

Introduction to subject choice

	<i>Page</i>
Intermediate	2
National 4 and National 5	3
Reasons for choices	4
A balanced curriculum	4
The process of choosing	5
Further advice	6
Subject choice timeline	7
Homework / Reporting / Co-curricular	8
Games / Instrumental Music / Learning Skills	9

Main certificate subjects

Art and Design	10
Biology	11
Chemistry	12
Classical Studies	13
Drama	14
Economics	15
English	16
Geography	17
History	18
Home Economics	19
Information Systems	20
Latin	21
Mathematics	22
Modern Languages - French, German, Spanish	23
Modern Studies	24
Music	25
Physics	26
Technological Studies	27

Additional subjects

Personal and Social Education	<i>No exam</i>	28
Physical Education	<i>No exam</i>	29
Religious, Moral and Philosophical Studies	<i>No exam</i>	30

Form

F3 subject choice 2012-13 (<i>provisional</i>)	31
--	----

Subject choice

During their first two years of secondary school, pupils will have been introduced to a number of subjects which they have not studied before. In Forms 1 and 2, all the subjects studied (except for the selection of Latin, German or Spanish) are determined by the School, but from Form 3 onwards pupils have the responsibility of choosing how they will spend more than half of their time in class. The purpose of this booklet is to give pupils and parents some guidance on how to make the best choice for them, and on where to seek advice if they are unsure what to do.

The Form 3 and Form 4 timetable provides all pupils with eight subjects which lead to national qualifications offered by the Scottish Qualifications Authority (SQA), either at National 4/5 or Intermediate levels, at the end of Form 4. The criteria on which departments choose to present pupils, either for National 4/5 or Intermediate, are primarily based on providing pupils with the optimum course for entry to Form 5 Higher.

In addition, all pupils will take Religious, Moral and Philosophical Studies, in which they may complete an additional unit qualification at Intermediate 1.

Detailed information on each of the main certificate subjects is given later in this booklet.

Ongoing assessments in school, which give an overall picture of a pupil's level of performance, are made by class teachers. These assessments are made at regular intervals, at times decided by the School, using guidelines provided by the Scottish Qualifications Authority.

The SQA also undertakes moderation to ensure that standards are being applied correctly from school to school.

The external examinations are held in May / June and certificates confirming awards made are posted to candidates in August.

Intermediate

There are two levels:

- Intermediate 1, which is broadly in line with the General Level at Standard Grade
- Intermediate 2, which more closely equates to the Credit Level.

Each Intermediate level is awarded at grades A to D (A - C are pass grades).

An Intermediate course is composed of a number of units, at the end of each of which pupils sit Unit Assessments. In common parlance both staff and pupils may refer to these tests as NABs (the materials derive from the National Assessment Bank). These assessments are SQA-derived and moderated but delivered within the school. The number of units per course will normally be three or four and each unit pass will be recorded on the pupil's SQA certificate.

If a pupil fails a Unit Assessment / NAB, parents will be informed and a date for re-assessment will be given. All of the internal NABs must be passed in order for the Course Award to be made; the final grade awarded will however be based on the external exam taken at the end of Form 4.

In some subjects, units are delivered sequentially and thereby spread throughout the two-year course; in others, units are delivered concurrently and the NABs are more concentrated into the second and third terms of Form 4.

If a pupil fails a second attempt at a NAB at Intermediate 2, there are two possible outcomes.

- In some subjects, where the Int 1 and Int 2 courses articulate, it may be possible for the pupil to 'drop down' and continue the course at Int 1.
- In other subjects, the Int 2 course may articulate with Higher and the content may differ too greatly from that of the Int 1 course for such a drop down to take place. In this case, the pupil will have the option to continue the Int 2 course with a view to gaining Unit Awards, although the final Course Award will not be available to them during that academic session. It may be possible to resit the failed NAB(s) at a future date in order to gain the Course Award.
- Departments in which the option to drop down to Int 1 is not available will indicate this on their subject pages.

National 4 and National 5

As of session 2013/14 there will be new national qualifications introduced, called **National 4** and **National 5**, which will replace over two years the current equivalent national qualifications: Standard Grade General and Credit levels, and Intermediate 1 and 2.

This will be followed by the phasing in of the new Higher qualifications from 2014/15 and the new Advanced Higher qualifications from 2015/16.

Please note: The High School of Dundee will move to these new F4 examinations at the time deemed by each department to be most suitable to ensure success for pupils.

The current situation (which may change in the light of further information from the SQA) is as follows:

Year of first presentation for National 4 / National 5 examinations
(replacing current Standard Grade / Intermediate examinations):

May/June 2014: Biology; Chemistry; Computing; Mathematics; French; Spanish; German; Modern Studies

May/June 2015: Art; Classical Studies; Latin; Drama; English; Geography; History; Home Economics; Music; Technological Studies

May/June 2016: Economics; Physics

Assessment of the new qualifications may include a combination of practical work, case studies, examinations and projects.

Courses at National 5 will include units assessed by schools, but for these qualifications, students will also have to pass an additional Course assessment which will be marked externally by SQA.

