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**Subjects leading to National Qualifications**

	AH	H	N5	
Art and Design (including Art Folio)	✓	✓		3
Biology	✓	✓		5
Business Management		✓	✓	7
Chemistry	✓	✓		9
Classical Studies	✓	✓		12
Computing Science	✓	✓	✓	13
Drama	✓	✓		15
Economics	✓	✓		17
Engineering Science	✓	✓	✓	19
English	✓	✓	✓	21
Environmental Science		✓		23
Geography	✓	✓		24
Graphic Communication	✓	✓	✓	26
Health and Food Technology		✓		28
History	✓	✓		29
Latin	✓	✓		31
Mathematics; Maths 123, Statistics, Mechanics	✓	✓	✓	32
Modern Languages; French, German and Spanish	✓	✓		37
Modern Studies	✓	✓	✓	39
Music	✓	✓	✓	42
Philosophy		✓	✓	45
Physical Education	✓	✓		46
Physics	✓	✓		48

**Other subjects & resources**

Personal, Social and Health Education	50
Library and Information Centre	51
Core PE & Games	52

***It should be noted that the School reserves the right not to run a course if the number of pupils choosing that subject in any given year does not justify it.***

# Form 6 Curriculum

## Introduction

The Form 6 experience should be a rewarding, fulfilling and, above all, enjoyable final year at the High School of Dundee. F6 are expected to be responsible for themselves and others. In return, the school regards them as young adults able to act independently and co-operatively. As ambassadors for the school they are one of its most valued assets and along with this comes a range of expectations and privileges.

F6 are expected to involve themselves in three central areas:

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

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

## Academic study

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

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

- **Progression** is normally achieved by attempting at least one subject at Advanced Higher level in F6.
- **Breadth** can be achieved by starting one or more new subjects at Higher or National 5 level.
- **Enrichment**; two periods of enrichment activities are included in the timetable, as they were in Form 5. Pupils are also encouraged to add additional activities after consultation with staff. Options include:
  - Practical Cookery
  - helping in the Junior Years, Learning Skills department or Library
  - supporting the work of the PE department.The extent to which this will operate will greatly depend on the flexibility of the final timetable and on staff availability.

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

## **Advanced Higher**

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

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

## **Higher**

The SQA Higher subjects available are numerous and varied and built around the F5 column structure. For some pupils, they afford an opportunity for progression from National 5 or Intermediate 2 subjects not pursued in F5. For others, they are an opportunity to add breadth by starting a new subject. A 'crash' Higher (undertaken in one academic year) can be a demanding but very satisfying new challenge and will be the last realistic opportunity to start a new subject in the period of formal school education. Such a challenge can also prove to be an excellent measure of a pupil's ability to cope with handling a large amount of information and material in a short space of time and can be a good predictor of success in the future.

## **National 5**

The main function of pursuing National 5 in F6 is to provide breadth in a less rigorous context.

## **National Units**

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

In addition, all F6 pupils are required to attend one period per week of Personal, Social and Health Education. Games periods, compulsory up to Form 5, become optional against two periods of supervised Private Study. This option may be changed for the summer term.

## **Non-contact time**

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

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

### **Folio**

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

The Folio course is uncertificated and may be undertaken in conjunction with Advanced Higher Art and Design. As a general guide, it is recommended that Folio pupils have 12 -16 periods: 7 of these will be with a teacher while others may be timetabled as independent study in the F6 study room.

### **Advanced Higher**

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

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

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

Advanced Higher requires 7 periods per week, all of which are timetabled with a teacher.

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

## Higher

The Art and Design course consists of three separate assessable 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 a design brief specifically suited to their own personal interests and abilities. By using the 'design process' (investigation, development, solution and evaluation) to create their designs, pupils are able to further their problem-solving and decision-making skills. The use of technology will also be a feature of Design Activity and pupils will have the opportunity to use computers and digital cameras to create images.

**Expressive Activity** involves exploring and developing an individually chosen theme and producing an outcome 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

A Practical Folio containing the Design Activity and the Expressive Activity is sent to the SQA for assessment. This is worth 160 marks (80 marks for each project). 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. 60 marks are allocated to this course element.

Although very similar in concept and content to National 5, Higher Art and Design offers pupils the opportunity to work more independently on projects which are specifically designed to suit their own interests and abilities, and also to assume more control and responsibility for the direction of their work.

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

### **Advanced Higher**

The course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science. As well as providing an excellent grounding for future study of biology and biology-related subjects, the course also equips all learners with an understanding of the positive impact of biology on everyday life. Other learners may choose this course because they have a particular interest in the subject and wish to take the opportunity of studying it in depth.

The course comprises 3 units and a Value Added Project:

**1 Cells and Proteins:** Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organisms and protein control of cell division.

**2 Organisms and Evolution:** Learners will develop knowledge and understanding of evolution from the impact of drift and selection on variation; the role of sexual reproduction, behaviour, using techniques of ethology, and parasitism in the evolution of organisms.

**3 Investigative Biology:** Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

#### **Value Added Project – Independent Investigation**

The purpose of the investigation is to allow the learner to carry out an in-depth study of a biological topic. This is an open-ended task which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of autonomous working. This will include independent and rational decisions based on evidence and interpretation of scientific information, and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy

#### **Recommended entry**

As the Advanced Higher Course builds on concepts from National 5 and Higher Biology, students would be expected to have attained Higher Biology.

#### **Assessment**

There are three Unit Assessments, testing both knowledge and understanding of content as well as problem solving skills.

Grading is based on two externally marked components; a question paper and the Value Added Project Investigation Report. The question paper is one exam consisting of multiple choice, structured questions and extended response questions testing knowledge and understanding, problem solving and analytical skills. This exam will contribute 100 marks. The Investigation report will contribute 30 marks.

## **Higher**

The course enables learners to develop and apply knowledge and understanding of biology and form an appreciation of biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment. Scientific inquiry and investigative skills are developed, including analytical thinking skills and evaluation in a biology context. The course may provide progression to Advanced Higher Biology or further study, employment or training.

The Higher Biology course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners will develop a deeper understanding of the underlying themes of biology; evolution and adaptation, structure and function, genotype and niche and the scale of topics ranges from molecular through to whole organism and beyond.

The course consists of three mandatory units:

### **1 DNA and the Genome**

This covers the structure and replication of DNA, gene expression, and the genome as well as exploring the molecular basis of evolution and biodiversity. The study of gene expression at a cellular level leads to an understanding of differentiation in organisms.

### **2 Metabolism and Survival**

The Metabolism and Survival Unit covers the central metabolic pathways of ATP synthesis by respiration and how control of such pathways is essential to cell survival. In whole organisms the unit considers adaptations for the maintenance of metabolism for survival and examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry.

### **3 Sustainability and Interdependence**

This covers human dependence on sufficient and sustainable food production from a narrow range of crop and livestock species, focussing on photosynthesis in plants. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The unit also covers interrelationships and dependence through symbiosis and social behaviour and human impact on the environment.

