

Introduction to subject choice

	<i>Page</i>
Completion of general education	1
University entrance requirements	1
National Qualifications; Intermediate and Higher Assessment	2
Making the Choice for Form 5	3
Where to go for advice	4

Subjects

	H	I2	
Accounting		√	5
Art and Design	√		6
Biology	√		7
Business Management	√	√	8
Chemistry	√		9
Classical Studies	√		10
Computing	√		11
Information Systems		√	12
Drama	√		13
Economics	√		14
English	√	√	15
Communication with Literature 1 <i>(leading to Higher in F6)</i>			16
Geography	√		17
Graphic Communication		√	18
History	√		19
Hospitality		√	20
Latin	√		21
Managing Environmental Resources	√		22
Mathematics	√	√	23
Modern Languages; French, German and Spanish	√		24
Modern Studies	√	√	25
Music	√	√	27
Philosophy	√	√	28
Physical Education	√	√	29
Physics	√	√	30
Religious, Moral and Philosophical Studies	√	√	31
Technological Studies	√		32
Personal and Social Education <i>(no exam)</i>			33
PE and Games <i>(no exam)</i>			34
Form 5 subject choice form 2012-13 <i>(provisional)</i>			35

Introduction

Completion of general education

At the end of this session, Form 4 pupils will have completed four years of what has been a broad, general education in the Senior School. In the first two years all pupils followed a common course (the only choice being in languages) at the end of which they were required to choose eight certificate subjects to study through Forms 3 and 4. This stage of general education is brought to a close with the SQA Standard Grade and Intermediate 2 examinations.

At the start of Form 5, the number of subjects studied by each pupil is further reduced to allow a degree of specialisation.

Number of subjects studied

Each pupil in Form 5 will study five main certificate subjects, not necessarily all at Higher Grade. In addition, two periods per week are set aside to afford pupils the opportunity to opt in to additional studies such as adult First Aid, Instrumental Music and Physical Education. There is also one compulsory period per week devoted to Personal and Social Education, and all Form 5 pupils are required to attend Games.

Pupils must understand that success at Standard Grade / Intermediate 2 is not always a good predictor of success at Higher. It is of the utmost importance that they start to work seriously for the Higher Grade from the beginning of Form 5.

University entrance requirements

The importance of the Higher Grade examinations within the Scottish education system cannot be over-emphasised. It should also be noted at this point that the vast majority of pupils are now embarking on a two-year course through Forms 5 and 6 which will not only prepare the way for entry to college or university in terms of entry requirements, but will also help to prepare them for the academic demands of university study beyond school.

University entrance requirements are based on the number and particularly the quality of passes at Higher. **Many courses, especially those which require a higher entry tariff, anticipate that all Higher passes will have been obtained at one sitting.**

A pass at Higher is awarded in one of three grades:

A	over 70%	bands 1 and 2
B	60 - 69%	bands 3 and 4
C	50 - 59%	bands 5 and 6.

For the majority of courses, the minimum entrance rates are given in terms of three or four Higher passes, for example AAAB or AABB or BBBB, although for some highly competitive courses (Law, Medicine and Veterinary Medicine, or any application to Oxford or Cambridge being the most obvious examples) the number of A passes is crucial, with a current minimum 'going rate' of AAAAB or AAABB. Such

courses, and most applications to universities in England, may well also require the pupil to achieve AAA or AAB at Advanced Higher in Form 6.

The quality of the Higher passes is also important for less demanding courses and BBBB at one sitting is very much preferable to BCCCC. This has been emphasised by the Scottish universities this year, who have made it clear that for a number of courses, candidates whose four Highers in Form 5 include a C pass will not be made an offer. If the goal is to gain entrance to a course where four B passes are required, it may be wise to postpone sitting a very weak subject until Form 6. To this end, some departments make specific arrangements to offer pupils a two-year course to Higher in Form 6.

Work has already begun in Form 4, through the *Futurewise* profile, to raise awareness of these issues. This work will be continued in Form 5 with the *Course Finder* report in the spring. Pupils are actively and regularly encouraged to research their own preferred university / career choices and to keep up-to-date with their awareness of the appropriate entry qualifications. This point cannot be emphasised too strongly. **It is the responsibility of the pupils to carry out this research and to ensure that they do not find themselves under-qualified.** The most recent edition of the *Entrance Guide to Higher Education in Scotland* is available for reference in the School library, as is a wide variety of Further Education and Higher Education prospectuses. The UCAS website offers a comprehensive list in its Course Search facility, providing a guide to check the entry requirements, on the website of the relevant university, for every course for which an application is submitted.

