Excel”), we value achievement at all levels, provided that it is founded on good effort and a positive attitude towards learning.

4th and 5th Years: National 5

In their earlier years in secondary school, whether at the Academy or elsewhere, all pupils will have experienced a broad and balanced curriculum comprising English, Maths, languages (a mix of French, German, Mandarin, Spanish and Latin), sciences (Biology, Chemistry and Physics), social subjects (History and Geography), creative subjects (Art & Design, Drama, Music) and technological subjects (Computing Science and Design & Manufacture), as well as core Religious Education and Physical Education. For all pupils coming up through the Academy, the only key choice thus far has been whether or not to continue a creative/aesthetic subject (Art & Design, Business Management, Economics, Geography, History, Modern Studies, Religious, Moral and Philosophical Studies) and also to choose P.E, Drama, Religious, Moral & Philosophical Studies or Computing Science as certificate subjects.

On moving from 3rds to 4ths (S3), pupils now have to choose subjects to study at National 5. National 5 is the relatively new qualification introduced by the Scottish Qualifications Authority (SQA) as part of Curriculum for Excellence, to replace Standard Grade and Intermediate 2. It is also the broad equivalent to English GCSE which we previously offered and continue to do so in two subjects: Art & Design and Music.

Pupils will choose 8 subjects at National 5: we value breadth and balance in the curriculum at this level and to ensure this we impose certain rules on course choice.

The **COMPULSORY CORE** will contain:

- **English**
- **Maths**
- **A modern language** (one of French or German or Mandarin or Spanish)
- **A science** (at least one from Biology, Chemistry and Physics)

We **RECOMMEND** 4 other subjects chosen as follows:

- a **social subject** (Economics, Geography, History, Modern Studies, Religious, Moral and Philosophical Studies)
- either a **creative/aesthetic subject** or a **technological subject** (from Art & Design, Business Management, Computing Science, Design & Manufacture, Drama, Music, Physical Education, and Physics)
- 2 **other subjects** (from any of the above plus Latin). If two modern languages are chosen, one of these must be French.

The final elements of the curriculum at this stage will include core Physical Education and Games, Religious and Moral Education, and a course in Personal Social and Health Education (PSHE): a series of short courses has been devised which includes Study Skills, Health Education and an input from the Careers Department.

Please note that it is possible to start new subjects at National 5 (Business Management, Economics and Modern Studies) and also to choose PE, Drama, Religious, Moral & Philosophical Studies or Computing Science as certificate subjects.

For any pupils considering a career that is science-based, at least two sciences must be chosen. Those choosing only two should note the pivotal position of Chemistry. Its study is vital to any future scientist in combination with Biology for the Biological Scientist (including health professions) or with Physics for the Physical Scientist/Engineer. The combination of Physics and Biology forms a good general education but the lack of Chemistry does close a number of career areas.

**Note for those making National 5 choices in spring 2019:**

As you will see from the accompanying choices form there is, at this stage, no rigid blocking scheme for the time-table. The core of English, Maths, a modern language and a science is fixed, but beyond that we shall endeavour to be as flexible as possible. It is inevitable that we shall not be able to accommodate every one of the possible combinations of subjects. Equally, while we hope to offer all the courses listed on the choice form you should realise that we must reserve the right to withdraw any course for which there is insufficient demand. For these reasons, it is important that you list a reserve choice (R) on the form.

In the case of Business Management and Economics, we will only be in a position to schedule one set of each, and therefore pupils may be asked for their willingness to switch to the other subject if one is over-subscribed.

We do understand that some pupils’ ideas may change between February and September and are always happy to accommodate such changes provided that space exists in sets and the subject combination works within the established blocking scheme, once written.
In choosing subjects for 4ths, pupils will be dropping from around 16 different subjects in 3rds to 8 subjects at National 5. They will spend four or five periods a week on each subject. In addition, they will be expected to devote around 2 hours per evening to homework. Many pupils will find that having reduced their programme to fewer key subjects it becomes easier to juggle the competing demands. However, the pace and depth of the work increases significantly at National 5, and this can prove challenging. It is important that pupils adjust to this pace quickly, for those who fall behind can find it difficult to catch up.

Assessment at National 5

For almost all subjects at National 5 there are final exams in the summer of 5ths. In addition to the exams, elements of the National 5 courses are assessed in a number of other ways, these being practical work, portfolio work and assignments. It is the combination of all of these assessments that gives the final mark and grade for the National 5. The assignments vary in detail from subject to subject, but generally the work must be done in school during timetabled lessons, and some in the IT labs under varying levels of controlled access to external sources. The work submitted must be that of the pupil alone. This range of assessment methodologies is in line with the policy of Curriculum for Excellence (CFE), and allows pupils a variety of means to demonstrate their knowledge and understanding of an academic subject.

In each National 5 subject, as at Higher and Advanced Higher, the highest possible grade achievable is an A, whilst a grade B or C is also a pass. A grade D is a “close fail”, and below this is classified as “No Award”.

As part of their preparation for National 5 courses, in 4ths pupils may also study a National 4 unit in their chosen National 5 subjects. This is known as the “added value unit”, is ungraded and is based around coursework rather than a final examination. Skills and knowledge developed in National 4 courses dovetail into the skills and understanding required to do well at National 5 and so the National 4 acts as a useful “stepping stone” to success at National 5. A pupil who is struggling to attain National 5 will be offered the opportunity to sit the National 4 assessments. This decision is likely to be made in 5ths, quite probably around prelim time in November.

In order to best deliver the courses and prepare our pupils for their final exams, we schedule a block of prelims for 5ths in late November. We expect pupils to be at least three-quarters of the way through their National 5 courses by then, so the prelims will give the pupils the chance to practise revising a substantial body of work for a significant group of exams taken over a relatively condensed time period. This prelim block will last around 2 weeks, allowing us to fairly reflect the length and scope of each exam to be taken in the main block of SQA summer exams.

Academic Structure and Progression: 6ths

At the end of 5ths, academic entry into the Academy Sixth Form normally requires C grades in at least five National 5 subjects. This is a minimum, and to have a realistic chance of passing Highers at first sitting in 6ths, at least a B grade at National 5 is desirable. In terms of the exam structure on offer, we believe the needs and aspirations of our pupils are best satisfied by offering Scottish Highers and Advanced Highers exams post-16, particularly as the assessment approach encountered in subjects at National 5 will be replicated but at a progressively more challenging level at Higher and Advanced Higher.

In the majority of subjects pupils study for the Higher exams in the 6ths, though in Art & Design pupils take AS Level rather than Higher. In English and Maths we also offer the National 5 qualification in 6ths, with the option of progressing on to Higher in 7ths. As core subjects, passes at National 5 level in English and Maths are critical elements of any future university/college application (and for much beyond that). For this reason any pupil in 5ths who fails to achieve at least a C grade pass at National 5 in English or Maths will be required to take forward the National 5 in 6ths.

In 7ths, some of our pupils take additional Highers (or resit some with a view to improving grades). However, we are also committed to a full range of subjects at Advanced Higher (or A Level in the case of Art & Design and Product Design). In designing our curriculum we are conscious of the need to give good flexibility in options at Scottish and English Universities, as well as opportunities for study overseas.

In choosing subjects for 6ths, it makes sense to build on strengths at National 5. However, it is also possible to pick up new subjects as “fresh start” Highers. Some of these, such as Business Management, Economics, Computing Science, Drama, PE, RMPS and Modern Studies, have previously been offered at National 5 but with a committed approach can be taken in 6ths without that background. Photography Higher is also an option and will be completely new as it is not offered at National 5, but would follow on from a foundation of GCSE Art in 4ths and 5ths. Details of all of these subjects will be available when course choice for Sixth Form becomes relevant in 5ths.
Subject Information

In the following pages brief details of each of the courses on offer at National 5 and GCSE (in the case of Art & Design and Music) are given.

For each subject, we give information on the course structure and content, as well as the way in which it is assessed. We also try to give an indication of the general place of that subject in the curriculum and the potential route of progression, whether that be further up the school at Higher and/or Advanced Higher and A Level or even beyond school. In addition we also give details of the non-examined Personal Social and Health Education course followed by all pupils through the 4ths and 5ths, as well as the type of support available to pupils through our Support for Learning Department.
Art & Design (GCSE)

Course Content
Pupils follow the new AQA GCSE (9–1) course. We encourage pupils to follow the Art, Craft and Design Title but there is also the potential to be entered for one of the more specialised endorsements: Graphic Communication, Textile Design, 3D design and Photography.

### Course Content Table

<table>
<thead>
<tr>
<th>4ths Term 1</th>
<th>4ths Term 2</th>
<th>4ths Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Department Theme Unit</strong></td>
<td><strong>Endorsed Unit – Choose from:</strong></td>
<td><strong>Fine Art Unit</strong></td>
</tr>
<tr>
<td>Art, Craft and Design</td>
<td>Graphic communication, Textile design,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three-dimensional design</td>
<td></td>
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</tbody>
</table>

- Emphasis on Analysis, Annotation, Observation, Mind-mapping, coming up with initial ideas.
- Strong observational drawing skills development.
- Understanding of how to build a unit of work.

<table>
<thead>
<tr>
<th>5ths Term 1</th>
<th>5ths Term 2</th>
<th>5ths Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Portfolio Unit</strong></td>
<td><strong>External Set Assignment</strong></td>
<td><strong>10-hour Final Exam – culmination of</strong></td>
</tr>
<tr>
<td>A new Unit of work based on the new</td>
<td>Exam board set themes for the pupils to choose from to develop a new Unit of work.</td>
<td><strong>Term 2 Unit</strong></td>
</tr>
<tr>
<td>Art theme for the year and building on</td>
<td></td>
<td><strong>Start AS Preparation</strong></td>
</tr>
<tr>
<td>pupils strengths from 4ths.</td>
<td></td>
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</tbody>
</table>

The course requires a Portfolio of Work (60%) and an Externally Set Assignment (40%). The Portfolio is made up of the Main Unit from 5ths and selected evidence from 4th Year Units. These are assessed against the four Attainment Outcomes.

- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources
- **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response that realises intentions as work progresses.

All pupils keep sketchbooks throughout the course, and there are two weekly homework requirements. A balance of practical and historical should be covered in this.

### Assessment
All work is internally marked with a selection chosen for external moderation to ensure national standardisation.

### Progression
GCSE Art & Design helps to provide the foundation of skills required for leading on to AS/A2 Art & Design and Higher Photography. This in turn will provide pupils with the opportunities for entering into art college and/or a creative industries career. These include careers in areas such as animation, architecture, fashion, film, game design, graphic design, illustration, product design, jewellery, interior and furniture design, photography, textiles, theatre design, TV, and the visual arts.

Business Management

The National 5 Business Management course acts as an introduction to the world of business. It is split into five topic areas:

#### Course content

- **Understanding Business:** Pupils will learn why entrepreneurs decide to risk their time and money in setting up a business, the different stakeholders involved in a business and their influence, as well as the wider environment facing a business.
- **Management of Operations:** Producing your good or service faster or cheaper than the competition can lead to success or failure in the marketplace. Pupils will learn about quality control and lean production, as well as ethical production.
the theoretical study of computer systems, how they work and how programs are designed and built. Pupils who have a desire to learn more about computer programming, web design and data management would find Computing Science an interesting and exciting course.

For Paper 1, copies of all relevant texts will be provided in the actual exam; for Paper 2, a complete alphabetical word-list will be given.

There is no coursework.

**Progression**
Business Management is an excellent foundation for many professions and occupations as many of the skills developed in this broad-based course are transferable to a wide range of careers.

### Classics

#### Latin

**Course Content**
The National 5 Latin course aims to enhance proficiency in the language and to introduce candidates to masterpieces of Roman literature. The exam tests:

1. Understanding, appreciation and literary criticism of a selection of set texts from prose and verse authors: worth 50% of the total mark.
2. Ability at unseen translation (Latin-to-English) and comprehension: worth 50% of the total mark.

**Assessment**
There will be two papers in the exam:

**Paper 1:** Literary Appreciation: a study of two Roman texts from a choice of five (both prose and verse), both in the original Latin and in translation. This unit will be worth 60 marks (but 50% of the overall total).

**Paper 2:** Translating: an unseen translation paper, designed to test the extent of the candidate’s grasp of the structures and grammar of the Latin language. The passage for translation will be adapted from a Roman prose author. This unit will be worth 40 marks (but 50% of the overall total).

For Paper 1, copies of all relevant texts will be provided in the actual exam; for Paper 2, a complete alphabetical word-list will be given.

There is no coursework.

**Progression**
Having completed the course, pupils will be well prepared to meet the challenges of Higher Latin, should they so choose.

### Greek

It might be possible to take Greek by special extra-curricular arrangement, or through the after-school activities programme: please let the Head of Classics and Deputy Rector (Director of Studies) know of your interest.
There are four units of study:

**Software design and development:**
Computational thinking is the process of taking a complex problem, understanding what the problem is and developing possible solutions. Using the Visual Basic programming language pupils will develop these skills though a number of practical and theoretical tasks which will develop pupils into confident computer programmers.

**Computer systems:**
In order to program a computer system, programmers must understand how data and instructions are stored in binary form and basic computer architecture. In this unit pupils will also gain an awareness of the environmental impact of computing systems as well security precautions that can be taken to protect computers from virus' and other attacks.

**Database design and development:**
Databases are found behind many complex websites and programs. This is where data is stored and managed. Pupils will use their computational thinking skills to design, build and manage database systems using SQL programming and Microsoft Access.

**Web design and development:**
Web design and development is the process of building multi-page websites. Using their computational thinking skills and development languages including HTML, CSS & JavaScript, pupils will create modern interactive webpages.

**Course Assessment**
The course assessment is a total out of 160 marks and is a combination of question paper (110 marks) and practical assignment (50 marks).

- The question paper is 2 hours in length and has 2 sections. Section 1 is short answer questions assessing the core Knowledge & Understanding of the course and is out of 25 marks. Section 2 is longer, problems solving type questions and is out of 85 marks.

- The practical assignment is set over 3 distinct tasks. These are software design & development, database design & development and web design & development. Each of these sections requires pupils to produce a piece of practical programming work with accompanying documentation.

- The assessment will be completed within a combined time limit of 8 hours which will be done in class time during the Spring Term of 5ths. The assessment is open-book with teacher assistance restricted to administrative tasks and is set under a high level of control and supervision.

- Each year the SQA issues a new task and it is marked externally.

**Entry Requirements**
In principle, National 5 Computing Science is open to all, however given the content of the course it is advised that pupils taking the course should have strong attainment grades in Mathematics throughout 3rds and will be working towards National 5 Mathematics in 4ths & 5ths.

**Progression**
Higher Computing Science is available to pupils who achieve an A or B at National 5 in Computing Science and Mathematics.

**Design and Manufacture**
The National 5 Design and Manufacture course allows pupils to develop knowledge and skills enabling them to appreciate, contribute and adapt to the diverse opportunities offered in manufacturing industries.

Pupils develop creative and practical skills by designing and making solutions to real problems. In addition, they gain an understanding of the impact of design and manufacture on everyday life.

The course encourages pupils to take a broad view of design and manufacture, through making decisions and taking responsibility for their own actions, generating and developing ideas, applying knowledge, and justifying decisions. These transferrable skills place pupils in a strong position regardless of the career path they choose.

**Course Content**
The course comprises two areas of study:

**Design**
Pupils study the design process from brief to final design proposal it takes the form of 7 A3 pages of work. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Pupils also develop an understanding of the factors that influence the design of products. Skills such as idea generation techniques, design factors, graphic techniques, modelling techniques, CAD/CAM, planning, evaluation and manufacturing techniques are just a few areas pupils will learn and experience through this course.

**Manufacture**
Following on from the 7-page design folio the pupils produce and manufacture a prototype of their final design. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Pupils also gain an understanding of commercial manufacture and the impact of a range of design and manufacturing technologies on our environment and society.
The 7-page folio of work should be completed by the first week of January after which time they start making the prototype. Both components should be capable of being completed within class time. Pupils may use the department facilities outside of timetabled hours if they wish during lunchtimes and after school as long as they are supervised by a teacher.

Progression

Once pupils have completed this course they can move on to study it at Higher and Advanced Higher Level. Design and Manufacture provides a foundation for many professions and the opportunity for pupils to study a very wide range of subjects be they at degree level or vocational level. It is a subject that is wide ranging allowing pupils to follow a career in technology/science subjects through to expressive arts. It is a good subject for pupils wishing to study any Engineering course, Architecture, Product Design, Industrial Design, Graphic Design, Environmental Design or any Art-based subject.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks /180</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: question paper</td>
<td>80</td>
<td>1 hour &amp; 45 mins.</td>
</tr>
<tr>
<td>Component 2: assignment – design</td>
<td>55</td>
<td>Externally assessed</td>
</tr>
<tr>
<td>Component 3: assignment – practical</td>
<td>45</td>
<td>Internally assessed &amp; verified by SQA</td>
</tr>
</tbody>
</table>

Components 2 & 3 are conducted under some supervision and control within the Department. Component 2 is submitted to SQA for marking with component 3 marked by centres and verified by SQA.