Units will be marked on a pass/fail basis.

Course assessment will provide the basis for grading attainment in the Course award, which will be graded A - D.

Subject choice for Form 3

Why must a choice be made?

It may be that pupils are enjoying and doing well in all of their subjects; nevertheless there is not time in the school day to continue the study of every one of them to the required depth. Many pupils will however, by the end of Form 2, identify some subjects in which they have less interest and / or poorer prospects of success. Furthermore, several new subjects, which did not feature on the Form 1 and 2 curriculum, become available in Form 3.

Is this choice important?

It is very important that pupils should think carefully about which subjects they wish to study next session - and equally important that they should think fully as to which they wish to discard. Whatever the choice is, pupils will have to study these subjects for at least two years (and the majority of them for three years). The subjects in which pupils will sit Highers in Form 5 and continue to Advanced Higher in Form 6 will in almost all cases be chosen from these subjects - and it is upon the results in Form 5 and Form 6 examinations that their options after school will depend. The eight main examination subjects in Form 3 and 4 reduce to five in Form 5. These would be expected to include English, unless in exceptional circumstances and with the agreement of the Deputy Head (Curriculum).

Does that mean the pupil has to have a career in mind now?

Not necessarily. Many pupils at the Form 2 stage have only a vague idea of what they wish to do after leaving school - and some of those who **think** that they know, may change their minds - more than once! - before the time comes to leave. The great majority of our pupils enter tertiary education - university or college - when they leave us. Entry to university is dependent on obtaining the number and quality of Higher passes required for particular courses. Entrance standards vary considerably, but in general it is true to say that the more popular the course, the more difficult it is to get in. Many courses also require a pass in a particular subject or in a particular type of subject, for example any of the sciences. Therefore so long as pupils follow a **balanced** curriculum, they should not disqualify themselves from any particular course. It is worth bearing in mind that currently over half of the careers which require a degree are open to graduates in any discipline.

What is a balanced curriculum?

The balanced curriculum is one which draws from the following modes:

- Language and communication
- Mathematical studies and applications
- Scientific studies and applications
- Social and environmental studies
- Technological activities and applications
- Creative and aesthetic activities
- Physical education
- Religion and philosophy.

- **English and Mathematics are compulsory.**
- **It is expected that subject choices will include a Science (Biology, Chemistry or Physics) and a language other than English.**
- **All pupils will take Games, Physical Education and RMPS and will also have one period per week of Personal and Social Education.**
- **Thereafter, parents and pupils may exercise freedom of choice.**

The process is outlined on the **Subject Choice Form**; an example is provided on p31 for information.

How do pupils decide which subjects to study?

This is a question to which there is no single correct answer. What is right for one pupil may be quite inappropriate for another. To answer this question, pupils must ask themselves three other questions:

- **Which subjects do I like?**

Pupils **usually** do better in subjects in which they have a real interest. The more a subject is studied, the more important this becomes. It may be argued that it is virtually impossible to study a subject at university if one is not enjoying it. Also, if pupils can find a balanced curriculum from subjects which they enjoy, they will find their school education as a whole a more interesting and exciting experience.

- **In which subjects am I doing well?**

Sadly, whether a subject is liked or not, if a pupil finds it very difficult or is advised that the prospects of satisfactory progress are poor, then s/he should not pursue the subject. This advice is particularly apt if, as a consequence of choosing that subject, another subject might be dropped in which good progress would be more likely.

- **Which subjects are likely to help in my future career?**

The importance of this question depends on the extent to which a potential future career, or perhaps a selection of possibilities, has been mapped out. It is a less important question than the other two **provided that pupils maintain a balanced curriculum.**

In choosing a possible career, pupils must pay attention to their strong and weak subjects. If a pupil is poor in the sciences, there is no point in him or her deciding to become a doctor. So answers should first be considered to the questions about academic strengths and about the prospect of a number of years of work in that discipline.

In science, Chemistry is generally regarded as the central science and combines naturally with Biology and / or Physics. The Physics and Biology combination has a more limited application if a pupil is considering a career in science.

Any pupil who may be considering a career in dentistry, medicine or veterinary medicine is most strongly advised to study all 3 sciences in order to keep that career option open.

Further advice

Each pupil has received information on subject choices during Personal and Social Education classes in Form 2 and this information should be borne in mind, along with what has already been stated in this booklet. Further advice is also available from a variety of sources:

In School

- General advice on subject choice should be sought in the first instance from the Guidance staff in the pupil's School House, who will be able to advise on the balance of subjects.
- Subject teachers (and if necessary the Heads of Department) will be able to give guidance, for their own subjects, on pupils' future prospects.
- Advice on future careers is available from Mr GMS Rodger. Useful information may also be obtained from the Careers notice boards (one in the Careers Library and one outside room MB11).
- A very comprehensive careers library is located in the School's library and information centre in Trinity. The careers library holds information on specific careers, employment opportunities and training and education requirements and is open to pupils from 8.30am until 5.00pm Monday to Thursday and from 8.30am to 4.30pm on Friday. Pupils may visit the library before or after school or at break times.
- Senior members of staff are also available for advice; for example Mrs Hudson and Mrs McGrath will help with information on university entrance requirements.
- In Form 4 all pupils will take careers aptitude tests undertaken by Futurewise Profiling and will receive individual feedback on these tests. They will also be given a considerable amount of information on careers in general.

