

**The Edinburgh Academy Senior School  
Academic Guide to Sixth Form  
2008-9**



# The Edinburgh Academy

## Academic Guide to Sixth Form

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 to 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 learning support department or through our Prefect system of School and Division Ephors. Senior pupils are also playing a key role in the on-going development of our pupil council.

## CONTENTS

### 2 Introduction

6	ART	20	GEOGRAPHY
7	BIOLOGY	22	HISTORY
8	BUSINESS STUDIES	24	MATHEMATICS
10	CHEMISTRY	26	FURTHER MATHEMATICS
12	CLASSICS: LATIN	27	MODERN LANGUAGES
14	COMPUTING	28	MUSIC
15	DESIGN TECHNOLOGY	29	PHYSICAL EDUCATION
16	DRAMA	30	PHYSICS
16	ECONOMICS	31	POLITICS & MODERN STUDIES
18	ENGLISH	33	RMPS: RELIGIOUS, MORAL and PHILOSOPHICAL STUDIES
20	ESOL		
		34	Learning Support
		35	Personal & Social Development

# INTRODUCTION

## ACADEMIC STRUCTURE AND PROGRESSION

The heart of your time in the Sixth Form is, of course, your academic study. Our range of 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 Fifths 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 5 GCSE subjects (or grade 3 passes in Standard Grade). We shall discuss individually with you and your parents any case where it turns out that you are less well-qualified than this, so that we can all agree how best to use the rest of your Academy career. The most important entry qualification, however, is a positive attitude and personal commitment to learning.

In choosing subjects for 6ths, you will probably be dropping from 8 subjects at 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 GCSE, 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 GCSE. However, it is also possible to pick up new subjects as “fresh start” Highers. Some of these, such as Business Management, Economics, Drama and PE have previously been offered at GCSE but with a committed approach can be taken. Modern Studies, Computing and RMPs (Religious, Moral and Philosophical Studies) are completely new, the latter being offered next session for the first time. Please refer to the relevant subject pages for details.

We are committed at the Academy to continuing to offer both Higher and A-Level, and the details and permutations of these are explained in the relevant subject pages. The full choice of subjects available is shown in the “Blocking Scheme” on page 5. In the majority of subjects those proceeding to A-Level will use Higher as their Sixth Form course and take most of their AS/A-Level Units in the 7ths. We have carefully chosen our A-Level syllabuses so that they articulate as fully as possible with the Higher content, hence this transition is possible. However, the nature of the syllabuses in Art, Design Technology and Music is such that we only offer AS-Level and not Higher in these subjects. Additionally, in Maths and the three Sciences you will have choice about the level of study in your 6ths academic programme: there are two routes to A-Level. The AS/A-Level route is available for those aiming single-mindedly for A-Levels while the Higher/A-Level route follows the pattern of the majority of other subjects in our curriculum.

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

- move on to a full 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 A-Levels.

Please note that the Higher, AS-level and A-Level blocking (6ths and 7ths) will be merged as much as possible 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 wishing to combine the study of Higher English in the 6ths block with A-Levels in the 7ths block will face at least some clashes in their timetable.

## ASSESSMENT

Both the Higher and the A-Level systems have undergone significant changes in recent years, most notably in the way in which they are assessed. All Higher subjects now carry a large portion of internal assessment. These Unit Assessments (NABs) are spread throughout the courses and vary in number from subject to subject. Whilst these NABs do not count towards the final grade, in order to be certificated at Higher pupils must pass all NABs in that subject. Under normal circumstances they can be re-taken once in any given year if they are not passed at the first attempt.

The bigger changes lie with A-Levels, and this year they are undergoing significant revision. The aim is to provide greater “stretch and challenge” at the top end, and with this comes the introduction of the new A\* grade at A-Level. This will apply to pupils entering our 6ths in August 2008, with the first awards in 2010. Assessment is also being simplified and streamlined. At A-Level, all courses are divided into either 4 (or in the cases of Music and the Sciences, 6) Units, half of which form the AS-Level course and half the A-Level. Taken together the AS-Level Units lead to an AS-Level award, broadly equivalent to a Higher, while the combined AS-Level and A-Level Unit marks are aggregated to give the full A-Level. Most Units can be retaken with the better result counting.

For all 6ths, there is a timetabled week of mock exams (prelims) in late January/early February. The public exams in both Higher and AS-Level take place at the end of the academic year in May/June. In the final weeks of summer terms, class time in many subjects moves on to focus on the transitions from Higher to A-Level work. In 7ths, AS and A-Level Units will be taken in January and June. Those taking Highers will follow the 6ths pattern.

## PROGRESSION TO UNIVERSITY

In broad terms, Scottish Universities tend to make offers based on 4 (or possibly 5) Highers, or 3 A-Levels, while English Universities tend to make offers on A-Levels alone. Your choice of subjects might make it difficult to achieve a complete set of Highers in one sitting. A mixture of, say, 3 Highers and 2 AS-Levels in the 6ths may very well not initially satisfy the entrance requirements for some universities. Such candidates would need to modify their intended programme in the 7ths so that they finish with either 4/5 Highers or 3 A-Levels. A final collection of, say 3 Highers with 2 A-Levels over the two years would be stronger than 5 Highers and would give a good range of options at Higher Education. Universities are becoming increasingly flexible on entrance qualifications, and sensible planning of strategies tends to result in successful outcomes. What is absolutely clear is that increased competition for University places is making the grades achieved of paramount importance, whether these be at GCSE/Standard Grade, Higher or A-Level. The grades you achieve this year will count!

## SUPPORT

Whatever pattern of 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. Only a handful of professions, such as Medicine, follow from a school course which is wholly vocational. 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.

There is a whole range of specialist advice available to you as you move into the 6th Form, and there is much time and emphasis placed on career education in the Personal and Social Development 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. Mr Saunders (6ths) and myself (7ths), along with Dr Carr as Head of Girls, take an overview of the year groups; your Classtutor will pay individual attention to your progress and welfare; the Careers Department will offer advice about university options, open days etc; Mr Bonnyman will help if you are considering a year out between school and university. The Careers Library should, of course, be a constant source of information for you. Equally, individual Heads of Department will be able to add specialist knowledge in their own fields; but most important of all will be your Classtutor.

Each Classtutor has a class of about fourteen pupils drawn from a range of subject backgrounds. Your tutor will help you to plan your own future carefully and systematically. 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 a great deal of responsibility. It forms another important part of your education.

The Futurewise Report, the Prelims and the Fifths 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 consult the current Higher and A-Level blocking scheme and fill in and return the choices form as requested. 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.

*Roger Wightman  
Director of Studies*

## KEY TO HIGHER/A-LEVEL CHOICE

Next to the entry for each subject on pages 6-33 the availability of Higher/A-Level in the 6ths and 7ths is shown.

Note that GCE A-Levels are in two parts:

(1) **AS-Level:** two or three **AS-Level Units**

– this is a qualification in itself, equivalent to Higher.

(2) **A-Level:** two or three **A-Level Units**

– added to the AS-Level Units to make a complete A-Level.

Some subjects allow those taking Higher in the 6ths who plan to move on to A-Level in the 7ths to take one or two AS-Level Units in the 6ths alongside their Higher.

	6ths	7ths
Higher	Most subjects offer Higher; in most cases this can lead to an A-Level in the 7ths ↘	Take a new Higher subject, or re-take a subject
AS-Level	Some subjects offer AS-Level rather than Higher, or as an alternative to Higher ↘	The first half of an A-Level course, after taking Higher in the 6ths (2 or 3 AS-Level Units) ↓
A-Level		Completion of the A-Level course (2 or 3 A-Level Units, added to the AS-Level Units)

## 6ths SUBJECT CHOICES : Revised (changes underlined)

The combination of subjects available in the 6ths is limited by the need to timetable five blocks of seven periods into a 38 period week. Thousands of permutations are in fact possible, but even so you may not find your preferred combination is available. Please note also that once all choices are in, we reserve the right to delete any course which is under-subscribed.

Please look carefully at the blocking scheme below.

**6ths choose one subject from each of the five 6ths blocks A-E.**

**NB** (1) This is the scheme for 2008-9 only; it will change in 2009-10.

- (2) For those 6ths who expect to continue to A-Level in the 7ths, it is important to bear in mind the 2009-10 A-Level blocking in the right-hand column, which is already fixed. You can continue all subjects to A-Level in the 7ths except those asterisked \*, but again not all combinations are possible.
- (3) English is compulsory for all pupils except those taking Further Maths; Further Maths is only available to those also taking Maths AS-Level.

Block	6ths 2008-9 Higher or AS-Level	7ths <u>2009-10</u> A-Level – for reference
<b>A</b>	ART AS BIOLOGY H CHEMISTRY H / AS COMPUTING H * DESIGN TECHNOLOGY AS ECONOMICS H GEOGRAPHY H SPANISH H	ART CHEMISTRY GERMAN GEOGRAPHY <u>LATIN</u> SPANISH
<b>B</b>	ART AS CHEMISTRY H FRENCH H GEOGRAPHY H MATHS H / AS / Int 2 RMPS H *	ENGLISH FRENCH MATHS
<b>C</b>	BIOLOGY H / AS DESIGN TECHNOLOGY AS DRAMA H * GERMAN H HISTORY H PHYSICAL EDUCATION H * PHYSICS H	BIOLOGY DESIGN TECHNOLOGY ECONOMICS FURTHER MATHS HISTORY
<b>D</b>	ART AS BUSINESS MANAGEMENT H LATIN H MATHS H MODERN STUDIES H MUSIC AS PHYSICS H / AS SPANISH St Gr *	BUSINESS STUDIES ENGLISH MUSIC PHYSICS <u>POLITICS</u>
<b>E</b>	ENGLISH H / Int 2 FURTHER MATHS AS	

# ART

	6ths	7ths
Higher		
AS-Level	✓	✓
A-Level		✓

The department teaches the OCR A-Level syllabus, which tailors itself to the individual skills and character of the pupil. This caters for a more personal journey to be explored and 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. Through a variety of meetings, tutorials and normal classroom contact, teachers will discuss possible artists for pupils to refer to, which media they could explore and assist them in the development of their ideas, helping them to achieve their potential. Workshops, gallery visits and trips help support pupil's work.

