HIGH SCHOOL OF DUNDEE

Form 5
Curriculum booklet

Session 2021 - 2022

Introduction to subject preferences

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Subjects

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Art and Design	✓		5
Biology	✓		6
Business Management	✓	✓	7
Chemistry	✓		9
Classical Studies	✓		10
Computing Science	✓	✓	11
Drama	✓		13
Economics	✓		14
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English	✓	✓	16
Environmental Science	✓		17
Geography	✓		18
Health and Food Technology	✓		19
History	✓		20
Latin	✓		21
Mathematics	✓	✓	22
Modern Languages; French, German, Mandarin, and Spanish	✓		24
Modern Studies	✓		25
Music	✓	✓	27
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Introduction

Supporting the Form 5 Curriculum

At the end of this session, Form 4 pupils will have completed four years of what has been a broad, general education in the Senior Years. In the first two years all pupils followed a common course (the only choice being in languages) at the end of which they were required to choose eight certificate subjects to study through Forms 3 and 4. This stage is brought to a close with the National 5 examinations.

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

Moving into Form 5

Each pupil in Form 5 will study four or five certificate subjects, not necessarily all at Higher Grade.

Pupils must understand that success at National 5 is not always a good predictor of success at Higher.

It is of the utmost importance that all pupils start to work seriously for the Higher Grade from the beginning of Form 5.

In addition, two periods per week are set aside to afford pupils the opportunity to opt into enrichment activities such as adult First Aid, Instrumental Music and Physical Education. There is also one compulsory period per week devoted to Personal, Social and Health Education, and all Form 5 pupils are required to attend Core PE and Games.

National Qualifications and Supported Study

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

Pupils who do not wish to attempt or who have been advised against taking five Highers in Form 5 may follow a mix of Higher and National 5 courses, or may choose to take part in Supported Study as an alternative to a fifth subject option.

Supported Study involves pupils studying under supervision for seven periods per week. Support is provided throughout the year to help pupils both to understand how best they learn and to plan their studies.

Including National 5s or Supported Study are sensible and practical strategies for many of our pupils and should not be construed as second-best options.

University entry requirements

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

University entrance is typically based on the number and quality of passes at Higher.

Many courses, especially those which require a higher entry tariff, anticipate that all Higher passes will have been obtained at one sitting.

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

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

For the majority of courses, the minimum entry requirements are stated in terms of three or four Higher passes, for example AAAB or AABB or BBBB, although for some highly competitive courses (Law, Medicine and Veterinary Medicine, or any application to Oxford or Cambridge being the most obvious examples) the number of A passes is crucial, with a current minimum ‘going rate’ of AAAAA or AAAAB. Such courses, and most applications to universities in England, may well also require the pupil to achieve AAA or AAB at Advanced Higher in Form 6.

The quality of the Higher passes is also important for less demanding courses and BBBB at one sitting is preferable to BBBCC. Many Scottish universities have made it clear that in some courses candidates whose four Highers in Form 5 include a C pass will not be made an offer. If the goal is to gain entrance to a course where four B passes are required, it may be wise to postpone sitting a very weak subject until Form 6. To this end, some departments make specific arrangements to support pupils studying a Higher over two years, and being presented for their final exam in Form 6.

Work has already begun in Form 4, through the Morrisby profile, to raise awareness of these issues. Each pupil will have a focused discussion with an independent Careers Advisor to discuss their options and complementary PSHE lessons will develop their understanding further.

Now that we have Unifrog https://www.unifrog.org, pupils currently in F5 have access to a very powerful tool to assist them with looking for interesting degrees, colleges and apprenticeships. It offers a range of filters to guide users towards areas they may not have previously considered, especially if they are as yet undecided about their future path.

UCAS applicants should then proceed to university websites and read up carefully about every course which they might consider. They should pay particular attention to keeping up to date with their awareness of the appropriate entry qualifications for

these. Pupils should also make use of the Unifrog website by recording competencies and activities, as these may be useful when compiling their Personal Statement or CV.

It is the responsibility of the pupils to carry out sufficient research and to ensure that they do not find themselves under-qualified for courses for which they apply.

