



# Higher Options

# Accounting

## Summary of Course Content

The course is made up of two areas of study.

- FINANCIAL ACCOUNTING
- MANAGEMENT ACCOUNTING

In Financial Accounting, learners develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.

In Management Accounting, learners develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.



## Art & Design

Alongside the nurturing of talent, this subject develops many important skills for later life including problem solving, creative and entrepreneurial thinking, critical analysis, independent learning and the organisation and presentation of ideas. These not only contribute to the well-rounded education and higher order thinking skills increasingly desired by universities and employers, but are highly relevant within many far ranging careers. The creative industries are currently one of the most highly invested areas in the country as well as globally.

In addition to the business world where creative thinking is vitally important, and the obvious art-related vocations, those





## Art & Design cont.

wishing to study the subject may, for example, find a career in the following: Advertising, Animation, Architecture, Archaeology, Art Therapy, Community Arts, Conservation/Restoration, Dentistry, Fashion/Textile Design, Fashion Management, Gallery/Museum work, Occupational Therapy, Graphic Design (including Digital Design), Interior Design, Product Design (Engineering), Teaching, Photography/Film work, Town Planning, Web Design and Events Management.

### Summary of Course Content

The course has two areas of study:

#### EXPRESSIVE

This part of the course helps candidates to plan, research and develop creative expressive work in response to a theme or stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work

and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Candidates also reflect on and evaluate their creative process and the visual qualities of their work.

#### DESIGN

This part of the course helps candidates to plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Candidates also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

## Biology



## Biology

Biology plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems.

### Summary of Course Content

The key areas covered are:

#### UNIT 1: DNA AND THE GENOME

Students will develop knowledge and skills in the key areas of structure of DNA; replication of DNA; gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing.

#### UNIT 2: METABOLISM AND

#### SURVIVAL

Students will develop knowledge of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism.

#### UNIT 3: SUSTAINABILITY AND INTERDEPENDENCE

Students will develop knowledge of key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; components of biodiversity and threats to biodiversity.

Type in this link for more information about where a degree in Biology could take you: [www.topuniversities.com/student-info/careers-advice/what-can-you-do-biology-degree](http://www.topuniversities.com/student-info/careers-advice/what-can-you-do-biology-degree).

## Business Management

### Summary of Course Content

The Course has five areas of study.

- UNDERSTANDING BUSINESS
- MANAGEMENT OF MARKETING
- MANAGEMENT OF OPERATIONS
- MANAGEMENT OF PEOPLE
- MANAGEMENT OF FINANCE

## Business Management cont.

In Understanding Business, learners develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

In Management of Marketing, learners develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

In Management of Operations, learners develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories,

concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

In Management of People, learners develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

In Management of Finance, learners develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

## Chemistry





## Chemistry

The study of Higher Chemistry uses an investigatory approach, with learners actively involved in developing their skills, knowledge and understanding by exploring a range of relevant chemistry applications and issues. It will also develop problem solving and practical skills beyond that of National 5 level.

### Summary of Course Content

The Higher Chemistry course consists of four mandatory units:

- **CHEMICAL CHANGES AND STRUCTURE**  
Oxidising and Reducing Agents, Periodicity, Bonding & Structure
- **NATURE'S CHEMISTRY**  
Systematic Carbon Chemistry, Alcohols, Carboxylic Acids, Esters, Fats & Oils, Soaps, Detergents & Emulsions, Proteins, Oxidation of Food, Fragrances, Skin Care

- **CHEMISTRY IN SOCIETY**  
Getting the Most from Reactants, Controlling the Rate, Chemical Energy, Equilibria, Chemical Analysis.
- **RESEARCHING CHEMISTRY**  
Common chemical apparatus, general practical techniques, reporting experimental work.

### Progression

Pupils obtaining a grade A or B in Higher Chemistry can progress to Advanced Higher in S6, or subject to obtaining the right entry qualifications, proceed to appropriate university/college courses.

