



EDINBURGH
STEINER
SCHOOL

Qualifications, Exams and Careers in the Upper School

2019-2020 Edition



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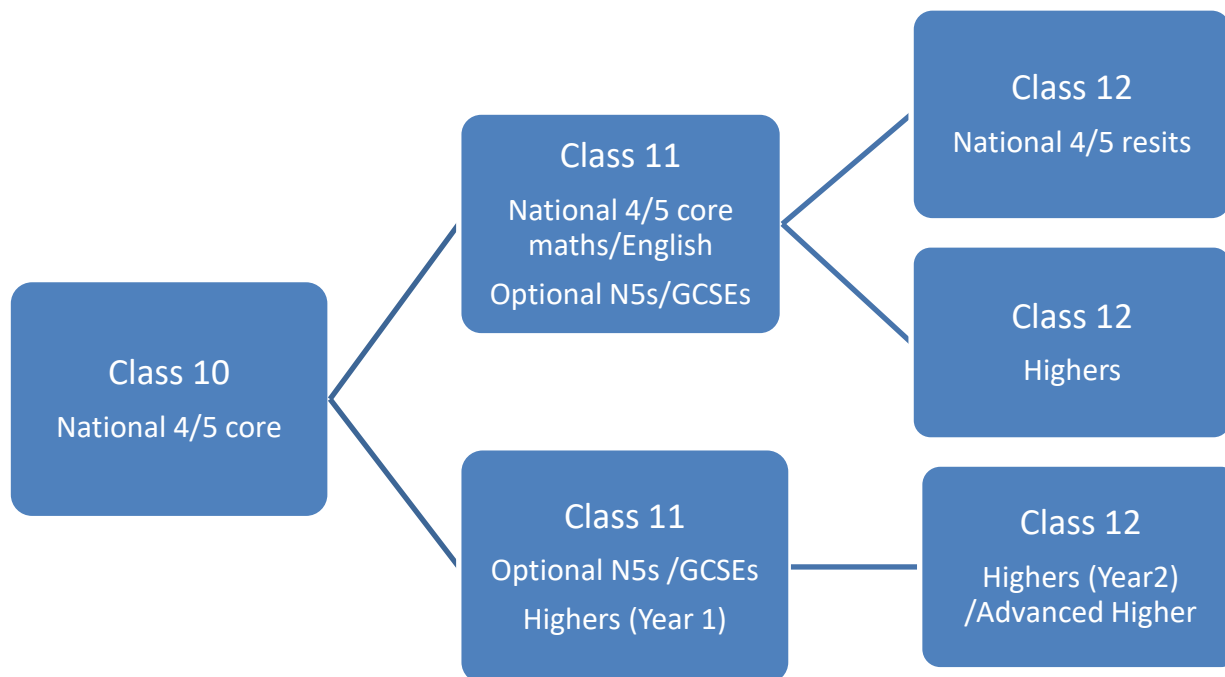
Introduction

The School enters candidates for a range of examinations and portfolio qualifications under the auspices of several different awarding bodies including the Scottish Qualifications Authority (SQA), AQA and OCR (examination boards based in England); Cambridge English Language Assessment (for English as an Additional Language, EAL), CEFR (Common European Framework of Reference for Languages) levels A2 to C1; OneAwards, accredited main lessons; and Crossfields (Integrated Education). Two members of the teaching staff are responsible for coordinating and administering the majority of the examinations programme while additional members of staff take responsibility for EAL and portfolio (non-exam) qualifications. This guide does not include 'music' exams (such as grade exams), other than Higher Music.

'External exams' (formal examinations set, marked and graded by awarding bodies outside the School) are taken in Classes 10, 11 and 12, with a mixture of GCSEs, National Courses (4 & 5) Highers and Advanced Higher (in Art only) being offered. This particular mixture arises from the teachers' opinion of which exam will best fit into the Steiner curriculum and the timetable. To enable the broad curriculum of Main Lesson content to continue throughout the Upper School, exams are normally taken a year later than in some other schools.

All the qualifications offered by the School are accredited at a specific 'level' on either the Scottish Credit and Qualifications Framework (SCQF) or the English equivalent (the Regulated Qualifications Framework, RQF, formerly known as the Credit and Qualifications Framework until 2015). The two frameworks use slightly different numbering systems, which can cause confusion. They are included here in Appendix A. Generally speaking, however, a Level 5 in Scotland (National 5) is equivalent to a Level 2 in England (GCSE). In this guide RQF 'English' Levels will be shown as 'E1, E2 or E3'.

Model of Upper School Exam Courses



- *The diagram above represents a simple model of the most popular pathways available to pupils as they progress through the Upper School exam curriculum. Different pathways/combinations of pathways are possible. ‘Core’ subjects in Class 10 are English, Maths, French and German which all pupils are expected to pursue. The underlying intention of our model is that most courses will converge on ‘Higher’ Level in Class 12. Detailed information about all the qualifications offered by Edinburgh Steiner School is given in the tables in the next section.*

What qualifications does the School offer, when and how?

- The information in the tables below is correct as of 2019/20. However, for a variety of reasons not all courses run every year, while new courses may be added. Where an exam course is listed, the exam for that course is usually taken at the end of that year, but, in Class 11, the Higher courses pursued by the majority of pupils are generally the first year of a two-year course. EAL qualifications can be taken in any year according to the needs/wishes of the candidate and based on advice from the EAL teacher. Please check with Class Guardians if in doubt.

Subject/Levels tables and colour key to qualifications:

Qualification	SCQF/QCF Level	Colour code
Portfolio course (no exam)	E1-3	
National 4 (no exam)	L4	
National 5 (exam)	L4	
GCSE (exam)	E1/2	
Higher (exam)	L6	
Advanced Higher (coursework or exam)	L7	
English as an Additional Language	CEFR levels A2 to C1	

Class 9*

Subject	Qualification (SQA exam board unless stated)	Assessment	Availability
Narratives	OneAwards Level E1/E2	Main Lesson book	All pupils, voluntary submission
Integrated Education	IEC Level E2 (Crossfields)	Portfolio	All pupils, voluntary submission
EAL	CEFR levels A2 to C1	Exam	Overseas students, or permanent students who do not have English as their primary language

* Exam courses begin for Maths, English, French and German, but exams are taken in Class 10

Class 10

Subject	Qualification (SQA exam board unless stated)	Assessment	Availability
Medieval History	OneAwards E2/E3	Main lesson book	All pupils, voluntary submission
Climatology	OneAwards E2/E3	Main lesson book	All pupils, voluntary submission
English	National 4	Portfolio	Pupils not entered for National 5
Maths	National 4	Portfolio	Pupils not entered for National 5
French	National 4	Portfolio	Pupils not entered for National 5
German	National 4	Portfolio	Pupils not entered for National 5

English	National 5	Exam	Majority of pupils, by departmental recommendation
Maths	National 5	Exam	Majority of pupils, by departmental recommendation
French	National 5	Exam	Majority of pupils, by departmental recommendation
German	National 5	Exam	Majority of pupils, by departmental recommendation
EAL	CEFR levels A2 to C1	Exam	Overseas students, or permanent students who do not have English as their primary language

Class 11

- Pupils who have yet to complete a National 4 in English and Maths may be able to continue to work towards this qualification in Class 11 by arrangement

Subject	Qualification (SQA exam board unless stated)	Assessment	Availability
English	National 4	Portfolio	May be available for pupils who have yet to achieve this Level
Maths	National 4	Portfolio	May be available for pupils who have yet to achieve this Level
English	National 5	Exam	Available for any pupil who has achieved National 4 or who is retaking the course to improve their grade
Maths	National 5	Exam	Available for any pupil who has achieved National 4 or who is retaking the course to improve their grade
English	Higher (Year1)	No exam this year, internal course assessments may be conducted	All pupils who have successfully completed National 5 (normally with a grade 'B' or better,

			according to department policy and recommendation)
Maths	Higher (Year 1)	No exam this year, internal course assessments may be conducted	All pupils who have successfully completed National 5 (according to department policy and recommendation)
French	Higher (Year 1)	No exam this year, internal course assessments may be conducted	All pupils who have successfully completed National 5 (according to department policy and recommendation)
German	Higher (Year 1)	No exam this year, internal course assessments may be conducted	All pupils who have successfully completed National 5 (according to department policy and recommendation)
Chemistry	GCSE (AQA board)	Exam	All pupils
Physics	GCSE (AQA board)	Exam	All pupils
Biology	GCSE (AQA board)	Exam	All Pupils
Art	GCSE (OCR board)	Coursework/internal exam	All pupils
Music	Higher (Year 1)	No exam this year, internal course assessments may be conducted	According to uptake and departmental recommendation
Modern Studies	National 5	Exam	All pupils
Geography	National 5	Exam	All pupils
Philosophy	National 5	Exam	All pupils
<i>Drama</i>	<i>National 5</i>	<i>Exam</i>	<i>Offered in some years; dependent on uptake and staffing</i>
EAL	CEFR levels A2 to C1	Exam	Overseas students, or permanent students who do not have English as their primary language

Class 12

- Pupils who have yet to complete a National 4 in English and Maths may be able to continue to work towards this qualification in Class 12 by arrangement

Subject	Qualification (SQA exam board unless stated)	Assessment	Availability
English	National 4	Portfolio	May be available for pupils who have yet to achieve this Level
Maths	National 4	Portfolio	May be available for pupils who have yet to achieve this Level
English	National 5	Exam	Pupils who have yet to complete National 5
Maths	National 5	Exam	Pupils who have yet to complete National 5
English	Higher (Year 2)	Exam	Pupils who completed National 5 in Class 11 may join the Class at this stage to complete Higher over one year.
Maths	Higher (Year 2)	Exam	Pupils continuing from Year 1
French	Higher (Year 2)	Exam	Pupils continuing from Year 1
German	Higher (Year 2)	Exam	Pupils continuing from Year 1
Music	Higher (Year 2)	Exam	Pupils continuing from Year 1
Chemistry	Higher	Exam	Normally pupils who have completed GCSE
Physics	Higher	Exam	Normally pupils who have completed GCSE
Biology	Higher	Exam	Normally pupils who have completed GCSE
Modern Studies	Higher	Exam	Normally pupils who have completed National 5
Geography	Higher	Exam	Normally pupils who have completed National 5
Philosophy	Higher	Exam	Normally pupils who have completed National 5

Art	Advanced Higher	Portfolio/ coursework	Normally pupils who have completed GCSE
EAL	CEFR levels A2 to C1	Exam	Overseas students, or permanent students who do not have English as their primary language