The most recent edition of the *Entrance Guide to Higher Education in Scotland* is available for reference in the School Library, as is a wide variety of Further Education and Higher Education prospectuses. The UCAS website offers a comprehensive list in its Course Search facility, providing a guide to check the entry requirements, on the website of the relevant university, for every course for which an application is submitted.

Making the choice for Form 5

A major factor governing entry to a subject at Higher is the level of attainment achieved in Form 4. A B pass or better at National 5 would be an indication of likely success at Higher. However, with application, a pupil may be able to progress to Higher from a C pass.

Some important factors

There are several factors which should be taken into account before choices are finalised. The first of these is the pupil's ability to cope with each subject.

Maximising good passes and minimising the chance of fails has already been stated as a prime concern, and this must be borne in mind when considering both the choice of subjects and the number taken at Higher level in Form 5. Pupils must be realistic in their aims and be aware that changes of course in mid-session are discouraged and often unlikely to be possible. Before opting for a Higher course, pupils should also consider how well they are doing in each element of the subject at National 5. Advice on the relative importance of each element is available from class teachers and Heads of Department.

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

Where to go for advice

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

- A first should be the subject teacher or perhaps the Head of Department who will be able to offer sound advice, based on experience, on the likely chance of success in that subject.

- A second avenue is the relevant member of the Guidance or Careers staff, who will be able to offer advice on the number of Highers which should be taken and also with the balance of subjects.
- The direct advice of the Head of Department must be sought by any pupil considering studying a subject at Higher which they have not studied in Form 4. Such a choice is not generally recommended by the School.
- A range of resources is available on *Firefly* on the UCAS tab; detailed advice on *How to Apply*, a step-by-step template for writing a PS, subject-specific booklists and advice on entry requirements for certain courses.
  These may also apply to Form 5 subject preference and should be consulted at an early stage.

Members of the Senior and Guidance staff are available for advice. Particular support is available from Mr Rodger with regard to careers information, and Mrs McGrath will help where college and university entrance requirements are involved.

As may be seen on the timeline below, all pupils will have individual interviews with Guidance staff to discuss subject preference and a programme is delivered during PSE classes which is designed to help them make informed decisions.

Pupils will make their choice of subjects electronically in school, taking account of the following:

- It is expected that subject preference will include English except where discussed in advance with Guidance staff.
- All five subject preferences, including the level, should be entered in **descending** order of priority.

Subject preference timeline

November **Subject Preference information**

This Form 5 curriculum booklet is available on *Firefly* (a print version is available from the School Office on request).

December F4 prelim exams

January **Wednesday 24: Form 4 Parents' Evening,** when parents will have the chance to discuss their son/daughter's progress and potential with subject teachers.

Pupils will have a subject preference interview with their Guidance teacher. During this meeting pupils will indicate provisional subject preferences. A copy of these preferences will be sent to parents for information, and to allow for changes to be discussed.

The **last date for changes** to subject preferences previously indicated by pupils will be **Friday 26 February**.

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

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

1 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. This is an opportunity for pupils to work with media to create 3D outcomes.

2 Expressive Activity involves exploring and developing an individually-chosen theme and producing an outcome in a suitable medium. This aspect of the course focuses predominantly on exploring and improving the individual's media-handling abilities. Pupils are encouraged to find their own style, whether it be a more expressive style or a tighter approach to creating 2D work. Most of the tasks will require pupils to draw and paint; they will have access to a range of materials.

3 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.

Assessment

A Practical Folio containing the Design Activity and the Expressive Activity is sent to the SQA for assessment. This is worth 200 marks (100 marks for each project). Art and Design Studies is assessed by a 2-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)*

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

Internal assessment for reporting consists of end-of-unit tests and the prelim exam. To gain the Higher course award, pupils must complete the external course assessment consisting of a written exam paper and an assignment. The external course assessment will provide the basis for grading attainment in the Higher course award.

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

Higher

This course is offered as an **intensive** 'crash' Higher to Form 5 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 consists of five areas of study:

1 Understanding business
Pupils develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. We analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

2 Management of marketing
This unit builds an understanding of the importance of effective marketing systems to large organisations. We look at the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

3 Management of operations
We look at the importance of effective operations systems to large organisations in this unit. This includes learning about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

4 Management of people
This unit investigates the issues that large organisations face when managing people. We will learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

5 Management of finance
Pupils develop their understanding of the issues that large organisations face when managing finance. We learn about the relevant theories, concepts and procedures used by organisations in financial situations.

