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James Gillespie's High School

COURSE CHOICE INFORMATION 2023

Introductory Pupil & Parent Guidance

Parents and carers have a key role in supporting you towards making informed decisions about subject choices. It is essential that they engage in discussion and reflection on your interests and aptitudes before final choices are made.

Some points to consider when choosing subjects:

Is it a balanced choice?

Certain subjects will be compulsory to ensure that all pupils follow a balanced programme of study:

- Pupils in S3 will study English, Mathematics, and a minimum of one Language, Science, Social Subject/Humanities subject and three further 'free' choices. Pupils will also have PSE, core PE and core RME on their timetable.
- Pupils in S5 & S6 do not have compulsory subjects they must study for qualification but select courses that support their post-school destinations. PSE and core PE continue for S5 and PSE in S6.
- Pupils who are still undecided should aim for a broad selection which suits their skills and interests.

Are career options kept open for as long as possible?

Pupils will often change their minds regarding further study and career considerations. A wide range of choices is recommended wherever possible.

Should pupils simply take the subjects they are good at?

Keep a balance between being challenged and maintaining your hobbies and interests along with good health and wellbeing. Do not choose subjects that you know you will be unable to cope with but equally do not be afraid of a challenge. We will support you.

Should you simply take the subjects you are good at?

Keep a balance between being challenged and maintaining your hobbies and interests along with good health and wellbeing. Do not choose subjects that you know you will be unable to cope with but equally do not be afraid of a challenge. We will support you.

Is it your choice?

These are YOUR choices. Friends may not have the same interests or aptitudes as you so do not feel pressured to follow their choices. True friends will respect your decisions!

What subjects to choose for a particular career?

Many careers do not ask for specific subject requirements but instead look for strong literacy and numeracy skills along with skills in discussion/debate, teamwork, taking initiative, etc.

Speak to our Careers Coach. Speak to your class teachers, Key Adults and Pupil Support Leaders. Look at employment, college and university websites. College and university programmes often recommend general requirements such as "4 Highers at A or B plus National 5 Maths" or similar general statements. Even though you may change your mind about your learning and career pathway between now and leaving school, take time to research lots of different possibilities.

You will have the opportunity to return to some subjects you haven't picked now in S5 or S6.

Skills Development Scotland provides career services, information and support to all pupils. This year, all S2 pupils will be seen individually by our Careers Coach to support their subject choice. Meetings will usually take around 20 minutes. If pupils wish to see the Careers Coach at other times, there is a Tuesday/Thursday drop-in session during lunchtime in the library.

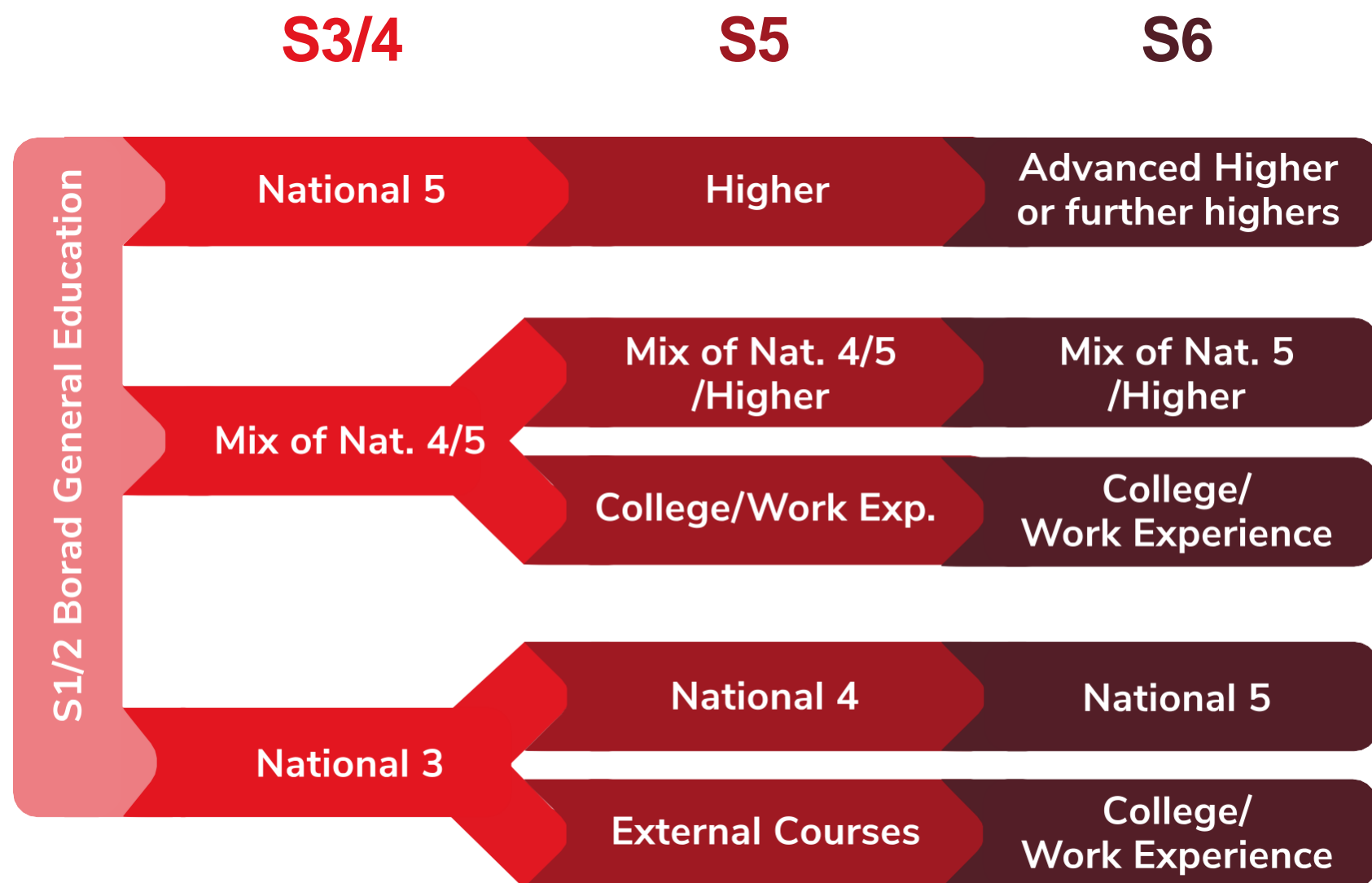
Pupils and parents should consider engaging with the tools on the following website, and find this useful in having career-related conversations with their children:

<https://www.myworldofwork.co.uk/my-career-options>

Learner Journey

A learner journey is the pathway through school that a pupil may take to achieve and attain the best outcome possible for themselves and their future.

Pupils will progress through different courses at different levels and different paces. Each person's journey is unique to them. Pupils will have the opportunity to move through the levels dependent upon a variety of factors including coursework completion, grasp of relevant knowledge and skills, performance in formal and informal assessments, etc.



Please note, these pathways are only an example of possible progression.

S1/2 Developing knowledge, skills and enjoyment within a broad range of subjects.

S3/4
Nat. 3 rudimental knowledge and skills required
Nat. 4 broad knowledge and skills desirable
Nat. 5 breadth and depth of knowledge and skills necessary

S5
Higher
 To study a subject at Higher level it is highly recommended that a pass at A or B at National 5 level has already been achieved. The jump from National 5 to Higher should not be underestimated. Although all National 5 passes A-C are acceptable for entry to a Higher course, these should be selected in conjunction with the professional advice and recommendation of teachers.

National 5/National 4
 A strong subject knowledge from the subject in S2 or a National 4 pass is required to study at this level.

S6
Advanced Higher/A-Level (Art and Design)/Scottish Baccalaureate
 To study a subject at these levels, it is highly recommended that a pass at either A or B at Higher level has already been achieved. Consideration will be given to those with a C pass in conjunction with the professional advice and recommendation of teachers.

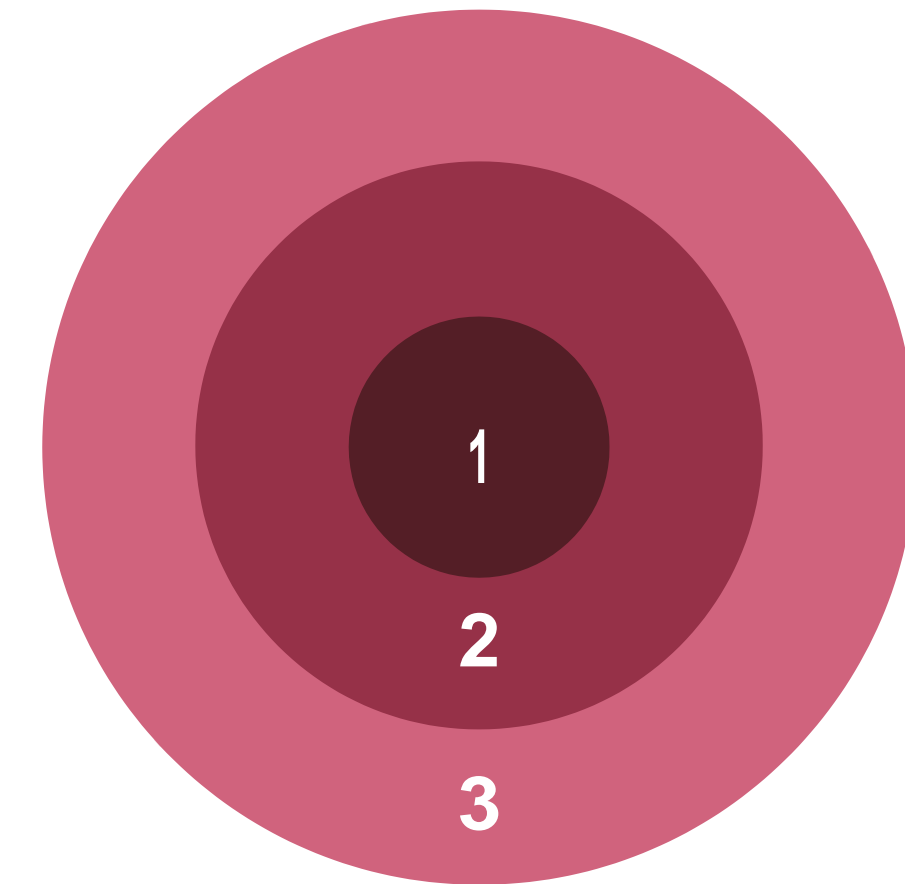
Higher and National 5 entry requirements for S6 are as for S5.

Course Choice Process

Pupils moving into S5 and S6 may freely make all requests from the courses offered in line with their interests, skills and enjoyment. Pupils moving into S3 should follow the basic principle on the right.

- Stage 1** S3 course choice sheet is published and shared with pupils and parents/carers mid-January 2023, with details on how to make choices online.
S5/6 course choice sheet is published and shared with pupils and parents/carers end of January 2023.
- Stage 2** Pupils will have a several weeks to research options. Input from Pupil Support Leaders and Careers Adviser will be available to discuss course choices and possible learner pathways. Parents and carers should also be involved at this stage.
- Stage 3** S3 course choice forms are to be submitted online by **Friday 3rd February 2023**
S5/6 course choice forms are to be submitted online by **Wednesday 22nd February 2023.**
- Stage 4** All being well, everyone will receive their first choice of subjects but for some this will not be possible and re-coursing will occur during March 2023. Pupil Support Leaders and the Depute responsible for coursing will notify pupils if any new subject requests need to be made, using reserve choices. Re-coursing will be completed by end of March 2023.

*Please note this diagram refers to pupils entering S3 only.



1. Core Subjects

Physical Education
Religious & Moral Education
Personal & Social Education

2. Required Subjects (some choice)

English / Literacy
Mathematics / Numeracy
Modern Languages
Sciences
Social Subjects/Humanities

3. Free Choice

Three from a wide range of opportunities.
Refer to the S2 into S3 Course Choice Sheet for more details.

S5 & S6 Learning Pathways

What will set you up for your next steps?

It is likely that you will have many skills and interests, and this makes narrowing down your choices and establishing a learning pathway very challenging.


Also, you may have not settled on any immediate study or career plans for when you leave school. Here at James Gillespie's High School, we aim to offer a wide variety of courses and opportunities to help you prepare for a whole range of possibilities.

- What do you enjoy?
- What motivates you?
- What will lead you to your idea of success?
- What skills for employability are you seeking?

These and many other questions should help you to make decisions on what you would like to study in S5/S6. For the 2021-2022 session we are offering options from SCQF Level 4 through to Advanced Higher, alongside offerings from Edinburgh College and other partners. Together, these courses should be able to help you create your own individual learning pathway and ultimately move you towards realising goals and ambitions for your life ahead.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

[CLICK HERE TO VIEW LARGER IMAGE](#)

S5 & S6

Practical Information

School Leavers

If you turn 16 between 1 March and 30 September 2023, you may officially leave school at the end of May 2023. If you turn 16 between 1 October 2023 and the last day of February 2024, you may leave school at the end of December 2023. **Please let your Pupil Support Leader know as soon as possible if you are considering leaving at the end of this school year.**

Until that time, you will need to be engaged in a package of formal education or training, coordinated by your Pupil Support Leader and Community Head.

Returning to study at JGHS for S5 or S6 **is a choice**, not an obligation. Please ensure you are returning for the right reasons. Although we work hard to provide suitable pathways for all, remember that there are incredible opportunities outside of school for study, training and education. It can be hard to leave the familiar surroundings of school, but you must do what is right for YOU, not others.

Returning for S5

Our experience is that busy pupils are happier, more productive and less likely to fall into bad habits and disorganisation. Therefore, pupils returning for S5 are expected to be **timetabled for 5 courses** from the options available. Reduced timetables will only be considered via written requests to the appropriate Pupil Support Leader and/or Community Head with accompanying medical letters as necessary.

It is recommended that pupils request subjects based on what they have studied in S3 & S4. Any pupil who wishes to undertake a subject not previously studied in S3/4 **must request to do this at National 5 level.**

'Crash' Highers may be considered if a pupil has previously performed well in a related subject area. Pupils **MUST** discuss this with the appropriate Curricular Leader before a decision can be made.

Changes to subjects will not be accepted beyond 18 September 2023 at the very latest and subject withdrawals will not be possible except upon medical advice. If workload issues require a pupil to cease studying a subject for qualification, they must continue to attend the timetabled classroom for supervised study.

Returning for S6

Pupils returning for S6 **must be timetabled for a minimum of 15 points**, 12 of which must be subject based. Please refer to the chart below for details. Responsibilities and commitments that are not subject based **must be arranged prior to 5th June 2023** with Pupil Support Leaders and/or Community Head. It is recommended that pupils undertake a course of study that best supports their next destinations beyond school. For some this will mean studying Advanced Highers or equivalent but, for many, it will be more important to build a stronger portfolio of subjects at Higher (SCQF Level 6)

As with S5, 'Crash' Higher set Advanced Highers may be considered if a pupil has previously performed well in a related subject area. Pupils should discuss this with the appropriate Curricular Leader before a decision can be made.

From 18 September 2023, S6 pupils will not be permitted to change or withdraw from timetabled subjects. It is important that the commitments made are followed through. Medical exceptions will be considered in consultation with Pupil Support Leaders and the appropriate Community Head.

COURSE OR ACTIVITY	SCHOOL POINT VALUE
NATIONAL 5 COURSES/LEVEL 5 COURSES	4
HIGHER COURSES/LEVEL 6 COURSES	4
ADVANCED HIGHER COURSES / A-LEVEL / SCOTTISH BACCALAUREATE	5
DEPARTMENT / FACULTY SUPPORT (WEEKLY)	1
WORK EXPERIENCE OUT OF SCHOOL (WEEKLY)	2
OTHER (AS AGREED WITH PSL/COMMUNITY HEAD)	1-2

S5 & S6 'Travel Column' (Tues & Thurs pm)

Schools College Partnership (SCP) courses at Edinburgh College

Secondary schools in Edinburgh benefit from a close working relationship with Edinburgh College. We work together to timetable a common 'travel column' across all secondary schools which allow school pupils to take up introductory college courses on Tuesday and Thursday afternoons. The course offering from the college has grown year on year. They provide excellent courses in state-of-the-art facilities across SCQF levels 3-7 which then provide progression opportunities for further study at college and/or university. Pupils can apply to undertake an SCP course by applying on the college website when these become available. Open days take place in February where pupils can visit the college campus of a course they may be interested in. **Application is by pupils, not through the school.**

Below are links to next session's course offerings, and the draft schedule of classes (issued 13 Dec 2022), starting August 2023:

[https://www.edinburghcollege.ac.uk/courses/for-school-pupils/SCP Course Offer 2023-24 - 13 Dec 22.xlsx](https://www.edinburghcollege.ac.uk/courses/for-school-pupils/SCP%20Course%20Offer%202023-24%20-%2013%20Dec%2022.xlsx)

Please indicate your interest in any of these college courses on your course choice submission.

Neighbourhood Schools (Consortia) courses

The 'travel column' also supports our S6 pupils with some access to courses at other secondary schools across the city, but predominantly those in closer proximity to JGHS (Boroughmuir, St. Thomas', Liberton, Gracemount, Tynecastle, Firrhill)

Details of course availability will be shared once these schools have completed their own course choice process. S6 Pupils interested in studying a subject not offered at JGHS should let their Pupil Support Leader know.

Foundation Apprenticeships through Edinburgh College

The Foundation Apprenticeship offering has taken off over the last several years and provides an excellent work-based learning opportunity for pupils across S5 and S6. Not to be confused with the old Standard Grade 'Foundation' level of qualification, these Foundation Apprenticeships are aimed at pupils who have the desire and ability to study at SCQF Level 6 (Higher equivalent) but in a college and work-based environment. Pupils study for FAs alongside their other school courses, just as they would for one of the SCP courses. Upon completion of **the two-year** FA, pupils will achieve a joint qualification at Level 6 which includes a National Progression Award and a Scottish Vocational Qualification. This is recognised by a dozen Scottish universities and provides progression into Modern Apprenticeships, full-time college courses and employment. Pupils can apply to undertake a Foundation Apprenticeship by applying on the college website when these become available. Please see below for more information:

[http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/ Foundation-Apprenticeships](http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/Foundation-Apprenticeships)

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

S6 LEAPS Transition Course

This new offering from LEAPS (www.leapsonline.org) is for eligible S6 pupils. It is designed to give pupils the skills and experience they need to make a positive transition from school to university. It introduces a range of practical learning strategies that will equip pupils with the tools to be successful in their undergraduate studies including critical thinking, academic writing, discussion and presentation skills and using evidence and data. You will find more information about this course on the school website - <https://www.jamesgillespies.co.uk/course-choices/>

Scottish Baccalaureate (S6)

The Scottish Baccalaureate

The Scottish Baccalaureate in Languages, Science and Social Sciences consists of a coherent group of current Higher and Advanced Higher qualifications in associated subjects, but what makes a Scottish Baccalaureate unique is the Interdisciplinary Project.

Social Subject Baccalaureate

The Social Subject Baccalaureate is on offer to students who have achieved well in their Highers and are targeted to achieve 2 Advanced Highers and 1 Higher by the end of S6. One of the subjects must be English and the others must involve a minimum of one of the Core Social Sciences of Geography, History, Modern Studies, Psychology, RME or Philosophy; and either a second subject from the list above or one of the following Broadening Courses, Business Management or Environmental Science.

Language Baccalaureate

The Scottish Baccalaureate in Languages provides a challenging and rewarding experience for candidates in S6. It is based on studying three languages (which can include English), two at Advanced Higher and one at Higher. In addition, candidates complete an Interdisciplinary Project. Students choose and research an area of their choice, working throughout the year to investigate and then presenting their findings at the end of the year. Past projects have looked at aspects of politics, business, sport, music and law, to name but a few. This project enables pupils to develop a deeper understanding of the cultures and languages they are learning about, and encourages them to develop skills, attitudes and confidence that will help them make the transition into higher education or employment.

Science Baccalaureate

The Science Baccalaureate is on offer to students who have achieved well in their Highers and are targeted to achieve 2 Advanced Highers and 1 Higher by the end of S6. These must include a minimum of one of the Core Sciences of Biology, Physics, Chemistry or Environmental Science; either Mathematics or Statistics; and either a second Science from the list above or one of the following Broadening Courses, Computing Science, Design and Manufacture, Engineering Science, Graphic Communication, Geography or Psychology.

The Interdisciplinary Project

The Interdisciplinary Project is an Advanced Higher Unit in which you apply your subject knowledge in realistic contexts. You carry out an investigation or practical assignment. This is likely to involve you working out with your school — in a college or university, or in a community or workplace setting. The Interdisciplinary Project will help you to develop and show evidence of initiative, responsibility, and independent working — skills of real value in the world of higher education and work.

The Interdisciplinary Project Unit will be graded A, B or C. The Baccalaureate provides an opportunity for Students to choose an area of specific interest and study this independently whilst gaining accreditation for their work. This can support their applications to a variety of post school destinations.

Please indicate your interest in any of these Baccalaureate courses on your course choice submission.

Key Dates for the 2023/2024 academic session

November 2022 – January 2023

S2 pupils meet 1:1 with Skills Development Scotland coaches

6 December 2022

S2 and S4/5 Coursing Evening, 6.00 – 8.00pm. General course information shared with pupils and parents/carers.

January 2023

Coursing info. shared during PSE and assemblies. Pupils should investigate options (speak to teachers, PSL, use My World of Work, online research, discuss with family and friends etc.)

13 January 2023

S2 - Link to course choice submission form for pupils shared with pupils and parents/carers.

20 January 2023

S4/5 - Link to course choice submission form for pupils shared with pupils and parents/carers.
S2 – TOOLS link and username/password to make online course choices shared with pupils and parents/carers.

27 January 2023

S4/5 - TOOLS link and username/password to make online course choices shared with pupils and parents/carers.

February 2023

Deadline to submit course choices using TOOLS:

S2 - Friday 3 Feb.

S4/5 - Wed. 22 Feb.

March 2023

Re-coursing of pupils not able to take up first choice completed by end of March.

End of April 2023

End of re-coursing to allow input into system during May
Please note that there will be no re-coursing before the timetable change.

5 June 2023

Timetable for new academic session begins.

9 - 25 August 2023

Re-coursing for S5/6 following publication of SQA results.

15 September 2023 *

Final deadline for changes/withdrawals from subjects.

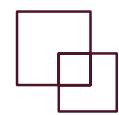
** Any change beyond this date is strongly discouraged and must only be made in conjunction with the agreement of Pupil Support Leaders and/or Community Head*

Faculties & Subjects



Design & ICT

Art & Design
Computing Science
Graphic Communication
Product Design & Manufacture
Engineering Science
Cyber Security (S5/6)
Computer Games Development (S5/6)



English & Literacy

English
Journalism (S6 only)
ESOL (S5/6)



Gaelic

Gaidhlig
History (GME) (S3)
Modern Studies (GME) (S3)
Contemporary Gaelic Songwriting
and Production (S5/6)



Health & Wellbeing

Dance
Practical Cake Craft (S5/6)
Practical Cookery (S3)
Leadership in Sport (S5/6)
Physical Education
Exercise and Fitness Leadership (S5/6)



Humanities

Business Management & Administration
Modern Studies
Politics (S6 only)
Philosophy (S5/6)
Psychology
Religious, Moral & Philosophical Studies
(S3)



Mathematics & Numeracy

Application of Mathematics (S5/6)
Mathematics
Statistics (S5/6)



Modern Languages

French
German
Languages for Life and Work (S3)
Leadership in Languages (S5/6)
Mandarin
Spanish



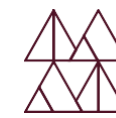
Performing Arts

Drama
Media Studies
Music
Music Technology (S3)
Music Performance NPA (S5/6)



Personal Development Courses

Achieve (Princes Trust) (S3)
Mental Health & Wellbeing (S5/6)
Duke of Edinburgh/Lifeskills (S5/6)



Sciences

Biology
Human Biology (S5/6)
Chemistry
Laboratory Science (S5/6)
Physics



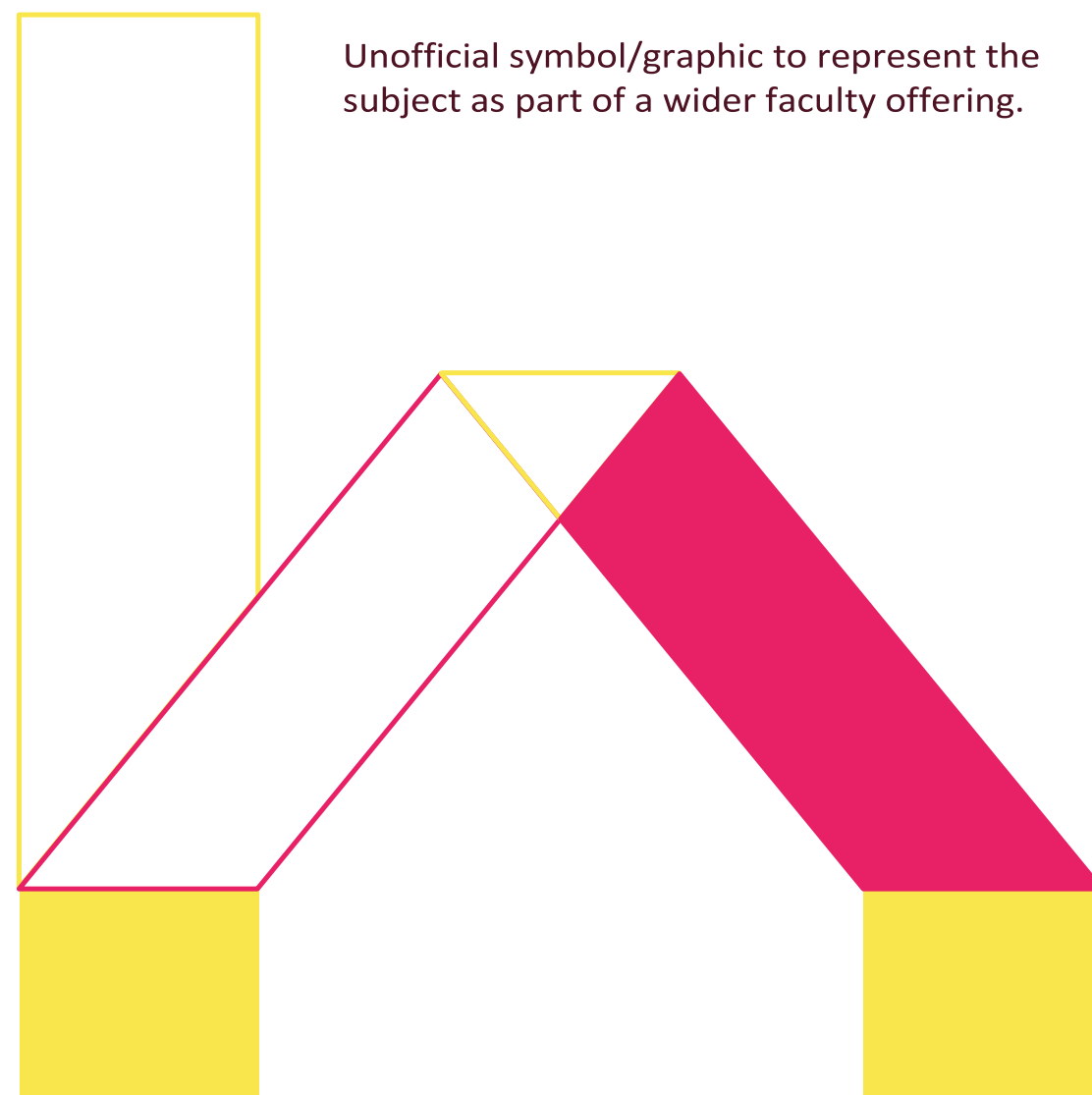
Social Subjects

Environmental Science
Geography
History



Subject Name

Names of teachers who may deliver this course This is subject to change.



General information or quotes that are applicable to the subject at all levels and/or its' place in the world today

NATIONAL 4/5

The information in this section refers to pupils making choices for S3.

These are two-year courses that run over S3 and S4 with a view to making a 'presentation' for each pupil towards the end of S4. Dependent upon engagement, achievement, progress and genuinely what is in the best interests of each pupil, presentations will be made at National 3, National 4 or National 5 level.

In general:

National 3 courses are internally assessed on unit completion and understanding.

National 4 courses are internally assessed on unit completion and understanding, along with the successful completion of and Added Value Unit (AVU)

National 5 courses are normally externally assessed through the submission of coursework (folio) and a final exam. Some elements may be assessed on site by teachers or visiting assessors.

HIGHER/SENIOR N5/SCQF LEVEL 6

Whilst C-passes at National 5 can be accepted pending space/availability, an A/B pass at National 5 is usually a better indicator of one's ability to manage the demands of a Higher/Level 6 course.

Pupils who wish to study a course at Higher level for which they do not have a corresponding National 5, can do so in S6. Where 'Senior N5' is listed, pupils may opt instead to complete an accelerated one-year National 5 qualification.

It is absolutely acceptable and common for pupils to study a mix of National 5 and Higher qualifications in S5.

Assessment at Higher typically includes coursework/folio submission for external marking as well as the final exam.