## Classical Studies

### Summary of Course Content

The course consists of two elements:-

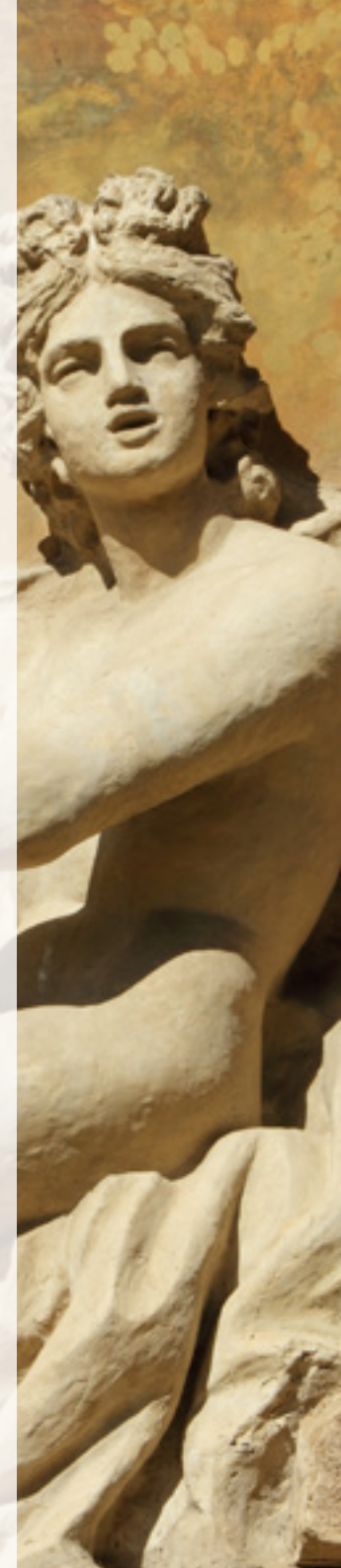
#### LITERATURE

Students will study two Greek tragedies:

- **Oedipus Rex:** a city is afflicted by a plague which the gods will only lift when the murderer of the king is revealed. And is all well within the existing royal family...?
- **Agamemnon:** a king returns home after a long war to discover that all is not as it seems within the royal palace.

#### GREEK AND ROMAN SOCIETY

Students study the concepts of "Religion and Belief" in ancient Greece and Rome. We look at private and public worship, public festivals, beliefs in life after death, and alternative religious worship – mystery cults, Christianity and philosophy.



# Computing Science



Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future.

Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts.

Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

**The aims of the Course are to enable learners to:**

- develop and apply aspects of computational thinking

in a range of contemporary contexts.

- extend and apply knowledge and understanding of advanced concepts and processes in computing science.
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects.
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology.
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society.

## **Summary of Course Content**

The course has four areas of study:

- Software design & development
- Computer systems
- Database design & development
- Web design & development



Higher English is a very desirable, if not essential, qualification for universities and employers. It demonstrates an ability to communicate, understand and analyse ideas effectively.

## Summary of Course Content

There is one internally assessed unit: Spoken Language (Talking and Listening) and two externally assessed units:

1. Portfolio
2. Examination with two question papers

## Skills

Learners will be able to:

- Listen, talk, read and write, as appropriate to purpose, audience and context
- Understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media.
- Create and produce texts,

as appropriate to purpose, audience and context

- Apply knowledge and understanding of language

## Opportunities for Learners

Learners will be able to:

- Use language to communicate ideas and information
- Use creative and critical thinking skills
- Develop critical literacy skills and personal, interpersonal and team-working skills
- Appreciate a wide range of literature and texts, from their own cultural heritage and history, as well as the culture and history of others

## Spoken Language

This Unit is assessed as achieved or not achieved by the school and is quality assured by the SQA. The purpose of this Unit is to provide learners with the opportunity to develop talking and listening skills through preparing and presenting a Solo Talk.





# French



## Summary of Course Content

The Course covers four contexts: Society, Learning, Employability and Culture. The emphasis will be on skills development. You will develop your cultural awareness and a richer understanding of active citizenship.

The materials you will use aim to help you to increase your vocabulary and range of expression and to help you to form and express your own ideas. They will allow you to develop mastery of the structure of the language and to improve your translation skills.

Your ability to write in French will increase and you will learn to speak flexibly and in more depth about the topics being studied. You will work with a Foreign Language Assistant on developing your use of the language.

You are encouraged to spend some time at our exchange school, the Institut Saint-Dominique in France. You will also have the opportunity

to work together with young people from across Europe as part of Erasmus+ projects. This gives you the chance to meet foreigners your age here in Scotland and on visits abroad.