Assessment
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.

Due to the accounting elements of the course, pupils embarking on the Higher Business Management course should have obtained an A or B grade in National 5 Maths.

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 prepares pupils well for continuing into the Higher course in Form 6. It looks at five areas:

1 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.

2 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.

3 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.

4 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.

5 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 G Taylor)*

Higher
The course is designed for pupils who wish to continue their study of Chemistry beyond National 5 level. It is a good stepping-stone for those wishing to study Chemistry at Advanced Higher in Form 6.

Higher Chemistry is a one-year course and it can make an important contribution to the pupil's knowledge and understanding of the physical and natural world. As such, it makes a good partner for either Higher Physics or Higher Biology, or is complete as a scientific study on its own. The course provides a grounding for further study in higher education of Chemistry and Chemistry-related subjects such as environmental and food sciences 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 four units;

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 following 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.

4 Researching Chemistry. This final unit focuses on the practical side of the subject. Experimental techniques, commonly used apparatus and the planning, conducting and reporting of experimental work are all considered.

Pupils will be assessed at the completion of the course by an external examination worth 120 marks (80%) and an externally marked assignment, which will assess their research, analysis and communication skills, and which is worth 30 marks (20%) 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)*

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 Classical literature in translation, particularly Classical Drama, for the insight this offers 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)*

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. Like National 5, the course covers large amounts of the content using practical activities.

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 study of National 5 Computing Science is extended in the Higher, with pupils gaining deeper understanding and skills in a range of disciplines.

Prerequisites

It is expected that pupils will have undertaken National 5 Computing Science but this is not set in stone. Often pupils decide of a different career path or realise the importance of technology in the modern world and select a 'crash higher'. Each case would be discussed with the department.

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%

Course topics

The course consists of four units, which are explored through a variety of means including teacher-led discussion, independent and group practical work, and self- and peer-evaluation. These are:

1 Software Design and Development
2 Databases Design and Development
3 Web Design and Development
4 Computer Systems

The topics of study include:

- designing, implementing, testing and evaluating computer programs
- designing and implementing static and interactive web pages/sites
- designing and implementing database systems
- understanding and developing problem-solving algorithms
- understanding the hardware requirements of an information system
- understanding the security implications of running an information system
- investigating and evaluating emerging and innovative technologies
- considering the impact of computing on the environment and society.

The units also provide an opportunity to develop the following transferable skills:

- problem analysis
- design and modelling
- application of computational thinking
- critical thinking and evaluation
- communication of key facts using appropriate terminology.

National 5

The study of Computing Science is appropriate for general university entrance, entry to computer-based as well as non-technical courses, pupils aiming for a Higher or Advanced Higher Computing qualification and for pupils who wish to have a range of general Information Technology skills to assist them in a wide array of careers. Programming now has a place across a wide range of courses and career paths including Maths, Sciences, Engineering and Computing. These often use languages such as Python, which is currently the main language taught in the department. The course is very practical in nature and pupils will spend large amounts of time working through problems at the computer.

Prerequisites

It is expected that pupils will have undertaken an introductory Computing course in Forms 1 and 2, on which the Form 3 course builds.

Assessment

The National 5 has an externally assessed assignment (31% of final grade) and a written two hour exam (69% of final grade).

Course topics

The course consists of four units, which are explored through a variety of means including teacher-led discussion, independent and group practical work, and self- and peer-evaluation. These are:

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- considering the impact of computing on the environment and society.

The units also provide an opportunity to develop the following transferable skills:

- problem analysis
- design and modelling
- application of computational thinking
- critical thinking and evaluation
- communication of key facts using appropriate terminology.

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

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, hair 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 main units; Drama Skills and Production Skills. Both these Units prepare pupils for the practical and textual study of their Set Text and Performance. Pupils must attend at least two live theatrical performances. The external components of the course are a question paper and a practical performance. The course will articulate with Advanced Higher in Form 6.