At the end of November in 5ths, the SQA issue a selection of design briefs from which the pupils are to choose one that inspires and interests them. This Design Brief will then be what the pupils work on up to the completion date in early March.

Drama

Course Content

Drama can nurture the use of transferable skills: Communication, Public Speaking, analysis and evaluation, problem solving, collaborative research and decision making.

- Working creatively both as part of a group and individually.
- Develop artistic skills through practical exploration and realisation.
- Engage with items and issues extending to the wider world.

Drama Skills – developing and communicating ideas: devising, researching, planning & using acting skills: evaluating their own & others’ dramatic work.

Production Skills – generating ideas for a production; applying a range of production skills to communicate ideas; selecting appropriate ideas to develop a performance concept: applying a range of production skills within a production; evaluating their contribution to a production.

These will be repeated 3 times each in order to choose the best for prelim assessment completed after units of work. Theory will be issued and homework to be completed in preparation for the final exam.

Assessment

National 5 final assessment will focus on a written paper, a preparation for performance and a practical examination.

The written paper is 60 marks scaled to 40% of the overall marks – all questions are compulsory. (1 hour 30 minute exam)
- **Section 1** assesses the candidate’s ability to evaluate their own work and the work of others.
- **Section 2** assesses the candidate’s ability to respond to stimuli and create their own piece of drama suitable for performance.
Economics

Course Content
The National 5 Economics course provides a sound introduction to the subject and the basic economic problem:

- **What to produce?** Is it worth spending more on health care?
- **How to produce?** Should we leave it to market forces or implement government regulations?
- **For whom to produce?** How should we distribute resources, should we place higher income tax on the wealthiest in society?

The course is made up of three modules:

**Unit 1: Economics of the Market.**
Pupils will explore how the basic economic problem of unlimited wants in relation to limited resources affects the daily choices made by us all. They will also investigate personal economic decisions and how supply and demand can drive resource allocation in a market economy.

**Unit 2: UK Economic Activity.**
An investigation of government taxation, revenue and government spending, with a focus on UK government policy objectives, including inflation, employment and economic growth, and about the role of Scotland in the UK economy. This unit considers the impact of government action on economic issues and problems.

**Unit 3: Global Economic Activity.**
A study of the global nature of economics, including an exploration of the nature and purpose of global trade between the UK, the EU and other countries. There will also be an investigation of the role of aid to developing economies. This unit will provide pupils with a growing understanding of global economics and its social impact.

Assessment
Pupils will be assessed through a combination of an examination and an economics-related assignment, both of which are submitted to the SQA for marking.

The examination paper has a total of 90 marks and is worth 75% of the total marks available for the course assessment. Section one is out of 40 marks, and is based around two 20-mark data response questions with sub-questions of 1–6 marks. Section two is out of 50 marks, with five 10-mark questions with sub-questions of 1–4 marks. In general, questions assess the application of knowledge and understanding, and each sample from one of the five different areas of study.

The assignment allows pupils to explore an economics-based topic of their choice using research both in and out of class. The assignment requires candidates to research and analyse information, and produce a report using given headings. The report is based on the evidence of the research findings and should detail appropriate conclusions and/or recommendations. Examples of suitable questions would be "How has the fall in oil prices affected the Scottish economy?" or "What effect will the sugar tax have on the market for soft drinks?"

The assignment has 30 marks, which represents 25% of the overall marks for the course assessment. Candidates will be given up to 5 hours (up to 3 weeks’ class time) to complete the assignment, including research and write up.

Progression
Economics is an excellent foundation for many professions and occupations as many of the skills developed in this broad-based course are transferable to a wide range of careers. It also provides a strong foundation for study of Economics at Higher and beyond.

English

Course Content
The National 5 course involves the following: a study of two literary texts from the genres of poetry, prose and drama; a folio comprised of two pieces of creative, reflective or argumentative writing; a detailed examination of the various ways in which writers of non-fiction create effect and convey meaning; the development of listening and talking skills that are demonstrated finally in a short individual presentation.

In the 4ths, pupils will study poetry, short stories and a play by Shakespeare as well as close reading skills specifically required for the National 5 exam. They will also work on their writing skills for their portfolio. In the 5ths, pupils will study a further two literary texts for external examination, as well as develop their writing portfolio. They will also focus on the reading skills of understanding, analysis and evaluation in preparation for the external exam in May. In addition to this, they will have to give a short talk and answer questions afterwards.

Internal Assessment
Internal Assessment forms part of the teaching of the course and will result in material which may be used for estimating grades pre-empting any temptation for pupils to be complacent. There are no unit tests.

- **Reading:** understanding, analysis and evaluation will be tested throughout the course by questions on fiction or non-fiction passages.
- **Writing:** the first drafts of both their creative and their discursive pieces for the portfolio. These are prepared over several weeks.
- **Spoken Language:** each candidate will demonstrate skill by giving a short talk and answering questions at the end. This will be assessed in terms of Pass/Fail which will be recognised by the SQA as a stand-alone qualification.
External Assessment: Writing Portfolio, Spoken Language and Final Exam

- **Writing Portfolio**: Candidates will produce a portfolio comprised of two pieces of writing: one creative and one discursive. (30 marks).

Final Exam

- **Paper 1**: Reading for Understanding Analysis and Evaluation: a paper composed of comprehension and interpretation questions on one extract of non-fiction, usually a newspaper article. (30 marks)
- **Paper 2**: Critical Reading: a paper devoted to essay questions on all three genres of literature and a set of more specific close analysis questions on a Scottish text. (40 marks)

ESOL (English for Speakers of Other Languages)

Pupils for whom English is not their native language are offered a course to prepare them for a qualification in English appropriate to their level. Pupils will either work towards a National 5 qualification sat within the school exam diet or supported to undertake an appropriate external Cambridge English exam at Preliminary English Test or First Certificate Exam stages. Courses will cover English in Everyday context and English in Study context. The four key areas of Reading, Writing, Listening and Speaking (“Performance”) form the basis of these courses. Focus will be given to the development of vocabulary and grammar knowledge to build confidence and skills. Support across subjects for specific vocabulary and extended work will be given as required and through liaison with subject teachers. It is expected pupils will progress onto Higher ESOL or an IELTS (the International English Language Testing System) qualification within 6ths.

Geography

Geography helps pupils to develop a sense of place, an appreciation of both the natural and human environment and to help them to think and act in an informed and responsible way. The course helps to put into context and link together many of the topics studied in other subjects and develops skills that provide a solid foundation for future study.

Course content

- **Physical Environments**: UK weather & climate; glacial and coastal landscapes, human uses of these landscapes.
- **Human Environments**: Global development & population; cities in rich & poor countries; modern farming practices
- **Global Issues**: Climate Change; Natural Hazards (volcanoes, earthquakes, hurricanes)

Assessment

There are 2 components, an exam paper (80%) and an assignment (20%). Both are marked externally by the SQA.

- **Exam paper**: 2 hours 20 minutes, 80 marks
- **Assignment**: a fieldwork-based written exam in the first term of 5ths (1 hour, 20 marks).

Progression

Mastering the key skills in National 5 English should lead on to Higher and possibly Advanced Higher English. Experience shows that success in 6ths at Higher is generally achieved by pupils achieving at least a B at National 5. Although we will consider pupils with a C grade at National 5, it is likely that most who gain a C will take Higher over two years.
History

Course Content
National 5 History gives pupils the opportunity to cover a very varied selection of historical topics. Learning is based around historical debate, and the emphasis in written work is on structured writing and source evaluation.

Unit 1: Scottish History-Mary Queen of Scots & the Reformation, 1542–1587.
An assessment of Mary’s life until her return to Scotland in 1561, the Reformation in Scotland, Mary as queen in Scotland between 1561 and 1568, and of her time in prison in England between 1568 and 1587.

Unit 2: British History-The Atlantic Slave Trade, 1770–1807.
An assessment of how the British Atlantic Slave Trade operated, the impact of the Atlantic Slave Trade on Britain & the Caribbean, of slaves’ living & working conditions on the plantations, and of the reasons British Slave Trade’s abolition.

Unit 3: European and World History-Hitler & Nazi Germany, 1919–1939.
An assessment of the effects of World War One on Germany, of attempts to overthrow the Weimar Republic, of the reasons for the Nazis’ rise to power, how the Nazis controlled Germany in government, and of the Nazis’ social & economic policies when in power.

Assessment
History is assessed both through a final exam and also through an assignment.

The question paper in the final exam is worth 80 marks with a duration of two hours 20 minutes. There are a variety of different question types, including some source questions. Question styles include ‘To what extent…?’, ‘Explain the reasons why…’; ‘Evaluate the usefulness of…’.

There is also an assignment, worth 20 marks, which is completed in the Autumn Term of 5ths. Candidates complete an essay from a question of their choice from a topic covered from one of the three units detailed above. The question chosen must be a ‘To what extent…?/ ‘How far…?’ question in order that it allows the candidate to debate the importance of a series of factors for any given topic. An example would be ‘To what extent was the Great Depression the most important reason for the rise to power of Hitler?’.

They have one hour to complete this essay, completed under exam conditions. In terms of preparation for this assignment, the pupils have four weeks of lesson and prep time to prepare their answer, and complete a practice answer under exam conditions. They are also allowed by the SQA to use a resource sheet to help them complete this essay assignment.

Progression
Mastering the key skills of National 5 History could either lead to Higher History, or will help pupils to develop their written skills and debating skills in other subjects across the academic spectrum.

Mathematics (National 5)
Maths is a compulsory subject up to and including 5th Year, with each pupil placed in a set according to their mathematical ability. Most pupils will work towards gaining a National 5 in Maths at the end of 5ths; for some, however, working to gain an IGCSE in 5ths will be more appropriate.

National 5 Course Content
Unit 1: Expressions and Formulae.
Unit 2: Relationships – algebraic, geometric, trigonometrical and statistical.
Unit 3: Applications of Mathematics and Numeracy.

Assessment
This takes place at the end of 5ths:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 (non-calculator)</td>
<td>60 mins</td>
<td>(40 marks)</td>
</tr>
<tr>
<td>Paper 2 (calculator)</td>
<td>90 mins</td>
<td>(50 marks)</td>
</tr>
</tbody>
</table>

Operational and reasoning skills will be assessed on both question papers. Some questions will assess only operational skills but others will require reasoning as well.

Progression
Pupils who achieve an A or a B at National 5 Maths can progress to Higher Maths in 6ths, although those with a B may find the Higher course challenging.

It is our school policy that pupils should attain at least a C grade pass at National 5, or a grade 4 at IGCSE, before dropping Maths. Therefore, pupils who achieve a D at National 5 or a 3 at IGCSE in 5ths will be expected to continue with IGCSE Maths in 6ths. IGCSE has the additional benefit of having a re-sit available in January. In this way, we aim to ensure they have achieved what is a minimum maths requirement for many courses and careers beyond school.
Modern Languages: French/German/Mandarin/Spanish

The National 5 course builds on the foundations laid earlier in the Senior School; our aims are to teach pupils how to communicate effectively in their chosen foreign language in order to afford them a broader linguistic and cultural perspective in a rapidly-changing world.

Course Content

The areas studied are Society, Learning, Employability and Culture which provide context for the four skills of listening, reading, writing and talking. Topics include Family, friends and lifestyle, media, citizenship, global languages, education and learning.

Assessment

There are two exam papers, an assignment and a talking exam.

Question paper 1: Reading and Writing

› 1 hour 30 minutes For Mandarin, candidates complete this question paper in 2 hours. Total mark allocation of 50 marks.

Section 1: Reading Section (25%)

› Three texts on different contexts in the modern language, each worth 10 marks. Questions in English and bilingual dictionaries allowed.

Section 2: Writing (12.5%)

› Candidates produce one written text of 120–200 words (150–250 Chinese characters) in their modern language in response to a job advert stimulus supported by six bullet points which the candidate must address. Bilingual dictionaries allowed.

Modern Studies

Course Content

National 5 Modern Studies course gives pupils the opportunity to learn about contemporary political and social issues in Scotland, the rest of the UK, and the wider world. The subject is an amalgam of Politics and Sociology. Learning is based around debate, and the emphasis in written work is on structured writing, source evaluation and analysing written information & data.

Unit 1: Democracy in the UK.

An assessment of how the UK Parliament works, and what MPs and Lords do; the ideas of the main UK political parties; the main features of UK general elections; the influence on UK politics of the media.

Unit 2: Social issues in the UK.

An evaluation of the causes and impact of poverty in Scotland and the rest of the UK; an analysis of the various methods used to tackle poverty in Scotland & the rest of the UK.

Unit 3: International issues.

An assessment of the causes and consequences of terrorism, and an evaluation of the various methods employed to tackle it.

Assessment

Modern Studies is assessed both through a final exam and also through an assignment.

Question paper 2: Listening (25%)

› Candidates listen to a monologue in the target language and respond to questions, followed by a conversation in the modern language.

› Questions and answers are in English. Worth 20 marks.

› Approximately 30 minutes. No dictionaries allowed.

Assignment: Writing (12.5%)

› Candidates produce a piece of writing of 120–200 words in the modern language (150–250 Chinese characters), using detailed language, based on one of the following contexts: society, learning or culture. Some limited guidance allowed.

Performance–Talking (25%)

› The Performance consists of a 1–2 minute presentation and a follow up 5–6 minute conversation in the modern language from at least two of the following contexts: society, learning, employability or culture.

› Candidates allowed 40 word aide memoire and the exam is conducted by a language teacher and is recorded.

Progression

At the Academy, we believe that the importance of languages cannot be underestimated. A second language provides a competitive edge in career choices, and is an indicator not only of good communication skills, but also of problem solving ability. Pupils who pass National 5 with an appropriate grade (usually a B or above) have the option of taking Higher in the 6ths and then Advanced Higher in the 7ths.

The question paper is worth 80 marks with a duration of two hours 20 minutes. Questions ask candidates to describe or explain aspects of the course content, and also require candidates to explain different points of view on different topic-related current affairs issues.

There is also an assignment, worth 20 marks, which is completed in the Autumn Term of 5ths. Candidates complete a report on an issue of their choice from a topic covered from one of the three units detailed above.

They have one hour to complete this report, completed under exam conditions. This report must incorporate an analysis of information from two different sources of information that the candidate has researched independently as part of their preparation for the assignment. Candidates are allowed by the SQA to use a detailed research evidence sheet when completing their report. In terms of preparation for this assignment, pupils have four weeks of lesson and prep time to find their sources, prepare their answer and to refine their research evidence sheet. They complete a practice answer under exam conditions as part of these preparations.

Progression

Mastering the key skills of National 5 Modern Studies could either lead to Higher Modern Studies, or will help pupils to develop their written skills and debating skills in other subjects.
Music (GCSE)
The Edexcel GCSE Music emphasises creativity with its composing component, but does not in itself demand outstanding practical or academic gifts. It is necessary to have some experience of learning an instrument before beginning the course and keyboard players are at a slight advantage in composition work, but electronic keyboard facilities and music technology (we have Sibelius software) can greatly assist other musicians.

Course Content and Assessment
The two components are designed to be interlinked, and are:

1. Coursework: Performing and Composition
   - Performing: for assessment, by the start of the summer term in the 5ths, pupils perform two pieces of their choice on an instrument, of which one should be a performance with at least one other live performer.
   - Composing: Basic composing techniques are explored in the first year of the course. For assessment pupils submit two coursework pieces of their own, at the start of the summer term in the 5ths. Both pieces should be linked to one of the prescribed areas of study (see Component 2).

2. Listening and Appraising
   - The aim is to enable pupils to respond constructively to music through eight short set works belonging to four specific and wide-ranging prescribed areas of study: Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen and Fusions. Musical knowledge is tested in a practical way, through a one-and-a-half-hour exam using audio excerpts.

Progression
Success at GCSE provides a strong platform for continuing music to Higher and Advanced Higher.

Physical Education
Course Content
When studying National 5 Physical Education you will learn about your own sport performance and how it can be improved. The course is broken down into three units:

1. Performance.
   You will cover many activities during your course, but you will choose your strongest two to achieve a pass in this unit. The activities covered will be individual games such as badminton, track and field athletics and tennis and also team sports such as rugby, hockey, basketball, cricket and rounders.

2. Factors impacting on performance.
   In this unit you will look at the impact of mental, emotional, social and physical factors on your performance. You will discover how to analyse your performance (using Dartfish video analysis software) and plan a programme which will address your developmental needs.

   In this unit you will study the science of sport including aspects of sports psychology, skill acquisition, sociology and anatomy and physiology. Here you will understand how a study of sports science can significantly help your performance.

Assessment
The course will be assessed through two practical one-off performance in the activities of your choice (internally assessed and worth 60 marks) and a portfolio – a collection of evidence showing your learning throughout the course – (externally marked and worth 60 marks). This equates overall weightings to 50% for the portfolio and 50% for the practicals.

Progression
This course will help those pupils wishing to undertake the further study of sports science at Higher level. Achieving a C grade at National 5 should allow you to access the Higher course.