## **Recommended entry**

Pupils would normally be expected to have attained the skills, knowledge and understanding required for successful completion of the National 5 Biology Course.

## **Assessment**

All units are assessed internally on a pass/fail basis. To gain the course award, pupils must pass all the units and complete the external course assessment consisting of a written exam paper and an assignment. The course assessment will provide the basis for grading attainment in the course award.

## **Business Management** (*Head of Department: Mrs C A Laird-Portch*)

### **Higher**

This course is offered as a 'crash' Higher to Form 6 pupils. It explores the important impact businesses have on everyday life, thereby giving pupils experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace.

The course has three areas of study:

#### **1 Understanding Business**

In this unit, pupils will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. They will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. The unit also allows pupils to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.

#### **2 Management of People and Finance**

In this unit, pupils will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance. The unit will allow pupils to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance / accounting. Pupils will learn how to explain and analyse relevant business information, through accounting ratios and human resource data.

#### **3 Management of Marketing and Operations**

In this unit, pupils will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The unit will allow learners to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.

#### **Assessment**

The pupils are assessed using a combination of the final exam, worth 75%, and the assignment, which is 25% of the final mark.

The assignment will require the pupils to conduct research into an aspect of a business of their choice and to produce a report, which will be submitted to the SQA for marking.

## National 5

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers to sustain this role.

This interesting foundation course looks at five areas:

**Understanding business** Pupils are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

**Management of marketing** Pupils develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

**Management of operations** Pupils develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

**Management of people** Pupils develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

**Management of finance** Pupils develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

### Assessment

The pupils are assessed using a combination of the final exam, worth 75%, and the assignment, which is 25% of the final mark.

The assignment, marked by SQA, requires pupils to research and analyse information, and produce a business report using given headings. The report, based on the evidence of the research findings, will provide appropriate conclusions and/or recommendations.

## **Chemistry** (Head of Department: Dr P Taylor)

### **Advanced Higher**

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

Advanced Higher Chemistry is a one-year course consisting of two full units, one half unit and a project. This project consists of some original (to the pupil) work on a problem or topic of the pupil's choice. This will be planned and carried out by pupils to extend and apply their skills of independent working. Small groups of pupils (3 or 4 usually) will be overseen by a teacher to give help and guidance when necessary and to ensure that health and safety are not overlooked. A written report will be submitted as evidence of completion of the project and understanding of the underlying chemistry. The report will contribute 23% (30 marks) to the final mark.

The topics covered in the units range widely from theoretical background chemistry to a unit that is based solely on practical work. More complex models of atomic and molecular structures are introduced and used to help explain the origin of colour in transition metals, their use as catalysts and role in complex ions. Physical chemistry topics of thermodynamics, kinetics and equilibria are explored in more detail. Analytical methods studied include atomic absorption and emission spectroscopy, infra-red spectroscopy, mass spectrometry and proton nmr spectroscopy. Organic key areas include a systematic study of reactions and their mechanisms, new forms of isomerism are introduced and drug design is considered.

Seven periods are set aside on the timetable to cover the theory of the course. A minimum of two further periods will be arranged outside of these lessons, to allow small groups to be overseen by a teacher during practical work in our dedicated Advanced Higher Chemistry laboratory.

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

### **Recommended entry**

As the Advanced Higher course builds on concepts from National 5 and Higher Chemistry, students would be expected to have attained Higher Chemistry.

### **Assessment**

There are three internal Unit Assessments, which demonstrate basic competency and the written Project report based on the practical work undertaken and the underlying chemistry related to this.

External assessment comprises one exam consisting of multiple choice questions, restricted questions and extended response questions testing the application of knowledge and understanding, scientific inquiry and problem solving. This exam will contribute 77% (100 marks) of the total marks.

## Higher

The course is designed for pupils who wish to continue their study of Chemistry beyond National 5 level.

Curriculum for Excellence 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 and biochemistry and pharmacy. It also provides valuable background knowledge for vocational training in many areas of health and technology. It is an essential requirement for those hoping to study medicine, dentistry or veterinary medicine.

Pupils embarking on the Higher Chemistry course will have obtained an A or B grade at National 5 and a similar grade in National 5 Maths.

The course is split into three units of equal length:

**1 Chemical Changes and Structure** seeks to develop knowledge and understanding, problem solving and practical abilities in the context of reaction rates, patterns in the Periodic Table and bonding, structure and properties.

The other two units engage pupils in relevant tasks to develop the same three skills as in unit one, but covering different material.

**2 Nature's Chemistry.** The content is all organic chemistry and covers esters, fats and oils and links with Biology in the study of proteins. The chemistry of food, including cooking processes and oxidation of foods is considered along with soaps, detergents, emulsions, fragrances and skin care.

**3 Chemistry in Society.** Industrial chemistry provides background to moles calculations, Hess's Law and equilibrium and yield. Redox reactions and chemical analysis complete this unit.

Pupils will be assessed at the completion of the course by an external examination worth 100 marks (83%) and an externally marked assignment, which will assess their research, analysis and communication skills, and which is worth 20 marks (17%) of the final grade.

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

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

### **Advanced Higher**

This course builds upon the knowledge gained by students at Intermediate 2 and Higher and involves a deeper study of the civilisations of Greece and Rome. It can however be studied as a crash Advanced Higher by those who already have Higher History or a similar subject.

The course consists of two units:

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

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

**2 A Dissertation** of 4000 words on some aspect of the Greek and Roman world on a subject of the candidate's own choice.

### **Higher**

The course is designed either for those who have studied a National 5 in the subject or can be taken as a crash Higher by those with suitable grades in similar subjects.

We will study 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, and the role and treatment of slaves.

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. We also study of Classical literature in translation, particularly Classical Drama 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.

There are three taught units: Life in Classical Greece, Classical Literature, and Life in the Roman World. There is also an added value unit which takes the form of an extended essay prepared on a subject of the candidate's own choice.

These three units are studied in parallel. The external assessment will consist of a single paper. The preparation for the Added Value Unit will be done for the most part in class time, using the extensive library that the Classics Department possesses in the Classics classrooms.

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

### **Introduction**

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

### **Advanced Higher**

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us and plays an important part in many aspects of our lives at home, work and at leisure. Our society needs computing professionals with the imagination and ability to extend and design the computers, programs, applications and networks of the future in fields which include science, education, business and industry.

The course provides a broad and challenging exploration of these areas, focusing on the development of advanced programming, development and research skills to gain an understanding of the role and impact of contemporary computing technologies. Because of its relevance and its focus on developing transferable skills it will be valuable to many learners, particularly those considering a career or further study in computing, IT and related disciplines.

The purpose of the course is to build on the knowledge, understanding and practical skills developed by the learner in the Higher Computing Science course, and to provide a useful bridge towards study of computing science and other disciplines in higher education. This is achieved by consolidating and extending learners' depth and breadth of learning, providing opportunity for independent and investigative work, while encouraging teamwork and requiring candidates to develop and present a proposal for a computing-based project.