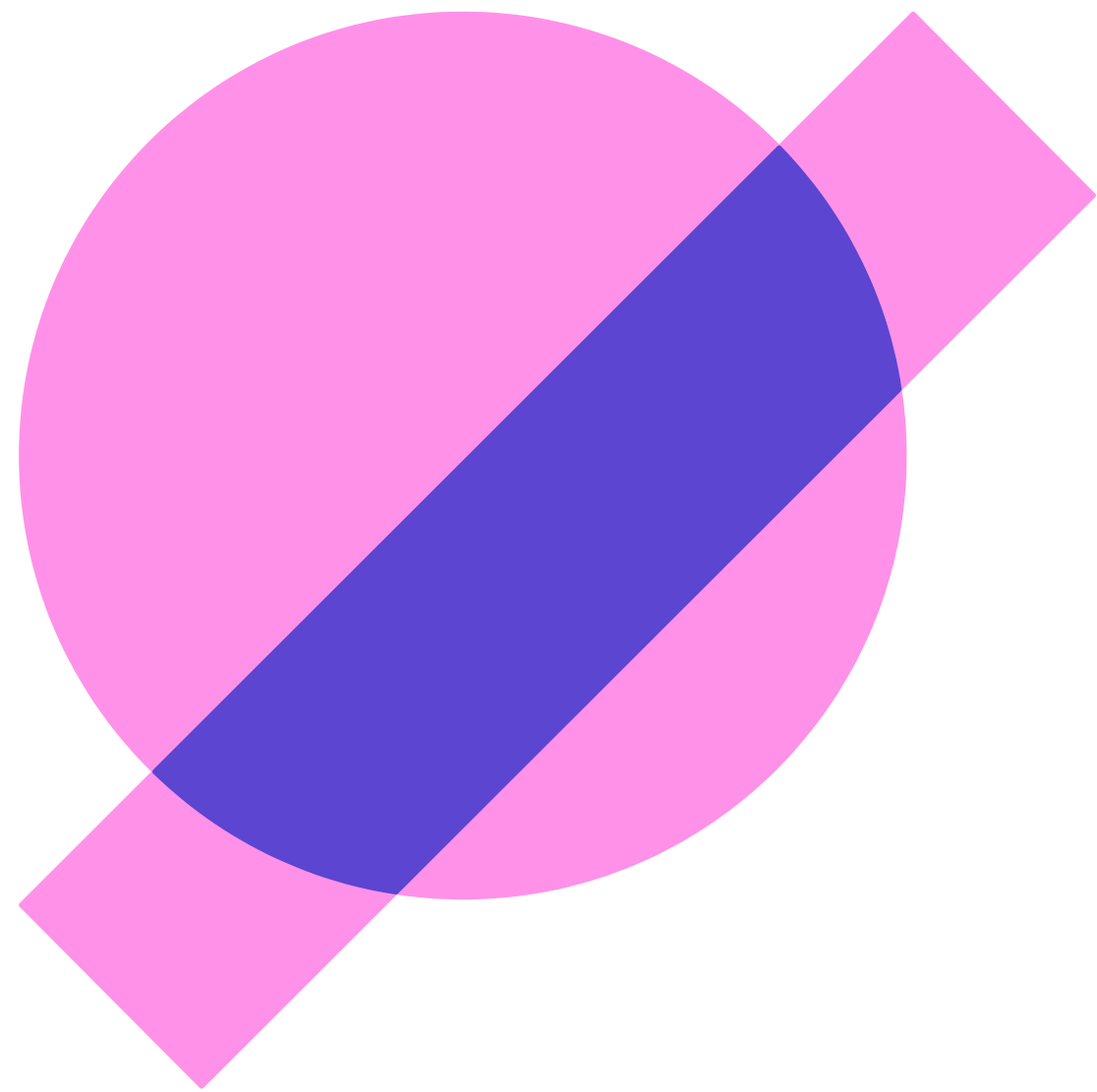
ADVANCED HIGHER/A-LEVEL (Art & Design)/SCOTTISH BACCALAUREATE

These advanced level courses are very much about independent learning. There is a strong element of self-directed study but very much supported by the guidance and instruction from subject specialist teachers. The courses usually consolidate prior learning by way of a dissertation/project that is submitted for external marking.

These courses are very good preparation for university though it should be noted that the acquisition of a strong group of Highers remains the primary currency for most Further Education and Higher Education courses.

JOB PROSPECTS

- Some pages have this section. Please note that this is by no means, not in any way, an exhaustive list of the future career and study pathways available for the subject. It is important that curiosity, enthusiasm and genuine interest in the subject are counted as valid reasons for taking a subject and not simply for career purposes. All have transferable skills and provide progression pathways both vertically and horizontally.
- Pages without this section are still under development.



Design & ICT

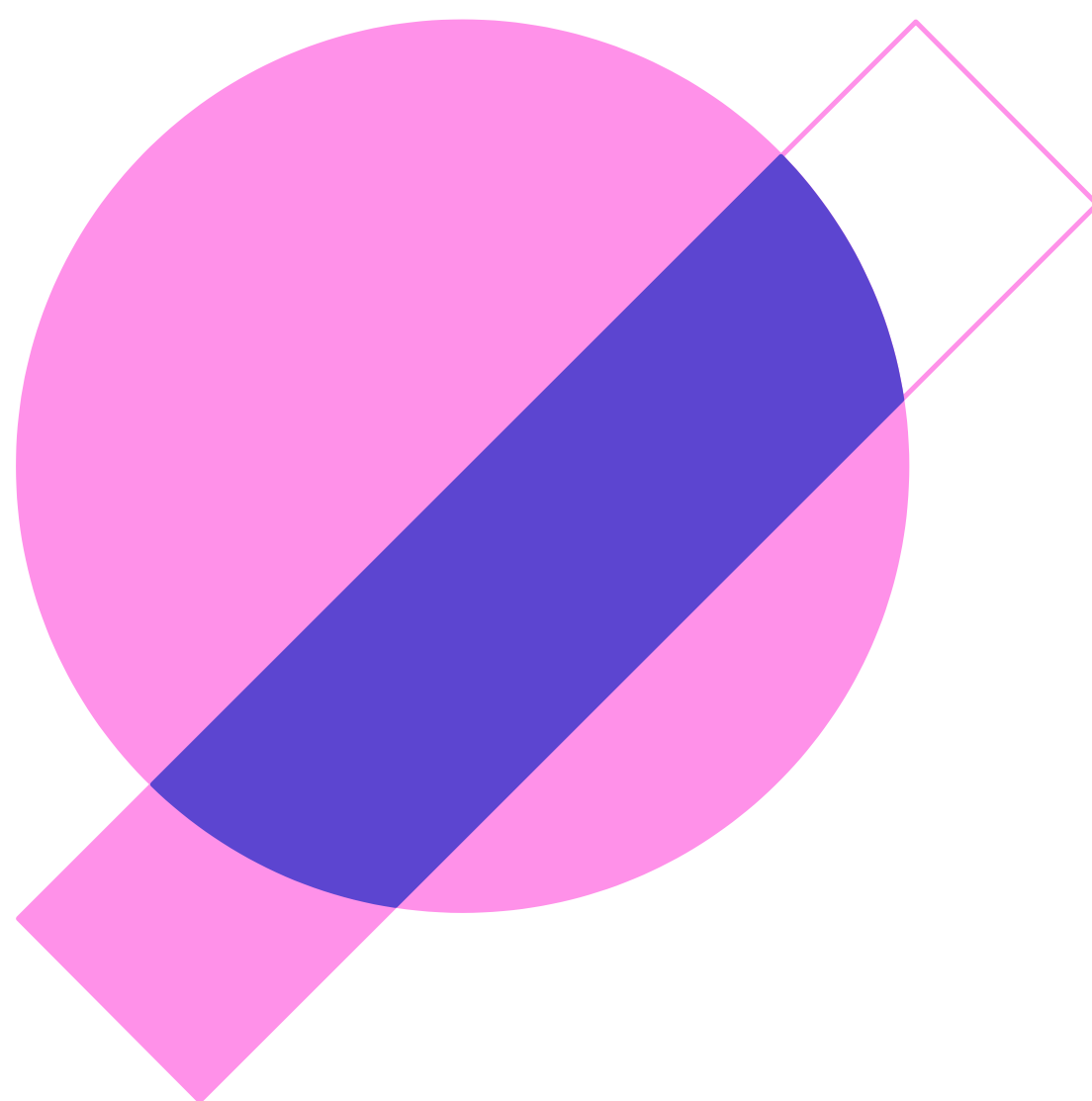


"The aim of art is to represent not the outward appearance of things, but their inward significance." - Aristotle

Art & Design

TEACHERS:

S Christie
G Grant
I Molleson
S Troon



JOB PROSPECTS

- Animator
- Ceramics Designer
- Community Arts Worker
- Exhibition Designer
- Fashion Designer
- Furniture Designer
- Glass Blower/Designer
- Illustrator
- Industrial/Product Designer
- Interior and Spatial Designer
- Jewellery Designer
- Make-up Artist
- Medical Illustrator
- Photographer
- Printmaker
- Production Designer - Theatre/Film/Television
- Textile Designer

NATIONAL 4/5

Design Activity with Critical Studies focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief. Design areas may include jewellery design & body adornment, textile design covering areas such as costumes, masks, hats and bags, graphic design, architecture design or product design. The Critical Studies element will develop the pupil's understanding and appreciation of designers' working practices. They will also develop knowledge and understanding of the social and cultural influences on design work.

Expressive Activity with Critical Studies focuses on the expression of personal ideas, thoughts and feelings in visual terms through the use of a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists' working practices. They will also develop knowledge and understanding of the social and cultural influences on art work.

The integrated Critical Studies element of each unit requires the pupil to conduct a substantial degree of personal and independent research that will support practical work covered in class.

HIGHER/SENIOR N5

This course also comprises the submission of two folios of work along with the written exam.

Design Activity with Critical Studies focuses on the creation of a design brief and the experience of working through the design process using problem-solving skills and critical thinking to fulfil the requirements of the brief to produce a final outcome. Choice encompasses jewellery design & body adornment, textile design covering areas such as costume and fashion, masks, hats and bags, 2D graphic design, architecture/environmental design or product design. The Critical Studies element will develop the pupil's understanding and appreciation of designers' working practices and the social and cultural influences on design work.

Expressive Activity with Critical Studies focuses on the expression of personal ideas, thoughts and feelings in visual terms through the use of a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists' working practices and the social and cultural influences on art-work.

A-LEVEL

The A Level GCE Art and Design course is very dynamic and exciting. It offers a broad ranging, portfolio and studio based method of working. It gives the individual pupil a freedom of choice, in regards to disciplines, and completely supports and prepares a pupil who wishes to apply to an Art-based higher or further education course.

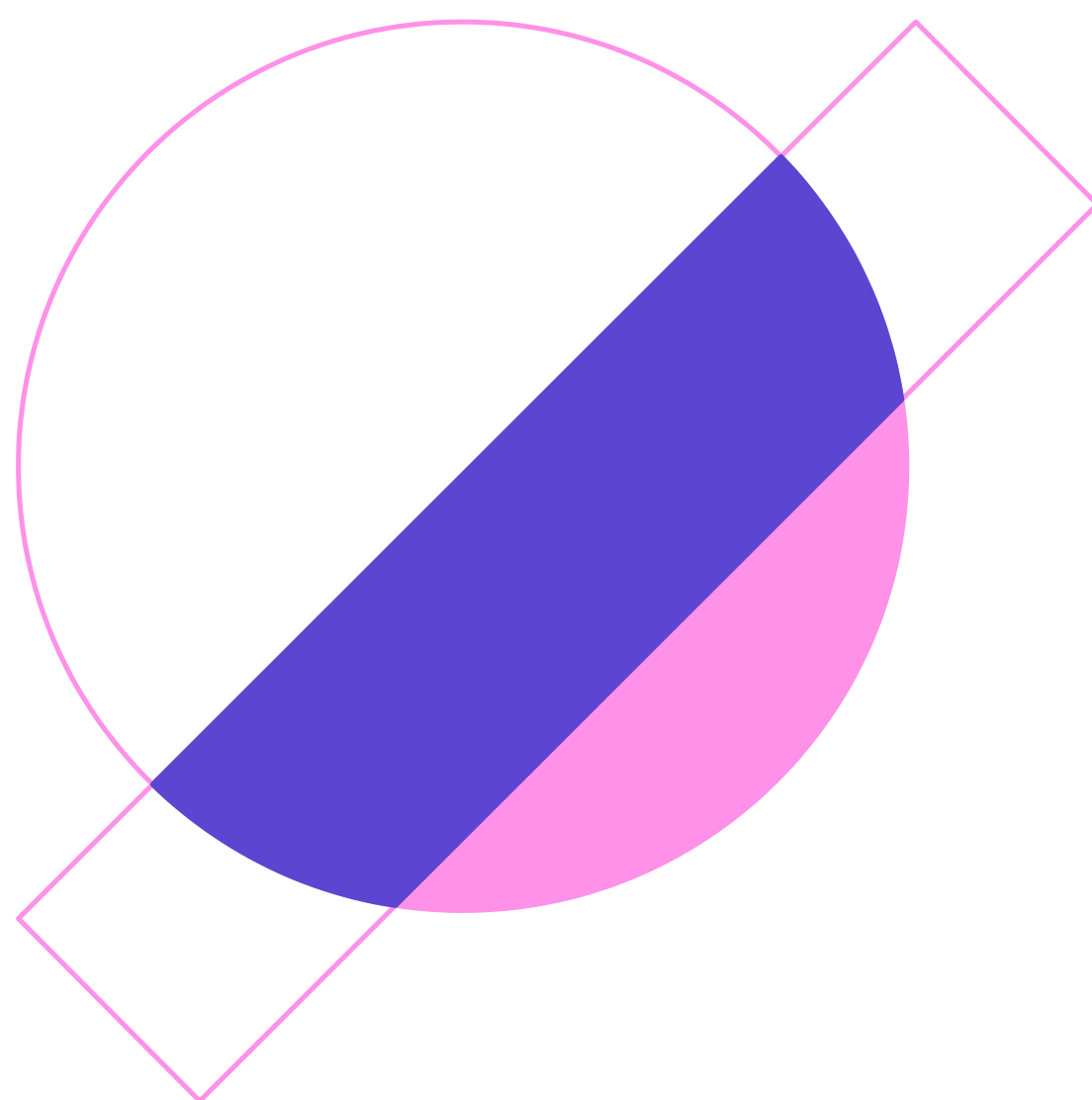
The Pearson EdExcel A Level course offers every pupil the opportunity to pursue their own interests and ideas through a structured but creatively flexible course. The breadth of disciplines are painting and drawing, printmaking, sculpture, alternative media, scenography, architectural, environmental and interior design, product design, constructed textiles, dyed textiles, printed textiles, fine art textiles, film-based photography, digital photography, film and video, advertising, illustration, packaging, typography and interactive media.



Computing Science

TEACHERS:

R Docherty
C Meechan
C Roderick
C McCafferty



Computing plays an increasingly important role in society. The influence of computer and information systems has been pervasive, affecting work, home and leisure activities. Computing is both a Science and a Technology; it encompasses a wide field of study, merging at its boundaries with many other disciplines. Our society requires more individuals who have the skills to use these tools, who understand how they work and who have the ability to develop new and improved tools.

NATIONAL 4/5

You will develop your knowledge and skills of designing and creating digital products (primarily by creating databases, websites and software). The three main topics will be completed by following the development cycle used in the industry and will make use of the tools and procedures used by professionals in each phase of the cycle. This course will also help you develop your computational thinking skills which are the highest order of problem-solving skills that will allow you to play a full and active role within our technology-dependent society.

During this course, time allowing, pupils will be given the opportunity to gain an extra level 4 qualification in the NPA Computer Games Development course. This additional course will allow pupils to gain an extra qualification as well as allow progression into Level 5.

Computer Systems	Website Design & Development
Database Design & Development	Software Design & Development

HIGHER/SENIOR N5

Building on the work at National 5 level, this course explores these topics in more depth;

Computer Systems	Website Design & Development
Database Design & Development	Software Design & Development

This course examines the vital nature of Computing Science in everyday life, socially, technologically and economically; how it shapes the world in which we live and its' future. The course provides opportunity for the further development of skills in creating and designing digital products.

ADVANCED HIGHER

Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. This course will allow pupils to develop knowledge and skills of more advanced tools and techniques commonly used in the industry. It will also allow the freedom to pursue an area of interest in the coursework project using the deeper knowledge and understanding acquired from the four main topics studied at Higher level.

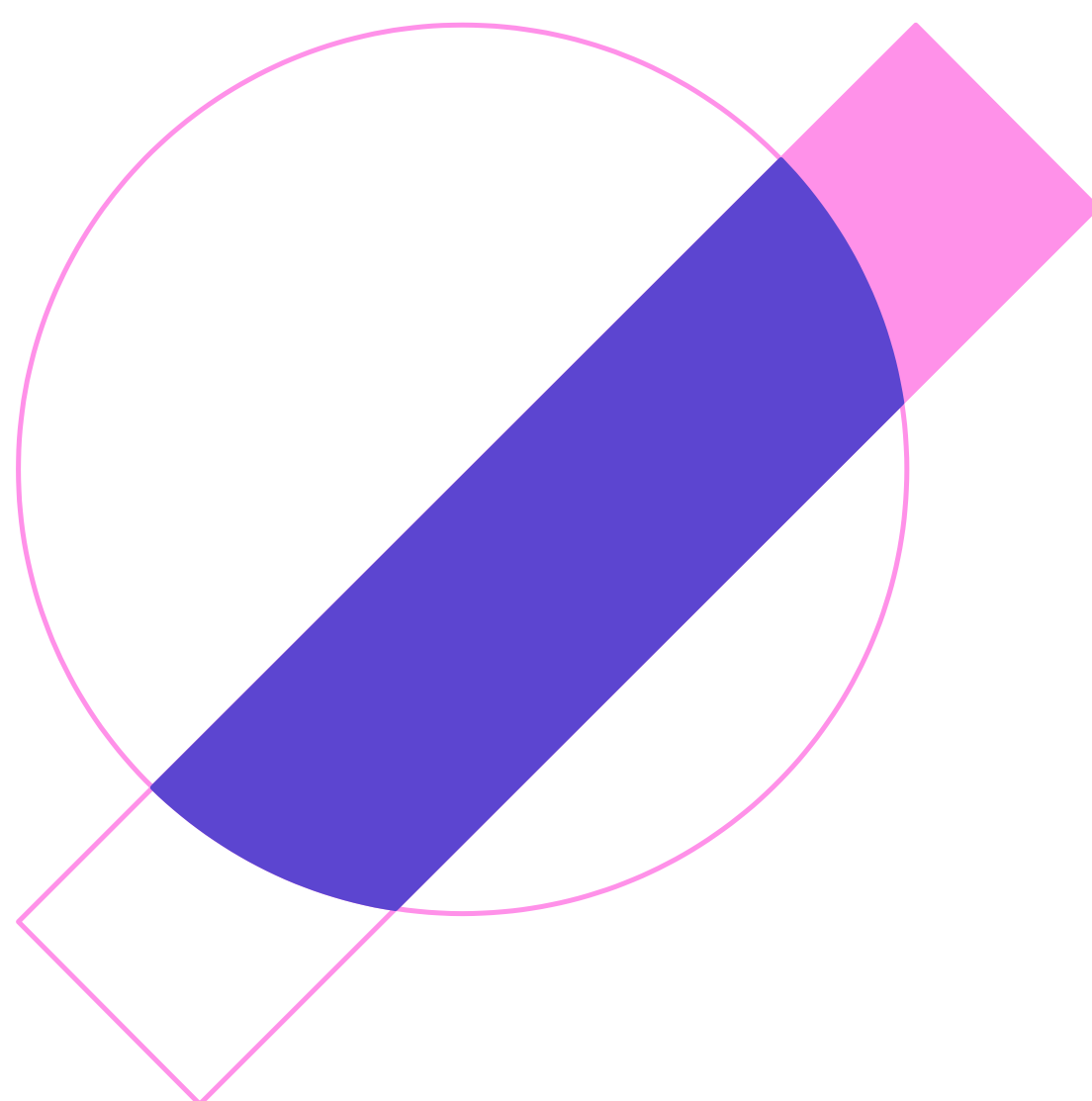
JOB PROSPECTS

- Database administrator
- Games developer
- Information systems manager
- IT consultant
- Multimedia programmer
- Network engineer
- Systems analyst
- Systems developer
- IT sales professional
- IT trainer
- School teacher
- Technical author



Graphic Communication

TEACHERS:
S Corson
A Frances



Graphic Communication is the study of preliminary, production and promotional graphics in education, construction, industry and commerce. This course provides you with all the necessary skills and knowledge to progress to further and higher education with confidence and to work successfully within the creative industries.

NATIONAL 4/5

You will study pictorial sketching and drawing, printing, publishing, packaging, engineering drawing, digital imaging, computer graphics, digital photography and related areas. The discipline includes media and mass communication involving the creation and production of advertising, marketing, engineering and architectural drawings, magazine articles, newspapers, catalogues, packages and other media in printed and digital form.

The Graphic Communication industry is estimated to be one of the largest manufacturing industries in the world. Many graphic communication jobs are high tech, highly skilled, high paying, creative and innovative. Further and higher education graduates are in high demand by leading national and international corporations.

Internally assessed units - 2D Graphics, 3D and pictorial graphics*

HIGHER/SENIOR N5

Pupils will learn to create preliminary 2D and 3D free-hand sketches and drawings using a variety of different techniques, before gradually developing more detailed production-type drawings using Computer Aided Design to 3D model products and scenarios prior to rendering using illustration and presentation software. They will subsequently create multi-page promotional graphic presentations.

Internally assessed units - 2D Graphics, 3D and pictorial graphics*

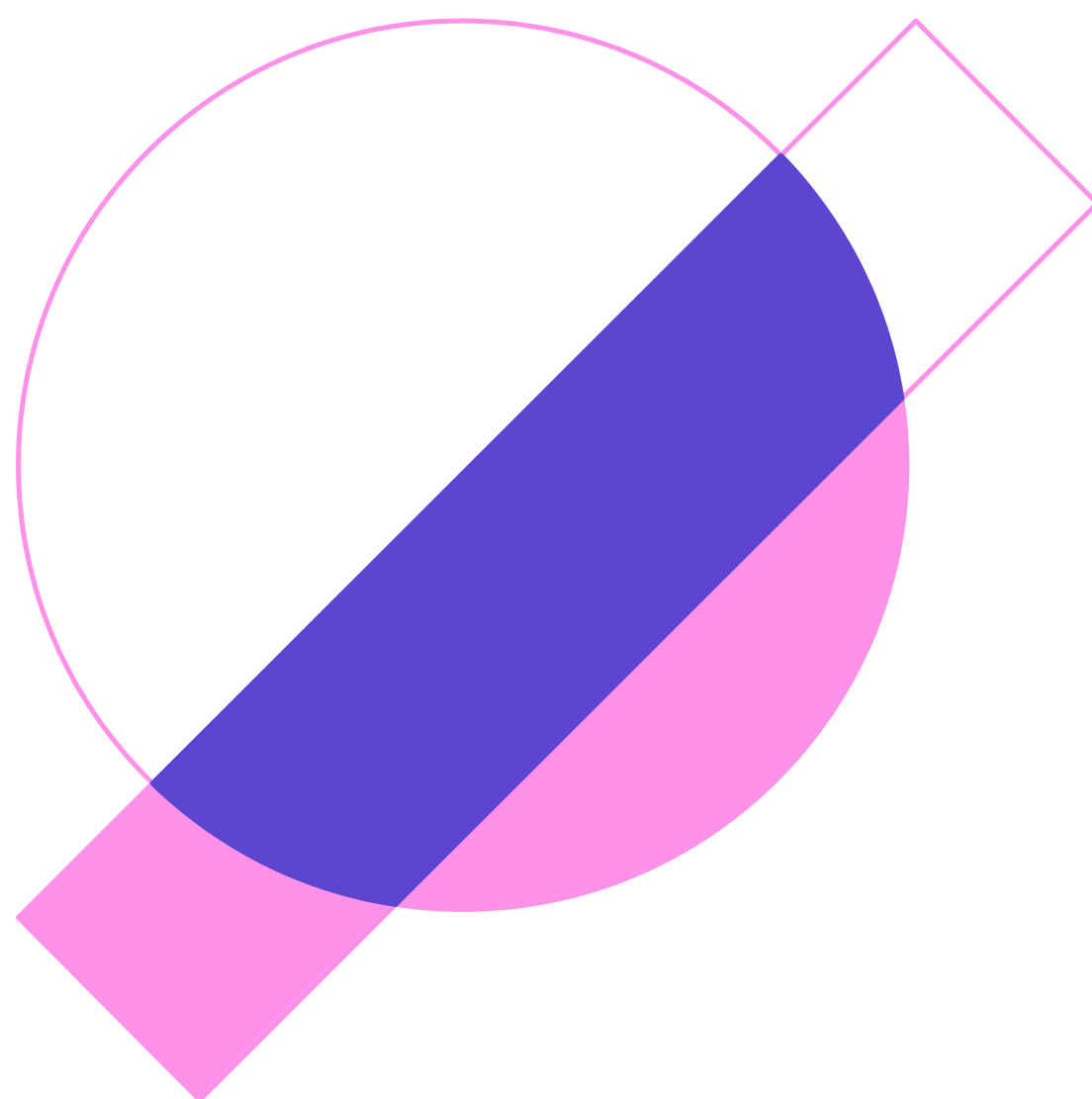
*While all students will produce a portfolio of coursework during their class working time, they will be formally assessed through an externally assessed Examination and an SQA provided Assignment which is completed under exam conditions over 8 hours in class."

JOB PROSPECTS

- Architect
- Interior Designer
- Civil Engineer
- Copywriter
- Architectural Technologist
- Graphic Designer
- Photographer
- Marketing Specialist
- Art Director
- Desktop Publisher
- Illustrator
- Engineer
- Material Handler



Product Design & Manufacturing



JOB PROSPECTS

- Product Designer
- Exhibition Designer
- Furniture Designer
- Mechanical Engineer
- Interior Designer
- Jewellery Designer
- Materials Engineer
- Textile Designer
- Automotive Engineer

Product design is about understanding and meeting the needs of people, society, business and planet, and about questioning existing ways of designing and manufacturing things in order to discover opportunities to design innovative, sustainable products that enrich quality of life.

NATIONAL 4/5

During this course pupils will study different methods of research, analytical thinking, lateral thinking, idea generation techniques, critical thinking, design for manufacture, virtual and physical prototyping and user-testing, product design sketching techniques and presentation skills. Through a hands-on approach, it provides the understanding and confidence in crucial elements of the product design cycle, enabling pupils to design highly original, useful and thought-provoking products.

There is regular input from teaching staff in the form of class lectures, visiting experts and field trips (time permitting) alongside out of class opportunities as organised by pupils. Additionally, targeted homework, unit assessments and exam-board assignments/exams will provide a strong basis for moving forward into further or higher education courses.

The course covers two main units; Design, and Materials & Manufacture.

Assessment is carried out by way of two components, the Design Assignment and the exam.

It is recommended that pupils refer to both the 'National 4&5 Design and Manufacture Course Notes' and 'National 5 Design and Manufacture Success Guide' published by Leckie and Leckie.

HIGHER/SENIOR N5

Learners will develop skills, knowledge and understanding of materials and manufacturing processes, as well as enhancing creative and practical skills. The course builds challenging, coherent and enjoyable learner journeys, exploring the role of the designer in society, modern technology, materials and manufacturing processes, ergonomics, modelling and prototyping.

The course explores the two main units from National 5 in greater depth: Design, and Materials & Manufacture.

Assessment is carried out by way of two components, the Design Assignment and the exam.

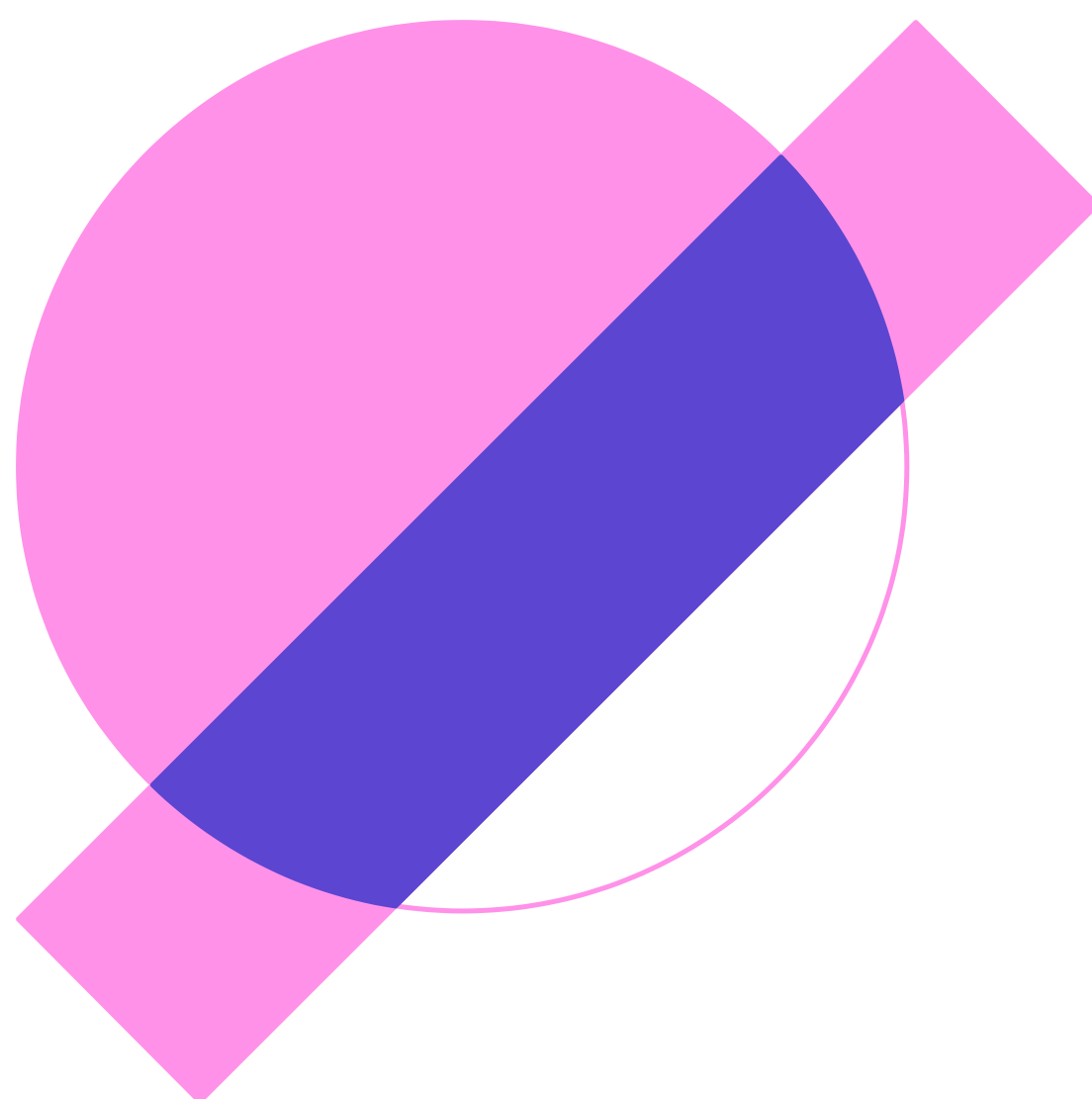
It is recommended that pupils refer to 'Higher Design and Manufacture Course Notes' by R. Knox, K McDermid, S McGougan, S Urquhart. Leckie and Leckie.