Religious, Moral and Philosophical Studies
The National 5 course is made up of three units noted below which will be covered over two years. The course helps candidates to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints and personal experience.

Course Content
World Religion – Islam (no prior knowledge required)
   - Nature of God
   - Who was the prophet Muhammad?
   - Key beliefs
   - Practice
   - Morality – Medical Ethics
     - the value of life: right to life, right to die, sanctity of life
     - use of embryos: reproductive, research, therapeutic
     - end-of-life care: palliative, hospice
     - euthanasia and assisted dying: voluntary euthanasia, non-voluntary euthanasia, assisted dying provided by individuals or organisations
   - Philosophy – The Existence of God
     - Arguments for the existence of God
     - Counter arguments
     - Impact of science on these arguments
     - Problem of evil and suffering
Assessment
There is one written exam worth 80% and taken over 2 hours and 20 minutes. Each of the three sections will have 5 questions with the highest being 8 marks. The emphasis is therefore on extended answers as opposed to essays.

The assignment (worth 20%) gives pupils an opportunity to draw upon the skills they have learned throughout the course. This will be on a topic of their choice and conducted under timed conditions.

Pupils will begin researching for their assignment after their 5th's prelims in December before doing the final write up at the end of January.

It is meant to be an opportunity for wider learning and topics could range from exploring religion and homosexuality, the sanctity of life in medical ethics (abortion, assisted suicide, embryo research), the purposes of punishments including the justification of the death penalty and the impact of the Big Bang and/or evolution on creation stories. The possibilities are endless!

An interest in the wider world and a willingness to question its issues is needed. Core skills to be developed include literary and oral presentation work, critical analysis whilst also helping pupils develop a better understanding of the world we live in.

Course Progression
A successful completion of the course can lead on to RMPS Higher and Advanced Higher. An academic discipline in its own right, it can also complement many other subjects. The course is particularly suitable for learners who might wish to progress to degree courses and careers in theology, sociology, philosophy and law whilst those interested in medicine should note that we study medical ethics at Advanced Higher.

The assignment will be allocated eight hours of class and preparation time (approximately two to three weeks). The purpose of the assignment is to assess the application of skills of scientific inquiry and related biology knowledge and understanding.

The first stage of the assignment two parts: research and practical work. Candidates carry out research to find comparative data/information and underlying biology. The research stage must involve an experiment/fieldwork which allows measurements to be made. Candidates must also gather data/information from the internet, books and/or journals to compare against their experimental/fieldwork results.

Suitable topics include; enzyme activity, osmosis, respiration, transpiration, abiotic environmental factors, distribution of species, limiting factors of photosynthesis.

The second stage is the report and this is conducted under a high degree of supervision and control. Candidates must be given a maximum of 1 hour and 30 minutes to produce the report.

Progression
Biology is a subject that is important for those wishing to go on to study particular subjects in Further and Higher Education, for example Biological Sciences, Medicine, Veterinary Science, Pharmacology and other Biology-based subjects. Pupils who do well in Biology will have shown they are capable of mastering not only factual material but also have the ability to gather together strands from many subjects and integrate them into a cohesive whole. A minimum of a B pass at National 5 is required to study Biology at Higher and beyond, although pupils with an A grade are in a stronger position to succeed at those levels.

Biology
In National 5 Biology we aim to develop:

- A deeper understanding of biology and its role in scientific issues and in society and the environment.
- Experimental skills, planning and analytical thinking.
- The ability to problem solve, research and communicate information effectively.

Course Content
The course contains three compulsory units with the following topics:

- **Cell Biology:** Cell Structure, transport across cell membrane, DNA and the production of proteins, proteins and enzymes, Genetic Engineering, respiration.
- **Multicellular Organisms:** Producing new cells, control and communication, reproduction, variation and inheritance, transport systems in plants and animals, absorption of materials.
- **Life on Earth:** Ecosystems, photosynthesis, distribution of organisms, energy in ecosystems, food production, evolution.

Assessment
Assessment is composed of an exam paper and an assignment; both of these will be submitted to the SQA for marking.

The question paper has a total of 100 marks and is worth 80% of the total marks for external assessment.

The question paper has two sections: Section 1 contains multiple-choice questions and has 25 marks. Section 2 contains structured and extended response questions and has 75 marks.

This assignment is worth 20 marks (scaled to 25). The marks thus contribute 20% of the overall marks for the course assessment.
Chemistry

The National 5 course is designed to make pupils aware of the applications of Chemistry to everyday life, including social, economic and industrial aspects. Both problem-solving and practical Chemistry remain a central part of the course.

Course content

Unit 1: Chemical Changes and Structure.
› Rates of Reactions
› Atomic Structure and Bonding
› Calculations
› Acids and Bases

Unit 2: Nature’s Chemistry.
› Hydrocarbons, Alcohols and Carboxylic acids.
› Consumer Products such as soaps, fuels, perfumes
› Energy from fuels.

Unit 3: Chemistry in Society.
› Metals, Plastics, Agrochemicals
› Nuclear Chemistry
› Energy Changes
› Chemical Analysis

Assessment
The National 5 Chemistry course will be assessed based on an examination paper, in addition to the completion of an assignment.

Physics

The National 5 Physics course uses the topics noted below as a context for developing a good basic knowledge of Physics along with the problem solving, practical, and numerical skills needed to apply this knowledge. A successful course in Physics should not just result in an exam pass but should also engender a sense of wonder and insight in the world around us and the mechanisms that cause it to function.

Course Content

› Dynamics: Vectors and Scalars, Velocity Time graphs, Acceleration, Newton’s Laws, Energy, and Projectile Motion
› Space: Space Exploration, and Cosmology
› Electricity: Electrical Charge Carriers, Potential Difference (Voltage), Ohm’s Law, Practical Electrical and Electronic Circuits, and Electrical Power
› Waves: Wave parameters and behaviours, Electromagnetic Spectrum, Refraction of Light,
› Radiation: Nuclear Radiation, and units prefixes and scientific notation

Assessment
This consists of a question paper and an assignment, both of these will be submitted to the SQA for marking.

The examination paper will contribute to 80% of the overall course assessment. It will consist of a paper divided into a short multiple choice section and an extended answer section and will be worth 100 marks in total.

The assignment will contribute 20% of a pupil’s final grade. It will be carried out over a three-week period during September-October of S5ths.

The assignment will assess students’ practical skills as well as knowledge and understanding of the chemistry involved.

The first stage will involve a practical task which will be carried out in small groups during class, and a researching phase (which can be done both in school and at home) during which time students will gather information about the science behind their investigation, in addition to data to compare to their own experimental results. The final stage will culminate in students writing up a report of their findings under a high degree of supervision and control in class. Candidates will have a maximum time allowance of 1 hour 30 minutes in which to do this.

Progression
Chemistry is a pivotal subject. It is a service subject to those hoping to study Medicine, Veterinary Science, Pharmacology and many Biology-based subjects. It is also necessary for those interested in further study of Chemistry itself, Molecular Science and Chemical Engineering. It is valued as intellectual training for other careers involving use of numerical or problem-solving skills, such as accountancy. A minimum of a B grade pass at National 5 is required to study this subject at Higher and beyond.

Question paper section 1: multiple choice questions totalling 25 marks worth 20% of final result.

Question paper section 2: extended answer questions marked out of 110 and scaled down to give 60% of final result.

Assignment: a report based on both research and practical work. Examples of topics used recently include Collisions and Car Safety, Efficiency of Light Sources, Thermal Insulation Efficiency, Satellite Orbits, and Fibre Optic cables. The research is open book and can be done in school and at home; the remaining investigation and report will be done in school under controlled conditions. The assignment in total will be allocated around eight hours of class time (so approximately 3 weeks) in February of S5ths. This will include the production of the final report, to be completed in 90 minutes under exam conditions, which will be marked by the SQA and scaled to give 20% of the final result.

Progression
Physics forms a natural bridge between pure science and engineering and is an important subject for anyone planning a career in the sciences and/or engineering. A good knowledge of Physics is also useful in many other career paths such as Medical Physics or any field requiring good problem-solving skills.
Personal, Social and Health Education (PSHE)
All pupils in the 3rds, 4ths and 5ths meet once a week with a member of the Pastoral Team for a period of PSHE. The programme specifically aims to instil knowledge and understanding in key areas, whilst attempting to develop the skills needed to use that grounding effectively. It is to be viewed as an evolving course, open to review and critical appraisal. A broad framework exists for each year, with supporting materials available to our team of dedicated teachers, but there is the flexibility for the course to react to any specific needs that may exist within each class.

3rds
Pupils will address a broad range of topics including key areas such as cyber safety, the health risks relating to alcohol and smoking and an introduction to careers guidance in preparation for subject choices at National 5 level in the Spring Term.

The Year Head Team will respond to the increasing maturity of pupils as they progress into Middle Years, encouraging pupils to freely share their opinions in a respectful and controlled environment.

Pupils also start the NHS SHARE sexual health programme. This will run throughout the next three academic years with the first section focusing primarily on positive examples of responsible relationships.

4ths
As the progression into 4ths marks the start of certificate exam courses, an emphasis will be placed on study skills and the importance of establishing productive and organised working methods. Alongside the continuation of the NHS SHARE programme, pupils will look at the important issues of self-esteem, body image and resilience. The 4ths will also explore the physical dangers, while also addressing the myths and cultural pressures that surround both alcohol and drugs.

5ths
The PSHE programme in 5ths continues to cover a wide area of topics, however it does increasingly focus on the important areas of careers and exam preparation. The Futurewise programme, provided by Inspiring Futures, supports pupils in the process of making key decisions with regard to subject choices and their progression into the Senior Years of the school. This process includes initial presentations, psychometric profiling and an in-depth careers interview with an external careers advisor.

The Futurewise report highlights potential careers paths based upon the comparative strengths, aptitudes and interests highlighted within the process. Lessons will also support pupils to operate effectively during the important build-up to examinations. The aim is to help pupils to manage their time, while also learning to deal with the potential stress and anxiety that can build up during this important period. The 5ths will complete the NHS SHARE course reviewing the key learning outcomes.

‘Rachel Miller’s Diary’ is a series of interactive lessons addressing important issues surrounding drug and alcohol abuse. A series of short films explore scenarios faced by young people and addresses the physical and emotional dangers of irresponsible drug and alcohol use. The lessons are informative while also presenting material in an accessible dramatised format. Clearly, the Summer Term is dominated by exam leave and then the actual exams. The limited lessons available give the opportunity to prepare for progression into the Sixth Form while also evaluating the previous year.

Support for Learning
The Support for Learning Department co-ordinates the provision for pupils with additional support needs. We aim to create a partnership between pupils, staff and parents to help each individual to achieve their potential. Our role includes identification of needs, assessment, liaison with and dissemination of information to staff, tuition, team teaching and special exam arrangements.

Pupils with additional support needs are identified from their educational history, screening tests and referrals from staff and parents. If a specific learning difficulty is suspected, we may recommend for a detailed educational assessment to take place.

For pupils with a specific learning difficulty, we prepare an Additional Support Plan which is made available to each of their subject teachers. This outlines the pupil’s individual needs and gives suggestions on how he or she may be supported in class.

If required, individual or small-group tuition may be given. This may simply be for one period a week. Following discussion with parents, a few pupils are advised to drop a subject at National 5 level in order to provide time for additional study in the department. Study skills support is offered. Staff also work alongside the subject teachers in set 4 Maths and English classes once or twice a week, where resources permit.

The Support for Learning Department organises any special arrangements that may be required for examinations, such as extra time or use of a computer. We ensure that the correct assessments are in place and that the necessary evidence has been gathered.
Welcome to the Edinburgh Academy’s Sixth Form Guide. This Guide has been compiled to help those of you entering the final two years at the Academy make the best possible decisions about your academic courses. On each subject page you will find descriptions of examination levels offered, entry requirements to that particular course, as well as an outline of the subject content, assessment and progression on to further study. By reading the relevant pages carefully, and through discussions with your teachers in school, you should be in a good position to make the best possible decisions about your programme of study.

One of the main aims of the Sixth Form, obviously, is to provide you with an environment where you can flourish and achieve academically. However, equally important is the opportunity for you to thrive and develop as an individual in a community that celebrates your successes and supports you through the disappointments. In general terms, the final two years at the Academy are part preparation for more independent life beyond school. You will find that you are gradually expected to show more independence and to take greater initiative in setting your own priorities in and out of the classroom. You will need to demonstrate good organisational abilities as well as self-discipline if you are to make the most of the opportunities on offer. With this increased independence also comes responsibility, and as senior members of the pupil community you will be seen as role models by younger pupils. There will be opportunities to step into leadership roles, through activities such as music, sport, CCF, Duke of Edinburgh, Young Enterprise and drama. In 7ths, more formal opportunities present themselves, through the mentoring of younger pupils and classes, through assisting the Support for Learning Department, through volunteer work in the community or through our Prefect system of School Ephors.

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Introduction

Academic Structure and Progression

The heart of your time in the Sixth Form is your academic study. Our range of Higher, Advanced Higher and A-Level courses allows you to choose a programme which is individually suited to you: to build on the knowledge and skills which you have developed up to the 5ths (equivalent to S4 in other schools) and to apply them in an increasingly specialised programme which will carry on into Higher Education or work.

Academic entry into the Academy Sixth Form normally requires C grades in at least five National 5 subjects (or GCSEs). This is a minimum, and to have a realistic chance of passing Highers at first sitting in 6ths, at least a B grade at National 5 (or equivalent) is desirable. We shall discuss individually with you and your parents any case where it turns out that you are poorly positioned, so that we can all agree how best to move forward. A crucial entry requirement, however, is a positive attitude and personal commitment to learning.

In choosing subjects for 6ths, you will probably be dropping from 8 subjects at National 5/GCSE, down to 5 (or, for some, 4) at Higher and/or AS-Level. You will spend seven periods per week — just less than 5 hours of class work — on each subject. In addition, you will be expected to devote between 2 and 3 hours per subject per week to prep and private study. Many pupils find that having reduced their programme to fewer key subjects it becomes easier to juggle the conflicting demands. However, the pace and depth of the work increases significantly from National 5 and this can prove challenging. It is important that you adjust to this pace quickly, for those who fall significantly behind can find it difficult to catch up.

It makes sense to build on strengths at National 5. However, it is also possible to pick up new subjects as “fresh start” Highers. Some of these (Business Management, Computing Science, Economics, Modern Studies, Drama, RMPS (Religious, Moral and Philosophical Studies) and PE) have previously been offered at National 5 but with a committed approach can be taken without that background. Photography would be completely at National 5 but with a committed approach can be taken. In Design and Manufacture, we offer a different perspective. In Art & Design we will follow on from the GCSE to the Scottish equivalent to the A-level. Two subjects deviate from this model: Art & Design and Design & Manufacture.

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› In Art & Design we will follow on from the GCSE to the full 2 year A-level in 7ths. Eduationally, we believe the A-Level in Art & Design to be a better qualification than the Scottish equivalent, regardless of whether the pupils are specialists or not. We don’t offer Higher Art & Design as the Higher and A-level syllabi are incompatible. That said, artists should be aware of the option of Higher Photography, and the potential to progress from that on to A-level Art & Design in 7ths: see details on subject pages.

› In Design and Manufacture, we offer a different combination. Pupils may take Higher in 6ths, and then follow this with A-level Product Design in 7ths. There is a good overlap between the Higher and the first year of the A-level in terms of content and skills which make this a good fit. The A-level also allows pupils to explore their own design ambitions with greater freedom than the Advanced Higher.

When you move on into the 7ths, there is a range of choice. You can:

› move on to a full Advanced Higher / A-Level programme (usually 3, but occasionally 4);
› try to improve on some Highers and possibly begin more;
› take a mixed programme with both Highers and Advanced Highers / A-Levels.

Please note that the Higher and Advanced Higher/A-Level blocking schemes (6ths and 7ths) will be aligned in order to allow pupils in the 7ths to study for a combination of these exams. However, it is an inevitable consequence of our timetabling that any pupil in 7ths wishing to combine the study of Higher English with Advanced Highers (or A-Levels) will face some clashes in their timetable.

English in 6ths

Virtually all of our pupils will take English in 6ths, either at Higher or National 5 level. We believe it is important that pupils continue to study and to build qualifications in English for a number of reasons: Educationally, it is important that pupils continue to build their literacy skills throughout their time at school. Literacy is not simply the ability to read and write but an ease and facility with words both spoken and written so that communication in any context can be lucid and succinct. Analysis, fluency of thought and a clear, coherent presentation of ideas are expected of many undergraduates and employees in all fields of work, including those with a mathematical or scientific focus. Continued study of English is the most obvious way in which to build these essential skills. In addition, our pupils may well find that a qualification in English at Higher is a specific entry requirement for their favoured University course. Given the fluidity of pupils’ career aspirations at this stage, the presence of Higher English will future-proof many options. Higher English is also a highly regarded qualification by employers.

In exceptional circumstances, and after discussions with teachers, we may permit a small number of pupils to opt out of English. These are generally our confirmed scientists or mathematicians. In practical terms, we need to be able to deliver a timetable and so will offer Chemistry as an alternative to English (but do note, Chemistry is also blocked elsewhere so you can take both English and Chemistry).