Project	60%
Final examination	40%

### **Higher**

The Course provides an understanding of the technologies that underpin our modern, digital world and develops a wide range of transferrable skills. It brings together elements of technology, science and creative digital media and has wide-ranging social implications, providing an excellent opportunity for making links across learning in the senior phase.

At this level, the Course will cover a core of advanced concepts which underpin the study of computing science, and explore the role and impact of contemporary computing technologies, providing an insight into the challenge, excitement and reward to be found in these areas.

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

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

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

### **Course Assessment**

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

Course Assignment	40%
Final examination	60%

## National 5

The study of National 5 Computing Science is appropriate for general university entrance, entrance into computer-based as well as non-technical courses, and for pupils aiming for a Higher or Advanced Higher Computing qualification as well as those who wish to have a range of general information technology skills to assist them in a wide array of careers. It is expected, although not compulsory, that pupils will have undertaken an introductory information technology course in Forms 1 and/or 2.

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

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

**2 Database Design and Development** will allow students to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. Structured Query Language will be introduced at this stage.

**3 Web Design and Development** allows pupils to experience the creation of web based content. They will explore CSS, HTML and wireframing for design.

**4 Computer Systems** covers data storage, graphics, binary and theory of the processor.

### Course Assessment

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

Coursework	31%
Final examination	69%

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

### **Advanced Higher**

This course articulates with Higher Drama and is a natural progression for those pupils who wish to extend their knowledge and skills in either Acting, Directing or Design. The components of study are two internal units, an external practical exam and a project which will also be externally marked by the SQA. Pupils who are considering this course should ideally have a strong interest in theatre and/or film studies. Critical core skills for learning, life and work are embedded in the course content and structure.

The internal units are:

#### **1 Drama Skills**

In this unit, learners will be required to provide evidence to demonstrate their knowledge and skills in devising, directing and performing through the exploration of a key practitioner. They will use their skills to create and present a devised drama. Learners will evaluate their work as an actor or director.

#### **2 Drama: Production Skills**

In this unit, learners will provide evidence to demonstrate their knowledge and understanding of drama through the exploration of a key practitioner. Learners will be required to analyse the chosen practitioner's influences, theories, practice and key productions. They will view and analyse a live theatrical event, considering performance concepts and effectiveness.

A minimum of two practitioners should be studied, with each unit exploring a different drama practitioner.

These units will be assessed internally on a pass/fail basis and may be taken as stand-alone units.

As Advanced Higher courses are preparation for Higher Education, pupils should be prepared for some independent study and research. They will be required to attend regular theatrical events to aid their studies.

#### **Course assessment structure**

Practical assessment	60 marks (50 marks for practical assessment event, 10 marks for report)
Project	40 marks

## Higher

This Higher course provides directors, designers and actors with a creative and collaborative style of learning. Drama 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. It is particularly effective for the development of communication skills in both written and spoken modes.

**Entry requirements:** National 5 Drama and/or National 5 Art and Design

### Course

Higher Drama develops the central concept of exploring relationships, form, structure, genre and theatrical style. It promotes the candidates' knowledge and understanding of theatre and the social and cultural influences of drama. The course focuses on the skills of acting, directing, design, lighting, sound, costume, make-up and props as production roles. Investigating, analysing and planning in a variety of contexts to show complex production skills are an integral part of the course. There are two internally assessed units Drama Skills and Production Skills. The external components of the course are a question paper and a practical performance. The course will articulate with Advanced Higher in Form 6.

### Drama Skills

In this unit, students will apply complex drama skills and develop ways of communicating thoughts and ideas to an audience as directors and actors. They will learn how to respond to stimuli, including text. They will also learn how to portray character in a range of ways and explore form, structure, genre and style when creating and presenting drama. Students will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners. This is an internally assessed unit.

### Drama: Production Skills

In this unit, students will explore and apply complex production skills for **two** areas of production from either acting, directing, design, lighting, sound, costume, make-up and props. They will learn how to respond to stimuli, including text, to communicate ideas for a production. They will develop ideas and production skills within their chosen production roles. Both areas will be explored and assessed through research, rehearsal and presentation. This unit is also internally assessed

### External Course Assessment

- **Question Paper** – 40 marks  
Written analysis of theatrical performance and set text.
- **Performance** – 60 marks  
Demonstrate knowledge, understanding and skills in a practical presentation as an actor, director or designer.

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

### **Advanced Higher**

At Advanced Higher level, Economics provides pupils with a wide range of contexts that will enable them to analyse, interpret, predict and explain the economic actions of consumers, businesses, governments and other organisations.

The purpose of the course is to extend pupils' knowledge and understanding of current economic issues pertaining to the Scottish, UK and global economies. It will give them an in-depth understanding of how markets are structured and why they can fail.

The course consists of the following units:

#### **1 Economic Markets: Structures and Intervention**

In this unit, pupils will develop the skills, knowledge and understanding that will enable them to critically analyse and evaluate market structures and to analyse market failures and governments' responses to them.

#### **2 National and Global Economic Issues**

In this unit, pupils will develop and enhance their skills, knowledge and understanding of current economic issues. They will develop the ability to critically evaluate and discuss the effects of current economic policies, economic reports and economic thinking on the Scottish, UK and global economies.

#### **3 Researching an Economic Issue**

In this unit, pupils will plan their research of a current economic issue in order to develop their economic research skills. They will work independently to gather economic evidence from a wide range of sources. They will use the results of their research and apply their knowledge and understanding of economic theory to assist them in drawing conclusions. They will evaluate the learning gained during the research and writing process.

### **Assessment**

**1 Question paper** whose purpose is to address challenge and application. These will be assessed by drawing on, and by sampling, the skills, knowledge and understanding from across the course. Pupils will also be required to apply their knowledge and understanding of complex economic concepts and situations. 80 marks.

**2 Project** whose purpose is to address challenge and application by applying skills, knowledge and understanding from across the course. The project will require pupils to apply research, analytical, evaluative, data-handling and decision-making skills within the context of an economic topic or issue, and present the findings. 50 marks.

## **Higher**

Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and businesses. An economic way of thinking can help pupils make better choices relating to their life and work.

The course looks at the role of government, business and global trade. It explores the economic environments in which they are set.

The course consists of three units:

### **1 Economics of the Market**

In this unit, pupils will carry out learning activities that will allow them to analyse the economic problem of unlimited wants in relation to limited resources and how this impacts on the daily choices made by us all. Pupils will also examine and analyse how supply and demand drives resource allocation and economic production. This will provide them with an in-depth understanding of markets and how they operate.

### **2 UK Economic Activity**

In this unit, pupils will carry out learning activities that will allow them to analyse government income and expenditure. They will evaluate the role of the public and the private sectors in the economy. They will also develop the ability to assess the policies and other methods used by the government to achieve its economic aims and to assess the effects of the Scottish economy on the UK economy. The unit also allows pupils to consider the implications of government actions and suggest solutions to relatively complex economic problems.

### **3 Global Economic Activity**

In this unit, pupils will carry out learning activities that will allow them to analyse the global nature of economics. Pupils will explore global trade and the balance of payments and their importance in the UK economy. They will also examine the floating exchange rate system. Lastly, pupils will consider economic features of the European Union, developing countries and emerging economies and their social impact.