National Qualifications; Intermediate and Higher

Intermediate 1 is broadly in line with the General Level at Standard Grade.

Intermediate 2 more closely equates to the Credit Level and is seen as a suitable course for those pupils moving towards Higher over two years.

Pupils who do not wish to attempt or who have been advised against taking five Highers in Form 5 may follow a mix of Higher and Intermediate 2 courses. This is a sensible and practical choice for many of our pupils and should not be construed as a second-best option.

Higher courses on offer at the High School may be continued to Advanced Higher in Form 6. Advanced Highers provide a deeper level of research, study and specialisation in fields often, but not always, directly relevant to a pupil's intended course of study at University. A high level of performance in Advanced Highers can in some cases secure a student's entry directly into the second year of certain university courses.

Candidates will receive a Scottish Qualifications Certificate, which records their achievements in National Qualifications courses at Higher and Intermediate 2, as well as any Core Skills. Candidates will also receive a Scottish Qualifications Record

which is a detailed record of all of the candidate's achievements, listing all the units and courses achieved in all qualifications awarded by the SQA, both in school and later in further education. These certificates are automatically updated each year by the SQA to record new achievements.

Assessment

According to the principle already familiar from Intermediate 2 courses undertaken in Form 4, all NQ courses will require pupils to sit Unit Assessments throughout the course before the final written examinations. 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 final 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 5.

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

- In some subjects, where the Higher and Int 2 courses articulate, it may be possible for the pupil to 'drop down' and continue the course at Int 2.
- In other subjects, the Higher content may differ too greatly from that of the Int 2 course for such a drop down to take place. In this case, the pupil will have the option to continue the Higher 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 which offer the option to undertake Int 2 in Form 5, either as a first choice or as a drop-down, are listed in the subject index on the inside front cover of this booklet. Pupils who have been successful at Intermediate 2 in Form 5 may go on to study that subject at Higher in Form 6.

End-of-course SQA examinations will typically consist of a single paper for each subject or two shorter papers taken within a morning or afternoon. School prelims normally mirror SQA procedures. Prelims will take place from late January 2013 and SQA exams begin at the end of April 2013.

Making the choice for Form 5

The Option Choice sheet

The subjects, and their levels, available in Form 5 next session are set out on the Option Choice sheet. As usual, a column arrangement is used; pupils must choose one subject and level from each of the columns numbered 1 to 5, with no column left blank.

A major factor governing entry to a subject at Higher is the level of attainment achieved in Form 4; Credit at Standard Grade or an A-C pass at Intermediate 2.

The subjects are arranged in such a way as to allow a very wide range of individual choices. It should be borne in mind that the resources of the School are not infinite and therefore it may not be possible for every potential combination of subjects to be available.

Some important factors

There are several factors which should be taken into account before choices are finalised. The first of these is the pupil's ability to cope with each subject. Maximising good passes and minimising the chance of fails has already been stated as a prime concern, and this must be borne in mind when considering both the choice of subjects and the number taken at Higher level in Form 5. Pupils must be realistic in their aims and be aware that changes of course in mid-session are discouraged and often unlikely to be possible. Before opting for a Higher course, pupils should also consider how well they are doing in each element of the subject at Standard Grade or Intermediate 2. Advice on the relative importance of each element is available from class teachers and Heads of Department.

Personal preference is another important consideration. Pupils are much more likely to be successful in subjects which they enjoy. There is also the need to maintain an awareness of the requirements of possible future university courses, or, if these are not clear at this stage, then it is advisable to choose as wide a range of subjects as possible in order to keep later options open.

Where to go for advice

There are various avenues open to pupils before making their choices.

- A first should be the subject teacher or perhaps the Head of Department who will be able to offer sound advice, based on experience, on the likely chance of success in that subject.
- A second avenue is the relevant member of the Guidance or Careers staff, who will be able to offer advice on the number of Highers which should be taken and also with the balance of subjects.
- The direct advice of the Head of Department must be sought by any pupil considering studying a subject at Higher which they have not studied in Form 4. Such a choice is not generally recommended by the School.
- The Highway and the Parent Area of the School website both contain a number of documents designed to assist with the UCAS application process in Form 6, including subject-specific booklists and advice on entry requirements for certain courses. These may also apply to Form 5 subject choice and should be consulted at an early stage.

