

## F6 Curriculum

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### Subjects leading to National Qualifications

	<b>AH</b>	<b>H</b>	<b>I2</b>	
Accounting		✓		4
Art and Design	✓	✓		5
Biology	✓	✓		7
Business Management		✓	✓	9
Chemistry	✓	✓		10
Classical Studies	✓	✓		12
Computing Science	✓	✓	N5	13
Drama	✓	✓		16
Economics	✓	✓		18
English	✓	✓		20
Geography	✓	✓		22
Graphic Communication		✓	✓	24
History	✓	✓		25
Hospitality; Practical Cake Craft / Practical Cookery			N5	27
Latin	✓	✓		29
Managing Environmental Resources		✓		30
Mathematics	✓	✓		31
Modern Languages; French, German and Spanish	✓	✓		33
Russian		✓	✓	35
Modern Studies	✓	✓	✓	36
Music	✓	✓	N5	38
Philosophy		✓	✓	41
Physical Education		✓	✓	42
Physics	✓	✓		43
Religious, Moral and Philosophical Studies		✓	✓	45
Technological Studies	✓	✓		46

Library and Information Centre	48
Physical Education	49
<b>Courses which may lead to National Units</b>	
Art and Design	50
Computer Graphics	50
Jewellery	50
Sculpture	50
Drama	51
Latin	51
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***It should be noted that the School reserves the right not to run a course if the number of pupils choosing that subject in any given year does not justify it.***

## Form 6 Curriculum

### Introduction

The F6 experience should be a rewarding, fulfilling and, above all, enjoyable final year at the High School of Dundee. F6 are expected to be responsible for themselves and others. In return, the school regards them as young adults able to act independently and co-operatively. As ambassadors for the school they are one of its most valued assets and along with this comes a range of expectations and privileges.

F6 are expected to involve themselves in three central areas:

- an individual course of academic study
- personal development and enrichment
- service (to the school and the wider community).

The focus for F6 should be demanding academic study, which offers pupils the chance to specialise and prepare for Higher Education and the world of work. In addition, this final year at school should allow pupils to mature and grow as individuals within a supported yet challenging environment.

### Academic study

This will vary according to the level of study. Subject choice must take account of the entry requirements made by Higher or Further Education institutions or employers. Individual pupils' aims should be realistic and achievable.

The choice of subjects and the level of study should also demonstrate progression and, wherever possible, breadth and enrichment.

- **Progression** is normally achieved by attempting at least one subject at Advanced Higher level in F6.
- **Breadth** is achieved by starting one new subject at either Intermediate 2 or Higher level and perhaps by following one of the additional National Unit courses.
- **Enrichment**; this comes after a period of consultation with both staff and pupils. However, the extent to which this will operate will greatly depend on the flexibility of the final timetable and on staff availability.

Pupils who have achieved mainly A passes at Higher in F5 will normally be expected to pursue two or three Advanced Highers together with one subject at Higher and perhaps one subject at a lower level. Some pupils, who may be advised not to attempt an Advanced Higher, should study a minimum of three subjects at Higher and one at a lower level.

## **Advanced Higher**

Advanced Higher is the most demanding level of study offered in Scottish schools and represents the correct challenge for many of our F6 pupils. The courses demand a high level of commitment and an increased level of independent study.

The research elements, written exercises and project work are undertaken with less rigorous staff supervision than previously and pupils increasingly progress to accept more personal responsibility. In particular, they are called upon to organise and prioritise their work to meet both school and SQA deadlines.

## **Higher**

The SQA Higher subjects available are numerous and varied and built around the F5 column structure. For some pupils, they afford an opportunity for progression from Standard Grade or Intermediate 2 subjects not pursued in F5. For others, they are an opportunity to add breadth by starting a new subject. A 'crash' Higher (undertaken in one academic year) can be a demanding but very satisfying new challenge and will be the last realistic opportunity to start a new subject in the period of formal school education. Such a challenge can also prove to be an excellent measure of a pupil's ability to cope with handling a large amount of information and material in a short space of time and can be a good predictor of success in the future.

## **Intermediate 2 / National 5**

The main function of pursuing Intermediate 2 in F6 is to provide breadth in a less rigorous context.

As the new National examinations make their way on to the curriculum, some departments will be offering courses at N5 level.

## **National Units**

These are courses which may still be certificated, but their emphasis is on developing skills which are essentially cross-curricular and may be as varied as aspects of theatrical production, philosophy or jewellery making.

In addition, all F6 pupils are required to attend one period per week of Personal and Social Education. Games periods, compulsory up to F5, become optional against two periods of supervised Private Study. This option may be changed for the summer term.

## **Non-contact time**

Most F6 pupils will have time when they are not timetabled in a department. A sensible proportion of this non class / teacher contact time will be devoted to private study in the designated F6 study area or under supervision in the library, or fulfilling the service element of F6. This service element is primarily carried out in our Learning Support Department or in assisting in our Junior School. Both the F6 study area and the library are equipped with IT facilities.

## **Personal and Social Education** *(Mrs S J Watson)*

The Personal and Social Education programme covers all six years of secondary education and complements the Guidance structure. This includes Careers Education for part of the course as it is essential for sound personal and social development.

All pupils in F6 have one period of PSE per week and classes are usually taken by members of the Guidance team. Frequently outside speakers are involved in delivering sessions to the whole year group.

The aim of PSE in F6 is to encourage positive personal and social development by increasing the pupils' self-awareness through the development of self-assessment and target setting. Central to PSE at this level is the development of skills which pupils will need as they move into the adult world beyond school.

The topics covered will reinforce those already covered in F1 to F5, while introducing those more relevant to older pupils, such as

- finance
- interview techniques
- UCAS applications
- working with others
- decision-making
- leadership.

**Accounting** (Head of Department: Mrs C A Laird-Portch)  
Mr N S Higgins (acting)

**Higher**

Why study Accounting?

This course is designed to enable you to gain skills and knowledge which are important in the world of business. Even if you are not planning a career in this field, the course can improve your personal effectiveness by developing your ability to think logically, work accurately, make decisions and solve problems.

The course consists of two units:

**1 Financial Accounting**

This enables candidates to understand how entrepreneurial and non-profit making organisations are structured, financed, managed and controlled. It will enable candidates to develop the ability and knowledge required to prepare financial statements and the skills necessary to analyse and evaluate business performance.

**2 Management Accounting**

The study of management accounting will enable candidates to understand the significance of and need for classifying and controlling costs, to develop skills in budgeting and to prepare a range of cost statements for a variety of different production and service concerns. It will also develop the skills and techniques which permit candidates to analyse prospective projects, evaluate a range of options and make informed decisions using break-even analysis and marginal costing techniques.

The increasing use of information technology has had a major impact on the accounting procedures of organisations. The course structure and teaching methodologies offer candidates an opportunity to develop their information technology skills and apply them within business contexts.

The study of accounting will enable candidates to develop financial life skills. The course helps to prepare candidates to meet the present demands of the modern world, and to prepare them for the future, whether they are considering making financial investments or running their own business.

Pupils wishing to study this subject must have good mathematical skills.

The external assessment is a 2½-hour question paper of a computational and theoretical nature, which will sample equally across the range and content of the Financial and Management Accounting elements of the course and include the integration of topics within each of the Financial and Management Accounting areas.

## **Art and Design** (*Head of Department: Mr A Kerr*)

### **Folio**

Pupils who have aspirations to progress to Art courses in tertiary education are strongly recommended to undertake the Folio course. This will enable the production of a portfolio of the required depth and variety for submission in support of their college application. The course is very flexible to allow pupils to undertake personal projects that are specifically tailored to their individual strengths and to develop fully their potential. With teacher assistance, pupils are expected to generate and develop personal lines of enquiry and areas of work. Folio pupils are strongly encouraged to work more independently and to accept more responsibility for the organisation and planning of their work.

The Folio course is uncertificated and may be undertaken in conjunction with Advanced Higher Art and Design. As a general guide, it is recommended that Folio pupils have 12 -16 periods: 10 - 12 should be with a teacher while others may be timetabled as independent study in the F6 study room.

### **Advanced Higher**

The units of the AH course are the same as those of Higher:

- Design Activity
- Expressive Activity
- Art and Design Studies.

However, with Advanced Higher there are a number of possible permutations, governing mandatory and optional units, to allow pupils more flexibility with course structure and also the opportunity to specialise in areas of personal interest. Pupils are required to select one main unit of study, e.g. Design or Expressive, but must also undertake one other unit to ensure course breadth and variety.

Advanced Higher requires 7 periods per week. At least 6 periods must be timetabled with a teacher at specified times; the others should be independent study periods in the F6 study room.

**NB Folio and Advanced Higher courses require a very high degree of personal commitment, motivation and independence, and also a mature attitude to work.**

## Higher

It may be possible for pupils who have dropped Art and Design after Intermediate 2 to renew their involvement with the subject in F6 by undertaking Higher. This course consists of three separate elements which are studied concurrently throughout the session:

**1 Design Activity** offers pupils the opportunity to undertake practical design projects. Pupils, with teacher assistance, devise an individual design brief specifically suited to their own personal interests and abilities. By using the 'Design Process' to research, develop, present and evaluate their solutions, pupils are able to further their problem-solving and decision-making skills. The use of IT will also be a feature of Design Activity and pupils may use computers and digital cameras to produce electronically-generated images.

**2 Expressive Activity** involves exploring and developing a chosen theme (e.g. Built Environment or Fantasy and Imagination) to produce a personal response in a suitable medium. As well as using familiar 2-dimensional media, Expressive Activity will also provide opportunities to produce 3-dimensional work such as sculpture or ceramics.

**3 Art and Design Studies** builds on work undertaken at Intermediate 2. Pupils are encouraged to develop powers of analysis and appraisal by researching selected artists and designers and evaluating appropriate examples of their work. This element also involves the study of some important art movements, such as Impressionism, Post-Impressionism and Expressionism.

