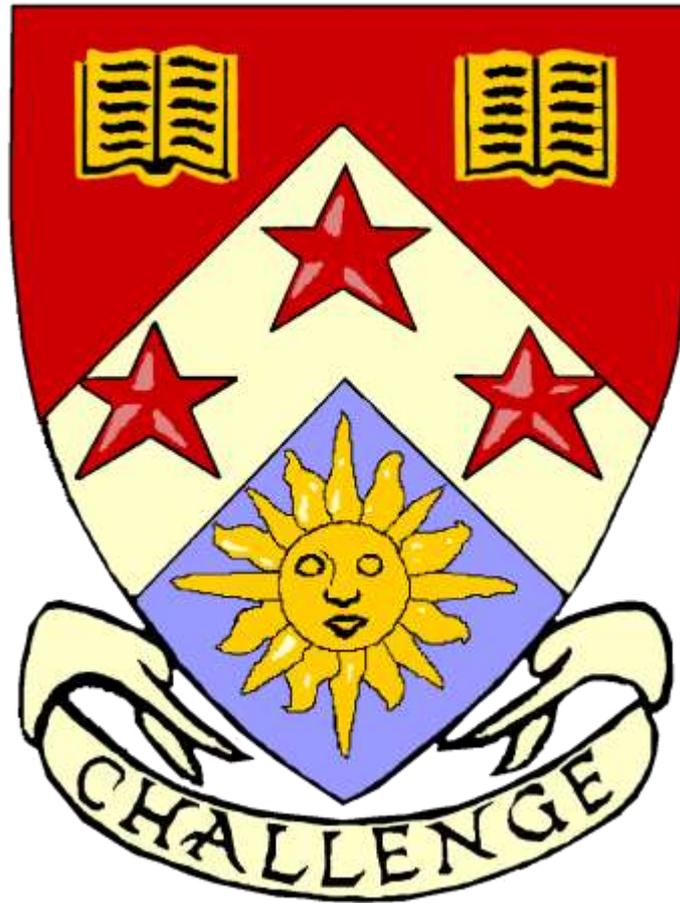


Newbattle High School



What Next 2017?

A guide to course choice in S5/6.

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INTRODUCTION

One of the aims of producing this guide is to help students at the end of S4 and S5 make informed decisions about their future educational needs and plan appropriate pathways to employment, training and further study. I hope this guide will provide the necessary information on a wide range of courses available in school and will also give guidance to those students going on to Further and Higher Education, to those seeking employment, or considering training programmes.

Students who intend staying on at school will be interviewed by their Guidance teachers, and, with the help of subject teachers and the Careers Adviser, will complete their course planning sheet for next year.

Information on course choice and careers is available from a range of key people at school (Guidance Teachers, Careers Advisors, Principal Teachers of Curriculum and Class Teachers). Most importantly you should discuss your career ambitions and course choices with parents/carers. Another important part of the process is an honest and realistic discussion with your guidance teacher about your own strengths, interests and ambitions for the future. At this meeting you will finalise your choices. The route you take towards your chosen career through your courses at School, College/University, Apprenticeships or other work based training are described as your **Career Pathway**.

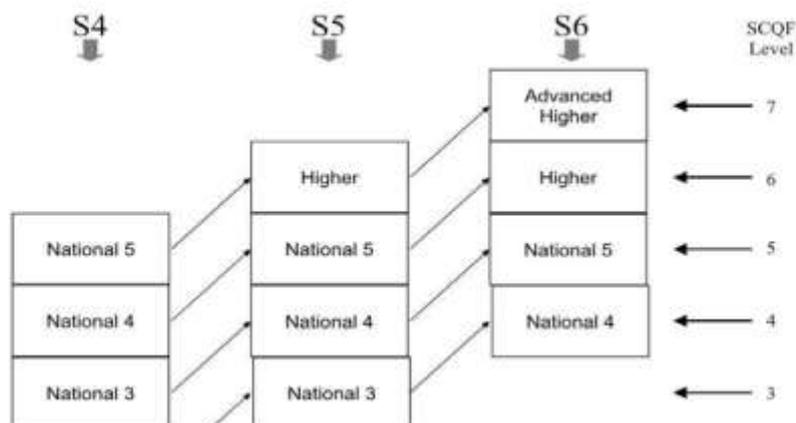
This handbook gives general information about entry into the fifth and sixth years, part of what we call the Senior Phase. It provides details of the courses on offer at Newbattle High School and at College/University in S5/6. It is important to note that these will only run provided that sufficient numbers of pupils choose them.

Those students electing to continue at school for a fifth or subsequent year are expected, by virtue of their commitment to further study, to attend classes regularly and to work hard to achieve their objectives. All National Courses courses demand a high level of application, attendance and initiative from the student, therefore courses at this level should not be entered into lightly. Higher and Advance Higher courses continue to be the “Gold Standard” of Scottish Secondary Education, the challenge and rigour of the courses reflects this.

Our ‘Active Citizenship’ programme and Peak Performance classes are designed to broaden senior pupils’ experience of working with and supporting others and provides an excellent basis for the world of work

COURSING INFORMATION

Your courses will be made up of National 4/5, Higher and Advanced Higher qualifications. Generally you should be continuing your S4 courses into the next level in S5/6. You will need to continue with **five** of your S4 choices into S5. The diagram below shows the progression routes possible through the senior phase.



Learner journeys or 'achievement pathways' are the routes you may take through the curriculum. The S5/6 Course Choice Planner Sheet (See APPENDIX 1) is your opportunity to plan your learning journey. In your Social Education class you will go over the course choice sheet, making sure that you understand how to complete the form and the course choice process. When you first get the form you will take this home to discuss with parents/carers. You will have a one to one meeting with your Principal Teacher of Guidance and together you will agree on a suite of courses for you in S5/6. The completed S5/6 course choice sheet will be sent home for your parents/carers to sign and note any queries or concerns.

In sixth year it would be expected that you take your fifth year courses into your final year, increasing the level of qualification or in some cases completing a two year course. Pupils can consider picking up new courses in fifth and sixth year if it suits their career pathway.

Pupils in S6 are given the option of taking a supervised study block in the library of five periods per week if they are studying at least four subjects at Higher or a combination of Higher and Advanced Highers (1 AH 3 Highers, 2 AH 2 Highers, 3 AH).

CAREER PATHWAYS

By fifth and sixth year you should really be getting clear about your career pathway. You should have been thinking about all of the issues below when making choices in S4 and likewise in S5/6.

- What are your long term career ambitions? What are the pathways in realising that ambition (Careers, Apprenticeships, College Courses, University Courses)? There can be many different pathways that lead to the same careers.
- What are the entry requirements for courses/training that are part of the pathway in achieving your career ambitions?
- Your progress so far along the pathway.

There are many sources of information and advice, below are some suggestions of people and websites that can help you make informed choices.

People

- Parents/Carers
- Careers Adviser
- Subject Teachers
- Principal Teachers of Pupil Support

Resources

- Careers Section in Library
- Internet Sites (There are many university/college/careers websites), here are a few including local colleges and Universities.
 - My World of Work (www.myworldofwork.co.uk)
 - Edinburgh College Career Coach (edinburghcollege.emsicareercoach.co.uk)
 - APRENTICESHIPS.SCOT (www.apprenticeships.scot)
 - Digital World (www.digitalworld.net)
 - Edinburgh College (www.edinburghcollege.ac.uk)
 - Borders College (www.borderscollege.ac.uk)
 - West Lothian College (www.west-lothian.ac.uk)
 - Napier University (www.napier.ac.uk)
 - Herriot Watt University (www.hw.ac.uk)
 - Edinburgh University (www.ed.ac.uk)
 - Universities Central Council on Admissions UCAS(www.ucas.com)

In addition to this our own course choice/careers evening will take place on Thursday the 23rd of February, this is an ideal opportunity to talk to employers, colleges and teachers about pathways.

Our Careers Adviser, **Ms Alison McGeechan**, visits the school regularly. Students are encouraged to take up the opportunity of an individual Careers Interview. Parents can be present at these interviews. Parents and students can also contact Alison at Alison.McGeechan@sds.co.uk

University (Higher Education)

The information given here refers to the Scottish Universities. Obtaining the necessary entrance requirements for these could allow entrance to a University in other parts of Britain.