Senior members of staff are available for advice on more complex problems:
Mr Illsley for timetable or combination of subject difficulties
Mrs Hudson and Mrs McGrath where college and university entrance requirements are involved.

All pupils will, in due course, have individual interviews with Guidance Staff to discuss subject choice.

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

Intermediate 2

Why 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 will consist of two units, each subject to a Unit Assessment:

1 Financial Accounting:

- The role of the financial accountant
- Completing business documents, such as bank statements and invoices
- Calculating trade and cash discounts
- Recording financial information in ledger accounts, correcting errors and using a suspense account
- Updating a bank account and preparing a bank reconciliation statement
- Preparing a petty cash statement
- Different types of business ownership
- Preparing final accounts for sole traders, partnerships, limited companies, and not-for-profit organisations
- Calculating and understanding accounting ratios.

2 Management Accounting:

- Calculating, describing and controlling business costs
- Preparing cost statements
- Applying break-even analysis and decision-making techniques
- The benefits of using information technology in management accounting
- Using a spreadsheet as an accounting tool
- Preparing a cash budget for the purposes of planning and control.

Pupils wishing to study this subject must have good mathematical skills, as the use of spreadsheets will be fundamental to a large area of the course.

The Course assessment is a 2-hour question paper which will be of a computational and theoretical nature. It will sample equally across the range and content of the Financial and Management Accounting elements of the Course, and will include the integration of topics within each of the Financial and Management Accounting areas.

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

The Higher Art and Design course consists of three separate elements which are studied concurrently throughout the session.

These elements are:

1. Design Activity
2. Expressive Activity
3. Art and Design Studies

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 current technology will also be a feature of Design Activity and pupils will use computers, scanners and digital cameras to produce electronically-generated images.

Expressive Activity involves exploring and developing a chosen theme and producing a personal solution 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.

Art and Design Studies encourages pupils 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*)

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

The course comprises three units:

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

The course content reflects the importance of biochemistry and molecular biology as well as ecological and 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.

The Biology course in Form 5 leads to presentation for the SQA examination at Higher. 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 lasts 2½ hours, 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 on 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*)

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.

The course is organised into 3 units:

1. Business Enterprise
2. Marketing and Operations
3. Finance and Human Resource Management

The external assessment is a question paper which lasts 1 hour and 45 minutes and has 75 marks available.

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

Higher

This course is offered as a 'crash' Higher to Form 5 pupils.

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

ICT will be integrated, demonstrating its powerful ability as a business tool. A number of speakers will be invited in from all walks 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, Human Resource Management, Decision Making models, Operations Management, Internal organisation, Management Accounting and linking them all, information and communication technology.

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 with Standard Grade English at General level or Intermediate 1 English.

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

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

The course is designed for pupils who wish to continue their study of Chemistry beyond Standard Grade Credit level. It is a good stepping stone for those wishing to study Chemistry at Advanced Higher in Form 6.

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. The first unit, 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.

In unit two the content is all organic chemistry and 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.

Unit three looks at aspects of industrial chemistry, 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 J Meehan*)

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 (Head of Department: Mr D G Smith)

Higher

Information technology skills are increasingly viewed as essential by employers and universities. The Department of Computing 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.

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 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 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 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%

Intermediate 2 (Information Systems)

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

The 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 Using Information

This unit develops knowledge of how information may be organised and used with the help of a wide range of the most widely-used software tools, including word processing, database management, spreadsheets, e-mail, web browsing, and 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 and 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.

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*)

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

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, each of which will conclude with a Unit Assessment. The course will articulate with Advanced Higher in Form 6.

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.

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 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; 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*)

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 the way in which supply and demand forces operating through markets bring about an effective system of resource allocation

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 effect 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 both Intermediate 2 English and Intermediate 2 Economics.

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

Courses in English are compulsory for all pupils in Form 5, either at Higher, Intermediate 2 or Communication (Higher).

Entry to the Higher course requires a pass at Intermediate 2 and pupils who have not reached the required level at the end of Form 4 may be advised to resit Intermediate 2 in Form 5, going on to sit Higher in Form 6.