## **Assessment**

The pupils are assessed using a combination of the final exam, which is 70% of the final mark, and the assignment, which is 30% of the final mark.

The assignment will require the pupils to conduct research into an economic topic of their choice and produce a report which will be submitted to the SQA for marking.

Throughout the course there will be unit assessments which the pupil has to pass in order to achieve the award.

## **Engineering Science** (*Head of Department: Mr F W Walker*)

### **Advanced Higher**

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport.

Our society needs more engineers, and more young people with an informed view of the subject. The course provides a broad and challenging exploration of this and focuses on developing transferable skills, which will be of value to many learners and of particular benefit to those considering a career one of the many branches of engineering.

The course enables learners to develop and extend a range of technological skills, including analysis and problem solving, design, the use of equipment and materials, and evaluating products and systems.

It also seeks to develop and extend knowledge and understanding of key engineering concepts and processes, the ability to apply these to a variety of problems and an awareness of the impact of engineering on society and the environment.

These skills, knowledge and awareness are developed through a range of contexts including mechanical, structural and electronic systems.

The course consists of three units:

### **1 Electronics and Control**

This unit explores a range of key concepts and devices related to electronic control systems. Mathematical techniques, and skills in problem solving and evaluating, are developed through simulation and practical projects. Learners will choose and investigate an aspect of engineering related to electronic, electrical or control engineering, and apply this in practical situations.

### **2 Mechanisms and Structures**

This unit develops a deepening mathematical understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts. Learners will choose and investigate an aspect of engineering related to mechanical or civil engineering, and apply this in practical situations.

### **3 Engineering Project Management**

In this unit, learners will develop knowledge and skills of project management as it applies to an engineering project. Learners will investigate an industrial engineering project, and consider its environmental, social and ethical impact. Learners will develop a project brief, carry out research in relation to the brief, and develop a design to meet the brief. The design may be carried forward, implemented and evaluated as part of the course assessment.

### **Course assessment**

The learner will draw on and apply the skills, knowledge and understanding they have developed during the course. These will be assessed through a combination of a project and a question paper.

## **Higher**

The Engineering Science qualification develops a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

The course brings together elements of science, technology, and mathematics, applying these to real-world challenges and building challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the Course provides a strong basis for further study or a career in any branch of engineering or design.

The Higher Engineering Science course provides a broad and challenging exploration of engineering. Learners extend and apply knowledge and understanding of key engineering concepts, principles and practice, understand the relationships between engineering, mathematics and science and apply analysis, design, construction and evaluation to a range of engineering problems with some complex features.

The course consists of three units:

### **1 Engineering Contexts and Challenges**

This unit provides a broad context for the course. It contributes to developing a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions. This unit allows the learner to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

### **2 Electronics and Control**

This unit explores an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

### **3 Mechanisms and Structures**

This unit develops a deepening understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

## **Assessment**

The learner will draw on and apply the skills, knowledge and understanding they have developed during the course. These will be assessed through a combination of an assignment and a question paper.

**Note: Presentation at Nat 5 level is an option for pupils studying this course.**

## **English** (Head of Department: Ms J V Cortazzi)

### **Advanced Higher**

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

The course is composed of the following units:

#### **1 Analysis and Evaluation**

Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

#### **2 Creation and Production**

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

#### **Assessment:**

The course assessment will take the form of:

1 A question paper through which learners will write a critical response on drama, poetry or prose, and undertake a textual analysis of an unseen literary extract of a text, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s).

2 A portfolio, which will contain two pieces of writing, and the dissertation.

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

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

## Higher

Entry to the Higher course requires a pass at National 5 and pupils who have not reached the required level at the end of Form 4 may be advised to re-sit National 5 in Form 5, going on to sit Higher in Form 6. This route provides more time to acquire the necessary skills in preparation for the exam.

If a pupil is struggling with the Higher course in Form 5, we may well recommend strongly that the pupil should take Higher over two years.

At the time of writing, we have been advised that the SQA will no longer require pupils to pass a whole series of mandatory Unit Assessments. However, a new alternative unit, for example a combined Speaking and Listening Unit., may replace these units. The exam board will advise us of this in good time ahead of the new session.

Throughout Form 5, pupils will study poetry, prose, drama and media. Teachers will require pupils to be able to participate in class discussion actively and to ask questions to support their learning. They will also work continuously on the production of a Folio consisting of both creative and discursive writing.

## Assessment

The externally assessed examination consists of:

- Reading For Understanding, Analysis and Evaluation (formerly known as Close Reading): pupils will answer questions on two linked non-fiction texts
- Critical Reading: pupils will write a critical essay on a previously studied text and answer a textual analysis of a Scottish text by a previously studied author.
- Folio of writing.

The Higher English 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 substantial revision of work covered in class.

**Note: Presentation at Nat 5 level is an option for pupils studying this course.**

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

### **Higher**

The course in Environmental Science is delivered jointly by the Biology and Geography departments and is particularly, but not exclusively, suited to pupils who have already obtained National 5 Geography, Biology or both.

Environmental Science provides a balanced consideration of the environment, from a national and global 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.

### **1 Living Environment**

**Investigating Ecosystems and Biodiversity:** aquatic and terrestrial ecosystems, measuring abiotic factors, sampling plants and animals, identifying flora and fauna.

**Interdependence:** Food webs, energy conversion, biotic factors, endotherms and ectotherms, vegetation succession.

**Human Influences on Biodiversity:** Intensive agriculture, impacts of biodiversity, impacts of acid rain and sewage, global warming, native and non-native species, legislation and policies.

### **2 Earth's Resources**

**Geosphere:** Plate movements, ore minerals, glass making, the formation to the extraction of aluminium, baryte and clay, nuclear power, geothermal power and legislation promoting sustainable use of geosphere.

**Hydrosphere:** Water sources, oceanic circulation, water distribution and uses.

**Biosphere:** Soil structure, seaweed, uses of barley and processed biofuels.

**Atmosphere:** Atmospheric circulation, fractional distillation, uses of neon and argon and advantages and disadvantages of wave power.

### **3 Sustainability**

**Food:** Global strategies to increase food production, EU farming/fishing policies.

**Water:** World demand, improvement and management of water resources, sewage.

**Energy:** Types of Energy, greenhouse gases, Impacts of climate change, national and international legislation on energy.

**Waste Management:** Waste Management, life cycle analysis, legislation on waste.

### **Assessment**

Pupils must demonstrate they can meet the learning outcomes in each of the units through the successful completion of a unit assessment in each. The end of year examination comprises of a 100 mark question paper, worth 83% of the final award. The remaining 17% is gained through the completion of an assignment, in which the pupil will carry out an in-depth study of an environmental science topic.

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

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

### **Advanced Higher**

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

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

The Advanced Higher course comprises three units:

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

**2** The production of a **Geographical Study**, limited to 3000 words in length, based on a research topic set in a local context. Pupils are required to apply the skills learned in unit 1.