## AS-LEVEL

The AS-Level Course is principally about the development of ideas. AS-Level students will document and record their responses to visual stimulation while exploring the range of media on offer. They will then develop their individual ideas towards a final piece, although the emphasis is more focused on the journey rather than the destination at this stage. Life-drawing classes also form part of their coursework with attendance at any Art Society lectures viewed as compulsory.

**Coursework** (60% of marks are for this component, or 30% of the full A-Level)

The coursework is made up of two Units of work. Pupils produce one body of work derived from their life-drawing classes and one main studio-based project. The departmental theme for the year is used as a starting point but the emphasis should be on personal and individual projects. The critical, contextual study of some aspect of Art and Design is included in the two Units of work. Pupils are given plenty of stimuli at the start of the year with gallery visits playing an important role.

**Controlled Assignment** (40% of marks, or 20% of the full A-Level)

This is a five hour exam based on six weeks of preparation derived from one of the examination board's set themes. 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.

## A-LEVEL

The A-Level Course continues from where the AS-Level left off, with greater emphasis on depth and the development of a personal language which is articulated in the final piece. Pupils are given their own 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, whilst life-drawing helps to develop their skills. A variety of different tutorials punctuate the year to ensure that pupils maintain pace and are assisted with ideas.

**Coursework** (30% of marks of the full A-Level)

Coursework consists of a major assignment: pupils create individual solutions from a variety of starting points which could be their discoveries at AS-Level, life drawing, art society lectures, gallery visits, workshops, Art trips, or purely from a personally discovered interest. 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.

The critical, contextual study of some aspect of Art and Design, either in sketchbook, portfolio or illustrated essay format continues to play an important part, with a Personal Study of 3000 words forming part of the coursework. It must contain primary research or study, based on a submitted outline of intentions and a full bibliography.

**Controlled Test** (20% of the full A-Level)

This is a demanding fifteen hour conclusion to development of ideas based on one of the examination board's set themes during a designated preparation period.

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.

# BIOLOGY

	6ths	7ths
Higher	✓	✓
AS-Level	✓	✓
A-Level		✓

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 not only the information and skills to enable them to fulfil their potential in Biology at various levels, but also to equip to make informed decisions on Biological issues that will affect their lives and those of subsequent generations.

## HIGHER

This is a one year course leading directly to the SQA Higher Grade examination, held in June each year.

There are three Units, as follows:

### Unit 1: Cell Biology

- Cell variety and function
- Absorption and secretion of materials
- Photosynthesis
- Energy release
- Synthesis and release of proteins
- Cellular response in defence

### Unit 2: Genetics, Evolution and Adaptation

- Variation
- Selection
- Speciation
- Maintaining a water balance
- Obtaining food
- Coping with dangers

### Unit 3: Control and Regulation

- Growth differences between plants and animals
- Genetic control
- Hormonal influences
- Environmental influences
- Physiological homoeostasis
- Population dynamics

### Internal Assessment

**(a) Practical.** SQA require candidates to pass a practical assessment, set and assessed by the school.

**(b) Theory.** There will be a Unit test at the end of each Unit.

Both assessments are on a pass/fail basis with chance to re-sit once if required.

### Entry Requirements

As the timescale for this course is fairly condensed, it is strongly recommended that those attempting it should already have covered either a GCSE or Standard Grade course. From experience, we find that those coming into the course with C at GCSE or General at Standard Grade take two years to gain a pass at Higher.

### Progression

This course can lead to A-Level in the following year, with candidates in a separate set from those who took AS-Level in the 6th year whenever possible. The A-Level course we use contains a significant overlap with Higher.

Those completing their Biology with the Higher 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.

## AS/A-LEVEL

Pupils are taught **three** compulsory AS-Level Units. It is a stimulating course, and requires a good grounding at GCSE, Standard Grade or Intermediate 2 levels.

### AS-LEVEL (3 Units)

#### Units 1 and 2

Cell Structure, Biological Molecules, Exchange and Transport, Food and Health, Biodiversity, Evolution

These two Units are assessed by written papers in June of the 6ths. The weighting for these papers is 80% of AS. (40% of A-Level)

#### Unit 3 – Practical skills

A range of practical sessions are used throughout the course to acquire and practise practical skills. A number of tasks are set by the exam board and are used to assess pupils. The best marks for each task count. The weighting for this Unit is 20% of AS-Level (10% of A-Level).

### A-LEVEL (3 Units)

Pupils are taught three compulsory A-Level Units.

#### Units 4 and 5

Communication and Homeostasis, Excretion, Photosynthesis, Respiration, Cellular Control, Biotechnology, Ecosystems and Sustainability, Responding to the Environment.

These two Teaching Units are assessed by written papers in January and June of the 7ths. The weighting for these papers is 40% of A-Level.

#### Unit 6 – Practical skills

Once again a range of practical sessions is used throughout the course to acquire and practise further practical skills, following on from those taught at AS-Level. A number of tasks are set by the exam board and are used to assess pupils. The best marks for each task count. The weighting for this Teaching Unit is 10% of A-Level.

Pupils who carry on to A-Level after Higher Biology will already have covered significant portions of the material. The remainder of the material for AS-Level is usually taught in the autumn term, and the AS-Level Units are taken in January. The A-Level topics are then taught in the remainder of the spring and summer terms, with A-Level exams and any resits in June.

Pupils are encouraged to attend lectures and conferences, and visits are arranged to places of interest. A-Level Biology provides an excellent grounding for those continuing the subject or its applications or derivatives. Pupils who have studied A-Level Biology in the last few years have gone on to read a wide range of subjects at University, including; Agriculture, Biochemistry, Environmental Science, Marine Biology, Medicine, Molecular Biology and Veterinary Medicine.

## BUSINESS STUDIES

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

## HIGHER BUSINESS MANAGEMENT

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?

### Course Syllabus

Higher Business Management is split into three Units:

**Unit 1: Business Enterprise** – examines business structure and objectives.

**Unit 2-3: Business Decision Areas** – investigate the disciplines which managers must bring to bear on business problems: Unit 2 Marketing & Operations, Unit 3 Finance & Human Resources.

### **Assessment**

Business Management is assessed by a single end of course examination. Students will be expected to pass three end of Unit tests to allow them to sit the final examination. They will also sit a Prelim examination early in the spring term.

### **Entry Requirements**

It is helpful, but not essential, to have taken GCSE Business Studies and Economics. It is also possible to start Business Management as a fresh start Higher, though this will require genuine interest and commitment.

### **Progression**

Successful candidates will have the opportunity to progress onto the A-Level Business Studies course. Higher Business Management also 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.

## **A-LEVEL BUSINESS STUDIES**

A-Level Business Studies examines the wide range of business activities, from marketing and finance, people and production, to external influences and strategy. Students 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. Students will answer questions such as:

- Where did Northern Rock go wrong?
- Why does Netto sell baked beans at less than they cost to buy?

### **Course Syllabus**

The Business Studies GCE will be split into four Units:

#### **AS-LEVEL (2 Units)**

**Unit 1:** Planning and Financing a Business

**Unit 2:** Managing a Business

#### **A-LEVEL (2 Units)**

**Unit 3:** Strategies for Success

**Unit 4:** The Business Environment and Change

### **Assessment**

The course will be assessed by two AS-Level and two A-Level examinations each lasting 1 hour and 30 minutes. It is expected that candidates will sit the two AS-Level papers in January of 7ths, followed by the two A-Level papers in June. The papers each have equal (25%) weighting in terms of the final result.

### **Entry Requirements**

Pupils must have successfully passed Higher Business Management at grade B or above to progress onto the A Level course.

### **Progression**

A-Level Business Studies develops candidate's ability to take a range of different sources of evidence, draw key facts from this evidence and to weigh up the relevant merits of alternative 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

	6ths	7ths
Higher	✓	✓
AS-Level	✓	✓
A-Level		✓

## 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 GCSE Chemistry but, as with other Higher subjects, is a significant step up 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 course is made up of three Units:

**Unit 1: Energy Matters.** Structure and bonding of elements and compounds; intermolecular forces; rates of reaction; energy changes; chemistry calculations.

**Unit 2: The World of Carbon.** Fuels; alkanes, alkenes and alkynes; alcohols; carbonyls, carboxylic acids and esters; fats and oils; polymers.

**Unit 3: Chemical Reactions.** Nuclear chemistry; chemical equilibrium; acids, bases and pH; redox reactions and electrochemistry; energy calculations and the chemical industry.

### Assessment

The Higher assessment rewards consistent, steady effort and pupils must pass a Unit Test for each of the three Units, set in November, February and May, in order to obtain a course award. Practical work is assessed internally via three pieces of experimental work. The Higher grade awarded depends on the external paper (2 hours 30 minutes) taken in May. A preliminary examination will be taken at the end of January.

### Entry Requirements

The minimum entry requirements are grade C for GCSE Chemistry (or Standard Grade or Intermediate 2 equivalent). However, GCSE Chemistry performance at grade B or better is preferable.

### 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 social aspects of the discipline, which include energy sources and pollution, as well as from the development of a wide range of transferable skills such as practical dexterity, numeracy, problem solving and scientific writing.

Having successfully completed the Higher course, pupils can transfer to the second year of the A-Level course. This route to A-Level chemistry involves additional course material and examinations and is only recommended for pupils wishing to study for a complete Higher portfolio in the 6th year. At the time of writing, the choice of the new A-Level syllabus for 2008 has not been finalised; however, it is most likely that pupils intending to sit A-Level chemistry after their Higher, will sit Unit 1 of the A-Level course in June of the 6th year. This will involve some additional lessons and private study, alongside the Higher.

## AS/A-LEVEL

The new Chemistry A-Level has been designed to follow on from the recently introduced GCSE course and allows the opportunity to study a range of topics in depth. Whilst still placing emphasis on experimental chemistry, it 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. Building on the best of the existing A-Level syllabi, the new course also introduces further study of important issues facing modern society, such as managing climate change, alternative sources of energy and sustainable development.