Engineering Science

TEACHERS:

A Digance
E Anderson
A Frances



JOB PROSPECTS

- Engineering;
 - Electrical
 - Electronic
 - Structural
 - Civil
 - Mechanical
 - Energy
 - Environmental
 - Sound
 - Aerospace
 - Agricultural

Engineering Science enables learners to apply knowledge and understanding of key engineering facts and ideas, and to understand the relationships between engineering, mathematics and science. It shapes the world we live in and its future. Engineers play a key role in meeting the needs of society and addressing the challenges we face in life, including climate change, medicine, I.T. and transport. It enables learners to apply knowledge and understanding of key engineering facts and ideas and to understand the relationships between engineering, mathematics and science.

NATIONAL 5

Pupils will bring together elements of science, technology, and mathematics, then apply these to real-world challenges. With insights into the opportunities and challenges in engineering, the units provide a strong basis for further study or a career in any branch of engineering.

The course involves using mathematical equations and problem-solving skills to investigate, design, simulate and construct engineered solutions to real life problems. This will include both analogue and digital electronics, computer programmable microchips, computer simulations, mathematical equations, pneumatics, mechanisms, energy production and structures.

There are three main topics;

Engineering Contexts & Challenges Electronics & Control Mechanisms & Structures

HIGHER

This course builds on the foundation of the National 5 course and is ideal for any pupil wishing to go on to further study of engineering. If you are looking for a deeper understanding of the central role of engineers as designers and problem-solvers, then this course is an ideal choice.

The course provides a challenging exploration of engineering, so pupils can extend their knowledge of key concepts including;

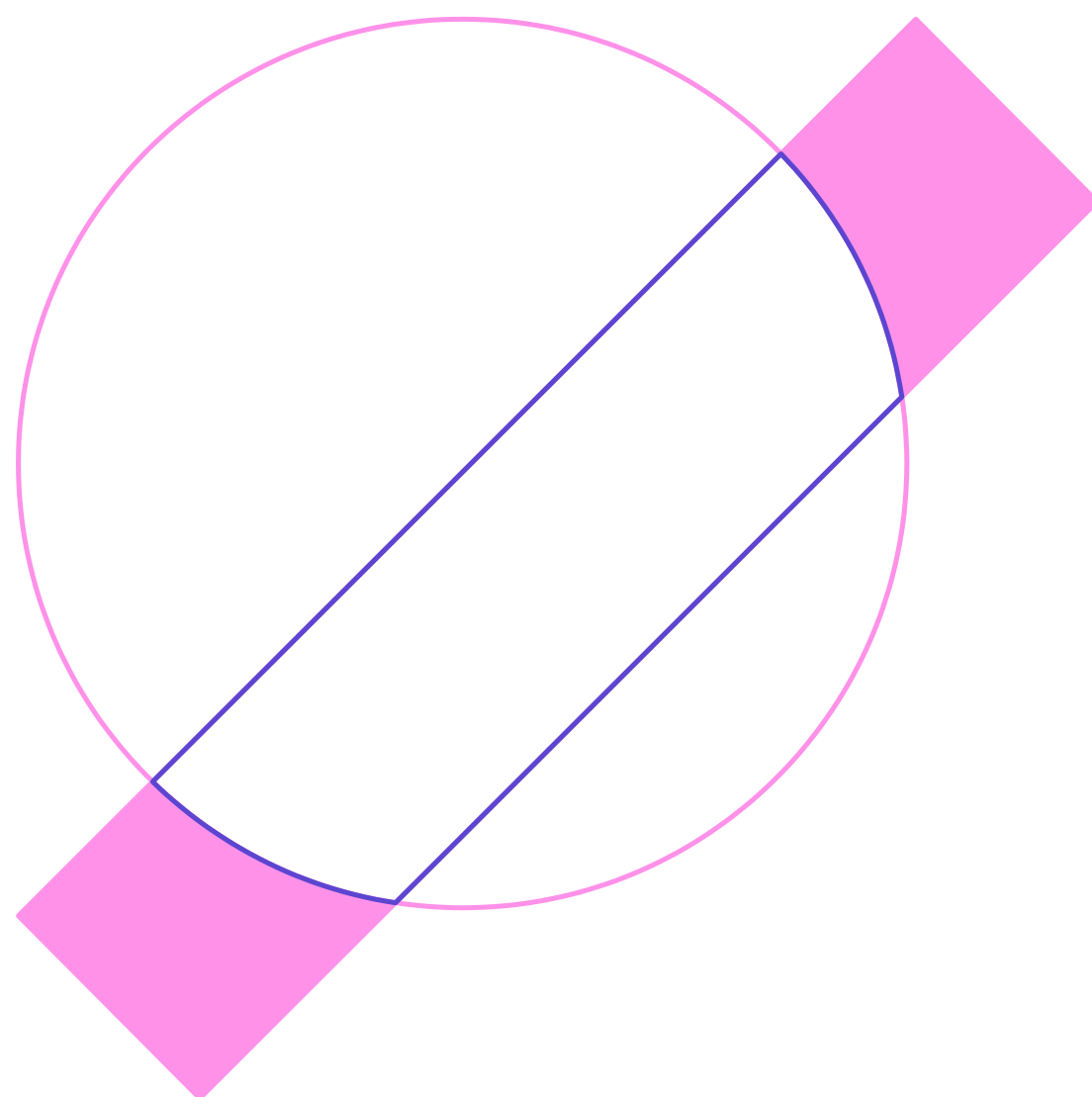
Systems, Energy and efficiency, Engineering roles and disciplines, Analogue and Digital Electronics, Drive systems, Pneumatics.

A combination of this course and a pure science course will provide a very strong foundation for further study of engineering or the sciences.



Cyber Security

TEACHERS:
C Roderick



"It is more likely for any of us to become a victim of a crime online than in the real world. In the future, the majority of crime will be online." - Mikko Hypponen

NATIONAL PROGRESSION AWARD - LEVELS 4/5/6

The increase of the need for Cyber Security professionals is due to our reliance on devices connected to the internet. Stephanie Doman (CEO of the Cyber Security Challenge) said, "if you look at our lifestyle these days, everything we do is based on something connected to the internet", citing internet banking, shopping and tax.

This course suits S5/S6 pupils who will undertake the qualification as a broadening of their Computer Science curriculum, those with an interest in developing fundamental skills relevant to accessing a career in Cyber Security, and/or learners who wish to develop and enhance cyber skills to support their learning across a range of curricular areas.

The main topics of study are; Data Security, Digital Forensics, Ethical Hacking

Why choose Cyber Security?

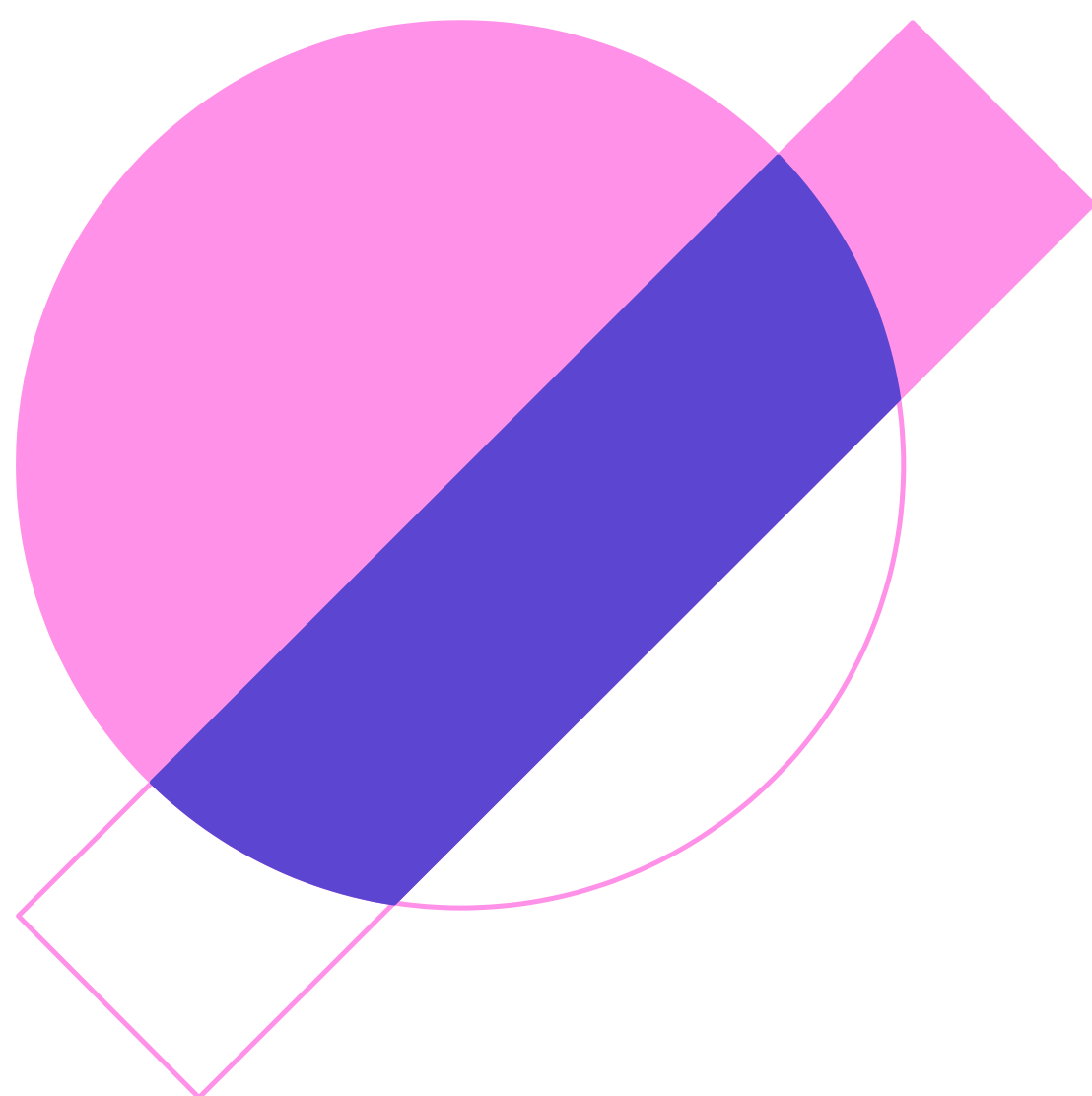
- unlimited growth
- variety
- puzzle-solving
- skills for a career with real impact
- highly transferable skills
- to learn about opportunities for cyber professionals working overseas
- to learn about the efforts to protect UK businesses, government agencies and consumers
- and much, much, more!

This course is a National Progression Award and can be certificated at various levels across the SCQF framework. There is potential to study this alongside the Games Development course pending uptake and timetabling



Computer Games Development

TEACHER:
C Roderick



This National Progression Award course will give you the knowledge, understanding and essential skills for the world of work; as well as practical experience in the computer games industry and to progress in further education courses.

NATIONAL PROGRESSION AWARD - LEVELS 4/5/6

Skills developed through this course include problem-solving (through programming), creativity (through designing characters, music, stories), communication (planning/story writing, analysis, design, implementation, as well as self and peer evaluation (promoting your game and group work)

There are three main units; Design, Media Assets and Development.

Assessment is continuous and is either a pass or fail for each unit. There is no final exam.

In Unit 1 you will design a commercial game and a game that you will be able to make in class.

In Unit 2 you will create, capture and/or source media elements for your game. The media elements include sprites (animated), backgrounds, music and sound effects.

In Unit 3 you will get to make the game with the free programming language, GameMaker. There will be plenty of time to learn and get familiar with GameMaker.



English & Literacy



English

TEACHERS:

A Crosbie	J Fairhurst
C Watt	S Sawers
E Sturm	S Bainbridge
L Wood	R Aulich
E Connell	C Cham
M Roskilly	A Parkes
L Crawford	F Kirkwood



JOB PROSPECTS

- Editorial Assistant
- EAL Teacher
- Lexicographer
- Magazine Journalist
- Newspaper Journalist
- Teacher
- Writer
- Academic Librarian
- Advertising Executive
- Advertising Copywriter
- Arts Administrator
- Information Officer
- Marketing Executive
- Public Relations

English qualifications enable you to listen, talk, read and write appropriately for different purposes, audiences and contexts. These courses provide you with the opportunity to analyse and evaluate texts in the contexts of literature, language and media, to develop an understanding of the complexities of language and develop analytical thinking and understanding of the impact of language.

NATIONAL 4/5

For all levels, pupils will be expected to complete a writing folio of two pieces, one creative or personal and the other broadly discursive. Pupils will be permitted to complete no more than two drafts of these pieces and one of them may have to be produced as part of the N4 Added Value Unit, which takes the form of a Persuasive Citizenship Project.

Reading - all pupils have personal reading homework for a minimum of 15 minutes per evening or roughly one hour per week. Reading and re-reading of texts and revision of notes is required

Writing - planning, researching and writing notes for creative, factual or discursive essays and redrafting of all types of essay for the folio.

Talk - interviewing and/or locating information, note-taking, preparation and practice for individual talk assessments

Listening - watching and/or listening to and taking notes from television and radio news, current affairs, discussion and analysis programmes to prepare and practice for listening assessments.

HIGHER/SENIOR N5

Course units at Higher are:

1. Analysis and Evaluation (Reading and Listening)
2. Creation and Production (Writing and Talking)

The recommended textbook is 'Higher English' by Jane Cooper, Hodder Gibson

The assessment is based on internal assessments and external examination; the writing folio contributing to 30% of the overall grade.

Those choosing National 5 in S5 or S6 will focus on the same units as above. The recommended textbook is 'National 4 and National 5 English' by Jane Cooper, Hodder Gibson

ADVANCED HIGHER

Entry to this course requires a grade A or B at Higher English.

The course units are:

1. Analysis and Evaluation
2. Creation and Production

The final award is gained from an external exam and a dissertation.



Journalism (S6)

TEACHER:
F Kirkwood

NATIONAL PROGRESSION AWARD - LEVEL 6

This course is available for new S6 pupils only.

The Journalism (SCQF Level 6) NPA covers a range of aspects of modern journalism. At its heart is the journalistic activity of research and writing, but there is also the opportunity to develop content in page layout, photography and website design. This qualification also offers an ideal base for the development of a wide range of Core Skills, especially in communication, information technology, problem solving and working with others.

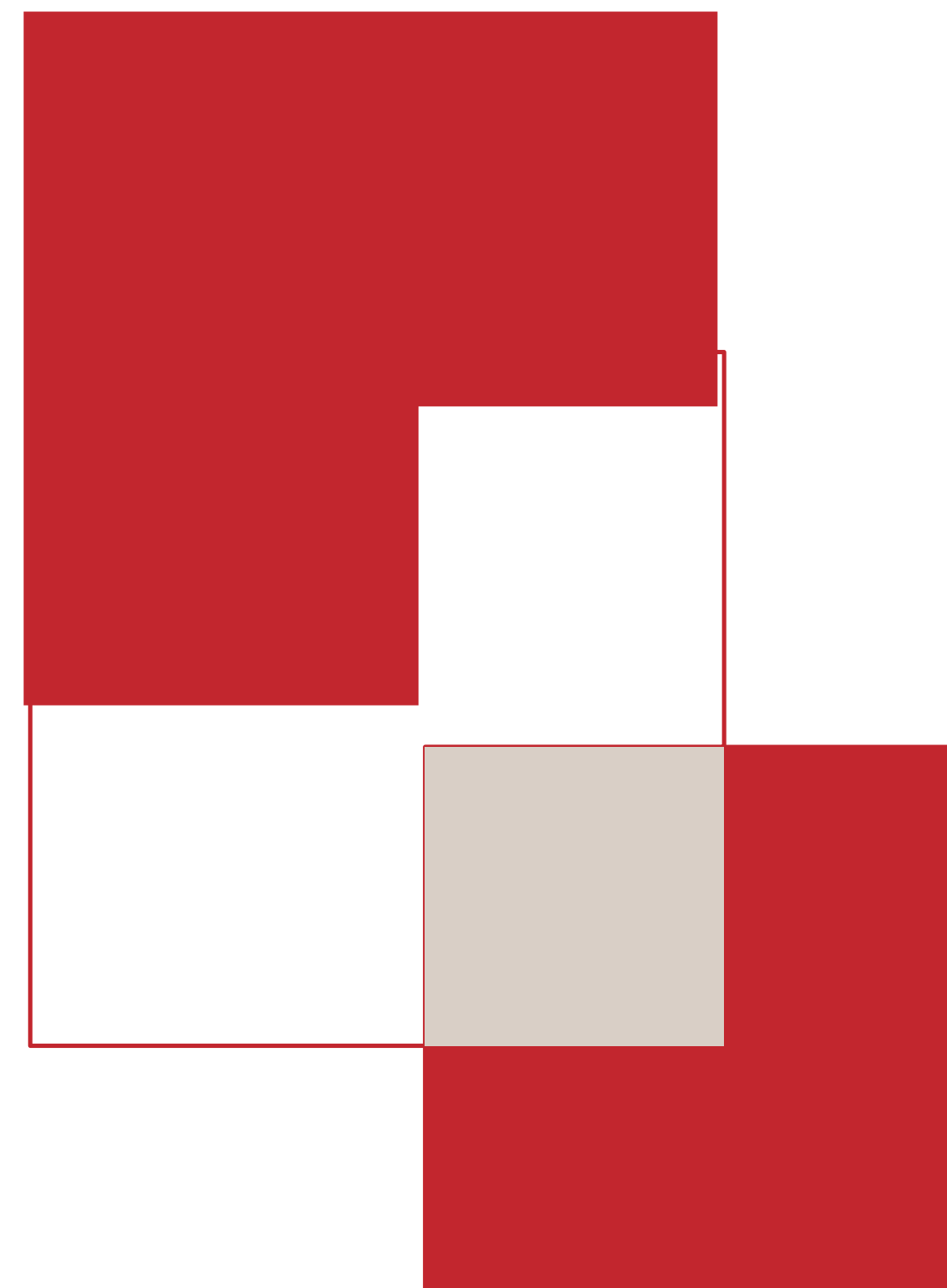
The main aims of the course are:

- To provide an introduction to the activities involved in journalism
- To develop specific competencies in research and interview skills
- To develop specific competencies in writing feature content
- To allow the development of skills in a range of journalistic related disciplines including newswriting, page layout and design, website development and photography
- To provide a progression route to further study journalism
- To develop written communication skills
- To familiarise candidates with the job roles and functions within media industries
- To develop candidates' knowledge of the creative process through practical activity
- To develop candidates' creativity, employability and transferrable skills through engagement with creative production activity

Assessment

The course is all internally assessed. Pupils will study the following units:

- Feature Writing
- Photography
- Research and Interview Skills
- Website Design





ESOL (English for Speakers of Other Languages)

TEACHER:
F Kirkwood

Language and literacy are of personal, social and economic importance and ESOL enables candidates to further develop their English language and literacy skills.

The course focuses on English in everyday, work and study contexts which will benefit learners who plan to live, study and work in Scotland/the United Kingdom.



NATIONAL 5/HIGHER – for new S5/6 Pupils

ESOL is for learners whose first language is not English. The main purpose of this course is to develop English language skills, in particular reading, writing, listening, and speaking for everyday life and for work and study related contexts. Within these contexts pupils will be able to understand and produce detailed written and spoken texts in English. These skills will increase learners' confidence with personal and social interactions in English and will be of benefit in progression to further studies or employment situations.

Assessment:

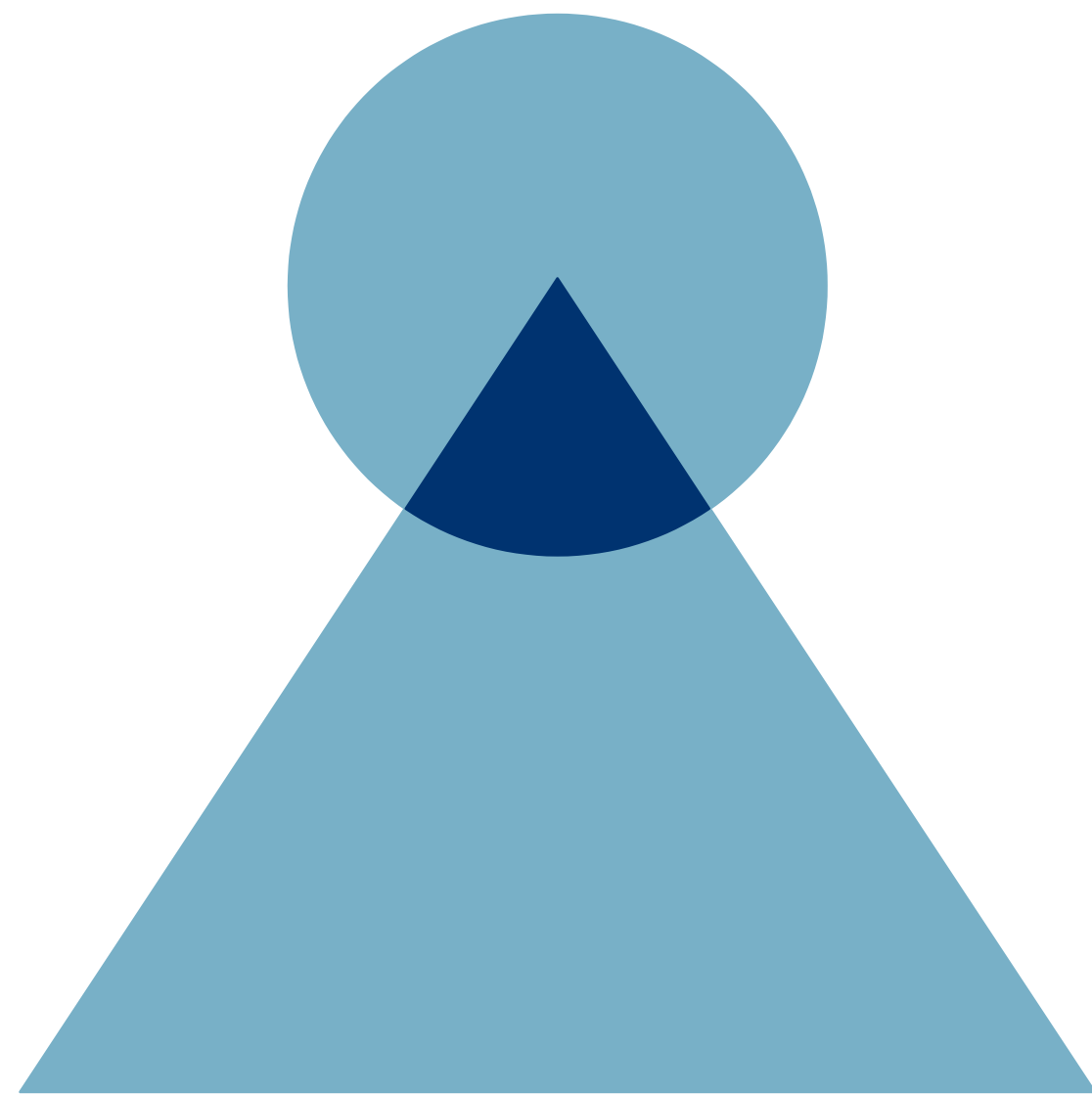
The assessment for this course is based on an internally marked speaking performance, and on externally marked assessments of listening, reading and writing.

Recommended Entry:

This course is for S5 and S6 pupils whose first language is not English. Class teachers may recommend ESOL to pupils.

Progression:

- Further study, employment or training
- **ESOL is recognised by most universities as equivalent to Higher English**

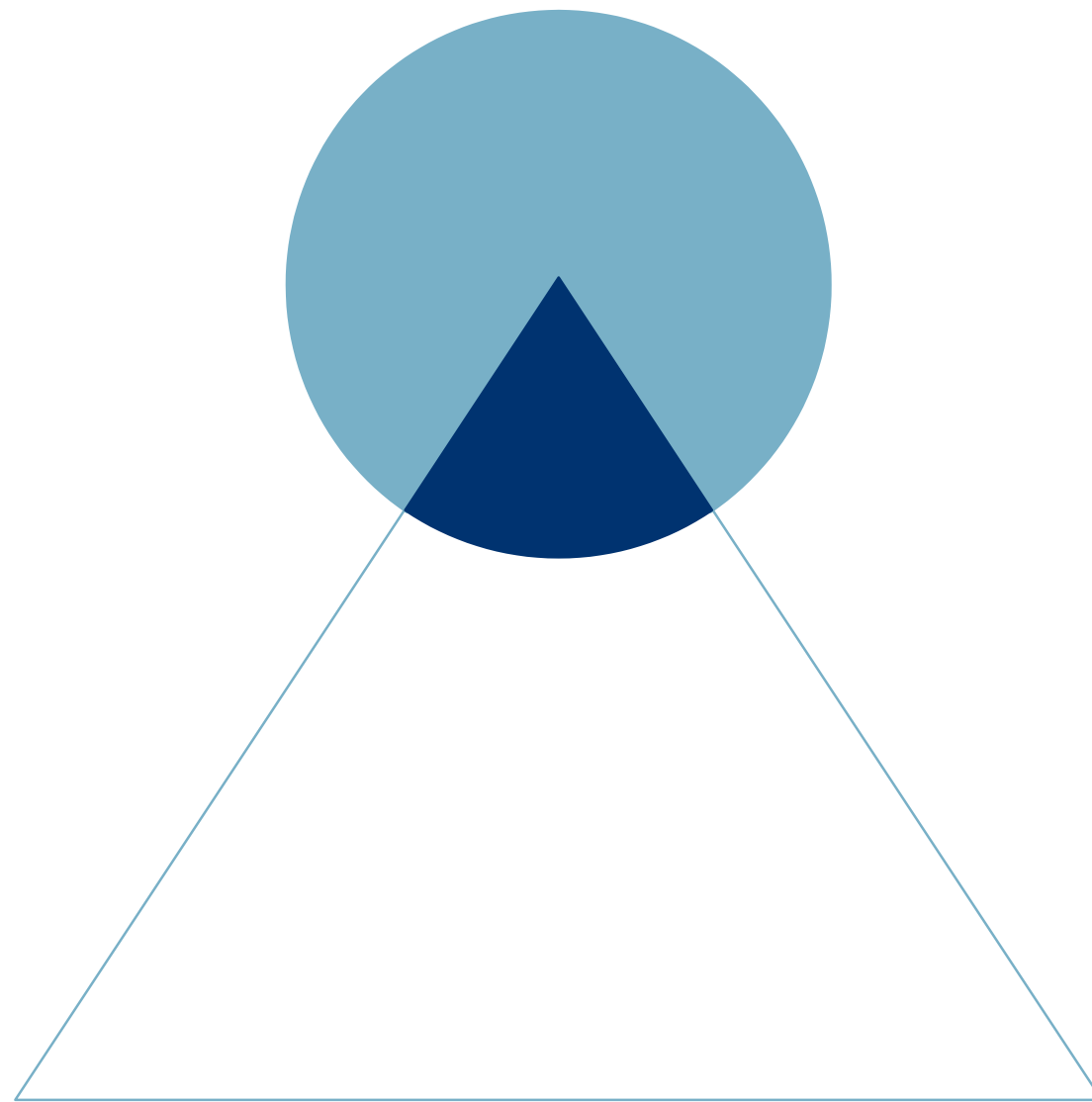


Gaelic



Gàidhlig

TEACHER:
C Methven
ANO



Gaining a qualification in Gàidhlig is a recognition of your fluency in the language and demonstrates that you are able to use the language confidently and independently in the outside world. You will develop your skills in talking, reading, listening and writing which will not only open many post-school employment opportunities, but will also allow you to deepen your knowledge of the Gaelic language.

NATIONAL 4/5

The National 5 course enables learners to understand, analyse and evaluate texts in the contexts of literature, language, media and culture, and to create and produce texts. Learners develop their knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others.

Assessment includes Analysis and Evaluation (reading and listening assessments) as well as Creation and Production (speaking and written assessments) The final examination includes a listening paper, reading and writing paper and a speaking assessment.

HIGHER

The Higher course develops learners' ability to listen, read, talk and write in Gaelic, and to understand, analyse and evaluate texts in the contexts of literature, language, media and culture. Learners develop the ability to create and produce texts and to apply knowledge of language and develop knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others.

Assessment includes Analysis and Evaluation (reading and listening assessments) as well as Creation and Production (speaking and written assessments) The final examination includes a listening paper, reading and writing paper and a speaking assessment.

ADVANCED HIGHER

The Advanced Higher course gives learners the opportunity to develop and apply at an advanced level, the language skills of translation and interpretation through an in-depth study of Gaelic language and literature. Learners demonstrate their knowledge, skills and understanding through the production of a specialist study.