Pupils may also work towards the UCAPE European Diploma. Those who choose three languages (French, German, Spanish, Latin, English – one at Higher and two at Advanced Higher) will meet the entry requirements for the course leading to the Scottish Baccalaureate in Modern Languages in S6.



# Geography

Geography is the study of the Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. Geography is unique in bridging the social sciences (human geography) and the natural sciences (physical geography) and as such is considered to be an excellent choice for those who wish to specialise in the subject as well as others less certain about their future career plans.

In addition to the traditional understanding of the processes involved in the physical Geography of our planet, the social aspects are taught within the context of places and regions – recognising the great differences in cultures, political systems

and economies across the world, as well as the links between them. An understanding of the causes of inequality between places and social groups is what underpins the development of modern human geography.

## Summary of Course Content

The new Higher Geography course ensures a logical progression of ideas and skills introduced at National 5. The course theory is structured via three themes:

### PHYSICAL GEOGRAPHY

This unit comprises four topics; Lithosphere (the study of Earth processes in coastal and glacial environments), Hydrosphere (the study of the Earth's water cycle and rivers), Biosphere (the study of soil and its importance/ability to support life) and Atmosphere (the study of the planet's management and redistribution of incoming solar radiation).

### HUMAN GEOGRAPHY

This unit contains three topics; Urban Change

(the study of housing and transportation in our evolving cities), Rural Change (the study of human impacts upon the countryside/marginal lands) and Population Studies (focusing on the impacts of changing population structures). All three topics include case study examples for both developing and developed countries.

### GLOBAL ISSUES

Two topics are contained within this unit; River Basin Management (a detailed case study investigating the need for water management and the strategies used on the Colorado River) and Development & Health (the study of healthcare and the impact of diseases such as Malaria upon people and countries).

## Fieldwork

An understanding of the physical and human environment is enhanced by participating in out of school fieldwork. Pupils will have the opportunity to participate in a range of fieldwork, in a local



## Geography cont.

context, that will enable them to complete their Assessment Assignment.

### Progression

Follow this link for more information about where a degree in Geography could take you:

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-geography-degree>

**'According to the UK's Higher Education Statistics Agency (HESA), geography graduates are among the least likely to be unemployed.**

**More than 90% are in work or further study within six months of graduating.**

**They are seen as employable due to their combination of transferrable skills including problem-solving and critical thinking.'**

*THE (Times Higher Education Website)*

# Be The Best Learner You Can Be: Part 1

*By Mrs Lees, Head of Support for Learning*

Support for Learning at Wellington is all about enabling pupils to achieve their full potential. One of the most important elements of this is equipping pupils with revision skills, study skills and coping strategies that will help them to learn well independently and get the most from their education.

Learning to study effectively is vitally important not just in school - they also help young people to be successful at university and in the workplace where working on your own initiative is essential. Wellington pupils benefit from

PSE lessons about how to learn effectively and teachers across all subjects promote learning strategies, specific to their subject. In addition, a range of SfL workshops are offered to all pupils across the senior school to help develop skills and knowledge further. The workshops are open to any pupil who wishes to attend and details will be made available online - you will be given plenty of opportunities to register!



## Summary of Course Content

The Course covers four contexts: Society, Learning, Employability and Culture. The emphasis will be on skills development. You will develop your cultural awareness and a richer understanding of active citizenship.

The materials you will use aim to help you to increase your vocabulary and range of expression and to help you to form and express your own ideas. They will allow you to develop mastery of the structure of the language and to improve your translation skills.

Your ability to write in German will increase and you will learn to speak flexibly and in more depth about the topics being studied. You will work with a Foreign Language Assistant on developing your use of the language.

Pupils are encouraged to spend some time at our exchange school, the

Mallinckrodt-Gymnasium in Germany. You will also have the opportunity to work together with young people from across Europe as part of Erasmus+ projects. This gives you the chance to meet foreigners your age here in Scotland and on visits abroad.

Pupils may also work towards the UCAPE European Diploma and some Those who choose three languages (French, German, Spanish, Latin, English – one at Higher and two at Advanced Higher) will meet the entry requirements for the course leading to the Scottish Baccalaureate in Modern Languages in S6.