### Course syllabus

#### AS-LEVEL (3 Units)

**Unit 1. Atoms, Bonds and Groups:** Atom and electron structure; moles; bonding and intermolecular forces; redox reactions; chemistry of the alkaline earths and halogens.

**Unit 2. Chains, Energy and Resources:** Alkanes and alkenes; alcohols and halogenoalkanes; analytical techniques; energy changes, rates and equilibrium; green chemistry and sustainable development.

**Unit 3. Practical Skills in chemistry 1.**

## **A-LEVEL (3 Units)**

**Unit 4. Rings, Polymers and analysis:** Arenes; carbonyls, carboxylic acids and esters; amines, amino acids and proteins; polymers; organic synthesis; chromatography and spectroscopy.

**Unit 5. Equilibria, Energetics and Elements:** Rates, equilibria, lattice energy; enthalpy and entropy; electrode potentials, fuel cells and the hydrogen economy; transition elements.

**Unit 6. Practical Skills in Chemistry 2.**

### **Assessment**

6ths AS-Level pupils take Units 1 and 2 papers in June of the 6ths. Unit 4 is taken in January and Unit 5 is taken in June of the 7ths.

6ths Higher pupils should have taken Unit 1 in the 6ths, followed by study of some of the Unit 2 material during the post-Higher exam period. They will take Units 2 and 4 in January and Unit 5 in June of the 7ths.

Units 3 and 6 are each made up of three experimental tasks. These are internally assessed, at times throughout the course, and account for 20% of the A-Level in total.

### **Entry Requirements**

The minimum requirement for the AS-Level course is a C grade at GCSE Chemistry, although a grade B or more is preferable. Post-Higher pupils taking the A-Level in one year should have obtained at least a C grade at Higher.

### **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 social aspects of the discipline, which include climate change, alternative energy sources and sustainable development, as well as from the development of a wide range of transferable skills such as practical dexterity, numeracy, problem solving and scientific writing.

# CLASSICS

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

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.

## HIGHER LATIN

### 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 whilst perfecting their understanding and appreciation of the language, with all of its attendant benefits in general linguistic knowledge and development of logical thinking.

### Assessment

There are two papers in the exam:

**Paper 1 – Interpretation:** Study of a Roman poet, currently Virgil or Plautus, and a Roman prose author, currently Cicero, in the original Latin and in translation.

**Paper 2 – Translation:** An Unseen paper, designed to test the extent of the candidate's grasp of the structures and grammar of the Latin language. The passage for translation is currently taken from Cicero.

For Papers 1 and 2, copies of all relevant texts are provided in the actual exam; for Paper 3, a complete alphabetical word-list is given!

There is no coursework, but there will be one Unit assessment leading up to each paper during the course of the session; our candidates normally take these as their Prelim, in late January or February, thereby killing two birds with one stone. The Prelim exam will form the most crucial part of a candidate's appeal evidence, but if it is felt to be beneficial, further Unit tests may be taken afterwards to enhance the pupil's 'appeals portfolio'.

### Entry requirements

Candidates ought to have a GCSE or good Standard Grade pass in Latin for entry to the course. The fact that the quantity of set literature that has to be studied is not vast, and the removal of the need to learn further vocabulary, both mean that students with GCSE Latin should find the course well within their abilities.

### Progression

After the Prelim, some work may begin on the AS-Level syllabus for those planning to take Latin A-Level in the 7ths. For this and for progression to Higher Education and to careers, please see opposite.

## A-LEVEL LATIN

A-Level candidates may, and usually do, sit the Higher in the 6th Year, but this is not essential for GCE. In the 6th and 7th Years pupils are also prepared for AS/A-Level and potential Oxbridge entry.

### Course syllabus

As with other AS/A-Level courses, Latin will from 2008 (first AS-Level examination in 2009, first A-Level in 2010) be divided into four Units, which add up to an A-Level qualification.

#### AS-LEVEL (2 Units)

##### Unit 1 – Latin Language:

Section A: a passage for unseen translation. As at GCSE, candidates will be issued in advance with a defined vocabulary list.

Section B: EITHER a second passage, from the prose author prescribed for Unit 2, OR five English sentences to translate into Latin. The defined vocabulary list will cover this section also.

##### Unit 2 – Latin Verse and Prose Literature:

Section A: commentary questions (including a short essay) on a prose set text (in 2009, from Cicero *In Catilinam*).

Section B: commentary questions (including a short essay) on a verse set text (in 2009, from Ovid *Metamorphoses*).

#### A-LEVEL (2 Units)

### **Unit 3 – Latin Verse:**

Section A: a commentary question and an essay on a verse set text (in 2010, from either Virgil *Aeneid* or Catullus).

Section B: translation of a few lines from, and comprehension questions on, an unseen passage of Latin verse (in 2010, from Ovid elegiacs).

### **Unit 4 – Latin Prose:**

Section A: commentary questions on a prose set text (in 2010, from either Tacitus or Livy).

Section B: EITHER translation of a few lines from, and comprehension questions on, an unseen passage of Latin prose (in 2010, from Caesar), OR a prose composition translation from English into Latin.

### **Assessment**

The two A-Level Units will be taken at the end of the 7th Year; the two AS-Level Units will be taken at the end of the 6th Year or in January or June of the 7th Year, depending on what is in the best interests of each cohort of candidates. A typical combination for a pupil might be to take Higher Latin and AS-Level Unit 1 at the end of the 6th Year, AS-Level Unit 2 in January of the 7th Year, and the two A-Level Units at the end of the 7th Year. The choice of set authors (where options exist) will normally be made with full reference to the strengths and interests of that year's candidates. There is no coursework.

### **Progression**

Former classicists from the Academy can be found working in the legal profession, medicine, merchant banking, industry, financial services, the higher grades of the Civil Service, computing, the media and teaching, from primary to tertiary level.

## **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 (Standard Grade, GCSE, Higher, AS/A-Level) 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 or 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 also features regularly in the after-school activity programme.

### **CLASSICAL STUDIES/CIVILISATION and ANCIENT HISTORY**

These subjects have from time to time been available on ad-hoc basis, at various levels, to interested pupils. For further information and to assess feasibility, see the Deputy Rector or Director of Studies and the Head of Classics.

# COMPUTING

	6ths	7ths
Higher	✓	✓
AS-Level		
A-Level		

## HIGHER

Higher Computing provides a study of the operation and organisation of computer systems combined with a formal approach to the processes involved in the development of solutions to computing problems. The course aims to develop an understanding of computing concepts as well as a variety of skills which are applicable in a range of contexts and activities.

### The Course

The course has TWO mandatory Units:

- **Computer Systems** - the principles of computer organisation, knowledge and understanding of computer software and of the input, storage and output of data.
- **Software Development** - understanding the software development process and environment and producing a solution to a problem using a software development environment.

There is ONE optional Unit and it is most likely that this will be:

- **Multimedia Technology** - knowledge and understanding and practical and problem-solving skills in relation to the development process for multimedia applications and the digital representation of graphic, sound and video data.

### Assessment

Each Unit has internal assessments associated with it. Assessments will take two forms: multiple choice tests and practical work. Pupils must pass all these assessments in order to gain an overall award.

The course is also assessed externally. A written exam will constitute 70% of this element of assessment; the remaining 30% is based on practical coursework tasks.

### Entry Requirements

Ideally a pupil should have gained a credit pass at Standard grade or minimum B at GCSE. However it has proved possible in the past for pupils to succeed in Higher Computing with no previous formal qualification in the subject. Any pupil who has gained good grades in other subjects, particularly English and Mathematics (though there is very little Maths in the course), and who is highly motivated may be able to manage this course successfully. Please note that much of the learning in the course and much of the assessment requires very careful reading and writing. A good command of English is therefore essential.

Access to a computer outside school is essential. The computing department is equipped with PCs.

**Computing A/AS-Level is not offered.**

# DESIGN TECHNOLOGY

	6ths	7ths
Higher		
AS-Level	✓	✓
A-Level		✓

## AS/A-LEVEL

Design Technology A-Level is made up of four Units that develop and test a variety of skills. The course is designed to encourage students to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. This is a demanding course but extremely rewarding and above all, fun!

### Course Syllabus

AQA Design Technology: Product Design

The four Units are:

#### AS-LEVEL (2 Units)

**Unit 1: Materials, Components and Application** - a two hour written exam.

- Understanding the physical and mechanical properties of materials and components.
- The environmental sustainability of products and their manufacture.
- Methods of product manufacture.
- Computer aided design and computer aided manufacture.

#### Unit 2: Coursework

A written (or electronic) design portfolio.

Coursework may take a number of forms; a single design-and-make project, two smaller projects and/or a portfolio of work.

#### A-LEVEL (2 Units)

**Unit 3: Design and Manufacture** - A two hour written exam.

- Classifying materials and identifying, testing and comparing their application to product manufacture.
- Examination of alternative designs and redesigning existing products.
- Use of natural resources, materials utilisation, conservation, waste disposal, pollution and recycling.

#### Unit 4: Coursework

A written (or electronic) design folder.

Pupils submit evidence of a single, substantial designing and making activity.

### Assessment

To gain an A-Level in Design Technology a student must pass all four of the above Units. If students are taking the two year A Level course, Units 1 and 2 are taught and assessed at the end of the 6th year with Units 3 and 4 taken in the 7th year. As with Higher subjects it is also possible for pupils to take an AS-Level in Design Technology in the 7th year.

### Entry requirements

Students must have taken GCSE or Standard Grade in a design or art based subject and gained at least a B grade.

### Progression

The emphasis in DT 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 students wishing to follow any Design Course such as: Product Design, Industrial Design Engineering, Furniture Design, Architecture and Engineering. Many students go on to Art School to do a Foundation Course followed by a degree in a Design-related course such as, Fashion, Jewellery, Theatre Set Design, Graphic Design etc.