Glossary: exam-related words and qualifications jargon

Word/phrase	Meaning
Candidate	A pupil who is entered for a qualification/exam.
Scottish Candidate Number (SCN)	<p>An SCN is a unique 9-digit number allocated to every entrant for SQA qualifications. The School allocates SCNs for all pupils at the start of Class 10 as part of registration. If a pupil comes from another school they will keep the same SCN; SCNs are retained for life and transferable between centres. SCNs don't have to be memorised: a <i>candidate number card</i> is issued to all candidates in April and must be brought to each exam in order to fill out personal details on the front page of the exam paper.</p> <p>GCSE candidates are allocated a separate (and also permanent) 'Unique Learning Number,' but <i>candidate numbers</i> for GCSEs are temporary and a different number is allocated for each GCSE exam diet at the time entries are made.</p>
Registration	All candidates must be registered in order to be entered for qualifications. Exams coordinators or teachers will do this on candidates' behalf.
Assessment Arrangements/ Access Arrangements	Measures which can be put in place to 'level the playing field' in exams and assessments for candidates with additional needs such as dyslexia or medical/mental health conditions (see ' Assessment Arrangements, ' below). When applied to GCSE exams, they are called Access Arrangements.
Invigilator	The person who officiates during an external exam . Invigilators of SQA exams are employees of the SQA and overseen by a Chief Invigilator. For both SQA and AQA exams, the Chief Invigilator will not be a teacher.
Centre	The name given to an institution (such as a school or college) which offers accredited qualifications. Edinburgh Steiner School is a centre for a wide range of exam boards and awarding bodies and we must register with them in order to offer their qualifications. Centres are regularly inspected because many of the requirements and regulations which govern, for example, the provision of exams, are different from those which govern the School on a day to day basis. Technically, when SQA candidates come into 'school' on the days of their exams, they are not 'in school' at all, but at an SQA ' presenting centre ' where the rules and requirements are determined by the SQA.
Diet (exam diet/prelim diet)	A diet is a given period of time during which several or many exams or prelims are held; normally according to a set timetable.

To present/presenting	Centres ‘present’ candidates by entering them for courses leading to qualifications.
Portfolio	The collective name for a candidate’s coursework evidence . Portfolio <i>courses</i> do not have external exams .
Coursework	Any internally or externally assessed work which is a requirement of the course and completed by the candidate which is not a mandatory unit assessment, prelim, mock exam or external exam .
External assessment/exam	An examination which is set and marked by an exam board, even if the work is undertaken in school.
Internal assessment	Assessment which is conducted by teachers in school and marked by teachers, as opposed to being marked by ‘ external ’ assessors/examiners. Examples include modern foreign language speaking assessments; unit ‘test’ assessments , English speaking units; OneAwards accredited main lessons; IEC modules.
Evidence	Work generated by a candidate : this may be written, spoken, or extracted from notes made by an assessor (teacher or external examiner); evidence may be submitted in the form of project work, audio/visual, performance or any other form according to the stipulations of the awarding body .
Estimates	Estimates are a requirement of SQA National Courses. They are a type of predicted grade generated (normally) by evidence from prelim exams. They are expressed as percentage ‘bands’ between 1 and 9; no candidate may qualify for a final award without an estimate. Each candidate must be given an estimate by the end of April. Estimates should reflect the <i>proven</i> attainment of the candidate in <i>valid</i> assessments (i.e. assessments which have been shown to meet a particular level of demand). To all intents and purposes this means that the estimate really ought to be derived in large part from the prelim result, seeing as the prelim is supposed to be both valid and rigorous. Estimates are not revealed to candidates . The estimate is important because if a candidate is ill or for other reason absent on the day of the exam, the estimate and the School’s supporting evidence will be used to generate a grade under the provision of ‘SQA extraordinary circumstances.’
Level	The Level of an exam course or qualification reflects its difficulty, or level of ‘demand (with a PhD being the highest). Levels are set and regulated by Governments, but differ between the UK and the EU, and between different parts of the UK. The most relevant qualifications frameworks, which illustrate Levels, are included as Appendix A.
Entry	Candidates must be entered onto courses leading to

	<p>qualifications. They will first be registered (which the School will do on their behalf). Entries are made by the SQA Coordinator, Examinations Officer or by other coordinators of qualifications. For National Courses and GCSEs, entries are made on the instruction of the teachers of those courses, normally in October and November. Additional entries may be made up to March 31st (for National Courses). Later entries are possible, but this involves additional procedures, checks and costs. Candidates are asked to confirm that they are content with the courses they have been entered for, normally in April.</p>
Withdrawal	<p>A candidate who has been entered for a course may subsequently be withdrawn before the exam, or before completion of the course. This means the entry will be cancelled and no certificate will be issued. Withdrawal is normally possible up to the day before the exam for National Courses and GCSEs.</p>
Unit assessment	<p>All National Courses are composed of between 2 and 4 'units' of study, normally covering different aspects of knowledge or skills. Every National Course used to have mandatory 'assessments' (unit 'tests') for each unit, but most have now been removed from National 5, Higher and Advanced Higher (although the assessments, which are externally produced, are still valid and can still be used to monitor progress, see Appendix B). National 4 still has unit assessments instead of an exam, while English National 5 and Higher have a 'speaking' unit which is internally assessed and mandatory (candidates must pass it in order to pass the course as a whole).</p>
Valid/validity	<p>An assessment or examination is 'valid' when it meets the requirements or difficulty of a particular level.</p>
Verification	<p>This is the method by which the SQA (and some other awarding bodies) seek to ensure 'quality control' of internal assessment (such as unit assessments) and, from time to time, course assessment(s) and portfolios. The SQA, for example, may select a centre, or a department within a centre, for verification at random (or based on 'intelligence') at several points during the year. If selected, a centre or department must submit assessed work to be 'double-checked' externally. When centres/departments/ are found to be assessing incorrectly, invalidly or inconsistently, then support will be provided to ensure improvement. With the abandonment of widespread unit assessment in most National Courses, verification by the SQA has become rarer, but it still takes place. When the SQA embarks on verification, it is technically interested only in the quality of teachers' marking, <i>not</i> the performance of candidates. Verification does not, therefore, affect pupils' external grades.</p>

Prelim	A prelim is a preliminary (or practice) exam for SQA National Courses at Levels 5, 6 and sometimes 7. While prelims are not strictly speaking a 'requirement' of National Courses, some form of equally valid assessment must be conducted to generate estimates and evidence for any candidate who happens to be absent for the final (external) exam. Almost all schools therefore opt for prelims . Edinburgh Steiner School arranges a dedicated prelim ' diet ' in March.
Mock exam	A practice exam for GCSE. Often confused with a ' prelim, ' but 'mocks' are slightly different in that the evidence they generate is not required by the exam boards in quite the same way. Mocks are taken at different times to prelims , according to departmental policies and preferences.
Exam script	The name given to the written or typed answers produced by a candidate in one paper/element of an external exam .
Awarding body	The formal name for a recognised organisation which has the legal authority to set and ' award ' qualifications. This includes exam boards, but not schools.
Award	A letter-grade/number given on an exam certificate in recognition of achievement in a particular course. Where 'no award' is given, this may be signified as 'U' or 'Unclassified' on some exam documentation; on other certificates the grade space may be left blank, or the course may not be listed at all. Guidance is usually provided along with the certificate .
UCAS	UCAS stands for Universities and Colleges Admissions Service. It is the centralised service that pupils use to apply predominantly to university, but can also facilitate access to courses including teacher training, apprenticeships and internships.
UCAS points	UCAS Tariff (points) translate qualifications and grades into a numerical value. Many (but not all) qualifications have a UCAS Tariff value, which will vary dependent on the qualification size, and the grade achieved. Some universities, colleges, and conservatoires refer to UCAS Tariff points in their course entry requirements, but this doesn't mean they won't consider qualifications that don't appear on the Tariff. In general, Scottish universities still use letter grades rather than the UCAS tariff, but they can feature in a UCAS application.
Certification/certificate	The process of issuing and delivering a certificate is called certification. A certificate is a formal document given to candidates which summarises their achievements in a course or courses offered by one awarding body . Certificates are produced by awarding bodies (such as exam boards) not the School, and may be delivered direct to candidates' home addresses or sent to

	<p>the School and distributed in person to candidates. In some cases, certification can occur many months after the completion of a course.</p>
'Pass' grade	<p>Different exam boards and awarding bodies have different definitions of a 'pass'. For most portfolio courses, effective completion of the course leads to certification, and therefore 'a pass' while other courses may differentiate between 'pass' 'merit' and 'distinction,' or have some other means of grading.</p> <p>For GCSEs, any 'numbered' award (1-9) is officially a 'pass,' but most pupils, teachers and parents will be hoping for a 4 or better (9 being the highest) as a 4 is equivalent to the old 'C' grade and popularly regarded as a 'pass'. Under the new GCSE a '9' is more valued/'better' than an old A*.</p> <p>At National 4, an award is only made when the candidate has completed and 'passed' a number of internally assessed units. When these are logged on the SQA system, the candidate is awarded a 'pass'; there is no differentiation as to the quality of the pass.</p> <p>At National 5, Higher and Advanced Higher, grade boundaries move around from time to time. Currently, the SQA awards four grades: A-D (A being the highest) with an A grade notionally equivalent to about 70%, B grade 60%, C grade 50% and D grade 40%. A 'course award' (i.e. any grade which isn't a fail, or U for unclassified) is regarded as, technically, a 'pass' and in fact the D grade has value as it attracts UCAS points.</p> <p>In SQA courses, each grade is divided into two bands (upper and lower). However, bands are no longer automatically given out to candidates on their certificates. Bands are, however, essential for generating estimates.</p>
Appeals (replaced in 2014)	<p>Until 2014 there was a system of 'appeals' for SQA exams. Provided certain conditions were met, an appeal could be lodged against any result which was lower than the estimate by the centre. After 2014, however, the system changed and appeals, as such, are no longer an option. Instead, the SQA offers 'Results Service' and 'Exceptional Circumstances'. Through Results Service a centre (but <i>not</i> a candidate or a parent) can apply to have the marks awarded on an exam script rechecked in the case of anomalous results, either by checking the marker's addition, or by having the whole exam completely remarked. Our internal policy is to request remarking only when the result is more than two</p>

	<p>'bands' lower than the estimate, and only with the consent of the candidate (as remarking can result in grades going down as well as up). Experience shows that only a very small proportion of remarking requests result in a grade changing. Exceptional Circumstances covers candidates who have suffered severe illness, an accident or bereavement shortly before, or on the day of, the exam. This service is NOT retrospective: we cannot, for example, look at the final result and decide that the candidate was affected by a migraine they had on the day of the exam—even with a doctor's note. In genuine cases of Exceptional Circumstance, prelim evidence will be used to support an application, and, where successful, a candidate will achieve a result and certification on this basis.</p>
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Assessment Arrangements (Access Arrangements for GCSE)

Assessment/Access Arrangements are agreed before any assessment takes place. They are there to allow candidates with specific needs, such as additional support needs, disabilities or temporary injuries to access the assessment and demonstrate what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. These arrangements are part of the ongoing support the candidate needs to access teaching and learning and should become part of their normal way of working. For example if a pupil has a diagnosis of dysgraphia which means their handwriting is illegible their normal way of working in the classroom may be to use a laptop. This then would also be available to them during formal assessments both internal and external.