## Summary of Course Content

The course consists of three Units:

- UNIT 1: BRITAIN 1851-1951
- UNIT 2: GERMANY 1815-1939
- UNIT 3: THE SCOTTISH WARS OF INDEPENDENCE 1249 - 1328

Unit 1 is a study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens between 1851-1951. Topics covered include the growth of democracy, the women's suffrage movement and the extension of social welfare provision illustrating the themes of authority, ideology and rights.

Unit 2 is an examination of the growth and development of nationalism in Germany from 1815-1939 and encompasses such content areas as the Unification of Germany, the rise of Hitler and the exercise of Fascist power within the

German State, illustrating the themes of nationalism, authority and conflict.

Unit 3 is a study of political change and military conflict arising from the Wars of Independence. Topics include the succession problem in Scotland, William Wallace and Scottish resistance, the rise and triumph of Robert the Bruce, illustrating the themes of authority, conflict and identity.

# Latin

## Summary of Course Content

There are three components of Higher Latin.

We study two literature topics:-

- Cicero's speech in the Roman law court against Verres, a corrupt Roman governor. As well as studying the text, we look at the power of persuasion through the crafting of speeches, and compare Cicero's techniques with modern politicians and historical figures such as Winston Churchill, Abraham Lincoln and Martin Luther King.
- Two stories from Ovid's mythical poem the Metamorphoses, the stories of Pyramus and Thisbe, and Baucis and Philemon. As well as studying the text, we look at techniques of storytelling and myth making, and the influence of these stories on later literature, such as the plays of Shakespeare and musicals such as West Side Story.

We also translate an unseen passage of Latin into English.

# Mathematics





## Summary of Course Content

Mathematics is important in everyday life. It helps us to make sense of the world we live in and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course is made up of a number of key skills, knowledge and understanding areas: geometric, algebraic, trigonometric and those associated with calculus.

### GEOMETRIC

Within geometry at Higher, pupils extend their knowledge of straight lines to include perpendicular properties and problems associated with medians, altitudes and perpendicular bisectors. Extension to National 5 work on vectors takes into account collinearity and the scalar product, whilst new concepts on equations of circles, properties of tangency, and intersections of lines and circles are also met.

### ALGEBRAIC

Algebraically, knowledge of quadratics from National 5 is built on to now include work on other polynomials, particularly cubics and quartics, as well as solving quadratic inequalities and completing the square for non-unitary quadratics. Recurrence relations, exponentials and logarithms, and composite and inverse functions are all introduced at Higher level. Meanwhile, greater emphasis is placed on graph transformations, which can be algebraic, trigonometric, logarithmic or exponential.

### TRIGONOMETRIC

Knowledge of right-angled and non-right-angled trigonometry from National 5, as well as trigonometric graphs, equations and identities, are taken further at Higher. This includes the introduction to radian measure, the addition and double-angle formulae, and the wave function.

### CALCULUS

A fundamental area of mathematics, namely differential and integral calculus, is met by pupils for the first time within the Higher course. Pupils learn about differentiation of functions which are algebraic or trigonometric, as well as considering the use of differentiation to sketch derived graphs, and to determine stationary points, equations of tangents and the intervals where a function is increasing/decreasing. Problems involving rates of change and the need to determine optimal solutions within a given interval all make use of this newly acquired knowledge.

Integral calculus takes pupils from an initial basic idea of the reverse process of differentiation to making use of integration to solve differential equations based on given initial conditions, and to calculate areas between curves using definite integration.

## Progression

- Advanced Higher Mathematics
- Advanced Higher Mathematics of Mechanics\*

(\*subject to certain conditions – please see Principal Teacher of Mathematics for further details)





## Summary of Course Content

The Higher Music Course is designed to help learners further develop their knowledge of music concepts and music literacy and to integrate and apply this understanding in practical learning activities. The course is divided into three main elements: Performing Skills, Composing Skills and Understanding Music. A course assessment will follow an in-depth study of the course content.

### PERFORMING SKILLS

Pupils will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical self-reflection and evaluation, develop their technical and musical performing skills.

### COMPOSING SKILLS

Pupils will experiment with, and use compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their choices and decisions on their music. They will also analyse how musicians and composers create music in different ways and the influences on their music.