1 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.

2 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 through presentation. They will develop ideas and production skills within their chosen production roles. Both areas will be explored and assessed through research, rehearsal and presentation.

External Course Assessment
- **Question Paper** – 50 marks
  Testing written analysis of theatrical performance, set text and performance concepts.
- **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)*

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 investigates three areas:

1 Economics of the Market
Pupils will carry out 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. They will examine and analyse how supply and demand drives resource allocation and economic production, which will provide them with an in-depth understanding of markets and how they operate.

2 UK Economic Activity
Through activities, pupils will learn 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
Pupils will learn how to analyse the global nature of economics. They 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 will be 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 economic topic of their choice and produce a report, which will be submitted to the SQA for marking.

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

Higher
This course builds on the National 5 qualification. Engineering brings together elements of technology, science and mathematics, and applies these to real-world challenges.
The course provides an excellent opportunity to make links across learning in the senior phase. It encourages candidates to become successful, responsible and creative in using technologies and to develop a range of qualities, including flexibility, perseverance, confidence and enterprise.

Prerequisites
It is expected that pupils will have undertaken National 5 Engineering Science but this is not set in stone. Often pupils decide on a different career path or realise the importance of technology in the modern world and select a 'crash higher'. Each case would be discussed with the department.

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

Assignment	31%
Final examination	69%

Course topics
The course consists of three course areas, which are explored through a variety of means including teacher-led discussion, independent and group practical work, and self- and peer-evaluation. These are:
1 Engineering contexts and challenges
2 Electronics and control
3 Mechanisms and structures

The topics of study include:
- analysing engineering problems with some complex features
- designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts
- investigating and evaluating existing and emerging technologies
- communicating engineering concepts clearly and concisely, using appropriate terminology
- knowledge and understanding of:
    - the many types of engineering
    - the wide role and impact of engineering on society and the environment
    - the workings of a range of engineered objects
    - key concepts related to electronic and microcontroller-based systems, and their application — key concepts related to mechanical, structural and pneumatic systems, and their application
    - the relevance of energy, efficiency and sustainability to engineering problems and solutions
- applying engineering knowledge, understanding and skills in a range of contexts.

Note: Presentation at N5 level is an option for pupils studying this course.

English *(Head of Department: Mrs A D Tevendale)*

It is expected that most pupils in Form 5 will continue to study English, unless in exceptional circumstances and with the prior agreement of their Guidance teacher.

It is the responsibility of pupils to ensure that their decision regarding Higher English will not preclude entry to any course of their choice at university.

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.

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
- Talk Assessment (Pass or Fail)

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 N5 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, baryite 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 an assessment in each.
The end-of-year examination comprises two question papers. Paper 1 is worth 20 marks and Paper 2 is worth 100 marks and constitutes 80% of the final award.
The remaining 20% 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)*

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 an assessment in each.
The end-of-year examination comprises two question papers. Paper 1 is worth 100 marks and Paper 2 is worth 60 marks and is worth 73% of the final award. The remaining 27% 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 timeframe 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.

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 is a 'crash' Higher. Pupils study 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.

Learners will be able 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. The project is completed in class time under SQA conditions.

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

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

Higher
The History course consists of three units:

1 Historical study: Britain 1850s - 1979

- An evaluation of the reasons why Britain became more democratic, 1851–1928
- An assessment of how democratic Britain became, 1867–1928
- An evaluation of the reasons why some women were given the vote in 1918
- An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14
- An assessment of the effectiveness of the Liberal social welfare reforms
- An assessment of the effectiveness of the Labour reforms, 1945–51

2 Historical study: the growth of Nationalism in Germany

- An evaluation of the reasons for the growth of nationalism in Germany, 1815–50
- An assessment of the degree of growth of nationalism in Germany, up to 1850
- An evaluation of the obstacles to German unification, 1815–50
- An evaluation of the reasons why unification was achieved in Germany, by 1871
- An evaluation of the reasons why the Nazis achieved power in 1933
- An evaluation of the reasons why the Nazis were able to stay in power, 1933–39

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

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

The final examination is based on two exam papers.
Paper 1: Two essays in 90 minutes
Paper 2: Four source-based questions in 90 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 27% of the final assessment.