Outwith School

Parents, other relations and / or friends of the family may be engaged in the kind of work in which pupils may be interested.

While is it the case that advice is very important and pupils should make every effort to get all the advice they can, in the end it is the **individual pupil's** career and **his or her** choice.

Pupils – and indeed parents! - should beware of advice which may be based on the adviser's dislike of a particular subject (just because he or she disliked a subject does not mean that someone else will) or on out of date information (university entrance qualifications may have changed since a pupil's grandfather went there!).

Negative advice, from whatever source, of the type that 'X is a useless subject' or 'Y is a waste of time' is almost always unhelpful and should, at best, be treated with great suspicion.

Subject choice timeline

November Subject choice / careers programme begins in PSE classes.

January **Tuesday 10th January 7 pm: Subject choice information evening** for parents.

Form 3 subject choice booklet available on the website
(a print version is available from the School Office on request).
This contains an example of the subject choice form for information.

Form 2 formal exams.

February Form 2 reports issued. Pupils have an individual interview with their Guidance teacher to discuss their subject choice for Form 3. At this interview they are issued with the actual form, which should be completed and handed in before the end of term 2.

March **Monday 26th March: Form 2 subject choice deadline.**

Please note that this deadline is important to the whole timetabling process and should therefore be adhered to. If an subject choice form is submitted after this date then it is possible that the pupil's preferred option choice will no longer be available.

The process of decision-making begins formally in January and gives 3 months for research and reflection. The submission date should be adhered to in order that the subject choices may be processed, in an attempt to satisfy every pupil's first choice of subjects. In the event of a subject being oversubscribed an attempt will be made to offer a subject from within the same mode and this will be discussed with both the parent and pupil.

General notes

Reporting

Progress reports on the attainment of pupils in Forms 3 and 4 are issued regularly. A schedule is published on the Parent Area of the website. In Form 4, a parents' evening and a full report are timed to link to the prelim examinations in term 2.

Homework

Homework and preparation are even more important than in the earlier years. Obviously the precise amount will depend on the ability of the individual pupil and the subjects chosen, but approximately 2 to 2½ hours per weekday evening is a reasonable guide.

Constant revision of notes and work covered in class is essential throughout both years of the course.

Co-curricular activities

As in earlier years, it is the view of the School that pupils will gain significantly by participating as widely as possible in the activities organised by the School outwith the classroom.

Pupils are expected to fulfil their obligations in sporting fixtures and are advised to participate as widely as possible in the various cultural and social activities which take place in the School. It will be very much to pupils' benefit if they can use their leisure time outside School in a similarly constructive fashion.

Pupils' participation and achievement in activities, both school-based and outside, will be used in references, including those for university entrance, and are often viewed in a very positive light both by universities and prospective employers. Pupils should therefore on no account underestimate the importance of these activities.

The Form 3 and Form 4 curriculum

As already stated in the introduction, pupils in Forms 3 and 4 take eight main certificate subjects, chosen from those on the following pages.

All pupils will take a double period of Games in addition to a period of PE.

Instrumental music

Tuition in instrumental music is offered on the basis of rota extraction, based on one 30-minute lesson on one or possibly two days per week. Any additional lessons can only be timetabled outwith normal classes where time permits.

If the number of pupils applying for instrumental lessons exceeds availability, the following priorities will apply:

1. Pupils with an SQA requirement in practical Music
2. Pupils from Form 6 down to Form 3 who are currently receiving tuition.

Learning Skills

The support of the Learning Skills department continues to be on offer to pupils in Forms 3 and 4.

This decision will have been discussed with parents, pupils and Guidance in advance.

Mrs P A Maxwell (Head of Department) will co-ordinate any specific support which a pupil *may require* in national examinations in consultation with the SQA.

Art and Design (*Head of Department: Mr G R Mackenzie*)

Art and Design builds self-confidence and encourages an independent outlook, and therefore makes a very important and significant contribution to pupils' personal development. It also offers opportunities to develop other essential qualities, such as initiative, resourcefulness and decision-making, all of which will be highly beneficial in the future, irrespective of chosen career.

Our Intermediate 2 course offers a wide range of activities and experiences and encourages pupils to appreciate the important role that Art and Design plays in our everyday lives.

The course consists of three areas of study:

Design Activity

Design influences our everyday lives much more than many appreciate. Designers play a major role in shaping our society – from the clothes we wear, the transport we travel in and the household objects we use, to advertising, television and the mass media. Design Activity enables pupils to undertake practical 'real world' design projects (advertising, furniture, environmental etc). As well as developing conventional skills, pupils make increasing use of new technology, such as computer graphics and digital photography.

Expressive Activity

Expressive Activity involves pupils in the creative process of exploring themes, developing personal responses and producing outcomes in painting, ceramics or sculpture. Pupils develop the ability to express their ideas and feelings in a visual context and to use a wide range of 2 and 3 dimensional media, including paint, pastel and clay.