Assessment includes; Writing and Literary Criticism, Specialist Study of Language and/or Culture, Translating and Interpreting Skills

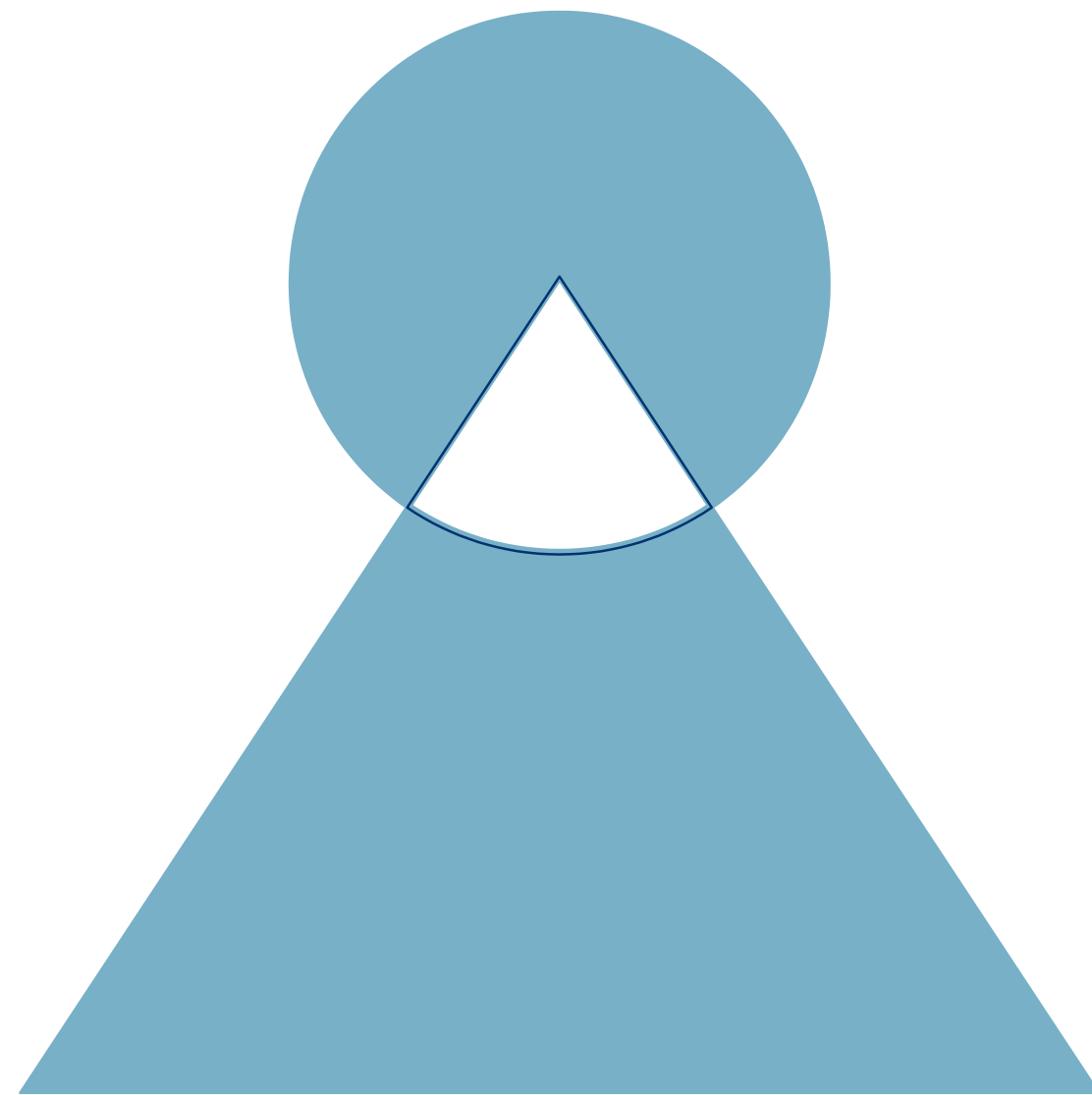


History (GME)

TEACHERS:

D MacIver

M McClintock



JOB PROSPECTS

- Academic Librarian
- Archivist
- Civil Service
- Heritage Manager
- Information Officer
- Museum/Gallery Conservator
- Records Manager
- Barrister
- Journalist
- Teacher
- Research Officer

NATIONAL 4/5

Eachdraidh – History

Sa chùrsa Eachdraidh FTMG Nàiseanta 5, bidh sgoilearan ' leasachadh an tuigse a th'aca mun t-saoghal le bhith ag ionnsachadh mu dheidhinn dhaoine eile, aig diofar amannan, ann an diofar àiteachan agus shuidheachaidhean. Tha an cùrsa a' cuideachadh sgoilearan tuigse nas fheàrr fhaighinn air na nithean a thug cumadh air an t-saoghal an-diugh. Bidh cothroman aca an cuid sgilean cànan Gàidhlig agus Beurla a' chleachdadh, 's thèid taghadh a thoirt dhaibh mun chànan san suidh iad an deuchainn aig deireadh S4. Tha sgoilearan a th'air Cuspairean Sòisealta GME a thaghadh aig ASSG air a radh gu bheil e gu mòr a' còrdadh riutha cothrom fhaighinn an cuid Gàidhlig a chleachdadh aig an aon àm sa tha iad ag ionnsachadh mu eachdraidh na h-Alba, Bhreatainn agus an t-Saoghail.

Bidh sinne a' coimhead air iomadh cuspair eadar-dhealaichte thar S3-4:

Earrann 1: ALBA - Linn a' Chiad Chogaidh Mhòir, 1900–1928

Sgrùdadh air mar a thug a' Chogaidh Mhòir buaidh air sluagh na h-Alba. Tha an cuspair seo a' beachdachadh air an Aghaidh an Iar agus mar a dh'atharraich an cogadh beatha an fheadhainn a bh' aig an taigh.

Earrann 2: BREATAINN - Breatainn ag atharrachadh, 1760–1914

Sgrùdadh air na h-adhbharan airson agus buaidh a bh' aig an Tionndadh Gniomhachais air beatha ann am Breatainn, a' coimhead air na leasachaidhean sòisealta, eaconamach is poiliteach a thug atharrachadh air beatha air feadh Bhreatainn aig deireadh an 18mh linn agus san 19mh linn.

Earrann 3: AN ROINN-EÒRPA AGUS AN T-SAOGHAL - Hitler agus A' Ghearmailt Nadsaidheach, 1919–39

Sgrùdadh air oidhirpean gus deamocrasaidh a stèidheachadh ann an Gearmailt Weimar, adhbharan airson a tuiteam agus nàdar na Stàite Nadsach.

In the National 5 GME History course, pupils will get a chance to develop their understanding of the world by learning about other people, in different times, places and circumstances. The course helps pupils to develop a map of the past and an appreciation and understanding of the events that have shaped the world today. Pupils will be given the chance to use and develop both their Gaelic and English language skills, with the final S4 exam being sat in the language of their choosing. Previous JGHS pupils who have chosen to take a Social Subject in Gaelic have valued the opportunity to use their Gaelic language skills in order to learn about Scottish, British and European & World topics.

We will investigate a number of key topics over the course of S3-4:

Topic 1: Era of the Great War, 1900-1928

Topic 2: Changing Britain, 1760-1914

Topic 3: Hitler and Nazi Germany, 1919-1939

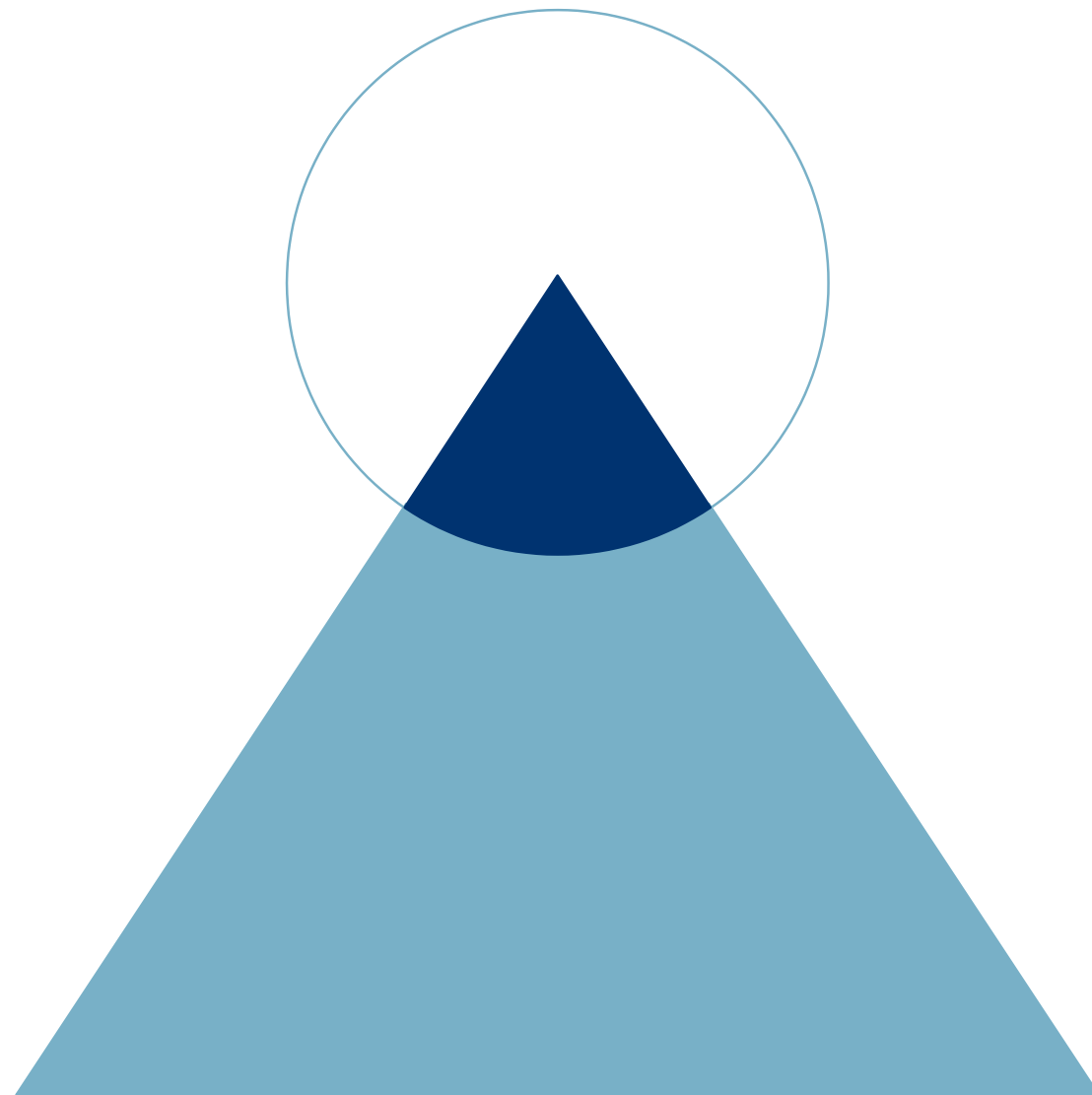


Modern Studies (GME)

TEACHERS:

D MacIver

M McClintock



JOB PROSPECTS

- Law
- Local Government
- Media
- Nursing
- Police
- Politics
- Social Care
- Social Sciences
- Social Work
- Sociology
- Teaching
- Trade Union Work

NATIONAL 4/5

Nuadh-eòlas - Modern Studies

Tha an cùrsa Nuadh-eòlais FTMG Nàiseanta 5 a' brosnachadh sgoilearan gus tuigse nas fheàrr fhaighinn mun t-saoghal sa bheil iad beò agus an àite aca fhèin ann. Bidh cothroman aca an cuid sgilean cànan Gàidhlig agus Beurla a' chleachdadh, 's thèid taghadh a thoirt dhaibh mun chànan san suidh iad an deuchainn aig deireadh S4. Tha sgoilearan a th'air Cuspairean Sòisealta GME a thaghadh aig ASSG air a radh gu bheil e gu mòr a' còrdadh riutha cothrom fhaighinn an cuid Gàidhlig a chleachdadh aig an aon àm sa tha iad ag ionnsachadh mu chuspairean leithid Democrasaidh an Alba 's an Rìoghachd Aonaichte, cùisean Sòisealta san Rìoghachd Aonaichte is cùisean Eadar-nàiseanta.

Bidh sinne a' coimhead air iomadh cuspair eadar-dhealaichte thar S3-4:

Earrann 1: Cùisean sòisealta san Rìoghachd Aonaichte - Cion cho-ionannas Sòisealta

A' coimhead air na tha ag adhbharachadh cion cho-ionannas agus mar a tha an riaghaltas a' dèiligeadh ris

Earrann 2: Cùisean eadar-nàiseanta - Ceannairceachd

A' coimhead air ceannairceas 's na tha buidhnean eadar-nàiseanta a' dèanamh gus dèiligeadh ris

Earrann 3: Deamocrasaidh ann an Alba

A' coimhead air a' bhuidhean a th'aig pàrtaidhean poileataigeach, buidhnean-strì agus na meadhanan air na taghaidean a tha a' tachairt san riaghaltas 's air mar a tha daoine a bhòtadh. Còraichean agus uallaichean dhaoine, amasan agus modhan-obrach buidhnean poileataigeach.

The National 5 GME Modern Studies course encourages pupils to develop a greater understanding of the world they live in and their place in it. Pupils will be given the chance to use and develop both their Gaelic and English language skills, with the final S4 exam being sat in the language of their choosing. Previous JGHS pupils who have chosen to take a Social Subject in Gaelic have valued the opportunity to use their Gaelic language skills in order to learn about topics such as Democracy in Scotland and the UK, Social Issues in the UK and World Issues.

We will investigate a number of key topics over the course of S3-4:

Topic 1: Social Issues in the UK – Social Inequalities

Topic 2: World Issues - Terrorism

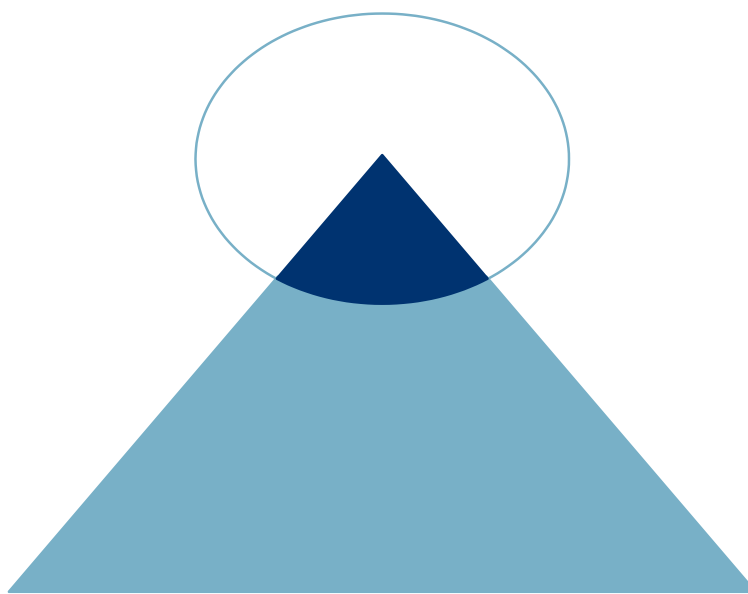
Topic 3: Democracy in Scotland



NPA Contemporary Gaelic Songwriting and Production (S5 / 6)

TEACHER:
P Cooney

In recent years, there has been increase in the job opportunities within the Gaelic arts, particularly after the introduction of BBC Alba. There is also an increasing number of arts/media related employment opportunities at various levels within the Media sector which require good Gaelic skills.



JOB PROSPECTS

- Gaelic Arts and Culture
- Performing (band member, session musician, orchestral player)
- Composing
- Music promotion

SCQF LEVEL 5

The award in Contemporary Gaelic Songwriting and Production is delivered at SCQF Level 5 for new S5 and S6 pupils.

This course is suitable for pupils who have an interest in the historical and musical background to Gaelic music making; traditional and contemporary Celtic music; contemporary themes in Gaelic music; different genres in contemporary music. The structure of the NPA in Music Performing comprises four mandatory units (24 SCQF credit points at level 5).

Aims of the Award:

- To promote a broad understanding of the Gaelic world and the relevance of the use of Gaelic in contemporary contexts.
- To provide candidates with the knowledge and skills to understand contemporary Gaelic media, performing arts and literature (poetry); understand development issues relating to the Gaelic language; and provide the opportunity to enhance Gaelic language skills.
- While candidates will be introduced to the roots of Gaelic music making, the focus will be on the transition to contemporary Gaelic music and the application of Gaelic to contemporary contexts.

Mandatory Units:

Contemporary Gaelic Music and Song
 Contemporary Gaelic Language and Culture: An Introduction
 Music Technology Skills
 Music: Songwriting

Recommended entry to the qualification:

There are no set pre-entry requirements for this award, however, an interest in and a basic knowledge of Gaelic would be useful.



Health & Wellbeing

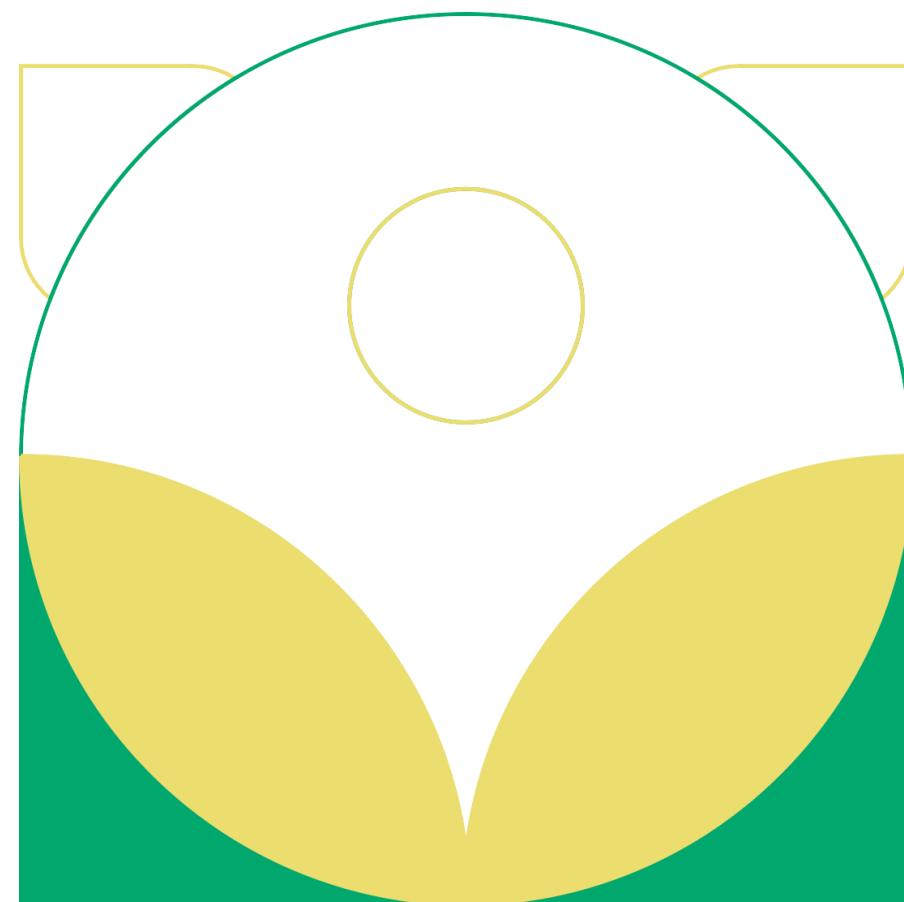


Dance

TEACHERS:

K Jones
N Morgan

This course enables learners to develop a range of technical dance skills, create a dance using their knowledge and understanding of choreographic skills, and consider how theatre arts can enhance a performance.



PE kit suitable for dance is required at all times (jazz/ballet shoes, leggings, leotard are recommended) and course folders brought to each lesson.

Short homework tasks and extra rehearsals will be set regularly throughout the course.

National Progression Award (NPA) Level 4

This course aims to introduce candidates to dance through the exploration of choreography and the appreciation of various dance styles and techniques.

There is ONE mandatory unit of the course and two optional units selected from the following:

Choreography - MANDATORY
Alternative, Classical,
Contemporary, Ethnic
Jazz, Scottish,
Scottish Step.

The mandatory unit will assess ability to create and develop movement using stimuli and apply simple choreographic devices. Candidates will then reflect on their work and evaluate. The optional units involve developing and applying dance skills appropriate to the chosen style through teacher-led dance sequences.

NATIONAL 5

There are three components in this course.

The question paper will assess ability to demonstrate a range of knowledge and understanding in dance. This includes choreographic principles, elements of dance, technical accuracy, analysing and evaluation skills as well as the origins and development of a range of dance styles.

The performance component involves candidates applying their technical dance skills in a chosen dance style (jazz, contemporary or hip hop) and performing a teacher choreographed dance solo.

The practical activity component is divided into two sections. The first involves developing knowledge and understanding of a range of choreographic principles and then applying this to create a short dance piece for two people excluding themselves. The second is a review of their choreography where candidates are assessed on the choreographic process undertaken to create their short dance piece.

HIGHER

The Higher Dance course is split into 3 components - Performance (40%), Practical Activity (30%) and Question Paper (30%).

Performance

Candidates will study a variety of dance styles (usually jazz, contemporary and commercial) and choose 2 contrasting styles to take forward for assessment. These will be teacher-choreographed solos which will be performed for an SQA assessor.

Practical Activity

Candidates will create a piece of choreography for a minimum of 3 dancers lasting between 2-3 minutes. This must be based around a theme and contain various choreographic elements. They will also be required to complete a choreographic review which is usually a written piece of work which explains their choreographic choices and reasons behind their decisions.

Question Paper

Candidates will sit a 2-hour question paper which is divided into two sections - dance appreciation in context and evaluation of a professional choreography.



Practical Cake Craft

(S5 / 6)

TEACHERS:
F Osborne-Smith
J Budd



As this is a practical cake making course there is a cost involved. Pupils can also provide their own equipment for decorating and finishing purposes.

This is both a practical and theory-based course which develops a range of cake baking and cake finishing skills. This is ideally suited to those who are interested in the Hospitality industry as well as those who enjoy baking as an interest.

NATIONAL 5

Entry is for new S5/6 pupils.

You will develop a range of cake baking and finishing skills in hospitality-related contexts. It enables candidates to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items.

This practical knowledge is further developed and supported with written work accompanied by a N5 textbook.

Assessment and course work includes a question paper, candidate workbook assignments and practical assessments. Your breadth of knowledge, depth of understanding and application of this knowledge will be assessed by appropriately challenging questions in an exam paper.

Assessment Structure:

Current SQA Assessment guidelines:

	Component Marks	Scaled mark	Duration
Component 1: question paper	25	25	45 minutes
Component 2: written assignment	20	20	carried out over time
Component 3: practical activity	70	55	carried out over time



Practical Cookery (S3)

TEACHERS:
A Briggs



Planning and producing meals and presenting them appropriately, learners develop understanding of ingredients from a variety of different sources, as well as of their uses and responsible sourcing and sustainability. Learners develop understanding of the impact of the choice of ingredients on health and wellbeing and embed food safety and hygiene skills.

NATIONAL 4/5

Practical Cookery qualifications develop a range of cookery skills and processes, as well as food preparation techniques. This is a practical course, supported by related theory. It enables learners to develop cookery-related knowledge, understanding and skills.

Unit 1: Cookery Skills, Techniques and Processes. This unit aims to enhance pupils' food preparation and cookery skills.

Unit 2: Understanding and Using Ingredients. This unit aims to enhance the pupils' knowledge and understanding of ingredients.

Unit 3: Organisational Skills for Cooking: This unit aims to allow pupils to develop the ability to follow recipes; to plan, produce, cost dishes and to work safely and hygienically.

For assessment, pupils will plan, prepare, cook and present a three course meal for four people within a given timescale. The practical activity is weighted at 75% and the final question paper at 25%.

JOB PROSPECTS

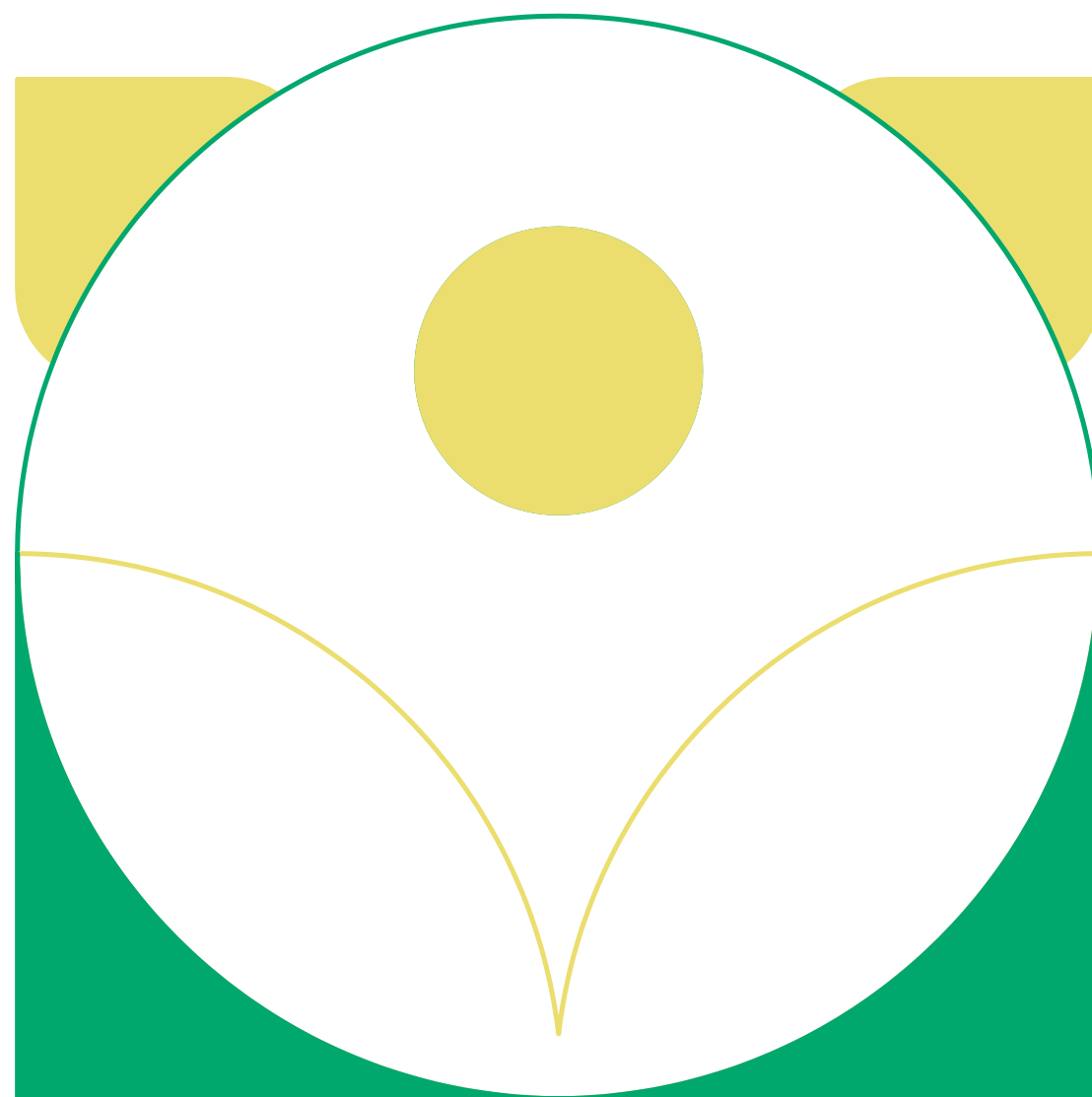
- Animal nutritionist
- Dietician
- Food technologist
- Nutritional therapist
- Product/process development scientist
- Technical brewer
- Toxicologist
- Amenity horticulturist
- Production manager
- Purchasing manager
- Quality manager
- Retail buyer
- Chef



Leadership in Sport

(S5/6)

TEACHERS:
R Sievwright



Physical Education courses such as Leadership, allow you to develop and demonstrate a comprehensive range of movement and performance skills in physical activities. You will also develop an increased understanding of the important link between fitness, enjoyment and good health.

LEVEL 5/6 (SCQF)

Entry is for new S5/6 pupils.

The Leadership course is an exciting, challenging and dynamic course which teaches leadership skills such as organisation, planning, communication and teamwork through the means of sport.

This qualification is nationally recognised and enables successful learners to lead groups of people in sport/activity under indirect supervision. It is a fun and practical qualification with no entrance requirements or final examinations to sit.

The course consists of seven units of work including 10 hours of voluntary work in the community:

- Plan, lead and evaluate a sport/activity session
- Develop leadership skills
- Lead a session to improve fitness
- Adapt sports activities
- Establish and maintain a safe sport/activity session
- Organise and deliver a sports event or competition
- Research pathways in sport and recreation

Additional bolt-on courses may include:

- Early touches SFA coaching course
- Basketball Level 1 coaching certificate
- Tennis Leaders Award
- NQA cricket

JOB PROSPECTS

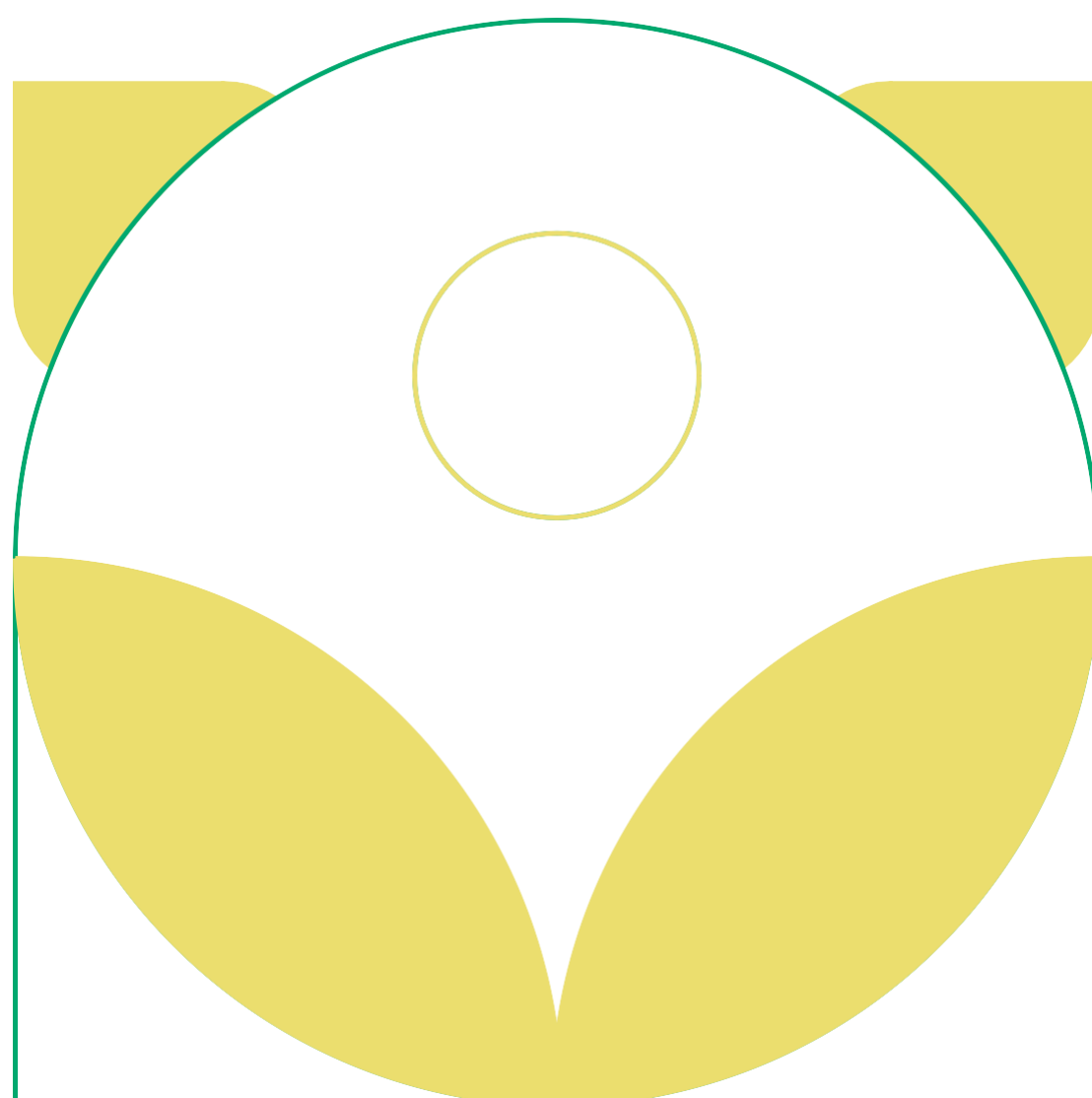
- Personal Trainer
- Physiotherapist
- Sports Development Officer
- PE Teacher
- Sports Psychologist
- Sports Coach
- Armed Forces



Physical Education

TEACHERS:

G Newall	N Morgan
C Crosbie	K Jones
F Carstairs	A Carruthers
R Sievwright	A Lee



JOB PROSPECTS

- Personal Trainer
- Physiotherapist
- Sports Development Officer
- PE Teacher
- Sports Psychologist
- Sports Coach
- Armed Forces
- Dancer
- Fitness Centre Manager
- Sports Administrator
- Sports Therapist
- Event Organiser
- Health Promotion
- Outdoor Education
- Higher Education Lecturer

Physical Education courses allow you to develop and demonstrate a comprehensive range of movement and performance skills in physical activities. You will also develop an increased understanding of the important link between fitness, enjoyment and good health.