# DRAMA

	6ths	7ths
Higher	✓	✓
AS-Level		
A-Level		

## HIGHER

Higher Drama is a very exciting and rewarding course. It involves practical investigation in putting together a production; textual study, including contemporary Scottish theatre; acting, directing, production and, of course, theatre visits.

Higher Drama develops the central concept of exploring relationships and promotes pupils' knowledge and understanding of theatre. It is an excellent medium for personal and social development. The subject's links with personal growth have 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.

The course is divided into three UNITS:

### Unit 1: Investigative Drama

Pupils will use creative drama skills to investigate and explore a theme, issue or topic. They will devise their own drama and present the end product to an invited audience. Each pupil will be responsible for the organisation and direction of an identifiable section of the presentation. It will involve the performance skills of acting and directing and, as appropriate, the technical skills of designing within the areas of set, lighting, sound, costume, stage make-up and props.

Unit Test: Written/taped evaluation.

### Unit 2: Study of a Text in its theatrical context

This is a predominantly practical study from the perspective of actor and director in preparation for production. Pupils will develop the characterization, in practical terms, of one chosen dramatic role. Prescribed texts include *The Crucible* and *Twelfth Night*, both of which should be familiar to Academy pupils.

Unit Test: One written/taped assignment

### Unit 3: Contemporary Scottish theatre

In view of the variety and vigour of contemporary Scottish theatre and of developing in pupils a familiarity with their indigenous culture, this Unit involves the study of at least two texts investigating two or more aspects of Contemporary Scottish Theatre chosen from a list of four areas of study.

Unit Test: One written/taped assignment

External assessment:

1. One written exam on Units Two and Three 60%
2. Acting: two roles from specified texts 40%

### Entrance Requirements

A background in Drama either at GCSE or Standard Grade would be an advantage. However it is possible to take Higher Drama as a fresh start subject. If doing so, it is beneficial to have passed GCSE English at B grade or better, or credit level at Standard Grade.

### Progression

Many universities recognise the importance of Drama in developing a variety of communication skills and self-confidence and it is a vital stepping-stone to many degree courses and jobs where independent thinking and group work are involved. There may be the opportunity to take Advanced Higher Drama in 7ths.

# ECONOMICS

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

## 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:

- Should Britain join the Euro?
- 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: Microeconomics**

**Unit 2: The UK Economy**

**Unit 3: The International Economy**

### Assessment

Economics is assessed by a single end of course examination. Students will be expected to pass three end of Unit tests to allow them to sit the final examination. They will also sit a Prelim examination early in the spring term. There is no coursework in Higher Economics.

### Entry Requirements

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

### Progression

Higher Economics provides a strong foundation for study of the subject at A Level as the syllabuses are compatible. The course is also 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 and its impact would provide a useful background for Business, Politics or other Social Science based degrees. The course develops the ability to develop and justify a reasoned argument, applying theory to support your argument, and to apply it to real world examples.

## A-LEVEL

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:

- Can pollution be effectively controlled?
- 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?

### Course Syllabus

The Economics GCE will be split into four Units:

#### AS-LEVEL (2 Units)

**Unit 1: Markets & Market Failure**

**Unit 2: The National Economy**

#### A-LEVEL (2 Units)

**Unit 3: Business Economics and the Distribution of Income**

**Unit 4: The National and International Economy**

### Assessment

The course will be assessed by two AS-Level examinations each lasting 1 hour and 30 minutes, and two A-Level examinations each lasting two hours. It is expected that candidates will sit the two AS-Level papers in January of 7ths, followed by the two A-Level papers in June. The papers each have equal (25%) weighting in terms of the final result.

### Entry Requirements

A-Level 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 A-Level course. The course involves further graphical and numerical analysis; pupils who have not gained an A or B at GCSE, or credit level at Standard Grade 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.

# ENGLISH

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

## HIGHER

All pupils in 6ths study English except those taking Further Mathematics. 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 course involves the following: detailed study of three literary texts from each of the three genres of poetry, prose and drama; a personal literary study of individual choice; a piece of creative, reflective or argumentative writing; and a careful examination of the various ways in which writers of non-fiction create effect and convey meaning.

### Assessment

Internal Assessment is on a pass/fail basis. The material may be used for estimating grades and as evidence for appeal, which should pre-empt any temptation for students to be complacent.

Four aspects of Higher English will be internally assessed by means of the following hour-long Unit Tests:

- **Close Reading:** a paper composed of comprehension and interpretation questions on an extract of non-fiction.
- **Textual Analysis:** a paper composed of the same type of questions on a literary text.
- **Writing:** a creative, reflective or argumentative essay of at least 650 words which is prepared over several weeks.
- **Personal Study:** an essay written under controlled conditions but on a piece of literature selected for study by the students themselves. No teacher assistance is permitted for this, bar general comment in preparation.

**External Assessment** is composed of an examination in May which involves two papers, each of an hour and a half long:

**Paper 1 – Close Reading:** a paper composed of comprehension and interpretation questions on two extracts of non-fiction, at least one of which is usually a newspaper article.

**Paper 2 – Critical Essays:** a paper devoted to essay questions on all three genres of literature studied over the year. Only two questions must be answered so a pupil may select which texts he prefers to answer on.

### Entry Requirements

For entry to this course, a minimum of two B grades at GCSE English and English Literature or a credit level at Standard Grade is required. However, 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. If any do take up the course and subsequently find that they are struggling, the opportunity will arise to move to the more accessible Intermediate 2 course which is an alternative to Higher and one level below it.

### Progression

For those intending to go on to study A-Level, they will be taught in a dedicated sets where one of the AS-Level Units is integrated into the Higher course. The texts studied will be of an advanced quality and be chosen from the AS-Level syllabus. Candidates will then take three more Units in the following year to make up their A-Level.

There is provision in the 7ths for pupils to re-take Higher English as appropriate. There is also the opportunity for some to take two years to Higher, proceeding via the Intermediate 2 qualification in 6ths.

## INTERMEDIATE 2

This course provides the opportunity to continue the study of English and Scottish Literature at a level that is one step up from GCSE or Standard Grade, and one step down from Higher. This is a valuable course in its own right, because it develops pupils' understanding of themselves, other people, and the rest of the world as well as the ability to communicate with that world.

### Course Syllabus

As with Higher, but at a slightly easier level, the course involves the study of three literary texts from each of the three genres of poetry, prose and drama; a personal literary study of individual choice; a piece of creative, reflective or argumentative writing; and a detailed examination of the various ways in which writers of non-fiction create effect and convey meaning.

## Assessment

Internal Assessment is on a pass/fail basis. The material may be used for estimating grades and as evidence for appeal, which should pre-empt any temptation for students to be complacent.

Four aspects of English will be internally assessed by means of the following hour long Unit Tests:

**Close Reading:** a paper composed of comprehension and interpretation questions on an extract of non-fiction.

**Textual Analysis:** a paper composed of the same type of questions on a literary text.

**Writing:** a creative, reflective or argumentative essay of at least 650 words which is prepared over several weeks.

**Personal Study:** an essay written in the same conditions as above but on a piece of literature selected for study by the students themselves. No teacher assistance is permitted for this, bar general comment in preparation.

**External Assessment** is composed of an examination in May which involves two papers, the first of an hour long and the second of an hour and a half:

**Paper 1 – Close Reading:** a paper composed of comprehension and interpretation questions on two extracts of non-fiction, at least one of which is usually a newspaper article.

**Paper 2 – Critical Essays:** a paper devoted to essay questions on all three genres of literature studied over the year. Only two questions must be answered so a pupil may select which texts he prefers to answer on.

## Entry requirements

For entry to this course, a minimum of two C grades at GCSE English and English Literature or a General level at Standard Grade is required. The course forms an ideal preparation for Higher which follows the same format although it is of a more demanding standard. For progression to Higher, one would normally expect to have attained at least a C grade at Intermediate 2.

## Progression

This exam forms an appropriate stepping stone to Higher in the 7ths.

## A-LEVEL

Success at A-Level is founded on a distinctively subtle process of learning. The basic skills of written expression and organisation of material are developed within a context where we acknowledge that prior imaginative involvement is essential if students are to write with any authority. To this is added a rigorous demand for articulate responses, of a high technical quality, to a number of advanced texts.

### Course Syllabus

The A-Level from September 2008 involves the following Units:

#### AS-LEVEL (2 Units)

##### 1. Poetry and Prose 1800-1945 (Closed text)

- Section A: Poetry - the study of selected poems of one poet from this period
- Section B: Prose - the study of one prose text from this period

##### 2. Coursework Post 1900

- Two tasks totalling 3000 words on three texts from different genres: close critical analysis on one text and an essay exploring links between the two other texts
- One text must have been published after 1990

#### A-LEVEL (2 Units)

##### 3. Drama and Poetry pre-1800 (Closed text)

- Section A: Shakespeare - one question on a play
- Section B: Drama and Poetry pre-1800 -one question on each of two texts

##### 4. Coursework: Texts in Time

- One extended essay of 3000 words comparing texts
- At least three texts from different genres
- The study must be on a particular topic such as: satire, gothic, a movement or historical period, etc.

## Assessment

As can be seen from the above, there is a mixture of internal and external assessment. In the coursework Units, though all texts may be taught, there is a strict limit of two drafts for each piece which must be a result of each candidate's own unaided efforts.

## Entry Requirements

Entry is through Higher but only for those who have taken the first AS-Level Unit at the same time. A

candidate ought to have gained at least a grade B at Higher.

### Progression

The study of English Literature is first and foremost an imaginative engagement that offers the opportunity to develop socially, morally and psychologically. It also demands a keen development of the capacity for critical questioning and independent thinking. As such it could be seen as being useful preparation for almost any sphere of activity. In terms of entrance to university, it can either be studied in its own right, or it can serve as a useful opportunity to develop the skills of argument and expression that find an important place in many other fields.