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

Higher
The course involves two 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 Literary Appreciation
Pupils will read a selection of ancient Latin authors and choose two on which they will answer questions during the exam. The texts include:

- a selection of the short poems of Catullus
- part of a law-court speech of Cicero
- mythology collected by the poet Ovid in his Metamorphoses
- part of Virgil's great epic, the Aeneid
- Pliny the Younger's letters, describing the destruction of Pompeii and the eruption of Mount Vesuvius.

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

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)*

Higher French / German / Spanish / Mandarin
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 foreign counterparts in the worlds of business and industry. In the current uncertain political climate, 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 world, 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

The Higher coursework component is an assignment in Writing, while all four language skills are assessed in the final exam.

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

Overview
Modern Studies is a subject which looks at what is happening in the world today, both at home and abroad. Themes covered include political processes, voting behaviour, poverty / health issues and a study of topical issues in South Africa. The course therefore provides a synthesis of political, sociological and economic issues.

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

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 two exam papers:
Paper 1: Three essays in 1 hour and 45 minutes
Paper 2: Three source-based questions in 1 hour and 15 minutes.

There will be an Assignment, to be prepared and written on any relevant Modern Studies issue of the pupil's choice, before the main diet of examinations. This is worth 27% 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 *(Director of Music: Dr L S Steuart Fothringham)*

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 20th- and 21st-century Music
In this unit, pupils will develop knowledge and understanding of 20th- and 21st 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.

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

Higher

The course enables candidates 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.

The course consists of two areas of study:

Performance

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

Factors Impacting on Performance

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance.

Assessment

Performance (60 Marks – equates to 50% of total mark)

The performance assesses candidates' ability to perform in two different physical activities.

The activities chosen must be on the SQA acceptable activity list and be challenging/competitive. Your teachers/markers must have relevant experience that will enable them to mark your performance. If outwith school, it must be easily accessible for your teacher to attend – in particular the location and timing. This will be at the discretion of the department.

Question Paper (50 Marks – equates to 50% of total mark)

The question paper assesses the candidates' ability to integrate and apply knowledge and understanding from across the course.

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 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 course embraces traditional topics such as mechanics and electricity along with modern Physics, based on quantum theory.

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:

1 Our Dynamic Universe
Motion; forces, energy and power; projectiles and satellites; special relativity; the expanding universe; and Big Bang theory

2 Particles and Waves
The Standard Model; electric and magnetic fields and particle motion in fields; nuclear reactions; wave properties; refraction of light; and spectra

3 Electricity
Electrons and energy; resistors in circuits; capacitors in circuits; conductors and semiconductors; band theory; and p-n junctions

Assessment
Each unit will be assessed by an external exam of 2 papers (45 minutes followed by 2 hours 15 minutes) at the end of the course (worth 80% of the marks). Pupils' skills in *Researching Physics* are 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 to Advanced Higher Physics, a degree, an HND or HNC in Physics, Science, Mathematics, Computing or Engineering fields and to employment in related areas.

Religious, Moral and Philosophical Studies *(Head of Dept: Mr A Cummins)*

Please note: Philosophy and RMPS are offered in alternate years. For session 2021 it is Philosophy; in 2122 the subject taught in both F5 and F6 will be RMPS.

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 religious beliefs and philosophical concepts, along with questions concerning ethical issues and the justification of beliefs
- develop critical thinking, analytical and evaluative skills
- 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 religious and/or philosophical question.

The course comprises three units and one assignment:

1 World Religion – Christianity

The general aim of this unit is to develop pupils' ability to understand, and think analytically about, religious belief. Pupils will develop knowledge, understanding and skills that they can apply to analyse and evaluate a range of topics within, and related to, religious faith.

2 Morality and Belief

The general aim of this unit is to develop knowledge, understanding and skills to evaluate some of the ways in which religious and non-religious people make moral decisions. Pupils will develop understanding of a range of different views, and key criticisms of these.

3 Religious and Philosophical Questions

The general aim of this unit is to develop skills in analysing and evaluating arguments related to religious faith. Pupils will study one key belief in detail, and how it has been criticised and defended by a selection of pivotal thinkers.