NATIONAL 4/5

This is a two-year course aimed primarily at improving your practical performance in a wide range of sporting activities. Activities will be selected from the following categories;

- individual
- outdoor team game
- indoor team game
- aesthetic
- fitness
- athletics

Pupils must be motivated, enthusiastic and show a keen interest in developing their performance in physical education. All are encouraged to participate in sport outside of school hours in order to improve practical grades. The practical assessment will be a one-off performance in two activities of your choice. There is a 50% weighting for both practical performance and the portfolio.

HIGHER/SENIOR N5

This course continues the focus on improving practical performance. It is made up of three components:

- Factors Impacting on Performance (FIP) – worth 50% of overall mark
- Performance – worth 50% of overall mark

Pupils are assessed in the performance component in two activities of their choice. The FIP component is assessed with a final written exam. The FIP component is studied within the following activities...

- Football or Swimming
- Badminton or Gymnastics
- Basketball or Volleyball

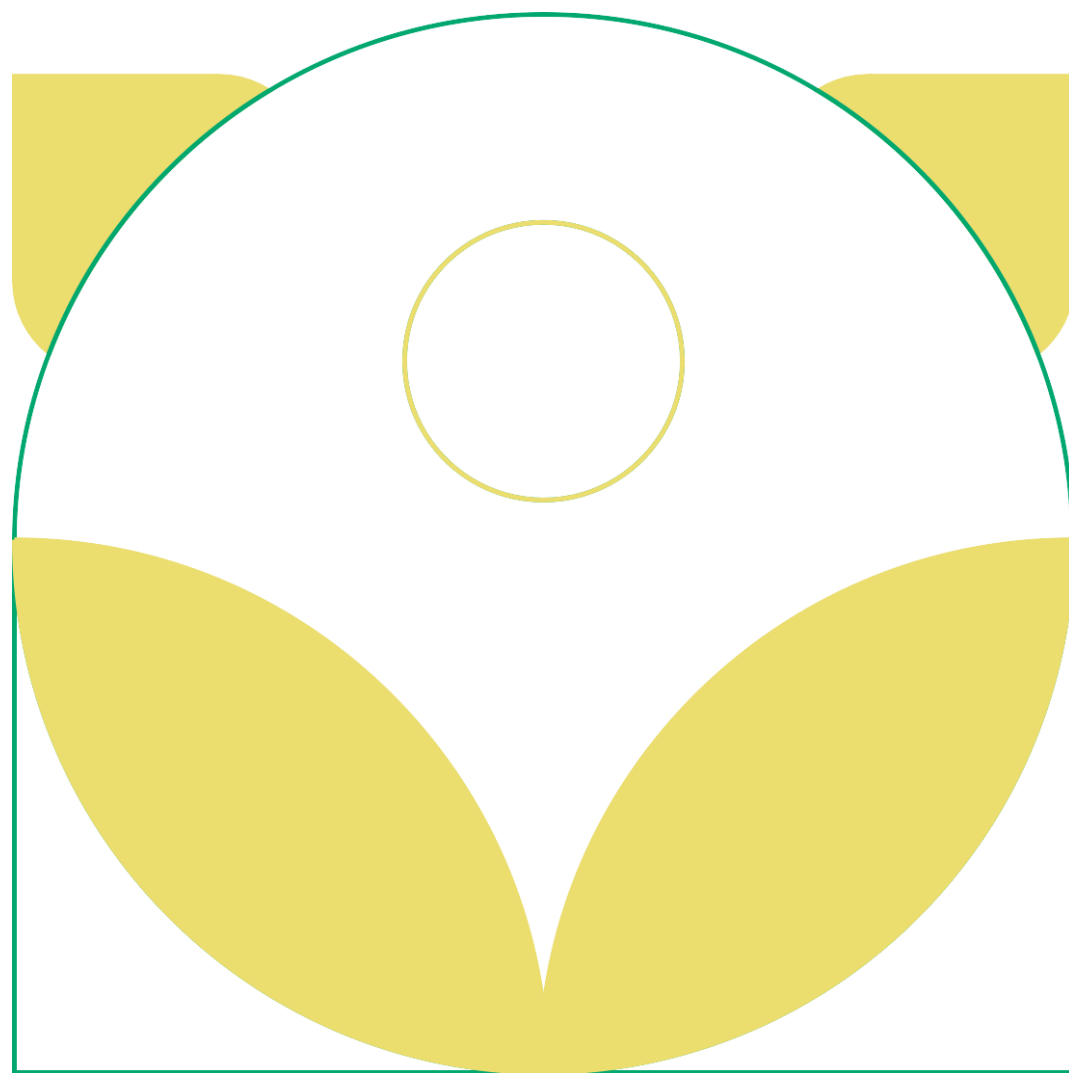
ADVANCED HIGHER

This course enables learners to research and critically evaluate factors which impact on performance and use this knowledge to develop their own high-level performance. It provides progression to Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness; degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion or sports psychology; further study, employment and/or training related to personal training or health promotion. The course is made up of two components:

- Project – worth 70% of overall mark
- Performance – worth 30% of overall mark



NPA Exercise and Fitness Leadership (S5 / 6)



JOB PROSPECTS

- Personal Trainer
- Physiotherapist
- Sports Development Officer
- PE Teacher
- Sports Psychologist
- Sports Coach
- Armed Forces

LEVEL 6 (SCQF)

Entry is for new S5/6 pupils.

The NPA Exercise and Fitness Leadership was developed to support candidates wishing to pursue Exercise and Fitness as a possible career path. The competences achieved will allow candidates to make other career decisions and follow different pathways.

The National Progression Award is designed to equip candidates with the skills, knowledge and understanding

Entry Requirements

The NPA Exercise and Fitness Leadership entry requirements are that candidates have a strong interest and recent sport or fitness experience such that the delivering centre believes that the candidate has a realistic chance of success provided that work is put into the award. They must also be able to communicate confidently and clearly while leading a group.

Course

Candidates must complete a minimum of 3 out of 5 units from the units below:

Exercise and Fitness: Cardiovascular Training (Higher)

Exercise and Fitness: Fixed Weight Training (Higher)

Exercise and Fitness: Free Weight Training (Higher)

Exercise and Fitness: Circuit Training (Higher)

Exercise and Fitness: Exercise to Music (Higher)

Candidates will be assessed on their technique and practical ability, theoretical knowledge and ability to lead exercise and fitness sessions to other pupils.



Humanities



Business Management & Administration and IT

TEACHERS:
J Forrester
C Wilson



Business Management is designed to develop learners' understanding of the ways in which a business operates in dynamic, changing, and competitive economic environments and to encourage entrepreneurial spirit. Administration and IT qualifications provide practical opportunities to apply and develop organisational, administrative and IT skills.

NATIONAL 4/5 BUSINESS MANAGEMENT

The National 5 course covers the role of business in society. Studying Operations, Human Resources and Finance, the main feature of this course is the development of enterprise and employability skills. Learners will gain a better understanding of the personal qualities and attributes required by people involved in business. This will be facilitated through practical activities which encourage risk-taking and decision-making, thereby enabling learners to cope more readily in our rapidly changing business environments.

NATIONAL 4/5 ADMINISTRATION

This course opens up a range of positive progression routes for learners. These include other National Qualifications and Skills for Work courses.

The core topics are; Administrative practices, IT solutions for administrators, Communication in administration.

The aims of the course are to;

- develop an understanding of administration in the workplace and key legislation affecting organisations and employees
- develop an appreciation of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks

The course contains a significant practical component, which involves experiential learning and uses real-life contexts, which makes it relevant to the world of work.

HIGHER BUSINESS MANAGEMENT – New S6 pupils

Entry to this Higher course is for new S6 pupils only. Those who have achieved a pass at National 5 or who are on track to achieve a strong pass in both English and another course from Social Subjects or Humanities are likely to adjust well to this course.

The course aims to enable learners to develop and extend:

- understanding of business-related financial matters
- understanding of enterprising skills and attributes
- knowledge and understanding of the ways in which society relies on business to satisfy need
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

JOB PROSPECTS

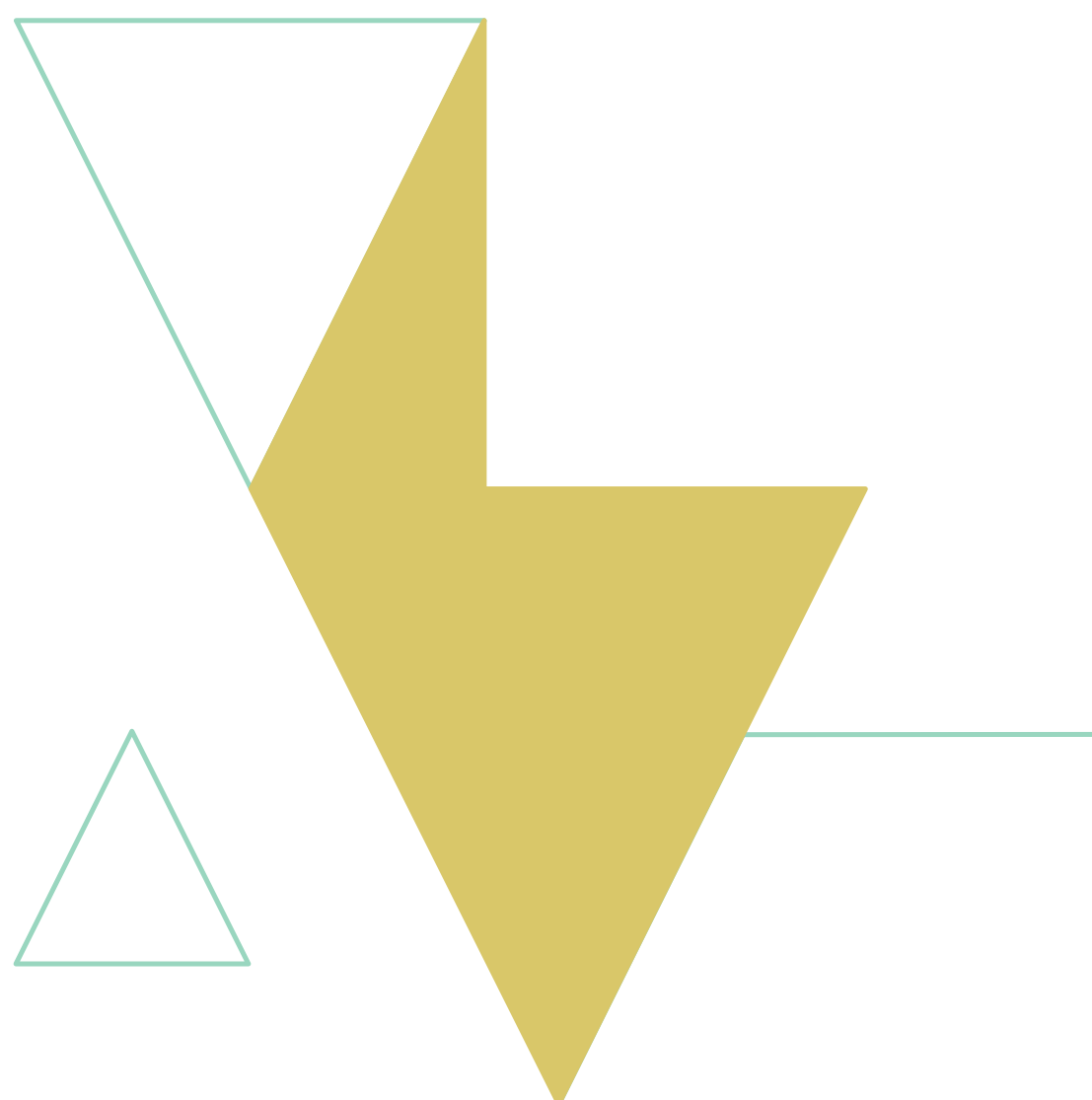
- Banking/Finance
- Insurance
- Travel & Tourism
- Event Management
- Health Administration
- Court Administration
- Transport Administration
- Human Resources
- Accountancy
- Retail
- Investment
- Public Relations
- Logistics
- Consultancy
- Commercial Buyer
- Management



Modern Studies

TEACHERS:

L Halliday
LJ Inglis
M Willis
K MacLachlan



JOB PROSPECTS

- Law
- Local Government
- Media
- Nursing
- Police
- Politics
- Social Care
- Social Sciences
- Social Work
- Sociology
- Teaching
- Trade Union Work
- Academic research
- Advertising
- Armed Forces
- Banking
- Civil Service
- Community Education
- Consumer Protection
- International Relations

Modern Studies develops knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. It helps to create and develop informed, active citizens who are able to critically compare their society with other societies and cultures.

NATIONAL 4/5

A variety of themes will be studied in S3/S4 and will cover socio-economic and political issues at Scottish, UK and international level.

Topic Area 1: Social Issues: Inequality in the UK

This is a study of the causes and consequences of inequality and the response of governments to those inequalities. Specific areas of study include; Economic Life - Poverty and Wealth, Social Life - Health, Education and Lifestyle

Topic Area 2: World Issues

This is a study of recent threats to global security and the response of international organisations to those threats. Pupils will study the origin and consequences of threats to security in the world along with the response of the international community.

Topic Area 3: Democracy in Scotland

This is a study of the influence of political parties, interest groups and the media in the decision-making process and upon voting behaviour and elections in Scotland. The rights and responsibilities, aims and methods employed, and the comparative influence of political groups.

HIGHER/SENIOR N5

A variety of themes will be studied at Higher, covering socio-economic and political issues at Scottish, UK and international levels.

The main topics of study are;

Political Issues: Politics in Scotland

Social Issues: Crime and the Law

International Issues: World Powers

Pupils will be expected to regularly work in teams and will use IT to bring issues to life and to support and challenge all learners. They will have opportunities to develop creative skills and will be asked to present and share their learning with their peers. This will help to develop self-confidence and allow pupils to learn from one another. Skills in extended writing, research and report-writing will also be enhanced.

ADVANCED HIGHER

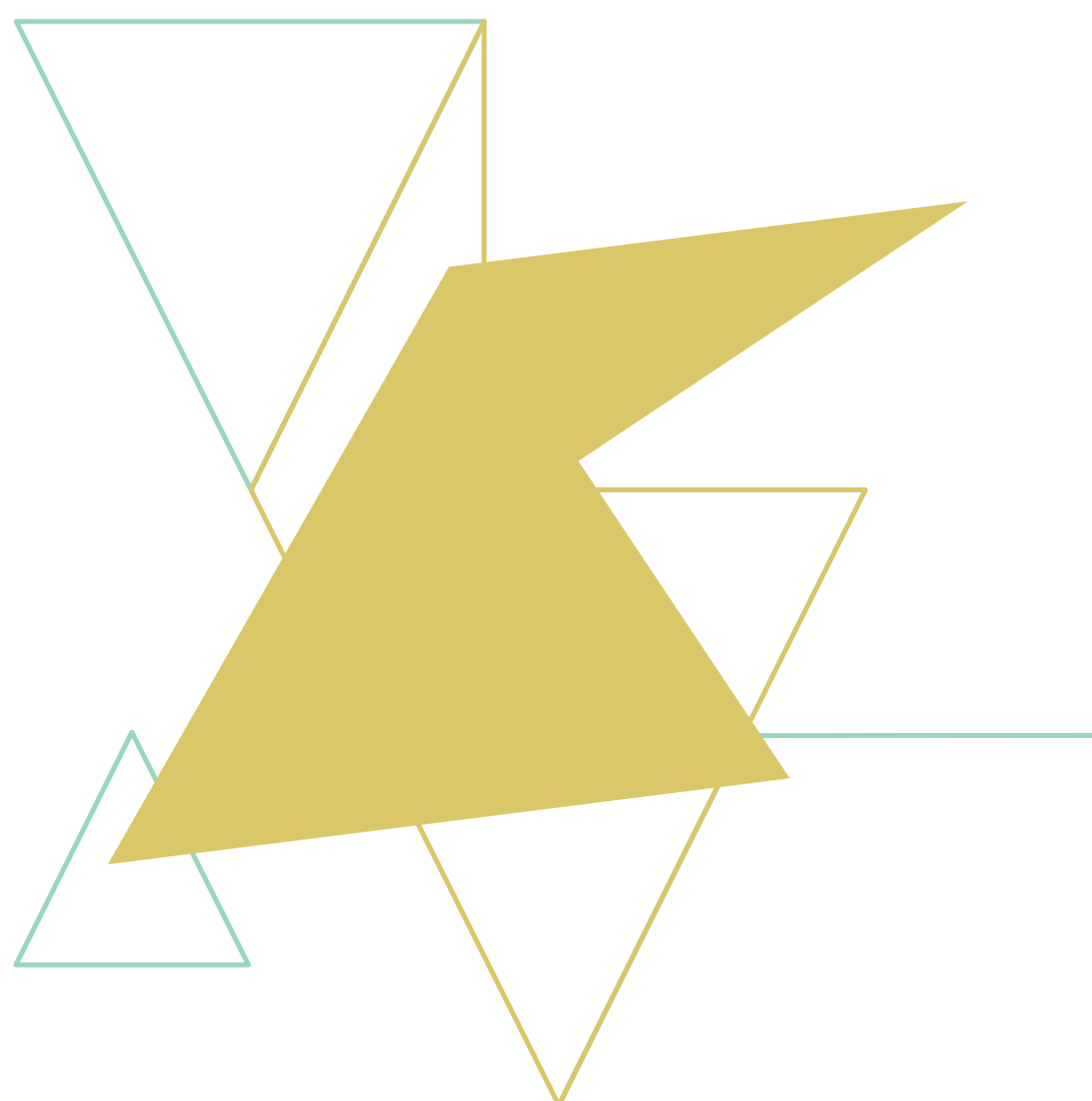
The theme of Social Issues: Law and Order, will be studied in great depth at Advanced Higher and pupils will undertake a socio-economic and political comparison of the causes and effects of crime. They will assess the role of the penal system in Scotland/UK in comparison to other countries. In addition to the final exam, there is an externally assessed 5000 word project dissertation which is a large-scale piece of independent work with mentoring and guidance from teaching staff.



Politics (S6)

TEACHERS:

L-J Inglis
M Willis
L Halliday



Politics makes a distinctive contribution to the curriculum through the study of important political concepts and ideologies, comparison of different political systems, and the evaluation of factors that impact on the electoral performance of political parties.

HIGHER

Entry to this course is for new S6 pupils only.

Pupils will develop knowledge and understanding of key political concepts. The theoretical aspect of the course will enable pupils to identify, explore and analyse political issues while developing their own views and perspectives. Pupils will also develop analytical and evaluation skills during the course which will help them to interpret and understand political issues.

The course is comprised of three units:

Political Theory - ideologies and concepts of democracy

Political Systems - comparative analysis of UK and USA systems

Political Parties and Elections - theories of voting behaviour and political campaign management

The course contributes to pupils' understanding of society by helping them to develop a knowledge of political theory, political systems in the UK and international contexts, and factors affecting the electoral performance of political parties.

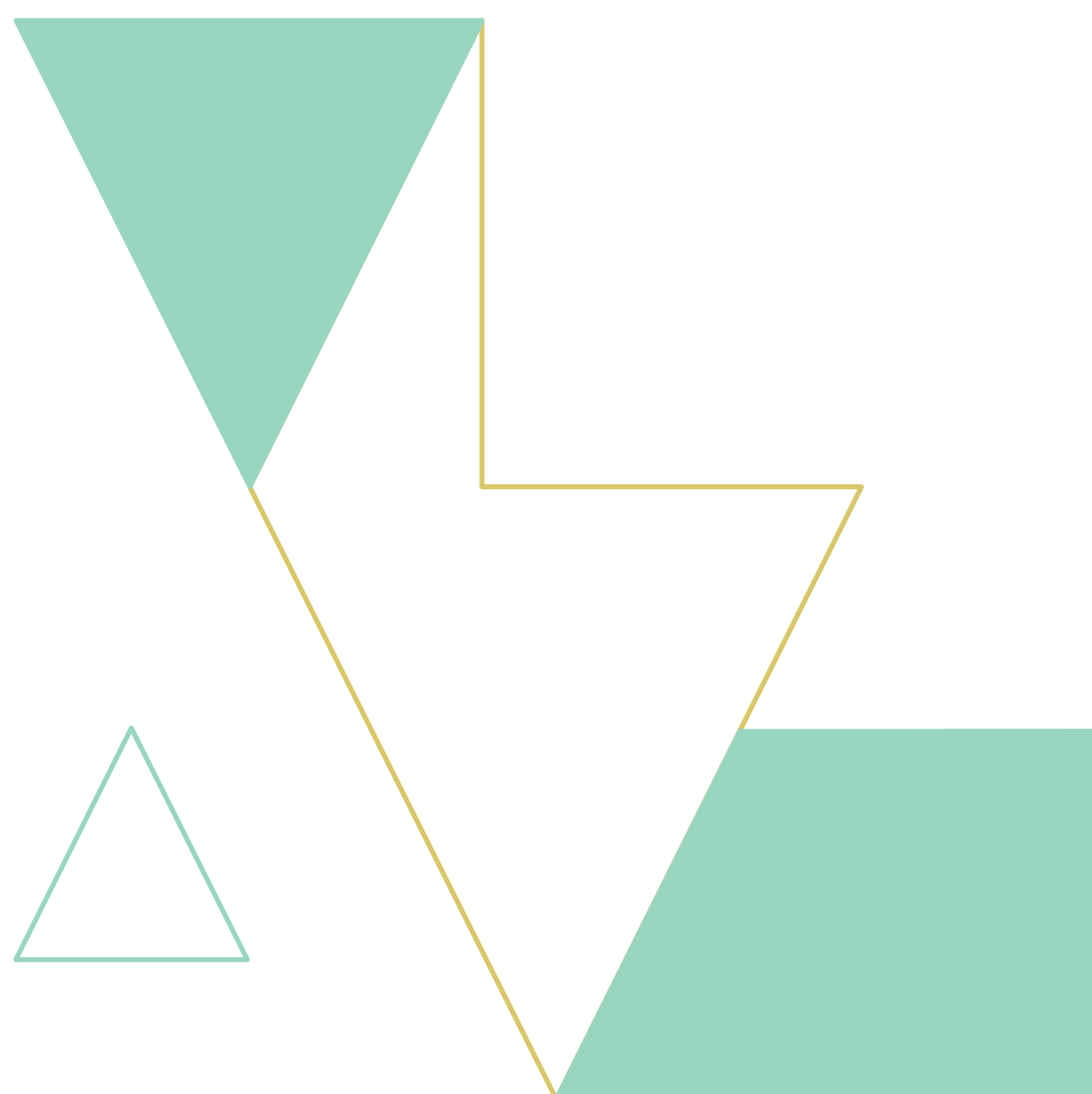
Assessment is currently conducted by means of a formal exam and the submission of coursework. The assignment is an opportunity to demonstrate challenge and application of skills, knowledge and understanding within the context of a political issue.



Philosophy

(S5 / 6)

TEACHER:
C Fraser



"I think, therefore I am." - Descartes

HIGHER/SENIOR N5

This course is for new S5/6 pupils, and is designed to challenge learners to think clearly about problems by asking them questions about the world we live in.

Learners will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today.

Learners will develop the ability to analyse and evaluate philosophical positions and arguments and to develop their own reasoning skills.

In this course, learners will be encouraged to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. Thinking, analytical and evaluative skills, which are important in education and employment, are developed throughout the course.

It is highly recommended that pupils seeking to study this course have already secured strong passes in both National 5 English and a course from Social Subjects and/or Humanities.



Psychology

TEACHERS:

J Jennings
R Richards
L Dunn



"The purpose of psychology is to give us a completely different idea of the things that we know best" - Valery

What shapes our personality?

What are sleep disorders and how do we develop them?

What do our dreams mean?

Why do we follow rules and obey authority?

Are we born with prejudiced attitudes, and can we rid ourselves of them?

NATIONAL 5

The National 5 Psychology course tries to tackle a wide range of questions like these. Psychology is the study of the human mind and behaviours. The way we think, how we feel and how we interact with others are all influenced by Psychology. The course is designed to stimulate interest in the field of Psychology and to provide pupils with an understanding of its key domains.

Unit 1: Individual Behaviour

Sleep and Dreams - we explore the purposes of sleep, according to different psychological approaches and explore the relevance and meaning of dreams.

Phobias - we will study the causes and treatments of particular phobias with a view to explaining how they develop and affect human behaviour.

Unit 2: Research - we will explore how psychologists undertake experiments and explore the ethics behind particular experiments

Unit 3: Social Behaviour

Conformity - we will explore explanations of conformity, including informational and normative social influence, and consider why we comply with society. We will also consider individual and cultural factors when considering why we behave how we do.

HIGHER/SENIOR N5

The Higher Psychology course tries to tackle these questions and more. It is highly recommended that pupils wishing to take this course have already obtained a strong passing grade in National 5 Psychology and English.

Unit 1: Individual Behaviour - focusing on sleep, dreams and disorders as well as memory

Unit 2: Research - exploring how psychologists undertake experiments and explore the ethics behind these. Pupils will undertake their own experiments and research

Unit 3: Social Behaviour - focusing on conformity and obedience as well as prejudice and stereotyping

JOB PROSPECTS

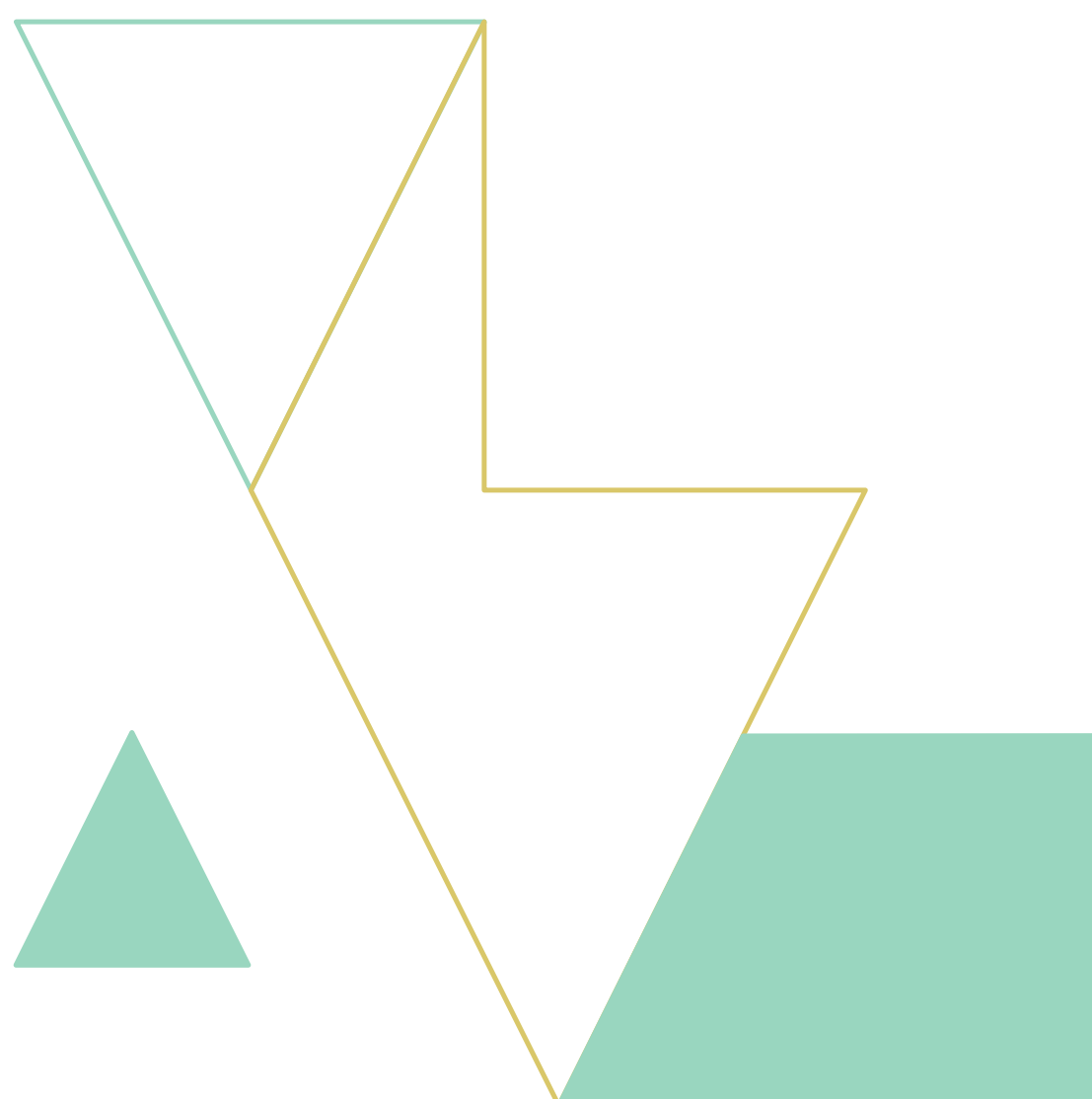
- Clinical Psychologist
- Educational Psychologist
- Further Education Lecturer
- Higher Education Lecturer
- Occupational Psychologist
- Sport and Exercise Psychologist
- Human Resources
- Counsellor
- Psycholtherapist



Religious, Moral & Philosophical Studies (S3)

TEACHERS:

K Bladon
C Fraser



JOB PROSPECTS

- Lawyer
- Journalist
- Teacher
- Doctor
- Police Officer
- Social Worker
- Politician
- Health Care Worker

*War should be avoided at all costs! Do you agree?
Why do people disagree about the nature of 'God'?
What moral issues are raised by poverty?*

NATIONAL 4/5

This course gives learners an opportunity to learn about, reflect upon and research religion, morals and philosophy in more depth. RMPS at National 5 provides learners with insights into their own culture and lives. It will also help them to understand their communities and the wider world in which they are a part of. Pupils will study religious and non-religious perspectives of some of the most challenging moral and religious concepts and debates.