There are two parts to the access arrangements process and both must be demonstrated before an access arrangement is applied for. Firstly an additional support need or disability has to be identified. The school is responsible for ensuring this happens and the Pupil Support Department will gather evidence, in a variety of ways, to demonstrate that there is a specific need present. Additionally, parents may also be asked to provide reports or information from medical, mental health or other relevant professionals to support an application. A pupil can also approach the Pupil Support Department if they feel they have a need and additional assessments can be carried out. Secondly once a need has been identified then it must be demonstrated that a pupil with an additional support need or disability will benefit from a particular arrangement and evidence has to be collected to prove this. This part of the process is completed by the subject teacher. It should be noted that because an arrangement is put in place for one subject this does not necessarily mean that it will be in place for another as the

pupil may benefit from the arrangement in one subject but not in another. Each subject has to be assessed individually.

Access arrangements for the different awarding bodies are slightly different. With regard to the GCSE exams there are specific requirements that must be met in identifying need and it is generally more difficult to secure an Access Arrangement.

Candidates who receive Assessment Arrangements will be asked to sign a form indicating that they are aware of the arrangement put in place for them and are happy with this. Parents will also be informed that an arrangement is in place. Once an arrangement has been put in place a candidate may choose not to use it in the final exam, but some arrangements cannot be put in place on the day of an exam itself.

Assessment Arrangements are entered onto the SQA online system by Anne Jardine (Upper School Pupil Support Coordinator) and Alistair Pugh (SQA Exams Coordinator) and by Anne Jardine and Michael Hooper (AQA/OCR Exams Coordinator) onto the AQA/OCR online system according to the timetable for those boards. It is generally more difficult to secure Access Arrangements than Assessment Arrangements.

Below is a list of the more widely used Assessment Arrangements and Access Arrangements and a note about how they work.

Arrangement (based on SQA usage)	How it works
Extra time (5%-50%)	Candidates with, for example, dyslexia or dyspraxia, or who have anxiety or other documented mental health concerns may qualify for extra time in each element of an external exam (with a few exceptions). Normally it will 25% which is added to the notional time for each exam paper
Laptop (with or without spellcheck)	The candidate is allowed to type out their exam answers on a school laptop. Pupils with additional needs may be allowed a 'spellcheck' facility. Pupils can apply to use a laptop if their handwriting is difficult to read, or if any other additional need leads to a disadvantage when required to write their exam answers. Candidates may practise using the laptop in lessons and during the prelim. Laptops do not require separate accommodation .

Transcription (with or without correction)	Candidates with additional learning needs or handwriting that is difficult to read may apply to have their exam scripts ‘transcribed’ (or copied out again neatly) afterwards. ‘With correction’ means that spelling errors will be corrected by the transcriber, but not the content or meaning.
Rest break	Candidates with clinical anxiety, or candidates for whom evidence has been supplied of a variety of medical or learning needs may be entitled to a rest break during the exam itself. The length of the break is negotiable, as is the number of breaks. During the break the ‘clock’ will be stopped for the candidate and restarted when they re-enter the exam hall. Breaks may be supervised.
Preferential seating (<i>does not require exam board approval</i>)	Where possible, and where there is a legitimate request, the Chief Invigilator (acting on advice from the Examinations Officer/SQA Coordinator and Learning Support) will arrange for a candidate to sit in a preferred part of the exam hall/room. This is a courtesy and cannot always be guaranteed, particular if there are requests from multiple candidates.
Separate accommodation	Some arrangements (such as the use of a scribe) require that the candidate sits the exam on their own, in a separate room/hall. They will have a dedicated invigilator. In some cases, candidates with anxiety or other needs prefer separate accommodation and this can be provided where possible/appropriate.
Dictionary	Candidates who are ‘EAL’ (have English as an additional language, normally visiting overseas students or candidates who have been resident in the UK for fewer than 3 years) may be entitled to use a dictionary in the exam. . A small amount of extra time is allocated with the use of a dictionary. There are exceptions: for example in language exams like French and German
Scribe	A scribe is a person (usually a teacher or former teacher) who will write out the candidate’s exam answers verbatim as the

	<p>candidate dictates them. A candidate with an additional need, such as dyslexia, may prefer a scribe to the use of a laptop or transcription, especially if they are orally competent. Separate accommodation applies.</p>
Reader	<p>A reader is a person (usually a teacher or former teacher) who sits next to the candidate during the exam and, on request, will read (and/or re-read) the questions and instructions/sources/diagrams for them. They are unable to make suggestions about how exactly the questions <i>should</i> be answered. Separate accommodation applies.</p>
Prompter	<p>A prompter is a person (usually a teacher or former teacher) who sits next to the candidate during the exam to keep them on task. They can, for example, attract the attention of the candidate back to the exam paper and point at certain items on the exam paper to help them maintain focus. Separate accommodation usually applies.</p>
Adapted papers	<p>This is very rare, but candidates may apply to have their exam papers printed in different colours, or in Braille, or adapted in other ways. These arrangements must be made at least six months in advance of the exam</p>

Subject choices in Class 10

Pupils in Class 10 are invited to choose the subjects they wish to pursue in Class 11. This normally takes place in February/March and pupils are guided through the process. Parents are included in the decision-making and must sign-off a pupil's choices.

In order to construct a workable timetable, a blocking system is used. However, these blocks are not fixed from one year to the next (as they might be in other schools). Instead, we ask the pupils to indicate which subjects they would like to study, in order of preference, and then the Timetable Group tries to construct the blocks in such a way that all pupils get a chance to take most of their preferred subjects. English and Maths will always appear on the timetable and English has its own block (nothing will be blocked against it). Visiting overseas students/EAL students are free to choose subjects, including exam subjects, in Classes 10, 11 and 12, but additional advice is needed from teachers and the EAL teacher to help them make the best choices.

Making subject choices can be a challenging as well as an exciting process. We would prefer not to constrain the pupils' choice at an early stage, but neither should they expect to be able to take every subject they want. Very few schools have the timetabling flexibility, and the resources, to permit complete freedom of choice. We do our best, and it can take a bit of time and negotiation.

ACTS/IE

In 2019, Edinburgh Steiner School registered as a centre to deliver Integrated Education (IE) qualifications.

In 2018, an initial cohort of pupils from Class 8 began working (as part of a pilot) towards the portfolio-based Integrated Education Certificate (IEC) at Level E2, which is accredited and awarded by Crossfields Institute and registered with OfQual. The full IEC is the equivalent of two GCSEs (240 learning hours).

In future, we hope to offer this qualification for all pupils who want to pursue it between Classes 8 and 10. The IEC is an innovative qualification, which arose out of the multinational 3-year 'ACTS' project founded by members of the Steiner Waldorf Schools Fellowship and supported by funding from the European Union. An IE qualification is also available at Level E3 (equivalent to A-Level), but we have no plans to introduce it at Edinburgh Steiner School.

The IEC has no exams, and assessment is based on the existing whole curriculum (including main lessons) as well as 'non-formal' and 'informal' learning outside of school. Further details can be found at: www.crossfieldsinstitute.com/level-2-integrated-education-certificate/

The Exam Letter

The SQA Coordinator and the Examinations Officer put together a letter for parents early in February every year. This letter includes detailed timetables for the prelims and the final/external exams, information about conduct and operational details with regard to the exams, and information about results day. The letter contains a lot of information, which must be correct before it goes out. The letter therefore goes through a rigorous process of checking, which takes time. Confirmation of timetables for prelims, and information such as the locations of exams, will therefore *not* be available in the months before this letter goes out, even in draft form. Timetables for external exams (for SQA and GCSE exams will, however, be available up to a year beforehand from the websites of the relevant exam boards, see 'Useful Links' below). Copies of the Exam Letter are distributed to all pupils and teachers.

Exam Results

SQA results are sent directly to candidates' home addresses (even if they live abroad). However, the School ISAMS system does not link directly to the SQA database and the SQA Coordinator must make changes to candidates' personal details separately. While every effort is made before the exam diet to check with candidates whether their names or addresses have changed during the last year, the system isn't foolproof. If a candidate moves house, for example, during Classes 10, 11 and 12, parents should check that the SQA Coordinator has received notice of the move and made the change on the SQA system.

GCSE results arrive in school at the end of August. A brief summary of results will be sent out by the Examinations Officer. The official certificates arrive in school several weeks later and will be collected personally by candidates from the School Office.

Replacement certificates/undelivered certificates

SQA certificates are delivered by post to candidates' home addresses on Results Day. If the envelope cannot be delivered, it will be returned to the Royal Mail depot, then to SQA. The School will be informed of any undelivered certificates and re-delivery can be arranged.

If a certificate is 'lost' (delivered to the wrong address or does not arrive) the candidate or parent(s) should contact the SQA Coordinator as soon as possible via the School Office. If the certificate cannot be traced, and if this is found to be the fault of the School, the School will pay for a replacement certificate. Candidates can order replacement certificates directly from SQA if they are lost following delivery (see 'Useful Links' below).

Pupil Record of Achievement

A full table of all the qualifications (grades/levels/awarding bodies) achieved by a pupil during their time at Edinburgh Steiner School is included with the Class 12 Report. This is not an official 'certificate' but, given that the School uses so many different awarding bodies, it is helpful to see all the qualifications listed together in one place, for future reference. The Pupil Record of Achievement is issued twice: once as part of the Class 12 Report, and again once the Class 12 exam results are known (and following any requests for remarking, a process which can take about 6 weeks). The final version of the Pupil Record of Achievement, including the Highers results, will be sent to former Class 12 pupils in October.

FAQs

Q. Are exams compulsory?

No. Pupils may, by arrangement with a department, take a particular 'course' (attend the lessons) without sitting the actual exam. In Class 10, however, most pupils are expected to take National Courses in Maths, English, French and German (except in cases where the Learning Support Department advises otherwise)

Q. EAL who qualifies?

These are pupils who do not have English as a primary language. They may be Visiting Students or permanent pupils.