Art and Design Studies

Art and Design Studies encourages pupils to express opinions on their own work and also on the work of relevant artists and designers. Pupils broaden their knowledge and understanding of Art and Design, and also develop analytical skills and the ability to make informed judgements. Pupils learn to access and process information from books and the internet, and visits to galleries are also arranged to enable original works to be viewed in context.

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

Through learning in Biology, pupils develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in Biology are needed across all sectors of society and the economy.

The Biology department offers a course of study in Form 3 and Form 4 which leads to presentation at both National 4 and National 5 Biology.

The course allows learners to understand and investigate the living world in an engaging and enjoyable way. It develops pupils' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for learners to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This enables learners to develop an informed and ethical view of topical issues. Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems.

The National 4 course will build on pupils' knowledge and skills acquired in Forms 1 and 2 and will consist of 4 units:

- Cell Biology
- Multicellular Organisms
- Life on Earth
- Added Value Unit

All units are internally assessed on a pass / fail basis with external verification by the SQA.

National 5 will build on pupils' knowledge and skills acquired in the National 4 course. The course consists of three units:

- Cell Biology
- Multicellular Organisms
- Life on Earth

All units are internally assessed on a pass/fail basis with external verification by the SQA.

To gain the Course Award, pupils must pass all the units as well as a coursework assessment and the course assessment external examination. The course assessment will provide the basis for grading attainment in the Course Award.

Pupils are expected to carry out regular homework as consolidation of the classwork.

Chemistry (*Head of Department: Mr D A Brett*)

The aim of the Chemistry course from Form 3 onwards is further to develop pupils' knowledge and experience of this subject; the science of the material world, concerned with the structure and interaction of all matter whether animal, vegetable or mineral.

Chemistry occupies a central position among the sciences. On the one hand it is linked with Physics through Physical Chemistry and on the other with Biology through Biochemistry. The working of living systems depends basically on chemical reactions. The study of Chemistry is, therefore, important for Biology, Medicine and Agriculture among other careers.

In Form 3 the study of Chemistry is a continuation of the work commenced in Form 1 and Form 2, but at a more demanding level. The work involves both self-paced learning using a resource-based approach and a variety of more formal direct teaching methods. This offers the pupils many opportunities to carry out the course experiments under close supervision, and to observe demonstration experiments.

The course is divided into 3 units and assessments will follow the completion of each unit.

The final assessment will be made up of a written examination (80%) and assignment (20%).

Classical Studies (*Head of Department: Mr J Meehan*)

This is a two-year course, preparing pupils for the Intermediate 2 exams in Classical Studies. The course, which is studied through the medium of English and does not require any knowledge of Latin or Greek, involves the study of three units.

The first of these units deals with **Greek Mythology** and concentrates in particular on Greek myths about the creation of the world and about the afterlife. Myths about the creation of the world involve such stories as how Zeus became the king of the gods by overthrowing his father Cronos and how the human race was created, including the story of Pandora, the first woman, who was sent down to earth with a mysterious box. The myths about the afterlife include some of the most interesting characters in Greek mythology, such as Charon, who rowed the souls of the dead across the River Styx, and the three-headed dog Cerberus, who kept watch in the underworld. These myths are enjoyable in themselves and give plenty of scope for comparison with beliefs about the creation and the afterlife in other cultures and religions.

The second unit is an **Introduction to Archaeology**. What do archaeologists do and how can we learn about the past from archaeological evidence? In this unit archaeology is studied with particular reference to what it teaches us about Roman Britain. What was life like there? There are a surprising number of Roman sites and museums with Roman material within travelling distance of Dundee and pupils will be taken to visit some of these.

The third unit involves the study of the **Greek Theatre**, an aspect of ancient life which has had a tremendous influence on later European civilisation. As part of our study we shall read Sophocles' work 'Oedipus the King', one of the most powerful of Greek dramas, which is still performed regularly today.

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

Law, Medicine, Politics 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.

Course

Pupils will follow a general Drama course in Form 3 in preparation for certification of Intermediate 2 in Form 4. Pupils will be internally assessed at the end of each of three units and presented for external examination, normally at Intermediate 2 level at the end of Form 4. The course will articulate with Higher Drama in Form 5 or 6 and Advanced Higher in Form 6.

At the end of Form 3, it may be possible for pupils to 'drop down' to take Int 1 in Form 4; but in this case it would not then be possible to be entered for Int 2 in Form 5.

1 Drama skills

Pupils will explore a negotiated topic, investigating a range of dramatic stimuli and participating in a variety of creative drama activities. Throughout, they will experience both language and movement activities. Pupils will then experiment with different drama forms and structures in order to devise an end product, such as a live presentation or a video programme. Each pupil will devise and direct others in a short piece of drama within the overall exploration.

2 Theatre production skills

The main focus of this unit is on the study of the theatre production team and the experience of a range of theatre production skills. This will include textual analysis and two others, selected from the following list: set design, lighting, sound, costume, props, make-up, acting, stage management and directing.