## ESOL

### English For Speakers of Other Languages

Senior pupils for whom English is not their native language are offered a course to prepare them for examinations in the English language such as IELTS (the International English Language Testing System.) This is a widely recognised entrance qualification in English for overseas students who wish to attend a British university. The course is based on topics of general interest such as the environment and current affairs, and subject areas in which pupils have a particular interest are often included. Emphasis is placed on vocabulary development and grammatical accuracy.

For our overseas pupils, university offers are generally based not only on grades achieved in Highers and / or A Levels, but also on their attainment in the IELTS examination. Thus IELTS is considered to be as important as the Higher / A Level examinations.

Alternative or additional examinations are also offered if appropriate, for example:

- The London Tests of English (EDEXCEL).
- Examinations from the Cambridge Suite such as the Preliminary English Test, The First Certificate in English and the Certificate in Advanced English (UCLES).
- English for Business, a course involving the writing of reports and letters within a business context, leading to certification by the LCCI (London Chamber of Commerce and Industry).

Teaching is carried out by specialist staff in small groups or on an individual basis.

Pupils are also encouraged to develop their own native languages. Arrangements can often be made to sit GCSE and A-Level examinations both in those modern languages which are within the school curriculum, such as German and French, and those outwith the curriculum, such as Chinese and Japanese.

## GEOGRAPHY

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

### HIGHER

Geography at any level at Edinburgh Academy is taught in an attempt to stimulate student interest in the subject, to develop a sense of place, an appreciation of the environment and to help students 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. All of these mean that geographers are well versed in a wide range of skills. Employers rarely need specialists. They need bright and inquisitive individuals with the ability to draw on what is happening around them.

### Course Syllabus

Within the Higher course we look at a core of 8 topics - 4 Human and 4 Physical. We then apply the core knowledge and skills to specific events and issues such as global climate change and it's consequences, the problems of expanding deserts, over population, river basin management and tropical rain forest destruction.

## Entry Requirement

A - C in Geography at GCSE or at Standard Grade. It is not usual that pupils take Higher Geography as a fresh start subject, though this requires genuine commitment and interest.

## Assessment

Unit assessment for the Higher course will come as a series of short tests usually taken in November, February and April.

## Progression to A-Level

Practically speaking, the course is for one year and we encourage students to continue if they feel it is appropriate to A-Level.

All A-Level Geographers follow the Higher Course and sit the Higher exam at the end of the 6ths. They then continue to the full A-Level in the 7ths. Both the Higher and the A-Level permit a degree of choice and we take care to choose elements of each course that articulates best with the other.

## A-LEVEL

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 science, for example Maths, Computer Studies, Physics, Chemistry and Biology; or arts and social sciences, for example English, History and Economics. It allows the science specialist to develop important literacy skills and the arts specialist to develop important numeric and graphical skills. Indeed, all the important key skills can be acquired through a study of Geography.

The key to geographers' employability lies in their flexibility. They are able to handle large amounts of data, often in different formats; they have to be numerate and to be able to write at length; and they are trained to experiment and test methodically as well as to absorb and present findings.

A-Level courses are currently under review across the UK. The Department is considering closely which of those available offers the greatest opportunities within the pattern of courses at the Academy. Pupils currently follow the EDEXCEL specification which dovetails well with the Higher course. The particular benefit of this course is that it recognises the essential unity of Geography, while also allowing students to study discrete areas of the subject. It provides an opportunity to establish an in-depth understanding of physical, human and environmental Geography before the more complex inter-relationships are explored in a synoptic context.

The Units of assessment for the current AS-Level and A-Level are summarised below:

### AS-LEVEL (3 Units)

1. **Physical Environments** - including Earth Systems, Fluvial Environments and Coastal Environments.
2. **Human Environments** - including Population Characteristics, Settlement Patterns and Population Movements.
3. **Applied Geographical Skills** - Which requires students to participate in three days of fieldwork related to the course. This part of the syllabus is covered through a short conversion course from Higher to A-Level at Blair House, the Academy's outdoor centre in Glen Clova. The course takes place in the summer term of the 6th year. Candidates are introduced to the rigours of A-Level, and are given the opportunity to gather data for the fieldwork component of the course.

### A-LEVEL (3 Units)

4. **Physical Systems** - Which focuses on Atmospheric and Glacial Systems.
5. **Human Systems** - Which focuses on Urban and Rural Interactions and Development Processes.
6. **Synoptic Paper** - This paper draws on elements of all the previous 5 papers in a series of extended written questions.

### The course

All students 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 excellent examination preparation for their full A-Level. In those areas where there is an overlap between the Higher and the A-Level, candidates will be taught to A-Level standard in the 6th year.

### Entry requirements

Grade A-C (preferably A or B) at Scottish Higher, or equivalent.

# HISTORY

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

## HIGHER

The structure of the syllabus obliges us to concentrate all Units in one period - in this case the modern period. This in no way limits the breadth and fascination of the material, ranging from the arrival of Woolworths in Britain and the arrival of Lenin in Petrograd to the arrival of American troops in Vietnam. Opportunities to study medieval or early modern history will arise in the A-Level course.

The course revolves around three big questions:

- Why did the world not achieve peace and stability after 1945?
- Why do revolutions happen, and can they ever be beneficial?
- How did the UK become as it is today - for good or ill?

### Course syllabus

#### Unit 1: Aspects of Modern British History

- Democracy and the British people.
- The Labour Movement
- Poverty and the Welfare State 1906-1951
- Changing Scottish Society 1880-1939 (Popular culture, religion, education)

#### Unit 2: Russia 1881-1921

- Tsarist autocracy in the late nineteenth century
- Revolutionary movements and the crisis of 1905
- Revolution and its consequences 1917-1921

#### Unit 3: The origins and development of the Cold War 1945-1985

- Ideological and military rivalries
- The Berlin Blockade and the Korean War
- Soviet intervention in Hungary and Czechoslovakia
- The Cuban missile crisis
- US intervention in South East Asia

### Assessment

The examinations and end-of-Unit tests will consist of :

(a) Essays and (b) Structured questions about documentary sources.

There will be two papers in the final examination. There is also an “Extended Essay” - a coursework essay, externally marked, that is written under controlled conditions on a prepared title, so that candidates can give of their very best without the excessive demands of a dissertation.

### Entry requirements

Most candidates will have studied History at GCSE or Standard Grade. But others are welcome, and will be at no disadvantage, provided they are interested, and have reasonable abilities at reading and writing.

### Progression

Higher History has practical benefits as a preparation for university work in History, Law, Politics, Economics, Philosophy, Literature, or any of the Social Sciences. It develops the ability to handle factual material in ever-increasing quantity and sophistication, the ability to read critically and efficiently, and the ability to present, in a fluent essay, a logical argument supported by perceptive reasoning and detailed evidence. It also has a wider educational value, providing as it does a sense of chronology and historical perspective, a broadening of experiences and interests, and a daily invitation to think critically about opinions, interpretations and evidence.

The content has been chosen to dovetail closely with our AS-Level papers. Pupils who wish may sit the AS-Level Units this year, with a maximum overlap of content and very similar exam technique. They will then be ready to move on to A-Level and the full A-Level.

## A-LEVEL

History A-Level is a two-year course made up of four Units that develop and test a wide variety of skills. There is a wide range of choice available within each Unit, and we have been able to use this to our advantage:

1. Our A-Level course will dovetail neatly with Higher.
2. Our pupils will have a thorough and exciting course in highly significant history, with a deliberate variety of periods and themes.

### Course Syllabus

#### AS-LEVEL (2 Units)

1. **Britain 1900-1924.** This was a period of momentous social and political change, culminating in the re-alignment of politics following the First World War. (Consider, for example, the Boer War, the "Titanic", the suffragettes and the rise of Labour.)
2. **The Cold War in Europe.** Unlike the comparable Higher paper this does not include Vietnam. But clearly there is content enough: NATO, the Berlin Wall, the Prague Spring, the Gorbachev revolution....

#### A-LEVEL (2 Units)

##### 3. Coursework

- (a) A 2000-word essay analysing certain specific historical interpretations, using extracts from modern historians, and considering their arguments and the evidence they use. The board offers 22 different topics, from the Roman Empire under Justinian to the United Kingdom under Thatcher.
- (b) A 2000-word essay investigating a historical problem of the candidates choice.

##### 4. Historical themes

The board offers a wide range of options. Pupils will contribute to the choice of option. It is likely that the choices will be:

*Either* Russian and its rulers 1855-1964. The tsars, Lenin, Stalin and Khrushchev all ruled one of the mightiest civilisations in the world. The grandeur of the themes and the human tragedies develop on an unimaginable scale.

*Or* The Challenge of German Nationalism 1789-1919. Between the high ideals of the Nationalist students who helped drive out Napoleon and the malignant racism of the National Socialists something went wrong with German Nationalism. Notable characters include Metternich, Bismarck, Wagner and Kaiser William II.

*Or* Tudor Foreign Policy 1485-1603. Costume drama, adventure and skulduggery in the days of James IV, Mary Queen of Scots and the Spanish Armada.

### Assessment

Essays remain the method of assessment at this level. At AS-Level basic skills of structure, relevance and analysis are developed. At A-Level essays can be enhanced with extra depth, breadth and sophistication - even originality. In some papers the emphasis is on the synthesis of a wide range of material; in others the emphasis is on the comparison of historians' arguments.

### Entry requirements

Pupils must take the AS-Level Units in the 6th, alongside Higher. These provide evidence as to whether it is wise to proceed to A-Level. New pupils joining in the 7ths can usually be accommodated, if they have done some AS-Level work already; every case is different and has to be considered individually.

### Progression

A-Level History has proven practical benefits as a preparation for university work in History, Law, Politics, Economics, Philosophy, Literature or any of the Social Sciences. It also forms a useful background to modern languages. It develops the ability to handle factual material in ever-increasing quantity and sophistication, the ability to read critically and effectively and the ability to present, in a fluent essay, a logical argument supported by perceptive reasoning and detailed evidence.