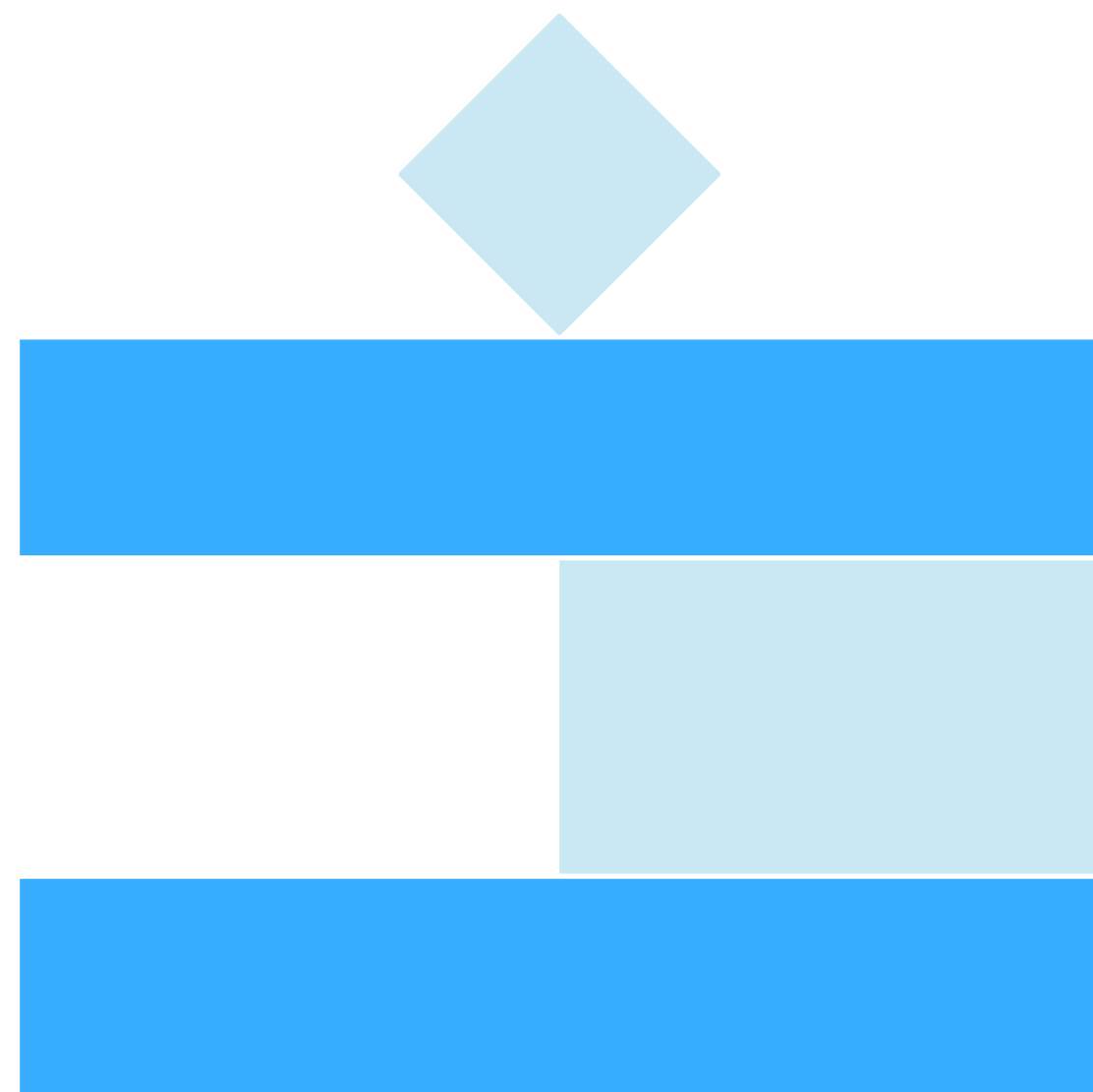
The units covered are:

World Religion - the pupils will study one of the six major world religions; Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism

Morality and Belief - in this unit pupils will study one of these five topics - Religion and Justice; Religion and Relationships; Religion, Environment and Global Issues; Religion, Medicine and the Human Body; Religion and Conflict

Religious and Philosophical Questions - this unit focuses on the study of one of the following topics; Origins of Life, Existence of God, the Problem with Evil and Suffering, Miracles

Pupils will be given a choice of topic for their course assessment and will have to investigate this by researching different religious and secular viewpoints. They will also be asked to comment on the

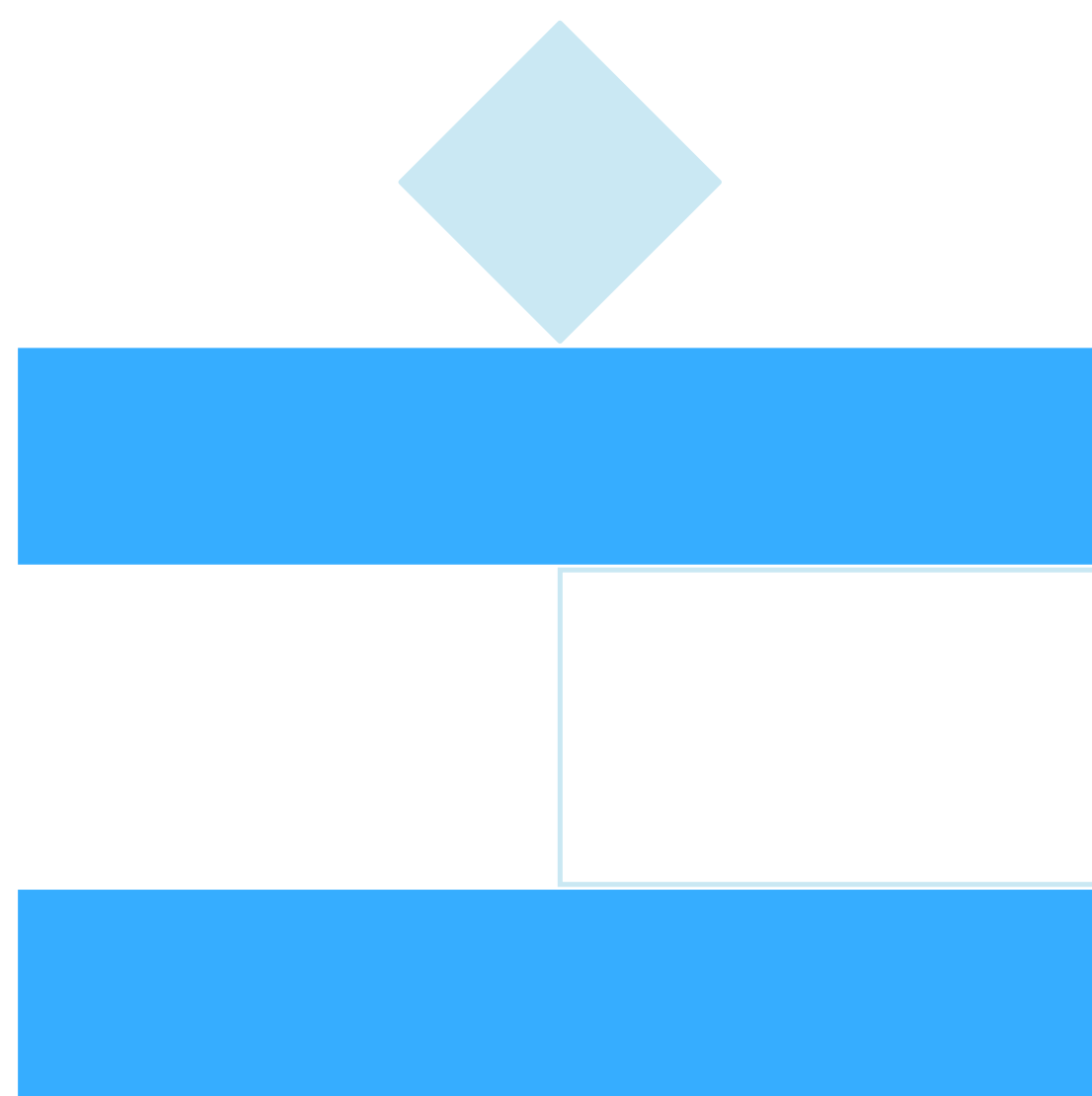


Mathematics & Numeracy



Application of Mathematics

TEACHERS:
D Hoyland
T Macdonald



SENIOR NAT. 5

Entry to this course is for new S5 and S6 pupils.
The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ analyse real-life situations and problems involving mathematics
- ◆ identify valid mathematical operational skills to tackle real-life situations or problems
- ◆ select and apply numeracy skills
- ◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- ◆ use mathematical reasoning skills to draw conclusions or justify decisions
- ◆ communicate mathematical information in an appropriate way

HIGHER

Higher Applications of Mathematics focuses on maths skills for life and the workplace. It covers statistics, finance and project planning. We will use computers where possible to carry out calculations and use the results to make decisions and communicate our findings. This aligns more closely with how most of us interact with maths in our day to day lives as opposed to solving equations and carrying out calculations by hand.

Statistics – many careers require an ability to work with data to produce statistics. We have all seen first-hand over the last year how influential statistics are in policy and decision making, for individuals at home, businesses and nationally. We will learn how to use statistical programming package, RStudio (widely used in industry and universities), to carry out statistical calculations and create data displays. Many university courses require that you carry out some statistical analysis of your research. The statistics element of Higher Applications of Mathematics will give you a head start on this aspect of university.

Finance – learn how to understand credit cards, loans, savings, interest, insurance, inflation, taxation. Calculations will mainly be carried out using spreadsheets for this aspect of the course. This will see you well equipped to manage your financial planning in life after school.

Project planning and decision making – learn ways of representing projects using mathematical models, by splitting the project into its various activities. Use these models to communicate findings regarding risks and rewards of the project and make planning decisions about timings and costs of the various aspects of the project.

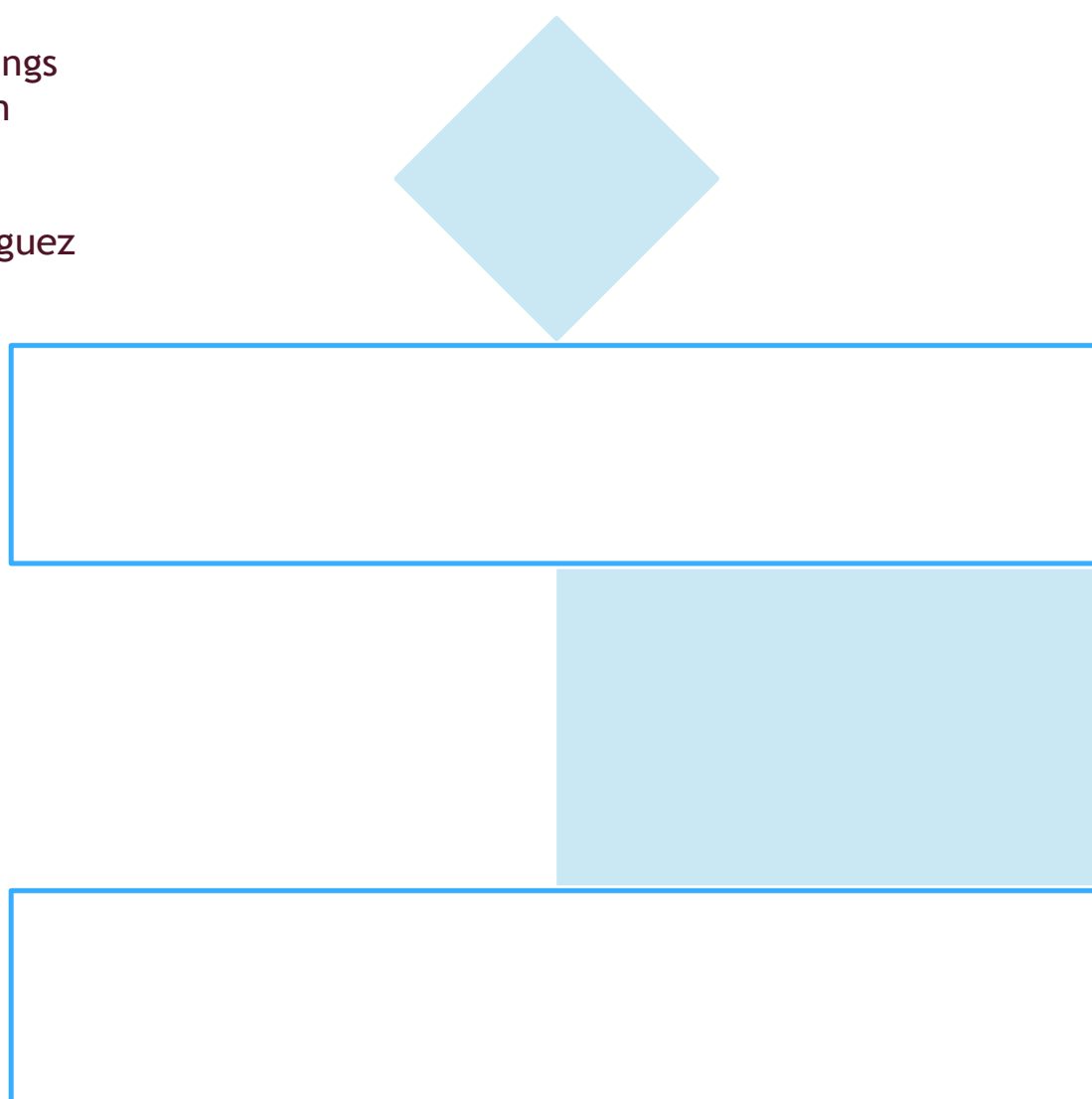
If you are planning a career in a STEM environment, you may wish to consider taking this subject alongside Higher Mathematics. If you are considering a career in a non-STEM area, this course is highly applicable to the skills you require in university and the workplace.



Maths

TEACHERS:

- A Dolan
- D Hoyland
- A Morrison
- A Ebead
- J Cholak
- E Haldane
- D Aitken
- P Cummings
- H O'Brien
- B O'Neill
- J Stack
- O Dominguez



JOB PROSPECTS

- Actuary
- Accountant
- Chartered Certified Accountant
- Chartered Management Accountant
- Corporate investment banker
- Financial risk analyst
- Operational researcher
- Systems Developer
- Aerospace Engineer
- Higher Education Lecturer
- Investment Analyst
- Meteorologist
- Research Scientist
- Teacher

Mathematics is the study of numbers, structures and change. We use it in our everyday lives and in a wide range of academic subjects to understand the world around us. By discovering patterns, mathematicians can use logic and conjecture to solve a multitude of problems and make new discoveries.

NATIONAL 3/4/5

Our Mathematics courses aim to help pupils learn how to describe, tackle and solve problems which require the use of mathematical knowledge and techniques. You are encouraged to see Mathematics as arising out of solving problems, often in the real world, and not just as a collection of discrete knowledge, skills and techniques.

Our aim is to develop your higher order thinking skills such as the ability to evaluate and apply your knowledge in unfamiliar contexts. This will in turn equip you for the demands that lie ahead of you in adult life in employment and further study. We also seek to help you develop an appreciation and enjoyment of Mathematics, to raise your awareness of its importance and to contribute to your overall development.

You will build confidence in your ability to manipulate numbers in many forms which has practical applications on how you interpret the numerical world around you. Your understanding of shape and measure will also be developed including concepts such as volume, weight, temperature and time as well as coordinates, angles and an introduction to trigonometry.

You will investigate relationships between many concepts including algebraic relationships and graphical relationships. You will have the opportunity to investigate and advance your understanding of data handling and statistics including probability.

HIGHER/SENIOR N5

In this course you will develop the mathematical skills required to be able to access a range of curricular areas such as the Sciences, Technologies, Informatics and Engineering. You will also develop important transferable skills such as the ability to use logic and reason to solve a problem in unfamiliar situations.

Patterns: You will learn how to evaluate appreciation and depreciation which extends in Higher to investigating long term effects of recurring models which has applications in finance but also in interpreting population growth and radioactive decay.

The Maths of Change: You will learn about Calculus, the study of change. You will discover how to find optimal solutions to problems such as determining the maximum surface area for a solar cell or the minimum cost of a product's packaging.

Geometry: You will study vectors which have practical uses in science also form the basis for 3D computer design.

ADVANCED HIGHER

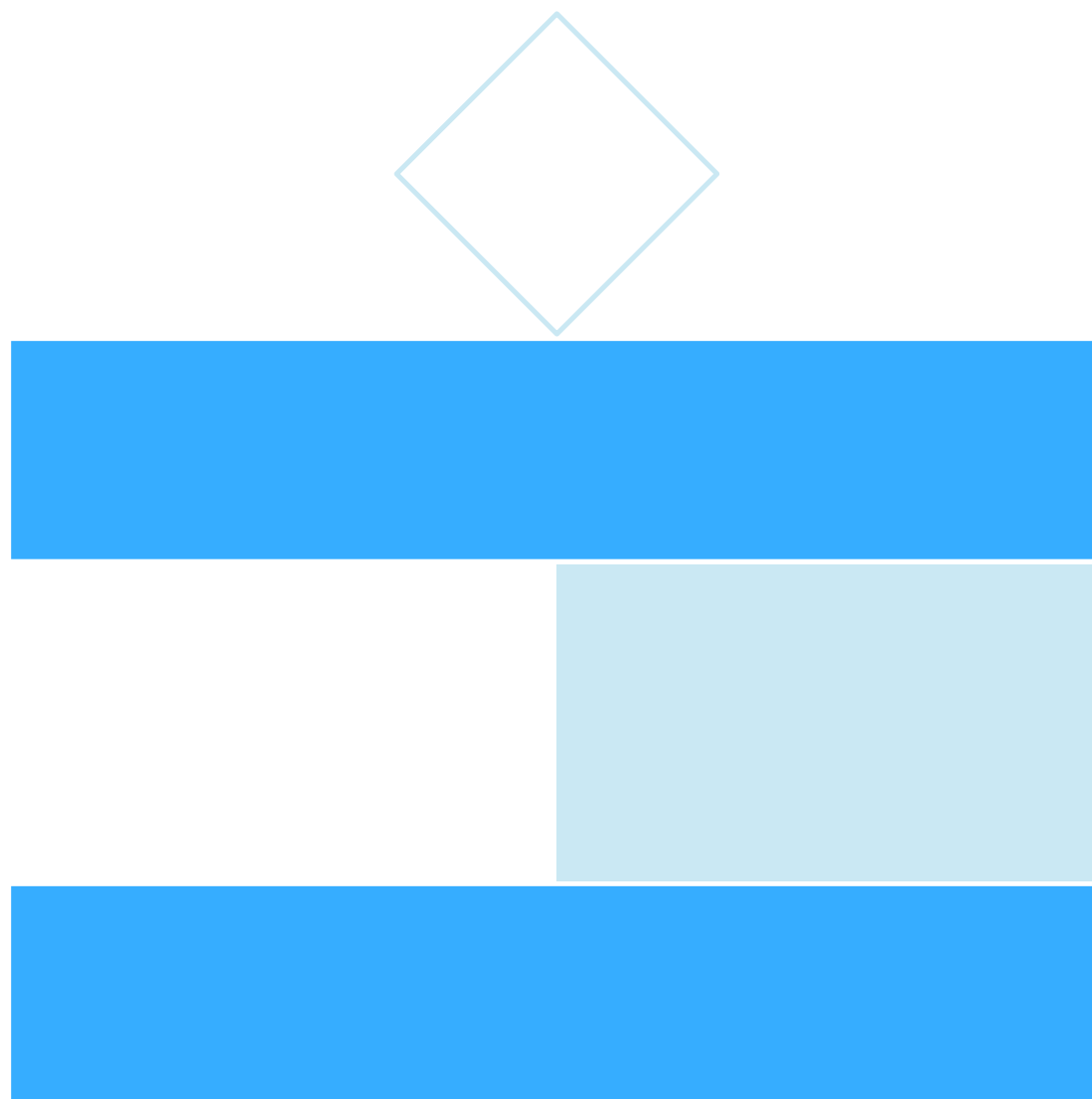
Building on the foundation of both National 5 and Higher courses, the Advanced Higher will provide you with the opportunity to study these in more depth. You will consider how the concept of infinity affects sequences, which has applications in signal processing and probability (Patterns) You will evaluate situations where multiple variables are changing at the same time, useful in physical and economic models. This will lead into the solving of differential equations which play an important role in modelling virtually every physical, technical or biological process, from celestial motion to bridge design and interactions between neurons. (The Maths of Change). Finally, matrices will be introduced which are important in many aspects of Computer Science including 3D game design (Geometry)



Statistics

TEACHER:
D Hoyland
H O'Brien

The study of Statistics uses the watertight and totally reliable logic of mathematical processes to engage with messy and not totally logical, real world. In a world where information is so readily available, Statistics provides valuable tools which allow data to be analysed and interpreted, risk to be assessed and informed decisions made.



HIGHER

This course is equivalent to one Higher unit and will be offered post-course choice to S5 and S6 pupils pending timetable flexibility.

In a wide range of university courses, a major requirement is to undertake some form of research, analyse the results and feedback conclusions. This skill of analysis and feedback is crucial in the world of work too. In either scenario, it would be expected that calculations are carried out by computer given their power for such tasks. In this course, although the underlying mathematics will be covered, emphasis is placed on analysing results obtained by computer, over the process of calculation. The basics of the statistic software, R (used in universities and industry) will be learned and used throughout.

ADVANCED HIGHER

In this course, time is taken to explore the key concepts of probability and uncertainty that might be much more rushed if experienced at universities and colleges. Real-life situations are explored and mathematical models are used to describe inherent natural variation. Assumptions and limitations of these models are considered and then conclusions drawn. When real-life data is not accessible, computer simulations will be looked at to aid understanding of concepts. The rigorous mathematical analysis allows appropriate confidence to be placed in results and some attempt to be made to grapple with the unsettling concept of uncertainty. Throughout the course, emphasis is on interpretation and application rather than complex algebraic manipulation.

JOB PROSPECTS

- Actuary
- Forensics
- Statistician (including government)
- Medical
- Pharmaceutical
- Market Reserach
- Risk Analysis
- Sports Analysis



Modern Languages



French

TEACHERS:
P O'Connor
J Ardila
E Edwards
Hollie Pica
Nicolas Ponte
J Summers

German

TEACHERS:
E Hand
A Murrison
N Ponte

Mandarin

TEACHERS:
M Maloney
SWIRE support

Spanish

TEACHERS:
P O'Connor
J Ardila
E Edwards
E Hand
A Murrison
H Pica
N Ponte
J Summers

Mission Statement: Our curriculum is engaging, enriching, progressive and inclusive. We encourage pupils to apply their skills confidently in real-life situation and to open their minds to different cultures, traditions, and peoples.

Units cover the contexts of society, learning, employability, and culture.

Students are assessed in Reading, Writing, Speaking, Listening and Translation



NATIONAL 4/5

A challenging and enjoyable two-year course which forms part of our compulsory curriculum in S3 and S4. Courses in Modern Languages (ML) also provide an opportunity for those who study Gaelic to utilize their linguistic skill in an international context. Thanks to our 1+2 model in our associated primaries and robust BGE curriculum, pupils continue to build on an established foundation and may be learning at an accelerated pace on one of our Fast-Track courses towards National Qualifications. Pupils who wish to pick up an additional language that they haven't previously studied may do so out of the 'free' choices as 'Beginners Fast-Track' languages. We offer the opportunity to use the languages studied on our international exchanges in Tenerife, Sausset les Pins, Bavaria and, coming soon, China. Through studying languages students develop an international outlook, problem solving, critical thinking and communication skills among others.

HIGHER/SENIOR NS

Pupils selecting Higher should ideally have at least a B-pass at National 5 level. Higher Modern Languages courses enable learners to use language more spontaneously, and develop skills in translation with a deeper understanding of grammatical concepts. There are two main units: Using Language and Understanding Language and a focus on each of the four skills; talking, reading, writing and listening. Gaining a qualification at this level is an indication that you are able to use the language independently with increased confidence and flexibility. You will also develop a broader vocabulary, knowledge of language structures and greater cultural awareness.

ADVANCED HIGHER

Pupils selecting Advanced Higher should ideally have at least a B-pass at Higher level. This course gives students the opportunity to use their language skills to discuss topical issues such as immigration and racism, equality, technology, and the environment. Students also produce a critical essay in English on a piece of literature or film in the target language and further develop their understanding of inference and the overall purpose of a text.

JOB PROSPECTS

- Interpreter
- Teacher
- Translator
- Broadcast Journalist
- Diplomatic Services
- EAL Teacher
- Event Organiser
- Sales Executive
- Solicitor
- Logistics Manager
- Marketing Executive
- Patent Examiner
- Retail Buyer
- Hospitality

New Courses in Modern Languages

"The limits of my language mean the limits of my world."
Ludwig Wittgenstein



Job Prospects:

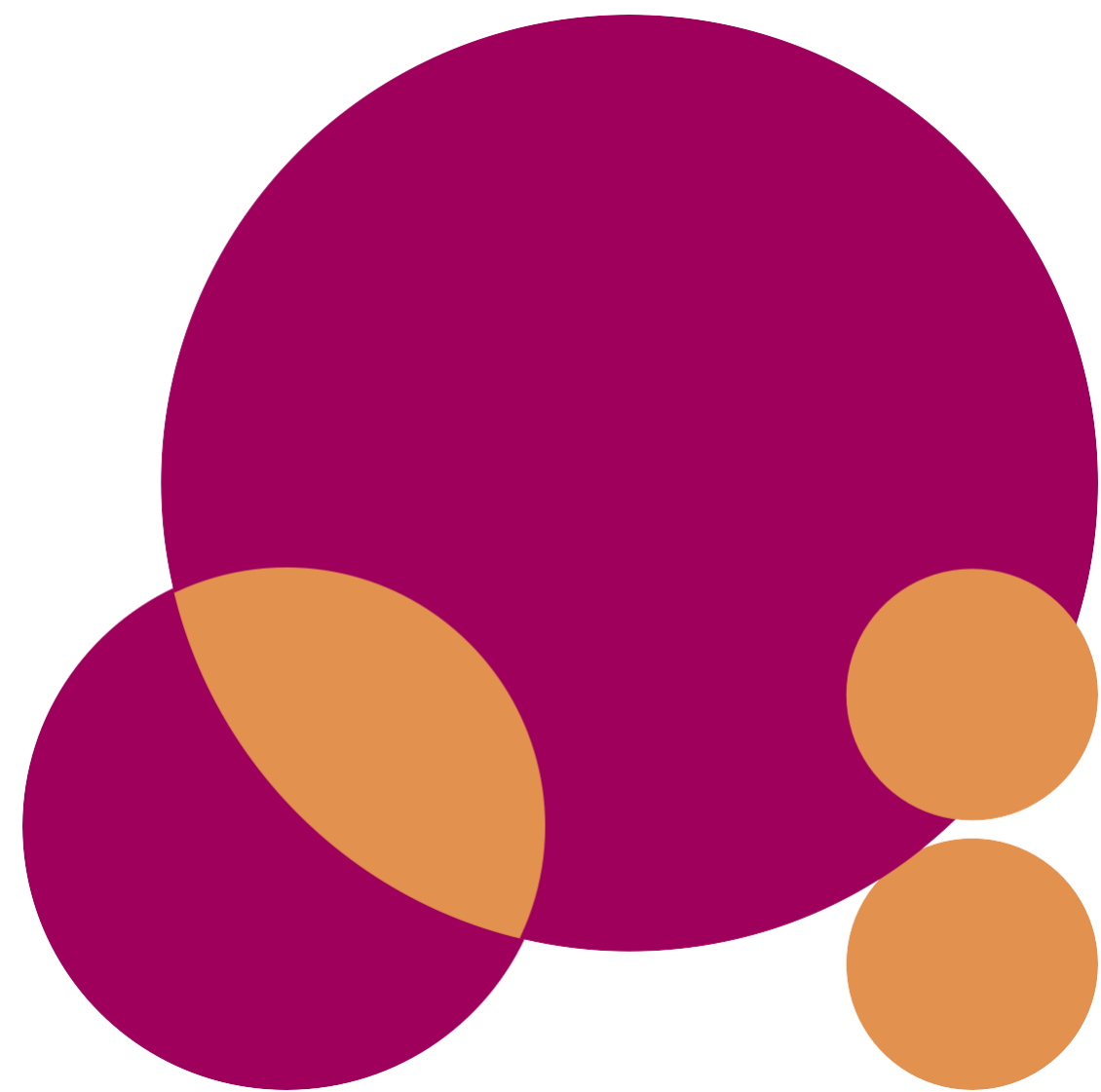
- Interpreter
- Teacher
- Translator
- Interpreter
- Journalist
- Diplomatic Services
- Civil Service
- EAL Teacher
- Event Organiser
- Logistics Manager
- Marketing Executive
- Patent Examiner
- Retail Buyer
- Sales Executive
- Hospitality
- Solicitor

Languages for Life and Work – new S3 pupils

Learning a language has many benefits from widening perspectives, improving confidence, communication skills, to a greater awareness and appreciation of other cultures. These are all skills which many employers view as essential in today's workplace. Languages for Life and Work (SCQF levels 4 and 5) is an alternative 2-year languages course (S3-S4) which gives students the opportunity to learn a language (Spanish, French, German) whilst developing their employability skills. The course is structured as 2hrs/week of language learning and 1hr/week employability skills delivered in collaboration with our careers advisors. Within the employability skills period, students gain an insight into the world of work and think about their future career plans. It prepares students for their futures by involving them in a range of activities such as discussing different career paths, which qualifications and abilities they require, learning how to write a C.V and cover letter, and plan how to prepare for an interview. This is an enriching opportunity for students to learn important life and character-building skills which they can then take into the workplace.