3 Production

In this unit, pupils will co-operate and participate in the staging of a small-scale production, based on a substantial extract from a full-length play or one-act play. This unit will be subject to external examination.

Entry

Prior experience of Drama is not required. It should, however, be noted that it is not a course in acting alone, and will involve significant assignment work; ability in written English is likely to be of benefit.

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 organisation; reviewing and evaluating; working with others. These embedded skills will be of obvious value to all pupils, irrespective of their selected career path.

Economics (*Head of Department: Mrs C A Laird-Portch*)

This Intermediate 2 course can be undertaken and awarded as a 'stand alone' award; it has also been specifically designed as a solid foundation for the study of Economics at Higher level. It should be noted that in this subject there is no facility to drop down to Intermediate 1. Please see paragraph on page 2.

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 Intermediate 2 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:

Microeconomics examines the basic economic problem of unlimited wants and limited resources and considers the way in which forces of supply and demand, operating through markets, bring about an effective system of resource allocation.

UK Economy explores the macroeconomic environment within which market behaviour occurs. It pays particular attention to factors such as inflation and unemployment and the government policies associated with them.

International Economy extends the coverage of the course to ensure that it takes account of the international nature of economic events looking at the position of the UK in international economic terms and pays particular attention to the economic aspects of the European Union.

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

Pupils will have acquired skills in analysis, literary appreciation and writing in Forms 1 and 2 and the aim of this course is to develop and extend these skills, to encourage a more in-depth study of English, with a view to gaining a National Qualification and, looking ahead, to prepare pupils for Higher English.

All pupils in Form 3 and Form 4 will follow an Intermediate course. The course consists of three units:

1. Language study, consisting of close reading and writing.
2. Literary study, consisting of textual analysis.
3. Personal study, which is the critical appreciation of a text of the pupil's own choice.

In addition to these units, throughout each year, pupils will study poetry, prose and drama which they will be expected to be able to discuss critically.

Assessment

Throughout Form 3, a continuous record of progress will be undertaken, by means of Unit Assessments and an end-of-year examination in close reading and the critical evaluation of literature.

In Form 4, the Unit Assessments at Intermediate 2 level **must** be passed if a full award is to be achieved. The Intermediate 2 award is completed by the external examination in close reading and the critical evaluation of literature, at the end of Form 4.

Notes

In a few cases, pupils may be advised to delay sitting Intermediate 2 until Form 5. These pupils will be presented for Intermediate 1 at the end of Form 4.

The Intermediate course is very full and requires a good deal of commitment. Formal homework will be issued on a regular basis and it is essential that this homework is submitted. In addition, pupils will be required to read widely and undertake revision of work covered in class.

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

Geography in Forms 3 and 4 is a two-year course of study, building on knowledge and skills developed in Forms 1 and 2 and leading towards the Intermediate 2 examination at the end of Form 4.

The principal aim of Geography at Intermediate 2 level is to develop an understanding of a variety of the human, physical and environmental aspects of the contemporary world. Pupils will develop an understanding of how people interact with their environment on a local, national and global scale. They will be encouraged to take an interest in and develop an understanding of environmental issues. Geographical skills of research, analysis, evaluation and presentation, including the use of IT will be used to support learning and pupils will learn to process information through maps, diagrams, statistical techniques and fieldwork. The study of geography at Intermediate 2 level will therefore assist pupils in developing a range of important transferable skills that can be applied across the curriculum.

Geography is a richly comprehensive subject with a scope which ranges from the pure sciences to the social sciences. This is reflected in the Intermediate 2 course where a wide variety of topics is studied within its three component units:

1 Physical environments

In this unit a selection of landscape types in Britain are taught, including river, coastal and upland environments and associated conflicts of land use and management are studied.

2 Human environments

Themes of population, settlement, industry and agriculture are explored within the context of developing and developed countries.

3 Environmental interactions

This unit has an emphasis on global issues and the human response to these. It includes the study of natural disasters, including hurricanes and earthquakes and development and health issues, including heart disease in the UK.

These units link well with the component units of Higher Geography and would therefore provide an excellent basis from which to progress to Higher in Form 5.

Throughout Form 3, a continuous record of progress will be undertaken, by means of Unit Assessments and an end-of-year examination. In Form 4, pupils will be expected to pass the Unit Assessments of Intermediate 2 before sitting the external examination during the SQA diet of examinations.

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

Pupils opting to study History at the end of Form 2 will prepare during Forms 3 and 4 for the Intermediate 2 examination in History.

The aims of the Intermediate 2 History course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, drawing conclusions and evaluating historical sources. These aims will be achieved through study of a range of contexts. All three units in the course have a common set of outcomes and performance criteria.

Throughout the two-year course the History department will seek to develop and progress the practices acquired by pupils in Forms 1 and 2. Topics will be broken down into issues, many of them controversial, on which pupils will firstly be invited to study evidence and context, before being asked to express opinions. Cross-curricular skills will once again be emphasised. Notably, reading and extended writing skills will be developed through research and mini-essays, which will help with a range of other subjects. Cognitive skills will continue to be explored and refined to improve pupil performance in assessments.