Q. Why are your prelims later than in many other schools?

Our prelims tend to be held in March. All schools will have a different reason for when they hold their prelims. Many other schools, which don't have Main Lessons and offer only SQA exam courses, find that they can begin a course for the following school session in April or May, immediately after the previous year's exams, meaning they are likely to finish their exam courses earlier than we do. At ESS we have work experience in Class 10, the surveying main

lesson (and trip) in Class 11, GCSE exams in May and June, and plays and events throughout the summer term—in practice, we have very little time in May and June to focus on new exam courses, so it's difficult to complete them before March. Moreover, some schools choose not to complete their exam courses before sitting the prelims, but we prefer to assess as much of the course content as possible to give our candidates a real sense of what the final exam will be like.

Q. What alternatives are there to exams?

In Classes 9 and 10, alternatives are usually provided for those who are not pursuing National Courses in French and German. These alternatives change from year to year, and may be practical or academic or individualised. In Classes 11 and 12, pupils may opt to take fewer subjects. Some pupils with lighter timetables opt to sit courses outside of school, and we can help to arrange that, or they may use the time for private study, or to help younger pupils via the Learning Support Department, or to help in the garden or with lunches. It depends on the pupil, their interests and motivation: if they come forward with ideas, we will work with those.

Q. Do pupils have to take both languages?

It depends. Pupils are expected to study French and German to National 4 or National 5 during Classes 9 and 10 except in cases where the Learning Support Department has recommended otherwise. Languages are optional in Classes 11 and 12

Q. Why don't you offer exam courses in history?

History is covered in a number of main lessons throughout the Upper School, but is not currently offered as an exam subject (although it may well be in the future). For many years, when History was offered at Higher, uptake was very low. Modern Studies (National 5 and Higher) was introduced instead of History and uptake has been much better (Modern Studies is among the most popular exam subjects). Results in Modern Studies have also been very good. Modern Studies is 'Modern History' in all but name. It is structured in the same way as History, involves the same skills (source evaluation, for example) and counts for the same number of UCAS points. Not having a 'History' Higher is almost never a bar to applying to study History at university (in the same way that not having a Higher in psychology, which very few schools offer, would not preclude a pupil from applying to study psychology at university).

Q. Will not doing Advanced Highers be a disadvantage for school leavers?

In almost all cases, no. However, there are exceptions: AH Chemistry is usually a requirement for veterinary science, and for some Oxford and Cambridge colleges/courses. The School can advise at an early stage whether there is likely to be a problem for an individual pupil and there

are measures which can be put in place (such as studying part time at a tutorial college like Wallace College) or arranging for a private tutor. The School can (and does) enter pupils for almost any SQA exam course they wish, on request, even if we don't 'offer' it. This includes those Advanced Higher courses for which the School is approved (which is most of them)—but, other than Art, we cannot timetable these courses or provide dedicated teaching for them.

Q. Do you have the option of 'crash' courses for Higher?

Yes. Most courses are designed to be studied from scratch. A pupil may, for example, choose not to take National 5 Geography in Class 11 and then decide to take Higher Geography as a 'crash course' in Class 12. Depending on the pupil, this is usually acceptable and those who undertake 'crash' Highers are normally successful. However, there may be exceptions and each department will make a decision on a case by case basis, with the interests of the pupil always front and centre.

Q. My child really wants to take a particular exam subject which you don't offer. What can they do?

From time to time, pupils take Highers or other types of courses outside of school, while remaining full-time pupils. Pupils have been known to take evening courses, or arrange their timetables in such a way that they have two free afternoons to go to college to study. There is nothing to stop full-time pupils at ESS from enrolling with other educational centres simultaneously, and Class Guardians and the Careers department can advise on the best way to make this possible within the timetable. Now and again, the School has helped pupils to hire a tutor (for example for an Advanced Higher which we do not offer) and space has been found for pupils to meet with their tutor or study privately on campus during the school day.

Q. How many subjects does a pupil have to take in Classes 11 and 12? What's the minimum and maximum number of exam courses a pupil can take?

Pupils in Classes 9 and 10 will have a full timetable. The timetable in Classes 11 and 12 allows for up to 6 subjects (plus main lesson). Most pupils take 5 subjects, and some take 4. A small number of pupils will take fewer than 4 exam/portfolio courses, and this is fine provided they make use of the time they have left on their timetable (see above). Pupils can take as many or as few 'exam' courses as they wish, in consultation with their Class Guardian, parent(s) and teachers. Pupils should take the *appropriate* number of exam courses, according to their abilities and the requirements of the further education route they have chosen to pursue. They will be advised by their teachers and the Careers Department.

Q. Does the School discourage less able pupils from taking exams?

In general, no. However, we do not wish to see pupils set up to fail. In recent years, very few pupils have 'failed' exam courses and this is because we have worked hard to target-set in a way which matches pupils to the right course at the right time. Teachers are the best judge of whether a pupil will or will not pass an exam, and each individual department has a policy which governs their approach to exam entry. The 'whole school' version of this policy is given below (Appendix B).

SQA Exam Results Table (2016-2019)

SQA Higher Grade

Year	Number of presentations	%A	%B	%C	%A-C
2016	52	44.2	17.3	26.9	88.4
2017	44	52.2	29.5	18.2	100.0
2018	82	56.0	21.9	13.4	91.3
2019	71	49.3	18.3	14.0	81.6*

* In 2019 significant changes were introduced to Higher course assessment, exams and grading; A-C pass rates dropped throughout Scotland with more candidates being awarded a 'D' grade 'pass.' The National pass rate in 2019 was 74.8%, a drop of two percentage points on the previous year, a big fall historically.

SQA National 5

Year	Number of presentations	%A	%B	%C	%A-C
2016	53	52.8	28.3	13.2	94.3
2017	67	62.6	10.4	22.3	95.3
2018	72	58.3	15.2	13.8	87.3
2019	79	53.1	21.5	11.3	85.9

SQA Advanced Higher*

*Majority AH Art, with some privately tutored languages (exams taken in school)

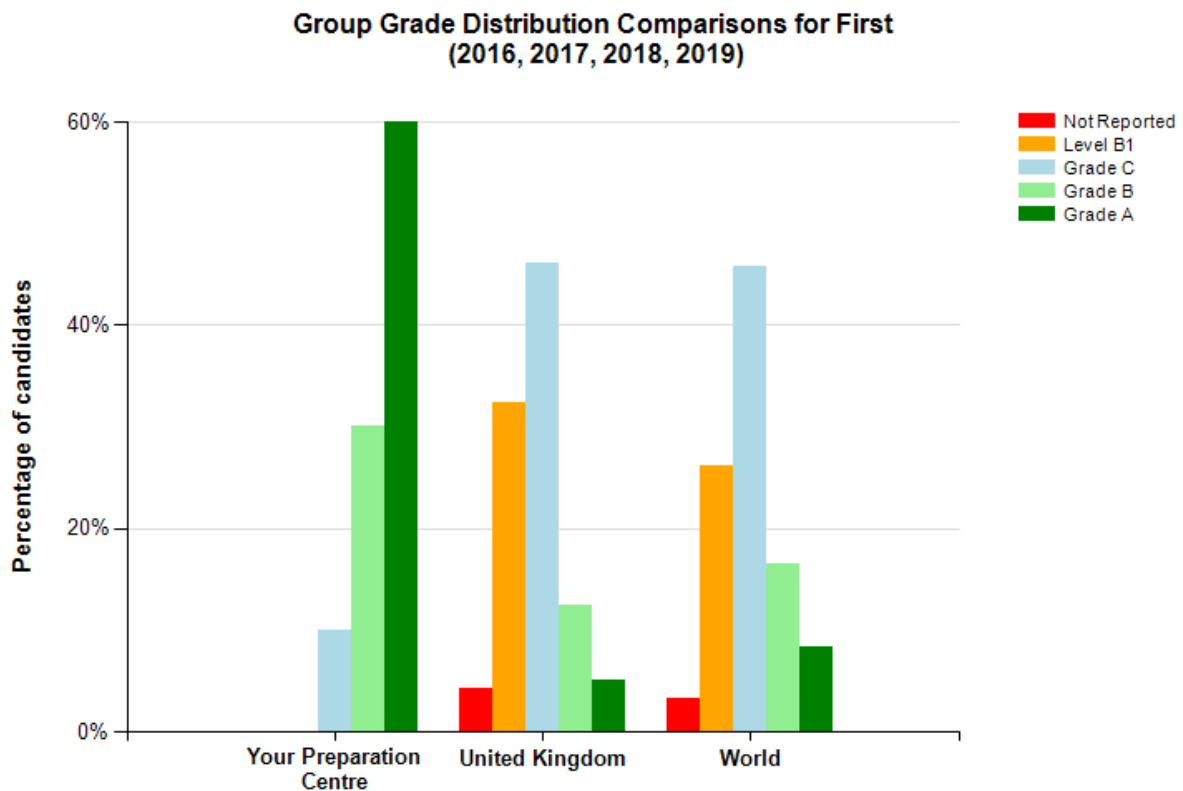
Year	Number of presentations	%A	%B	%C	%A-C
2016	7	100.0			100.0
2017	5	100.0			100.0
2018	8	100.0			100.0
2019	4	25.0	75.0		100.0

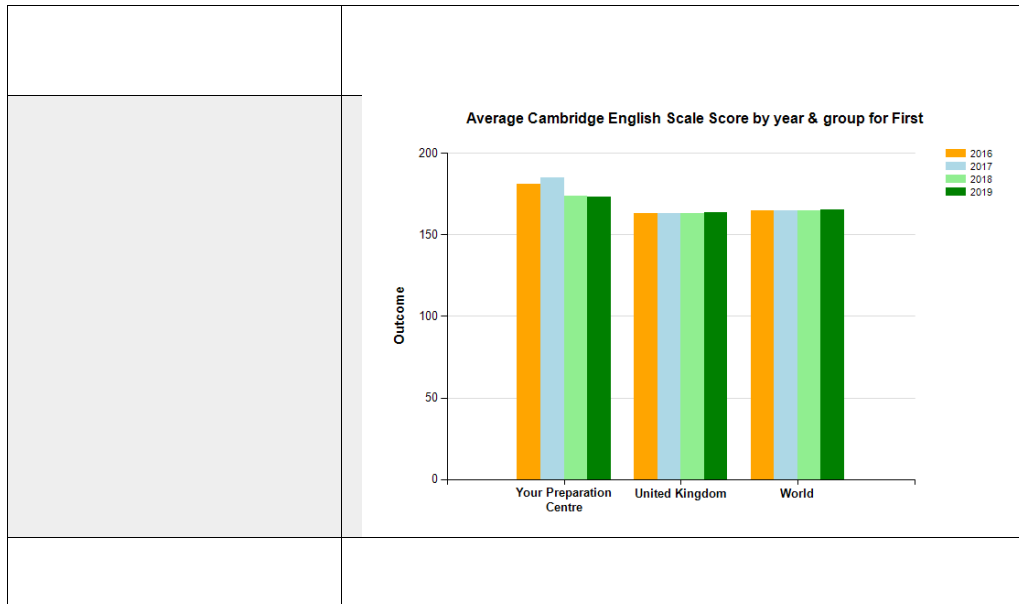
GCSE Exam Results (2015-2019)

Definitions of what constitutes a 'pass' at GCSE are hotly debated, and the picture is further complicated by the introduction of the new GCSEs with their 1-9 'number' system. However, if a grade 'C' is assumed to be a 'pass' under the old system, and a 4 is assumed to be equivalent to a 'C' under the new system, then **the average pass rate for Edinburgh Steiner School** candidates for **2015-2019** was **84%**, a figure which has been fairly consistent over those years. The equivalent **national average pass rate** was **68%** for the same period.