If a pupil requests to opt out of English in 6ths we would encourage them to consider all of the above very carefully and speak with their English teacher in the first instance. Once course choices have been entered, we will discuss this directly with the pupil before any final recommendation or decision is made.
Assessment

A pupil taking Highers will face assessment through two main routes: Course Assessments (which count towards the final grade), and internal assessments (which won’t count towards the final grade).

Course Assessments:
Courses at Higher and Advanced Higher will be graded A to D, or ’No Award’. This final grade is based on Course Assessments which are split into two components: a written external exam and coursework. The external exams are taken in May/June of Summer Term whilst the coursework is undertaken as an integral part of the course and should be completed by Easter. The style of coursework varies as appropriate to each subject, and could take the form of an assignment, a case study, a practical activity, a performance, a portfolio or a project. We have our own internal schedule for coursework/assignments which is designed to spread the workload as evenly as possible for pupils across the first two terms.

At Advanced Higher the coursework takes on greater prominence with higher-order skills and will require more initiative and independent research in planning, analysing and evaluating sources prior to producing a written dissertation or report. These skills are clearly a valuable preparation for life beyond school. Specific details are given in the subject entries later in this booklet.

Internal Assessments:
We will undertake two main styles of internal assessment. Topic or unit tests will allow us to generate appropriate evidence for pupils, staff and parents on progress and ongoing attainment levels as we move through the courses. For all 6ths and 7ths, there will also be a timetabled block of mock exams (prelims) in January. These exams mimic the summer exams as much as possible, both in structure and standard. The experience of these gives pupils invaluable practice in preparing a substantial amount of work for a significant number of subjects.

In the case of Art & Design, which follows the AS and then A2 structure to A-level, AS assessment may be undertaken in summer of 6ths, followed by A2 assessment in summer of 7ths. For Product Design A-level, assessments are in summer of 7ths. Fuller details are given on the relevant subject pages.

Progression to University

In broad terms, Scottish universities tend to make offers based on 4 or 5 Highers. English universities tend to make offers on 3 Advanced Highers or A-Levels, though they are currently taking greater interest in results achieved at Higher than in the past. As Universities see the Advanced Higher and A-level as broadly equivalent, they are happy to consider pupils who have a blend of the two qualification types, and for us this could be the case for any pupil taking Art & Design or Product Design as an A-level.

In terms of subject combinations, in the Appendix at the end of this guide we have included some guidance on requirements.

The simplest strategy for entry to a Scottish university would be to take at least 4 Highers or preferably 5 in 6ths. In such cases, providing you get good enough grades, you might anticipate an “unconditional offer” based on results achieved at the end of 6ths. However, your choice of subjects might make it difficult to achieve a complete set of 5 Highers in one sitting in 6ths. A mixture of, say, 4 Highers and 1 AS in the 6ths is likely to satisfy the initial entrance requirements for many courses, though some of the more competitive Universities (eg Edinburgh, Glasgow, St Andrews) will generally look for 5 Highers in one sitting. Additionally, some specific courses such as Engineering or Business at Strathclyde also prefer 5 Highers. The key element to stress is that university requirements are dynamic and are changing year on year. Universities are becoming increasingly competitive and sensible planning of strategies would be wise. Ask for guidance and do as much research as you can at this stage to ensure you are best placed to pursue your preferred options beyond school. Specific details are given in the subject entries later in this booklet.

What is absolutely clear is that increased competition for university places is making the grades achieved of paramount importance, whether these be at National 5, GCSE, Higher, Advanced Higher or A-Level. The grades you achieve this year will count!

Whatever subjects you choose, you will find your academic studies unrewarding if you choose those you do not enjoy. Naturally your ideas about a future career will influence your choice but consideration of future status or salary is rarely enough to guarantee either a successful Sixth Form course or a fulfilling career. Nor is a like for (or a dislike of) particular teachers going to be a good basis for a sensible programme. For only a handful of vocational careers (such as Medicine or Engineering) is course choice in Sixth Form critical. The vast majority of occupations are best prepared for by pursuing school courses which suit your capabilities, interests and enjoyment. So do not worry if you have no clear-cut career plans yet.
Support

There is a whole range of specialist advice available to you as you move into the Sixth Form, and there is much time and emphasis placed on career education in the PSHE course. A range of speakers visit the school to describe their career paths and experiences, and workshops are delivered on CV writing and interview techniques, while mock interviews follow. Our Year Head Team of Mrs Fiona Slavin (Head of Sixth Form) along with Mrs Turner and Mr Lowe have the overview of the 6th/7th year groups, your Classteacher will pay individual attention to your progress and welfare; the Careers Department (led by Mme Harley) will offer advice about university options and research as well as offering guidance to those considering a year-out on leaving school. The Careers Library should, of course, be a constant source of information for you and Mrs Wood who is based there will be very happy to meet with you at any stage. Equally, individual Heads of Department and your teachers will be able to add specialist knowledge in their own fields; but most important of all will be your Classteacher.

Each Classteacher has a class of about fourteen pupils drawn from a range of subject backgrounds. He or she will be on hand to guide you to set yourself sensible and attainable targets and to help you with the process of application to university, college or work. All of this, however, is something else for which you must take the main responsibility. It forms another important part of your education.

The Futurewise Report, the Prelims and the 5ths Parents’ Evening are all important pointers for your future. You may already have clear plans about what that might hold. Nevertheless, you should read through the rest of this Guide carefully. Then consider the options presented at Higher and Advanced Higher/A-Level. Remember that it is your commitment and sense of responsibility which will help you get the most from the opportunities which the Academy Sixth Form offers you.

Dr Roger Wightman
Deputy Rector, Director of Studies
6ths Subject Choices

Course Choice for 2019–20
Please consider FIVE choices in the 6ths block. One of the choices will be English, though it may be possible for us to accommodate an alternative (probably Chemistry) for the most confirmed scientists or mathematicians. As an absolute exception, it might be possible to accommodate other reasons for an English opt-out. If you would like this to apply to you then please discuss options with us.

Please rank your other subjects in order of preference (1...2...3...4) plus a reserve choice (R). This will allow us to define next year’s 6ths blocking scheme.

<table>
<thead>
<tr>
<th>Highers/AS offered in 6ths block for 2019–20</th>
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<tr>
<td>English Higher H</td>
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<td>English Nat 5</td>
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<td>ESOL Higher/IELTS H</td>
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<tr>
<td>English opt out</td>
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<tr>
<th>Adv Higher / A-level options in 7ths for 2020–21</th>
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<tbody>
<tr>
<td>Art &amp; Design AS</td>
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<tr>
<td>Biology H</td>
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<tr>
<td>Business Management Adv H</td>
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<tr>
<td>Chemistry H</td>
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<tr>
<td>Computing Science Adv H</td>
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<td>Economics Adv H</td>
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<td>English Adv H</td>
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<td>Mandarin Adv H</td>
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<td>Maths Adv H</td>
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<td>Maths Nat 5</td>
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<tr>
<td>Maths IGCSE</td>
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<td>Modern Studies H</td>
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<td>Music Adv H</td>
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<td>Photography H</td>
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<td>Physical Ed H</td>
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<td>Physics Adv H</td>
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<tr>
<td>Practical Woodwork Nat 5</td>
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<tr>
<td>Religious Moral &amp; Philosophical Studies Adv H</td>
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<td>Spanish Adv H</td>
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If you intend to take Advanced Highers or A-levels in 7ths in 2020–21, list one, two or three choices in order of preference in the 7ths block (rank 1...2...3). If you have a reserve in mind, add “R”. Please be as realistic as possible with Advanced Higher/A-Level choices. You will need at least a B at National 5/GCSE (preferably an A) to have any genuine chance of taking a subject at Advanced Higher/A-level. From your choices we will work out the Higher Blocking for 2019–20 and also the Advanced Higher/A-level Blocking for 2020–21 so that you can plan for a 2 year pathway through our curriculum.

Please select in order of preference: 1, 2, 3, 4 plus Reserve, R

<table>
<thead>
<tr>
<th>Art &amp; Design</th>
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<td>Biology</td>
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<td>Design &amp; Manufacture</td>
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<td>Spanish</td>
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Art & Design – AS/A-Level

The department teaches the AQA ‘Art, Craft & Design’ syllabus, which tailors itself to the individual skills and character of the pupil. This caters for a more personal journey to be explored allowing ambitious and exciting work to be produced. Pupils are encouraged to take an increasing amount of responsibility for their own learning, with teachers continuing to provide stimuli. Higher Photography can be used to progress to A Level, however this approach is only recommended for those who must have a Higher qualification in sixth year, otherwise opt for the AS/ A Level route.

AS-Level

Personal Investigation (60% of marks)

During the Autumn term pupils will develop the required skills, knowledge and independence of mind in order to complete a final piece in a prelim prior to the Christmas holidays. They will also be prepared for the externally set task in the Spring term. They will use the department theme as a starting point for their own personal project. Experimentation and personal ideas are encouraged, while at the same time skills are developed through more observational and technical projects such as life drawing and a variety of specialist workshops.

Externally Set Assignment (40% of marks)

During the Spring term those sitting the AS will work on an externally set unit. They will receive an exam paper with seven starting points to choose from at the start of the term. They will use the weeks before the exam researching, developing ideas and exploring media in preparation for the ten hour exam when the final piece will be produced. Teachers will suggest areas for investigation and support pupils in the development of ideas, although pupils should be taking responsibility for the overall direction of the project.

Experience shows that success at this level is generally achieved by those pupils who have achieved a B grade or better at GCSE. We are still willing to take pupils who have achieved a C grade. Very occasionally we will take a pupil who has not taken the subject at GCSE but this really is dependent on a high natural skill level and maturity. These pupils must provide evidence to the Head of Department of their ability and commitment to the subject prior to being accepted.

A-Level

The A-Level Course has greater emphasis on the development of a personal language, which is articulated fluently in the final piece. In 7ths pupils are given their own studio area to work in and should be more independently responsible for their learning, making good use of their spaces during free periods and after school. A residential weekend trip is the starting point to the course. Observational skills will be developed to a high level. A variety of different tutorials punctuate the year to ensure that pupils maintain pace and are assisted with ideas.

Component 1: Personal investigation (60% of marks)

Pupils should produce two elements:

1. A portfolio of practical work showing their personal response to the department theme. Pupils develop individual solutions, which could be stimulated in response to a variety of starting points. This could be a continuation from their discoveries during AS-Level personal investigation or ESA. If they have not entered for AS they can also submit their 6th year work as part of their A level. Other stimulus comes from life drawing, art society lectures, gallery visits, workshops and Art trips. The final piece of work will usually be ambitious either in scale or conception. At this level sketchbooks are important as supporting studies along with their coursework portfolio.

2. A related study of continuous prose of 3,000 words related to their practical work.

Externally Set Test (40% of marks)

This is a fifteen hour conclusion to the development of ideas based on one of the examination board’s set themes released on the 1st February.

All A-Level pupils have to mount an exhibition of their work for internal and external assessment at the end of the year. The staff will mark all the work as a team with an external moderator visiting the school to ensure standardisation.

GCE Art helps to provide pupils with the opportunities for entering Art College and/or a Creative Industries career. These industries account for a large percentage of jobs in the UK, which includes careers in areas such as Animation, Architecture, Fashion, Game design, Graphic design, Illustration, Jewellery, Textiles, Theatre design, Interior and Furniture Design, Film, TV, Photography and the Visual Arts.

Biology – Higher

Higher Biology offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Pupils develop a deeper understanding of the underlying themes of Biology – evolution and adaptation; structure and function; genotype and niche – and the scale of topics ranges from molecular through to whole organism and beyond. Biology represents possibly the most challenging and exciting frontier in science. Some of the most important decisions for individuals in the twenty-first century will have their origins within Biology. We aim to provide our pupils with the information and skills to enable them to fulfil their potential in Biology and to equip them to make informed decisions on Biological issues that will affect their lives and those of subsequent generations.

Course Syllabus

This is a one-year course leading directly to the Higher Biology examination, held in May each year. It is strongly recommended
that those attempting it should already have covered either a National 5 or GCSE course and obtained grade C or better though those coming into the course with only a C are likely to take two years to gain a pass at Higher.  

The Higher Biology course currently contains three Units, as follows:

- **DNA and the Genome;** structure and replication of DNA, gene expression, the genome, molecular basis of evolution and biodiversity, evolution and structure of the genome and genomics.
- **Metabolism and Survival;** metabolic pathways of ATP synthesis by respiration, control of the pathways, maintaining metabolism, metabolism in micro-organisms, adaptations for the maintenance of metabolism for survival, importance of the manipulation of metabolism in micro-organisms.
- **Sustainability and Interdependence;** how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants, the science of food production, interrelationships and dependence, and biodiversity.

**Biology – Advanced Higher**

The purpose of the Course is to build on the knowledge, understanding and skills developed in Higher Biology, and to provide a useful bridge towards further study of Biology. It is intended pupils will:

- develop a critical understanding of the role of Biology in scientific issues and relevant applications, including the impact these could make on the environment/Society
- extend and apply knowledge, understanding and problem solving skills of Biology
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures, in a Biology context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in Biology

**Course Content**

There are currently three units in Advanced Higher Biology (see below), although the content and sequence may change for session 2019–20. As yet we have minimal details regarding changes, although our experience suggests it is likely most of the content will remain the same.

**Assessment**

The Higher Biology Course assessments comprise an external exam at the end of the course in May, and an assignment. The exam duration from 2019 onwards will be 3 hours, comprised of one paper (40 minutes) containing 25 multiple choice questions, and a second paper (2 hours 20 minutes) containing 95 marks of short answer and extended answer questions. Together these contribute 80% of the final grade.

The assignment is set within the school to SQA guidelines, and is externally marked. The assignment assesses the application of analytical skills, scientific inquiry and related Biology knowledge and understanding. It will include some practical coursework from an investigation based on one of the Key Areas in the course. The assignment is marked out of 25 marks scaled to 30 and is worth 20% of the final grade.

Regular internal assessments will be carried out throughout the course.

**Progression**

On successful completion of the Higher, this course can lead to Advanced Higher in the following year. Those completing their Biology with the Higher Biology exam have used it as part of the entry requirement for any general course of Higher Education or for the more specific requirements of courses in Medicine, Biochemistry, Veterinary Medicine, Agriculture and the Environmental Sciences.

- **Cells and Proteins;** This Unit builds on understanding of the genome from Higher Biology to include knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division.
- **Organisms and Evolution;** This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and will further extend knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms.
- **Investigative Biology;** This unit builds and extends on the principles and methods of the Scientific method undertaken in Higher Biology, including knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

**Advanced Higher**

Advanced Higher Biology is currently assessed by a terminal exam in May, externally set and marked. Pupils must also submit a write up of a practical research project chosen by them and conducted in school but marked externally by the SQA. Our information so far suggests the duration of the May exam for 2020 onwards will increase, as will the content examined.
Entry Requirements
The minimum entry requirement for Advanced Higher Biology is grade B at Higher Biology.

Progression
Advanced Higher Biology can be used towards gaining admission to Biology-based further or higher education programmes or a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health careers.

As well as providing an excellent grounding for the future study of Biology and Biology-related subjects, the course also equips learners with an understanding of the positive impact of Biology on everyday life. Other pupils may choose the course because they have a particular interest in the subject and wish to take the opportunity of studying it in depth.

Assessment
Business Management is assessed by a single end of course examination (75% of the final mark) and an assignment on a business related topic (25% of the final mark). Pupils will be expected to pass three end of unit tests to allow us to track progress. They will also sit a Prelim examination early in the spring term.

Entry Requirements
It is helpful, but not essential, to have taken National 5 Business Management. It is also possible to begin Business Management as a fresh start Higher, though this will require genuine interest and commitment.

Progression
Higher Business Management provides a strong foundation for study of the subject at Degree level. Most candidates will also find that they can apply their knowledge and understanding of the subject in their future careers.

Course Syllabus
Higher Business Management is split into three Units:

Unit 1: Understanding Business. This unit is a general introduction to the challenges of the world of business.

Unit 2: Management of People and Finance. This unit examines the recruitment, motivation and training of staff and how businesses control their finances.

Unit 3: Management of Marketing and Operations. This unit examines how businesses successfully market their product and work as efficiently as possible.

Business Management – Higher
Higher Business Management examines a range of different business issues and provides an insight into the key problems facing a business. It answers questions such as:

› Why has Apple been so successful?
› Why do people start their own business?

Business Management – Advanced Higher
Advanced Higher Business Management examines the wide range of business activities, from marketing and finance, people and production, to external influences and strategy. Pupils will build on their factual knowledge from Higher Business Management, but will be expected to evaluate the relevant merits of alternative business solutions before coming to their own reasoned conclusions. It examines questions such as:

› How can external influences such as Brexit affect Scottish Business?
› How can Apple sustain their success?
› What makes James Dyson such a successful business leader?