All the Scottish Universities have what are called 'General Entrance Requirements' which must be met to follow any course. However, individual faculties (groups of subjects) have additional, more demanding, requirements for entry. These requirements are the 'Probable Entrance Requirements'. Other important factors which will influence the chances of a candidate being accepted are his or her character and motivation, volunteering and relevant experience. This is taken into account in the candidate's personal statement when applying and by the school's reference. The level of qualifications that you need to start a course varies, however there is often a minimum standard of at least three Higher Level passes. Depending on the course Maths or English may be required. You must research entry requirements for the course you wish to study.

UCAS is the body that manages applications to universities, pupils who wish to go to university are given support by their Guidance teacher, PSE teacher, careers advisor and LEAPS(see below) in completing the process to apply. www.ucas.com and www.careers-scotland.org.uk . It also makes good sense to look at the prospectuses produced by the different universities as entrance requirements change from year to year. All up to date Scottish prospectuses' are held for student consultation in our Library.

Lothian Equal Access Partnership (LEAPS)

Newbattle Community High School in keeping with a number of other Lothian schools works closely with the University of Edinburgh in delivering the Lothian Equal Access Programme for Schools Initiative. This scheme considers individual applications for entry to Higher Education, giving candidates support in negotiating entrance requirements and preparing students for Higher Education through a special Summer School.

Further Education Colleges

The Scottish colleges offer a variety of courses ranging from a Degree qualifications, HNC, HND and National 3/4/5 to name a few. The information given here concentrates on Edinburgh College campuses but similar statements should apply to colleges in other parts of Scotland and the UK. It should be remembered, also, that there is a comparatively vast college provision in England and that a wider range of options is on offer there. Again, the best policy is to obtain relevant prospectuses online. Some of these may be available in our Library. Prospectuses for all the local colleges are available in the school careers library.

A common route to University is now completing an HND at College and entering University in second year to pursue a degree.

The Colleges of Further Education in the Borders, Edinburgh and Lothian's are:

- Edinburgh College
- Borders College
- West Lothian College

These colleges have campuses across South East and Central Scotland offering a wide and varied curriculum. Each college campus offers a specific set of courses, so the amount of travelling you are prepared to do should be considered when thinking about a course and campus.

How do you apply?

- College application forms, prospectuses and course leaflets should be available in your school careers library, your Career Advisor and from the College Websites.
- Applications are made direct to the college(s) of your choice. If you wish to apply to more than one college you need to submit a separate application form to each college.
- Apply well in advance of the course start date e.g. for a course starting in **August** applications should be made around **February**.

Many courses and apprenticeships have intense competition to get on them, this means you may well have to achieve better grades than the minimum requirements to guarantee a place. This can particularly be the case for some apprenticeships.

ACTIVE CITIZENSHIP

One of our main aims is to equip young people with skills for learning, skills for work and skills for life. To develop this Newbattle runs an Active Citizenship programme for S5/6. We believe that this opportunity enhances our seniors' community spirit and prepares them for adult participation in society. It develops a sense of responsibility and improves self-esteem.

If a pupil is electing to take a supervised study block, one hour out of five must be devoted to active citizenship with a chosen department in the school or a primary school. S5/6 pupils who do not qualify for study periods can still participate through the Peak Performance Program.

The majority of subject departments in Newbattle offer seniors the opportunity to help younger pupils with their learning in class. Seniors will be given training prior to going into classes so that they can make best use of their own subject knowledge and work constructively with youngsters. If seniors elect to work directly with our Learning Support department they will participate in support schemes such as paired reading.

Supervised study takes place in the library where students must register and be accounted for at all times.

Another way in which S5/6 pupils can contribute to the life of the school is through first year homeroom linking. Senior pupils will be able to work with pupils in S1 in homeroom. They would support the homeroom teacher in their duties, develop relationships with S1 pupils and run events and activities in homeroom.

RESPONSIBILITIES IN THE SENIOR SCHOOL AND BEING A PREFECT

Each session senior students are offered the chance to apply for the post of **School Prefect**. One of the most important contributions that prefects and senior pupils can make to our school is to help in the encouragement and establishment of good pupil attitudes and positive behaviour throughout the whole school. There are many ways of achieving this but some are worthy of special mention: -

Leading by example in the areas of **punctuality, regular attendance and supporting our school dress code policy**. Our senior dress code consists of a white collared shirt, the school tie, black trousers or skirt and black shoes. All clothing worn in class must conform to this code. **Please note that the school reserves the right to ask senior pupils to return home to change if they are not adhering to this code.**

By participating in the school decision-making, by taking responsibility for their own behaviour and for the care of the physical environment of the school. All S5 and S6 can have their views heard through **Newbattle Pupil Voice**. Senior Prefects in S6 have regular meetings with the Depute Head responsible for senior school.

Great importance is given to the prefect role, which allows pupils to gain valuable experience in assisting with day to day life in school. All prefects will be expected to participate in door duties, homeroom linking, parents' nights and whole school events. An interview process will take place to appoint our senior prefects who will have enhanced roles and responsibilities across the school. An application form for pupils wishing to be a prefect in S5 and S6 is included at the back.

SCHOOL LEAVING DATES

The statutory school leaving dates in Scotland are as follows:-

- if you are 16 between 1 March 2017 and 30 September 2017 you may leave school at the end of May 2017 (Summer Leaver)
- if you are 16 between 1 October 2017 and 28 February 2018 you may leave school at Christmas 2018 (Winter Leaver)

While we encourage most pupils to stay in school as long as possible, however for some staying on in school full time is not the best option. If you are moving on in S5 there are range of options that you can explore with your guidance teacher and the careers advisor. You could attend school part-time and spend the rest of your time at College or Work Experience. You may wish to consider a full-time College course. All winters leavers are guaranteed a college place at Edinburgh College starting in January 2018.

EDUCATION MAINTENANCE ALLOWANCE 2017- 2018

The Education Maintenance Allowance (EMA) is available to pupils 16+, who show reasonable promise of successfully completing a sound programme of study at secondary school or College.

What is an EMA?

EMA is a weekly payment of £30 paid **directly** to young people from families with a household income of up to £20,351 if 1 dependent child in the household or up to £22,403 if 2+ children in the household who stay on in further education after they have reached the statutory school leaving age. They must also have completed S4.

Why is the Government providing this financial support?

The Government recognises that for some young people there are financial barriers to participating in education, particularly those from low-income households. In addition, from the pilot scheme has shown EMA has a positive impact by increasing the numbers of young people participating in post-16 education, reducing the numbers who drop out of education and by providing incentives that contribute to higher attainment.

Who will be entitled to an EMA?

Any young person who is thinking about staying in further education and whose household income is as stated at number 1 above should be applying for an EMA. The household income assessed for EMA purposes is the same as that used by the Inland Revenue for assessing Tax Credits.

For how long will each young person receive their EMA?

Most young people will get their EMA for one year (dependant on household income) and can apply the following year if returning for sixth year.

So how do young people apply?

EMA entitlement is based on an assessment of household income in the previous financial year. Application forms will be assessed the Local Authority Education Department or by the FE college of choice. The application forms are available from the school office

Other Information

A successful applicant will receive EMA payments once they have enrolled at a school or college and have started a valid programme of study. **All payments will be direct to the student through his/her bank account. Payments will only be made to those who have satisfied the agreed attendance requirements.**

For further information please contact:

Midlothian council

Education Division

Bursaries Section

Fairfield House

8 Lothian Road

Dalkeith EH22 3A0131 271 3730

INDUCTION DAYS, COURSING AND THE SENIOR CONTRACT

All S5/6 pupils will be expected to attend induction days on the first two days of the new timetable. During this time a program of personal development, target setting and team building aimed at developing pupils as well as reinforcing the standards of dress, attendance, conduct and commitment to learning and that will be required for pupils to make the most of their time in S5/6.

Pupils will have their timetables confirmed and will sign the senior contract which will be an agreement to uphold the standards outlined at induction. Where a pupil misses induction without prior arrangement or a valid reason, the pupils coursing will not be confirmed and places on courses will be allocated to other pupils. In this event pupils will need to see their Guidance teacher to be re-coursed or the careers advisor to plan a suitable career pathway.