English as an Additional Language exam results

- In the charts below, 'your presentation centre' is Edinburgh Steiner School





Year	Your Preparation Centre	United Kingdom	World	
2016		181.2	162.7	164.4
2017		185.0	162.8	164.4
2018		173.5	163.0	164.8
2019		173.0	163.8	165.3

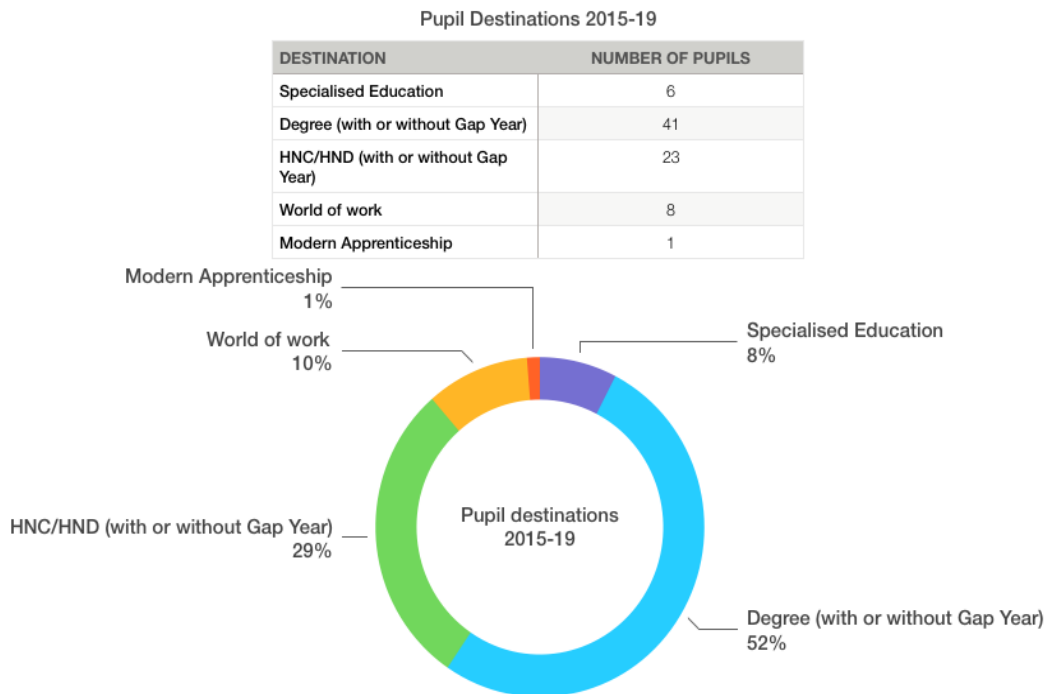
UCAS and Careers

The School has seen extensive development of the Careers Department in recent years. As part of our holistic education, the application of skills learned in school to real-life contexts is embedded throughout the curriculum. Furthermore, the pupils receive targeted support all the way through the Upper School in taking their next steps forwards. We enjoy an excellent record of successful applications to university and college, and view as one of the markers of success the diversity of routes which our pupils choose to pursue when they have left school. The work of this department is framed by four aims and objectives:

- No pupil should leave the School without a clear—and positive - route forwards.
- Encouraging high aspirations, while putting safety nets in place.
- The department aims to facilitate and enable rather than teach.
- We have a strong focus on pupil independence, on the basis that this aspect of the School aims to make not only a practical link for the pupils between school and the outside world, but where appropriate to shift their methods of working away from receiving ‘taught’ careers lessons to driving their own careers forwards.

Leavers destinations

When pupils leave Edinburgh Steiner School, the vast majority pursue further or higher education, sometimes after a gap year. A smaller proportion of pupils move straight into work. The Careers Department stays in touch with many pupils after they have left school and, by arrangement, continues to provide them with a measure of encouragement and support. The table and graph below summarise the destinations of pupils who have left Class 12 in the last 5 years.



Former Pupil Journeys

Edinburgh Steiner School alumni embark on a very wide range of career paths. In their own words, here is a selection of case studies of former pupils (all of whom left Class 12 during the last 10 years) describing their journey from school, through further education to their chosen career. Three of these former pupils had to overcome barriers to learning when taking their exams at school: Pia and Victor were learning in their second languages, and Cara is dyslexic.

Pia-Maria Saelen (Class of 2014), joined the School in Class 7



Studies post school:

- Napier University: Mechanical Engineering, Bachelor degree
- Strathclyde University: Advanced Mechanical Engineering with aerospace
- Finalist at "Fly Your Ideas Competition" at Airbus 2019
- Currently COO and Co-Founder of Mako Aerospace Ltd.

Favourite memory of your time at the school?

I have a lot of favourite memories from school but in particular was learning physics.

I remember distinctly learning it because it was explained in a way that made me understand the underlying principles instead of just memorising the equations. Best example would be when Mr Hooper explained types of waves using a slinky, it was a very impactful experience being able to visualise a sound wave made me understand it so much better. I think this fuelled my curiosity and passion for the subject.

Most useful lesson/hardest learnt lesson while at school?

I have always struggled with maths if a calculator is not to hand; therefore I dreaded the non-calculator math exam, especially the trigonometry. The most useful main lesson to date was trigonometry. It gave a new deep understanding of how and why trigonometry works and also that it is so useful.

What have you taken with you into your life and work from school?

I think the most pronounced thing I took away with me was curiosity. I left hungry for knowledge because learning was really a pleasurable experience for me, from chemistry to basket weaving. It led me to start a company as I wanted to do something new that would benefit the environment and feed my curiosity.

I came to Scotland from Norway so my English was less than fluent. This meant I had a hard time catching up to others in my class. The school luckily is brilliant in that it splits up the class into different levels even with a small class. This meant I got the right pacing for me through the SQA, all the way to the point I was able to join to do Highers.

Victor Vasilyev (Class of 2015), joined the School in Class 4



Studies post school:

After school, I studied Computer Science at the University of St Andrews and am now working as a software engineer at J.P. Morgan in Glasgow.

Favourite memory of your time at the school?

For me, the key thing that made the Steiner experience empowering and truly educational was the effort made across all ages to provide a well-rounded education. Despite the fact that I have always been scientifically-minded and was set from a young age on a future in science or tech, some of my favourite memories from school years come from the arts and humanities classes. From the hours that flew by in the art studio to learning how to analyse and appreciate literature in English classes, my teachers have always encouraged me to step outside of my comfort zone- a skill that has proven invaluable both in academic studies and in general life.

Cara Redpath (Class of 2013), joined the School in Kindergarten



Studies post school:

The Steiner school exam system prepared me perfectly for further academic, scientific study. As a dyslexic pupil, pressure made my performance worse. I needed more time academically to process information and translated into exams theory. The way the Steiner exam system was structured meant I had longer to learn and integrate the topics before sitting an exam.

Smaller class sizes and the teachers' unique understanding of each pupil meant I felt I was fully supported to achieve the best possible mark in any exam. And I did. I left school with 5 Highers, all at A. Because of the range of Steiner education I had Higher's in Art and Biology, French and English.

I went on to study paediatric nursing at Robert Gordon University in Aberdeen. I then undertook a 3-year Clinical Nutrition diploma with the College of Naturopathic Medicine in Edinburgh. On both courses, I graduated with distinction.

What have you taken with you into your life and work from school?

If I had not had the privilege of attending the Steiner school and going through their exam system there is no doubt in my mind that my grades would have suffered through high school, I would not have reached my full potential and I would not have completed two scientific courses at University. Being part of a school that believed in me from the start and gave me enough time to realise it for myself made all the difference.

Luke Steel (Class of 2013)

I focused on Mathematics in my exam subjects at school, but was given the opportunity to apply the more semantic aspects of my maths lessons to humanities such as Art and Drama. I enjoyed these subjects more as I was able to bring my own ideas to the classroom. Given the preparation and freedom I had with my subjects at school, I developed a good attitude towards studying for exams.

After I had finished school I went on to study my favourite subject, Mathematics, at the University of St Andrews. The entire course consisted of eight exam diets, so I was able to put the studying skills and mindset I had learned at school to good use. I already had three years practice at exams before starting my degree.

Once I graduated, I worked as a mathematician for a year. This didn't work out so I moved away from Mathematics and towards Computer Science. I obtained a software development qualification which has led me to become a developer at TalkTalk.

Useful links

Scottish Qualifications Authority (SQA) (exam board)

Public website: <https://www.sqa.org.uk/sqa/70972.html>

Details of National Courses: <https://www.sqa.org.uk/sqa/58062.3806.html>

Understand Standards (links to examples of candidates' work and marking rationale; select 'subjects' and go to 'understanding standards' for a particular level):

<https://www.sqa.org.uk/sqa/72990.5926.html>

Exam timetables: <https://www.sqa.org.uk/sqa/1439.html>

Post-results services: <https://www.sqa.org.uk/sqa/79048.html>

Certificates (replacement certificates): <https://www.sqa.org.uk/sqa/212.html>

AQA (exam board)

Public website: <https://www.aqa.org.uk/>

OCR (exam board)

Public website: <https://www.ocr.org.uk/>

Crossfields Institute (Integrated Education)

Details of the IEC: <https://www.crossfieldsinstitute.com/level-2-integrated-education-certificate/>

OneAwards

Public website: <https://www.oneawards.org.uk/>

Cambridge English Language Assessment

<https://www.cambridgeenglish.org/>

UCAS

Public website: <https://www.ucas.com/>

Student Awards Agency Scotland (SAAS)

Student finance post-school: higher education tuition fees; grants/loans:

<https://www.saas.gov.uk/>

BBC Bitesize

Useful revision materials: <https://www.bbc.co.uk/bitesize>

School Contacts

Questions about exams are welcome and should be directed, via the School Office, to the members of staff responsible for examinations. These are currently Alistair Pugh, who is referred to as the 'SQA Coordinator' and deals with National Courses (Highers/National 4/5), and Michael Hooper, the 'Examinations Officer,' who handles GCSE courses. The contact for Cambridge English Language Assessment is Emily Maclean. Andrew Phethean and Alistair Pugh can be contacted about Integrated Education.