The course is divided into three units:

1. Immigrants and Exiles: Scotland 1830s -1930s.
2. Free at Last? Race Relations in the USA 1918 - 68.
3. In the Shadow of the Bomb: the Cold War 1945 - 85.

Assessment will take the form of:

- An extended response; an issue of the pupil's own choice which they can research
- A question paper including one short essay and several source questions on all three units.

Both elements of assessment are marked externally by the Scottish Qualifications Authority.

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

Hospitality

Practical Cookery - Intermediate 1

The Intermediate 1 course is offered to pupils as a four-unit course, delivered sequentially over two years.

In Form 3 pupils will complete the units:

- Food preparation techniques - an introduction
- Food hygiene for the hospitality industry

In Form 4 the units covered will be:

- Cookery processes - an introduction
- Organisation of practical skills

The course aims to develop candidates' personal effectiveness in using and managing resources in the context of health and food technology, adding to the important dimensions of self, family and society and opportunities to gain insight into the food and hospitality industries.

Through the study of health and food technology, candidates will

- acquire knowledge which may influence the quality of their lives
- develop and use practical and organisational skills
- develop information-handling skills
- develop a capacity to solve problems using a range of technological and other resources.

These skills also include the ability to work effectively as an individual, and as a member or leader of a team.

REHIS Certificate

Pupils who successfully complete the food hygiene unit will be awarded the REHIS; the Royal Environmental Health Institute of Scotland Elementary Food Hygiene Certificate.

Assessment

To gain the course award, the candidate must pass all the Unit Assessments as well as the Practical Assignment. The Practical Assignment will provide the basis for grading attainment in the course award.

A nominal charge for food is made; this is currently £45 pa for two practical classes per week.

Information Systems (Head of Department: Mr D G Smith)

Overview

Study of Information Systems is appropriate for general university entrance, entrance into computer-based as well as non-technical courses, pupils aiming for a Higher or Advanced Higher Computing qualification, as well as pupils who wish to have a range of general information technology skills to assist them in a wide array of careers.

Prerequisites

Although not compulsory, it is expected that pupils will have undertaken an introductory information technology course in Forms 1 and/or 2.

Units

This course consists of three units, each of which is completed by carrying out a series of practical tasks.

1 Using Information

This unit develops knowledge of how information may be organised and used with the help of a wide range of the most used software tools:

- word processing
- database management
- spreadsheets
- email
- web browsing
- graphics software

It introduces skills which will be useful across a large number of subjects, throughout college or university courses, and in a wide range of commercial areas.

2 The Internet

This allows pupils to develop an understanding of the structure and operation of the Internet. It addresses practical issues relating to Internet connections, use of Internet services and resources, and provides a means to explore current developments.

3 Database Systems

All commercial and social bodies need to be able to access stored information. This is done through database systems. This unit develops skills in the development and effective use of database systems.

Latin (*Head of Department: Mr J Meehan*)

This course is a continuation of the one followed by pupils taking Latin in Forms 1 and 2. During Forms 3 and 4 pupils will continue to work through the Oxford Latin Course in order to reach the level required for the Intermediate 2 Latin exam, which they will sit at the end of Form 4.

The first of the two papers of Intermediate 2 Latin consists of a passage in Latin which pupils will be asked to translate into English using the knowledge of Latin grammar which they have acquired during the course. Pupils will do this translation with the help of a word list.

During the course pupils will also read a number of extracts in Latin from Roman writers. At present, the extracts are from the writings of Virgil, who describes the adventures of the hero, Aeneas, including a descent into the underworld, and Cicero, a Roman lawyer, who in dramatic courtroom speeches attacks the villains of ancient Rome. These are two of the greatest of Roman writers; their works are not only interesting in themselves but have also had a huge influence on later European literature and culture.

In the second paper of the exam, pupils will be asked to answer questions in English about these extracts, to show that they understand what they are about and what they tell us about Roman life and Roman beliefs.

The Forms 3 and 4 Intermediate 2 Latin course continues to stress the influence of Latin on many other areas of knowledge, particularly the English language. Many of the words in English derive from Latin, and a knowledge of these will aid pupils in the understanding and spelling of English vocabulary. The process of translating from Latin into English should give pupils a better understanding of the structure of their own language and help them to write clear and effective English. The fact that many European languages are directly derived from it should facilitate the learning of these languages by pupils who have studied Latin. Latin is also widely used in scientific and legal terminology and is important for the study of many periods of history, including that of the Scottish Wars of Independence.

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

The courses, at National 4 or National 5, will motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations; developing confidence in the subject and a positive attitude towards further study in Mathematics. The course also develops skills in manipulation of abstract terms in order to solve problems and to generalise; it allows learners to interpret, communicate and manage information in mathematical form, imparting skills which are vital to scientific and technological research and development.

This course is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- some numeracy skills in number processes and information handling.

The qualification requires pupils to study and pass three internally assessed units, and a final external SQA exam. These units are:

- **Expressions and Formulae**
- **Relationships**
- **Applications.**

Units will be assessed in class and progression will depend on pupils passing all three internal assessments. On successful completion of the qualification pupils will study Mathematics at either National 5 or Higher level.