ENGLISH

ENTRANCE REQUIREMENT

The English Department is offering a range of National Qualifications Courses which offer progression from one level to the next. Within New Higher and National 5 English, students can achieve a pass at level A, B or C (A being the highest level).

- 1* Students will be allocated to S5 Teaching Groups on the basis of their performance in their level of study in S4. Class teachers will also offer students further advice. All students will, however, be enrolled for the course best suited to their needs and ability.
- 2* Students will be given detailed information relating to course requirements on enrolment. Should any parent/guardian have any concerns about his/her child's level of enrolment please contact Mr M Greig, Principal Teacher Curriculum: English & Literacy, for advice.

N.Q. PROGRESSION PATHWAYS – ENGLISH & LITERACY

The diagram below illustrates possible progression pathways. At the end of S5 successful students can decide to continue with their English studies at one appropriate level.

Year 4 National 3 English & Literacy	Year 4 National 4 English & Literacy	Year 4 National 4 English & Literacy with National 5 Literacy	Year 4 National 5 English & National 5 Literacy
Year 5 National 4 English & Literacy	Year 5 National 5 Literacy (two year National 5 English)	Year 5 National 5 English	Year 5 New Higher English
Year 6 National 5 Literacy	Year 6 National 5 English	Year 6 New Higher English	Year 6 New Advanced Higher English

S6 ENTRANCE REQUIREMENTS

- New Higher English - National 5 English A/B (a C at N5 will allow you to start the New Higher course, but presentation in the Higher exam will be dependent upon performance)
- National 5 English – National 4 English & Literacy, normally with National 5 Literacy

How are the Higher and National 5 English courses constructed?

A combination of units, a writing folio and examinations dictate the internal and external requirements.

EXTERNAL ASSESSMENT

- Examinations focused on reading skills.
- An externally assessed folio made up of two essays: one discursive and one expressive.

INTERNAL ASSESSMENT

This involves students covering the varied outcomes within the skills of reading, writing, talking and listening. Each outcome must be achieved in addition to the external examination to achieve a course award. These outcomes cover a range of skills within reading, listening, writing and talking.

No course award is possible if students have failed to demonstrate ability in any of the internal assessed outcomes.

RE-ASSESSMENT

If a student fails to pass any internal assessment, a limited number of opportunities for re-assessment will be made available once adequate teaching and study time has elapsed during which targeted areas will be addressed.

COURSE CONDITIONS

Students are required to complete many unit assignments under “controlled conditions” which means exam conditions (set time limit, in the test centre and supervised by an invigilator/teacher).

EXTERNAL EXAMINATION

A pass in all units does not guarantee a course award. Students must pass the external examination and the units to achieve a **Course Award**.

The external examination requirements differ from the internal assessments. The external examination will assess skills covered in the course under time constraints and examination conditions.

HOMEWORK

The courses require a commitment to hard work from our students. Homework will be set regularly and frequently and parents/guardians are requested to support our efforts to help students realise their true potential. Details of deadlines for folio pieces will be issued early

in the session and students should pay close attention to meeting these and any others set by their class teacher for either internal assessment or routine homework.

Students will have to: research and prepare notes, submit writing assignments, analyse texts, experience a variety of writing forms, read independently, make notes, produce first drafts and undertake other tasks related to course work. A healthy independent reading habit of appropriate literature is recommended in support of the reading requirements of these courses. The school librarian or local library can assist in this. All National Qualifications courses present students with challenging work and our expectations of independent work conducted by learners reflects this.

FURTHER INFORMATION

If parents/guardians have particular concerns about their child's progress please do not hesitate to contact the school. General course enquiries should be addressed to Mr M Greig, Principal Teacher Curriculum: English and Literacy. Please contact the school either in writing or by telephone.

MATHEMATICS

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. The applications of Maths are becoming increasingly important in a wide range of careers and employers value confident mathematicians highly.

In S5/6 Maths can be taken at 7 levels:

- **National 4 Lifeskills Maths**
- **National 4 Lifeskills Maths**
- **National 4 Maths**
- **National 5 Maths**
- **Higher (1 year)**
- **Higher (2 year)**
- **Advanced Higher**

National 4 + 5 Lifeskills Maths

The National 4 and 5 Lifeskills courses will help learners to become confident with important aspects of numbers, geometry, finance, measurement and statistics. There is a big emphasis on solving problems and applying knowledge of maths to everyday life and the work place. The Course includes the study of number, money, shape, space and measurement in everyday life, allowing individuals to interpret data and tackle real-life situations. The course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

The course is split into three units:

Lifeskills Mathematics: Geometry and Measures

Lifeskills Mathematics: Finance and Statistics

Lifeskills Mathematics: Numeracy

For National 4 Lifeskills pupils must pass and Added Value Unit to gain a course award.

For National 5 Lifeskills pupils must pass an external exam to gain a course award.

National 5 Maths

The National 5 course is designed to give the learner a range of understandings and skills in number and algebra that can be used to model real-life situations and make connections and informed predictions. The learner will develop the ability to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions in a wide range of theoretical and practical contexts.

The Course includes the study of algebra, area, volume, graphs, angles, similarity, trigonometry, fractions, percentages and statistics, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way. The course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

The course is split into three units:

Expressions and Formulae
Relationships
Applications

Course assessment

The course assessment is an exam consisting of a non-calculator paper (1 hour) and a calculator paper (1 hour and 30 minutes). Pupils are graded in this exam. The three units are assessed internally while the final exam is assessed externally.

HIGHER MATHS (H)

The Higher course is designed to give learners an expertise and confidence in Maths. In Higher Maths the learner will further develop their algebraic and trigonometric skills to allow them to model and analyse a wide range of familiar and unfamiliar contexts. The learner will develop the ability to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The content of the course covers functions and their graphs, straight lines, circles and their equations; gradients at points on curves and areas under curves; positions and shifts in 3 dimensions; trigonometry.

Higher Maths is highly regarded by employers and is essential for many courses in Higher Education.

The course is split into three units:

Expressions and Formulae
Relationships
Applications

Course assessment

The course assessment is an exam consisting of a non-calculator paper and a calculator paper. Pupils are graded in this exam. The three units are assessed internally while the final exam is assessed externally.

Our recommended entrance qualification are:

1 Year Higher

If you achieve an A pass at Intermediate 2 or National 5 as well as successfully completing the departments Ready for Higher test then you can take the Higher over 1 year. This is an extremely demanding course with a huge work load if taken over 1 year, be warned that even the most able Mathematicians find this a really demanding and challenging course.

2 Year Higher

If you achieve a B pass at National 5 or you prefer to learn at a slower pace (really getting to grips with understanding) then this is the course for you. It will focus on the essential Ready for Higher skills as well as working through the Higher course. You will focus on getting ready for Higher and sit the units 1 and 2 in S5. This gives you time to really get to the grips with the basics and gives you an excellent platform to go on and pass the Higher exam in S6.

ADVANCED HIGHER MATHS (AH)

This is a qualification for sixth year pupils only. It is highly regarded by employers and is excellent preparation for those wishing to further their studies at College or University in science, computing, engineering or mathematics.

The course takes forward many of familiar topics from Higher such as, functions, calculus and vectors. New topics that are introduced are systems of equations, complex numbers, matrices, proof, sequences, series and differential equations.

ASSESSMENT:

A final course examination consisting of one 3-hour paper.

We would recommend entry to the course with an A or B pass at Higher Maths.

MODERN LANGUAGES

HIGHER - FRENCH, GERMAN and SPANISH

ENTRY LEVEL

The usual requirement is a pass at **National 5**. However pupils with a pass at National 4 may also be eligible: they should, however, discuss this with the Principal Teacher as soon as possible.

COURSE WORK

All four skills (Reading, Listening, Writing and Speaking) are taught and examined. Speaking is assessed by the class teacher in March, but a recording of the test is sent to SQA to be moderated centrally. The mark counts for the Final Exam.

The Reading and Listening elements are broadly similar to work done in the fourth year, but there are two Writing tests in the final exam.

In addition all candidates must read, discuss and write briefly about a short novel in the language being studied.