**3 Geographical Issues:** pupils are expected to produce one critical essay (maximum of 1200 words) based on personal research of a key geographical issue of their choice.

### **Assessment**

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

### **Progression**

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

## Higher

The Geography course is clearly suited to pupils wishing to continue their study of Geography beyond National 5. While most pupils undertaking Higher Geography will have obtained a pass at National 5, a number will come to Geography with no previous experience. The structure of the course does not significantly disadvantage such pupils. As a result of its wide scope and its broad coverage of topics which range from the Humanities to the Sciences, it is also a good choice for pupils wishing to maintain a degree of flexibility with regard to a future career.

### 1 Physical Environments.

- Atmosphere: Atmospheric science, circulation and challenges created by the climate
- Hydrosphere: River basin hydrology and flooding
- Lithosphere: Dynamic coastal environments and glaciated upland areas
- Biosphere: The importance of soils to human life.

### 2 Human Environments.

- Population Geography: population change, management and patterns of migration
- Rural Geography: rural landscapes, change and management
- Urban Geography: urban change and management in the developed and developing world.

### 3 Global Issues

- Development and Health: 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
- Global Climate Change: Local, National and International causes of a changing climate, impacts on society and the environment and strategies to manage and mitigate on a local and global scale.

## Assessment

Pupils must demonstrate they can meet the learning outcomes in each of the units through successful completion of a unit assessment in each. The end-of-year examination comprises of a 60-mark question paper assessing each unit of work and is worth 66% of the final award. The remaining 33% is gained through the completion of an assignment produced as a result of field work and subsequent data collection. This is worth 30 marks and will be written up under controlled conditions in a time-frame of 1h 30m.

## 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 F W Walker*)

### **Advanced Higher**

The course develops learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. Learners have opportunities to study a diverse range of graphic applications which might include business, industrial and the built environment, computer-aided work, publishing and moving graphic media.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

The course consists of the following units:

#### **1 Technical Graphics**

This unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

#### **2 Commercial and Visual Media Graphics**

This unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic based learning and advertising. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation, and with a deep understanding of the needs of the intended audience.

#### **Assessment**

The learner will draw on and apply the skills, knowledge and understanding they have developed during the course. These will be assessed through a combination of a project and a question paper.

## **Higher**

The course develops skills in graphic communication techniques, including the use of equipment, graphics materials and software. Combining elements of recognised professional standards for graphic communication with graphic design creativity and visual impact, it also provides flexibility and choice in the use of manual and computer-aided graphics.

There will be opportunities for learners to initiate and develop their own ideas graphically, allowing them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. The course would suit a pupil who is considering engineering or design as a career.

The course consists of two units:

### **1 2D Graphic Communication**

This unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

### **2 3D and Pictorial Graphic Communication**

This unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

### **Assessment**

Learners will draw on, extend and apply the skills, knowledge and understanding they have developed during the course. These will be assessed through a combination of an assignment and a question paper.

**Note: Presentation at Nat 5 level is an option for pupils studying this course.**

## **Health and Food Technology** *(Head of Department: Mrs L J Ross)*

### **Higher**

Health and Food Technology builds self-confidence and encourages creativity, imagination and independent working, thus making a very significant contribution to pupils' personal development. It also offers opportunity to develop other essential skills for lifelong learning, such as initiative, resourcefulness and decision-making, all of which will be highly beneficial in the future, irrespective of chosen career.

The Higher Health and Food Technology course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products to a range of dietary and lifestyle requirements.

To pass the Higher course, learners must pass all of the required units and the course assessment.

There are three mandatory units, which are inter-related, allowing learners to:

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs.

### **Assessment**

The course assessment will consist of two components:

- Assignment 50%
- Question paper 50%

Both are externally assessed.

The Assignment consists of a technological project.

It should be noted that the course content is predominantly written work.

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

### **Advanced Higher**

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

The key theme of study at Advanced Higher level is:

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

- American society in 1850
- Slavery in the antebellum period
- The problem of territorial expansion
- The 1860 election, secession and the outbreak of war
- The military conflict
- The war at home and abroad
- Leadership during the Civil War
- The Emancipation Proclamation and its consequences
- The election of 1864
- Reasons for Northern victory and Southern defeat

A final exam of 3 hours will be based on 2 essays and 3 source based questions. Pupils will also be expected to research a dissertation on an issue of their own choice, which will be worth  $\frac{1}{3}$  of their final mark.

## Higher

The History course consists of three units:

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

- The growth of democracy in Britain and the reasons for this growth
- The campaigns of the Women's suffrage movement
- Conflicts created by the great changes of the 20<sup>th</sup> century, including the problem of poverty, the Great Depression and the creation of the Welfare State 1945 – 51.

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

- The reasons for the growth of nationalism in Europe
- Bismarck and German unification
- The rise of Nazism
- 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 final examination is based on a single paper of 2 hours 20 minutes. Candidates will complete two essays and three source-based questions in the exam.

There will be an Assignment, to be prepared and written on any relevant title of the pupil's choice, before the main diet of examinations. This is worth 33% of the final assessment.

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

### **Advanced Higher**

This course builds upon the work done in National 5 and Higher Latin and consists of three units:

#### **1 Translation**

Candidates will further develop their knowledge of the grammar and syntax of the Latin language. This will be done through the study of a variety of original authors. In the final exam candidates will be required to translate an unprepared passage of original Latin. (A word list is provided).

#### **2 Literary Appreciation**

This involves the study of important works of Latin literature with a view to understanding the aims of the writers and the literary techniques which they employ. At the moment the area of Latin literature which we study is love poetry, mainly through the writings of Ovid, Catullus, Propertius and Tibullus, whose influences on later European culture, in particular literature and art, have been enormous. In the final exam candidates will be required to answer questions about the content and technique of passages studied in class.

#### **3 Investigation**

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

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

### **Higher**

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

#### **1 Translation**

This involves developing further the knowledge of Latin grammar and syntax acquired in previous years of study. 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 selection of the poems of Catullus, 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 collection.

#### **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.

## **Mathematics** (Head of Department: Mrs L A Craig)

### **Advanced Higher**

The Advanced Higher Mathematics courses are demanding courses that take learners' knowledge and skills beyond those developed at Higher level, a pass at Higher Mathematics is required to study these courses.

Pupils have a choice of three Advanced Higher Mathematics courses. A pupil may choose to do one or more of AH Mathematics, AH Statistics or AH Mathematics of Mechanics. Each of these SQA qualifications requires the study of three units. These units will be internally assessed at the minimum competence level, and progression will depend on success in the outcomes within units. A final external exam will be used to test all three units studied.

### **AH Mathematics**

The Advanced Higher Mathematics Course enables learners to select and apply complex mathematical techniques in a variety of mathematical situations. Learners interpret, analyse, communicate and manage information in mathematical form, while exploring more advanced techniques.