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

French
German
Spanish

Course

The course is designed to give pupils the opportunity to use a foreign language as a practical and effective means of communication, and to cope confidently with the language in real-life situations.

Emphasis is placed on those language skills most likely to be useful; understanding the foreign language, both spoken and written, and above all speaking it. Whilst fluency and confidence with authentic material is the main aim at this stage, grammar plays a large part in both understanding and speaking, and accurate writing in the foreign language is an integral part of the course.

The emphasis in the course book is on interactive work, both in listening and speaking, backed up by written exercises to confirm understanding. Whilst much has still to be learned by heart, there is now much more emphasis on using initiative. Dictionaries can be used and the accent is on speed and accuracy to get effective understanding and communication.

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

Overview

Modern Studies is a subject which looks at what is happening in the world today, both at home and abroad. Themes covered include political processes, voting behaviour, poverty / health issues and a study of topical issues in the USA. The synthesis of political, sociological and economic issues can be an excellent preparation for many courses offered at further education level.

Pupils learn through developing their knowledge and understanding of the contemporary world and through developing enquiry skills in relation to investigating, evaluating and interpreting contemporary local, national and international issues. Significant use is made of IT resources.

The course consists of three units:

1 Government and Decision-making in Scotland

- Decision-making for Scotland; the Scottish Parliament, the Executive, the powers of the First Minister, the work of a backbench MSP.
- Participation in the voting system; forms of participation, reasons for variations in voter turnout at elections, influence of the media and pressure groups on the political system and level of participation.
- Case Study; the influence of pressure groups on the political process.

2 Equality in Society: Wealth and Health in the United Kingdom

- Poverty; causes and consequences. The role in tackling poverty of: central government, the Scottish Parliament, local authorities, the voluntary sector and the private sector.
- Causes of ill health, causes of health inequalities and health needs in the UK. How these health needs are met by: central government, the Scottish Parliament, local authorities, the voluntary sector and the private sector.

3 International Issues: The United States of America

- Social and economic issues; main regional and cultural differences, inequalities in terms of employment, income, health, housing, education and law and order amongst ethnic minorities. Government responses to these.
- Political issues; inequalities of representation and participation in the political process by different groups and government responses to these issues.

Music (*Director of Music: Mr L Steuart Fotheringham - from August*)

The Intermediate 2 course is 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.

Candidates will opt for one of two course models; **Music with Performing** or **Music with Technology**. Each course consists of three units:

Music with Performing

- 1 Performing (60%)
 - Candidates will be required to prepare a recital of music, solo (or / and in a group) on one instrument equivalent in standard to Associated Board Grade 3.
 - Candidates may either perform on a second instrument as above or undertake a course in accompanying.
- 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.

Music with Technology

- 1 Technology and Performing (60%)
 - Candidates will be required to prepare a recital of music, solo or / and in a group, on one instrument, equivalent in standard to Associated Board Grade 3.
 - Candidates will demonstrate a secure understanding of Sound Engineering and Production concepts and techniques involved in recording on multi-track equipment. They will produce recordings which create, develop and refine musical ideas within a composition by the candidate or within an arrangement.
- 2 Composing (pass / fail as above)
- 3 Listening (40% as above)

Candidates 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.

Physics (*Head of Department: Mrs S H Fletcher*)

Intermediate 2

The Intermediate 2 course aims to provide opportunities to develop the pupils' knowledge and understanding of the concepts of Physics, the ability to solve problems and to carry out experimental and investigative work. The course will also provide those who wish to proceed to the Higher Physics course with a suitable basis for further study.

The course comprises four mandatory units, each subject to a Unit Assessment:

Mechanics and Heat:

- kinematics
- dynamics
- momentum
- energy
- heat

Electricity and Electronics:

- circuits
- electrical energy
- electromagnetism
- electronic components

Waves and Optics:

- waves
- reflection
- refraction

Radioactivity:

- ionising radiations
- dosimetry
- half-life and safety
- nuclear reactors

One practical report is required from each pupil. The external assessment is a question paper of 2 hours' duration.

Intermediate 2 Physics can lead on to Higher Physics.

Technological Studies (Head of Department: Mr C M Rose)

Technological Studies is an exciting subject. It is about understanding everyday technological devices which improve our lives and help us to control our environment. The Technological Studies Intermediate 2 course develops knowledge and promotes reasoning and the ability to analyse systems. Through the application of technology, pupils learn to simulate and construct solutions to technological problems. The course will be assessed by means of an external examination.

The course consists of the following units:

- 1 Applied electronics** in which pupils design, build and test electronic control systems. Systems controlled by light or temperature and microelectronics are investigated. Computer simulations are used throughout the course.
- 2 Systems and Control** teaches a way of analysing complex systems. The course develops an understanding of the inputs, processes and outputs and then moves into programmable control. This section teaches pupils to create programs that control a range of devices. The development of skills in computer programming is a major part of this unit.
- 3 Mechanical systems** investigates mechanical devices that are used to make life easier, for example, looking at how gear systems are used in mountain bikes. We also make use of pneumatic systems to control motion and systems such as bus doors, and robots are investigated.
- 4 Energy** investigates the way in which energy is used in everyday life and its impact on the environment. This element of the course covers energy sources including renewable energy.