FINAL EXAM

Paper 1	Reading, Translation & Directed Writing
Paper 2	Listening & Writing

NATIONAL 5 - FRENCH, GERMAN and SPANISH

ENTRY LEVEL

The usual requirement is a pass at **National 4**. However pupils who are keen to gain a qualification in a new language should discuss this with the Principal Teacher as soon as possible.

COURSE WORK

All four skills (Reading, Listening, Writing and Talking) are taught and examined. Talking is assessed by the class teacher in March, but a recording of the test is sent to SQA to be moderated centrally. The mark counts for the Final Exam.

All pupils are expected to complete the National 4 Added Value Unit which is assessed by the class teacher. It consists of two Reading texts and a Talk. The Talk is a good preparation for the National 5 external Talking assessment.

FINAL EXAM

Paper 1	Reading and Writing
Paper 2	Listening

HOMEWORK for Higher and National 5 courses:

As in all senior courses, homework is an integral part of the requirements. Much of it will be learning new material by heart, preparing for assessments, practicing Translation, Reading and Listening skills.

NATIONAL 4 - FRENCH, GERMAN and SPANISH

COURSE WORK

All four skills (Reading, Listening, Writing and Talking) are taught and examined. All units are assessed by the class teacher in March, but a recording of the Talking test is sent to SQA to be moderated centrally.

BEGINNERS' SPANISH

This is an interest- only course open to pupils wanting to work towards a National 3 or 4 units or qualification.

It aims to teach the very basics of the Spanish language which will enable pupils to learn the language necessary to use in Spain (e.g. ordering food, asking for directions, buying things...).

HOMEWORK:

As in all senior courses, homework is an integral part of the requirements. Much of it will be learning new material by heart and preparation for assessments.

“One language sets you in a corridor for life. Two languages open every door along the way.”

ART and DESIGN

HIGHER (H)

ENTRANCE REQUIREMENT:

While entry is at the discretion of the centre, students would normally be expected to have attained Art and Design at band A/B and/or English at National 5 band A/B

COURSE:

- producing analytical drawings and investigative studies in response to stimuli
- using visual elements expressively, showing clear understanding of the subject matter
- producing focused investigative studies and market research for a complex design
- skills in using a range of art and design materials, techniques and technology creatively and expressively
- developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using a range of complex problem solving, planning and self-evaluation skills within the creative process

Please note that Art and Design Higher carries a course fee of £5.

This is due to the high usage of materials such as ribbon, fabric, wire and specialist resources throughout the course for personal design work.

CONTENT:

The course consists of **2 units** and a **course assessment**.

Unit 1 – Expressive Activity

Unit 2 – Design Activity

Students will have to display initiative and be very self motivated to successfully satisfy all the requirements of this course.

HOMEWORK:

Homework, focusing on exam preparation, coursework and personal reading to increase course understanding is an absolute must for success.

NATIONAL 4

Pupils returning to Art and Design after a break since second year would be likely to follow the NATIONAL 4 course.

Christmas leavers will complete one unit only and will not receive a course award.

NATIONAL 5

Entry level for NATIONAL 5 will be decided on the quality of work produced in S3 or a pass at NATIONAL 4. A considerable part of preparation for the question paper will be given as homework and will include research of contemporary and historic artists and designers.

Christmas leavers will complete one unit only and will not receive a course award.

CRAFT, DESIGN & TECHNOLOGY DEPARTMENT

DESIGN and MANUFACTURE – Higher

HIGHER (H) ENTRANCE REQUIREMENT:

National 5 – Graphic Communication or Design and Manufacture or Art and Design

COURSE:

The course covers the following areas:

- researching and evaluating existing products
- selecting and using a range of research techniques and evaluating their usefulness
- selecting and applying a range of idea generation techniques
- writing detailed specifications based on function and performance
- applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors
- selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques
- selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions (C.A.D modelling and solid modelling)
- planning a manufacturing process and analysing its effectiveness
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes
- evaluating design proposals and associated manufacturing practicalities
- a broad understanding of the impact of a range of design and manufacturing technologies on our environment and society
- critically evaluating a range of factors that influence the design and manufacture of products
- understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials

CONTENT:

The course consists of **2 units** and a **course assessment**.

Unit 1 – Design

Unit 2 – Materials and Manufacturing

Course Assessment - Course assignment (70 marks) and question paper (70 marks).

Light modelling techniques are required for unit 2. 3D C.A.D modelling will also feature in the course.

GENERAL:

Good graphic/rendering and C.A.D skills will also be a benefit to pupils. This is a challenging but rewarding course and one which is becoming more and more popular with pupils each year.

GRAPHIC COMMUNICATION - Higher

HIGHER (H) ENTRANCE REQUIREMENT:

National 5 - Graphic Communication or Design & Manufacture or Art and Design

COURSE:

The course covers the following areas:

- replicating graphic forms with complex features in 2D, 3D and pictorial representations
- applying recognised graphic communication standards, protocols and conventions
- initiating, planning and producing preliminary, production, promotional, and informational graphics with some complex features
- applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features
- understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts
- critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement
- extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views
- extending graphic spatial awareness in 2D, 3D and pictorial graphic situations
- selecting, managing, and using graphic communication equipment, software and materials effectively across tasks
- understanding a broad range of computer-aided graphics techniques including commercial/industrial practice
- an informed understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future
- 2D/3D C.A.D, 3D C.A.D rendering, Desktop Publishing for promotional graphics, excel.....

CONTENT:

The courses comprise **2 units** and a **course assessment**.

Unit 1 – 2D Graphic Communication (manual and C.A.D)

Unit 2 – 3D & Pictorial Graphic Communication (manual and C.A.D)

Course Assessment - Course assignment (70 marks) and question paper (70 marks).

GENERAL:

Students will have to display initiative and be very self motivated to successfully satisfy all the requirements of this course. This is a challenging but rewarding course and one which is becoming more and more popular each year.

PRACTICAL METALWORKING – National 5

RECOMMENDED ENTRY:

No pre-requirements. While this course is suited to those who have completed National 4 Practical Metalworking, National 4/5 Practical Woodworking or National 4/5 Design and Manufacture, it would also benefit any senior student requiring another column choice without the academic demands of Higher level assessment.

COURSE:

The course is of a practical nature, workshop based and provides many skills including the following:-

- a range of metalworking hand tool skills on tasks with some complex features
- the ability to use a range of metalworking tools, equipment and materials (welding , lathes...)
- reading and interpreting drawings and diagrams in familiar and unfamiliar contexts
- skills in measuring and marking out metal sections and sheet materials
- cutting and forming skills
- creativity with familiar metalworking tasks with some complex features
- a problem-solving approach to metalworking tasks
- knowledge and understanding of safe working practices in a workshop
- knowledge of the properties and uses of a range of common metals and metalworking materials
- knowledge and understanding of sustainability issues in a practical metalworking context

This course is well suited to any pupil looking to move into trade/vocational based employment or training (engineering, metal fabrication, welding, plumbing, railway engineering, motor repair, pipe fitting etc).

Please note that Practical Metalworking carries a course fee of £15.00 and is paid at the start of the course.

CONTENT:

The course consists of 3 units and a course assessment project.

Unit 1 – Bench Skills

Unit 2 – Machine Processes

Unit 3 – Fabrication and Thermal Joining techniques

Course Assessment task - Towards the end of the course, students will complete a project which will require 30-40 hours work. The project will be issued by the S.Q.A.

PRACTICAL WOODWORKING – National 5

RECOMMENDED ENTRY:

No pre-requirements. While this course is suited to those who have completed National 4 Practical Woodworking, National 4/5 Practical Metalworking or National 4/5 Design and Manufacture, it would also benefit any senior student requiring another column choice without the academic demands of Higher level assessment.

COURSE:

The course is of a practical nature, workshop based and provides many skills including the following:-

- skills in woodworking techniques for tasks with some complex features
- using a range of woodworking tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- measuring and marking out timber sections and sheet materials
- cutting and shaping tasks with some complex features
- practical creativity in the context of woodworking tasks with some complex features
- following given stages to take a practical problem-solving approach to woodworking tasks
- awareness of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

This course is well suited to any pupil looking to move into trade/vocational based employment or training (joinery, building, kitchen fitting, furniture manufacture, shop fitting, etc).