## Assessment

Assessment of the course involves the evaluation of a practical folio containing classwork from both the Design and Expressive Activities. This is worth 73% of the total mark. There is no practical exam.

Art and Design Studies is assessed by a 1½-hour exam in which written responses to specific questions are required, and this accounts for 27% of the available marks.

Although very similar in concept and content to Intermediate 2, Higher Art and Design offers pupils the opportunity to work more independently on projects which are specifically designed to suit their own interests and abilities, and also to assume more control and responsibility for the direction of their work.



## **Biology** (Head of Department: Dr E Duncanson)

### **Advanced Higher**

The Advanced Higher course provides an integrated study of a wide range of biological topics which build on the concepts developed in Higher Biology. The course provides a general basis for further study or employment in areas related to Biology and develops an understanding of the way in which biological principles can be applied to the issues facing the individual and society.

The course comprises 3 units:

1. Cell and Molecular Biology
2. Environmental Biology
3. (a) Physiology, Health and Exercise ( $\frac{1}{2}$  unit)  
(b) Investigation ( $\frac{1}{2}$  unit)

The course units emphasise the socially and economically relevant applications of Biology. These include molecular interactions in cell events and applications of DNA technology, interactions in ecosystems and the impact of the human species on the environment, the beneficial effects of exercise on general health and in the prevention and rehabilitation from certain disease conditions.

The Investigation provides an opportunity to carry out individual experimental work with teacher support and supervision. The topic chosen for the Investigation may lie outwith the biology covered in the other units of the Advanced Higher Biology course and can be chosen to match personal interests or career intentions.

### **Recommended entry**

As the Advanced Higher course builds on concepts from Standard Grade and Higher Biology, students would be expected to have attained Higher Biology.

### **Assessment**

There are three Unit Assessments, testing both Knowledge and Understanding and Problem Solving, and one practical report testing Practical Abilities.

External assessment comprises one exam consisting of multiple choice, structured questions and extended response questions testing Knowledge and Understanding, Problem Solving and Practical Abilities. This exam will contribute 80% of the total marks. The Investigation report will contribute 20% of the total marks.

## **Higher**

Every day advances are being made in the field of Biology and therefore a qualification in this subject can lead to many career opportunities, not only in Biology, but also in many related scientific areas.

The Higher Biology course comprises three units:

1. Cell Biology
2. Genetics and Adaptation
3. Control and Regulation.

The course content reflects the importance of biochemistry, molecular biology and ecological / environmental issues in modern biology, both as fundamental areas of science and as a basis for study in applied fields such as genetic engineering, immunology and population studies.

As the course content builds on the concepts developed in the Standard Grade Biology course, recommended entry to the Higher course is a pass in Standard Grade Biology with Knowledge and Understanding and Problem Solving at Grade 1 or 2.

There are three Unit Assessments. The external examination, which provides the basis for grading attainment, lasts 2½ hours and assesses Knowledge and Understanding, Problem Solving and Practical Abilities through multiple choice, structured questions, data-handling questions and extended-response questions. Pupils must also carry out and submit a report of one experimental activity.

Pupils are expected to carry out regular homework exercises comprising answering questions from their textbooks, completing classwork or answering questions from past examination papers. All homework is given as consolidation of the classwork.

**Business Management** (*Head of Department: Mrs C A Laird-Portch*)  
*Mr N S Higgins (acting)*

**Higher**

This course is offered as a 'crash' Higher to F6 pupils. Pupils may also progress to Higher from a pass at Intermediate 2 Business Management, which is available to F5 pupils.

Business Management gives pupils a valuable insight into the business world and covers two main areas, Business Enterprise and Decision-Making in Business.

IT will be integrated, demonstrating its powerful ability as a business tool. A number of speakers will be invited in from all types of business to share their knowledge and experience, thus opening up the world of enterprise to the students.

Main subject areas will include all types of Business Organisation, Marketing, Management Accounting, Human Resource Management, Operations Management, Internal Organisation and Decision-Making models; and linking them all – Information Technology.

IT will be integrated, demonstrating its powerful ability as a business tool. A number of speakers will be invited in from all types of business to share their knowledge and experience, thus opening up the world of enterprise to the students. This course would interest anyone who is thinking of a career in the business world and gives a very good insight into the running of any business enterprise.

It is recommended that candidates have good mathematical and written English ability and have passed at least Intermediate 2.

The external assessment is a question paper of 100 marks which has a time allocation of 2 hours 30 minutes.

**Intermediate 2**

The study of Business Management provides a valuable experience which can enhance an individual's understanding of a key area in society and provide skills and knowledge which can be used in a wide variety of types of employment.

It is recommended that candidates have good mathematical and written English ability and have passed at least Intermediate 1.

The course consists of 3 units:

- Business Enterprise
- Marketing and Operations
- Finance and Human Resource Management.

The external assessment is a question paper which lasts one hour and 45 minutes and has 75 marks available.

## **Chemistry** (*Head of Department: Mrs R J Broom*)

### **Advanced Higher**

This course is designed for pupils who wish to continue their study of Chemistry beyond Higher level. It is an excellent preparation for those wishing to study Chemistry in Year 1 of any course at University, such as medicine or any science course.

Advanced Higher Chemistry is a one-year course consisting of two full units, one half unit and an investigation. This investigation consists of some original (to the pupil) work on a problem or topic of the pupil's choice. Small groups of pupils (3 or 4 usually) will be overseen by a teacher to give help and guidance when necessary and to ensure that health and safety are issues are not overlooked.

The topics covered in the theory range widely from colour in transition metal compounds to shapes of molecules, and include a systematic study of organic Chemistry (extending the work of Higher Chemistry) as well as three new forms of isomerism. A completely new topic appears with the introduction of medicinal chemistry. Superconductors, semiconductors and structural analysis are all studied in some detail.

There are prescribed practicals in which all pupils must participate and each of the three units has a test which each pupil must pass to show basic competence.

Seven periods are set aside on the timetable to cover the theory of the course. A minimum of two further periods will be arranged, to allow small groups to be overseen by a teacher during practical work.

It is a varied, stimulating, demanding but also satisfying course.

## Higher

This course is designed for pupils who wish to continue their study of Chemistry beyond Standard Grade.

Higher Chemistry is a one-year course and it can make an important contribution to the pupil's knowledge and understanding of the physical and natural world. As such it makes a good partner for either Higher Physics or Higher Biology, or is complete as a scientific study on its own. The course provides a grounding for further study in higher education of Chemistry and Chemistry-related subjects such as environmental and food sciences, biochemistry and medicine. It also provides valuable background knowledge for vocational training in many areas of health and technology.

Pupils embarking on the Higher Chemistry course will have obtained a Grade 1 or 2 (Knowledge and Understanding, and Problem Solving only being considered) in Standard Grade Chemistry and a similar grade in Standard Grade Maths.

The course is split into three units of equal length:

**1 Energy Matters** seeks to develop knowledge and understanding, problem solving and practical abilities in the context of reaction rates, enthalpy changes, patterns in the Periodic Table, bonding structure and properties, and the mole.

Units two and three engage pupils in relevant tasks to develop the same three skills as in unit one but covering different material.

**2 The World of Carbon** covers fuels, nomenclature, structural formulae, the reaction of some functional groups (including alcohols, aldehydes, acids, alkenes, alkynes, esters and amides), polymers and some important biochemical molecules.

**3 Chemical Reactions** looks at the chemical industry, Hess's Law, equilibrium and yield, equilibrium and pH, redox reactions and finally some nuclear chemistry.

Practical abilities will be assessed in class during the course and in the final exam. Knowledge and Understanding and Problem Solving will be the subject of both Unit Assessments and the external exam at the end of the course.

Opportunities will be taken to develop the pupil's practical skills, during this rigorous but satisfying course.

## **Classical Studies** (*Head of Department: Mr E Faulkes*)

### **Advanced Higher**

This course builds upon the knowledge gained by students at Intermediate 2 and Higher and involves a deeper study of the civilisations of Greece and Rome.

The course consists of two units:

**1 History and Historiography:** the study of a particular aspect of Greek and Roman civilisation. This ties in closely with the Power and Freedom unit studied for Higher Classical Studies. Students will read the works of some of the Greek and Roman historians upon whom our knowledge of Greek and Roman societies depends. We shall investigate the aims and methods of these historians, including their attitude to evidence and how they selected and arranged their material. Assessment of this unit will be by Unit Assessments, as in Higher, and by an external exam which will require candidates to

- comment on extracts from the historians read
- write two essays.

**2 A Dissertation** of 4000 words on some aspect of the Greek and Roman world in which the candidate is interested.

### **Higher**

The Higher course comprises two units. The first is Power and Freedom and the second is Classical Drama. The first of these units involves the study of the politics and society of ancient Athens and Rome during the period when these two states were at the height of their power. We shall investigate what it meant to be a citizen in Athens and Rome, how the governments of Athens and Rome financed their activities, what the role of women was, the role and treatment of slaves, how these two states brought other nations under their control and how they treated these conquered peoples. The study of these topics will involve examining a variety of types of evidence, including archaeological evidence and the writings (in English translations) of Greek and Roman authors. A major element of the course is the comparison of Athenian and Roman society with our modern society.

The second unit involves studying three Greek plays in English translation. These plays are: the *Medea* of Euripides, the *Lysistrata* of Aristophanes, and the *Antigone* of Sophocles. These plays are studied for the insight they offer into a variety of social issues including the individual and authority, gender conflict and the role of women, the generation gap, nationalism and anti-nationalism, tradition and change, and social exclusion.