If, in the course of studying for Higher English, it becomes clear that any pupils are not coping, through failure to pass the mandatory internally assessed units, they may be advised to continue working on their Unit Assessments, with a view to sitting Higher English in Form 6. This route provides more time to acquire the necessary skills in preparation for the exam.

Courses are composed of the following internally-assessed units, all of which must be passed to achieve a full award:

1. Language Study: Close Reading and Writing
2. Literary Study: Textual Analysis

Examination

The external assessment consists of:

1 A Folio of writing

This will be externally assessed for grading purposes.

Two pieces of writing must be submitted:

- one piece of writing must be of a broadly creative nature
- one piece of writing must be of a broadly discursive nature.

2 The exam

Paper I Interpretation (Close Reading)

Paper II 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 and Intermediate English courses are very full and require 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.

For the small minority of pupils who have gained a pass at Intermediate 2, but who do not feel ready to sit Higher English in Form 5, the English Department offers the chance to sit Higher over two years. During that time, pupils will continue to build on their critical reading and writing skills in preparation for Higher, but will in addition also sit the National Units.

Communication (Higher) with Literature 1

This is an accessible and worthwhile course in that it provides opportunities to encounter and practise transactional English skills which may be of practical use to pupils when they leave school.

Communication (Higher)

The course consists of four elements:

- Reading
- Writing
- Listening
- Talk

Reading

The pupil is required to respond to complex texts, identifying purpose and exploring the techniques of the writer.

Writing

The pupil is asked to produce a well-structured written communication on a complex topic.

Listening

The pupil will respond to an audio piece, commenting on content and style.

Talk

The pupil must produce and respond to oral communication on a complex topic.

Literature 1

Textual Analysis: a thematic study of two or more texts in more than one genre.

Alongside these units, pupils will work on Higher exercises and activities to support their preparation for Higher English Language, while Literature 1 will reinforce preparation for Higher Literature in Form 6.

Geography (Head of Department: Miss J L Stewart)

The Higher Geography course is clearly suited to pupils wishing to continue their study of Geography beyond Intermediate 2. 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 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 the subject of 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

Assessment

The end of year assessment comprises two papers of equal weighting; Paper 1, Human and Physical Environments and Paper 2, Environmental Interactions.

Progression

Higher Geography may lead to Advanced Higher Geography and / or 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 C M Rose*)

Intermediate 2

Graphic Communication will provide pupils with the understanding and graphical skills so that they can communicate effectively in today's global 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 course consists of three units:

1 Technical Graphics 1

Pupils 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 used extensively.

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.

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

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

The Higher History course consists of three units:

1 Historical study: Britain 1850s - 1979

- The creation of a democratic society in Britain, including women's suffrage.
- Conflicts created by the great changes of the 20th century, including the problem of poverty, the Great Depression and the creation of the Welfare State 1945 – 51.
- Changing society in Scotland 1880s – 1939: leisure and popular culture

2 Historical study: the growth of Nationalism in Germany

- The reasons for the growth of nationalism in Europe
- Bismarck and German unification
- The problems facing the new Germany 1871 –1914
- German foreign policy & the outbreak of World War I
- The rise of Nazism
- 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*)

Intermediate 2

The course in Hospitality - Practical Cookery is designed to offer development of practical skills and understanding appropriate to food preparation and cookery. The course has been designed primarily as a practical course and aims to provide the development of techniques and skills required for food production appropriate to domestic and hospitality situations.

The three units, which make up the course, are:

- 1 Practical Cookery** skills for the hospitality industry
- 2 Food Preparation** for healthy eating
- 3 Foods of the world.**

The practical nature of the course provides for the development of craft and practical skills. The integrated approach within and across units provides an insight to working within the food production section of the hospitality industry with many processes happening simultaneously. The course encourages the development of research and information-seeking skills and quickly puts the results gained into practice. In addition, the course helps to develop numeracy, communication, planning and ICT skills.

Assessment

The Practical Assignment will provide the basis for grading attainment in the course award.

A nominal charge for food used is made. This is currently £60, based on two practical classes per week.