Course Syllabus
The Business Management Advanced Higher will be split into three Units:

Unit 1: The External Business Environment
Unit 2: The Internal Business Environment
Unit 3: Researching a Business

Assessment
Advanced Higher Business Management is assessed by a final exam (80 marks) and a project (40 marks) completed over the course of the year. The project will provide pupils with the opportunity to investigate the issues facing a Scottish business and to develop and present their own solutions.

Entry Requirements
Pupils must have successfully passed Higher Business Management at grade B or above to progress onto the Advanced Higher course.

Progression
Advanced Higher Business Management develops a candidate’s ability to take a range of different sources of evidence to draw key facts from this evidence and to weigh up the relevant merits of alternatives before coming to a conclusion. These skills will prove useful in further study of the subject at undergraduate level, or to support related work in Economics, Politics or the Social Sciences. In addition, most future careers will involve putting this theory work into practice. The course acts as a preparation for most professional and managerial posts in the wider economy.
Chemistry – Higher

This is a broad based course covering a wide range of topics in the areas of inorganic, organic and physical chemistry. It follows on from National 5 Chemistry but, as with other Higher subjects, is a significant step up in terms of pace and depth. The course is demanding but is well regarded as an intellectual training for a range of careers.

Course syllabus

The Higher course is made up of three subject content Units:

Unit 1: Chemical Changes and Structure. Rates of reaction; trends in the periodic table; structure and bonding and intermolecular forces.

Unit 2: Nature’s Chemistry. Hydrocarbons; alcohols and carboxylic acids; esters fats and oils; proteins; applications through cooking, emulsions, fragrances and skin care.

Unit 3: Chemistry in Society. Chemistry calculations; equilibria; chemical energy; redox reactions; chemical analysis.

In addition, a Researching Chemistry unit will cover the development of practical skills.

Assessment

The Higher assessment rewards consistent, steady effort in order to obtain a course award. The course will cover and develop students practical skills, research skills, knowledge and understanding and problem solving skills. The Higher grade awarded depends on the external papers (paper 1 consisting of multiple choice questions, and paper 2 being longer answer type questions) taken in May (80%) and also a piece of coursework taking the form of a research assignment (20%). A preliminary examination will be taken in early January.

Entry Requirements

The minimum entry requirements are grade B for National 5 level or GCSE.

Progression

Chemistry is a service subject for those hoping to study Medicine, Veterinary Science, Pharmacology and many Biology-based subjects. It is necessary also for those interested in further study of Chemistry itself, Molecular Science and Chemical Engineering. All pupils, however, can benefit from studies of the application of chemistry in society and awareness of environmental issues, as well as from the development of a wide range of transferable skills such as numeracy, problem solving, scientific research and writing and practical design and dexterity.

Chemistry – Advanced Higher

Compared to the Higher, the Advanced Higher course still places emphasis on experimental chemistry but also develops skills in studying often abstract concepts, at a greater degree of sophistication and detail, allowing pupils to start to unlock the mysteries of our surrounding material world. The course is a one-year course, designed to follow on from the Higher course.

Course syllabus

Unit 1. Inorganic and Physical Chemistry: Atom and electron structure; transition metals; chemical equilibrium; entropy; kinetics.

Unit 2. Organic Chemistry and Instrumental Analysis: Molecular orbitals; Organic reaction mechanisms and synthesis; Isomerism; Spectroscopy and structural analysis; Pharmaceutical chemistry.

Unit 3. Researching Chemistry: Gravimetric and volumetric analysis; Practical skills and techniques; Chemistry calculations.

Assessment

The Advanced Higher grade awarded depends on the external paper taken in May (77%) and also a piece of coursework taking the form of a detailed research and practical project (23%). A preliminary examination will be taken in early January.

Entry Requirements

The minimum requirement for the Advanced Higher course is a B grade at Higher Chemistry.

Progression

Chemistry is a service subject for those hoping to study Medicine, Veterinary Science, Pharmacology and many Biology-based subjects. It is necessary also for those interested in further study of Chemistry itself, Molecular Science and Chemical Engineering. All pupils, however, can benefit from studies of the application of chemistry in society and awareness of environmental issues, as well as from the development of a wide range of transferable skills such as discussion of abstract concepts, numeracy, problem solving, scientific research and writing and practical design and dexterity.

Classics

The Classics have been at the heart of the Edinburgh Academy curriculum since its foundation. The fact that the school’s motto is in Greek is testimony to this, and the academic record of Academy classicists in national examinations continues to be outstanding. A very high proportion of our pupils who have taken classical subjects at a senior level have received offers from the most competitive universities in the UK.
Latin – Higher

Course syllabus
Higher Latin involves the study of the language and literature of the Roman Republic and Empire, a period of history which has had a tremendous influence on our own times and on European society. The course encourages pupils to think about literary and historical questions while they perfect their understanding and appreciation of the language, which brings attendant benefits to their general linguistic knowledge and development of logical thinking.

Assessment
Course assessment is based on two written papers:

Paper 1 — Literary Appreciation: Study of two Roman texts from a choice of five (prose and/or verse), both in the original Latin and in translation. This Unit will be worth 62% of the total marks.

Paper 2 — Translating: An unseen translation paper, designed to test the extent of the candidate’s grasp of the structures and grammar of the Latin language. The passage for translation will be adapted from a Roman prose author. This Unit will be worth 38% of the total marks.

Latin – Advanced Higher

Course syllabus
Advanced Higher Latin is divided into three Units. Two of these will be examined in the traditional manner, the third is a project–based assignment which is also marked externally.

Assessment
There will be two papers in the exam:

Paper 1 — Literary Appreciation: Study of one of two collections of Roman texts (one prose, one verse), both in the original Latin and in translation. This Unit is currently worth 40% of the total marks. This may change for 2020.

Paper 2 — Translating: An unseen translation paper, designed to test the extent of the candidate’s grasp of the structures and grammar of the Latin language and sensitivity to Latin literary style. One passage of authentic Latin will be set for translation though Latin verse may also be added under the revised arrangements for 2020 onwards. This Unit is currently worth 33% of the total marks.

For Paper 1, copies of all relevant texts are provided in the actual exam; for Paper 2, a complete alphabetical word list is given. There is also an assignment. This will be a dissertation of up to 4000 words on ‘an aspect of Latin literature [or] language or the Roman world chosen by the learner as appropriate to their [sic] interests.’ This Unit is currently worth 27% of the total marks. This may change for 2020.

Entry requirements
Candidates ought to have a good National 5 pass in Latin or an equivalent qualification for entry to the course.

Progression
The accidence and syntax requirements for Higher are the same as for Advanced Higher, so the Higher course will form a good basis for progression to Advanced Higher.

Other Qualifications
Greek
Those who have become conscious of a desire to learn Greek later in their school career, or who have already done some, may be able to take up or continue the subject in the 6ths and/or 7ths and sit a public exam in it at whatever level (GCSE or AS/A level: SQA no longer provides qualifications in Greek) is appropriate for them. Special teaching arrangements within the normal timetable have occasionally been made for Greek, but are dependent on availability of staff: please consult the Deputy Rector (Director of Studies) and the Head of Classics for further information and to assess whether such arrangements could be made in your own case. Greek may also feature in the lunchtime/after-school activity programme.
Computing Science – Higher

Course Content
Computing Science is particularly suited to pupils who have demonstrated strength in Mathematics and those who enjoy solving problems, using numbers and algebra as well as developing skills such as logical thinking and practical engineering. Pupils who have a desire to build on their learning about computer programming, web design and data management would find Higher Computing Science an interesting and exciting course.

There are four units of study:

Software design and development
Computational thinking is the process of taking a complex problem, understanding what the problem is and developing possible solutions. Using the Visual Basic programming language pupils will further develop these skills through a number of practical and theoretical tasks which will develop pupils into highly skilled computer programmers.

Computer systems
In order to program a computer system, programmers must understand how data and instructions are stored in binary form and basic computer architecture. This is the purpose of the computer systems unit and includes topics such as CPU, memory structure and data representation.

Database design and development
Databases are found behind many complex websites and programs. This is where data is stored and managed. Pupils will use their computational thinking skills to design, build and manage relational database systems using SQL programming and Microsoft Access.

Web design and development
Web design and development is the process of building multi-page websites. Using their computational thinking skills and development languages including HTML, CSS & JavaScript, pupils will create modern interactive webpages.

Course Assessment
The course assessment is a total out of 150 marks and is a combination of question paper (60 marks) and large, personal project (90 marks).

The question paper is 2½ hours in length. There will be four structured questions of 15 marks each, which will draw on knowledge and understanding from two or more of the mandatory generic concepts outlined above. Each of these

Entry Requirements
Pupils are expected to have achieved a minimum of B or above at National 5 Computing Science and National 5 Mathematics. Alternatively, pupils with a National 5 A in Mathematics who can demonstrate a genuine interest in Computer Science may be considered but should discuss their suitability in advance with the Head of Computing Science.

Progression
Pupils who achieve either an A or B at both Higher Computing Science & Higher Mathematics would be eligible to take Advanced Higher Computing Science.

Computing Science – Advanced Higher

Course Content
Computing Science is particularly suited to pupils who are highly able with a strong academic background in Mathematics and Computer Science. It is especially suited to those who enjoy solving problems, using numbers and algebra as well as developing skills such as logical thinking and practical engineering. The Advanced Higher course focuses on further developing the relevant computational thinking and project management skills required to be a highly able academic in Computer Science.

For Advanced Higher, pupils will be assessed on the following mandatory generic Computing Science concepts:

- Programming paradigms
- Data types & structures
- Standard algorithms
- Computational constructs
- Legal, ethical, environmental and economic implications.

Course Assessment
The course assessment is out of a total of 150 marks and is a combination of question paper (60 marks) and large, personal project (90 marks).

The question paper is 2 hours in length. There will be four structured questions of 15 marks each, which will draw on knowledge and understanding from two or more of the mandatory generic concepts outlined above. Each of these
Entry Requirements
Pupils are expected to have achieved a B or above at Higher Computing Science and Higher Mathematics. Pupils should be aware that the project component in particular requires significant individual research and development and therefore pupils will be required to commit a large number of hours per week to this phase.

Progression
Pupils who are successful in Advanced Higher Computing Science would be ideally placed to undertake further academic study in Computer Science or similar technical and scientific disciplines.

Design Technology
In the Design Technology department, we offer a different path in 6ths and 7ths to other subjects in the school. Pupils may take Higher Design & Manufacture in 6ths, and then follow this with A-level Product Design in 7ths.

Design & Manufacture – Higher
The Higher Design & Manufacture course is designed to encourage pupils to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relationships between design, materials, manufacture and marketing. This is a demanding course but extremely rewarding and, above all, fun!

Course Syllabus
There are two areas of study:

1. Design:
   Pupils are taught to:
   Analyse a design brief and produce a detailed specification by:
   › Carrying out relevant research into relevant design factors.
   › Incorporating valid findings of research into a detailed specification.

   Develop and communicate a proposal to meet a design specification by:
   › Using knowledge of commercial manufacturing.
   › Producing creative and diverse ideas using appropriate graphic techniques.
   › Using appropriate modelling techniques to explore and refine ideas effectively.

2. Materials & Manufacture:
   Pupils are taught to:
   Analyse the production of a commercial product by:
   › Exploring the suitability of the materials, manufacturing and assembly processes used.
   › Explore the product’s sustainability and its impact on the environment.

   Plan the production of a commercial product by:
   › Manufacturing an accurate and detailed prototype/scale model.

   › Selecting and justifying suitable materials, manufacturing and assembly processes.

Course Assessment
This takes the form of two components.

1. Design Assignment: 90 marks
   › The brief for the Design Assignment is set by the exam board and will be sufficiently open and flexible to allow for personalisation and choice. The response to the brief will include a folio (12 pages of A3, 4 of which will be proformas) and a model and/or a prototype.

2. Exam Paper: 80 marks – 2hr 15min Exam
   › The purpose of the question paper is to assess the pupil’s ability to retain and integrate knowledge and understanding from across the course.

To gain the award the pupils must complete both the Design Assignment and the Exam Paper. The course assessment is graded A–D or ‘No Award’ with the pupil’s final grade determined by the total mark for both the Design Assignment and Exam Paper combined.

Entry Requirement
Pupils must have passed Design & Manufacture at National 5 or Design Technology at GCSE, or an art-based subject and have gained at least a grade ‘B’.

Progression
The emphasis in Design and Manufacture is on problem-solving, analysing and interpreting information, developing design proposals through drawing and model making, evaluating structured questions will be set in some meaningful context and will require learners to provide some descriptions and explanations, and may involve some calculations.

The purpose of the project is to assess practical application of knowledge and skills from across the course to develop a solution to an appropriately challenging and complex computing science problem. It will assess learners’ skills in planning and designing a solution to a problem, implementing and testing a solution, and evaluating and reporting on that solution.

The project topic and specification will be chosen by the pupil on a topic of interest to them, agreed with their teacher and assessed externally. It will be worth 90 marks and will take a large amount of the academic year to complete.
ideas and good communication and presentation skills. These skills are essential for pupils wishing to follow any Design/Engineering Course such as Product Design, Industrial Design, Architecture and Engineering. Design & Manufacture would also be a useful stepping stone for any pupil considering progressing on to a Foundation Course at Art School with a target of a degree in a Design-related course such as Fashion, Jewellery or Graphic Design. After the Higher, pupils who wish to pursue a career in a Design/Engineering related career or wish to put together a portfolio for application to design courses can move on to take the A-level in Product Design in the 7ths.

Product Design – A-Level (AQA)
The Higher Design & Manufacture is an excellent course, building a strong foundation in skills and knowledge in the field of design. However, we favour the progression to A-level Product Design over the Advanced Higher as it offers an opportunity for our pupils to explore their own design ambitions through completing a substantial design & make project of their choice. The A-level encourages pupils to have sole ownership of their project and above all have time and freedom to design and make without significant constraints on creativity. Educationally we see this as a better course than the Advanced Higher qualification and closer in process to how design projects are run in industry.

The A-level is a 2 year course and the recent national changes mean that all the assessments that count towards the final grade are done during the second year (our 7ths). There is a good overlap between the Higher and the first year of the A-level in terms of content and skills which makes this a good fit. The theory and content of the A Level course has been updated with new materials and technologies so that pupils will be stretched and be made aware of how new technologies are impacting on all of our lives.

This course allows pupils to explore the multi-faceted world of product design and manufacturing in an increasingly commercial and industrialised context. The course focuses on creativity and innovation and requires pupils to use thinking skills and application of knowledge in creating possible solutions to genuine problems. There are potential links with many other subjects such as Maths, Science, Art, Business Management and Computer Science to name just a few.

Course Syllabus
AQA Design and Technology: Product Design 7552

Assessment
The assessment is made up of 2 written exam papers and a substantial non-exam assessment (NEA): the Design & Make Project. The NEA is internally marked and then externally moderated.

Exam Paper 1: Technical principals: 2.5hr exam, 120 marks which is 30% of the A-level.
Area covered include: Materials & applications; Material properties and characteristics; Enhancement of materials; Forming materials; Redistribution & addition processes; Use of finishes; Modern industrial & commercial practice; Digital design & manufacture, product design development; Health & safety; Protecting designs; Design for manufacturing, maintenance, repair & disposal; Feasibility studies; Enterprise & marketing in the development of products; Design communication and modern manufacturing systems.

Exam Paper 2: Designing and making principals: 1.5hr exam, 80 marks which is 20% of the A-level.
Areas covered include: Design methods and processes; Design theory; How technology & cultural changes impact designers; Design process; Critical analysis & evaluation; Using tool, equipment & processes; Accuracy in D&M; Environmental design; Project management; International standards.

Non-exam assessment (Design & Make Project) 100 marks and 50% of the A-level.
The brief for the assignment is self-generated by the pupil and so this allows for personalisation and choice. The response to the brief will include a folio that should not exceed 45 pages and a prototype. Central to the success of this project is the selection, by the student, of a context that will provide them with the opportunity to challenge themselves as a designer. Once this major piece of coursework is completed the pupils are then able to use it as part of a portfolio or for application into any creative field.

Entry Requirement
Pupils must have taken Higher Design & Manufacture and gained at least a ‘B’ grade.

Progression
The emphasis is on problem-solving, analysing and interpreting information, developing design proposals through drawing and model making, evaluating ideas and good communication and presentation skills. These skills are essential for pupils wishing to follow any Design/Engineering Course such as: Product Design, Industrial Design, Architecture and many Engineering courses. Many pupils go on to a Foundation Course at Art School with a view to a degree in a design-related course such as Fashion, Jewellery, Graphic Design, Theatre Set Design or Product Design.
Drama – Higher

Higher Drama is a very exciting and rewarding course. It is an excellent medium for personal and social development which has long been acknowledged: drama methodology is founded on the development of a fuller understanding and awareness of self and others, and on the promotion of personal and interpersonal skills in communication, co-operation and relationships. These relationships may be between people, between people and ideas or between people and the environment. Developing social, cultural, political, historical ideas and innovation for the future.

Overview of Assessments
To gain the award of the Course, candidates must pass all of the assessments. These are externally marked by SQA.