These two units are studied in parallel. The external assessment will consist of a single paper. In Part 1 pupils will be required to comment on a selection of ancient sources relating to the Power and Freedom unit. In Part 2 pupils will be required to answer three essay questions, two on Power and Freedom and one on Classical Drama.

## **Computing Science** (Head of Department: Mr S B McBride)

### **Introduction**

Information technology skills are increasingly viewed as essential by employers and universities. The Computing Science department offers a range of courses aimed at students wishing to develop their information technology skills, whether they be general vocational skills to help them in the workplace, or more specific technical training designed to assist students in career paths directly involving computers.

### **Advanced Higher Overview**

Advanced Higher Computing extends the work completed in Higher, focusing on Software Development and Computer Networking. The course is ideally suited to students wishing to prepare for further study of Information Technology, and provides practical experience of project management and development skills which are transferable to a wide range of disciplines.

### **Prerequisites**

It is expected that pupils will have a pass in Higher Computing.

### **Units**

This course consists of three units. Each unit is completed by passing an internal Unit Assessment and successfully carrying out a series of practical tasks.

#### **1 Software Development**

Software Development continues the studies started at Higher. The software development process is looked at in more detail, and advance programming techniques, such as sorting algorithms and file access, are introduced.

#### **2 Developing a Software Solution**

Developing a Software Solution is mainly an extended coursework project which provides the opportunity for students to complete an entire software development cycle from the initial idea to final testing and evaluation.

#### **3 Computer Networking**

Computer Networking extends the studies started at Higher, extending student knowledge of networking protocols and investigating network security issues such as denial of service attacks and encryption.

### **Course assessment**

The overall grade for the course is calculated by combining marks from the coursework project and the final examination:

Coursework	40%
Final examination	60%

## **Higher Overview**

The course develops concepts introduced in Intermediate 2 courses in a more rigorous and theoretical manner, whilst retaining the practical nature of those courses.

Study of Higher Computing is appropriate for general university entrance, entrance into computer-based and technical courses, pupils aiming for careers in information technology, and pupils aiming for an Advanced Higher Computing qualification.

## **Prerequisites**

It is expected that pupils will have an Intermediate 2 Information Systems or Computing qualification, or a Standard Grade Computing Studies pass at Credit level.

## **Units**

This course consists of three units. Each unit is completed by passing an internal Unit Assessment and successfully carrying out a series of practical tasks.

### **1 Computer Systems**

Computer Systems provides an understanding of computer components and how they interoperate. The unit covers the internal structure of a computer system and factors affecting its performance, issues affecting the selection of computer hardware and software, and introduces computer networking.

### **2 Software Development**

Software Development explains the methods and procedures used by computer professionals in developing computer software for a specific purpose. It looks at practical issues to do with ensuring requirements are met, and allows real tasks to be taken through from the initial problem specified by a client to the final tested program.

### **3 Computer Networking**

Computer Networking covers the way in which computers may be linked together and the benefits and costs involved. Topics dealt with include local and wide-area networks, international standards, economic and technical factors, and security and legal requirements. Practical use of networks, including the Internet, is involved.

## **Course assessment**

The overall grade for the course is calculated by combining marks from the coursework assessment and the final examination:

Coursework	30%
Final examination	70%



## **National 5**

The study of N5 Computing Science is appropriate for general university entrance, entrance into computer-based as well as non-technical courses, and for pupils aiming for a Higher or Advanced Higher Computing qualification as well as those who wish to have a range of general information technology skills to assist them in a wide array of careers. It is expected, although not compulsory, that pupils will have undertaken an introductory information technology course in Forms 1 and/or 2.

The course consists of two units. Each unit is completed by passing an internal Unit Assessment and successfully carrying out a series of practical tasks.

**1 Software Design and Development** explains the methods and procedures used by computer professionals in developing computer software for a specific purpose. It looks at practical issues to do with ensuring requirements are met, and allows real tasks to be taken through from the initial problem specified by a client to the final tested program. The unit will also allow students to learn two programming languages to an extent that they can compare the features of both.

**2 Information System Design and Development** will allow students to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. It includes the likes of web development, robotics, networking hardware, presentation and database analysis.

## **Course Assessment**

The overall grade for the course is calculated by combining marks from the coursework assessment and the final examination:

Coursework	30%
Final examination	70%

## **Drama** (*Head of Department: Mrs L M Drummond*)

### **Advanced Higher Overview**

Law, Politics, Medicine and the Media are among the professions currently turning to Drama specialists for relevant skills acquisition. It has long been acknowledged as an excellent medium for personal growth and social development; for the promotion of personal and interpersonal skills and creative and analytical thought; and for the development of effective communication skills in both written and spoken modes.

### **The course**

Advanced Higher Drama continues to develop the central concept of exploring relationships, but within the context of the study of the art of theatre. This is achieved through the exploration of dramaturgical and performance skills and the study of leading world theatre practitioners. The course comprises three units; internal assessment on the completion of each unit will be complemented by the SQA external assessments which will lead to the course award. Pupils who have a strong interest in performing, directing or design may opt to take Special Study and Devised Drama as 'stand alone' units. **It should be noted that candidates will be required to attend at least three theatre productions.**

### **Units**

#### **1 Devised Drama**

This unit focuses on the creative exploration of relationships. This involves candidates in investigating the dramatic potential of a selected theme, using source materials, and working independently to reach creative decisions in the devising of a theatrical presentation enhanced by a variety of media and theatre technology.

#### **2 20<sup>th</sup> Century Theatre – Theories of performance**

This unit involves the exploration and application of the theories of two leading 20<sup>th</sup> century theatre practitioners chosen from a prescribed list. Candidates will also explore the influence of the chosen practitioners on others, and will be expected to attend productions relevant to the choice of study.

#### **3 Drama: Special Study**

Candidates will use skills of research and practical investigation and extend their skills of textual analysis to arrive at performance concepts for a prescribed text within their chosen option. These options are Acting, Directing or Design. The unit involves a practical demonstration of theatre skills and of arts processes; it is externally assessed by an SQA examiner.

### **Course assessment:**

This will consist of one question paper and a practical examination.

Question paper	:	50% of marks
Practical examination	:	50% of marks

## **Higher**

Higher Drama develops the central concept of exploring relationships and promotes candidates' knowledge and understanding of theatre. The course focuses on the skills of acting, directing and investigating in a variety of contexts. It comprises three units; internal assessment on the completion of each unit will be complemented by the SQA external assessments which will lead to the course award. This course would be suitable for pupils who have obtained a good pass at Intermediate 2 and who have a strong interest in theatre and acting. Assessment weightings are the same as for AH **although the practical assessment is for Acting only..**

## **Units**

### **1 Investigative Drama**

Candidates will, as a group, use creative drama skills to investigate a theme, issue or topic; they will devise their own drama, and perform it to an invited audience. Each candidate will be responsible for the organisation and direction of an identifiable section of the presentation. Skills include language, movement, acting, directing, set design, lighting, sound, costume, make-up and props. This unit is internally assessed.

### **2 Study of a Text in its theatrical context**

Candidates will explore the chosen prescribed text from the perspective of an actor and of a director in preparation for a production. Each candidate will study the historical, theatrical, authorial and social context in which the play was written; these studies will be used to conceive a personal directorial interpretation of the play and to develop the characterisation, for performance, of one chosen dramatic role. This unit is externally assessed.

### **3 Contemporary Scottish Theatre**

A minimum of three contemporary plays will be studied, from both the perspective of actor and that of audience in terms of communication of meaning and perceived impact. Studies will be in two or more of the following specified areas:

- social, political and religious dimensions
- use of history, nostalgia and popular tradition
- issues of gender
- current productions and issues.

Candidates will explore the interpretation and characterisation of one character; the knowledge and understanding gained from this will be used to inform the acting of the character in performance. This is externally assessed.

## **Core skills**

The SQA has endorsed the units of this course as having an established and inherent value in the following core skills areas: Critical Thinking, Planning and Organising, Reviewing and Evaluating and Working with Others. These embedded skills will be of obvious value to all students, irrespective of their selected career path.

**Economics** (*Head of Department: Mrs C A Laird-Portch*)  
*Mr N S Higgins (acting)*

### **Advanced Higher**

The Advanced Higher is a progression from Higher and may only be undertaken by those who already have a Higher pass in Economics.

The course consists of two main sections:

#### **1 Microeconomics**

The theoretical structures of perfect competition, oligopoly and monopoly are considered with particular attention being given to forms of market failure and the treatment of externalities and various social costs.

#### **2 Applied Economics**

Analysis will be applied to the Keynesian and monetarist perspectives as they interpret a variety of national and international issues such as unemployment, inflation, growth and currency fluctuations.

There are 4 internally assessed units.

#### **External assessment**

- Dissertation of 3000 words (to be submitted by end of March)
- Examination of 2¼ hours
  - Interpretation
  - 2 extended responses.

There is no prescribed theme for the dissertations and pupils are thus free to pursue an economic topic of their choice, subject to the approval of the Head of Department.

## Higher

Economics is the social science which provides the knowledge base and the range of skills that promote an understanding of the economic dimension of life which revolves around the production and consumption of goods and services. It is concerned with decisions made by individuals, businesses, government and other organisations and the environment in which they operate.

The Higher course in Economics is concerned with the ways in which such choices about the use of resources are made and the implications which these choices have for individuals, organisations and society in general. It will build on candidates' own experiences as consumers and help them to interpret economic events through the application of basic economic principles and ideas. The course will help candidates to think logically and to consider the reasons for and the effects of economic events and economic policies.

There are 3 units of study, each the subject of a Unit |Assessment:

**1 Microeconomics** examines the basic economic problem of unlimited wants and limited resources and considers how the market mechanism promotes the efficient allocation of resources in accordance with the choices made by consumers and producers.