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

The Higher 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 a Roman comic play, the *Rudens* of Plautus, partly in the original Latin and partly in English translation. In the external assessment they 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*)

The Higher course in Managing Environmental Resources 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 Intermediate 2 Geography or Standard Grade Biology. It is not envisaged that pupils studying Higher MER would also be taking Higher Geography or Higher Biology in Form 5, but they might continue to these subjects in Form 6.

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

- 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

- 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

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

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

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 subject to a Unit Assessment, and an external exam. A pupil obtaining a grade 1 or 2 at Standard Grade will normally follow this **one-year Higher** course.

A **two-year Higher** course will be made available to pupils who have gained a credit pass at Standard Grade but do not feel ready to tackle Higher in one year.

Pupils who gain a grade 3 or 4 at Standard Grade will be recommended to undertake **Intermediate 2** in Form 5. Intermediate 2 is equivalent to Credit level at Standard Grade and is also made up of three internally-assessed units and an external exam.

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

French / German / Spanish

It is increasingly apparent in today's world that qualifications in Modern Languages are vital in order that our young people can compete with their European counterparts in the worlds of business and industry. With the freedom of movement now existing between member countries of the EU, it is more important than ever to equip our pupils with the linguistic skills they will require in order to take their place in today's Europe, interacting both here and abroad with speakers of other languages. Even in the sphere of travel, leisure and tourism, the acquisition of language skills is viewed as a definite bonus.

In addition to studying the language, literature and culture of the appropriate country at university, it is possible to combine the study of Modern Languages with many other subjects, notably Law, Economics and, increasingly, scientific and medical subjects, further boosting opportunities for employment in these fields.

It is strongly recommended that prospective entrants to the Higher course have attained a Credit award in Standard Grade, including Writing.

The course consists of two units, designed to be relevant to and supportive of the above aims, while increasing the range and scope of language resource of candidates.

1 Language

- Lifestyles
(Family, friends, society / Leisure and healthy living)
- Education and Work
(Critique of own school / Careers aspirations and future plans)
- The Wider World
(Holidays and travel / Tourism)

2 Extended Reading and Viewing

- Study of a novel or play, possibly in conjunction with a related film.

Unit Assessments are undertaken in Reading, Listening and Writing about the novel which has been read. The Speaking assessment, which counts for 25% of the final mark, doubles as both the internal and external assessment. In the final exam, pupils will undertake Reading and Listening Comprehension and write two essays in the target language.

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.

Intermediate 2

There are 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.

Assessment

There will be one externally-set question paper of two hours.

Higher

The themes covered in Higher Modern Studies 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 electoral systems and voting behaviour.
- **Social Issues in the UK:** analyses income, health, wealth, gender and race issues. This theme also contains the Decision-Making Exercise in which the pupil analyses various sources and presents a report.
- **International Issues:** focuses on current political and social issues in the USA and South Africa.

Study methods and resources

Modern Studies takes full advantage of the vast 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** in the world, both at home and abroad, 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.

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

In Form 5 Music may be studied for course awards at Intermediate 2 or Higher level. It may also be possible for pupils who receive instrumental instruction in school to undertake a free standing unit in Performing.

Both the Higher and Intermediate 2 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.

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 (or/and in a group) on one instrument, equivalent in standard to Associated Board Grade 3 at Int 2 level and Grade 4 at Higher level.
- 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 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 at Int 2 level and Grade 4 at Higher level.
- 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)

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.

Philosophy (Head of Department: Mr D J Goodey)

Intermediate 2 / Higher

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.

At both Intermediate 2 and Higher level, the course divides into three units:

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?

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

Intermediate 2 / Higher

Physical Education involves both practical performance and classroom-based theory lessons. 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 Intermediate 2 or Higher Physical Education are expected to demonstrate the following:

- A good pass at Intermediate 2 English
- Evidence of previous experiences and a strong interest in a wide variety of sports.

Course

While the activities included in the course 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 course comprises 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 two hours' duration at Intermediate 2, and 2½ hours' duration at Higher. 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

Assessment

Performance	Int 2	50%	Higher	40%
Analysis of Performance	Int 2	50%	Higher	60%

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. It is not necessary for pupils to have studied Standard Grade Physics but it would be an advantage.

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

- 1 Mechanics and Heat;** kinematics, dynamics, momentum, energy, heat
- 2 Electricity and Electronics;** circuits, electrical energy, electromagnetism, electronic components
- 3 Waves and Optics;** waves, reflection, refraction
- 4 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.