Please note that Practical Woodworking carries a course fee of £15.00 and is paid at the start of the course.

CONTENT:

The course consists of 3 units and a course assessment project.

Unit 1 – Flat-frame construction

Unit 2 – Carcase construction

Unit 3 – Machining and Finishing

Course Assessment task - Towards the end of the course, students will complete a project which will require 30-40 hours work. The project will be issued by the S.Q.A.

SCIENCES

BIOLOGY

Biology is the study of living things. It gives us an understanding of ourselves and the world in which we live. Biology is an increasingly important subject in the modern world and advances in new technologies have made Biology more exciting than ever. Biology affects everyone through medical science and helps us find solutions to many of the world's problems.

Careers with a Biological basis include Nursing, Beauty Therapy, Agriculture and Forestry, Conservation, Veterinary Medicine, Dentistry, Pharmacy, Teaching and many more.

ADVANCED HIGHER

ENTRANCE REQUIREMENT:

This course is suitable for those with an award in Higher Biology or Human Biology at A-C.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1	Cells and Proteins
Unit 2	Organisms and Evolution
Unit 3	Investigative Biology

Course work is recorded in an A4 loose-leaf folder and Practical Reports in a laboratory note book. Teaching will consist of lectures and use of the Scholar programme. Students will be expected to carry out independent research and reading to complement class work.

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

The Project is a structured problem solving exercise with clear guidelines. Practical abilities are also assessed. The project is externally assessed and is worth 30 marks which contribute towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data. To gain the course award, students must complete the project and the external course exam in May.

HIGHER ENTRANCE REQUIREMENT:

This course is suitable for those with an award in National 5 Biology. In certain circumstances the course may also be suitable for starters in Biology with National 5 Chemistry or Physics.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1	DNA and the Genome
Unit 2	Metabolism and Survival
Unit 3	Sustainability and Interdependence

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report.

Assignment

This is a structured problem solving exercise with clear guidelines. The assignment is externally assessed. Pupils will be required to research a given topic and use their sources to write a final report including data. To gain the course award, students must pass the assignment and the external course exam in May.

NATIONAL 5**ENTRANCE REQUIREMENT:**

This course is suitable for those with an award in National 4 Biology.

The course may also be suitable for starters in Biology with National 5 Chemistry or Physics.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1	Cell Biology
Unit 2	Multicellular Organisms
Unit 3	Life on Earth

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report. Scientific knowledge across the course will also be assessed internally through the production of a written report on application in Biology and how this impacts on the environment/society.

Assignment

This is a structured problem solving exercise with clear guidelines. The assignment is externally assessed and contributes towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data.

HUMAN BIOLOGY

HIGHER ENTRANCE REQUIREMENT:

This course is suitable for those with an award in National 5 Biology. In certain circumstances the course may also be suitable for starters in Biology with National 5 Chemistry or Physics.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1	Human Cells
Unit 2	Physiology and Health
Unit 3	Neurobiology and Communication

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report.

Assignment

This is a structured problem solving exercise with clear guidelines. The assignment is externally assessed and contributes towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data.

CHEMISTRY

Chemistry helps us understand the world around us by looking at how substances interact with each other. In everyday life, Chemistry is used to make new substances by carrying out chemical reactions. Chemists help provide us with essential products for example, plastics, fuels, metals, dyes, flavourings for foods and medicines.

Careers with a Chemical basis include Laboratory Work, Medicine, Hairdressing, Beauty Therapy, Oil and Gas Industry, Veterinary Medicine, Dentistry, Pharmacy, Teaching and many more.

ADVANCED HIGHER

ENTRANCE REQUIREMENT:

This course is suitable for those with an award in Higher Chemistry at grades A-C.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1	Inorganic and Physical Chemistry
Unit 2	Organic Chemistry and Instrumental Analysis
Unit 3	Researching Chemistry

Teaching will consist of lectures and use of the Scholar programme. Students will be expected to carry out independent research and reading to complete class work. Advanced Higher is designed for students who wish to follow a scientific career and is of immense value to students who intend continuing scientific studies after leaving school.

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Project

This is a structured problem solving exercise with clear guidelines. Practical abilities are also assessed. The project is externally. Pupils will be required to research a given topic and use their sources to write a final report including data.

HIGHER

ENTRANCE REQUIREMENT:

This course is suitable for those with an award in National 5 Chemistry. In certain circumstances the course may also be suitable for starters in Chemistry with National 5 Biology or Physics.

CONTENT AND STRUCTURE:

The course has four units of study:

Unit 1	Chemical Changes and Structure
Unit 2	Nature's Chemistry
Unit 3	Chemistry in Society
Unit 4	Researching Chemistry

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report.

Assignment

This is a structured problem solving exercise with clear guidelines which is completed in Unit 4 (Researching Chemistry). Practical abilities are also assessed. The assignment is externally assessed. Pupils will be required to research a given topic and use their sources to write a final report including data.

NATIONAL 5**ENTRANCE REQUIREMENT:**

This course is suitable for those with an award in National 4 Chemistry.

The course may also be suitable for starters in Chemistry with National 5 Biology or Physics.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1 Chemical Changes and Structure

Unit 2 Nature's Chemistry

Unit 3 Chemistry in Society

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report. Scientific knowledge across the course will also be assessed internally through the production of a written report on application in Chemistry and how this impacts on the environment/society.

Assignment

This is a structured problem solving exercise with clear guidelines. The assignment is externally assessed and contributes towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data. To gain the course award, students must achieve all three units as well as the assignment and the external course exam in May.

PHYSICS

Physics is the science that tries to explain everything happening in the universe. In Physics we study everything from the tiniest particle inside an atom to the vastness of space. Physics appeals to people who are curious about the world that we live in and beyond. Physics is a subject which has a vast range of real-world uses from industry and construction, to environmental research and medicine. Careers in Physics include Engineering, Mechanics, Astrophysics, Construction, Electronics, Plumbing, Electrician, Astronomer, Teaching and many more.

PHYSICS

ADVANCED HIGHER ENTRANCE REQUIREMENT:

This course is suitable for those with an award in Higher Physics at grades A-C.

CONTENT AND STRUCTURE:

The course has four units of study:

- Unit 1 Rotational Motion and Astrophysics
- Unit 2 Quanta and Waves
- Unit 3 Electromagnetism
- Unit 4 Investigating Physics

Teaching will consist of lectures and use of the Scholar programme. Students will be expected to carry out independent research and reading to complete class work. Advanced Higher is designed for students who wish to follow a scientific career and is of immense value to students who intend continuing scientific studies after leaving school.

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Project

This is a structured problem solving exercise with clear guidelines. Practical abilities are also assessed. The project is externally assessed and contributes towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data.

PHYSICS

HIGHER ENTRANCE REQUIREMENT:

This course is suitable for those with an award in National 5 Physics.

In certain circumstances the course may also be suitable for starters in Chemistry with National 5 Biology or Physics.

CONTENT AND STRUCTURE:

The course has four units of study:

- Unit 1 Our Dynamic Universe
- Unit 2 Particles and Waves
- Unit 3 Electricity
- Unit 4 Researching Physics

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report.

Assignment

This is a structured problem solving exercise with clear guidelines which is completed in Unit 4 (Researching Physics). Practical abilities are also assessed. The assignment is externally assessed and is worth 20 marks which contribute towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data.

PHYSICS**NATIONAL 5 ENTRANCE REQUIREMENT:**

This course is suitable for those with an award in National 4 Physics.

The course may also be suitable for starters in Physics with National 5 Biology or Chemistry.

CONTENT AND STRUCTURE:

The course has three units of study:

Unit 1	Electricity and Energy
Unit 2	Waves and Radiation
Unit 3	Dynamics and Space

ASSESSMENT:

Informal assessment is by homework exercises, tutorials, check tests and teacher questioning.

Practical Abilities are assessed internally by the completion of a practical investigation which will be written up in a scientific report. Scientific knowledge across the course will also be assessed internally through the production of a written report on application in Physics and how this impacts on the environment/society.