**2 The UK Economy** explores the macroeconomic environment within which market behaviour occurs. It pays particular attention to key economic variables such as inflation and unemployment and their effect on individuals and society. It also looks at the reasons for government economic policies and how they can affect the economic environment in which we live.

**3 The International Economy** extends the coverage of the course to ensure that it takes account of the increasingly global nature of economic events. It looks at the position of the UK in international economic terms and pays particular attention to the way in which the European Union affects economic events in the UK.

The external course assessment is a question paper of 100 marks which has a time allocation of 2½ hours.

It is recommended that candidates have passed either Intermediate 2 level English or Intermediate 2 Economics.

## **English** (Head of Department: Mrs J Phillips)

### **Advanced Higher**

This course in Advanced Higher is available to pupils who have a pass in English at Higher. A wide-ranging and rigorous study of literature is at the heart of this course, which involves candidates in a major reading programme for the external examination.

The course consists of three elements, two of which are compulsory. The third is taken from a range of options. These elements are assessed internally and in an external examination and to gain a course pass, candidates must be successful in both the internal and external assessments.

Courses are composed of the following units (*elements 1 and 2 are compulsory*):

- 1 Specialist study:** Candidates must submit an extended piece of writing (3500 - 4500 words) based on the personal investigation of a topic chosen in consultation with the teacher. This is usually analysis of a selection of texts by an author, playwright or poet.
- 2 Literary Study:** Candidates will study a range of early and contemporary literature.
- 3** This element may be chosen from a range of **options**, which are likely to be Textual Analysis and Creative Writing.

The course is structured to allow pupils the opportunity to study the full range of texts on offer - poetry, prose and drama - before selecting their preferred text for the final part of the course and examination.

### **Examination**

For those who have selected Creative Writing as their third option, the exam will consist of a literature paper, lasting 1½ hours, where candidates will answer one question. Pupils who have chosen Textual Analysis will have a further exam of 1½ hours where again, they will answer one question.

### **Creative Writing Folio**

Pupils who select Creative Writing as their third option will submit a Folio on the day of the Advanced Higher examination, containing two pieces of creative writing, each of a different genre.

Assignments follow the pattern of the external examination, with candidates being tested and given practice in all assessment modes. Additionally, all candidates are encouraged to read as widely as possible. Though this is a flexible course, designed to meet the interests and requirements of the individual, all candidates are issued with a list of target dates for assessments and progress of the Specialist Study and Creative Writing folio, which must be met without fail.

## Higher

There is the option, in F6, to sit English at Higher level and it is expected that those pupils sitting Higher English for the first time in F6 will have achieved a pass at Intermediate 2 level.

The elements of the course are assessed internally and in an external examination and, in order to gain a course pass, candidates must be successful in both internal and external components.

Courses are composed of the following internally assessed units:

- 1 Language Study:** Close Reading and Writing. The writing which is part of this unit is now externally assessed and a folio consisting of two pieces of writing must be submitted by each pupil. This folio is worth 20% of the overall mark.
- 2 Literary Study:** Textual Analysis

All units must be passed to achieve a full award.

## Examination

The external exam consists of:

Paper 1	Interpretation (Close Reading)
Paper 2	Two critical essays from more than one genre

The course involves a wide study of literature, both contemporary and traditional, in addition to a detailed study of language with particular focus on analysis skills.

Consequently, pupils are required to read as widely as possible and, to this end, are issued with lists of recommended reading.

The Higher course is demanding and requires a great deal of commitment. All deadlines of the course must be completed within the prescribed timescale.

Formal homework will be issued on a regular basis and it is essential that this homework is submitted. In addition, regular private study and revision of the course must be undertaken.

## **Geography** (Head of Department: Miss J L Stewart)

### **Advanced Higher**

The principal aim of Advanced Higher Geography is to develop a detailed understanding of aspects of the contemporary world by using the concepts and techniques of geographical analysis. All pupils who proceed to the Advanced Higher course in Geography will have obtained a good pass at Higher and will be committed to developing independent learning in a context of supported study. During the Advanced Higher course pupils should develop:

- an understanding of the ways in which people and the environment interact in response to physical and human processes
- understanding of, and concern for the environment
- general skills of research, analysis, synthesis, evaluation and presentation including the use of IT
- expertise in fieldwork techniques
- expertise in the use of a range of maps, diagrams and statistical techniques

The Advanced Higher course comprises three units:

**1 Geographical Methods and Techniques** which include fieldwork methods and techniques, statistical awareness and mapwork.

**2** The production of a **Geographical Study** of 25 pages in length based on a research topic set in a local context. Pupils are required to apply the skills learned in unit 1.

**3 Geographical Issues:** pupils are expected to produce one critical essay (maximum of 12 pages) based on personal research of a key geographical issue (physical or human).

### **Assessment**

Internal assessment is based on the collection of evidence relating to the completion of each of these units. External assessment is based on a written paper which examines statistical and geographical methods (30%) and on external marking of the submitted essay and study (70% of the total). Grading of the course award is based on external assessment.

### **Progression**

Advanced Higher Geography may lead to a wide range of courses in further and higher education. Since Geography bridges the arts and sciences, it gives flexibility for higher education courses and offers a wide range of career opportunities.



## Higher

The Higher Geography course is clearly suited to pupils wishing to continue their study of Geography beyond Standard Grade. While most pupils undertaking Higher Geography will have obtained a pass at Intermediate 2 level, a number will come to Geography with no previous Intermediate 2 experience. The structure of the course does not significantly disadvantage such pupils. As a result of its wide scope and its coverage of topics which range from the Humanities to the Sciences, it is also a good choice for pupils wishing to 'keep their options open' with regard to a future career. Higher Geography is now accepted by the majority of Scottish universities as a science or arts subject for admissions purposes.

The course comprises three units of study, each subject to a Unit Assessment:

**1 Physical Environments.** This is further subdivided into:

- Atmosphere: topics include the effects of the atmosphere on receipt of solar radiation, atmospheric and oceanic circulation and global climate change
- Hydrosphere: topics include the components of the global water cycle, the movement of water within drainage basins and river landforms and landscapes
- Lithosphere: topics include studies of glaciation, coasts and upland limestone landscapes
- Biosphere: topics include the study of soils and vegetation.

**2 Human Environments.** This is further subdivided into:

- Population Geography: topics include demographic systems, population change and migration
- Rural Geography: topics include agricultural systems, rural landscapes and rural change
- Industrial Geography: topics include industrial systems, industrial landscapes and industrial change
- Urban Geography: topics include urban systems, patterns of urban land use and urban change.

**3 Environmental Interactions.** This comprises in-depth case-study based approaches to the following topics:

- Rural Land Resources: topics include the physical and human characteristics of upland and coastal landscapes in the UK, the economic and social opportunities of these landscapes, conflicts of land use and the impact of UK and EU policies on rural land use
- Development and Health: topics include social and economic indicators of development, the physical and human factors involved in health and disease, an in-depth study of malaria and strategies for improving health.

Grading of the course award is based on performance in the external examination.

## Progression

Higher Geography may lead to a wide range of courses in further and higher education. The nature of the subject and its wide range of transferable skills equip pupils with versatility with regard to employment.

## **Graphic Communication** (*Head of Department: Mr F Walker*)

### **Higher / Intermediate 2**

Graphic Communication will provide pupils with knowledge and understanding of graphical skills, so that they can communicate effectively in today's technological society.

The course will be of use to pupils who are considering further study in the areas of architecture, draughting, science, engineering, surveying and design.

The courses consist of three units:

#### **1 Technical Graphics 1**

Students will draw isometric, planometric and oblique views of everyday items. Views of right prisms, pyramids, cylinders and cones will be constructed and drawn in orthographic projection. Perspective views and freehand illustration techniques will also be studied.

#### **2 Technical Graphics 2**

Sketches and drawings of everyday items and locations will be produced. Drawings of assemblies and sectional views in orthographic projection will also be produced to British Standards.

#### **3 Computer Graphics**

Orthographic and pictorial drawings will be produced using a computer-aided draughting package. Computer rendered drawings for promotional purposes will be produced and incorporated into page layouts using a desktop publishing package.

Students' knowledge of the course material will be tested by a written examination (70%) and a presentation folio (30%).

It should be noted that these two levels will run as one class and pupils will be presented at the level which is, in the estimation of the Head of Department, appropriate to them.

## **History** (*Head of Department: Mr G Fyall*)

### **Advanced Higher**

The aims of the Advanced Higher History Course are to acquire depth in the knowledge and understanding of historical themes and to develop the skills of analysing issues, developments and events, drawing conclusions and evaluating sources.

Pupils may access Advanced Higher History without previously having studied the subject at Higher level (although it is recommended that pupils have studied the Higher History course). The key theme of study at Advanced Higher level is:

### **The House Divided: USA and the Civil War (1850 - 1865)**

- America in 1850
- Slavery
- The road to war
- The Secession Crisis of 1860
- The war 1861-63
- Abraham Lincoln
- The Emancipation Proclamation
- The war at home and abroad
- Defeat and victory

Pupils will be expected to research a dissertation on an issue of their own choice, which will be worth  $\frac{1}{3}$  of their final mark. The skills for the internal Unit Assessments will be tested throughout the course and in the prelim exam. Both internal and external assessments must be passed to gain an overall award.

## Higher

The Higher History course consists of three units:

### **1 Historical study: Britain 1850s - 1979**

- The creation of a democratic society in Britain,
- The campaign for women's suffrage.
- The Liberal Welfare Reforms 1900 – 1914
- The creation of the Welfare State 1945 – 51.

### **2 Historical study: the growth of Nationalism in Germany**

- The reasons for the growth of nationalism in Europe
- Bismarck and German unification
- The rise of Nazism 1919 - 1933
- How the Nazis held on to power in Germany 1933 – 39

### **3 Historical Special Topic: Scotland and the impact of the Great War, 1914 - 1928**

- The Scots on the Western Front
- The impact of war on society and culture
- The impact of war on industry and economy
- The impact of war on politics

The skills required to pass the internal Unit Assessments will be tested throughout the course and in the prelim exam.