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 Standard Grade, by providing a deeper insight into the structure of the subject. Pupils would normally be expected to have attained Standard Grade Physics at Credit level.

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

- 1 Mechanics and Properties of Matter;** vectors, equations of motion, Newton's second law, momentum and impulse, pressure and density, gas laws
- 2 Electricity and Electronics;** electric fields and resistors in circuits, alternating current and voltage, capacitance, analogue electronics
- 3 Radiation and Matter;** waves, refraction of light, optoelectronics and semiconductors

One practical report is required from each pupil. The external assessment is a question paper of 2½ hours' duration.

Higher Physics can lead on to Advanced Higher Physics, to a degree, HND or HNC in the physics, science, mathematics, computing or engineering fields and to employment in physics, science, mathematics, engineering, technology or related areas.

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

Intermediate 2 / Higher

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 only be fostered if individuals also have understanding and appreciation of the different beliefs and values which others hold. 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 units. Form 4 pupils will have studied the Christianity: Belief and Science unit at Intermediate 2 and in Form 3, pupils studied the Morality in the Modern World unit at Intermediate 2; the only new section is therefore the study of a major world religion.

Consequently, much of the content of this course will be a review of material previous studied, with the aim of increasing the level of sophistication and complexity of ideas to upgrade previous work to the Higher standard or consolidate previous understandings to complete the Intermediate course and obtain the course award.

Pupils 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 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 requires pupils to 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 involves the study of a variety of contemporary relationships between Christian belief and scientific theory.

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

Higher Grade Technological Studies is an excellent course consisting of four units:

1 Applied Electronics

Pupils will develop an understanding of the function and operation of digital and analogue electronic devices and systems. In addition, practical and investigative skills will be developed during the course by the design and construction of circuits using real and computer simulated components.

2 Systems and Control

The operation and applications of control systems will be studied. Control systems using microcontrollers will be programmed and tested. The use of microcontrollers in this course reflects the current trend in industry. A data logging system with a microcontroller will be constructed and the information recorded will be transferred into a spreadsheet for further processing.

3 Structures and Materials

Pupils will study the mathematical analysis of forces acting on structural systems. They will determine material properties by physical tests and this will lead to the ability to produce a specification for structural components.

4 Case Study Report

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 prospective students with a very useful range of skills and knowledge. It is one of the recommended qualifications for entry to a wide range of engineering courses.

Pupils' knowledge of the course material is tested by a single written examination.

Personal and Social Education *(Mrs L A M Hudson)*

The Personal and Social Education programme covers the six years of secondary education in line with the Guidance structure. This includes Careers Education for part of the course, as this is essential for sound personal and social development.

All pupils in Forms 1 - 6 are allocated one period per week for the formal teaching of the subject. Classes are usually taken by members of the Guidance team, although occasionally staff with an interest in guidance are involved. Outside speakers also deliver part of the programme.

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.

The teaching in Form 5 will concentrate on the skills needed for the future, such as working with others, decision-making, leadership and so on. The topics covered will reinforce those already covered in Forms 1 to 4, while introducing those more relevant to older pupils, such as driving, finance, interview techniques, UCAS applications and university life.

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

PE and Games (*Director of Sport: Mr A A Campbell*)

Girls

The scheme of work includes the following:

Indoor PE from:

- gymnastics
- volleyball
- fitness
- table tennis
- badminton
- basketball
- Scottish Country Dance

Games

- hockey / netball / aerobics / table tennis / dance
- athletics / tennis / rounders / team games

Boys

The scheme of work includes the following:

Indoor PE from:

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

Games

- rugby / hockey / table tennis
- athletics / cricket / tennis / soccer

Form 4 Subject Choice Form (for entry into F5)

All Form 4 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 5. Other elements of this programme have included an information evening for pupils and parents, a Preliminary examination, 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 F5 in the table opposite.

When completing this form, please follow these guidelines:

- It is expected that subject choice will include English, unless in exceptional circumstances and with the prior agreement of the Deputy Head (Curriculum)
- Please enter four other subject choices, including the level, selected from those available in the F5 Curriculum Booklet, in **descending** order of priority.

Pupil name:

Registration group:

Priority	Subject	Level (H/I/2)
1	English	
2		
3		
4		
5		

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 choice may therefore be limited.