The course consists of the following 3 units:

#### **1 Methods in Algebra and Calculus**

The general aim of the unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### **2 Applications of Algebra and Calculus**

The general aim of the unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

#### **3 Geometry, Proof and Systems of Equations**

The general aim of the unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

## **AH Statistics**

The Advanced Higher Statistics Course allows learners to make sense of inherent natural variation in a wide variety of contexts through the collection, analysis and interpretation of data. Learners develop an understanding of degree of certainty which can be attributed to inferences made and conclusions reached when interpreting and analysing data.

The course consists of the following 3 units:

### **1 Hypothesis Testing**

The general aim of this unit is develop and apply skills in hypothesis testing. These tests will be parametric, non-parametric and bi-variate. Learners will develop skills in effectively communicating conclusions reached on the basis of statistical analysis. A statistical hypothesis test generated by the learner will be carried out using the skills developed in the unit.

### **2 Data Analysis and Modelling**

The general aim of this unit is to introduce the study of probability models. Learners will develop skills in data collection, presentation and interpretation will study the notion of probability and be introduced to some probability models. The theory behind the models will be explained, exploratory data analysis used as an indicator and the uses of different random variables explored.

### **3 Statistical Inference**

The general aim of this unit is to develop and apply skills in statistical inference. Learners will select and use appropriate statistical models to assist with the analysis of data and interpret results in context, evaluating the strength and limitations of their models. The practicalities of working with sample data to consider possible population distributions and to obtain best estimates of a population mean are introduced. The importance of the distribution of sample means is highlighted, and the power of the central limit theorem is outlined and used to evaluate the accuracy of the estimated population mean. A statistical investigation generated by the learner will be carried out using the skills developed in the unit.

## **AH Mathematics of Mechanics**

The Advanced Higher Mathematics of Mechanics Course offers learners an enhanced awareness of the range and power of mathematics and the importance of mathematical applications to society in general. Learners use and extend mathematical skills needed to solve problems in mechanics, analyse the physical factors impacting bodies, and consider the state of equilibrium or the movement of a body and interpret the underlying factors using known mathematical methods.

The course consists of the following 3 units:

### **1 Techniques for Mechanics**

This unit covers development of advanced skills in algebra and calculus relevant to the study of problems in mechanics. Learners are introduced to the modelling of practical problems using differential equations including those with separable variables, those with integrating factor and second order homogeneous differential equations. The expansion of expressions is developed and partial fractions introduced. Learners' skills in calculus are widened to include parametric and implicit differentiation as well as integration using substitution, using partial fractions and by parts.

### **2 Linear and Parabolic Motion**

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus to be applied to the mechanics of linear and parabolic motion. Learners will interpret the effects of forces on a body and will use mathematical models in problems involving motion in a straight line under the influence of either constant force or variable force where acceleration is dependent on time. A vector approach is encouraged in the study of the relative motion of bodies, the effects of winds and currents, collision courses and closest approach. The motion of projectiles in a vertical plane is explored. Newton's Laws of Motion are used to develop an understanding of equilibrium, friction and resulting motion, with particular emphasis on Newton's Second Law to consider one-dimensional motion on horizontal and inclined planes.

### **3 Force, Energy and Periodic Motion**

The general aim of the unit is to develop advanced mathematical knowledge and skills to be applied to the mechanics of force, energy and periodic motion. Learners will interpret the effects of both constant and variable forces on a body and will use mathematical models in problems where the acceleration is dependent on displacement or velocity, and where interpretation and solution of problems involving first order differential equations is required. The principles of momentum and impulse and those of work, power and energy are developed, and include the work-energy principle and the use of conservation of energy.

Learners explore problems involving motion in a horizontal circle with uniform angular velocity. In particular, banked tracks and skidding are considered, as is Newton's Law of Gravitation and its application to the circular orbit of satellites. Learners will look at simple harmonic motion, consider force associated with elastic strings and springs, and consider the centres of mass for rigid bodies, including those of uniform and composite plane, as well as statics of rigid bodies.

## Higher

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. 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 Higher Mathematics course enables learners to select and apply mathematical techniques in a variety of mathematical situations. Learners interpret, communicate and manage information in mathematical form. The course extends some of the content covered in National 5 and introduces further skills in algebra, geometry and calculus.

The Higher Mathematics course consists of three units.

### **1 Applications**

The general aim of this unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

### **2 Relationships and Calculus**

The general aim of this unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

### **3 Expressions and Functions**

The general aim of this unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The outcomes cover aspects of algebra, geometry and trigonometry and also skills in mathematical reasoning and modelling.

## **Assessment**

There is a variety of methods of assessment, much of it completed informally, but formal diagnostic assessment will be an integral part of the learning and teaching process. Extended tests, including the prelim, will be undertaken at the appropriate times during the course. The main function of these extended tests will be to prepare pupils for the final SQA Higher exam at the end of the course which assesses skills developed for across all three units and consists of a non-calculator and calculator question paper.

## **National 5**

Pupils will also have the option of sitting or re-sitting National 5 Mathematics if required.

The National 5 Mathematics course develops numerical, geometric, algebraic and problem-solving skills and consists of a variety of topics, each containing core and extension material. The emphasis will be on work that is relevant and interesting and there will be opportunities for collaborative working, creativity and showing initiative.

The National 5 Mathematics Course will develop learners' ability to:

- understand and use mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

The units are as follows:

### **1 Applications**

The general aim of this unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real life contexts. The outcomes cover aspects of these skills and also skills in reasoning.

### **2 Expressions and Formulae**

The general aim of this unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of number, algebra, geometry and reasoning.

### **3 Relationships**

The general aim of this unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

## **Assessment**

There is a variety of methods of assessment, much of it completed informally, but formal diagnostic assessment will be an integral part of the learning and teaching process. Extended tests, including the prelim, will be undertaken at the appropriate times during the course. The main function of these extended tests will be to prepare pupils for the final external SQA National 5 exam at the end of the course which assesses skills developed for across all three units and consists of a non-calculator and calculator question paper.

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

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

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

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

### **Course details**

Each course consists of 3 units: Understanding Language, Using Language and the Specialist Study, developing pupils' skills in understanding and using complex and sophisticated language, while allowing them to develop evaluative and analytical skills in a literature or work-related context. The four prescribed contexts and possible themes are:

#### **1 Society:**

Changing patterns of family life, social influences, social issues, environmental issues, human rights, immigration, prejudice, racism, impact of the digital age

#### **2 Learning:**

Understanding self as a learner, importance of language learning, advantages / disadvantages of higher or further education

#### **3 Employability**

Preparing for a job interview, open borders for workers, searching for a job, gap year, career path, equality in the workplace, voluntary or charity work

#### **4 Culture**

Living in a multicultural society, minority languages and their importance, cross-cultural issues, global issues, social influences on / importance of traditions, customs and beliefs in another country.

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

### **Assessment**

Unit assessment comprises performances in each of Reading, Listening, Talking and Writing to fulfil the requirements of Understanding Language and Using Language, while the Specialist Study is assessed by means of a log charting the candidate's progress in planning and carrying out their specific chosen area of study.