There will be an Extended Essay, to be prepared and written on any relevant title of the pupil's choice, before the main diet of examinations. This is worth 20% of the final assessment.

## **Home Economics** (*Head of Department: Mrs G A Madden*)

### **Hospitality - Practical Cake Craft: National 5**

The course comprises three mandatory units, including the added value unit. All units form a coherent whole, with learners' skills and related knowledge and understanding being systematically developed throughout the course.

- Cake baking
- Cake finishing
- Added value unit: Practical Activity

The course aims to enable learners to

- interpret a design brief
- carry out a practical activity to meet the requirements of a design brief
- develop skills in baking and finishing in the production of cakes and other baked items
- creatively apply finishing techniques to cakes and other baked items
- work safely and hygienically
- use specialist tools and equipment with dexterity and precision in routine and familiar tasks
- develop organisational and time-management skills
- have the ability to evaluate both the product and the process
- have a knowledge of trends in the production of cakes and other baked items
- develop an awareness of the health impact of different ingredients used in cake production.

#### **Unit Assessments:**

**Cake baking:** Learners will be required to provide evidence of their ability to

- produce a range of cakes and other baked items
- work safely and hygienically

**Cake Finishing:**

- apply finishing techniques in a creative manner to a range of cakes and other baked items
- work safely and hygienically.

#### **Course Assessment**

To gain the course award, the candidate must pass all the required units including added value. In this course, added value will focus on challenge and application. The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the course. The activity will require learners to demonstrate their knowledge and understanding related to cake baking and cake finishing and to apply their skills in the production of cakes or other baked items.

There will be a nominal charge of £72 per annum.

Places will be limited and priority will be given to pupils who have completed Hospitality - Practical Cookery in F5. Pupils considering the course should also have some creative / artistic ability.

## **Hospitality - Practical Cookery: National 5**

The course comprises four mandatory units, including the value added unit. All units form a coherent whole, with learners' skills and related knowledge and understanding being systematically developed throughout the course.

- 1 Cookery skills, techniques and processes
- 2 Understanding and using ingredients
- 3 Organisational skills for cooking
- 4 Added value unit: producing a meal

The course aims to enable learners to

- 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 ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- 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.

### **Assessment**

To gain the course award, the candidate must pass all the required units including the added value unit. The added value unit determines the course grade.

There will be a nominal charge of £60 per annum for two practical classes per week.

### **Additional Award**

Pupils who successfully achieve a pass in the food hygiene element of the course will be presented for the Royal Environmental Health Institute of Scotland Elementary Food Hygiene Certificate.

## **Latin** (Head of Department: Mr E Faulkes)

### **Advanced Higher**

This course builds upon the work done in Intermediate 2 and Higher Latin and consists of three units:

#### **1 Translation**

Candidates will further develop their knowledge of the grammar and syntax of the Latin language. This will be done through the study of extracts from two of the greatest of Roman writers, the poet Virgil and the historian Livy. In the final exam candidates will be required, with the help of a dictionary, to translate an unprepared passage from each of these writers.

#### **2 Interpretation**

This involves the study of important works of Latin literature with a view to understanding the aims of the writers and the literary techniques which they employ. At the moment the area of Latin literature which we study is love poetry, mainly through the writings of Ovid, whose influence on later European culture, in particular literature and art, has probably been greater than that of any other Latin poet. In the final exam candidates will be required to answer questions about the content and technique of passages studied in class.

#### **3 Investigation**

As in other Advanced Higher subjects, candidates are required to write a 4000-word dissertation, which can be on any aspect of the Roman world and Roman culture which interests them.

Advanced Higher Latin is not listed in the column options: this will allow candidates to negotiate a suitable timetable with the department.

### **Higher**

This course involves three units, which will be studied in parallel:

#### **1 Translation**

This involves developing further the knowledge of Latin grammar and syntax acquired at Intermediate 2. In the external assessment pupils will be required to translate into English, with the help of a word list, a piece of Latin prose which they have not seen before.

#### **2 Verse Interpretation**

Pupils will read - partly in the original Latin and partly in English translation - the *Rudens* of Plautus (a Roman comic play) and in the external assessment will be required to answer a variety of questions which test their knowledge and understanding of the play.

#### **3 Prose Interpretation**

Pupils will read - partly in the original Latin and partly in English translation - extracts from the work of Cicero, the greatest and most famous of Roman prose writers. In the external assessment they will be required to answer a number of questions which test their knowledge and understanding of what they have read.

## **Managing Environmental Resources** (*Head of Dept: Miss J L Stewart*)

### **Higher**

The Managing Environmental Resources course is delivered jointly by the Biology and Geography departments who teach one-third and two-thirds of the course respectively. The course is particularly, but not exclusively, suited to pupils who have already obtained Standard Grade or Higher Geography or Standard Grade or Higher Biology.

MER provides a balanced consideration of the environment, from a mainly national perspective, through the study of natural resources, ecology and land use. It seeks to demonstrate the interactions taking place between people and the environment through the principles of ecosystems and contemporary resource use. The implications of these interactions for the future well-being of the environment in its widest context are a central theme of the course. The course will contribute to students' environmental education by helping to promote an awareness of current issues such as biodiversity and sustainable development. The course comprises three units, each subject to a Unit Assessment:

#### **1 Natural Resource Use (Geography)**

- Renewable, non-renewable, recyclable and non-recyclable natural resources
- Sustainable resource use and management of waste with regard to domestic, rural and industrial practices
- Renewable and non-renewable sources of energy
- Sustainable development principles and initiatives
- Sustainable use of resources in an international context.

#### **2 Investigating Ecosystems (Biology)**

- Representative features of the main plant and animal phyla
- Habitat types and related communities
- Nature and properties of soils
- Dynamics of ecosystems including food chains and webs, energy transfer, effects of abiotic and biotic factors, nutrient cycling, population dynamics and succession
- Negative effects of human activity on ecosystems and possible improvement strategies.

#### **3 Land Use in Scotland (Geography)**

Development of land and water uses including

- Current land and water uses
- The influence of European, national and local policies, agencies and legislation in the control of land and water use
- Changes in land and water use
- Effects on the environment of land and water use.

Grading of the course award is based on performance in the external examination.



## **Mathematics** (*Head of Department: Mr G A Mordente*)

### **Advanced Higher**

A pupil may choose to do AH Mathematics and / or one from a choice of two AHs in Applied Mathematics; either Statistics or Mechanics. Each of these SQA qualifications requires the study of 3 units. These units will be internally assessed at the minimum competence level, and progression will depend on success in the outcomes within units. A final external exam will be used to test all 3 units studied.

Pupils may also choose to do two units of interest to them but not sit a final exam. For example, some medical applicants might find the Statistics units useful but do not require the final qualification. It should be noted that these successfully completed units will appear on the final SQA certificate.

### **Mathematics (3 units) – Ma 1, Ma 2, Ma 3**

Students are offered a broad course in Mathematics, which meets the needs of pupils pursuing a wide variety of post-school studies and careers. These units contain both pure and applied Mathematics, allowing pupils to appreciate the power and diversity of the subject.

### **Applied Mathematics (3 units in total):**

#### **Statistics (2 units) – St 1, St 2**

An introduction to the methods of collecting, presenting, analysing and interpreting data. Particular emphasis is given to clarifying assumptions and the questioning of validity of conclusions. Data from a variety of real sources will be studied, including market research, experimental design and life expectancy.

#### **Mechanics (2 units) – Me 1, Me 2**

Intended to be of interest to prospective students of Engineering, Physical Science and Mathematics. The course builds on knowledge gained in Physics, applying Mathematics in both modelling and solving problems relating to the physical world.

#### **Maths for Applied Maths (1 unit) – MfAM**

This unit allows pupils to study selected topics from the AH Maths course which are relevant to the Applied Maths units. This unit, combined with either Statistics or Mechanics, makes up the Applied Maths Advanced Higher qualification.

## Higher

While Mathematics is an important discipline in its own right, its ever-increasing applications in such a wide variety of other fields mean that a qualification at Higher can open doors to many careers. As a good pass at this level commands considerable prestige, a prime objective would be to seek the best possible award for every pupil. We would also wish to give some insight into the structure and power of mathematical thinking and mathematical language and ensure that pupils with such a range of future needs acquire the necessary knowledge and skills for their next stage.

The development of the Higher Grade course has been firmly based on the aims and objectives of Standard Grade Mathematics. It is the intention to create opportunities for discussion and investigation as well as exposition by the teacher and consolidation of skills. Wherever possible, new skills and concepts will be introduced within a context and, when suitable, through an investigative approach to a real problem. The main areas of content are Algebra, Analytic Geometry and Vectors, Calculus and Trigonometry.

The Higher course is made up of three units. Each unit is internally assessed at the minimum competence level, and progression will depend on success in each of the outcomes.

An external exam at the end of the course is used to test all three units. It should be noted that both internal and external assessments must be passed to gain an overall award.

## **Modern Languages** (*Head of Department: Mr N A MacKinnon*)

### **Advanced Higher – French / German / Spanish**

The Advanced Higher courses follow on specifically and deliberately from Higher both in design and content. Study of a language at Advanced Higher will allow students to develop confidence in their ability to communicate in the target language on cultural topics, current affairs and issues of general interest. The skills of expressing opinions and exchanging ideas learnt at Higher will be developed further in keeping with their greater maturity and language proficiency.

The Advanced Higher courses are designed to appeal to a range of students, not just potential linguists. The value of an award at this level as an ancillary skill and in terms of future employment prospects cannot be over-estimated.