Course Assessment
The Final Practical Performance (Externally Marked) – (visiting examiner).

Specialism: Performance
Learners will be given the opportunity to select text(s).
For actors two texts will be explored; one must come from the SQA suggested list; For directors and designers the text must be chosen from the SQA suggested list. Director (30 mins direction from text).
Design (scaled set design and one other design element i.e. lighting, sound, props, costume, makeup and hair).
The performance will have 60 marks (60% of the total mark). The performance has two sections: a performance (50 marks) and a preparation for performance document, 500 words. (10 marks)

Economics – Higher

Higher Economics examines a broad range of economic issues which affect both the individual and society as a whole. It provides the opportunity to assess topics such as:
› What will be the impact of Brexit on the UK?
› Why does China have such high growth rates compared to the UK?
› Why are houses so expensive?

Course Syllabus
Higher Economics is split into three Units:

Unit 1: Economics of the Market
This unit acts as a general introduction to Economics and examines the basic economic problem of infinite wants and finite resources, and how we can maximise the benefits to ourselves and society from our scarce resources.

Unit 2: UK Economic Activity
This unit examines the goals for the government in terms of growth and employment, and the different methods used by government to develop our economy.

Unit 3: Global Economic Activity
This unit examines the challenges that we face in the international economy, and the various ways we can help developing countries to grow to benefit their population.

The Final Question Paper (Externally Marked)

The study of text:
The question paper will have 50 marks (40% of the total mark) – 2 hours 30 minutes exam. This question paper has three Sections. Learners must answer all Sections critically section 1 and 2 will be analysing the chosen play script from the perspective of a director, actor or designer and 3 sections will be a performance analysis of a piece of live theatre seen.

Additional Expectation
In order to develop critical analysis and a passion for theatre, pupils are expected to attend productions chosen by the Department. This will be included in the section C of the final exam paper (performance analysis).

Entry to Course
Pupils progressing from National 5 / GCSE should have gained at least a B grade in Drama and English. Pupils in 6ths & 7ths may be able to take this subject as a “fresh start” after discussion with the Head of Department.

Progression
To Further Education Courses or National Progression Certificates within specific technical areas. Vital skills for the world of study for further education and work. An enjoyable, practical and academic subject that prepares you for real life.

Assessment
Economics is assessed by a single end of course examination (75% of final mark) and an assignment on an economics based topic (25% of final mark). Pupils will be expected to pass three end of unit tests to allow us to track their progress. They will also sit a Prelim examination early in the spring term.

Entry Requirements
It is helpful, but not essential, to have taken Business Studies or Economics at National 5. Economics does require a fair level of data analysis, and those pupils who have not gained an A or B at National 5 in Mathematics may struggle with some components of the course. Study of Higher Mathematics would support the course but is not essential, though it would be highly recommended if Economics was to be an option at undergraduate level.

Progression
Higher Economics may lead on to Advanced Higher in 7ths. It is also an ideal preparation for study at an undergraduate level, as either a main degree subject or as an elective as part of an allied degree. An understanding of Economics and its impact would provide a useful background for Business, Politics or other Social Science based degrees. The course develops the ability to advance and justify a reasoned argument, applying theory to support your case, and to apply it to real world examples.
Economics – Advanced Higher

No-one is unaffected by Economics. Whether we understand its forces or not, we have to cope with its effects. What is it? Essentially, Economics is the study of the allocation and consumption of scarce resources, such as land, labour and capital. It provides the answers to questions such as:

› Why does the average premier league footballer earn in a fortnight what a nurse earns in a year?
› What effect does a fall in interest rates have on the UK?
› How can we deal with competition in the energy market and still find an environmentally friendly solution?

Entry Requirements

Advanced Higher Economics requires a high level of academic study and benefits from an interest in current affairs. Pupils must have successfully passed Higher Economics at grade B or above to progress onto the Advanced Higher course. The course involves further graphical and numerical analysis; pupils who have not gained an A or B at National 5 in Mathematics would find Economics increasingly difficult.

Progression

The course is an ideal preparation for the study at an undergraduate level, as either a main degree subject or as an elective as part of an allied degree. An understanding of economics is key to success in a wide range of courses such as Government and Politics, Business Studies, Geography, History or Law.

It develops a range of skills, such as the ability to use evidence from a range of different sources, both numerical and text, to develop an evaluative argument. It develops a critical approach to opinions and theories that has benefits beyond the subject itself.

Course Syllabus

The Advanced Higher Economics course will be split into three units:

Unit 1: Economic Markets: Structures and Interventions
Unit 2: National and Global Economic Issues
Unit 3: Researching an Economic Issue

Assessment

The course will be assessed by a final exam (80 marks) and a project (40 marks) completed over the course of the year. The project will provide pupils with the opportunity to investigate an economic issue in more depth and to develop and present their own views on the topic.

English – National 5

The National 5 course in 6ths will form the first stage of a two year to Higher course and develop skills of Reading, Writing, Listening and Talking.

Entry Requirements

For entry to this course, a pupil will either have gained a D grade at National 5 in 5ths or, despite a C grade, have demonstrated that in some area of the course they are not yet ready for Higher. Pupils may also access this course following on from National 4 in 5ths. The course forms an ideal preparation for Higher which follows the same format although it is of a more demanding standard.

Progression

This course would form an appropriate stepping stone to Higher in the 7ths.

Course Syllabus

At a slightly more accessible level than Higher, the course involves the following: the study of at least two literary texts from the three genres of poetry, prose and drama; a folio comprised of two pieces of creative, reflective or discursive writing; a detailed examination of the various ways in which writers of non-fiction create effect and convey meaning; the development of listening and talking skills.

Internal Assessment

Internal Assessment forms part of the teaching of the course and will result in material which may be used for estimating grades, pre-empting any temptation for pupils to be complacent. There are no unit tests.

Two aspects of English will be assessed: Reading and Writing.

› Reading: understanding, analysis and evaluation will be tested by questions on fiction or non-fiction passages.
› Writing: the first draft of both their creative and discursive pieces for the portfolio. These are prepared over several weeks.

External Assessment – Writing Folio, Spoken Language and Exams

› Writing Portfolio: Candidates will produce a portfolio comprising two pieces of writing: one creative and the other discursive. (30 marks)
English – Higher

Almost all pupils in 6ths study English. The Higher course provides the opportunity to develop a variety of critical responses to both fiction and non-fiction and to explore the ways in which language works to influence us. Not only is this a valuable grounding for life but it forms an essential qualification for most career paths.

Course Syllabus

The Higher course involves the following: detailed study of at least two literary texts from two of the three genres of poetry, prose and drama; a folio comprised of two pieces of creative, reflective or discursive writing; a careful examination of the various ways in which writers of non-fiction and fiction convey meaning and create effect; the development of listening and talking skills.

Internal Assessment

Internal Assessment will result in material which may be used for estimating grades, pre-empting any temptation towards complacency. Two aspects of Higher English will be assessed covering Reading and Writing. These are not unit tests.

- **Reading:** understanding, analysis and evaluation will be assessed by questions on fiction or non-fiction passages.
- **Writing:** the first drafts of both their creative and discursive pieces for the portfolio. These are prepared over several weeks.

External Assessment – Writing Portfolio, Spoken Language and Exams

Writing Portfolio

- Candidates will produce a portfolio comprising two pieces of writing: one creative and the other discursive. (30 marks).

Spoken Language

- Each candidate will demonstrate skill at Listening and Talking by taking part in a formal group discussion. This will be assessed in terms of pass/fail which will be recognised by SQA as a stand-alone qualification.

Final Exam

- **Paper 1 – Reading for Understanding, Analysis and Evaluation:** a paper composed of comprehension and interpretation questions on two extracts of non-fiction, of which one is usually a newspaper article. (30 marks)
- **Paper 2 – Critical Reading:** an essay question on one of three genres of literature; a set of more specific close analysis questions on a Scottish text. (40 marks).

Entry Requirements

For entry to this course, a B grade at National 5 is required. It is possible that a C grade might be considered but automatic entry is not guaranteed unless teachers are agreed that a pupil is capable of sustaining both the intellectual rigour and the endeavour that is demanded by Higher.

Those gaining C grade, therefore, will usually take a two year route to Higher. Those gaining a D grade unquestionably will. If any do take up the course and subsequently find that they are struggling, the opportunity will arise to move to the two year course.

Progression

Following Higher, it is possible for some to progress on to Advanced Higher in 7ths. It is important to stress, however, that Advanced Higher represents a considerable step up from Higher. The skills required (particularly for the Specialist Study) are of a very high order which would usually be expected only from pupils of proven and sophisticated ability in English. The literature is complex and that element which is directly taught makes up only 40% of the qualification. The rest demands self-motivated independent study. Both elements demand advanced skills of literary and linguistic analysis as well as a capacity for subtle inference. Advanced Higher should not be attempted simply to fill up a timetable.

There is provision in the 7ths for pupils to re-take Higher English as appropriate.

English – Advanced Higher

This is a course that requires an advanced order of response to some challenging texts. It demands a sophisticated level of skill in critical analysis and a fully committed engagement with the process of reading. It is advised that only those with a successful record in English should consider it. The Specialist Study involves the untaught, independent study of advanced texts. This is not a challenge that should be taken lightly. An A grade at Higher would be the advised standard of attainment required for entry to the course.

The course will be composed of two main components examined through a combination of coursework and an external examination.

Component 1 – Portfolio (60 marks)

**Section 1: Dissertation (30 marks)**

This is comprised of a 2500–3000 word essay on a chosen topic from literature that involves the comparative study of two novels, two plays or 4–5 poems. It is completed independently and submitted as coursework. The texts studied may not be taught and therefore a high degree of initiative and responsibility is demanded in accessing primary and secondary sources. For such pupils, however, this element offers a chance to develop the key investigative and analytical skills that are so important at university.
Section 2: Writing (30 marks)
This is comprised of two pieces of writing which may be creative or discursive or a combination of both. (30 marks)

Component 2 – Question Papers
Two examination papers are taken: Literary Study and Textual Analysis. The first is a critical essay on previously taught texts. The second is a critical analysis of a previously unseen text.

Literary Study
This involves the close study of literary texts from authors in at least one of the categories of drama, prose fiction or poetry. In the final examination, the candidate will be able to choose from a range of questions, producing a single essay on one genre. The texts are unspecified.

Textual Analysis
This involves the close critical study of an extended, unseen piece of prose, drama, or poetry. To succeed in this, the candidate must have a very good understanding of the writer’s technical skill. The analytical skills required are of a very high order and presuppose an ability to engage emotionally with the world of the text and to arrive at independent insights and evaluative responses.

Progression
This is a course suitable for any who have demonstrated a love for reading and have a natural aptitude for perception and insight. It forms a suitable preparation not only for studying English Literature or English Language at university but for any course that engages the critical faculties and demands the skills of argument and persuasion. It would also form an invaluable preparation for life and work in almost any sphere.

with the skills of Reading, Writing, Listening and Speaking forming the basis of examination. Support across subjects for specific vocabulary and extended work will be given as required and through liaison with subject teachers. Alternative or additional examinations are also offered if appropriate, for example those from the Cambridge Suite such the First Certificate in English and the Certificate in Advanced English (UCLES.)

Pupils are encouraged to develop their own native languages. Arrangements can often be made to sit Highers in those modern languages which are within the school curriculum, such as German, Spanish, French and Mandarin.

ESOL – Higher / IELTS (English for Speakers of Other Languages)
Pupils for whom English is not their native language are offered a course to prepare them for a qualification in English appropriate for university entrance. Pupils work towards Higher and IELTS (the International English Language Testing System.) The content and question types of these examinations are similar therefore it is possible to study both concurrently, or to take ESOL Higher in 6ths and IELTS in 7ths. Within Higher ESOL there is a focus on English in Everyday and English in Study contexts. Overall both courses are rooted in topics of general interest such as the environment and current affairs. Subject areas in which pupils have a particular interest are often included. Emphasis is placed on vocabulary development and grammatical accuracy

Geography – Higher
Geography at any level at Edinburgh Academy is taught in an attempt to stimulate pupil interest in the subject, to develop a sense of place, an appreciation of the environment and to help pupils act in an informed and responsible way.

Geography is a very special subject because it offers a unique combination of skills. Any trained geographer is expected to be able to interpret photographs, maps, graphs and tables. They can evaluate arguments, problem solve and make decisions. Geographers are experienced in writing extended pieces of work and gathering raw data through observation in a practical environment. Together these skills help to develop thoughtful and inquisitive individuals with the ability to draw on what is happening around them.

Course content
There are 3 units within the course:
1. Physical Environments – Atmosphere, Hydrosphere, Lithosphere, Biosphere
2. Human Environments – Population; Rural land use; Urban change

Entry Requirement
A – C in Geography at National 5. Although it is not usual that pupils take Higher Geography as a fresh start subject, it is possible, but it requires genuine commitment and interest from the pupil.

Internal Assessment
A series of topic tests combining exam style questions will be set throughout the course to encourage pupils to revise and learn as they go along and to track their progress.

External
There are 2 components for Higher, both are marked externally:
Component 1: 2 exam papers in May
• Paper 1 (Physical & Human) 46%
• Paper 2 (Global Issues and Skills) 27%
A total of 3 hours for both papers.

Component 2: Fieldwork-based written assignment sat in the Autumn Term, (27%).

Progression to Advanced Higher
The course is for one year and we encourage pupils to continue if they feel it is appropriate to Advanced Higher.
Geography – Advanced Higher

Geographers study the interaction between people and the places they inhabit. As such it is a relevant and flexible subject which integrates well with a variety of other subject areas and can usefully be combined with sciences, or arts and social sciences. It allows the science specialist to develop important literacy skills and the arts specialist to develop important numeric and graphical skills.

The Advanced Higher Geography Course develops pupils understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Practical activities including fieldwork are essential parts of this Course as is a significant component of independent study rather than taught content.

The Course consists of 2 components: a written final exam paper and coursework.

Component 1 – exam paper (33% of total award)
The purpose of this question paper is to demonstrate knowledge of a range of geographical methods and techniques including mapping skills, fieldwork skills, graphical and statistical techniques for analysing and interpreting geographical data and understanding of the contexts in which they ought to be used.

Component 2 – project (67% of total award)
This involves the pupil undertaking independent research and critical evaluation. The project will be in two Sections:

› Project A: Geographical Study
  A report on geographical research which has involved independent fieldwork.

› Project B: Geographical Issue
  An essay which critically evaluates a geographical issue of the pupil’s own choosing

Entry requirements
Grade A–B at Scottish Higher, or equivalent. All pupils will have completed the Scottish Higher in the 6th year. This gives them the security of a Higher exam grade when applying for university, and it also gives them examination preparation for the Advanced Higher.

History – Higher

The idea of Higher History is to develop students’ essay-writing and source evaluation skills as a progression from what they have learnt at National 5 level. The course offers great variety, with a unit of European and World history, a unit of British history and a unit of specifically Scottish history, as outlined below.

Course Content
The course is divided into three units:

› The Cold War. Students will study issues such as why the Cold War developed in the first place, why the Cuban Missile Crisis happened, why the Americans lost the war in Vietnam, and why the Cold War ended.

› Britain and Ireland 1900–85. Students will study issues such as why there was so much tension before World War One, why southern Ireland became independent from the UK, why Ireland was partitioned, and why "the Troubles" happened and lasted so long.

› Migration and Empire, Scottish history 1830–1939. Students will study issues such as why so many Scots migrated within Scotland and away from Scotland, what the impact was of immigrants on Scotland, and what the impact was of Scottish emigrants on the British Empire.

Assessment
There are two end-of-course examination papers, which are together worth 73% of the final marks (80 marks out of 110). One is an essay-based paper, for the course content on the Cold War and Britain and Ireland 1900–1985. The other is a source questions-based paper, for the course content on Migration and Empire. Both of these examination papers will last 1 hour 30 minutes.

There is also a coursework assignment, worth 27% of the final marks (30 marks out of 110). For this, students research, and write up under examination conditions, a question of their choice from any of the topics covered in the course content above. This is in the form of an essay. Students have 1 hour 30 minutes to complete their answer.

Entry requirements
Most Higher History students will have previously studied National 5 History, or History to an equivalent level, and will have achieved a grade A or B at this level. Committed students with good thinking and writing skills may take Higher History as a fresh-start subject.

Progression
Higher History is particularly useful as preparation for students who want to study History, Law, Politics, International Relations, Economics, Literature or Social Sciences at university, but the skills learnt in this course are transferable across a whole range of academic subjects.
History – Advanced Higher

This is an excellent in-depth course looking at Britain between 1938 and 1951. Students taking Advanced Higher History will develop their critical thinking, independent researching and analytical skills, plus their ability to produce written work that well-argued and precisely-detailed.

Course Content
Students will study:
› How ready Britain was for war in 1939.
› How effective the leadership of Chamberlain and Churchill was in the Second World War.
› How effective Britain’s military strategies were in the Second World War.
› The extent to which Britain’s economy was effectively organised in the Second World War.
› The level of impact that the Second World War had on British society.
› How effective and how socialist the 1945–1951 Labour government’s policies were.