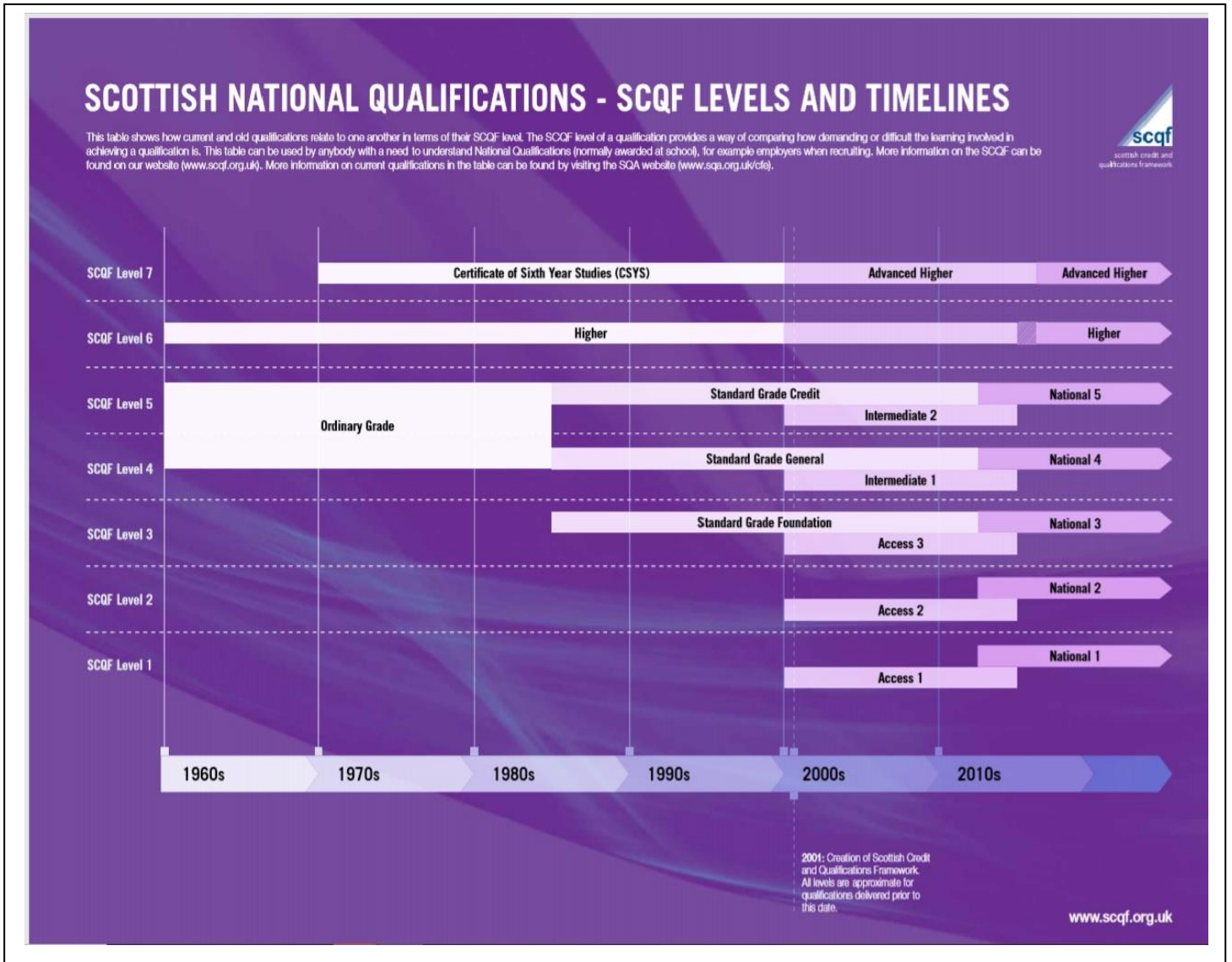
Appendix A: National Qualifications Frameworks

- The SCQF can be represented in a number of different ways. Here is one version:

Use the Qualification Ladder to work out where you currently are and what steps you can take to get to where you want to be; the qualifications on each step show you the different pathways available.

									Ordinary Degree	Honours Degree
								Higher National Diploma		
							Advanced Highers			
					National 5	Highers	Modern Apprenticeship			
				National 4		Modern Apprenticeship	Higher National Certificate			
			National 3			Foundation Apprenticeship				
		National 2		College/National Certificate			Graduate Apprenticeship			
	National 1			Fife College Certificate	Fife College Intermediate Certificate	Fife College Advanced Certificate	Degree year 1	Degree year 2	Degree year 3	Degree year 4
SCQF Level	1	2	3	4	5	6	7	8	9	10

- This SCQF table compares 'old' exams (such as Standard Grade) with the 'new' courses. Also available at: <https://scqf.org.uk/media/1104/old-v-new.pdf>



- The RQF has only recently been introduced and good diagrams are hard to find, or legally reproduce. The table below lists Levels and relevant qualifications for comparison, from the Government's website

Level 1

- GCSE - grades 3, 2, 1 or grades D, E, F, G
- level 1 award
- level 1 certificate
- level 1 diploma
- level 1 ESOL
- level 1 national vocational qualification (NVQ)
- music grades 1, 2 and 3

Level 2

- GCSE - grades 9, 8, 7, 6, 5, 4 or grades A*, A, B, C
- intermediate apprenticeship
- level 2 award
- level 2 certificate
- level 2 diploma
- level 2 ESOL
- level 2 NVQ
- music grades 4 and 5
- O level - grade A, B or C

Level 3

- A level
- access to higher education diploma
- advanced apprenticeship
- international Baccalaureate diploma
- level 3 ESOL
- level 3 NVQ
- music grades 6, 7 and 8
- tech level

Appendix B (whole school ‘Examinations at the appropriate level’ policy, extract)

Introduction

This policy provides general advice to manage the expectations and outcomes of those pupils for whom particular exam courses are not appropriate.

Examination courses have a distinct role in the educational provision of the Upper School. Exam courses are externally produced, verified and, for the most part, externally assessed. These ‘external’ factors place specific demands and responsibilities on pupils and teachers. As such, Edinburgh Steiner School is committed to ensuring that all pupils are able to access the exam course(s) that are appropriate to their abilities.

Rationale

Edinburgh Steiner School offers a wide range of exam and coursework-assessed courses at several levels (predominantly at National 4, National 5, Higher and Advanced Higher). This provides a lot of choice. Nevertheless, pupils need to be closely guided to make the right choices at the right times, for a variety of reasons (such as to meet the requirements of UCAS applications, for example). While timetables and department size can determine the types of exam courses on offer, pupils have significant freedom to select the subjects they wish to pursue.

This policy does not seek to restrict the freedom to choose, nor to create exclusivity in particular subjects. However, the removal of mandatory unit assessments from Higher courses in 2018-2019 has made it harder for teachers to form a clear judgement as to whether a candidate is academically capable of sitting the final exam. In previous years, a failed unit assessment effectively signalled a failed course, making the exam itself irrelevant. As such, units were used to screen candidates prior to the exam, ensuring they did not sit an exam they were almost certain to fail. Exam failure—which has become rare at our school—can have a particularly negative effect on candidates’ self-esteem, which we would rather avoid.

Upper School departments and individual teachers are therefore strongly encouraged to adhere to the following guidelines and incorporate them into their departmental policies in such a way that:

- (a) The principle of pupil choice and opportunity is not undermined
- (b) Ongoing diagnostic assessment remains rigorous, even in the absence of unit assessments

- (c) The needs of the majority of candidates at each level are always met, while undue time and resources are not expended on candidates whose needs might be better served at a higher or lower exam level

Appendix C: Detailed Exam Course Descriptions*

**Course descriptions for Class 10 contain specific details of how these courses are taught at Edinburgh Steiner School. The descriptions of courses in Class 11 and 12 are more generic, mostly reproduced from the course specifications published by exam boards*

Classes 9, 10, 11, 12

Cambridge English Language Assessment Exams

Visitors and permanent pupils whose primary language is not English broaden their experience of the English language by strengthening all four language skills (reading, writing, listening and speaking) and building up a greater internalised knowledge of English. The skill of paraphrasing is given prominence in order to develop language flexibility and non-translated communication. Each lesson places a high emphasis on speaking and topics include current events, weekend activities, school events, opinions on given topics and festivals of English-speaking countries.

Written assignments give ample practice of various genres: essays, reviews, articles, informal/formal letters and reports. Reading work covers skimming, scanning, inferring meaning, intensive and extensive reading. Literary work is chosen amongst works by: Charlotte Bronte, John Buchan, Daphne du Maurier, Jane Austen, Sir Arthur Conan Doyle, Thomas Hardy, Agatha Christie and Charles Dickens. Form, meaning and pronunciation practice of tenses is brought together with a variety of ways of strengthening them. Detailed work is brought to give the practice needed for approximating English intonation and word stress. Each pupil works on keeping a vocabulary book. Cambridge English Language Assessment exams are taken (Classes 10 - 12) throughout the school session for levels A2, B1, B2 or C1*. *CEFR (see above).

Class 10

National 4/5 English (also available in Classes 11 and 12), Alistair Pugh and Deirdre Hill

The National 5 English course builds on the work of previous years and covers essay-writing, reading and analysing short pieces of factual writing. Additionally the pupils will read, discussing answer written questions on works of English Literature.

The English department follows the SQA National 5 specification. Five lessons per week spread over 4 days. The Class is split for these lessons, but both groups are targeting the National 5 exam. The individual abilities, interests and experiences of all pupils are taken into account. The National 5 course consists of several different elements which are taught concurrently

throughout the year: candidates have to produce a portfolio of two essays (one 'discursive' and one 'creative') of 1000 words each, to be completed by February; they will study a play (An Inspector Calls) as their 'critical essay' text, and write an essay about it in the exam; they will learn how to tackle Reading For Understanding, Analysis and Evaluation (often called 'close reading') again in preparation for the exam where they will have to read a passage of factual text and answer questions on it; and they will study a 'Scottish' author (Mr Pugh's group will study six set poems by Norman MacCaig. Mrs Hill's Group will study poems by Carol Anne Duffy) again in preparation for questions in the exam.

The exam will be in May and consist of two papers: Paper 1 (one hour long) will be Reading for Understanding, Analysis and Evaluation; Paper 2 (one and a half hours long) will have two sections, one for the 'Scottish text' and one for the 'critical essay.' There will be a prelim in March.

Candidates who are struggling at National 5 level may be entered either simultaneously for National 4 and National 5, and complete any outstanding 'unit' work (for National 4) not completed in Class 9, or choose to enter for National 4 only, for which there is no external exam. This decision can be made after the prelims. Any candidate who achieves National 4 only this year will have the option of attempting National 5 next year instead.