### **Course details**

Each course consists of 2 units:

- The **Language** unit (80 hours) is designed to develop the relevant skills and competencies, in the context of three broad themes related to current affairs:
  - topical issues
  - personal and social issues
  - environmental issues.
- The **Extended Reading / Viewing** unit (40 hours) focuses on the study of modern literature, film, drama or a background topic.

A further 40 hours are allocated for induction, support, preparation, internal assessment and practice for external assessment. Additionally, candidates have to complete two pieces of written work for the Folio (see below).

Successful completion of the course will enable progression to higher education (HNC / HND / Degree) and employment in such areas as the arts and social sciences, hospitality, catering and tourism, languages, law, IT, business and the media.

### **Assessment**

Assessment is seen as an integral part of the learning and teaching process, with Unit Assessments covering the four skills of Speaking, Reading, Listening and Writing. External assessment will provide the basis for grading attainment in the course award.

### **Folio**

A folio of work relating to the content of the optional unit will be externally marked for external course assessment. For candidates taking the Extended Reading / Viewing option, the folio will consist of two essays in English, of approximately 750 words each.

## **Higher - French / German / Spanish**

Europe today is characterised by increasing mobility of pupils, tourists, workers and professionals, and business and industry which operate in a competitive international context. The possession of foreign language competence by Scotland's pupils, of whatever age, is of great importance. Our young people must be enabled to access the increasing range of study and employment opportunities opening up in Europe through attaining basic competence in a language other than their own. They should also be able to compete for positions of employment in this country against the foreign language skills of their counterparts from other countries.

A course award at Higher in a foreign language will allow pupils to use the language independently with both confidence and flexibility, in both familiar and unfamiliar situations, and exploit the foreign language in a variety of ways, which might include:

- using their language skills for specific purposes, such as study of other subjects such as science or medicine abroad as part of a British degree, or interacting at an appropriate level with speakers of the language within an employment context
- drawing on the experience of grammar and practical language strategies to learn a different foreign language
- communicating with similarly educated foreign contemporaries
- using acquired language skills to access media in the target language, including TV programmes, films and magazine articles, to broaden horizons and for personal enjoyment.

### **Course details**

The course consists of two units, the first designed to develop the relevant skills and competencies within the context of three broad themes:

- Lifestyles
- Education and Work
- The Wider World.

The second unit focuses on extended reading: usually a 20<sup>th</sup>-century novel or play, possibly in conjunction with a related film.

### **Assessment**

Assessment is seen as an integral part of the learning and teaching process, covering the four skills of Reading, Listening, Speaking and Writing, and the pupil's ability to use these skills in appropriate ways within familiar contexts. For a full award, the candidate must obtain a pass in all the Unit Assessments plus the external exam, which will provide the basis for grading attainment in the course award.

## **Russian**

### **Higher / Intermediate 2**

The opportunity is offered in F6 to take a 'crash' course in Russian leading to a pass at Higher / Intermediate 2. Entry requirements for this would normally be success at Higher level in another language, coupled with a commitment to learning a substantial quantity of grammar and vocabulary over a short period.

### **Course structure**

The course begins with first and second year textbooks, which are completed by November. Thereafter the pupils work from previous Standard Grade and Intermediate 2 materials, starting work at Higher level by January if appropriate. Much of the latter part of the course is delivered on handouts tailored to the specific requirements of achieving competence in particular skills in a short time, and it will be necessary for pupils to devote time at home both to worksheets designed to practise grammar and to past examination papers. In addition, the Extended Reading component requires the pupils to undertake a written assessment on a short novel which they have read.

### **Assessment**

As in other languages at this level, pupils must obtain a pass in all internal Unit Assessments which cover the four skills of Reading, Listening, Speaking and Writing.

The timescale of the course means that these will be undertaken over a short period in March and April, when pupils have attained the required standard, rather than being spread out throughout the session. The external examination, in late May, follows the normal pattern of testing and grading Reading, Listening and Writing.

### **Why study Russian?**

The study of the most widely-spoken language of the Slavonic family may afford pupils who foresee a career in business the opportunity to take advantage of huge developing markets, while for those who are interested in the structure of language, the aspects of the Russian verb reveal a grammatical base which is quite different from that of the more familiar Romance languages. Russian is also an inflected language; nouns, pronouns and adjectives have case endings, as in Latin. A pass at Higher / Intermediate 2 in a one-year course will be evidence both to universities and to prospective employers of a lively brain with a commitment to learning.

## **Modern Studies** (*Head of Department: Mr G J Rennet*)

### **Advanced Higher**

This course is available to pupils who have already passed Higher Modern Studies or who have gained an A or B pass in a related Higher subject. The ability to construct a competent essay would be advantageous. The majority of pupils in past years have taken this as a 'crash' course and it is not a prerequisite to have already taken a Modern Studies course.

### **Course description**

This is a 120-hour course, which is divided as follows:

- Political / Social Issues and Research Methods (content) - 80 hours
- Practical Research (dissertation) - 40 hours.

The study theme for the course is 'Comparative Politics'. This is based on a study of at least two from the following four contexts, making reference to the UK, USA and Scotland:

- Functions of Political Parties (possibly an optional extra)
- Functions of Elections
- Decision-Making in Central Government
- The Politics of Influence.

Research methods are integrated within the chosen study theme and contexts. An understanding of research methodology will be required to pass the examination.

### **Practical Research (dissertation)**

This 40-hour unit will require independent research of a topic related to the content being studied. A variety of investigative skills and research methodology will be used. The depth of study required for each topic, plus the writing of extended analytical answers and the planning and completion of a well-researched and structured report gives students an excellent preparation to meet the rigours and challenges of further education.

### **Home study**

2/3 hours per week on content-related study and assignments as well as the completion of the dissertation. A willingness to follow current affairs is essential.

### **Assessment**

The final examination lasts three hours. It will consist of two parts:

- Content / analytical questions (2 essays) - 60 marks
- Research methodology - 30 marks.

Practical Research unit (dissertation): 45 marks.

Final dissertation: 4000- 5000 words.

## Higher

Higher Modern Studies looks at what is happening in the world today, both at home and abroad. Themes covered include government, politics, human rights, minorities, gender, race, poverty, health and wealth.

The Higher course has 3 study themes:

- **Political Issues in the UK**, covering the workings of government, pressure groups, the media, electoral systems and voting behaviour.
- **Social Issues in the UK**, which analyses income, health and wealth issues. This theme also contains the Decision-Making Exercise in which the pupil analyses various sources and presents a report.
- **International Issues**, which focuses on current political and social issues in the USA.

## Study methods and resources

Modern Studies takes full advantage of the incredible range of resources available today. As well as newspapers, periodicals and videos, IT is fully integrated into the courses at appropriate points. The emphasis is very much on independent learning and it is **essential that the pupil follows current affairs** through the media and Internet.

## Assessment

There is one formal exam containing 2 papers:

- 3 study themes (4 essays) - each 15 marks
- Decision-Making Exercise - 30 marks.

There are 5 Unit Assessments.

## Intermediate 2

As in Higher, Intermediate 2 looks at what is happening in the world today, both at home and abroad. Themes covered include government, politics, human rights, minorities, gender, race, poverty, health and wealth.

There are three 40-hour units:

- **Political Issues in the UK** in which the study theme is 'Power and Influence in Decision-Making'. This includes a study of National Government, the Scottish Parliament and the role of pressure groups.
- **Social Issues in the UK** in which the study theme is 'Equality in Society – Wealth and Health'.
- **International Issues** in which the study theme is the USA, focusing on inequalities and the steps being taken to resolve them.

Study methods and resources are as for Higher.

There is a single externally-set assessment of 2 hours' duration, much of which is source-based.

## **Music** (Head of Department: Mr L Steuart Fotheringham)

In F6 Music may be studied at Advanced Higher, Higher or National 5. It may also be possible for pupils to undertake free standing units (p51).

All of the courses are designed to serve the needs of candidates who wish to study music as part of a general education, to pursue an interest in music, or intend to follow a career in music. Throughout the course the study of music will provide increasingly sophisticated development of musical skills through a wide range of challenging experiences.

### **Advanced Higher**

Candidates will opt for one of two course models:

**Music with Performing** or **Music with Technology**.

#### **Music with Performing**

##### **1 Performing (60%)**

- Candidates will be required to prepare a recital of music, solo and / or in a group, on one instrument, at a minimum level equivalent in standard to Associated Board Grade 5 for Advanced Higher.
- Candidates may either perform on a second instrument as above or undertake a course in accompanying on piano, clarsach or guitar.

##### **2 Composing (pass / fail)**

- Candidates will demonstrate the creative use of compositional techniques in a folio of pieces of music.
- Candidates will provide a programme note and audio recording for each composition.

##### **3 Listening (40%)**

- Candidates will demonstrate discriminatory awareness of musical concepts.
- Candidates will demonstrate an understanding of musical literacy and notation.
- At AH level candidates are required to submit a commentary of between 1500 and 2000 words relating to the study of two or more works or movements which allow for detailed and in-depth analysis.

#### **Music with Technology**

##### **1 Technology and Performing (60%)**

- Candidates will be required to prepare a recital of music, solo and / or in a group, on one instrument at the prescribed level as above.
- Candidates will demonstrate a secure understanding of the Sound Engineering concepts and techniques involved in recording on multi-track equipment within recordings produced.

##### **2 Composing (pass / fail) - as above**

##### **3 Listening (40%) - as above**

**NB** Due to the high weighting of performing, **candidates are required to receive instrumental / vocal instruction in school** from a member of staff who is fully conversant with the requirements and standards of the courses. There will be no tuition fee for those instruments which are being examined.