### UNDERSTANDING MUSIC

Pupils will listen to a wide variety of music and will develop detailed knowledge and understanding of a range of level specific music concepts, and music literacy. They will analyse the impact of social and cultural influences on the development of specific music styles and identify level-specific music concepts in excerpts of music, and music signs and symbols used in music notation.



# Music Technology



## Summary of Course Content

The Higher Music Technology Course is designed to help learners further develop their knowledge and understanding of music technology and of music concepts, particularly those relevant to 20th and 21st century music. Learners will engage in the development of in-depth technical and creative skills through practical learning. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry. The course is divided into three main elements: Music Technology Skills, Understanding 20th and 21st Century Music and Music Technology in Context. A course assessment will follow an in-depth study of the course content.

### MUSIC TECHNOLOGY SKILLS

Pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and

manipulate audio. Learners will explore a range of uses of this technology through practical activities.

**UNDERSTANDING 20TH AND 21ST CENTURY MUSIC**  
Pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Learners will develop a broad understanding of the music industry, including an awareness of the implications of intellectual property rights.

### MUSIC TECHNOLOGY IN CONTEXT

Pupils will use music technology skills in a range of contexts that may include live performance, radio broadcast, composing and/or sound design for film, multi-tracking, TV themes, adverts and computer gaming.

# Modern Studies

The Higher Modern Studies course allows students to develop an understanding of the contemporary world and their place in it. Students study the major political, social and economic issues that affect us in Scotland and the UK, and in world powers, such as the USA. Research, critical thinking and evaluation skills are developed throughout the session and are at the heart of the set of transferable skills that students will gain by studying the course. A Higher qualification in Modern Studies would help to prepare students for university courses such as politics, sociology or law, among many others, and may lead to careers in the public sector – teaching, social work, police, as well as other industries such as law, journalism, HR and marketing.

Times Higher Education Website [speaking about Politics Graduates]: “Roughly 60 per cent of graduate jobs are open to those who graduated in any discipline, and transferrable skills acquired in the course of a

politics degree include the ability to think critically, conduct research thoroughly and communicate effectively, contributing to a high employment rate among politics graduates.”

## Summary of Course Content

Students study three key topic areas:

### UNIT 1: DEMOCRACY IN SCOTLAND AND THE UK

- Possible alternatives for the governance of Scotland – a study of devolution, comparison of the role and powers of Westminster versus the Scottish Parliament, as well as arguments for and against proposed changes such as independence.
- Implications of the UK’s decision to leave the European Union.
- The work of MPs and analysis of their ability to hold the UK Government to account.
- Strengths and weaknesses of systems to elect representatives in the UK.



## Modern Studies Cont.

- Factors which influence voting behaviour.
- Ways in which citizens can influence Government decision-making, including Pressure Groups and the Media.

### UNIT 2: SOCIAL ISSUES IN THE UK: SOCIAL INEQUALITY

- Reasons why wealth inequalities exist in the UK – gender, race, education.
- Reasons why health inequalities exist – poverty, lifestyle choices, age, gender and race.
- Effects of inequality on groups in society – women, children and families, the elderly.
- The debate surrounding the Welfare State and involvement of the private sector.
- Effectiveness of measures taken to tackle inequalities.

### UNIT 3 – INTERNATIONAL ISSUES – WORLD POWERS: THE USA

- The political system,

including an examination of the federal government and the associated system of checks and balances.

- Assessing how Americans can and do participate at state and federal level.
- Social and economic inequality and its impact on groups within society. Looking at issues including immigration, education, housing, crime, unemployment and income.
- Evaluation of the effectiveness of government responses in tackling socio-economic issues.
- The role of the world power in international relations.

## Be The Best Learner You Can Be: Part 2

**Maybe the stress of exams gets on top of you? Or you just don't know where to start with studying? Perhaps it seems impossible to remember everything you need to?**

If you can answer 'yes' to any of these questions, attending a workshop would be beneficial to you. Quite often a small change in approach can make a big difference.

One of the most common things Mrs Lees notices is pupils who spend a long time just reading over pages and pages of notes as their approach to studying and who are then disheartened with poor results as they spent an enormous amount of time studying in this way. Do you

recognise this in yourself? The aim of her workshops is to add strategies and methods to your tool belt so that you can vary your approach and find ways that work for you. Workshops usually cover the following: memory skills; revision skills; making a revision plan for exams; effective home learning; coping with exam stress; knowing your strengths and using them; and exam technique.