Assignment

The Higher RMPS 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.

Notes:

- Presentation at Nat 5 level is an option for pupils studying this course.
- Higher Philosophy will be offered during 2022-23

Foundation Apprenticeships

These are a work-based learning opportunity for secondary school pupils. Pupils typically begin their 2-year Foundation Apprenticeship in Form 5. Young people spend time out of school at Dundee & Angus College or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects.

Foundation Apprenticeships are currently available in 11 subjects, including civil engineering, software development and financial services. They are linked to growth sectors of the Scottish economy, so young people are obtaining industry experience which will help them to kick-start a successful career in their chosen field.

Pupils are assessed on a unit-by-unit basis and will achieve the qualification by passing each unit. The placement also counts towards the qualification and the employer will work with the young person to develop a plan for the assessments. If a pupil has a Higher in an articulating subject, the course will take only one year, in Form 6; e.g. Higher Business Management followed by Business FA.

Most of the FA courses take place on Monday and Wednesday afternoons from 14.00 to 16.00 / 17.00.

The following links lead to the individual subject courses:

- Accounting
- Business
- Civil Engineering
- Creative and Digital Media
- Early Learning and Child Care
- Engineering
- Food and Drink
- Health and Social Care
- Networking and Cyber Security
- Science and Technology
- Software & Applications Development

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

High Performance Sport Programme (HPSP)
(Head of Elite Sport Development: Mr P J Godman)

The HPSP caters for our pupils who are performing in sport at the highest level. The aim of the programme is to enhance and develop these athletes during timetabled sessions to enable them to reach their full potential. Run in partnership with Abertay University, the programme will also allow pupils access to state-of-the-art facilities and assistance from the University's expert staff.

The HPSP will have a flexible structure that is tailored to the individual needs of each athlete. By producing this bespoke programme, we strive to create an environment that allows each athlete to thrive in their sport while concurrently ensuring they maintain a good sport/life/school balance. The following are elements that will be included in the programme:

- Strength and Conditioning
- Specialist Training Sessions
- Physiotherapy and Rehabilitation
- Video Analysis
- One-to-One Mentoring
- Sports Psychology Sessions
- Guest Speaker Presentations

Selection
Places on the HPSP are limited and as such an application process is required. As a minimal, those applying should have performed at a regional or national level in their sport. Other factors that will be taken into account will be current level of performance, evidence of progression and external references.

Those meeting these criteria and interested in choosing HPSP in their timetable for next session should initially make an appointment to discuss this with Mr Godman. The purpose of this discussion is to ensure both that the course is right for the individual and also that the individual is right for the course.

All pupils taking part in the HPSP will be expected to display full commitment to the programme, communicate and cooperate fully with staff and peers, and demonstrate exemplary conduct throughout.

Assessment
There is no formal assessment for the HPSP and therefore no formal qualification will be gained.
There is, however, the potential for interested participants to be assisted in achieving coaching/officiating/first aid qualifications.
In addition to the continual monitoring of performance throughout the year, a formal end-of-year review will take place. This will allow all parties to comment on and evaluate progress/strengths/development needs and ultimately decide if it would be beneficial to continue with the HPSP programme for another year.

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

The Core PE and Games programme runs across the six years of secondary education. All pupils in Form 5 are timetabled for two periods of PE/Games per week, with opportunities for increased contact time available through enrichment periods and co-curricular activities.

The overriding aim is to facilitate the pupils reaching their physical potential while concurrently developing a positive attitude to physical activity that will last a lifetime.

In Form 5 the onus is on pupil choice. A range of activities is established following pupil/teacher consultation and where possible all suggestions are explored.

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)

Personal, Social and Health Education *(Mr N R Clarke)*

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

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

The aim is to encourage positive personal and social development by increasing the pupils' self-awareness through the development of self-assessment and target setting.

The teaching in Form 5 will concentrate on the skills needed for the future, such as working with others, decision-making, leadership and so on. The topics covered will reinforce those already covered in Forms 1 to 4 (e.g. emotional wellbeing, substance use and abuse, personal and online safety, and relationships) while introducing those more relevant to older pupils, such as driving, finance, interview techniques, and applications/life beyond school.

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