## **Higher**

The Higher course is designed to serve the needs of pupils who wish to study music as part of a general education, to pursue an interest in music, or intend to follow a career in music. Throughout the courses, the study of music will provide increasingly sophisticated development of musical skills through a wide range of challenging experiences. The courses will give pupils a sense of historical perspective on the music they listen to and help place it in context. Pupils' participation in ensembles and concerts in the Music department will be enhanced by their having a better understanding of the music they are performing.

The courses consist of three examined units:

### **1 Performing Skills**

Pupils will be required to prepare a recital of music in a range of styles on two instruments (or one instrument and voice) equivalent in standard to Associated Board Grade 4. Please note that pupils are required to receive instrumental and/or vocal instruction in school from a member of staff who is fully conversant with the requirements and standards of the course. There will be no tuition fee for those instruments which are being examined.

### **2 Composing Skills**

Pupils will have to demonstrate the creative use of compositional techniques in a folio of pieces of music and to provide a programme note and audio recording for each composition. They will gain an understanding of how composers create music in different ways, what influences and inspires the work of musicians and composers and how to use music as a means of communication and expression.

### **3 Understanding Music**

Pupils will learn the history of music from c1550 to the present day. The course will encompass all styles of music from classical, jazz and Scottish to popular, and pupils will develop an informed sense of historical background. Learning takes place primarily by listening to music and familiarising pupils with how each style sounds different. Pupils will learn music terms and be able to apply them to recordings of unfamiliar music, and will learn about the social and cultural influences on the distinctive sounds and structure of specific music styles. Fluency in reading and understanding musical notation is desirable.

## **National 5 Music Technology**

This course is designed to serve the needs of pupils who wish to study the technology behind music recording, its history and the music associated with it. Pupils will also be able to develop their skills in using and being musically creative with recording equipment, such as microphones and mixing desks, as well as with computer software. Pupils' participation in ensembles and concerts in the Music department will be enhanced by their having a better understanding of the music they are performing.

The course consists of three examined units:

### **1 Music Technology skills**

In this Unit, pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software, learning to capture and manipulate musical sounds. Pupils will explore a range of uses of this technology through practical activities, such as multi-track recording, mixing and production of a live performance.

### **2 Understanding 20<sup>th</sup>- and 21<sup>st</sup>-century Music**

In this Unit, pupils will develop knowledge and understanding of 20<sup>th</sup>- and 21<sup>st</sup> century musical styles and genres, and an understanding of how music technology has influenced and been influenced by musical developments of the era. Pupils will learn relevant musical and technical terms and be able to apply them to recordings of unfamiliar music in addition to developing a broad understanding of the music industry and the implications of intellectual property rights.

### **3 Music Technology in context**

In this Unit, pupils will use music technology skills to create their own music appropriate for a range of contexts such as: live performance, radio broadcast, composing for film, television themes, television adverts, and computer games.

## **Philosophy** (Head of Department: Mr D J Goodey)

### **Higher / Intermediate 2**

Philosophy, literally translated, means 'the love of wisdom'. As such, philosophers are generally people with a burning desire to know things. Most commonly they want to know 'Why?' Socrates was one such philosopher, who, in Ancient Greece, was sentenced to death for what was auspiciously charged as 'corrupting the youth' and impiety because he dared to ask 'Why?' Why do we believe the things we do? Why are we here? Is there a purpose to life? What can we know for sure? Is the life I experience real or am I only dreaming? Is the mind separate from the body or will I die when my body ceases to function? If you have ever felt insecure about your existence or have dared to ask 'Why?', then perhaps Philosophy is the subject for you.

Socrates famously said, 'The unexamined life is not worth living.' Philosophy examines life and that which gives meaning to life. Pupils will be encouraged to develop philosophical thinking as a mode of enquiry applicable in wider contexts. An important aim of the units and course is to encourage pupils to engage with various ideas and issues that develop their thinking and reasoning skills and contribute to aspects of their personal, social and intellectual development. The skills gained are readily applicable in a wide range of careers in which strong analytical and perceptive thinking are required.

#### **1 Critical Thinking and Metaphysics**

Critical thinking is the study of arguments. What are arguments composed from? What distinguishes a good argument from a bad one? When should one find an argument compelling? How should one seek to offer arguments in support of one's beliefs? Metaphysics will then use critical thinking to examine our own existence by considering whether we are actually free to make our own choices in life or whether we are predestined in some way such that some things are inevitable and fate rules our destiny.

#### **2 Epistemology**

Epistemology is the study of knowledge and raises the question of whether or not knowledge is possible. Can we ever say anything for certain or are all so-called 'facts' nothing more than opinions?

#### **3 Moral Philosophy**

Moral Philosophy is the study of moral judgements and what we use to justify our claims of right and wrong. Are some things inherently morally wrong or are all moral claims nothing more than a statement about what is beneficial or detrimental?

At both Intermediate 2 and Higher levels the course comprises the above three units. To gain a unit award, pupils must pass the individual Unit Assessment. To gain the course award, pupils must pass all the Unit Assessments as well as the external assessment.

It should be noted that these two levels will run as one class and pupils will be presented at the level which is, in the estimation of the Head of Department, appropriate to them.

## **Physical Education** (Head of Department: Mr A A Campbell)

### **Higher / Intermediate 2**

Higher and Intermediate 2 Physical Education involve both practical performance and classroom-based theory lessons.

Performance is the prime focus of the courses.

Practical experiential learning provides the opportunity to develop high standards of performance.

The theory side, which will involve the use of IT skills, allows pupils to gain an in-depth knowledge and understanding of practical performance and the ways in which it can be improved.

### **Recommended entry**

Pupils who wish to study Physical Education are expected to demonstrate the following:

- evidence of participation in extra-curricular sport for the school over a number of years
- evidence of previous experiences in a wide variety of sports
- for entry to the Higher course, a pass in Higher English or a high pass at Intermediate 2.

### **Course**

While the activities included in the courses can be negotiated, facilities place certain restrictions on which sports can be covered. It is envisaged that badminton and basketball will form the backbone of the practical work. Individual expertise will however be taken into account and where possible accommodated.

The courses comprise two mandatory units as follows:

#### **1 Performance**

Candidates' performance will be internally assessed with the dual purpose of determining both unit achievement and course achievement. Performance should be assessed in each candidate's best two activities from the course.

#### **2 Analysis of Performance**

This element of the course is assessed externally by means of a written examination of 2½ (Higher) / 2 (Int 2) hours' duration. The examination paper will be grouped into four sections corresponding to the four areas of Analysis of Performance, which are:

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

<b>Assessment</b>	Higher	Int 2
Performance	40%	50%
Analysis of Performance	60%	50%

It should be noted that these two levels will run as one class and pupils will be presented at the level which is, in the estimation of the Head of Department, appropriate to them.

## **Physics** (Head of Department: Mr J Darby)

Physics is the branch of science concerned with the properties of matter and energy and the relationships between them. Many apparently complicated things in nature can be understood in terms of relatively simple mathematical relationships.

Physicists try to uncover these relationships through observing, creating mathematical models, and testing them by doing experiments. The mathematical equations used in Physics often look far more complicated than they really are. Nevertheless, if you are going to study Physics, you will need to get to grips with a certain amount of Maths.

The Higher and Advanced Higher courses embrace traditional topics such as mechanics and electricity along with modern Physics, based on quantum theory.

### **Advanced Higher**

Advanced Higher Physics provides a progression from the Higher Physics course. It offers a challenging experience for students who wish to study the subject to a greater depth using mathematical models and techniques for describing the behaviour of nature. A project of independent practical research is an integral part of the course.

### **Recommended entry**

Students will normally be expected to have attained Higher Physics and Higher Mathematics.

### **Course details**

The course is made up of four mandatory units:

- **Mechanics**  
Kinematics, relativistic motion, rotational dynamics, gravitation, simple harmonic motion, wave-particle duality
- **Electrical Phenomena**  
Electric fields, electro-magnetism, self-inductance, forces of nature
- **Wave Phenomena**  
Waves, interference, polarisation
- **Physics Investigation**  
Each student:
  - selects and studies an experimental topic
  - collects and analyses the recorded information
  - maintains a record of the work
  - writes a report.

### **Assessment**

The Mechanics, Electrical Phenomena and Wave Phenomena units are each assessed by an end-of-unit test. One practical report, the submission of an investigation daybook and an investigation report are required from each student. The report for the Physics investigation is externally marked and is worth 20% of the total marks for the course award. To gain the award for the course, each student must pass all the Unit Assessments, investigation, practical reports and the external assessment.

The external assessment involves a question paper of 2½ hours' duration, worth 80% of the total marks for the course award.

## Higher

The Higher Physics course reinforces and extends the knowledge and understanding of the concepts of Physics and related problem-solving skills and practical abilities acquired at Intermediate 2, by providing a deeper insight into the structure of the subject.

## Recommended entry

Pupils would normally be expected to have attained Intermediate 2 Physics at Grade A or B.

## Course details

The course comprises three mandatory units:

- **Mechanics and Properties of Matter**  
Vectors, equations of motion, Newton's second law, momentum and impulse, pressure and density, gas laws
- **Electricity and Electronics**  
Electric fields and resistors in circuits, alternating current and voltage, capacitance, analogue electronics
- **Radiation and Matter**  
Waves, refraction of light, optoelectronics and semiconductors.

## Assessment

Each of the three units will be assessed by an end-of-unit test. One practical report is required from each pupil. To gain the award for the course, a pupil must pass all the Unit Assessments, the practical report and the external assessment.

The external assessment is a question paper of 2½ hours' duration.

## Progression

Qualifications in Higher and Advanced Higher Physics can each lead to a degree, an HND or HNC in Physics, Science, Mathematics, Computing or Engineering fields and to employment in related areas.