# MATHEMATICS

## HIGHER

	6ths	7ths
Higher	✓	✓
AS-Level	✓	✓
A-Level		✓

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 GCSE, Intermediate 2 or Standard Grade, in terms of content and level of abstraction, is considerable and the course should not be undertaken lightly. Some more able pupils are bored by undemanding GCSE mathematics and may be surprised and stimulated by the move to more advanced work; the cumulative nature of the subject does, however, militate against miraculous transformation at this late stage of one's education.

### Course Syllabus

The syllabus covers the following components:

- A. Coordinate geometry of the straight line & circle.
- B. Vectors.
- C. Functions and their graphs.
- D. Quadratic functions and equations.
- E. Polynomials and the remainder theorem.
- F. Elementary differential calculus.
- G. Elementary integral calculus.
- H. Sequences: growth and decay.
- I. Logarithms and exponentials.
- J. Trigonometry incl. relationships, equations, graphs & compound angle formulae.
- K. Wave functions.

### Assessment

The work of each Unit is divided into four outcomes and it is mandatory, for certification, that a candidate demonstrate competence in all outcomes, by achieving specified thresholds in the internal tests. Re-sits are permitted where one or more of these thresholds are not reached.

The final examination consists of:

1. a 1½ hour paper, in which a calculator may not be used (70 marks).
2. a 1 hour 10 minute paper (60 marks).

Both papers will contain a balance of short questions, designed mainly to test knowledge and understanding, and extended-response questions which also test problem solving skills. The first paper contains a multiple choice section.

### Entry Requirements

Candidates achieving A or B at Higher Tier GCSE will be admitted to the start of the course targeted on Higher Mathematics in the following May. The work of the course will be divided into three Units, each of which will be formally assessed. Those who fail two Unit Tests on the Higher course will have their presentation for Higher reviewed and may, instead, be entered at the lower level of Intermediate 2.

### Progression

Any candidate who may possibly continue the subject to A-Level in the 7th Year must advise us of this in January of the 6ths. They will be entered for the first two Units of the A-Level course at the same time as taking Higher Mathematics. Two Pure Mathematics and two Mechanics Units will then remain to be addressed in the 7th year.

All pupils who may in due course do A-Level or university work in any science or social science subject should take Mathematics beyond the level reached in the Fifth classes; so, in many circumstances, should those who may wish to gain university entrance on the basis of Highers, whatever their field.

## INTERMEDIATE 2

**Intermediate 2 is an alternative to Higher and one level below it.**

The Intermediate 2 course is intended to provide facility with the basic arithmetic, algebraic, trigonometric and statistical techniques required by someone pursuing any subject with some limited mathematical content. The application of these techniques to the solution of problems in a range of contexts is emphasised.

### Course Syllabus

The syllabus covers the following components:

- A. Calculations involving percentages.
- B. Formulae for volumes of solids.
- C. Linear relationships.
- D. Algebraic operations including factorisation.
- E. Properties of the circle.
- F. Sine and cosine rules and area formula.
- G. Simultaneous linear equations.
- H. Graphs, charts and tables.
- I. Use of statistics
- J. Algebraic operations: fractions, surds and indices.
- K. Quadratic functions.
- L. Trigonometric graphs, identities and equations

## Assessment

The work of each Unit is divided into 3-5 outcomes and it is mandatory, for certification, that a candidate demonstrate competence in all outcomes, by achieving specified thresholds in the internal tests. A re-sit is permitted where one or more of these thresholds are not reached.

The final examination consists of:

1. a 45 minute paper, in which a calculator may not be used (30 marks).
2. a 1½ hour paper (50 marks).

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

The work of the course will be divided into three Units, each of which will be formally assessed. Failure to perform adequately in these internal tests should be construed as indicating very limited potential for further progress and should prompt consideration of your levels of effort and commitment. In particular, those who fail two Unit Tests will normally be withdrawn from the course.

## Entry Requirements

Candidates achieving B or C at Intermediate Tier GCSE will be admitted to the start of a course targeted on Intermediate 2 Mathematics in the following May. Those with C grades at Higher Tier GCSE have a very poor basis for immediate progression to Higher and will likewise be expected to consolidate their position during a foundation year.

## Progression

Intermediate 2 is a free-standing qualification in its own right, externally examined and certificated in the same way as Higher. It is intended to upgrade one's mathematics to the level of Higher Tier GCSE or Credit Level Standard Grade. For those lacking the full range of knowledge and familiarity with the abstraction expected at Higher, this can be seen as a link to and foundation for Higher in the following year, if desired. Experience shows, however, that an A grade at Intermediate 2 is needed for a pupil to be a realistic candidate at Higher.

## AS/A-LEVEL

### Course syllabus

#### AS-LEVEL

The 6th year course is aimed at an AS-Level certificate in MEI Mathematics. Pupils will sit four Unit exams in June. One of these will be in Mechanics and one in Statistics; however, only one of these two is required for certification at AS-Level and tuition in the Mechanics Unit will be available the following year, if desired. The other two 'Core' Units cover Pure Mathematics topics as follows:

- |   |  |
|---|--|
| A. Coordinate geometry of the straight line & circle. | G. Elementary differential calculus.   |
| B. Elementary algebra.                                | H. Elementary integral calculus  |
| C. Quadratic functions and equations.                 | I. Logarithms and exponentials.  |
| D. Polynomials and their graphs.                      | J. Trigonometry incl. relationships, equations, graphs and the sine, cosine and area formulae. |
| E. The remainder and binomial theorems.               |  |
| F. Sequences and series - arithmetic and geometric    |  |

#### A-LEVEL

If the subject is continued into the 7ths, a further two Units will be required to secure a full A-Level, one taken in January and one in June; these will also be in Pure Mathematics, but there will be an option to study a second Mechanics Unit in addition, this being particularly desirable for those contemplating Physics, Engineering or Architecture. Topics covered include:

- |   |  |
|---|--|
| A. Further differential calculus, incl. product, quotient and chain rules and implicit functions. | E. Vectors                                       |
| B. Further integral calculus incl. substitution and parts   | F. Parametric curves                             |
| C. Functions  | G. Partial fractions                             |
| D. Numerical methods for solution of equations  | H. General binomial expansion                    |
|   | I. Solution of elementary differential equations |

## Assessment

Each Unit examination consists of a single 1 hour 30 minute paper. In addition, one of the last two Pure Mathematics Units involves a piece of coursework, which is tackled in the summer post-exam period in the 6ths; this represents 20% of the marks for the Unit, and the formal write-up is marked internally before submission to an external moderator. One re-sit is permitted in any case where a Unit result is considered unsatisfactory. Each Unit is marked out of a standard maximum of 100; marks are aggregated and there are standard published thresholds for each grade at both A and AS-Level.

## Entry Requirements

Entry to the AS-Level course will normally require a 1 at Standard Grade or an A grade pass at GCSE, though those with a B at Higher Tier will be considered if the other science subject grades are high. Given continued effort, those with an A grade at GCSE can expect at least a C in A-Level Mathematics in the 7ths.

## Progression

The overall intention is to provide familiarity and facility with the advanced numerical, algebraic and calculus techniques implicit, particularly, in the study of scientific or technological subjects and a grounding in elementary mechanics or statistics.

Mathematics in its own right is the basis of careers in Operational Research and the Actuarial field and opens opportunities in Computing, Accountancy, Commerce, Industry and the Civil Service. A-Level Mathematics is considered a valuable preparation for reading Law or Economics at university and, with one or two science subjects, can lead to any of a wide range of engineering or scientific courses.

## AS/A-LEVEL FURTHER MATHEMATICS

Changes in content and style mean that Further Mathematics is no longer the preserve of the specialist that it once was and, instead, rounds out a general mathematical education, taking things beyond the level of the simple service subject and going some way towards creating the mind set needed by a working mathematician. Proof, abstraction and logical rigour all feature more prominently.

### Course Syllabus

Further Mathematics may be taken as an AS-Level in the 6ths, possibly leading to an A-Level in the 7ths, in addition to A-Level Mathematics. A further three or six Units are required, respectively.

In the 6th year, candidates for Further Maths will take, in addition to those required for AS-Level Maths, one further Unit in each of Pure Mathematics and Statistics. An extra four periods per week would be set aside for this purpose. The compulsory Pure Mathematics Unit comprises:

- |                                       |  |
|---------------------------------------|--|
| A. Matrices.                          | E. Roots, coefficients and related polynomial equations. |
| B. Complex numbers.                   | F. Proof by induction.                                   |
| C. Sketching rational functions.      | G. Techniques for summation of series.                   |
| D. Solution of rational inequalities. |  |

The Statistics Unit includes introductions to the Poisson, Normal and Chi-squared distributions and to bi-variate analysis and regression.

In the 7th year (A-Level) one Pure Maths Unit in addition to those for A-Level Mathematics, two further Mechanics Units, and one on Differential Equations would then make up the necessary total. An allocation of eight teaching periods per week would provide for these four extra Units.

### Assessment

As for Mathematics, each Unit examination consists of a single 1 hour 30 minute paper. In addition, the Differential Equations Unit includes a piece of coursework, involving practical experiment and mathematical modelling; this represents 20% of the marks for the Unit, and the formal write-up is marked internally before submission to an external moderator. The six Unit exams are taken as three pairs, in June of the 6th year and in January and June of the 7th year respectively. One re-sit is permitted in any case where a Unit result is considered unsatisfactory. Each Unit is marked out of a standard maximum of 100; marks are aggregated and there are standard published thresholds for each grade at both A and AS-Level.

To avoid later difficulties over aggregation of Unit scores, AS-Level Further Mathematics is not normally certificated at the end of the 6th year unless mathematics as a whole is being abandoned at that point. However, care is taken to ensure that, when UCAS applications are being prepared, universities are aware of the notional grade attained.

## Entry Requirements

Entry to the Further Mathematics course should not be contemplated purely as a default option. An A\* grade at GCSE and/or a competent showing in the Additional Maths FSMQ should be regarded as the bench mark for aspirants; Interest in, and aptitude for, the subject, beyond that of the ordinary A-Level candidate, is assumed. Further Mathematics is an option only available to those in 6ths also taking Maths A-Level (not Higher). It is not normally possible to begin a Further Mathematics course in the 7ths.