Assessment
There is an end-of-course examination, which lasts three hours and is worth 64% of the total course assessment. This consists of two essays and three source-based questions.

Entry requirements
A good grade at Higher History (an A or a B grade).

Progression
Advanced Higher History is an ideal course for any student wishing to study History, Politics, International Relations, Law, Social Science or Literature at university.

Mathematics – Higher

The Higher course is intended to provide facility with the basic algebraic and calculus techniques required by someone pursuing any subject with a mathematical component. The application of these techniques to the solution of problems in a range of contexts is emphasised. The step up from National 5, in terms of content and level of abstraction, is considerable and the course should not be undertaken lightly. Some of our more able pupils may have been frustrated by the constraints of National 5 mathematics and may be surprised and stimulated by the move to more advanced work; the cumulative nature of the subject does, however, mitigate against miraculous transformation at this late stage of one’s school career.

Syllabus
The syllabus covers the following components, grouped into three Units:
› Expressions and Functions
› Relationships and Calculus
› Applications

Assessment:
The final course assessment grade is based on the written examination in May. This consists of two papers:
› Paper 1 (non-calc): 1hr 30 mins (70 marks)
› Paper 2 (calculator): 1hr 45 mins (80 marks)

Both papers contain a balance of short questions, designed mainly to test knowledge and understanding, and extended-response questions which also test problem-solving skills.

Entry Requirements
Candidates achieving A or B at National 5 or at least a 7 at GCSE will be eligible to start the Higher course, though those with B grade or a 7 may find it hard going.

Progression
Those pupils gaining an A or a good B at Higher will have the option of taking one or two Advanced Highers from: Mathematics; Mathematics of Mechanics; or possibly Statistics, in the 7ths. For those intent on continuing with Mathematics at University, provision will be made, when relevant, to prepare pupils for the STEP exams. This option, however, is particularly demanding and only suitable for the very able. There is also the option for pupils to re-sit the Higher in 7ths to improve their grade.

All pupils who may in due course do Advanced Higher or university work in any science or social science subject should take Mathematics beyond the level reached in the 5ths; so could many who wish to gain university entrance on the basis of Highers, whatever their field.

Mathematics – National 5/IGCSE

It is our school policy that pupils should attain at least a C grade pass at National 5, or a grade 4 at IGCSE, before dropping Maths. Therefore, pupils who achieve a D at National 5 or a 3 at IGCSE in 5ths will be expected to continue with GCSE Maths in 6ths. IGCSE has the additional benefit of having a re-sit available in January. In this way, we aim to ensure they have achieved what is a minimum maths requirement for many courses and careers beyond school.

There will be two small re-sit sets:

National 5 – pupils who have yet to pass National 5 (or for those wishing to improve their grade from 5ths). The examination will be taken in the summer of the 6ths.

IGCSE (Foundation Tier) – access to a passing grade in Mathematics from a less demanding course than National 5. The top grade is a “S” (a high C) so pupils need to ensure possible university choices will not ask for the equivalent of a National 5 B-grade.
Mathematics – Advanced Higher

In the 7ths, three Advanced Highers may be offered: We have offered Mathematics and Mathematics of Mechanics in recent years and, subject to demand, are likely to continue to do so. Depending on uptake, we may also offer Statistics. It will be possible to take any one of these individually or to combine Mathematics with one of Mechanics or Statistics. Provision will also be made to prepare pupils who are sitting STEP exams; these are the qualifications required for entry into Mathematics courses at the Universities of Cambridge and Warwick. Some other leading universities also use STEP as extra selection criteria.

Course syllabi
Advanced Higher Mathematics consists of three units:
› Methods in Algebra and Calculus
› Applications of Algebra and Calculus
› Geometry, Proof and Systems of Equations

Advanced Higher Mechanics consists of three units:
› Linear and Parabolic Motion
› Force, Energy and Periodic Motion
› Mathematical Techniques for Mechanics

Advanced Higher Statistics consists of three units:
› Data Analysis and Modelling
› Statistical Inference
› Hypothesis Testing

Modern Languages – Higher French / German / Spanish / Mandarin

Entry requirement
Pupils considering a Modern Language Higher should have displayed an aptitude for language learning at National 5, and a willingness to engage in intensive study. For admission to the Higher class, there is a minimum requirement of at least a B at National 5, but preferably an A.

Course content
The contexts which are studied are: Society; Learning; Employability and Culture

Assessment
Course assessment structure
Paper 1 Reading and Directed Writing (2 Hours) – 50 marks
Section 1 Reading (25%)
› Reading Comprehension – 20 marks
› Translation – 10 marks
   Answers must be in English; Dictionaries are allowed.

Section 2 Directed Writing (12.5%)
› Candidates choose one scenario from a choice of two and produce one piece of writing on their chosen scenario (150–180 words or 180–240 words in Chinese characters).
› Scenarios contain 6 bullet points to be addressed

Paper 2 Listening (25%) – 20 marks
› Candidates listen to a monologue in the target language and respond to questions, followed by a conversation in the modern language. They will hear these recordings twice.
› Monologue worth 8 marks, and dialogue 12 marks.

Both sections are on contexts not covered in the reading tasks; Questions and answers are in English; the assessment lasts approximately 30 minutes; Dictionaries are NOT allowed

Assignment: Writing (12.5%) – 20 marks
The purpose of this assignment is to allow candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning or culture.

Assignment–writing overview
› Candidates produce a piece of writing of 200–250 words in the modern language (260–330 Chinese characters), using detailed language, based on one of the following contexts: society, learning or culture.

This assessment is conducted in four stages:
› Candidates choose one topic from the list of contexts and produce a draft using only reference and support materials.
› Teachers provide feedback and advice though corrections in the target language are not allowed.
Progression
A Higher in a modern language can be combined with a wide range of other subjects both at school and later on at university. Candidates who successfully complete the Higher can go on to take Advanced Higher. A Higher in a modern language may qualify pupils for the Erasmus Exchange Programme at university across a whole range of courses.

Language enhancement
Pupils studying modern languages will have the opportunity to interact with native speakers. In addition, cultural trips, exchanges and immersion days may be offered during the course of study.

Modern Languages – Advanced Higher
French / German / Mandarin / Spanish

At Advanced Higher the emphasis is on culture, current affairs, social and political issues within the SQA contexts of Society, Learning, Employability and Culture. By taking a Modern Language Advanced Higher, students develop discursive and analytical skills as well as critical thinking, which is excellent preparation for University. These courses culminate in a public exam in the middle of the Summer Term.

Course content
One mandatory unit and one optional unit:
› Mandatory Unit: Understanding and Using Language
› Optional Unit: Extended Reading/Viewing (study of a book/film)

Coursework:
› Controlled Assessment: Portfolio

Assessment
From 2019–20, all internal assessments will be removed by SQA and the external examination is expected to be “strengthened”. However, the basic structure of the exam will remain as shown in Diagram 1 below.

Entry requirement
Pupils considering a Modern Language Advanced Higher are usually expected to achieve an A grade at Higher, though candidates with a B grade will also be considered.

Progression
An Advanced Higher in a Modern Language is not just a choice for those wishing to specialise in the study of languages. It enhances crucial employability skills and makes perfect sense for those considering a career which involves communication skills and/or travel. Languages are empowering and life-enhancing. Nearly all university courses (for instance Law, English, Engineering, Humanities, Sciences…) offer students the opportunity to study a language as part of their degree and the option of spending a year abroad. The employment rate for graduates with a language qualification is very high.

Language enhancement
Advanced Higher linguists will have one to one conversation classes with Modern Language assistants (native speakers). Cultural trips, exchanges and immersion days (varies according to specific languages) also take place.

Diagram 1: Course assessment structure

<table>
<thead>
<tr>
<th>Component 1</th>
<th>Question paper: May</th>
<th>120 marks (60% of total mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 – Reading and Translation</td>
<td>(50 marks: 25%)</td>
<td></td>
</tr>
<tr>
<td>Section 2 – Listening and Discursive Writing</td>
<td>(70 marks 35%)</td>
<td></td>
</tr>
<tr>
<td>Component 2</td>
<td>Performance: Talking (external assessor): February–March</td>
<td>50 marks (25% of total mark)</td>
</tr>
<tr>
<td>Component 3</td>
<td>Portfolio: Spring term</td>
<td>30 marks (15% of the total mark)</td>
</tr>
<tr>
<td>Total marks</td>
<td></td>
<td>200 marks</td>
</tr>
</tbody>
</table>
Modern Studies – Higher

This is an excellent course for students who are interested in current affairs, politics, sociology and/or criminology. This course will develop students’ essay-writing, source and data interpretation skills.

Course Content
The course is divided into three units:
1. Democracy in Scotland and the UK. Students will study the UK and/or the Scottish Government, the UK and/or Scottish parliament, voting behaviour in the UK, electoral systems used in the UK, and the importance of the media and pressure groups in UK politics.

2. Social issues in the UK. Students will study the issue of crime and the law in the UK: why people commit crime; the impact of crime; how crimes are punished.

3. International issues. Students will study the United States of America: its political system; key socio-economic issues affecting the USA; the USA’s influence internationally.

Assessment
There are two end-of-course examination papers, which are together worth 73% of the final marks (80 marks out of 110). One is a structured answers-based paper, consisting of two essays and one shorter structured answer. This examination is 1 hour and 45 minutes. The other is a source and data questions-based paper. This examination is 1 hour 15 minutes.

There is also a coursework assignment, worth 27% of the final marks (30 marks out of 110). For this, students research, and write up under examination conditions, a report outlining policy recommendations on a Modern Studies issue of their choice. Students have 1 hour 30 minutes to complete their final report.

Entry requirements
An interest in current affairs and politics, and students who have the potential to produce clearly-argued and precisely-explained written answers.

Progression
A good Higher Modern Studies grade in 6ths may well lead to a student taking Advanced Higher Modern Studies in 7ths. Mastering the key structured writing and data interpretation skills in Higher Modern Studies will help students to succeed across a wide range of academic subjects, including those who wish to study any of the social sciences at university.

Modern Studies – Advanced Higher

This is an excellent comparative politics course which develops students’ critical thinking and analytical skills, and places a big emphasis on independent research and the ability to produce written work that is well-argued and precisely-detailed.

Course Content
There are three aspects to this course:
1. Power and influence. Students will study the role and organisation of political parties; pressure groups and their influence; the media and its influence on voting behaviour and political decision-making.

2. Living political ideas. Students will study key political ideas and ideologies, and their importance in politics today. They will study socialism, conservatism, liberalism and nationalism.

3. Research methods. Students will study research methodology, for example statistics and surveys, and the challenges with using each research method.

Assessment
There is an end-of-course examination, which lasts three hours and is worth 64% of the total course assessment. This consists of two essays and two research method-related questions.

There is also a dissertation, in which the student completes a 5,000-word piece of research on a topic of their choice from material covered in the course. This is worth 36% of the total course assessment.

Entry requirements
An A or B grade at Higher Modern Studies, an interest in current affairs and politics and a willingness to work independently.

Progression
Advanced Higher Modern Studies is an ideal course for any student wishing to study Politics, International Relations, Sociology, Social Sciences, Law or History at university.
Music – Higher

The SQA Higher exam can be taken in either 6ths or 7ths.

Course Content

The course assessment has Four Components: A Listening paper; a composition assignment, Performance on instrument one and a performance on instrument two. There is now no longer greater credit given to the candidate’s ‘stronger’ instrument.

Examined elements:

Written paper: (1 hour Listening exam in May) demands only a modest understanding of musical theory and no essay-writing skills, but perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music which is developed throughout course. This accounts for 35% of the total marks.

Composition: The assignment draws on candidates’ skills, knowledge and understanding of music composition. The composition must show use of harmony, along with at least three of the following elements of music: melody, rhythm, timbre and structure. Only one composition will be submitted with a time-limit of 1min (minimum) and 3m 30sec (maximum). In addition, candidates must complement their work with a review, of no more than 250 words, outlining their compositional process and musical decisions. Submission is for end of Spring Term. (15% of overall mark).

Performing: (Externally assessed by the SQA in February/March)

Candidates must demonstrate their skill on TWO instruments or ONE instrument and VOICE to a level equivalent to ABRSM Grade 4. The length of programme must be a minimum of 12 minutes and must not exceed 13 minutes: at least 4 minutes on each, with a minimum of two contrasting pieces on either of the instrument. (25% awarded to each instrument)

Entry Requirements

A pass at GCSE or National 5 is desirable; and the ability to offer two practical studies at Grade 4 level by the time of the Performance exam in February/March is essential.

Progression Routes

A Higher in Music could form part of a broader package of 5 Highers that supports a UCAS application at the end of 6ths. It could also lead to Advanced Higher Music in 7ths.

Music – Advanced Higher

Course Content

The course assessment has four main components.

Examined elements:

Performance on TWO instruments or ONE instrument and VOICE: a total of 18 minutes’ music; at least 6 minutes on each. An examiner visits in MAY. Expected standard is equivalent to ABRSM Grade 5. This accounts for 50% of the total marks.

Listening (written paper): demands only a modest understanding of musical theory and no essay-writing skills, but knowledge of concepts relating to a wide range of music is required. This accounts for 35% of the total marks.

Composition (15% of overall mark). One composition based on any style/genre is to be written, with plenty of scope for employing a variety of different instrumental resources, with the only restriction being a time-limit of 1min (minimum) and 4m 30sec (maximum). In addition, candidates must complement their work with a review, of no more than 350 words, outlining their compositional process and musical decisions. Submission is for end of Spring term.

Understanding Music: A Study of at least two pieces of music to demonstrate some understanding of their structure; social/cultural context and musical vocabulary. This is usually submitted in essay form.

Entry Requirements

A pass at GCSE or National 5 is desirable; and the ability to offer two practical studies at Grade 4 level by the time of the Performance exam in May is essential.

Progression Routes

Advanced Higher would be an acceptable option for those wishing to apply to read music at university; but as part of the year’s study, extra work on theory/harmony would be included to ensure an appropriate base for a degree course.

Photography – Higher

The Higher Photography course is offered for those who would like a creative Higher or need to have a Higher rather than an AS but who still want to continue with Art and Design. We would generally expect anyone taking Higher Photography to have passed GCSE Art and Design. If you have not done this, please come and discuss with staff.

The aim of the course is to enable and nurture artists whose interests are based upon, and developed through, technology and lens-based media, the materials of photography and other related disciplines in fine art.

There will be a weekend workshop during the Summer term. There will also be occasional lectures/ activities as part of
the Art Department, which both AS Art & Design and Higher Photography pupils would be expected to attend. Having your own digital SLR camera would be beneficial.

This course combines practical learning activities that are underpinned by knowledge and understanding of photography.

Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers’ work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

Skills, knowledge and understanding for the course
› knowledge and understanding of the properties of light and image formation
› knowledge and understanding of camera controls and of photographic techniques and processes
› investigating and analysing the major historical, scientific, social, and cultural factors influencing photographers and their work
› investigative research for photography, and planning, shooting, printing and developing
› experimenting with a range of photographic media, manipulation techniques and processes
› producing and presenting creative and technically proficient photographs
› effectively managing and storing photographic images
› critical self-reflecting and evaluating by candidates of their work and the work of others

Physical Education – Higher

This course is relevant for strong performers with an interest in further developing their own performance in at least two sports, as well as those considering related courses in Higher Education. The main theme of the course is how to improve your performance in any activity of your choice.

Course syllabus
The course comprises two Units:
Unit 1: Performance
Unit 2: Analysis and Development of Performance

The course allows pupils to choose two activities that they wish to be assessed on. These activities do not need to be taught within the Higher course as the emphasis is on the pupil’s ‘preparation for competition, the competition itself and an evaluation of the competition’. The course provides pupils with the opportunity to study physical education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be improved.

Course assessment structure: question paper 30 marks (23% of assessment)
The question paper assesses candidates’ knowledge and understanding of photographic work and practice. The questions are designed to test candidates’ ability to demonstrate knowledge and understanding of the properties of light and image formation; camera controls; image-making techniques and their effects as well as their ability to analyse examples of photography

Course assessment structure: project 100 marks (77% of assessment)
The photography project assesses candidates’ ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

Progression
We teach the Higher Photography specification in such a way that it meets with the broader vision and values of the Art department, so that progression is possible to A Level Art & Design in 7ths.

Assessment
1. Performance (50% of the course).
Pupils’ performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail), and for a mark to contribute to the Course award. The internally marked FIP unit (Factors Impacting Performance), has now been removed completely from the syllabus. Performance will be assessed through the observation of two competitive live performances in different sports. For Course assessment, a candidate’s mark should be based on performance in their best two activities. Internal assessments will be subject to external moderation. For each candidate, centres are required to submit a mark for performances in April.

2. Analysis and Development of Performance (50% of the course).
The purpose of the analysis and development of performance module is to assess the pupil’s ability to integrate and apply knowledge and understanding from across the Units in a 2½ hour exam. It is designed to assess applied knowledge,
Physical Education – Advanced Higher

This course is relevant for top end performers with an interest in further developing their own performance in one sport, as well as those considering related courses at University Level. The main theme of the course is how to improve your performance in any activity of your choice through a project.