Course assessment comprises a performance (Talking, assessed by a visiting assessor), portfolio and two exam papers. The portfolio is an essay of 1500 words in English relating to the literature studied. The exam comprises reading and translation, and listening and discursive writing.

## Higher - 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 good pass at National 5.

All four language skills are developed in the following contexts:

Society	Family and friends	Becoming an adult / new family structure / marriage / partnership / gang culture / bullying / social influences and pressures
	Lifestyle	Teenage problems eg smoking, drugs, alcohol
	Media	Impact of the digital age
	Global languages	Minority languages and their importance / association with culture
Learning	Learning in context	Understanding self as a learner, eg learning styles / importance of language learning
	Education	Advantages / disadvantages of higher education, choosing a university / college, lifelong learning
Employability	Jobs	Getting a summer job, planning for future jobs, gap year, career path, equality in the workplace
	Work and CVs	Preparing for a job interview / importance of language in global contexts, job opportunities
Culture	Planning a trip	Taking a gap year, working abroad (mobility), travel
	Other countries	Multicultural society / stereotypes / prejudice and racism
	Celebrating a special event	Social influences on / importance of traditions, customs and beliefs in another country
	Literature	Literature of another country – analysis and evaluation
	Film / television	Studying the media of another country

Unit assessments are carried out in understanding and using language, and all four skills are assessed in the final examination.

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

### **Advanced Higher**

The aim of the Advanced Higher Modern Studies Course is to develop the learners' knowledge and understanding of contemporary political and social issues in local, Scottish/United Kingdom and international contexts. In these contexts, learners will develop an awareness of the political and social issues they will encounter in their lives. This purpose will be achieved through successful study of the Course Units which focus on in-depth study of either political issues or social issues and which adopt an international comparative approach and develop a wide range of skills.

This course is available to pupils who have already achieved a good grade in Higher Modern Studies. The Advanced Higher Modern Studies course will focus on the political Issues option. The course will focus on the political system in the UK alongside an international comparative approach.

The Advanced Higher course will consider:

- Power and Influence (Considering issues such as electoral systems, voting behaviour, the role and influence of the media and the role of pressure groups)
- Political Structures (Considering issues such as the role of the executive, the legislature, scrutiny measures and constitutions.)

A final exam of 3 hours will be based on two essays from the three sections noted above and two Research Methods questions based on both the theory and practical approaches to research methodology.

Pupils will also be expected to research a dissertation on an issue of their own choice, which will be worth approximately  $\frac{1}{3}$  of their final mark. A significant element of the dissertation requires the candidate to research and implement a variety of research methodologies which will be used both within the dissertation and as exemplification in the final exam.

## 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:

### 1 Democracy in the UK:

- The UK constitutional arrangement, including the role of the Scottish Parliament, the impact of UK membership of the European Union and the ongoing debates about the nature of the political system in the UK.
- The study of representative democracy in the UK.
- The impact of voting systems and a range of factors which affect voting behaviour in the UK.
- The ways in which citizens are informed about, participate in, and influence the political process in the UK.

### 2 Social Issues in the UK: The study of social inequality in the UK with focus on:

- The nature of social inequality in the United Kingdom
- Theories and causes of inequality
- The impact of inequality on specific groups in society
- Attempts to tackle inequalities and their effectiveness

### 3 International Issues: focuses on current political and social issues in South Africa.

- The political system and processes within South Africa
- Recent socio-economic issues in South Africa
- An evaluation of the effectiveness of the government in tackling socio-economic issues in South Africa
- The role of South Africa in international relations

The Modern Studies course studies the events in the world today, and therefore it is **essential that the pupil follows current affairs** in the world, both at home and abroad, through the media and Internet. It is essential that this exemplification is used in exam answers to ensure that the analysis is current and relevant to the issues in question.

### Assessment

The final examination is based on a single paper. Candidates will complete two 12 mark short essays, one 20 mark essay and two source based questions in the exam.

There will be an Assignment, to be prepared and written on any relevant title of the pupil's choice, before the main diet of examinations. This is worth 33% of the final assessment.

## **National 5**

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 2 hours and 20 minutes.

There will be an Assignment, 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 award.

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

In Form 6 Music may be studied at Advanced Higher, Higher or National 5. It may also be possible for pupils to undertake free-standing units in Performance.

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

### **Advanced Higher**

#### **1 Performing Skills**

In this unit, evidence will be required that candidates have developed a range of advanced performing skills and that they can apply them sensitively and creatively. This will be demonstrated by performing a variety of musically and technically challenging music on two instruments, or one instrument and voice, in an 18-20 minute recital at Grade 5 level, and critically reflecting and evaluating the quality and accuracy of their performing skills.

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

#### **2 Composing Skills**

In this unit, evidence will be required that the learner has analysed the impact of composers' creative choices and the contexts which have influenced their work and approach. Pupils will critically reflect on their developing ideas and will use a range of compositional techniques and devices in creative ways to produce musically coherent and original music. Candidates may create all or part of their submission using Music Technology rather than composing directly into a score.

#### **3 Understanding and Analysing Music**

In this unit, evidence will be required that the learner can demonstrate a breadth of knowledge and understanding of music from c.1550 to the present day, associated music concepts and musical literacy. Learners will analyse sections of musical movements or works, demonstrating detailed understanding of the music. They will also demonstrate the ability to analyse the impact of social and cultural influences on their selected music.

**Music** (Director of Music: Dr L S Steuart Fotheringham)

## **Higher / National 5 Music**

The Higher and National 5 courses are designed to serve the needs of pupils who wish to study Music as part of a general education, to pursue an interest in Music, or intend to follow a career in Music. Throughout the courses, the study of music will provide increasingly sophisticated development of musical skills through a wide range of challenging experiences. The courses will give pupils a sense of historical perspective on the music they listen to and help place it in context. Pupils' participation in ensembles and concerts in the Music department will be enhanced by their having a better understanding of the music they are performing.

The course consists of three examined units:

### **1 Performing Skills**

Pupils will be required to prepare a recital of music in a range of styles on two instruments (or one instrument and voice) equivalent in standard to Associated Board Grade 3 for National 5, and Grade 4 for Higher. **N.B.** Due to the high weighting of performing, **candidates are strongly encouraged to receive instrumental / vocal instruction in school** from a member of staff who is fully conversant with the requirements and standards of the course. There will be no tuition fee for those instruments which are being examined.

### **2 Composing Skills**

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

### **3 Understanding Music**

Pupils will learn the history of music from c1600 to the present day. The course will encompass all styles of music from classical, jazz and Scottish to popular, and pupils will develop an informed sense of historical background. Learning takes place primarily by listening to music and familiarising pupils with how each style sounds different. Pupils will learn music terms and be able to apply them to recordings of unfamiliar music, and will learn about the social and cultural influences on the distinctive sounds and structure of specific music styles. Fluency in reading and understanding musical notation is desirable. A pass at Grade 5 Theory is highly desirable as a preparation for this.

Although the course descriptions are the same for N5, the requirements for Higher are of a more demanding standard, and a much wider vocabulary of musical terms and features needs to be understood.