Assignment

This is a structured problem solving exercise with clear guidelines. The assignment is externally assessed contributes towards the final course award. Pupils will be required to research a given topic and use their sources to write a final report including data.

HOME ECONOMICS

FASHION AND TEXTILES NATIONAL 4, NATIONAL 5 AND HIGHER

Purpose and aims of the course

Fashion and Textile Technology qualifications provide practical and experiential opportunities to apply skills relevant to, and develop knowledge and understanding of, the fashion and textile industry. These Courses enable learners to develop an understanding of a range of factors that influence fashion choices made by individuals and society.

The main purpose of the Course is to develop the practical skills, textile construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that learners acquire by successfully completing the Course will be valuable for learning, for life and for the world of work. This Course is practical and experiential. Learners will plan, make and evaluate detailed fashion/textile items. There will be a financial contribution required for this course

NATIONAL 4/5 HOSPITALITY: PRACTICAL COOKERY NATIONAL 4 AND NATIONAL 5

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. The Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts. The Course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work. There will be a financial commitment required for this course.

HEALTH AND FOOD TECHNOLOGY NATIONAL 4, NATIONAL 5 AND HIGHER

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The Course has six broad and inter-related aims which allow learners to:

- ◆ develop knowledge and understanding of the relationships between health, food and nutrition
- ◆ develop knowledge and understanding of the functional properties of food
- ◆ make informed food and consumer choices
- ◆ develop the skills to apply their knowledge in practical contexts
- ◆ develop organisational and technological skills to make food products
- ◆ develop and apply safe and hygienic practices in practical food preparation

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills. The Course uses real-life situations taking account of local, cultural and media influences and technological innovations. There is a financial contribution required for this course.

HOSPITALITY: PRACTICAL CAKE BAKING NATIONAL 5

Purpose and aims of the Course

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the Course can be seen as a gateway to the hospitality industry.

The Course aims to enable learners to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

The Course is practical and relevant to the world of work. It enables learners to develop a range of artistic techniques and to consolidate them through practical activities.

Drawing on all aspects of design, such as shape, colour, texture, balance and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief. There will be a financial contribution required for this course.

PHYSICAL EDUCATION

Higher PE

Higher PE will suit those pupils who have excelled at National 5 level.

The course requires pupils to pass a combination of practical performance and written work.

Pupils will be able to select their strongest activities for their assessed performance. Our pupils in Higher PE have a proven high pass rate in the SQA exam.

This course will only suit those committed to bringing kit every time and having had a good record in S4/S5 PE and a competent level of Literacy. This course is 5 periods per week.

National 5 PE

The N5 PE course consists of 5 periods per week, working on Practical Performance and written work in Theory lessons. The pupil is required to pass 2 Activities at N5 level. Pupils will be able to select their strongest activity for their Assessed Performance. This Performance represents 60% of your final grade. The remaining 40% of final grade will be completed by a Portfolio which is externally marked by the SQA>

Pupils choosing this course will need to be highly motivated and have had an excellent kit record in S4 or S5.

Sport & Recreation Nat 5

This highly successful N5 course will suit those wishing to pursue a career in Teaching or working with young people, and those wishing to build confidence for job and interview skills.

The course is 5 periods per week and involves a great deal of practical work training pupils in how to deliver classes to Primary pupils, completing Risk assessments and working in a Primary school setting. All pupils who complete the course are able to teach classes in Sports as well as being ready for Interview for any job. It's a very popular course but places are limited to 15 as we travel in the minibus to Primaries. The N5 course is assessed through 4 NAB units in a booklet and continuous internal assessment.

Physical Education, for Health & Well Being.

In S5/6 pupils can choose 2 periods per week of Sport & Activity, to learn skills, build confidence, social skills, and promote Health & Well being for life. Pupils will work independently through Indoor, Outdoor, Games as well as swimming and walking. The objective is to prepare pupils for taking part in Sport after leaving school

Kit will be required at all times. An excellent kit record in S4/5 will ensure selection for this highly popular 2 period course.

SOCIAL SUBJECTS

History

History offers students a chance to examine how the world came to be as it is. We want to think about who's telling the truth and why people lie to us. We want to argue our points of view and persuade others. All these are vital skills in the wider world and particularly suited to anyone who wants to work in the media, law, police, tourism and the heritage industries. History is also particularly liked for entry to universities and colleges.

Students can study at three levels: Higher, National 5 and National 4. All three follow roughly the same course content.

1. The creation of Scotland: Wars of Independence, Wallace and Bruce 1280-1328

- How is it that Scotland was separate from England?
- Who made it happen: Wallace or Bruce?
- And is our national story true? Did we really beat the English, or is it more complicated?

2. The creation of Britain: Democracy and welfare 1850 - 1950

- How did Britain become the richest and most powerful country in all world history?
- Who governed Britain, and how did it change?
- Why were women owned by their husbands, and how did that change?
- How is it that children went barefoot in the richest country in the world? And why did people think that that was right?

3. Revolution: How Russia changed 1900-23

- When is it ok to go against your government? Can you stop paying taxes? Can you kill them?
- Russia followed this experiment in the 1917 Russian Revolution: it changed the world and killed more people than any other single human event.

Trips and visits:

Students will be expected to study outside the classroom as well as within. We are planning visits to Edinburgh and London to study the first two topics. If we could find a way we'd go to Russia too!

Students following these courses of will develop skills in: Analysis, essay writing, understanding written sources, judging truth, comparison, debate, presentation.

GEOGRAPHY

NATIONAL 5 GEOGRAPHY

CONTENT

Physical Environments;

Learners will study the weather and a selection of landscape types within the UK. Key topics include Limestone and Rivers.

Human Environment;

Learners will study and compare developed and developing countries. Key topics will include world population and issues in changing urban and rural landscapes.

Global Issues;

Learners will study major global issues such as: tourism, climate change, environmental hazards, and development and health.

Added Value;

Learners will use a variety of fieldwork techniques to 'add value' to their studies. This includes urban fieldwork in Dalkieth and Edinburgh. This enjoyable, hands on approach will develop team work and pupil confidence while allowing pupils to better understand urban cityscapes in Scotland.

STRUCTURE

A one-year course leading to an NQ Higher award. The course builds on knowledge and understanding, evaluation and investigating skills which candidates have gained in National 4. Students can progress to higher in S6 or at college.

HIGHER GEOGRAPHY

ENTRANCE REQUIREMENT

A background in Geography is desirable as problems and issues are dealt with in depth and to a high standard. A minimum level of competence is required to guarantee the best chance of success. A Pass at National 5, Grade A or B is the preferred level needed for entry to Higher.

CONTENT:

The course is more intensive and like National 5 embraces both aspects of both Physical and Human Geography as well as Global Issues.

However the content of the course is significantly different to National 5 as students must study various spheres in the physical section – Atmosphere, Biosphere, Hydrosphere and Lithosphere.

The human section focuses more on management of urban change and rural change. Population is also taught in this section but with a greater emphasis on population change.

Issues of global concern such as Development and Health and Climate Change will be highlighted.

Geographic skills will also be taught through a range of in class and fieldwork activities including trips to Edinburgh.

STRUCTURE:

A one-year course leading to an NQ Higher award. The course builds on knowledge and understanding, evaluation and investigating skills which candidates have gained in National 5. If S5 students find the demands of the course too challenging they may be advised to opt for National 5 and be better prepared for tackling Higher in S6.

HOMEWORK:

Homework is an integral part of the course, as is a commitment to background reading necessary to provide examples to aid exam performance. Homework will usually take the form of practice examination question to help students build exam technique.

Students will also be asked to catch up on work not complete during class time at home.

BUSINESS AND VOCATIONAL

ADMINISTRATION & IT

PROGRESSION/CAREER OPPORTUNITIES

Administration and IT is an excellent qualification to have as learners will be able to utilise their acquired administration and IT-related knowledge and skills at home, university/college or in employment.

Students develop a range of essential skills that will stand them in good stead regardless of the career path they choose. The skills developed are highly regarded and provide access to wide ranging employment opportunities and further and higher education courses.

Possible career progression areas include the following:

Human Resources, Retail, Event Management, Financial Sector, Management, Travel and Tourism.