Course syllabus
The course comprises two assessed Units:
Unit 1: Performance – (30 marks)
Unit 2: Dissertation (Project) – (70 marks)
Total marks 100 marks

This Course focuses on two key elements:
› challenge — requiring greater depth or extension of knowledge and/or skills
› application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

Pupils will be assessed through a combination of a performance and a dissertation project. Together they will add challenge and application to the course as the pupil will integrate, extend and apply the skills, knowledge and understanding they have learned during the course.

Course Assessment

Component 1 – Performance (30% of the assessment).
The purpose of the performance is to assess the pupil’s ability to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context.

The performance will give pupils the opportunity to demonstrate the following:
› applying a range of movement and performance skills during a high-level single performance
› making decisions during a high-level single performance

Entry requirements
Although it is not necessary for pupils to have studied National 5 Physical Education to opt for the course, it will certainly help. A strong performance in two sports is recommended but is not a requirement.

Progression
Higher PE can lead to Advanced Higher in the 7ths, though only those pupils who achieve an ‘A’ or ‘B’ grade at Higher should consider Advanced Higher. Higher PE will also be very useful if thinking of studying a sports related subject at university.

Component 2. Dissertation – Project (70% of the assessment).
The purpose of the project is to assess the pupil’s ability to integrate and apply skills, knowledge and understanding from across the Units.

The project is designed to assess a pupil’s research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the pupil’s performance, or the performance of another person, team or group.

The project will give pupils the opportunity to demonstrate the following:
› demonstrating independent research and investigation skills;
› investigating how factor(s) impact on performance
› understanding and applying methods to develop performance
› analysing and evaluating the process of performance development

Entry requirements
Only those pupils who achieve an ‘A’ or ‘B’ grade at Higher should consider Advanced Higher. A strong performance in any sport would be important.

Progression
If you are considering studying a sports related subject at university, this course would be highly recommended.
Physics – Higher

This course is taken in two and a half terms and leads to public exam in the middle of the summer term. It is ideally suited to pupils who have shown good performance in Physics and have a genuine interest in the workings of the physical world around us. Physics frequently uses mathematics to help with description and analysis and so is often taken with Mathematics Higher.

The usual minimum entry requirements are C grades in Physics and Mathematics at National 5 or equivalent passes at GCSE. Pupils with A or B grades are well placed, whilst those with a C grade will almost certainly require 2 years.

The course comprises three Units which embrace the following areas:

Unit 1: Our Dynamic Universe
- Kinematics Dynamics
- Projectiles and Satellites Special Relativity
- Big Bang Theory

Unit 2: Particles and Waves
- Standard Model Electric Fields
- Nuclear Reactions
- Wave Properties Spectra

Unit 3a: Electricity
- Electrons and Energy Electrons at Work

Unit 3b: Researching Physics (Assignment)

Physics – Advanced Higher

The Advanced Higher course is follows naturally from Higher Physics and minimum requirements for entry would normally be a B grade in Higher Physics and a B grade in Higher Mathematics. Students should not underestimate the level of Mathematics on this course.

The course comprises of 3 units as follows:

1: Rotational motion and Astrophysics
- Kinematics using Calculus
- Angular motion
- Centripetal Acceleration
- Rotational Dynamics
- Newton’s law of Gravitation
- General Relativity
- Stellar Evolution

2: Quanta and Waves
- Introduction to quantum theory
- Bohr model of the atom
- Wave particle duality
- De Broglie waves
- Cosmic rays
- Simple Harmonic Motion
- Waves

3a: Electromagnetism
- Electric Fields
- Magnetic Fields
- Electromagnetic Radiation

3b: Investigating Physics
- Plan, carry out and evaluate a practical investigation into a physical principle covered in the course. This is marked externally.

Assessment

To gain a course award (Grades A–D) a pupil must complete an assignment and a final exam. The assignment consists of gathering information from the internet, conducting relevant practical activities and then producing a report which is written under exam conditions. The assignment is marked externally by the SQA.

In addition, there will be internally generated and marked tests which will be used to gauge a pupil’s progress. These will include a preliminary exam in January.

Progression

This course is, in most cases, essential for anyone thinking of pursuing a degree in pure or applied sciences or in any of the professional engineering disciplines (Aeronautical, Civil, Electrical, Electronic, Mechanical, Nautical etc). With its emphasis on problem-solving and analysis the course also benefits anyone wishing to read subjects such as Architecture, Medicine, Law or Finance.

Pupils must not underestimate the effort required to address the workload of taking Higher Physics. This is a demanding course but the rewards are high. Having successfully completed the Higher course, pupils can transfer to Advanced Higher Physics.
Practical Woodwork (National 5)

This is a full National 5 qualification, which will be completed in one year. The Course provides opportunities for pupils to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood. The Course will also give pupils the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills. Pupils coming from a National 5 Design & Manufacture background will have some of the relevant skills in place already. Practical Woodworking National 5 is a challenging course in terms of the practical skills and accuracy required to complete the course successfully so therefore requires a pupil’s full commitment.

Course Content

The course develops skills through three units which are not assessed but are essential to prepare pupils for the assessed components of the course, a graded Practical Activity and a 1 hour Question Paper. Each unit covers a different set of woodworking skills. All units include skills and knowledge associated with measuring, marking out, cutting and jointing techniques. The units also provide opportunities for candidates to learn about safe working practices and sustainability issues within a workshop environment.

The units consist of:

Flat-frame Construction

Candidates develop skills, knowledge and understanding in the use of woodworking hand tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Carcase Construction

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings and diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

Machining and Finishing

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.

Assessment

The course assessment consists of two components:

- Component 1: Question Paper.
- Component 2: Practical Activity.

The course assessment is graded A–D on the basis of the total mark for the above two course assessment components. Component 2 is conducted under supervision and control within the Department.

<table>
<thead>
<tr>
<th>Component</th>
<th>Course %</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1:</td>
<td>30</td>
<td>1 hour long &amp; externally</td>
</tr>
<tr>
<td>Question Paper</td>
<td></td>
<td>assessed</td>
</tr>
<tr>
<td>Practical</td>
<td>70</td>
<td>Internally assessed; set &amp;</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td>quality assured by SQA</td>
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</tbody>
</table>

Religious, Moral & Philosophical Studies – Higher

Higher RMPS is an interesting, challenging and popular course. All that we require is an enquiring mind and a willingness to be open minded about relevant issues and beliefs in the world today. There are three sections from which we choose the units outlined below:

1. World Religion

The chosen religion studied is Christianity. Learners will develop an understanding of Christian belief and practice whilst becoming familiar with key aspects of Christian theology. Any previous knowledge of the religion is helpful but not essential.

2. Morality and Belief

This section will focus on a unit titled Religion and Justice with specific details on:

- Causes of crime
- Perspectives on punishment: revenge, proportionality, forgiveness
- Approaches to capital punishment
- Sentencing in the UK
- Comparative effectiveness of capital punishment and UK sentencing

3. Religious and Philosophical Questions

This section will explore a unit titled Origins. Pupils will study both religious and non-religious explanations towards origins of the universe and origins of life. Topics include looking at Creation stories, Big Bang theory and Evolution.
Entry Requirements:
RMPS can be taken as a fresh start Higher by any pupil in 6ths or 7ths. Previous experience through National 5 RMPS would be an advantage, but is not essential. A minimum B grade at English Nat 5 is advised.

Progression
Those who get an A or B can go on and take the Advanced Higher. Equally, the core skills developed in RMPS lend themselves to university courses such as Theology, Philosophy and Law.

Religious, Moral & Philosophical Studies – Advanced Higher

Advanced Higher RMPS is an interesting but challenging course which builds on the material covered at Higher. Through the successful completion of this course, learners will develop a wide range of important and transferable skills. Those considering the course must bear in mind the high level of written work which will be demanded both in class and in the exam.

The Course has three mandatory Units:
- Philosophy of Religion (30%)
- Medical Ethics (30%)
- Independent Research/Dissertation (40%)

1 Philosophy of Religion
Within this section all learners should be able to demonstrate in-depth knowledge and understanding of the philosophical principles and distinctions involved in the following arguments for or against the existence of God:
- The Cosmological Argument
- The Teleological Argument
- Atheism

2 Medical Ethics
Within this section all learners should be able to explain and critically evaluate complex issues involving religion and medical ethics. This will include an understanding of new discoveries at the forefront of medicine, legal developments, and contemporary case studies. The three main areas of focus are issues concerning:
- The Beginning of Life
- Medical Care
- The End of Life

3 Independent Research
Pupils will be expected to identify an appropriate, complex religious, moral or philosophical issue for research. They will then be expected to plan, research and evaluate it. It needs to be between 3000–4000 words. The dissertation is externally marked by the SQA.

Entry Requirements:
B grade at Higher RMPS.

Progression
University courses such as Theology, Philosophy, Social Sciences and Law.

Support for Learning
The Support for Learning Department co-ordinates the provision for pupils with additional support needs. We aim to create a partnership between pupils, staff and parents to help each individual to achieve their potential. Our role includes identification of needs, assessment, liaison with and dissemination of information to staff, tuition, team teaching and special exam arrangements.

Pupils with additional support needs are identified from their educational history, screening tests and referrals from staff and parents. If a specific learning difficulty is suspected, we may recommend that a detailed educational assessment is carried out.

For pupils with a specific learning difficulty, we prepare an Additional Support Plan which is made available to their subject teachers. This outlines the pupil’s individual needs and gives suggestions on how he or she may be supported in class.

The Department organises any special arrangements that may be required for examinations, such as extra time or use of a computer. We ensure that the correct assessments are in place and that the necessary evidence has been gathered.

If required, individual/small group tuition may be given, usually one period/week in which senior level study skills support, as well as subject support is offered.
Personal, Social And Health Education (PSHE)

For the two years through 6ths and 7ths, each pupil is part of a class or tutor group of around fourteen to sixteen members. The class tutor is involved with the PSHE programme, one period each week, as well as steering the pupils through the process of applying to university or college or moving on to the work-place. Class tutors, as well as providing information and guidance on academic matters and careers/UCAS are also very involved in the ongoing pastoral support of each individual pupil.

In PSHE we aim to raise some of the issues that are directly relevant to the 16–18 year old age group. There is a structured programme, with in-built flexibility so that topics of interest can be addressed, responsive to pupil needs and these topics are often presented by outside specialists. Inevitably, preparation for life beyond school is the underlying theme. Much of what is done in PSHE in the fields of Education for Work and Further Education can be considered to be an integral part of our Careers Education programme. In addition, there is an assembly for senior pupils and their class tutors once a week which gives us the opportunity to explore issues more pertinent to older pupils and offers the pupils themselves a forum for discussion and a chance to showcase individual talent.

In each term of 6ths and 7ths, time is dedicated to pupil self-evaluation and target setting, with an eye firmly on progress and likely attainment in the public exams. Time spent one-to-one with class tutor and pupil is a key aspect of this.

6ths Topics in PSHE

As a 6th form class represents a new pupil grouping, initially with a mixture of new and existing Academy pupils, time is spent early in the Autumn Term on the adjustments to 6th form, and getting to know the new tutor group. The pupils have a full programme of academic subjects and extra-curricular activities, and thus the skills required for effective time management and prioritising are addressed. Speakers from university, college, and from the world of work prompt pupils to think about steps beyond school. Issues of gender/equality and healthy lifestyle are also raised with all pupils, including a visit from ‘Changing Faces’. Prior to the holidays we address revision and exam techniques in the build up to Higher/AS-Level prelims.

In the Spring Term, the emphasis is towards education for work and study beyond school, with presentations from further speakers from business. Pupils are then briefed on how to put together their CV, and then produce their own in PSHE time (practice interviews are currently given to all pupils at the beginning of their final year). In summer, the Higher exam schedule dominates much of the 6th form timetable. Late in the Summer Term, the issues and procedures for university/college choice and application are introduced, with an evening for pupils and parents in June and a follow-up day for pupils when UCAS goes live.

At some point in the year, each pupil will be given an individual interview with his/her own designated member of the Careers team. This is an opportunity for each pupil to discuss any future ideas with an advisor and to gain advice on any specific requirements which may be necessary for his/her intended career.

7ths Topics in PSHE

The Autumn Term is dominated by the UCAS procedures (university applications). Class tutors work closely with their pupils, guiding and advising them on choices, as well as the application process. Guidance in-house and from outside speakers is given on the writing of the Personal Statement and the completion of the UCAS form. Time is also allowed for practising interview technique. In addition to this, we organise many presentations from specialist practitioners which include Relationships, Drugs Awareness, Mental Health, Personal Safety and the Law as it affects young adults as well as a visit to the Young Drivers Event. The Blood Transfusion Service also speaks to the pupils, and this is followed up by a trip to the Transfusion Unit. 7ths are very much encouraged to give something back to the community, both within school and in the wider sense. There are many opportunities in school for pupils to become involved in supportive activities such as mentoring and buddying younger pupils, providing assistance for teaching staff during particular lessons and working with younger classes on the school’s Charity Fundraising programme.

In the Spring Term, prelim exams take place in January, and hence the PSHE slot is used at the discretion of the class tutor, addressing revision techniques if the need is there. Personal health issues pertinent to young adults are also covered through presentations from the School Doctor and the Biology department. Finance and budgeting are addressed over three sessions with a large input from The Stewart Ivory Foundation and a representative from SAAS comes in to talk about Pupil Finance. Time is also given to 7ths pupils for the planning and coordination of their Yearbook and Leavers’ Ball. In the summer term, Higher, Advanced Higher and A-Level exams dominate once again, but time is dedicated to forward planning and the exploration of alternative strategies on leaving school should exam results be different from expectations.
## Subject Choices for Higher Education: Scottish Universities

The following subject listings may be helpful when choosing your subjects. They do not cover all possible courses/subject areas and there is no substitute for your own comprehensive research. This information is based on current minimum entry requirements to Scottish universities. For pupils entering 6ths in 2018, their university application is likely to be lodged for entry in September 2020 by which time requirements may have changed.

For the most up-to-date grade and subject requirements, please consult the universities’ own websites which can easily be accessed through the main university application website UCAS.com. Entry is now very competitive and As and Bs are generally required at Higher for an application to have a chance of success. For many courses the current minimum requirement is four Highers, though some competitive courses and/or Universities will require five.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Accountancy and Finance</strong></td>
<td>may require Maths and English.</td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td>diverse requirements depending on course. May require Maths/Physics. Art and/or DT advised. Portfolio to demonstrate artistic ability required.</td>
</tr>
<tr>
<td><strong>Art and Design</strong></td>
<td>Art (AS at EA), may require English. Portfolio required.</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td>usually at least two Science Subjects. May require English. Chemistry advisable.</td>
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<tr>
<td><strong>Business</strong></td>
<td>may require English and Maths.</td>
</tr>
<tr>
<td><strong>Chemical Sciences</strong></td>
<td>Chemistry and at least one other Science. May require English.</td>
</tr>
<tr>
<td><strong>Computing/IT</strong></td>
<td>may require English / Maths. Computer Science requires more Sciences.</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>may require English and usually Maths.</td>
</tr>
<tr>
<td><strong>Education/Teaching</strong></td>
<td>must include English. In general Scottish Universities require a Higher at B as well as National 5 Maths at B.</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>Maths and Physics. Possibly another Science depending on type of Engineering. May require English.</td>
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<tr>
<td><strong>English</strong></td>
<td>English.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>Geography. Check Science requirement for BSc. May require English.</td>
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<tr>
<td><strong>Hospitality</strong></td>
<td>may require English.</td>
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<tr>
<td><strong>History</strong></td>
<td>may require English.</td>
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<tr>
<td><strong>Languages</strong></td>
<td>usually requires a modern language (depending on language being studied). May require English.</td>
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<tr>
<td><strong>Law</strong></td>
<td>may require English or essay based subject.</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Maths.</td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
<td>5 Highers (AAAAA–AAAAAB) to include Chemistry and one or two from Maths, Biology or Physics plus two Advanced Highers to include Chemistry.</td>
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<tr>
<td><strong>Veterinary Medicine</strong></td>
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<td><strong>Dentistry</strong></td>
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<tr>
<td><strong>Music</strong></td>
<td>Music.</td>
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<tr>
<td><strong>Nursing</strong></td>
<td>Wide variety of entry requirements at both Higher and National 5 Science and/or English at Higher recommended but may not be necessary.</td>
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<tr>
<td><strong>Physical Sciences</strong></td>
<td>Maths and Physics.</td>
</tr>
<tr>
<td><strong>Politics/International Relations</strong></td>
<td>may require English.</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>may require English. Science subjects may be needed for B.Sc.</td>
</tr>
<tr>
<td><strong>Sociology/Anthropology</strong></td>
<td>may require English.</td>
</tr>
<tr>
<td><strong>Sports Studies</strong></td>
<td>may require English. Science subjects may be needed for a B.Sc in Sport Science or Coaching.</td>
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</tbody>
</table>
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