## Progression

Many university physical science and engineering departments now regard the single subject Mathematics A-Level as a rather thin basis for their courses and evidence of productive further study can be persuasive on an application form. More specifically, Further Mathematics is essential preparation for Oxbridge and other Maths courses and almost essential preparation for Oxbridge Engineering courses.

# MODERN LANGUAGES

## FRENCH / GERMAN / SPANISH

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

### HIGHER

These courses, which are taken over two and half terms, begin in the Autumn Term following the GCSE examinations and culminate in a public exam in the middle of the Summer Term. Pupils considering a Modern Language Higher should have displayed an aptitude for language learning at GCSE, Standard Grade or Intermediate 2, and a willingness to engage in intensive study. There is no coursework in the Modern Language Highers.

#### Course syllabus

The three modern languages (French, German and Spanish) all follow the same broad style and content. They are topic-based, and include:

- Lifestyles (Health / Family / Relationships)
- Education and Work
- The Wider World (Holidays / Leisure and Tourism)

#### Assessment

##### a) Internal

Each pupil must pass 4 Unit Tests - Reading, Listening, Speaking (which contributes to internal and external assessment) and Writing in the target language on a text/film studied in class - before he or she can be presented for the final examination.

##### b) External

This consists of 3 papers - Reading, Directed Writing, and Listening/Writing. The oral exam is taken as part of the Internal Assessment (see above).

#### Entry requirement

The minimum entry for those taking Higher immediately after GCSE is a Grade B at GCSE, credit at Standard Grade or a pass at Intermediate 2. Subject to consultation with the Department, some pupils may take the course over two years. For those pupils, a Grade C pass at GCSE is required.

#### 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. A substantial number of candidates who take Higher go on to take AS/A-Level, and sit one AS-Level paper at the end of their year in the 6ths. A Higher in a Modern Language qualifies pupils for the Erasmus Teaching Programme at university.

### A-LEVEL

For those pupils with an aptitude for Modern languages, it is possible to take A-Level following Higher. AS-Level Units are normally taken in 7ths, though some may be taken in 6ths. A-Level Units are taken in the 7ths. The Modern Languages A-Level course is a topic-based course, in which pupils develop their ability to communicate in the foreign language using an integrated skills approach to tackle authentic materials. New specifications will be introduced for first teaching in September 2008.

#### Course syllabus

The current topic areas, which are broadly in line with the new syllabus, are as follows:

1. Society (law and order, unemployment, equality of opportunity, race, religion).
2. The environment (energy/fossil fuels, conservation, man and pollution, global initiatives).
3. Science and technology (education, technological advances, health, ethics, lifestyles, leisure)
4. Culture (literary and artistic trends, changes, the individual and society, political issues, heritage and history). This is a new topic from September.

#### Assessment

##### AS-LEVEL (2 Units)

1. **Speaking** (Role play and topic discussion).
2. **Listening, Reading and Writing.**

##### A-LEVEL (2 Units)

3. **Speaking** (Discussion of article).
4. **Listening, Reading and Writing.**

## Entry requirements

All pupils wishing to take A-Level must first have attained an A at Higher, though candidates who have achieved a B grade may also be considered.

## Progression

An A-Level in a Modern Language is an obvious choice for those wishing to specialize in the study of languages, but should also be considered by those who are attracted by the prospect of a career which involves travel and/or high level-communication skills. Facility with foreign languages is empowering and life-enhancing, and sound communication skills are highly regarded by employers - the employment rate for modern linguists is high.

# MUSIC

	6ths	7ths
Higher		
AS-Level	✓	✓
A-Level		✓

## AS/A-LEVEL

The OCR Music A-Level course covers a wide range of important areas within the subject: there is a good balance between the academic and the practical, and between general and specific study.

### Course Syllabus

#### Unit 1 : PERFORMING

Includes: solo recital, any instrument or voice; discussion (viva voce) with examiner on matters relating to the solo performance; performing on a second instrument (or voice) or performing in a duet or ensemble, or as accompanist or performing one or two own compositions for instrument/voice with one accompanying instrument or improvisation option.

#### Unit 2 : INVENTING

Includes: a folio of at least six exercises to be submitted, demonstrating the ability to harmonize given melodies; one instrumental composition for 4-10 instruments, lasting no more than 3 minutes; or an arrangement from a lead-sheet i.e. a single-line vocal melody with chord symbols.

#### Unit 3 : INTRODUCTION TO HISTORICAL STUDY

Includes questions on a choice of recorded musical extracts (each candidate has his own CD and player, to replay as often as desired): an extract from one of three prescribed orchestral works written between 1700 and 1830, and from one of three jazz works from 1920-60. Also an essay question on the prescribed works in context.

#### Unit 4 : PERFORMING: INTERPRETATION

Includes: a recital, as soloist or in an ensemble or as an accompanist - up to 15 minutes; discussion (viva voce) with the examiner, lasting about five minutes, involving comparison of at least two interpretations of music related to the recital programme for the instrument/voice.

#### Unit 5 : INVENTING

Includes a folio of a set of exercises in imitation of a choice of styles e.g. Bach chorale, classical string quartet. Candidates choose one from a list of three composing options.

#### Unit 6 : HISTORICAL AND ANALYTICAL STUDIES

Questions will be asked on a recording of a vocal piece from the period 1900-1945, whilst two essay questions on one of six Prescribed Historical Topics (involving study of prescribed works).

### Assessment

Units 1-3 are taken in the 6ths, and Units 4-6 in the 7ths. Unit 2 is internally marked and moderated by the board; the other Units are assessed by the exam board. Units 3 and 6 are assessed in 2-hour exams in the summer term; Units 1 and 4 are assessed by visiting examiner between March and May; Units 2 and 5 coursework is submitted at the beginning of May.

### Entry Qualification

GCSE/Standard Grade Music is useful, but not as essential as an ability to play an instrument at least to Grade 5 standard, and knowledge of Theory equivalent to the Associated Board Grade 5 Theory exam.

### Progression

The syllabus covers all major disciplines in the subject: performing, inventing, stylistic composition, aural training, and historical study. This A-Level course would make a very good foundation for any university music course.

# PHYSICAL EDUCATION

	6ths	7ths
Higher	✓	✓
AS-Level		
A-Level		

## HIGHER

This course is relevant for those with an interest in sport and recreation, as well as those considering related courses in Higher Education. The main theme of the course is how to improve performance.

### Course syllabus

The course comprises two Units:

#### Unit 1: Performance

#### Unit 2: Analysis and Development of Performance

The physical activities used in the Course should arise from a process of negotiation between staff and candidates. Negotiation should take account of the interests and talents of candidates, expertise of staff and available facilities and resources. The course provides candidates 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.

### Assessment

**1. Performance.** Candidates' 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. Performance will be assessed through the observation of live performance. For Course assessment, a candidate's mark should be based on performance in their best two activities. Candidates' performances in each of their two best activities are marked out of 20, giving a total possible mark of 40 for performance. Internal assessments will be subject to external moderation. For each candidate, centres are required to submit a mark for performance in April.

**2. Analysis and Development of Performance.** Candidates will be externally assessed by a written question paper comprising structured questions. The duration of the examination will be 2 hours 30 minutes. The questions will be grouped into four sections corresponding to the four areas of Analysis and Development of Performance. These areas are:

- Performance Appreciation
- Preparation of the Body
- Skills and Technique
- Structures, Strategies and Composition

Candidates will be required to answer structured questions in three of the four sections of the paper. There is a total of 60 marks for the question paper.

For the overall Course assessment, the question paper contributes 60% and Performance contributes 40%.

To be entered for the final exam each student must pass both Unit tests. One test covers performance and is assessed throughout the course. The other test is a written test in four parts completed by the end of March.

### Entry requirements

Although it is not necessary for candidates to have studied GCSE Physical Education to opt for the course, it will certainly help, as will a Biology GCSE or a keen interest in sport.

### Progression

The course will help anyone looking to pursue a career in any aspect of the sports, leisure and related industries.

# PHYSICS

	6ths	7ths
Higher	✓	✓
AS-Level	✓	✓
A-Level		✓

## 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 analysis and so is often taken with Mathematics Higher.

Students must not underestimate the effort required to address the workload of taking Higher Physics. This is a demanding course but the rewards are high.

The course comprises three Units which embrace the following areas:

- Unit 1** Kinematics  
Dynamics  
Properties of Materials
- Unit 2** Simple electrical circuits  
Series and Parallel Circuits  
Internal Resistance  
Analogue signal processing
- Unit 3** Waves and Light  
Semiconductor Devices  
Nuclear Physics

The course contains one piece of assessed Coursework.

### Assessment

To gain a course award a student must pass three Unit tests (one per Unit as detailed above), one piece of coursework and a final exam (a single paper lasting 2 hours and 30 minutes). This may sound daunting but the Unit tests and coursework are hurdles which will be cleared by any student who is working effectively. Unit tests may be re-taken by anyone who fails them. In addition a preliminary exam will be sat by all students on the course.

### Entry Requirements

The usual minimum entry requirements are grade C for GCSE Physics (or Standard Grade equivalent) and Mathematics.

### 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.

Having successfully completed the Higher course, students can transfer to the second year of the A-Level course.

## AS/A-LEVEL

Starting in August 2008 GCE Physics (along with many other A-Levels) has been re-organised to take into account the changes to GCSE sciences that were recently introduced. There are five different A-Level courses to choose from, and we have opted for "Advanced GCSE Physics" offered by EDEXCEL. Full details of this course are available from EDEXCEL's web site [www.edexcel.org.uk/gce2008](http://www.edexcel.org.uk/gce2008). This course will allow pupils who have studied Higher Physics to gain an A-Level in this subject in one year.

Entry requirements are a pass at a minimum of grade C in GCSE Physics and Mathematics (for AS-Level) and a pass at a minimum of grade C at Higher/ grade E at AS-Level to start the A-Level course. It is not necessary to study Mathematics beyond GCSE but most pupils find it advantageous to do so.