ADMINISTRATION AND IT

HIGHER

ENTRY REQUIREMENTS:

National 5 Administration & IT, *and* National 5 English.

The Course aims to enable learners to develop and extend:

- a range of advanced IT skills for processing and managing information
- a range of skills to communicate complex information effectively, making appropriate use of IT
- knowledge and understanding of administration in the workplace and its importance
- acquire skills in managing the organisation of events

CONTENT:

The course consists of 3 units:

- **Information Technology Solutions for Administrators**
 - Problem solving using a range of ICT software
 - E-commerce
- **Communication in Administration**
 - The impact of modern IT
 - Electronic communication methods
- **Administrative Theory and Practice.**
 - Task and time management
 - Team-working
 - Legislation
 - Customer Care
 - Security of Information

STRUCTURE:

This course will provide a variety of opportunities, both co-operatively and individually to develop administration and IT related skills. It uses real-life contexts, which makes it

relevant to the world of work and enables learners to work towards industry standards in IT, in an administration-related context.

Students will also be given the opportunity to prioritise tasks, self and peer assess their work, present business documents to an appropriate and professional standard and work to deadlines. Case studies, team working games, role play and ICT will all play a prominent part throughout students' learning.

ASSESSMENT:

The course assessment will consist of two components: an assignment and a question paper. The assignment will have 70 marks (70% of the total mark) and will assess a learner's ability to apply their problem solving and advanced IT skills in the context of a complex scenario. This will be undertaken in class time over 6 hours. The question paper will have 30 marks (30% of the total mark) and will be undertaken over 1 hour.

ADMINISTRATION AND IT

NATIONAL 5

ENTRY REQUIREMENTS

National 4 Administration and IT. Students who demonstrate an interest in Administration and IT could also be considered for this course, depending on their previous achievements.

The Course aims to enable students to develop:

- a range of IT skills for processing and managing information
- a range of skills to communicate information, making appropriate use of IT
- knowledge and understanding of administration in the workplace and its importance
- organisational skills in the context of organising and managing events
- an understanding of good customer care and its benefits to organisations

CONTENT:

The 3 units that students will cover:

- IT Solutions for Administrators
- Communication in Administration
- Administrative Practices

STRUCTURE:

This course will provide a variety of opportunities, both co-operatively and individually to develop administration and IT related skills. It uses real-life contexts, which makes it relevant to the world of work and enables learners to work towards industry standards in IT, in an administration-related context.

Students will also be given the opportunity to prioritise tasks, self and peer assess their work, present business documents to an appropriate and professional standard and work to

deadlines. Case studies, team working games, role play and ICT will all play a prominent part throughout students' learning.

ASSESSMENT:

Students will be assessed by a practical administration and IT-based assignment, drawing on the knowledge, understanding and skills developed across the course. The assignment will be in the context of organising and supporting an event and will be completed under supervised conditions over a period not exceeding four hours. The assignment will be externally assessed.

ADMINISTRATION AND IT

NATIONAL 4

The Course aims to enable students to:

- Develop IT skills and use them to perform administrative tasks
- Acquire organisational skills in the context of organising and supporting events
- Develop an understanding of Administration in the workplace and key legislation affecting both organisations and employees
- Develop an understanding of good customer care and its benefits to organisations

Course Units

1. IT Solutions for Administrators
2. Communications in Administration
3. Administrative Practices

Assessment

National 4 – unit assessments plus an added value unit which is internally assessed

Progression

- National 5 Administration & IT
- Further Education

BUSINESS MANAGEMENT

HIGHER

ENTRANCE REQUIREMENTS:

National 5 Business Management **and** National 5 English. Pupils hoping to crash study this course must already have Higher English.

The course aims to enable students to develop:

- An understanding of how large organisations operate and the steps they take to achieve their objectives
- Knowledge of theoretical and practical aspects of business decision making
- Skills required to understand, interpret and make use of business information

CONTENT:

The course consists of 3 units – Understanding Business, Management of People and Finance, and Management of Marketing and Operations.

Understanding Business deals with:

- The role of business in society
- Sectors of the economy

- Business structures
- Decision making
- Internal and external factors
- Stakeholders in business

Management of People and Finance deals with:

- Recruitment, selection and training
- Motivation and leadership
- Employee relations
- Management of finance
- Financial statements and accounts
- Sources of finance
- Technology in Finance and Human Resources

Management of Marketing and Operations deals with:

- Customers
- Market research
- The marketing mix
- Stock management
- Production and quality
- Business ethics and the environment
- Technology in Marketing and Operations

STRUCTURE:

This course will take a thematic approach and look at real businesses and the decisions they make. There will be a strong emphasis on case studies of real businesses and research into businesses and how they are run.

ASSESSMENT:

Successful completion of this course requires passes of 3 internal unit assessments, completion of a Business Assignment worth 30% and a final external exam worth 70%.

PROGRESSION/CAREER OPPORTUNITIES

Business Management is an excellent qualification which helps pupils gain access to a wide range of career or business opportunities, whether in employment or in further/higher education.

The skills developed are highly regarded and provide access to wide ranging opportunities; law, finance, retail, management, tourism, accountancy, to name but a few.

ENTRY REQUIREMENTS:

National 4 Business. This course is also available to students who have not previously followed a business course but, who can demonstrate an interest and/or an understanding of business.

The Course aims to enable students to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

CONTENT:

The 3 units that students will cover:

- Understanding Business
- People and Finance
- Marketing and Operations

STRUCTURE:

This course will provide a variety of opportunities, both co-operatively and individually to develop business-related skills in a variety of real-life contexts, relevant to the world of work. Tasks will require the use of decision-making, communication, team working and presentation skills and are designed to offer a degree of flexibility and individuality in their application.

ASSESSMENT:

The course assessment will consist of two components: an assignment and a question paper. The assignment will have 30 marks (30% of the total mark) and will assess the learner's ability to apply their business decision making skills in the context of a business scenario. This will be undertaken in class time over 6 hours and will be marked externally. The question paper will be set externally, have 70 marks (70% of the total mark) and will be undertaken over 1 hour 45 minutes.

PROGRESSION/CAREER OPPORTUNITIES:

Business Management is an excellent qualification which helps pupils gain access to a wide range of career or business opportunities, whether in employment or in further education at college; finance, retail, management, tourism, to name but a few.

For students who are staying on at school and considering entry to college or university, this course progresses into Higher Business Management.

ENTRANCE REQUIREMENTS:

Level of study will be determined based on prior attainment.

The Course aims to enable students to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

COURSE UNITS:

- Business in Action
- Influences on Business

ASSESSMENT:

National 4 – unit assessments plus added value project

PROGRESSION:

- National 5 Business Management
- Further Education

COMPUTING SCIENCE NATIONAL 4 AND 5

PURPOSE:

This Course places a strong emphasis on skills development in the areas of Software Development (programming) and Information Systems (databases, web-based systems and computer hardware).

COURSE AIMS:

learners will develop an understanding of the central role of computer scientists as problem solvers and designers, able to design, implement and operate hardware and software systems, and the far reaching impact of information technology on our environment and society.

RECOMMENDED LEVEL:

Level of study will be determined based on prior attainment.

COURSE UNITS:

- Software Design and Development (National 4 /5) – problem solving through practical tasks such as games development and intelligent systems
- Information Design and Development (National 4/5) - Information system hardware, security, databases, web-based information systems, multimedia information systems, emerging technologies and their impact on society

COURSE ASSESSMENT:

- National 4 - unit assessment plus an added value unit which is internally assessed
- National 5 - unit assessment plus course assessment (assignment 40% internally marked, written exam 60%, externally assessed)

PROGRESSION:

This Course or its Units may provide progression to:

- National 5, Higher Computing Science
- Further Education
- Employment or training

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

HIGHER NATIONAL 4/5

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice. In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can. This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

World Religions: Higher (National 4/5)

Morality and Belief: Higher (National 4/5)

Contemporary Religious Debates: Higher (National 4/5)

Added Value Unit – RMPS Project

World Religion

In this Unit, learners will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study. They will develop detailed factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

Morality and Belief

In this Unit, learners will develop skills to explain and express reasoned views about contemporary moral questions and responses. They will develop detailed factual and theoretical understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

Religious and Philosophical Questions

In this Unit, learners will develop skills to analyse religious and philosophical questions and responses. They will develop factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

Course assessment

This Course includes allowance of time for preparation towards Course assessment. The Course assessment covers the added value Unit of the Course and internal and external assessment by the SQA. The Added Value Unit will allow learners to apply a range of skills while researching a religious, moral or philosophical issue. Learners have a high degree of choice in the topic or issue chosen for study and will have a high degree of flexibility in how they present their findings in order to best demonstrate their RMPS skills, knowledge and understanding.