Leadership in Languages – new S5/6 pupils

This is an innovative course with qualifications available at SCQF 5 or 6 for those with an interest in languages and gaining professional experience in the workplace. Entry is available to new S5 and S6 pupils who will both be introduced to leadership and develop their confidence as leaders. Assessment for this course will be undertaken **in English** with pupils being supported in developing leadership strategies, planning tasks and projects and reflecting on their progress. The course offers the chance to support the delivery of Modern Languages lessons in our associated primary schools, which is an invaluable opportunity for those seeking to become Primary or Secondary Teachers, work in Child Care (nursery, medicine, etc.) or simply develop their leadership skills prior to university whilst maintaining a link with Modern Languages. The Leadership in Languages course is for pupils who ideally have a National 5 or Higher in one or two languages.

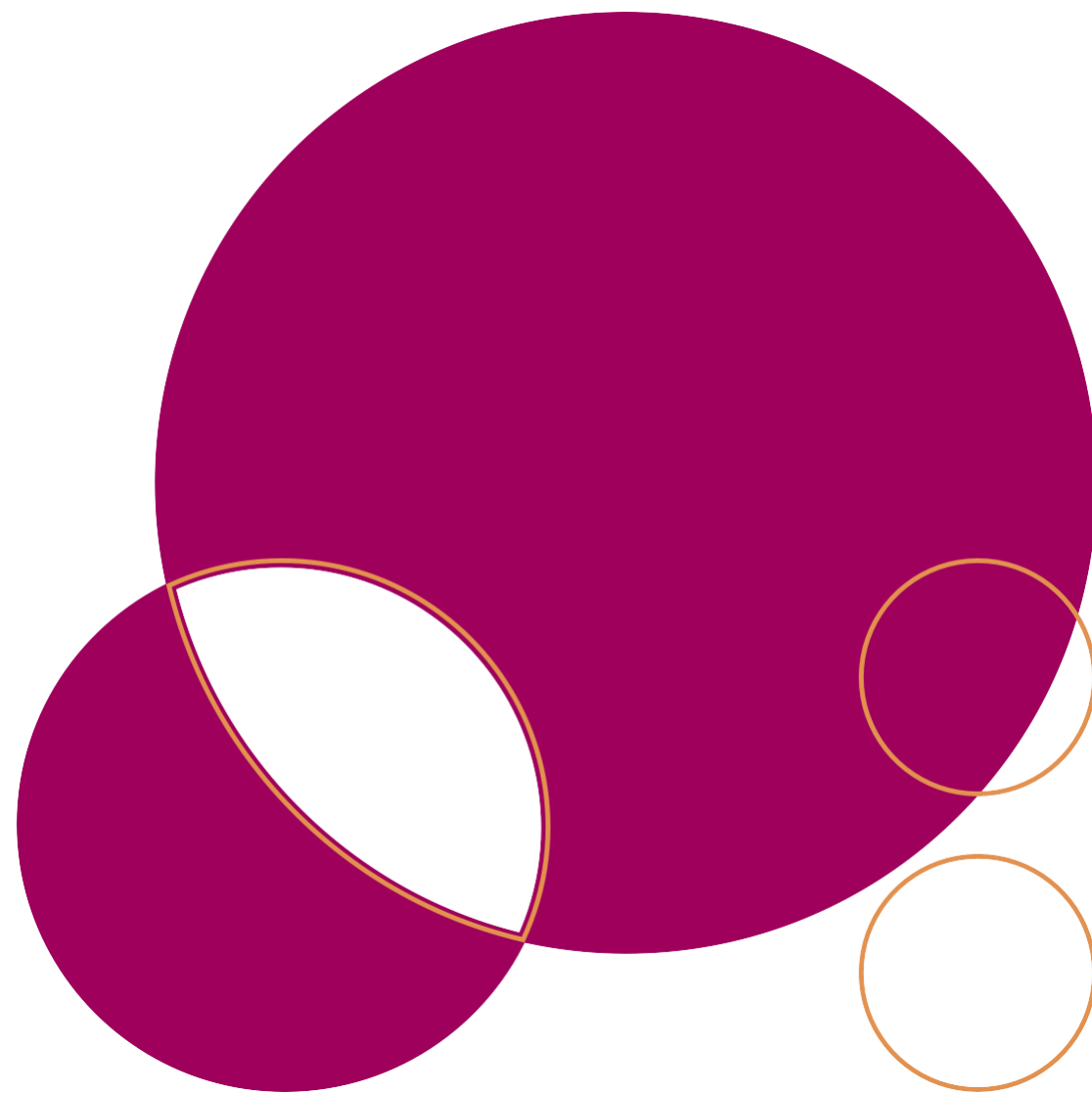


Performing Arts



Drama

TEACHERS:
M Hardie
Z Sulleyman



JOB PROSPECTS

- Actor
- Community Arts Worker
- Dancer
- Drama Therapist
- Music Therapist
- Arts Administrator
- Broadcase Presenter
- Teacher/Lecturer
- Stage Manager

Naturally any pupil considering a career within the theatre industries will elect to take this subject on, but Drama is not just about theatre skills and performing.

Drama provides the opportunity to practice and develop skills useful in the work place. Think of all the types of employment where you will have to: work with others as part of a team, lead a team, use negotiation, understand another's point of view, speak to the general public, deliver lines, give your opinion, use self-control, problem-solve, make a presentation, improvise and be creative.

"Drama is life, but with the dull bits cut out" - A Hitchcock

NATIONAL 4/5

In this course there will be an emphasis on skills development and the application of those skills. Pupils will develop skills in creating and performing drama. They will also develop theatre production knowledge by using a range of theatre arts and technologies.

It is also the aim of drama to help pupils communicate thoughts, meaning and ideas when creating drama and using theatre arts, production skills and technologies. There is the opportunity to develop better understanding and appreciation of drama practice and to develop confidence in working independently as well as collaboratively to create believable and realistic drama.

HIGHER/SENIOR N5

Strong passes in both Drama and English at National 5 support the demands of this qualification. However, extra-curricular experience or an interest in the subject will be taken into consideration. The Higher course provides opportunities for learners to further develop skills in creating and presenting drama. The course focuses on the development and application of complex drama and production skills to present drama.

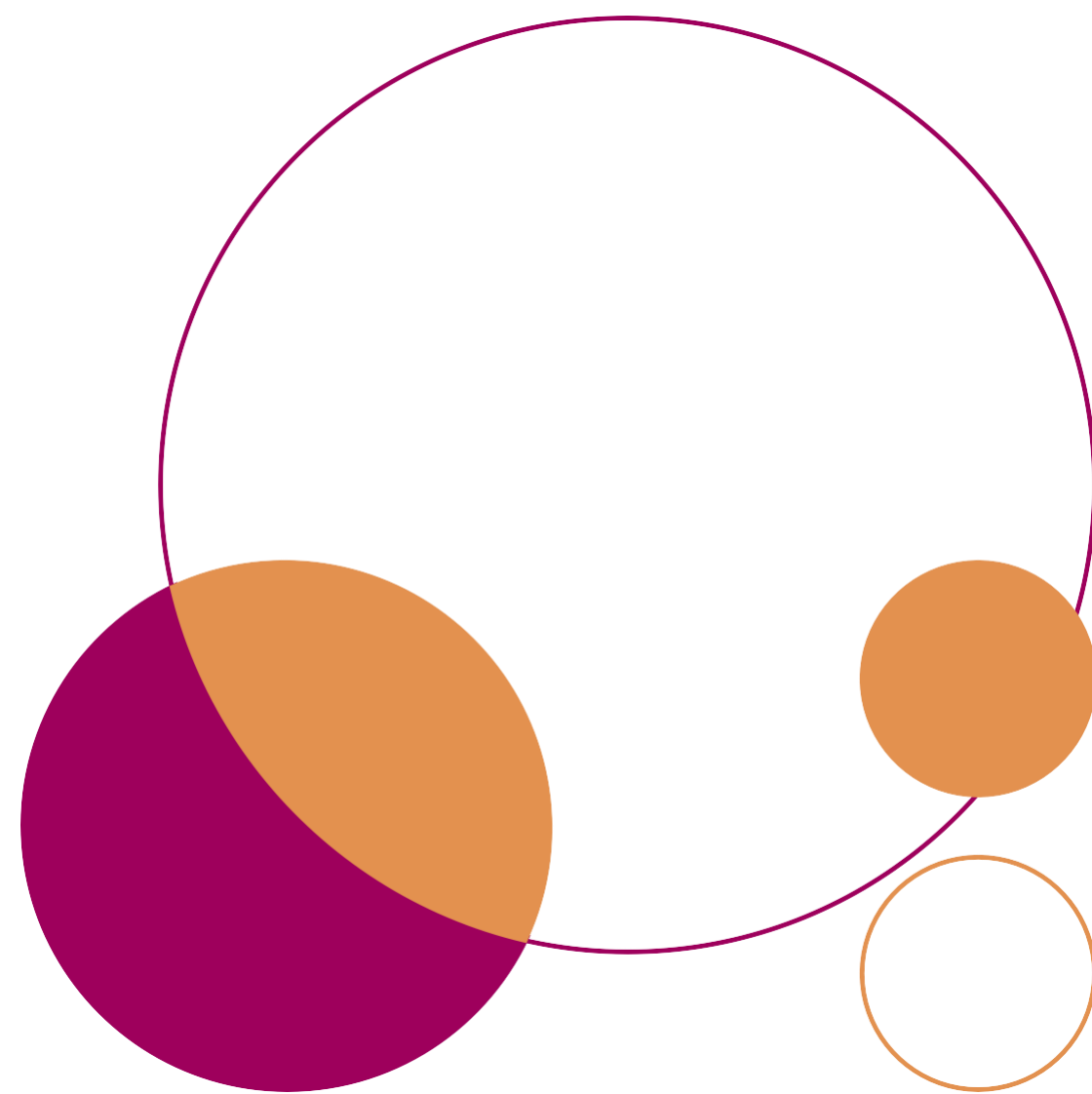
Two mandatory units are Drama Skills and Production Skills. Further to this is Performance which assesses the learner's preparation and performance of two textual extracts. The assessment can cover either acting or production roles. Written assessment will focus on both a studied text and a live theatre performance that the learner has seen.

S5 pupils wishing to return to Drama after not studying it since S2 are welcome to join and will work towards the National 5 qualification. An enthusiastic interest in the subject is essential.



Media Studies

TEACHERS:
M Conroy



JOB PROSPECTS

- Media Planner
- Multimedia Specialist
- Programme Researcher
- Public Relations Officer
- Runner, Broadcasting/Film/Video
- Television/Film/Video Producer
- Advertising Executive
- Broadcast Journalist
- Information Officer
- Magazine Journalist
- Writer

Our Media course enables you to analyse and create media content. You will think critically about the media and its role in everyday life and develop an appreciation of media content in a cultural context and in the context of the media industry.

NATIONAL 4/5

This Media course offers learners opportunities to develop and extend a wide range of skills. In particular, this course aims to enable learners to develop:

- the ability to analyse and create media content, appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate the learners' practice

The two main units are Analysing Media Content (skills to analyse media content) and Creating Media Content (creating media content and commenting on production processes)

HIGHER/SENIOR N5

If requesting the Higher, pupils would strongly benefit from having an A/B pass at National 5 Media or English. It is recommended that pupils speak to the department if in any doubt as to their suitability for the course.

The two mandatory units follow on from the work at National 5 - Analysing Media Content and Creating Media Content.

Although there is not an Advanced Higher course, Screen Education Edinburgh may continue to run the Northern Irish AS-Level course provided by CCEA, "Moving Image Arts". S6 pupils from all schools are welcome to apply. Please contact Screen Education Edinburgh for more details.



Music & Music Technology

Music plays an integral and vital part of everyone's lives and encourages pupils to interact with one another, develop socially and grow in confidence. It is a fun and practical way to learn.

"Music can change the world because it can change people" - Bono (U2)

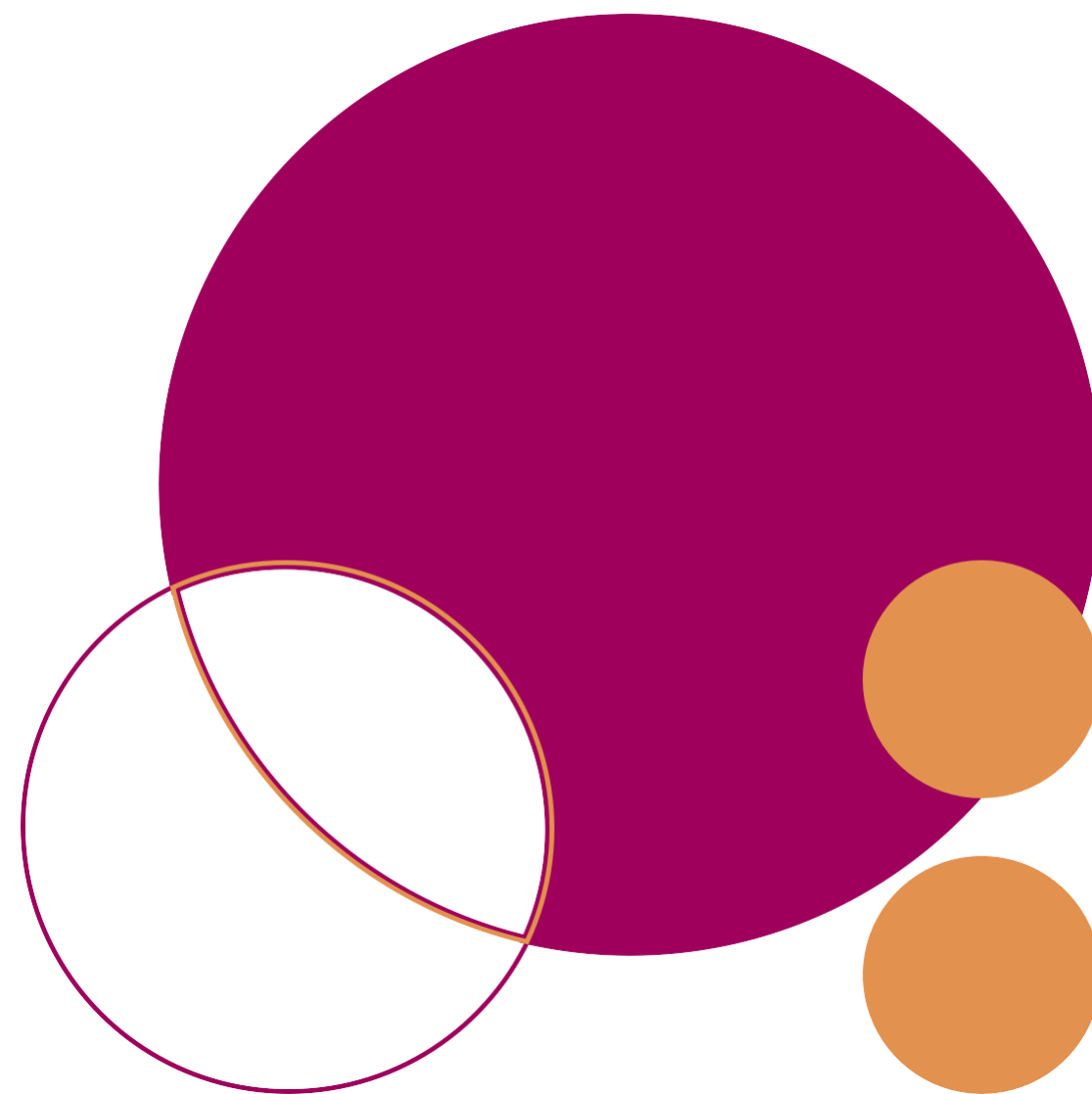
TEACHERS:

M McLennan

L Shearer

C Saunders

P Cooney (GME)



JOB PROSPECTS

- Film/TV Music
- Music Supervisor
- Music Therapist
- Composer
- Musician (session/orchestral)
- Teacher
- Music Engineer
- Music Producer
- Teacher
- Music Manager

NATIONAL 4/5

Music is a fantastic means by which pupils can develop self-achievement, self-worth and respect for others. It helps young people to meet challenges and build relationships, builds confidence and resilience, and allows them the opportunity to reflect on strengths and skills to help make informed choices.

At National 5 level pupils demonstrate their performing skills by presenting a prepared programme of music to an examiner on two different instruments, or one instrument and voice. Pupils must perform a minimum of two pieces on each at Grade 3 level or above. At National 4, the standard is Grade 2 or above and the Added Value Unit is internally assessed. Performance is worth 50% of the overall mark. Pupils will be encouraged to improvise and compose their own music in a range of ways and techniques, using music software and instrument. Pupils will learn about a variety of different musical styles and their social context, expanding their knowledge and understanding of musical concepts and features. They will also have opportunities to be involved in various events and concerts as well as smaller classroom performances. It is an enjoyable and practical approach to build instrumental and/or vocal skills, along with skills in IT, creativity, research and presentations.

HIGHER/SENIOR N5

The senior school courses build on work in S3/S4 and consists of three elements; Performing, Composing and Understanding Music. Performance is worth 50% of the course award, and candidates must perform a minimum of two pieces on each instrument at Grade 4 or above. Composing, accounts for 15% of the course and Understanding Music, 35%. Learners must perform a programme of music, compose an original piece of music and identify a range of musical styles and concepts.

ADVANCED HIGHER

This course requires an A/B pass at Higher Music and explores the three units from Higher in more depth. Additionally, pupils may opt for a Composition folio option instead of presentation on a second instrument. Course weightings are the same as Higher and candidates must perform pieces which are the equivalent of Grade 4 or above.

MUSIC TECHNOLOGY N5

This is a dynamic and practical course in which students will have the opportunity to develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Through the completion of two practical assignments, pupils will learn about microphone placement techniques, setting input gain, monitoring levels, overdubbing and editing tracks. They will also learn how to use effects such as equalisation, compression and reverb along with mixing and mastering techniques. Typical assignment tasks might include a radio broadcast or sound design for a short film clip, computer game or audiobook. The assignments are worth 35% each.

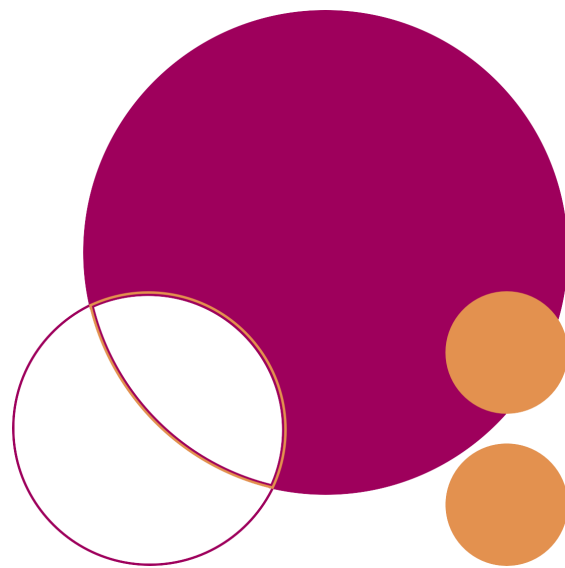
Alongside the practical assignments, pupils will develop knowledge and understanding of 20th and 21st century styles and genres of music. They develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights. This part of the course is worth 30% and is assessed by a question paper.



NPA Music Performing

This award help build essential skills in communication, problem solving, information and communication technology, working with others. It will help build confidence which will feed into all aspects of the pupil's learning in and beyond school.

"I would teach children music, physics, and philosophy but most importantly music, for the patterns of music and all the arts are the keys of learning." – Plato



JOB PROSPECTS

- Performing (band member, session musician, orchestral player)
- Composing
- Music promotion
- Teaching

National Progression Aware - SCQF LEVEL 6

The award in Music Performing is delivered at SCQF Level 6 and is available for new S5 and S6 pupils.

This course is suitable for pupils who have an interest in developing specific knowledge, skills and experience related to and in the context of music performing. The structure of the NPA in Music Performing comprises a two Unit mandatory section (12 SCQF points) and one additional Unit (6 SCQF points from a choice of four options).

Aims of the Award:

- To provide candidates with knowledge and skills which are directly relevant to practice in the area of music performance
- Encourage candidates to take charge of their own learning
- To provide opportunities for the individual development of skills and aptitudes which will improve career development within the music sector.

Mandatory Units:

Music: Live Performance
Performing Music on One Instrument or Voice

Optional Units:

- Performing Music on One Instrument or Voice
- Creative Project
- Music: Technical Support
- Music: Promotion in the Music Industry

Optional Bolt On:

- Royal Conservatoire of Scotland (RCS) Music Leaders Award
- Music performances in the community

Recommended entry to the qualification:

There are no set pre-entry requirements for this award, however, pupils are required to have some competencies on at least one instrument (Grade 3 or above). Please speak to a member of staff if you are not sure what level you are.



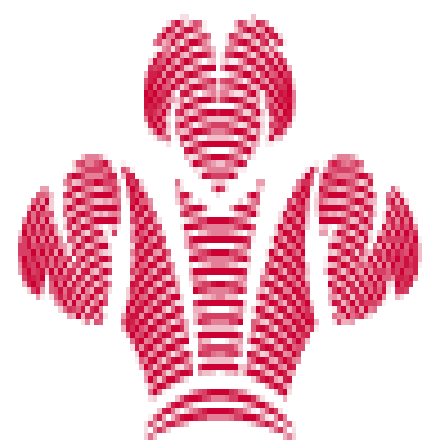
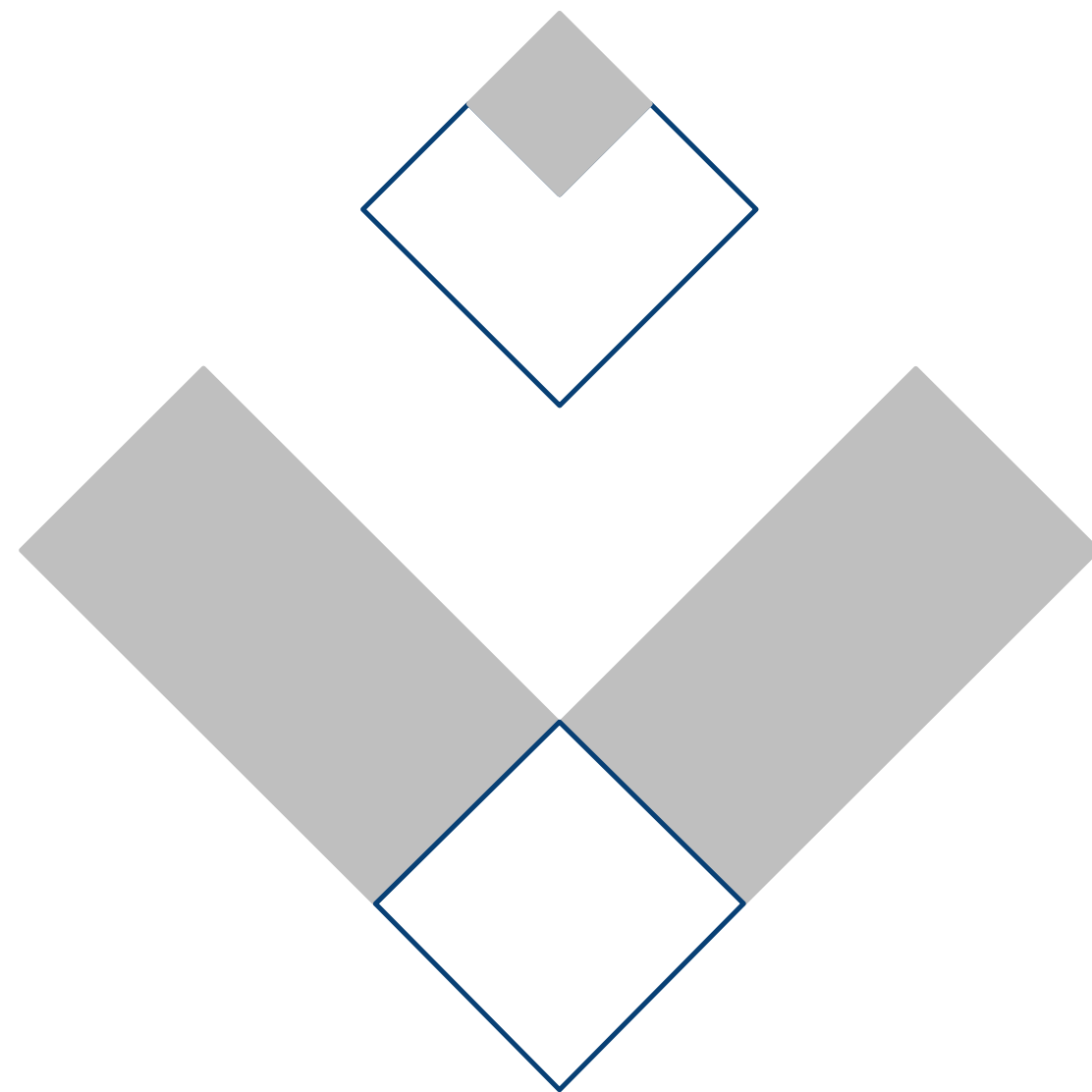
Personal Development Courses



Boost your confidence, learn new skills, make new friends and work both collaboratively and independently with this SQA-certified course.

Achieve Princes Trust (S3)

TEACHERS:
K Bladon



Prince's Trust

YOUTH
CAN
DO IT

SCQF LEVELS 3/4/5

Who is this course for?

Achieve is for anyone entering S3. It can help to balance a heavy academic timetable or support pupils who are struggling to find a full complement of 8 subjects. It is a personal development programme appropriate for pupils of all abilities.

How is it assessed?

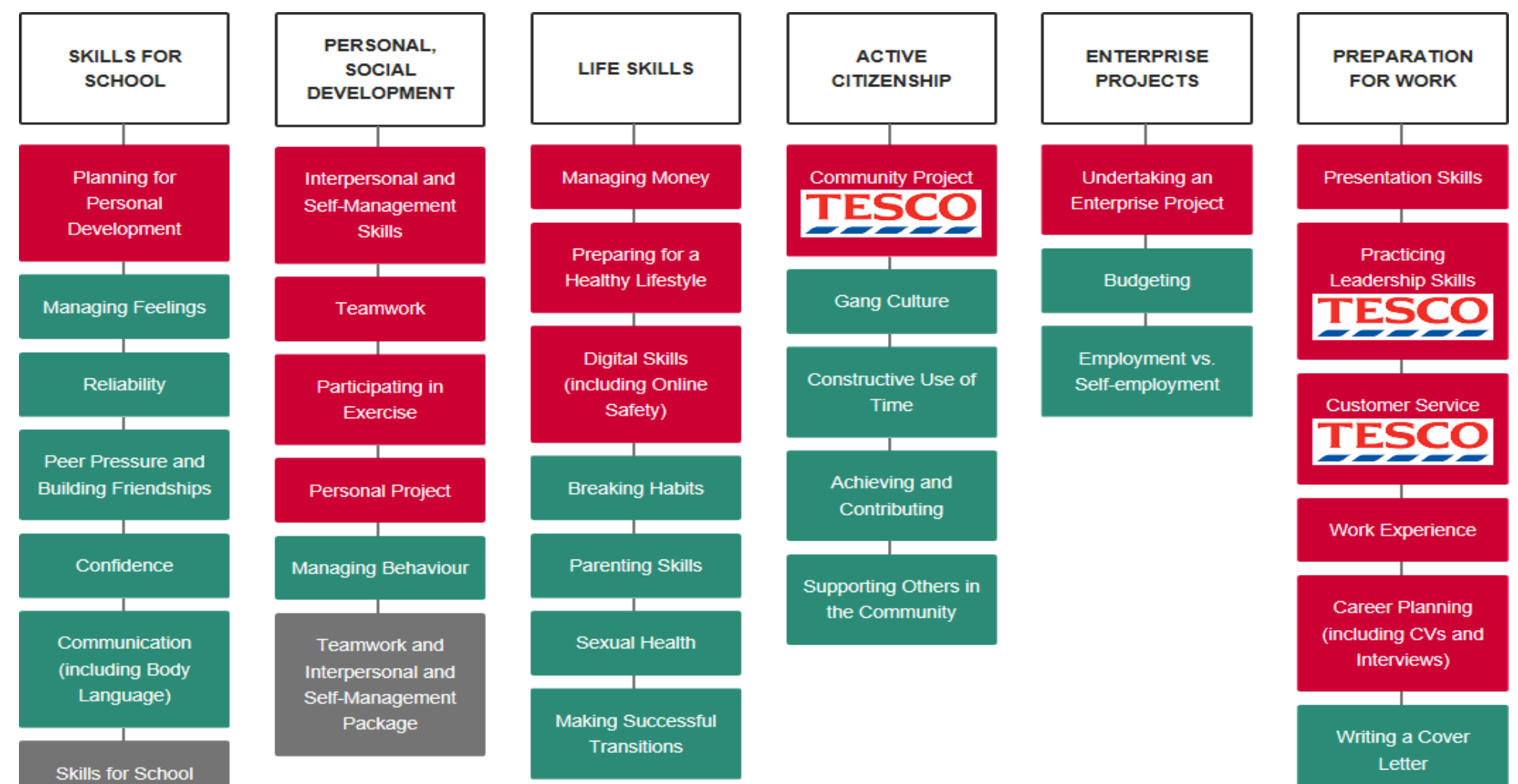
Delivered by school staff and supported by the Prince's Trust, Achieve is a portfolio qualification. Allocated the same number of hours as other certificated courses, the Achieve programme awards young people with an SQA accredited Personal Development and Employability Skills Award. Depending upon the quality of submissions in each pupil's portfolio, the award can be certified at Level 3, 4 or 5 as appropriate.

What's involved?

The programme is made up of a range of units and modules. All of these help young people to develop skills in key curriculum areas; preparing them to succeed in whatever they choose to do next.