How will Technological Studies benefit pupils?

We need to be able to adapt quickly to the rapidly changing technology we see around us. This course helps the pupil to keep pace with the changes in technology and engineering. Employers are now aware of the benefits of Technological Studies, as are universities, and at the Higher Grade this is one of the *recommended* qualifications for entry into a very wide range of engineering courses. In particular this course uses micro-controller technology, which is now used in everyday modern appliances. The course also allows pupils to show that they can apply learned theory, and teaches skills in information technology, numeracy and problem solving.

Additional subjects

Personal and Social Education

A Personal and Social Education programme is delivered to all year groups to complement the Guidance structure.

One period per week is allocated to the formal teaching of the subject. Classes are taken, as far as possible, by members of the Guidance team and occasionally outside speakers are involved.

The aim is to encourage positive personal and social development by increasing the pupils' self-awareness through the development of self-assessment and target-setting. Emphasis is placed on the skills of the course rather than the content e.g. working with others, informed decision-making, leadership, problem solving and so on. Included in the course is Careers Guidance as this is essential for effective Personal and Social Development.

Topics already covered in Forms 1 and 2 have included personal topics such as healthy eating and puberty as well as those concerning life in society today such as smoking, bullying and drugs. The Form 3 course reinforces these issues and introduces others which are relevant to an older age group.

The overall aim of the courses is to ensure that pupils are prepared to face the challenges which they will meet as individuals in modern society.

Physical Education (*Director of Sport: Mr A A Campbell*)

Girls

The scheme of work includes the following:

PE (single period)

- aerobics
- badminton
- basketball
- creative gymnastics
- Scottish Country Dance
- summer games
- volleyball

Games (double period)

- hockey / netball / dance / trampolining
- athletics / tennis / football / climbing (summer term)

Boys

The scheme of work includes the following:

PE (single period)

- badminton
- basketball
- fitness
- Scottish Country Dance
- summer games
- team games
- volleyball

Games (double period)

- rugby / hockey
- athletics / cricket / tennis / climbing (summer term)

Religious, Moral and Philosophical Studies *(Head of Dept: Mr D J Goodey)*

In Form 3, this core curriculum course seeks to build on established knowledge, understanding and personal awareness of values in providing pupils with opportunities individually to form mature, informed and justified moral commitments and philosophical beliefs regarding themselves and the world around them. The objective is to establish a critical and rational approach to exploring fundamentally important issues which confront people and society today, as well as encouraging an inquisitive and incisive disposition towards world affairs and the ethical implications of our own actions and those of our society.

In exploring philosophical beliefs, various world religions will be considered, as will a variety of contrasting and complementary belief systems. Pupils will be encouraged critically to examine and challenge these belief systems and question their own sense of identity and personal beliefs. Recognising that one's own beliefs and sense of mystery influences the ways in which one responds to metaphysical and moral issues in the world, pupils will be directed to explore the impact these beliefs have on their personal and moral commitments and the actions taken by government and society.

A portion of the course will include completion of an SQA accreditation at the Intermediate 2 level. The unit 'Morality in the Modern World' will be completed; this has been designed to provide a broad overview on issues of morality. This unit allows individual candidates to explore aspects of social issues and investigate them further, examining differing moral responses to these issues, while allowing candidates to form their own views.

This unit introduces pupils to some of the material and forms of philosophical debates addressed in Higher Philosophy and Higher Religious, Moral and Philosophical Studies in Forms 5 or 6. However, regardless of whether the pupil chooses to continue with studies in the department in Form 5 or Form 6, recognition of the unit completed will be on his or her permanent SQA record and provide a meaningful contribution in demonstrating to future employers and university admissions the well-rounded and intellectually developed academic background of the individual pupil.

Form 2 Subject Choice Form (for entry into F3)

All Form 2 pupils have been following a programme delivered during PSE classes that is designed to help them make informed decisions regarding subject choices for study in Forms 3 and 4.

Other elements of this programme have included an information evening for pupils and parents, a Full Report in each subject and an individual interview for each pupil with the relevant Guidance teacher.

In the light of data and advice obtained from this support process, you are now requested to enter your final choice of subjects for study in F3/F4 in the table opposite.

When completing this form, please follow these guidelines:

- English and Mathematics are compulsory and have already been entered
- It is expected that subject choice will include **a Science** (Biology, Chemistry or Physics) **and a Language other than English**
- Please enter six other subject choices, selected from those available in the F3 Curriculum Booklet, in **descending** order of priority
- NB: All pupils take PE, Games, RMPS and PSE; you therefore should not enter these among the subject choices.

Pupil name:

Registration group:

Priority	Subject
1	English
2	Mathematics
3	
4	
5	
6	
7	
8	

Parental signature:

Please ensure you return this form to your Guidance Teacher by Monday 26th March 2012.

Returns after this date will not be available for inclusion in the timetabling process, and subject choices may therefore be limited.