Progression

This Course or its Units may provide progression to:

- SQA qualification Higher level in Religious Moral and Philosophical Studies or further study, employment or training.
- Advanced Higher Religious, Moral and Philosophical Studies or its Units.

Philosophy

Higher / National 5

The term 'philosophy' means 'love of wisdom'. In a broad sense, philosophy is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.

Those who study philosophy are continually engaged in asking, answering, and arguing for answers to life's most basic questions: What is reality? How can I claim to have knowledge when my senses are deceived? Does God exist? What is the purpose of life?

Three units will be studied:

Philosophy: Arguments in Action

This Unit develops learners' ability to think philosophically. Learners will acquire a basic set of thinking and philosophical skills which they can apply to analyse and evaluate a range of everyday and philosophical arguments, drawing from a variety of contexts.

Philosophy: Knowledge and Doubt

This Unit equips learners with the knowledge and skills necessary to understand and discuss theories of knowledge. Learners will investigate reasons for scepticism in philosophy, with reference to different sources. Learners will actively explore problems associated with theories of knowledge, and use thinking skills to evaluate theories and to express opinions with supporting reasons.

Philosophy: Moral Philosophy

This Unit equips learners with the knowledge and skills necessary to examine and understand specific philosophical issues in moral philosophy. Learners will be introduced to different moral theories and philosophers to help explain different moral positions in relation to real-life situations. Learners will explore how different theories can be applied to moral issues. Learners will develop their own opinions about the theories explored and support these with reasons.

Aims of the Course are to:

- ◆ develop basic knowledge and understanding of philosophy and philosophers
- ◆ develop basic thinking, analytical and evaluative skills appropriate to philosophy
- ◆ encourage learners' ability to use abstract thought
- ◆ offer learners insight into the ideas of others which might be different from their own
- ◆ develop communication skills appropriate to philosophy

Progression

This Course or its Units may provide progression to:

- ◆ Higher Philosophy Course
- ◆ Higher Religious, Moral and Philosophical Studies Course
- ◆ other SQA qualifications in social studies, social science or related areas at SCQF level 5, 6 or SCQF level 7

PSYCHOLOGY NATIONAL 5 AND HIGHER

The main purposes of the Course are to enable learners to develop an understanding of the psychological study of the human mind and behaviour in a range of contexts, and to enhance their ability to use evidence to explain behaviour. The assessment of the Units in this Course will be as follows:

Research

The learner will evaluate the research process in psychology. This will involve explaining the stages of the research process, evaluating experimental and non-experimental research methods, explaining ethical guidelines and evaluating and sampling methods. The learner will be able to calculate and present data using descriptive statistics, and to apply and justify choice of method to research scenarios.

Individual Behaviour

The learner will analyse topics relating to individual behaviour, and will be able to explain how psychological knowledge and understanding can be applied to support individual wellbeing. This will involve explaining a topic relevant to individual behaviour, and include evaluating psychological approaches and theories used in explaining individual behaviour.

Social Behaviour

The learner will analyse topics relating to human social behaviour and apply understanding of social psychology to everyday behaviour. This will involve explaining concepts or theories associated with a topic in social psychology, and evaluating psychological research evidence relevant to the topic.

PEAK PERFORMANCE

Is the opportunity to work with S2 pupils in a leadership capacity or develop your inter personal and leadership skills while working on a particular activity. There will be a focus in some of the groups on preparing celebrations of Newbattle past, present and future in anticipation of moving to the new school. All S5/6 are expected to participate in Peak Performance as part of active citizenship and the senior contract.

Information on details of choices and activities will be relayed through PSE prior to course choices being made.

SOUTH EAST SCOTLAND ACADEMIES PROGRAMME

The South East Scotland Academies partnership is a ground-breaking collaboration focused on helping young people maximise their educational opportunities. It allows young people to study at college and university whilst still at school and provides them with relevant work experience opportunities.

Pupils at Newbattle Community High School in S5 or S6 have the opportunity of joining this exciting programme. The courses will be timetabled to include two mid-week afternoons on Tuesday and Thursday at Queen Margaret University or Edinburgh College, there will be a further 4 Friday afternoons at college or university over the year.

The courses are:

- National 5 in Health & Social Care;
- Higher in Health & Social Care;
- National Progression Award in Film & Media; (SCQF 6)
- National Progression Award in Acting and Performance and Professional Theatre Preparation (SCQF 6)
- Travel, Tourism and Hospitality (SCQF 6)

These courses would be taken over 1 year alongside other Higher and National 5's. In the main, entry into an SCQF 6 course would be for pupils who are studying towards Higher courses by the end of S6.

These courses would be of particular interest for pupils who have a real interest in gaining a job in a specific sector. The learning will be very work place focused and aimed at giving someone a head start in applying for work in a particular sector.

FOUNDATION APPRENTICESHIPS

Foundation Apprenticeships are an exciting new way of work based learning run in partnership with Edinburgh College. Spend part of your time each week at college and work with a real employer. Develop your knowledge and skills and make contacts with employers. Entry into the courses requires you to be studying towards Highers in S5/6. Courses are available for pupils starting S5 and last for two years. All pupils who complete a Foundation Apprenticeship are guaranteed progression after S6 be it further studies or employment opportunities.

- Business Skills - (campus tbc)
- Engineering - Midlothian campus
- Financial Services - Sighthill campus
- Social Services (Healthcare) – (campus tbc)
- Software Development – (campus tbc)
- Civil Engineering – Musselburgh Construction Centre

The Apprenticeship program will take place on Tuesday and Thursday afternoons. Transport will be provided. Further details on courses can be found from Alison McGeechan (Careers Advisor).

APPOINTMENT OF PREFECTS

Pupils in S4, S5 and S6 have the opportunity to apply for the position of prefect.

We now invite any S4-6 pupil interested in supporting our school to **APPLY** to become a prefect. We believe everyone has an equal opportunity to be considered for appointment and that our school will benefit from a wide selection of applicants.

We are looking for committed and hard-working young people interested in developing our school ethos by being able to play a full and active part in our community high school.

If you have got what it takes and are willing and able to demonstrate reliability and competence in the following categories, then we would like to hear from you.

Attendance and Punctuality	(regularly attending school and classes on time)
Responsibility and Leadership	(take on responsibility and tasks positively)
Positive Achievement	(success in or out of the classroom)
Positive School Spirit	(supporting our school in all undertakings)
Positive Role Model	(exemplary behaviour and dress code)

Applications for senior prefects are also encouraged from S6 pupils, you will also need to go through an interview process after which positions will be offered to pupils.

Application Form for Prefects 2017-2018

Name

Current homeroom:

I wish to apply to become (tick as appropriate).

- School Prefect (S4, S5 and S6)
- Senior Prefect (S6 only)

Please detail the reasons for you wanting to become a prefect. Highlight any contributions you have made to the school or your community in the past. (eg. Music/Sports clubs, Whole School Events, Volunteering, Scouts, Guides, etc). 150 words max.

Complete and return this page to the school office or Mr Davidson by Friday 31/04/2017.

NOTES FOR PARENTS/CARERS AND STUDENTS

1. English and Mathematics should be studied up to National 5 Level by all S5 pupils. See Mr Davidson if you wish to discuss further.
2. Students should select ONE course from Block A to F and make 3 choices for Peak performance.
3. Admission to a National Qualification Higher Level course will depend normally on holding a National Qualification at National 5 A or B.
4. The availability of any course will depend on enough pupils wishing to study that course and the availability of staff to teach it.
5. Some Advanced Higher subjects will be taught in co-operation with other schools in the area.
6. The **S5/6 Course Planning Sheet** will be filled in after consultation with the Heads of Department concerned and at the first interview with Guidance Staff.