Maths National 4 (also available in Classes 11 and 12), Renske Brune

This is the second year of the two-year course. The course is comprised of three units: Expressions and Formulae, Relationship and Numeracy.

These three units need evidence of mastery before the final added-value test of the course can be sat. Once the added-value test has been passed, the National 4 course has been achieved. This can be at any time (after completion of the units). The idea is that pupils do the national 4 course in classes 9 and 10, and (if wishing to progress) then do the national 5 in classes 11 and 12. However, if pupils are doing well it is hoped that completion of the national 4 course occurs before the end of class 10, in which case the national 5 course can commence sooner than class 11, so that pupils can have more than two years to complete the course.

Teaching is done from the Teejay books N4-1 and N4-2. Unit components can and will be cleared as chapters are completed. In the first year most of the pupils got through most of the units, and we can now start preparing for the final (added value unit) test. This test consists of a calculator and a non-calculator paper. The first test can be sat over approximately 20 minutes, the second over 40 minutes. Preparing for the final test includes delivery of new content and

revision of last year's content. Pupils can only attempt the final test once. If a pupil does not pass the final test this school year, they can resit the final test in class 11. These pupils will not have to resit the unit tests, only the final added value test.

Homework is given after every lesson, for the next lesson. A typical lesson is structured as follows:

Checking that pupils have done their homework (3 minutes);

Collective marking of homework and explanation of difficult exercises on the board; (5 – 15 minutes);

Delivery of new content and examples (15 minutes);

Homework for next lesson in class (5 – 15 minutes);

In a double lesson, pupils will typically have a delivery of new content, possibly extended, in the first lesson, followed by a five-minute break. In the second of the double lesson the pupils will be working cooperatively in small groups on tasks involving and deepening the newly delivered content. Topics are always delivered through the experience before being extended to the abstract, and considerable time is set-aside in lessons for pupils to execute the abstracting steps themselves. The purpose for this is to prevent the pupil getting stuck in a test setting because the pupil forgot a formula or a way of working. Logic puzzles and extra challenges will be given to those that have mastered current topics, both in homework and in understanding.

National 5 Maths (also available in Classes 11 and 12), Janet Alison

There is a great deal of the syllabus left to cover, so everyone will have to work in a very concentrated way. Many of this year's topics build on last year's, so some pupils may need to make an extra effort to go back and revise earlier work.

This year the class start with solving simultaneous equations, followed by algebraic fractions, rearranging formulae and solving inequations. The geometry, area and volumes of various shapes including circles and 3-D solids will follow. The next topics on indices and surds will be followed by a more extended study of quadratic functions – their graphs and solving quadratic equations, and an introduction to the idea of mathematical functions.

Trigonometry is first introduced in the Maths Main Lesson, and is then followed in the Maths class by work on trigonometric graphs, equations and applications. Vectors will be studied

before or after trigonometry. The topic on vectors links to everyday life and physics where we are familiar with things like forces which act in a particular direction, and the class will learn how to add and subtract these. Finally, the class will extend their knowledge of statistics.

Pupils should try to revise earlier work as much as possible. If there is class time available, we will work through past papers. These are available on the SQA website. There are two examinations for the National 5, both of which have to be taken. One is a non-calculator paper so pupils should try to use their calculators as little as possible throughout the year. There will be a Prelim examination at the school in March. The Maths department will consider whether pupils with very low marks should defer sitting the examinations until the following year.

National 4 & 5 German, Mrs Wendy Boyd

The National 4 & 5 German course covers the contexts of Society, Education, Employability and Culture. They cover topics including Healthy Lifestyles, Technology and Travel as well as revisiting topics from previous years. They watch the film "Goodbye, Lenin" and learn about life in former East Germany. A wide range of grammar is revised and consolidated, such as modal verbs, cases, word order and tenses, and each pupil expands on the complexity of his or her writing. At the end of Class 9 they will have done a presentation on a German city to their class; this exercise is called the Added Value Unit and is a prerequisite for the National 4 & 5 course. All the pupils do a job interview in German as their Talking Assessment. To attain National 4, the pupils will also do Reading, Writing and Listening assessments in class which, along with the Talking, are marked on a pass/fail basis by the teacher. Once they have passed these 4 Unit Assessments they have achieved the National 4 qualification. For the National 5 candidates, the Talking Assessment counts as 30% of their final grade and is marked by their teacher, and they also submit an essay to the SQA worth 15% of their final grade. Between late April and early June they will sit an external exam consisting of a Reading test (worth 30%), a Writing test (worth 15%) and a Listening test (worth 30%). The final decision on whether a pupil will do National 5 is made by the Spring Holidays, and all pupils will complete the National 4 assessments even if they are going on to National 5.

National 4 & 5 French, Mrs K. Greffin

This year the class is working towards their National 5 and National 4 exam. Entry level for each pupil will be decided before Christmas but could still be changed later on if necessary. The class will sit 2 elements of the National 5 exam in class throughout this year: a writing assignment

which will be sent away for external marking (in March) and a speaking assignment assessed internally (in March). The class will focus on the following topics: Society (family relationship, health, environment, new technologies), Learning (school), Employability (the world of work) and Culture (travelling and working abroad) as well as a thorough grammar revision of all tenses required at National 5 level. Those doing National 4 worked on similar topics but doing differentiated tasks. To attain National 4, the pupils will also do Reading, Writing and Listening assessments in class which, along with the Talking, are marked on a pass/fail basis by the teacher. Once they have passed these 4 Unit Assessments they have achieved the National 4 qualification.

For the National 5 candidates, the Talking Assessment counts as 30% of their final grade and is marked by their teacher, and they also submit an essay to the SQA worth 15% of their final grade. Between late April and early June they will sit an external exam consisting of a Reading test (worth 30%), a Writing test (worth 15%) and a Listening test (worth 30%). The final decision on whether a pupil will do National 5 is made by the Spring Holidays, and all pupils will complete the National 4 assessments even if they are going on to National 5.

Homework in class 10 could be given any days of the week however the due date varies depending on the type of homework given. The class is expected to learn vocabulary on a weekly basis and should expect to be tested on it regularly.

Class 11

GCSE Art and Design (Ms Penny Reid)

Students must complete both components (01 and 02) to be awarded the OCR GCSE (9-1) in Art and Design.

Content/assessment

Component 01: Portfolio

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

The portfolio must provide evidence that the student has met all four assessment objectives.

Component 02: Externally set task

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

GCSE Chemistry (Mr Fergus Murray)

The content starts with fundamental aspects of chemistry such as atomic structure, bonding and the properties of matter, and builds to topics in which the fundamentals are applied such as quantitative chemistry and equilibria. The eight required practicals are linked to areas of the content where it would be most appropriate to teach them to embed skills and knowledge.

Assessment: Paper 1: What's assessed Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. How it's assessed • Written exam: 1 hour 45 minutes

Paper 2: What's assessed Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3. How it's assessed • Written exam: 1 hour 45 minutes

GCSE Biology (Ms Renske Brune)

The core content follows a coherent and logical story through biology.

Subject content

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology
- 8. Key ideas

Assessment:

Paper 1: What's assessed Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics. How it's assessed • Written exam: 1 hour 45 minutes

Paper 2: What's assessed Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. How it's assessed • Written exam: 1 hour 45 minutes

GCSE Physics (Mr Michael Hooper)

The content is presented in an order that tells a coherent and logical story through physics.

Subject content

- 1. Energy
- 2. Electricity
- 3. Particle model of matter
- 4. Atomic structure
- 5. Forces
- 6. Waves
- 7. Magnetism and electromagnetism
- 8. Space physics (physics only)

Assessment:

Paper 1: What's assessed Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure. How it's assessed • Written exam: 1 hour 45 minutes

Paper 2: What's assessed Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity). How it's assessed • Written exam: 1 hour 45 minutes

National 5 Philosophy (Dr Mark Burgess)

Assessment: one exam paper and assignment (coursework)

Question paper: 2 hours and 20 minutes

Purpose and aims: The course develops reasoning skills by focusing on abstract concepts and philosophical problems. The course:

- ◆ develops basic knowledge and understanding of philosophy
- ◆ encourages candidates' ability to engage with abstract thought
- ◆ offers candidates insight into the ideas of others Candidates develop a range of skills, including:
 - ◆ analysing arguments
 - ◆ recalling, selecting and using specified knowledge
 - ◆ explaining philosophical ideas and theories
 - ◆ explaining criticisms of philosophical ideas and theories
 - ◆ presenting ideas in a logical sequence in an extended piece of writing

National 5 Modern Studies (Ms Anne Jardine)

Assessment: one exam paper and assignment (coursework)

Question paper: 2 hours and 20 minutes

Assignment: 1 hour

Purpose and aims: The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they will encounter in their lives.

Candidates develop:

- ◆ a range of research and information-handling skills including: evaluating information/evidence in order to support and oppose a view; making decisions and drawing conclusions; constructing detailed arguments; communicating views, opinions, decisions and conclusions based on evidence
- ◆ detailed understanding of the democratic process

- ◆ detailed understanding of social and economic issues at local, Scottish, national and international levels
- ◆ ways of addressing needs and inequalities
- ◆ an understanding of different views about the extent of state involvement in society
- ◆ an understanding of the nature and processes of conflict resolution
- ◆ an understanding of human and legal rights and responsibilities and their application in different societies

National 5 Geography (Mr Alistair Pugh)

Assessment: one exam paper and assignment (coursework)

Question paper: 2 hours and 20 minutes

Purpose and aims: Five lessons per week are generally delivered in a ‘tutorial’ style, with lots of individual attention. Pupil numbers are usually low (under 10). The abilities, interests and experiences of pupils are taken into account. The National 5 course is a blend of human and physical geography topics that explore the environment at local, national and global scales and are designed to allow students to demonstrate not only their technical and factual knowledge, but also to evaluate change and diversity. Case studies explore social, political and cultural issues such as the human response to natural disasters, land use conflict and sustainable management.

Topics studied during the year:

- Weather
- Rivers
- Upland and coastal landscapes
- Urban geography
- Population
- Rural
- Global issues: environmental hazards; tourism

Geographical skills are taught throughout the course: using Ordnance Survey maps; ‘describing maps’; interpreting different types of maps (choropleth, topological, flow line etc); the creation of basic graphs; cross-sections

The Assignment (added value project) is due for submission in the spring. Students have the freedom to explore a topic from the course through project work. This normally involves fieldwork. Support is provided and fieldwork skills and techniques (observing, gathering, analysing, presenting) are taught in class and during fieldwork excursions into Edinburgh.