Entry requirements:

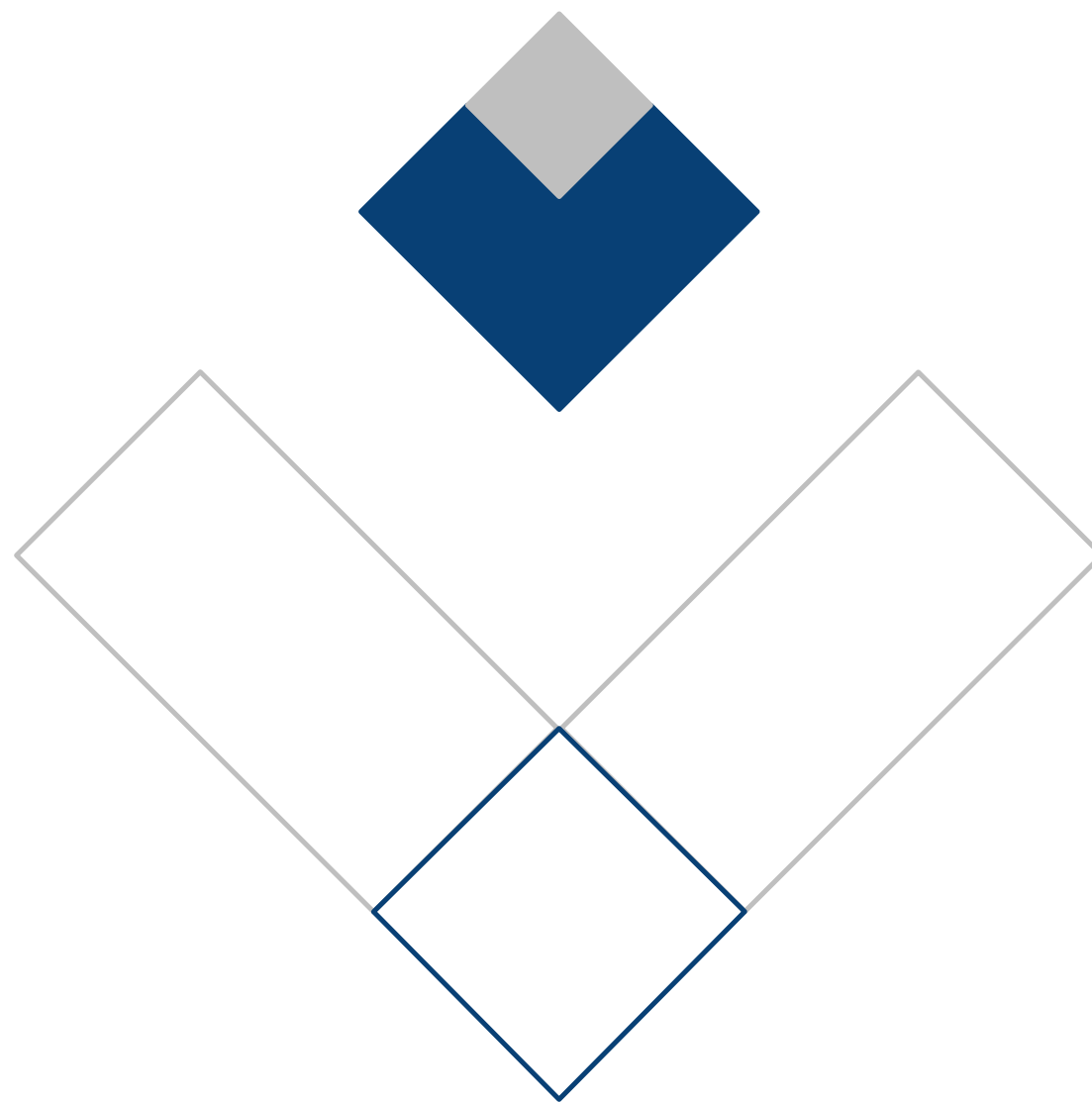
- Willingness to work hard, attend all sessions and participate in all activities
- Willingness to work independently and as part of a team
- Determination to succeed and achieve the qualification





Mental Health & Wellbeing (S5/6)

TEACHERS:
R Richards
L Dunn



Adolescence (10-19 years) is a unique and formative time. Multiple physical, emotional and social changes, including exposure to poverty, abuse, or violence, can make adolescents vulnerable to mental health problems. Promoting psychological well-being and protecting adolescents from adverse experiences and risk factors that may impact their potential to thrive are critical for their well-being during adolescence and for their physical and mental health in adulthood. - World Health Organisation

SCQF LEVELS 4/5

The award in Mental Health & Wellbeing is delivered at SCQF Level 5 but pending uptake and be tailored to support those wishing to achieve at Level 4. Entry is for new S5/6 pupils.

It aims to:

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

The award is comprised of 3 units:

- Understanding mental health issues
- Influences on mental health and wellbeing
- Coping strategies and building resistance

All three units can be assessed by a flexible combination of written/oral and e-assessment.

This award can provide progression to:

- SCQF Level 6 / QCF Level 3 qualifications
- National Certificate (NC) in Health and Social Care
- SVQ 2/Modern Apprenticeship in Social Services and Healthcare
- employment in the care sector

Recommended entry to the qualification:

There are no set pre-entry requirements for this award, however, those with an interest in childcare, the health sector, education or psychology may find it especially enriching.



Duke of Edinburgh / Lifeskills (S5/6)

TEACHERS:
A Campbell
L Fallon
A Alexander
Various

"There is more in you than you can imagine" - Kurt Hahn



DofE SILVER

This potential new course (currently under development) seeks to provide a curricular pathway to the Duke of Edinburgh Award for pupils in S5 and S6.

Pupils will be enrolled as direct entrants to the Silver Award and will be required to complete four sections to achieve the award at that level. The sections are Skill, Physical, Volunteering and Expedition.

Allocated 5 periods per week, the course is likely to be divided as follows:

2 periods - Volunteering locally (schools, gardening, hospitals, cycle maintenance, etc.)

2 periods - Skills and Physical components split over the course of the year

1 period - Expedition training and weekly write-up of portfolio evidence

Circumstances permitting, the course would also include 1 training expedition of 2 days/2 nights nearer to the start of the course (minimum - various options for modes of transport) later followed by 1 assessed expedition of 3 days/2 nights (minimum) towards the end of the course.

S5 participants who are successful in completing the Silver Award may elect to progress to the Gold Award in S6, delivered outwith the school timetable.

Initial plans include the involvement of staff from across the school to deliver a range of short lifeskills courses to complement the DofE offering.

Although this is not a "National 5" or "Higher" qualification, it will suit a wide-range of pupils and abilities. For more information about the DofE programme, please contact Mrs Campbell.



Sciences



Biology & Human Biology

TEACHERS:

L Oudney, E Allan-Brown, J Kahl, A Alexander, R Keating, E Oram, C Craig, J Graham, S Douglas



Biology is a natural science concerned with the study of life and living organisms, including their structure, function, growth, evolution distribution and taxonomy.

"Nothing in Biology makes sense except in the light of evolution" - Dobzhansky

NATIONAL 4/5

This course uses debating, experimental work and research skills to develop a solid understanding of Biology. It is a fast moving and dynamic subject which is constantly updating its content to keep up to date with current biomedical research.

There are three main units:

- Cell Biology - covering cell structure and function, DNA and protein synthesis, respiration and genetic engineering
- Multicellular Organisms - stem cells and current research in regenerating damaged tissues and organs, the treatment of degenerative diseases, the nervous system, homeostasis, reproduction and genetics)
- Life of Earth - energy in ecosystems and photosynthesis are investigated to consolidate understanding of biodiversity and interdependence. Mutation, adaptation, natural selection and evolution are also studied alongside human impact on the environment)

HIGHER/SENIOR N5

Building on the foundation of National 5, the units of study in Higher Biology are DNA and the Genome, Metabolism and Survival, Sustainability and Interdependence.

Higher Human Biology units of study are Human Cells, Physiology and Health, Neurobiology and Immunology.

It is recommended that pupils avail themselves of the relevant Biology textbook by James Torrance et al, published by Hodder Gibson

ADVANCED HIGHER

This demanding course requires an A or B pass at Higher Biology or Higher Human Biology. Units of study are Cells and Proteins, Organisms and Evolution, Investigative Biology.

BACCALAUREATE

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6. Please see the Baccalaureate page at the end of this booklet for more details.

JOB PROSPECTS

- Geneticist
- Lecturer
- Conservation Officer
- Pharmacologist
- Horticulturist
- Research Scientist
- Teacher
- Veterinary Medicine
- Nursing
- Zoology
- Sports Physiotherapist
- Biomedical Sciences
- Neuroscience
- Dentist
- Doctor
- Science Writer



Chemistry

TEACHERS:

S Britton
D Dickinson
H Dutton
M Bracewell
K Wallace
K Alder



JOB PROSPECTS

- Doctor
- Dentist
- Forensic Scientist
- Toxicologist
- Police Officer
- Pharmacologist
- Chemical Engineer
- Healthcare Scientist
- Teacher
- Hairdresser
- Firefighter
- Environmental Consultant

Chemistry is a vibrant and exciting subject. It is involved in everything from the making of new materials to understanding biological systems from the food we eat to the medicines which keep us healthy, and from the quality of the water we drink to keeping the air we breathe pure. Studying Chemistry provides you with the knowledge of how substances behave and interact allowing for explanations of the world around us.

NATIONAL 4/5

We use a range of teaching strategies to make the link between chemistry and everyday life in an aim to bring the real world into the classroom. Our teachers implement an array of activities, including practical work, research challenges, debates, making short-films and using media clips to make learning Chemistry as stimulating as possible.

Chemical Changes and Structure - covering the structure of the atom, how to write chemical names, how atoms combine together in chemical bonds, how the properties of substances relate to their bonding, chemical quantities - how much substance is used up or produced in a reaction, how acids and alkalis are made and their effects on the environment, the pH scale, neutralisation reactions and how to analyse acidic or alkaline solutions.

Nature's Chemistry - covering the use of fossil fuels, the effect on carbon balance in the atmosphere, hydrocarbon molecules, biological materials, eg. fats, oils and sugars, carbohydrates, and energy changes when fuels are burned.

Chemistry in Society - covering the production and uses of metals and polymers in everyday life, how new materials can overcome problems such as corrosion, how batteries work, and how we can deal with ever more important environmental issues.

HIGHER/SENIOR N5

Building on the foundation of National 5, the units of study in Higher Chemistry are Chemical Changes and Structure, Nature's Chemistry, Chemistry in Society and Researching Chemistry.

It is recommended that pupils avail themselves of the relevant Higher Chemistry textbook by Anderson, Allan and Harris, published by Hodder Gibson

ADVANCED HIGHER

This course moves on to a deeper study of Inorganic and Physical Chemistry, Organic Chemistry and Instrumental Analysis and Researching Chemistry, in addition to the 'investigation'. This demanding course requires an A or B pass in Higher Chemistry.

BACCALAUREATE

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6. Please see the Baccalaureate page at the end of this booklet for more details.



Laboratory Science

(S5 / 6)

TEACHERS:
C Craig
J Kahl



Laboratory Science provides a broad experiential introduction to laboratory skills. Learners will explore a variety of industries, services and career opportunities in science laboratories locally, nationally and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

NATIONAL 5

Aims of the course include:

- introduce pupils to working in a laboratory
- encourage pupils to foster a good ethic, including positive attitudes, time management and working with others
- help build pupil confidence
- encourage pupils to consider a career which makes use of laboratory science
- develop laboratory skills involving weighing, measuring and preparing chemical solutions
- develop an understanding of health and safety in a laboratory setting
- develop problem-solving and numeracy skills in a laboratory setting
- develop pupils' awareness of their own strengths and weaknesses

Entry requirement - pass at National 4 in English, Maths and at least one science subject

There are four units to this highly practical course;

- Careers using Laboratory Science - investigating how lab skills are used in a wide range of industries and services. There will also be an investigation of career opportunities.
- Working in a Laboratory - concentrating on practical skills and covering basic laboratory safety such as storage of chemicals
- Practical Skills - developing skills such as handling micro-organisms, measuring radioactivity and performing titrations.
- Practical Investigation - investigating a scientific topic as part of team. Pupils will also work individually on one aspect of the investigation and produce a scientific report.



Physics

TEACHERS:

I Coltart
A Russell
A Lyall
P Smith
K Findlay
C Maclellan



JOB PROSPECTS

- Mechanical engineer
- Optometrist
- Medical Physics
- Geophysicist
- Electrical engineer
- Civil engineer
- Aerospace engineer
- Seismic interpreter
- Meteorologist
- Medicine
- Pilot
- Sound engineer

Physics is the study of matter, energy and the interaction between them. What that really means is that Physics is about asking fundamental questions and trying to answer them by observing, experimenting and creating technologies that shape our modern world.

NATIONAL 4/5

Physics plays a key role in meeting society's needs in areas such as medicine, energy, engineering, the environment and sustainability. The course is practical and experiential, and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics and enables learners to develop confidence in recognising and communicating ideas on scientific phenomena.

To support learning we provide learning outcomes and notes along with homework and formative assessment materials. By using these we can track pupil progress and encourage regular self-assessment. As well as physics knowledge and understanding, pupils will develop specific scientific skills such as scientific enquiry, investigation and analytical thinking and gain transferable skills for learning, life and work such as literacy, numeracy and citizenship.

Units of study are: Electricity and Energy, Waves and Radiation, Dynamics and Space

HIGHER/SENIOR N5

The Higher course builds on the foundation of National 5. The course units are:

- Our Dynamic Universe
- Particles and Waves
- Electricity
- Researching Physics

'Higher Physics for CfE' by Chambers, Moore and Ramsay and published by Hodder Gibson is the required textbook.

ADVANCED HIGHER

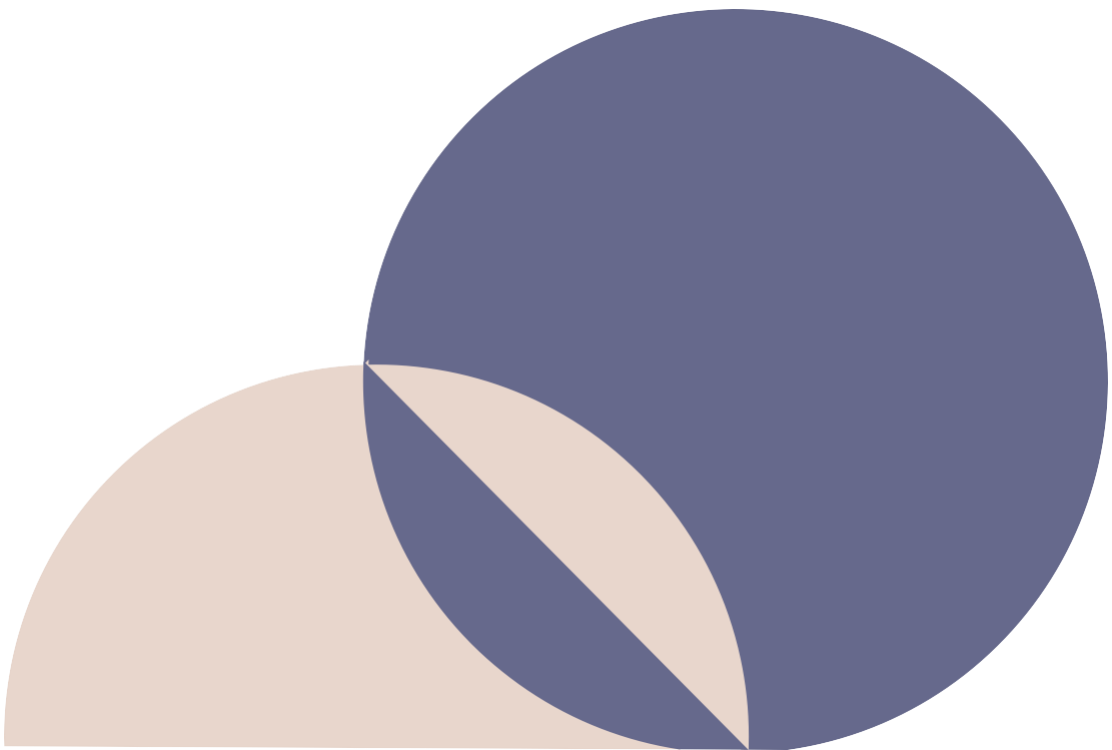
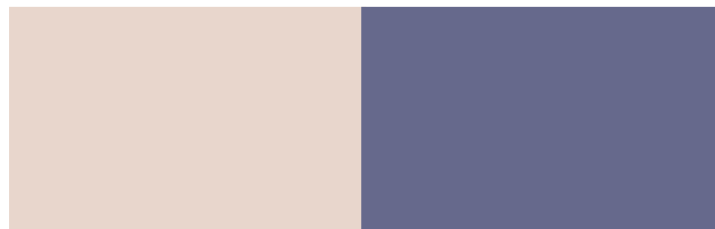
The AH course demands an A or B at Higher Physics to support progression.

Units of study at this level are:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

BACCALAUREATE

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6. Please see the Baccalaureate page at the end of this booklet for more details.

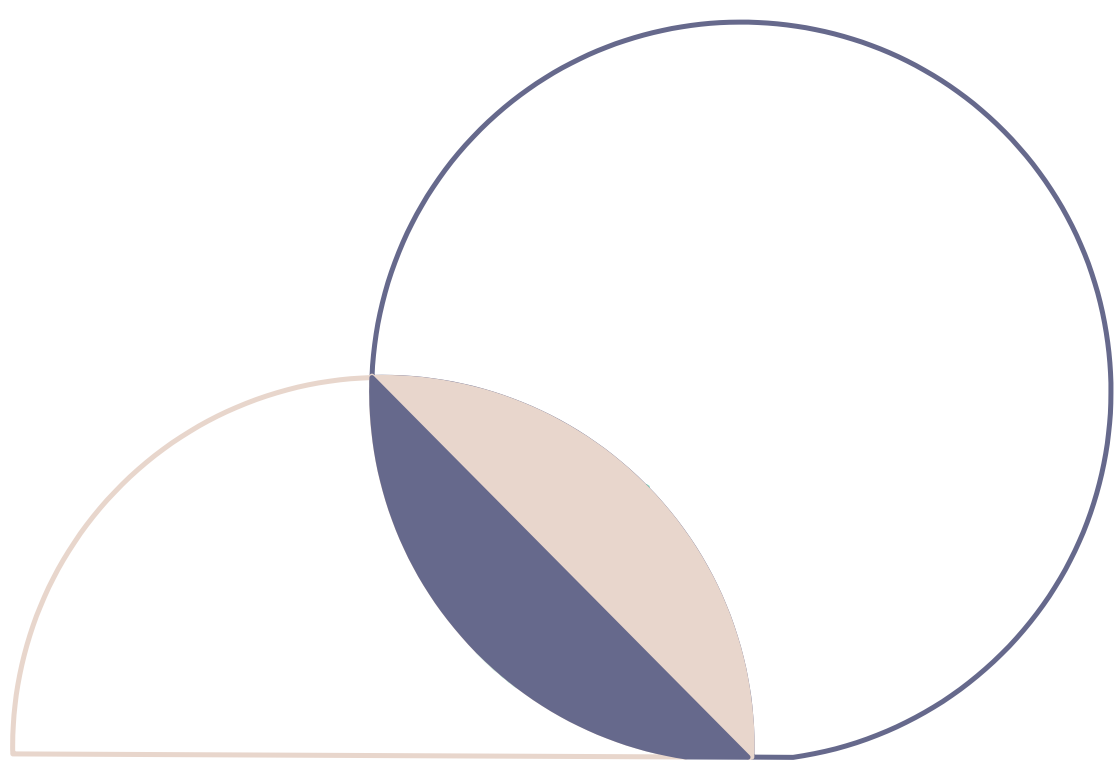
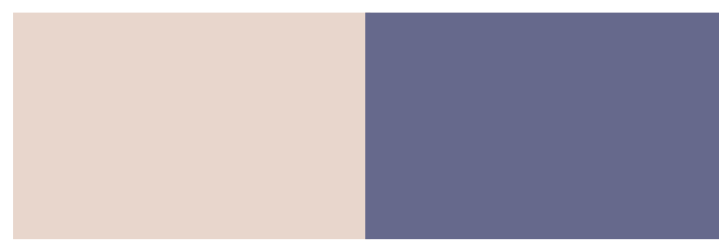


Social Subjects

Environmental Science

TEACHERS:
C Stewart
J Forbes

These courses aim to develop learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem-solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.



<p>NATIONAL 4/5</p> <p>All S2 students are welcome to take this course.</p> <p>Learners will investigate key areas of the living environment, such as biodiversity and interdependence, resource issues in the atmosphere, hydrosphere, geosphere and biosphere, and sustainability and sustainable development.</p> <p>The course is offered at National 3, National 4 and National 5.</p> <p>This course leads on to Higher Environmental Science after which pupils can sit Advanced Higher Geography with an environmental perspective.</p>
<p>HIGHER</p> <p>Pupils studying the course at Higher will take up a broader and deeper exploration of the topics covered at National 5. It is recommended that pupils considering this course already have qualifications or experience in National 5 Geography, National 5 Biology or National 5 Environmental Science.</p> <p>A pass in this course is accepted as entry to Advanced Higher Geography where pupils can develop their environmental knowledge and skills through a folio worth 70% of their final grade. This consists of a critical essay on a controversial topic and a study based on original research and fieldwork.</p>

JOB PROSPECTS

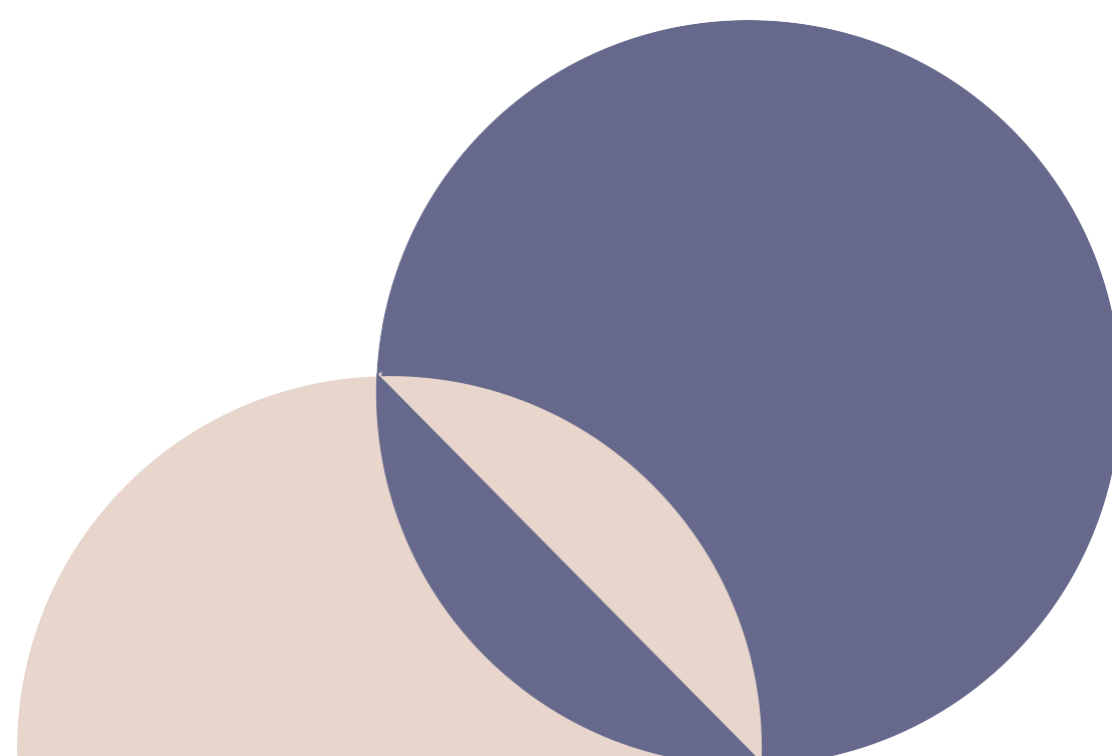
- Environmental consultant
- Education officer
- Environmental manager
- Nature conservation officer
- Recycling officer
- Waste management
- Water quality scientist
- Environmental health
- Landscape architect
- Town planner
- Transport planner



Geography

TEACHERS:

C Stewart
K-A Matheson
J Forbes



JOB PROSPECTS

- Planning/Development Surveyor
- Geographical Information Systems Officer
- International Aid Worker
- Teacher
- Town Planner
- Landscape Architect
- Commercial Surveyor
- Environmental Consultant

Studying Geography helps you to become active and informed citizens who are able to critically compare ways in which different societies and cultures interact with, manage and sometimes misuse the environment within which they live. A variety of themes and case studies will be used to illustrate Scottish, European and worldwide environments and the range of human interactions.

NATIONAL 4/5

We will build on the skills for learning, life and work introduced in S1 and S2. Pupils will be expected to work in groups and cooperative teams to broaden their experience of working effectively with others. We will use IT to bring the full range of environmental interactions into the classroom and to accommodate the needs of all learners. There will be deep learning and empathetic appreciation of the human/environment interaction studying units in Physical (glacial and coastal landscapes), Human (Population, Rural Urban) and Global Issues (natural hazards - earthquakes, volcanoes, hurricanes, diseases)

Evidence of proficiency in literacy, numeracy and geographic understanding will be added to profiles of work from S1 and S2. We will measure this success through self-assessment, peer and teacher assessment and regular feedback. The evidence of learning could be a piece of writing, a presentation, a visual display such as a map or scheme, or something you have made which will show the application of your knowledge and skills. In S3 this evidence could take the form of a solution to a planning issue, a development or solution to an environmental crisis.

HIGHER/SENIOR N5

All pupils new to Geography are welcome to take up the N5 course and those selecting Higher should have a pass at N5 Geography and/or Environmental Science.

The Higher course deals with contemporary issues, through which the pupil will investigate elements of the environment and study how we respond to our surroundings and over time, change them.

The course content includes Physical - Atmosphere, Lithosphere, Hydrosphere, Biosphere Human - Population, Rural, Urban and Global Issues - Climate Change, River Basin Management

ADVANCED HIGHER

The AH course gives learners an in-depth understanding of complex ideas about how the world works. It also gives them the chance to carry out their own research, with an emphasis on fieldwork.

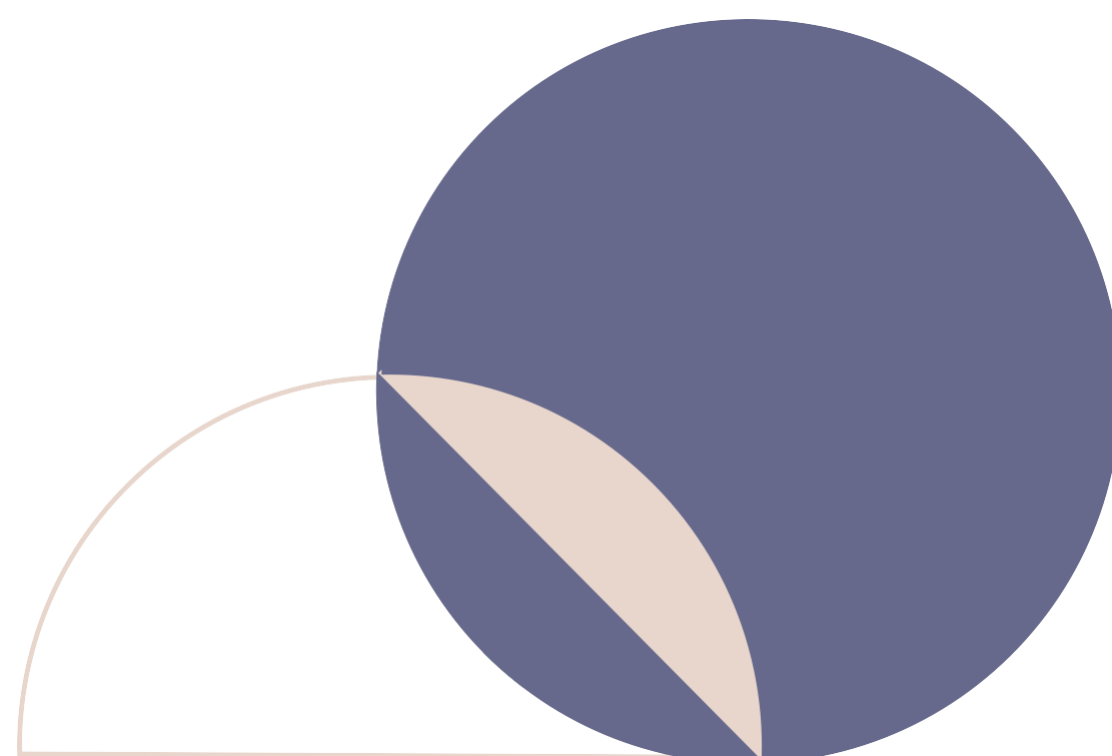
The course content includes: Geographical Skills - graphical and cartographic techniques, statistical data analysis, and Geographical Issues - critical thinking and the ability to evaluate sources and viewpoints on current geographical issues. Also a study based on own research.



History

TEACHERS:

A Kennedy
N Carruthers
C Hobs
A Maclaughland



JOB PROSPECTS

- Academic Librarian
- Archivist
- Civil Service
- Heritage Manager
- Information Officer
- Museum/Gallery Conservator
- Records Manager
- Barrister
- Journalist
- Teacher
- Research Officer

We study History because it helps to create and develop informed, active citizens who are able to compare their world with other societies and cultures. A variety of time periods will be studied and will include a mixture of Scottish, British, European and World History

History provides learners with insights into their own lives and that of wider society. It develops important skills including evaluation, analysis, essay writing and the ability to express and sustain a logical and coherent argument. It is vital in the development of citizenship, internationalism and anti-racism.

NATIONAL 4/5

All S2 pupils are welcome to take this course. The understanding gained from this course applies to other issues and settings and provides a strong foundation for further study in sociology, history and politics. Learners develop skills in independent thinking, source analysis and evaluation, knowledge of historical events and drawing conclusions. The following course is offered at National 3, National 4 and National 5.

Britain Unit - Changing Britain (1760 – 1914)

European and World Unit - Hitler and the Rise of the Nazis (1919 – 1939)

Scottish Unit - Era of the Great War (1910 – 1928)

HIGHER/SENIOR N5

Entry requirements: National 5 pass in a Social Subject or English
History at senior level offers excellent opportunities for pupils to learn the skills they will need at university and in the world of work: researching, discussing and debating, analysis, written and verbal communication of reasoned argument.

Britain Unit (Essay):

- Britain (1850-1950)

European and World Unit (Essay):

- Russia (1881-1921) OR The Cold War, 1945 - 1989

Scottish Unit (Sources):

- Migration and Empire (1830-1939) OR Wars of Independence (1286 – 1328)

ADVANCED HIGHER

South Africa: Race and Power - 1902-1984

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance. Pupils will be taught how to study on their own, developing research skills. The emphasis is on the different interpretations of events offered by a range of historians so candidates need to read extensively and be able to discuss the validity of sources.