A summary of the course content and assessment are given below:

### AS-LEVEL (3 Units)

- Unit 1** • Mechanics: Statics, Dynamics, Kinematics
  - Materials
  - 80 minute written paper: 6ths June, or 7ths January for those transferring from Higher
- Unit 2** • Waves
  - DC Electricity

- Nature of Light
- 80 minute written paper: 6ths June, or 7ths January for those transferring from Higher

- Unit 3** • Experimental activity
- Internally assessed, externally moderated

**A-LEVEL (3 Units)**

- Unit 4** • Further Mechanics
- Electric and Magnetic Fields
  - Particle Physics
  - 95 minute written paper: 7ths January for all

- Unit 5** • Kinetic Theory of Gases
- Nuclear Physics
  - Oscillations
  - Astrophysics
  - 95 minute written paper: 7ths January for all

- Unit 6** • Experimental activity
- Internally assessed, externally moderated

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.

	6ths	7ths
Higher	✓	✓
AS-Level		✓
A-Level		✓

# POLITICS & MODERN STUDIES

## HIGHER MODERN STUDIES

The perfect course for those who know little or nothing about current affairs; they will get the basic understanding needed for citizenship.

The perfect course for those already interested in current affairs; their general knowledge can become a specialisation.

**Course syllabus**

**Unit 1: Political Issues in the UK**

- We choose two of:
- The workings of parliament and the constitution
  - Scottish devolution and the Scottish parliament
  - Elections and political parties
  - The decision-making process

**Unit 2: Social issues: Wealth and health inequalities in the UK**

- Why do some people live in poverty?
- Why are there regional differences in wealth and poverty?
- What is government policy on the NHS and on benefits, and what alternatives are suggested?
- How do differences in sex, race or class affect wealth and poverty?
- Why are there inequalities in health, and what should be done about them?

**Unit 3: International Issues**

The syllabus offers a choice. Precisely which issues are studied depends on what is currently in the news. We shall choose three from:

- The Politics of Aid and Development: with special reference to Africa
- Introduction to American politics and society
- Co-operation and Conflict in the European Community
- Ideology and Development in China
- Global Security: UN and Nato
- South Africa: a Society in Change

## **Assessment**

The examination will consist of two sorts of question:

- (a) Structured answers - something similar to short essays
- (b) A data response exercise, in which candidates have to write a report, using material printed in the question paper.

The end-of-Unit tests follow the same pattern as the final exam. They will be fitted into double periods as the pupils become ready for them.

It is impossible to do well at Modern Studies without studying current events. All pupils should read and watch serious journalism, not as a casual interest but as a regular, deliberate course of self-education.

## **Entry requirements**

An interest in human affairs. This subject has excellent educational value even for those who find it difficult. Good grades do require reasonable English language skills. In particular the data response exercise in Paper 2 requires fairly rapid reading.

## **Progression**

Pupils are ready to move on to Politics A-Level.

The emphasis on the use of statistical evidence to support clear and well balanced short essays makes this a very valuable preparation for all university courses involving any of the Social Sciences.

# **A-LEVEL POLITICS**

Politics is studied in the 7ths as a one-year course. It involves a detailed study of the workings of the constitution and the ways in which government operates in theory. It also looks at the many problems that arise in practice and the numerous suggestions for improving our public life. Pupils may opt to sit only AS.

## **Course syllabus**

### **AS-LEVEL (2 Units)**

1. The Politics of the United Kingdom: This deals with parties, pressure groups, elections and voting behaviour
2. The Government of the United Kingdom: This deals with the constitution, the legislature, the executive, the judiciary and the European Union.

### **A-LEVEL (2 Units)**

This adds two more Units to the AS-Level ones

3. US Government and Politics: This is a demanding paper. Candidates have to know as much about US politics as they learned for both the UK AS-Level Units.
4. A comparative study of political and governmental institutions in the UK and the US: For this paper wide and up-to-date knowledge of current political development is essential. The ability to refer to political systems apart from the USA and the UK is encouraged.

## **Assessment**

AS-Level Unit exams consist of short essays, designed to develop the basics of structure, relevance and the use of evidence. The A-Level Unit papers require 45 minute essays of increasing breadth, depth and sophistication.

## **Entry Requirements**

There is considerable overlap with Modern Studies. Candidates who have not done Modern Studies need to be aware that there will be extra work required. Those who bring a genuine general knowledge of current UK and US Politics to lessons will be at a considerable advantage.

## **Progression**

There are a range of university courses for which this is relevant preparation, including Politics and International Relations. The skills of synthesis, analysis and of essay-writing will be valuable in all Arts, Humanities and Social Science courses.

# RMPS: RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

	6ths	7ths
Higher	✓	✓
AS-Level		
A-Level		

## HIGHER

From August 2008, pupils in 6ths and 7ths will be able to take Religious Moral and Philosophical Studies (RMPS) as a certificate subject at Higher. We are appointing a new specialist RE teacher whose responsibilities will include the development and delivery of this course.

### Course syllabus

The course comprises three mandatory Units:

#### Unit 1: World Religion

The World Religion Unit involves a detailed study of how the human condition, the goals of existence and the means of achieving these goals are understood in one religious tradition. The Unit is designed to allow pupils the opportunity to consider and develop their own understanding of a world religion. Each religion has developed from ancient teachings and philosophies but through the centuries these have been developed and interpreted in a variety of ways.

#### Unit 2: Morality in the Modern World

In this Unit pupils develop the knowledge and skills necessary to understand: theories on the relationship between religion and moral values; some of the guiding philosophical principles an individual might use when making moral decisions; moral issues ranging from Gender Issues and Medical Ethics to Crime and Punishment and War and Peace; both religious and secular viewpoints on these issues are explored.

#### Unit 3: Christianity: Belief and Science

In this Unit pupils develop the knowledge and skills necessary to understand contemporary relationships between Christian belief and scientific theory. These relationships are explored by investigating the nature of Christian revelation and scientific enquiry. Candidates then study the answers to two important questions about human origins: What is the origin of the universe? What is the origin of human life?

### Assessment

Pupils will undertake a closed-book test for each Unit and, in common with most Highers, these Units must be passed to allow full certification of the Higher. If a Unit test is failed at the first attempt, one resit is permitted.

The Course assessment (final exam on which the grade is based) is divided into two papers covering the three mandatory Units. Questions require both structured and extended responses.

### Entry Requirements

RMPS can be taken as a fresh start Higher by any pupil in 6ths or 7ths. Previous experience through GCSE RE, or Standard Grade/Intermediate 2 RMPS would be an advantage, but is not essential.

### Progression

This Course may provide progression to Further or Higher Education courses which include the study of religious, moral and/or philosophical issues.

In addition, the thinking, analytical and communication skills developed in RMPS are of good all-round educational value and will be of benefit in a wide range of A-Level and University courses.

# LEARNING SUPPORT

The Learning Support Department co-ordinates 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 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 an assessment by a private educational psychologist who works regularly with the school.

For pupils with a specific learning difficulty such as dyslexia or dyspraxia, we prepare a Personal Learning Plan which is circulated to their subject teachers. This outlines the pupil's individual needs and gives suggestions on how he or she may be supported in class.

We may give advice on study skills to senior pupils but we do not normally provide tuition for pupils in the 6th and 7th classes. However, it may be possible to arrange this on a paid basis.

The Learning Support Department coordinates 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 assembled. We also advise pupils on how to access support in further education.

**A booklet for parents, giving full details of Learning Support Department provision, is available on request.**

# PERSONAL & SOCIAL DEVELOPMENT (PSD)

For the two years through 6ths and 7ths, each pupil is part of a tutor group of around twelve to fourteen in size. The Classteacher delivers the PSD programme to this group, one period each week, as well as steering the pupils through the process of applying to University or College or moving onto the work-place.

In PSD 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 as required. The programme seeks to be responsive to pupil needs. Inevitably, preparation for life beyond school is the underlying theme. Much of what is done in PSD in the fields of Education for Work and Further Education can be considered to be an integral part of our Careers Education programme.

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 1:1 with Classteacher and Pupil is a key aspect of this.

## 6ths Topics in PSD

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 a University, a Year-Out provider, and from industry prompt pupils to think about steps beyond school. Issues of gender/equality and healthy lifestyle are also raised with all pupils.

In the Spring Term, we start by addressing revision and exam techniques in the build up to Higher/AS-Level prelims. The emphasis then moves more towards education for work and study beyond school, with an additional presentation from a Year Out provider followed by further speakers from business. Pupils are then briefed on how to put together their CV, and then produce their own in PSD time. In summer, the Higher and A-Level exam schedule dominates much of the 6th Form timetable, but in PSD we do address Interview skills (practice interviews are currently given to all pupils after the summer exams). Finally, the issues and procedures for University/College choice and application are introduced (with an evening for parents in June), and pupils use PSD time to use an in-house Careers Workbook which leads them through decision making for post-school options.

## 7ths Topics in PSD

The Autumn Term is dominated by the UCAS procedures (University applications). The Classteachers work closely with their pupils, guiding and advising them on choices, as well as the application process. Outside speakers and in house guidance is given on the writing of the Personal Statement and the completion of the UCAS form. Time is also allowed for practicing interview technique. In addition to this, pupils are given a presentation on Blood Transfusion Service, and this is followed up by trips to the transfusion Unit. Pupils who have completed their UCAS form also use the time to work with younger pupils in PSD as part of our Mentoring system. Time is also allowed for pupils to work with younger classes on the school's Charity Fund Raising programme.

In the Spring Term, A-Level/AS-Level Units occur in January, and hence the PSD slot is used at the discretion of the Classteacher, addressing revision techniques if the need is there. Finance and budgeting are addressed over three sessions with a large input from The Stewart Ivory Foundation. Driving safety is discussed with an outside speaker from the Driving Standard Agency presenting to the year group. Time is also given to 7ths pupils for the planning and coordination of their Yearbook and Leavers Ball. In the summer term, Higher and A-Level exams dominate once again, but time is dedicated to forward planning and the exploration alternative strategies on leaving school should exam results be different from expectations.