Higher English (Dr Mark Burgess or Mrs MacDonald-Russell)

Assessment: The course assessment has four components: two exam papers, portfolio (coursework) and spoken language assessment

Component 1: question paper Reading for Understanding, Analysis and Evaluation, 1 hour and 30 minutes

Component 2: question paper Critical Reading, 1 hour and 30 minutes

Component 3: Portfolio–writing (two essays)

Component 4: Performance–spoken language

Purpose and aims: The course provides candidates with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and to use language which is detailed and complex in nature. The course offers candidates opportunities to develop and extend a wide range of skills with growing independence.

The main aims of the course are to enable candidates to develop the ability to:

- ◆ read, write, talk and listen in detailed and complex contexts, as appropriate to purpose and audience
- ◆ understand, analyse and evaluate detailed and complex texts, including Scottish texts, in the contexts of literature, language and the media
- ◆ create and produce written texts and spoken language, as appropriate to purpose, audience and context, through the application of knowledge and understanding of detailed and complex language

The broad structure of the course assessment allows these skills to be demonstrated in a balanced way. Candidates develop complex language skills allowing them to engage with and to process detailed and complex ideas, opinions, information, language forms and use, and to increase their ability to learn with independence.

Higher French/German (Ms Karine Greffin & Mrs Wendy Boyd)

Assessment: Both courses have the same five components: two exam papers, assignment and talking

Components 1 & 2: question paper 1: Reading & Directed Writing, 2 hours

Component 3: question paper 2 Listening, 30 minutes approximately

Component 4: Assignment–writing

Component 5: Performance–talking, 10 minutes approximately

Purpose and aims: The course(s) enable candidates to develop the skills of reading, listening, talking and writing in order to understand and use a modern foreign language.

In particular, the course(s) aims to develop:

- ◆ reading, listening, talking and writing skills in a modern language
- ◆ application of knowledge and understanding of a modern language
- ◆ the skill of translation
- ◆ literacy skills

Higher Maths (Mrs Janet Alison)

Assessment: two exam papers.

Question paper 1 (non-calculator) 1 hour and 30 minutes

Question paper 2, 1 hour and 45 minutes

Purpose and aims: 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 aims to:

- ◆ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical situations

- ◆ develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- ◆ deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- ◆ allow candidates to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- ◆ deepen candidates' skills in using mathematical language and exploring advanced mathematical ideas

Higher Music*

*There are several different iterations of Higher Music and the course chosen by the teacher may depend on the individual candidates in the class, their skills and preferences

Assessment: The course assessment has four components.

Component 1: question paper, 1 hour

Component 2: assignment

Component 3: performance — instrument 1

Component 4: performance — instrument 2

Purpose and aims: The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

The course aims to enable candidates to:

- ◆ broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- ◆ create original music using compositional methods
- ◆ perform music

Class 12

Higher Biology (Mr Michael Hooper)

Assessment: two exam papers and assignment (coursework)

Question paper 1: multiple choice, 40 minutes

Question paper 2: 2 hours and 20 minutes

Assignment: 8 hours of which a maximum of 2 hours is allowed for the report stage

Purpose and aims: The course develops candidates' interest and enthusiasm for biology in a range of stimulating, relevant and enjoyable contexts. It also allows flexibility and personalisation by offering a choice of contexts to study. The skills of scientific inquiry and investigation are developed throughout the course. This will enable candidates to become scientifically-literate citizens.

The course allows candidates to develop deeper understanding of the underlying themes of biology. The scale of topics ranges from molecular through to whole organism and beyond.

Candidates develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity. Genomics is studied as one of the major scientific advances in recent times. Metabolic pathways and their control are considered along with the conditions in which organisms survive and their means of coping with these. The interdependence and complex interactions between organisms is explored and sustainable food production, with the fundamental process of photosynthesis at its core, is investigated.

The development of skills enables candidates to adapt their learning to new situations, solve problems, make decisions based on evidence, and evaluate the impact of scientific Version 3.0 3 developments on their health and wellbeing, society and the environment. By setting the acquisition of knowledge and skills in the context of Higher Biology, a stimulating, relevant and enjoyable curriculum prepares candidates for further education, training or employment, in areas associated with life sciences.

The course aims to:

- ◆ develop and apply knowledge and understanding of biology
- ◆ develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- ◆ develop scientific inquiry and investigative skills

- ◆ develop scientific analytical thinking skills, including scientific evaluation, in a biology context
- ◆ develop the skills to use technology, equipment and materials safely in practical scientific activities
- ◆ develop planning skills
- ◆ develop problem-solving skills in a biology context
- ◆ use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- ◆ develop the knowledge and skills for more advanced learning in biology
- ◆ develop skills of independent working

Higher Chemistry (Mr Fergus Murray)

Assessment: two exam papers plus assignment (coursework)

Question paper 1: multiple choice 40 minutes

Question paper 2: 2 hours and 20 minutes

Assignment: 8 hours, of which a maximum of 2 hours is allowed for the report stage

Purpose and aims: The course develops candidates' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course.

Candidates develop an appreciation of the impact of chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. The course provides opportunities for candidates to think analytically, creatively and independently, and to make reasoned evaluations. It allows flexibility and personalisation by offering candidates the choice of topic for their assignment.

Candidates gain an understanding of chemical bonding and intermolecular forces that allows them to predict the physical properties of materials. They apply a knowledge of functional groups and organic reaction types to solve problems in a range of diverse contexts.

Candidates also learn important chemical concepts used to take a chemical process from the researcher's bench through to industrial production. The concept of the mole allows the

quantities of reagents required to be calculated, and the quantity of products predicted. By studying energy, rates and equilibria, candidates can suggest how reaction conditions can be chosen to maximise the profitability of an industrial process.

Candidates learn about industrial analytical chemistry techniques, such as volumetric analysis and chromatography. Candidates develop a range of skills that are valued in the workplace, providing a secure foundation for the study of chemistry in further and higher education. The course also provides a knowledge base that is useful in the study of other sciences.

The course enables candidates to make their own decisions on issues within a modern society, where scientific knowledge and its applications and implications are constantly developing. The course aims to:

- ◆ develop and apply knowledge and understanding of chemistry
- ◆ develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- ◆ develop the use of technology, equipment and materials safely in practical scientific activities, including using risk assessment
- ◆ develop planning skills
- ◆ develop problem-solving skills in a chemistry context
- ◆ use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- ◆ develop the knowledge and skills for more advanced learning in chemistry
- ◆ develop skills of independent working

Higher Geography (Mr Alistair Pugh)

Assessment: two exam papers and assignment (coursework)

Question paper 1 — physical and human environments, 1 hour and 50 minutes

Question paper 2 — global issues and geographical skills, 1 hour and 10 minutes

Assignment — 1 hour and 30 minutes

Purpose and aims: Six lessons a week are generally delivered in a ‘tutorial’ style, with lots of individual attention. Pupil numbers are usually low. The abilities, interests and experiences of pupils are taken into account. Some pupils may take Higher as a ‘crash course’. The Higher Geography course is a blend of human and physical geography units that enable students to interpret changing environments at a variety of scales. Topics include population, settlement, biosphere and hydrosphere with case studies ranging from inner city regeneration in Edinburgh, to land use conflict in the Cairngorms.

Whole topics, such as ‘atmosphere,’ provide a solid theoretical understanding of the causes and consequences of current phenomena, such as global climate change. Units are designed to allow students to acquire a degree of technical and factual knowledge as well as to practise the mapping and diagrammatic skills they will need in order to comment on unfamiliar maps and select information from tables and graphs. The Assignment accounts for 27% of the course assessment. This is a project that will require independent research, leading to a write-up under exam conditions. The remainder of the marks are allocated to the final exam in May.

Higher Modern Studies (Ms Anne Jardine)

Assessment: Two exam papers and portfolio (coursework)

Question paper 1, 1 hour and 45 minutes

Question paper 2, 1 hour and 15 minutes

Assignment, 1 hour and 30 minutes

Purpose and aims: The course uses a multidisciplinary approach to develop candidates’ knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

Candidates develop a range of research, analytical and evaluating skills, and an understanding of:

- ◆ the democratic process and complex political issues

- ◆ complex social and economic issues at local, Scottish, national and international levels, and ways of addressing needs and inequalities
- ◆ different views about the extent of state involvement in society
- ◆ the nature and processes of conflict resolution
- ◆ the importance of human and legal rights and responsibilities, and their application in different societies

Higher Philosophy (Dr Mark Burgess)

Assessment: two exam papers.

Question paper 1, 2 hours and 15

Question paper 2, 1 hour and 45 minutes

Purpose and aims: The course develops candidates' reasoning skills by focusing on complex abstract concepts and philosophical problems.

Candidates learn to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. They develop critical thinking and analytical and evaluative skills, which are important in education and employment.

The broad aims of the course are to develop:

- ◆ knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, epistemology and moral philosophy
- ◆ critical thinking, analytical and evaluative skills appropriate to philosophy
- ◆ the ability to engage with abstract ideas
- ◆ the ability to develop and express reasoned arguments and conclusions
- ◆ skills of analysis, evaluation and expressing a coherent line of argument

Higher Physics (Mr Michael Hooper)

Assessment: two exam papers and assignment (coursework)

Question paper 1: multiple choice, 45 minutes

Question paper 2: 2 hours and 15 minutes

Assignment: 8 hours, of which a maximum of 2 hours is allowed for the report stage

Purpose and aims: The course develops candidates' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

The course develops scientific understanding of issues relating to physics. It enables candidates to gain an in-depth knowledge of concepts in physics, and to develop confidence in the skills of scientific inquiry.

Candidates develop their ability to describe and interpret physical phenomena using mathematical skills, and practise scientific methods of investigation from which general relationships are derived and explored.

Candidates gain a deeper insight into the structure of the subject, and reinforce and extend their knowledge and understanding of the concepts of physics.

Advances in physics mean that our view of what is possible is continually being updated. The course allows candidates to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

The course aims to:

- ◆ develop and apply knowledge and understanding of physics
- ◆ develop an understanding of the role of physics in scientific issues and relevant applications of physics
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- ◆ develop the skills to use technology, equipment and materials safely, in practical scientific activities
- ◆ develop planning skills
- ◆ develop problem-solving skills in a physics context

- ◆ use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- ◆ develop the knowledge and skills for more advanced learning in physics
- ◆ develop skills of independent working

Advanced Higher Art (Ms Penny Reid)

Assessment: the course has a single component, the portfolio

Purpose and aims: The course provides a broad, investigative and practical experience of expressive art. Creativity is the key focus.

Candidates research expressive art contexts related to their theme or stimulus. They learn about expressive art practice by investigating how artists respond creatively to themes. They explore how artists integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of expressive art practice while responding to a theme or stimulus to communicate their thoughts and ideas.

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