## **Higher / National 5 Music Technology**

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

The course consists of three examined units:

### **1 Music Technology Skills**

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

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

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

### **3 Music Technology in Context**

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

In addition, candidates will be required to take individual music instruction on one instrument or voice, for which there will be no tuition fee.

Although the course descriptions are the same, the skills requirements for Higher are of a more demanding standard, and a much wider vocabulary of musical and technical terms and features needs to be understood.

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

### **Higher Higher**

The main aim of this course is to challenge pupils to think clearly about problems by asking them questions about the world we live in. Pupils will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Pupils will develop the ability to analyse and evaluate philosophical positions and arguments and to develop their own reasoning skills. In this course pupils will be encouraged to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. Thinking, analytical and evaluative skills, which are important in education and employment, are developed throughout the course.

The broad aims of this course are to:

- develop knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, moral philosophy and epistemology
- develop critical thinking, analytical and evaluative skills appropriate to philosophy
- develop the ability to engage with abstract ideas
- develop the ability to develop and express reasoned arguments and conclusions
- develop skills of analysis, evaluation and expressing a coherent line of argument, by investigating a philosophical question.

The course comprises three units and one assignment:

#### **1 Arguments in Action**

The general aim of this unit is to develop pupils' ability to think philosophically. Pupils will develop knowledge, understanding and skills that they can apply to analyse and evaluate a range of philosophical and non-philosophical arguments.

#### **2 Knowledge and Doubt**

The general aim of this unit is to develop knowledge, understanding and skills to evaluate theories of knowledge. Pupils will develop understanding of Rationalist and Empiricist views, and key criticisms of these. Pupils will evaluate an argument in either a rationalist or empiricist text.

#### **3 Moral Philosophy**

The general aim of this unit is to develop knowledge, understanding and skills to evaluate philosophical issues in moral philosophy. Pupils will develop knowledge of a moral theory, and evaluate this in application to a moral situation or issue.

#### **4 Assignment**

The Higher Philosophy assignment provides the opportunity for pupils to apply skills and develop knowledge and understanding in the context of a philosophical question of their choosing. This can be related to an area studied within the units of the course, or a different area.

**Note: Presentation at Nat 5 level is an option for pupils studying this course.**

## **Physical Education** *(Head of PE and Games: Mr E D Jack)*

### **Advanced Higher**

The main purpose of the Course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication. The course is available to pupils who have gained a good grade in Higher Physical Education.

Each unit of the course helps the learner develop skills, knowledge and understanding, which will be integrated and applied in the course assessment.

There are two mandatory units:

#### **1 Performance Skills**

In this unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities.

#### **2 Factors Impacting on Performance**

In this unit, learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance.

#### **Assessment**

- **Performance**  
The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context.  
It will be worth 30 marks (30% of the total marks available).
- **Project**  
The purpose of the project is to assess the learner's ability to integrate and apply skills, knowledge and understanding from across the units.  
The project will have 70 marks (70% of the total marks available).

## Higher

The main purpose of the course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, looking specifically at the impact of mental, emotional, social and physical factors, understand what is required to develop it and then apply this knowledge to their own performance.

The main aims of the course are to enable the learner to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance to enhance personal effectiveness.

Two mandatory units are completed throughout the year:

### 1 Performance Skills

Learners will be required to provide evidence of using, selecting, demonstrating and adapting a broad and comprehensive range of complex movement and performance skills in two physical activities.

### 2 Factors Impacting on Performance

Learners will be required to provide evidence of their understanding of factors that impact on performance from: mental, emotional, social and physical.

### Assessment

The learner will be assessed by a single performance and a question paper. The purpose of the performance is to assess the learner's ability to plan, prepare for, perform and evaluate their own personal performance in **one** physical activity. The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the units.

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

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

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

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

### **Advanced Higher**

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

### **Recommended entry**

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

### **Course details**

The course is made up of four mandatory units:

- **Rotational Motion and Astrophysics (full unit)**  
Kinematic relationships; angular motion; rotational dynamics; gravitation; and general relativity.
- **Quanta and Waves (full unit)**  
Quantum theory; particles from space; simple harmonic motion; waves; interference; and polarisation.
- **Electromagnetism (half unit)**  
Electric fields; magnetic fields; capacitors resistors and inductors in circuits; and electromagnetism.
- **Physics Investigation (half unit)**  
Each student selects and studies background theory for an experimental topic; collects and analyses experimental data; maintains a record of the work; and writes a report.

### **Assessment**

The Rotational Motion and Astrophysics, Quanta and Waves and Electromagnetism units are each assessed by a Unit Assessment. To gain the award for the course, each student must pass all the Unit Assessments.

The submission of an investigation daybook and an investigation report are also required. The report for the Physics investigation is externally marked and is worth 30 of 130 total marks for the course award.

The external assessment involves a question paper of 2½ hours' duration, worth the remaining 100 of the 130 total marks for the course award.

## Higher

The course reinforces and extends the knowledge and understanding of the concepts of Physics and related problem-solving skills and practical abilities acquired at National 5, by providing a deeper insight into the structure of the subject. Pupils would normally be expected to have attained National 5 Physics at A or B.

### Course details

The course comprises three mandatory units:

- **Our Dynamic Universe (full unit)**  
Motion; forces, energy and power; projectiles and satellites; special relativity; the expanding universe; and Big Bang theory
- **Particles and Waves (full unit)**  
The Standard Model; electric and magnetic fields and particle motion in fields; nuclear reactions; wave properties; refraction of light; and spectra
- **Electricity (half unit)**  
Electrons and energy; resistors in circuits; capacitors in circuits; conductors and semiconductors; band theory; and p-n junctions
- **Researching Physics (half unit)**  
In this unit pupils will develop the key practical and analytical skills necessary to undertake research in physics and demonstrate their understanding by exploring the physics behind a topical issue.

### Assessment

Each unit will be assessed by a Unit Assessment and then by an external exam at the end of the course (worth 80% of the marks). The **Researching Physics** unit is assessed separately by an assignment carried out under exam conditions in class and marked externally (worth 20% of the marks).

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

## Library and Information Centre

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

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

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

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

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

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

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

We are open at the following times:

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

F6 pupils are welcome at any time.

### **Become a Library Prefect**

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

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

See Miss McFarlane or Mrs Hutton.

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

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

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

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

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

- Finance
- Interview techniques
- UCAS applications (and advice on other applications beyond school, e.g. College, Gap Year, Apprenticeship, Work, etc.)
- Working with others
- Decision-making
- Leadership

We also explore how to engage with appropriate support beyond school, e.g. health, relationships, Careers advice, etc.

## **Core PE & Games** (*Head of PE and Games: Mr E D Jack*)

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

This year the activities offered have included:

- Rugby
- Hockey
- Netball
- Tennis
- Athletics
- Cricket
- Dance
- Rounders
- Trampolining
- Football
- Volleyball
- Fitness Suite
- Badminton
- Basketball
- Scottish Country Dance
- Team Games
- Insanity (High-intensity exercise to music)