**Mrs Lees would encourage you to sign up when you see these workshops advertised. Not only will you learn new learning skills but you will ultimately benefit when it comes to exam time - no matter what level of exams you are sitting.**



# Physical Education

## Purpose and aims of the Course

The main purpose of this course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, looking specifically at the impact of mental, emotional, social and physical factors, understand what is required to develop it and then apply this knowledge to their own performance.

By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving.

They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to social, mental and emotional development.

## Summary of Course Content

The course consists of two areas of study:

### FACTORS IMPACTING ON PERFORMANCE

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that

impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs. This cycle of analysis will be undertaken in badminton, volleyball and basketball

### PERFORMANCE

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through badminton, volleyball and basketball. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes.

Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.



# Physics

## Summary of Course Content

The following areas of Physics are covered:

### OUR DYNAMIC UNIVERSE

The investigation of motion; equations and graphs; Newton's laws; gravitation; momentum and impulse; special relativity; the Doppler effect; and the expanding universe.

### PARTICLES & WAVES

The theory of modern physics is considered, including The Standard Model, Forces on Charged Particles, Nuclear Reactions, Wave Particle Duality, Interference, Refraction & Spectra.

### ELECTRICITY

The topics covered include: electric fields, resistors in circuits, alternating current and voltage, internal resistance, capacitance and semiconductors and p-n junctions.

# Spanish



## Summary of Course Content

The Course is made up of two Units: Understanding Language and Using Language. We will cover four contexts: Society, Learning, Employability and Culture. The emphasis will be on skills development. You will develop your cultural awareness and a richer understanding of active citizenship.

The materials you will use aim to help you to increase your vocabulary and range of expression and to help you to form and express your own ideas. They will allow you to develop mastery of the structure of the language and to improve your translation skills.

Your ability to write in Spanish will increase and you will learn to speak flexibly and in more depth about the topics being studied. You will work with a Foreign Language Assistant on developing your use of the language.

You are encouraged to spend some time at our exchange school, the CES Virgen del Pasico in Spain. You will also have the opportunity to work together with young people from across Europe as part of Erasmus+ projects. This gives you the chance to meet foreigners your age here in Scotland and on visits abroad.

Pupils may also work towards the UCAPE European Diploma and those who choose three languages (French, German, Spanish, Latin, English) will meet the entry requirements for the course leading to the Scottish Baccalaureate in Modern Languages in S6.



This guide has been designed to help you make informed decisions about the subjects you may wish to study in 5th Year.

As you will appreciate, it is important that you are aware of what each course entails so if you have any questions about any of the subjects, please refer to the Head of Department or your current teacher in that subject. I very much hope that this guide has gone some way in helping you make these important decisions.

This can be a daunting time,

but we are always here to help so please do not hesitate to get in touch!

For all SQA enquiries, please contact me, Ms Johnston, via email: [gjohnston@wellingtonschool.org](mailto:gjohnston@wellingtonschool.org). If your query pertains to UCAS, please contact Mr Byers, Head of Senior Years: [abyers@wellingtonschool.org](mailto:abyers@wellingtonschool.org).

Subject teachers will also be able to help with any enquiries you have about their subject.

**Ms Johnston**  
*Assistant Head (Academic)*



# Revise Like a Pro

*Tips from Mrs Lees*

- ***Create a study space that is calm and organised.*** Don't be afraid to spend time doing this as it can make a big difference to how productive you are and how you feel about studying.
- ***Use a variety of approaches*** and find out what works for you. Flashcards are great for testing yourself with tricky concepts or vocab; mind-maps are fantastic for puzzling things out and making sense of difficult topics and recording essays or work on your phone to listen back to is a great way to take in information in a different way.
- ***Take regular breaks!*** Work hard for 45 minutes then relax for 15 minutes.
- ***Set realistic goals*** and don't be too hard on yourself if you don't quite get there at first; goals should be something to motivate you, not something to beat yourself up about.
- ***Ask for help*** when you need it.
- Minimise distractions- ***spending 4 hours 'studying' whilst looking at social media every 5 minutes is not effective,*** meanwhile, 45 minutes of uninterrupted, focussed revision can be much more efficient.
- ***Look after yourself and your mental health.*** It is by far the most important thing you can do to make sure that you are able and ready to work to the best of your ability.