## **Religious, Moral and Philosophical Studies**

*(Head of Department: Mr D J Goodey)*

### **Higher / Intermediate 2**

Scottish society has, in large part, been shaped by its Christian heritage and influenced by the many world faiths which are followed by its citizens today. Non-religious philosophical traditions have also played an important role in this process. As a result, the people of Scotland today hold a wide range of beliefs and values which reflect this rich diversity of influence. Contemporary Scottish society can therefore accurately be described as both multi-faith and multi-cultural.

In such a society, it is of vital importance that each person has the opportunity to explore and strengthen his / her own beliefs and values in an atmosphere of tolerance and respect. This atmosphere can be fostered only if individuals also have understanding and appreciation of the different beliefs and values held by others. Recognition of shared values and goals strengthens individual communities and society as a whole; appreciation and tolerance of difference enriches society and the lives of all its members.

The course consists of three mandatory units as shown below. All pupils will have studied the Christianity: Belief and Science unit at Intermediate 2 in F4 as well as an additional RMPS unit, and will therefore be well prepared for this course. Pupils who gain a course award will benefit by developing the skills of analysis and evaluation, which are of relevance in a wide variety of subject areas. All pupils will also be in an ideal position to develop as mature members of society who can contribute from a position of understanding, tolerance and respect for others.

#### **1 World Religion**

This unit involves a detailed study of how the human condition, the goals of existence and the means of achieving these goals are understood in one religious tradition.

#### **2 Morality in the Modern World**

In this unit pupils investigate viewpoints on contemporary moral issues which are guided by religious belief and also those which are independent of religious belief.

#### **3 Christianity: Belief and Science**

This unit involves the study of a variety of contemporary relationships between Christian belief and scientific theory.

It should be noted that these two levels will run as one class and pupils will be presented at the level which is, in the estimation of the Head of Department, appropriate to them.

## **Technological Studies** (*Head of Department: Mr F Walker*)

### **Advanced Higher**

This course is offered only to pupils in F6 who have achieved a good pass in Technological Studies at Higher Grade.

The Advanced Higher Grade course in Technological Studies builds on the work studied at Higher Grade and consists of the study of four units:

#### **1 Applied Electronics** (40 hours)

This section of the course is based on sequential logic and control systems. The pupil's knowledge of operational amplifiers will be considerably extended and leads into the study of digital to analogue and analogue to digital converters.

In addition, practical and investigative skills will be further developed during the course by the design and construction of circuits using real and computer-simulated components.

#### **2 Systems and Control** (40 hours)

Pupils will learn to program control systems in Assembly language. This advanced use of microcontrollers reflects the use in industry of embedded control systems.

Microcontrollers will be interfaced to mechatronic systems and project activities will be carried out where time permits.

#### **3 Structures and Materials** (20 hours)

Pupils will study the effects of bending forces on beams and will carry out the mathematical analysis of those forces. The effect of shearing forces will also be studied. The Method of Sections will be used to find forces in complex framed structures.

#### **4 Project Enquiry Report** (20 hours)

Pupils will carry out an investigation and produce a detailed report to evaluate two technological solutions to a chosen problem.

Advanced Higher Technological Studies requires a proportion of independent work and provides an excellent preparation for those pupils who are planning to go on to engineering or technology-based courses at university.



## **Higher**

This course is offered to pupils in F6 who have achieved a Credit pass in Technological Studies at S Grade or who have a strong background in Maths and Physics at H Grade.

The Higher Grade course in Technological Studies consists of the study of four units:

### **1 Applied Electronics (40 hours)**

Pupils will develop an understanding of the function and operation of digital and analogue electronic devices and systems. In addition, circuits will be designed and constructed using real and computer simulated components.

### **2 Systems and Control (40 hours)**

Control systems using microcontrollers will be programmed, in a high level control language, while studying this unit. This use of microcontrollers reflects the current trend in industry. A data logging system will be used to take measurements and the recorded information will be transferred into a spreadsheet for further processing.

### **3 Structures and Materials (20 hours)**

Pupils will study the mathematical analysis of the effects of forces acting on structural systems. The testing of material properties will lead to the development of the pupil's ability to produce a specification for a structural component.

### **4 Case Study Report (20 hours)**

Pupils will analyse the development of an existing solution to a technological problem. A report will then be written which will allow pupils to develop their investigative skills.

Higher Grade Technological Studies is highly regarded by university engineering departments for providing pupils with a very useful range of skills and knowledge, and is a qualification for entering many engineering courses.

## Library and Information Centre

The School Library is an essential resource for F6 pupils, particularly for those who are undertaking dissertations and submitting folios as part of their SQA assessments. We can provide guidance on:

- Effective search strategies
- Making sure you avoid plagiarism
- Correctly referencing all sources used and writing a complete bibliography
- Efficient online searching
- Using all the resources in the library
- Using the careers library to make informed decisions.

See Miss McFarlane or Mrs Hutton any time you need assistance.

As well as offering a vast array of resources to help you, in F6 the library is also the perfect place to come to if you are looking for a quiet place to study. There is a selection of revision books in the library which will help you with exam preparation as well as offering tips and advice on study.

The IT facilities in the library are available all day, as long as there is no other class booked into the library to use them. Please ask a member of staff before you log on to a PC.

In F6 you are permitted to borrow 6 items from the library at any one time. As well as the general non-fiction collection, we have well-stocked departmental collections for History, Biology, Home Economics, RMPS and Computing. Any item borrowed from the departmental collections is on a one-week loan, as are the journals to which we subscribe. For a full list of these journals please see Miss Owens.

Remember that books also help you to relax and unwind and we have a separate section in the library specifically for pupils in Forms 4 - 6. This section is the Young Adult area and all books are easily identifiable by the red and white YA sticker on the spine. You will find books in here by Stephanie Meyer, Chris Ryan and Joanne Harris as well as Booker Prize shortlisted books.

We are open at the following times:

Monday to Thursday	8.30 am - 5.00 pm
Friday	8.30 am - 4.30 pm

F6 pupils are welcome at any time.

### **Become a Library Prefect**

Help with Junior School classes, displays, use the library scanner and more...

This year we are limiting the number of library prefects to 20 so sign up quickly to avoid disappointment.

See Miss McFarlane or Mrs Hutton.

## **Physical Education** (*Head of Department: Mr A A Campbell*)

### **Optional single period of PE**

This covers activities such as:

- Badminton
- Basketball
- Fitness Room
- Rounders
- Scottish Country Dance
- Soccer
- Table Tennis
- Tennis

### **Optional double period of games**

Games periods for F6 take place periods 7 and 8 every Tuesday.  
(Other options during these periods are supervised Private Study or Instrumental Music.)

This covers activities such as:

#### **Boys**

- Rugby
- Hockey
- Soccer
- Cricket
- Tennis

#### **Girls**

- Hockey
- Netball
- Dance
- Trampolining
- Tennis

#### **Mixed**

- Fitness Room
- Badminton
- Basketball
- Rounders
- Athletics

## Courses which may lead to National Units

In addition to their main timetabled subjects, pupils may, depending on timetable constraints and the viability of class sizes, undertake a variety of short courses, as follows:

### Art and Design *(Head of Department: Mr A Kerr)*

The courses on offer at Intermediate 2 level are:

- Computer Graphics
- Jewellery
- Sculpture

Each course will be process-based and will involve the production of finished pieces of work through the stages of:

- Investigation
- Development
- Solution

Each course will:

- Require two periods per week
- Be assessed by the SQA with the award certificated
- Engage pupils in using professional materials and processes, for example:
  - **Computer Graphics** will use 'Photoshop' which is one of the leading software packages.
  - **Jewellery** will involve using semi-precious materials such as copper and aluminium wire and sheet, and possibly silver.
  - **Sculpture** will involve using clay, as well as other materials, which will be fired and glazed.

As with all F6 Art and Design courses, these short courses will require a high degree of commitment, motivation and independence and also a mature attitude to work.

## **Drama** (*Head of Department: Mrs L M Drummond*)

### **Higher National Units**

This course option may appeal to pupils who enjoyed the Intermediate 2 Production unit and have an interest in theatre design or performing. Pupils will take part in a small-scale scripted production culminating in a presentation.

They will be able to choose two from the following units:

Theatre skills in performance	Theatrical design
Theatrical prop-making practice	Theatre stage management in practice
Theatre stage model set construction	Theatre stage sound operations
Theatre stage lighting operations	

These will be internally assessed; each can lead to a Unit award at Higher level.

### **Core skills**

The SQA has endorsed the units of these courses as having an established and inherent value in the following core skills areas: Critical Thinking, Problem Solving, Communication and Working with Others. These embedded skills will be of obvious value to all students, irrespective of their selected career path.

## **Latin** (*Head of Department: Mr E Faulkes*)

### **National Unit**

This is a beginners' course in Latin. Students taking this course will acquire a basic knowledge of the structure and vocabulary of the language, which could serve as a basis of further study later for students who find that at some point in their studies - e.g. in medieval history - they require a knowledge of Latin to pursue their subject in depth. It should also be of interest and benefit to students interested in languages such as French and Spanish, which are derived from Latin, and to students of English, well over half of whose vocabulary is derived from Latin.

The course requires two periods a week. It does not appear in the column options and the periods are to be negotiated independently. Assessment is by short tests taken during class time and a pass will be recorded on the student's Scottish Qualifications Authority certificate.

## **Music** (*Head of Department: Mr L Steuart Fotheringham*)

Pupils may undertake **Advanced Higher free standing units** in

- Sound Engineering and Production
- Performing (for those who receive instrumental instruction in school).

Further details are available from the Head of Music.

## **Enrichment Courses**

**A variety of enrichment courses will be offered, depending on the availability of staff. In session 2013-14, these included:**

**Digital Literacy** (*Head of Department: Mr S B McBride*)

**First Aid** (*Mr W Nichol*)

**Student Cookery** (*Head of Department: Mrs G A Madden*)

It is hoped that the above courses and others will run in 2014-15