DOLLAR ACADEMY

FORM VI
COURSE CHOICE INFORMATION

SESSION 2026/2027

*Form VI pupils are advised to consult the Form V booklet for other (Higher) Courses open to them. The EnrichEd programme outlining additional qualifications and modules on offer is described in a separate booklet.

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This page should be read as a continuation of the introduction in the Form V booklet.

ADVANCED HIGHER COURSES

Nearly all pupils at Dollar Academy achieve good National 5 passes in Form lV and progress to Higher Courses in Form V, usually taking five Highers. Progress into Form VI allows both for deepening the curriculum by studying Form V subjects at Advanced Higher and for broadening the curriculum by taking new subjects at Higher or exploring additional qualifications and learning opportunities through the EnrichEd programme.

Advanced Higher is the SQA level above Higher. Whilst the assessment procedures are similar to those of Highers the courses themselves often involve a greater amount of independent work (e.g. dissertations, extended projects). We seem them as being excellent transitional qualifications towards ways of working common in universities, apprenticeships and the world of work.

Please note that courses which attract only a very small number of pupils may not be offered. Affected pupils will be informed and will be asked to re-choose subjects. As far as is possible, this re-selection will be done before the curriculum columns are finalised and will be carried out in consultation with parents.

UNIVERSITY ENTRANCE

For university entrance, Advanced Higher and A-level are broadly equivalent.

SCOTTISH BACCALAUREATES

What is the Baccalaureate?
The SQA Scottish Baccalaureate is a qualification that builds upon the AH Courses that a Form VI pupil is taking and a H Course, usually taken in Form V. In addition to this the pupil must undertake an Interdisciplinary Project (IP). The IP is equivalent to half an AH and is skills based. It provides the opportunity for pupils to initiate, drive forward and conclude a research project of their own choosing.

To be awarded a Baccalaureate, passes are required in eligible Courses and, in addition, the completion of an Interdisciplinary Project. The Scottish Baccalaureate is awarded at Pass and Distinction. A Distinction requires a grade A in one eligible AH Course, one other grade A in any other component (AH, H or IP) and at least a grade B in all other components. A Pass will be awarded to those who achieve at least a grade C in all mandatory components and who do not meet the criteria for Distinction.

The Scottish Baccalaureate developed from a collaboration between Universities and the SQA, as Universities are keen to see improved independent learning skills in new undergraduates.

ENGLISH - ADVANCED HIGHER

ENTRY REQUIREMENT – Higher B

COURSE STRUCTURE

The subject is by its very nature inclusive and various, promoting individuality. Many pupils go on to study the subject at university; all benefit from the high-level thinking skills required by the discipline. It is an excellent foundation for those considering careers in law, politics, languages, journalism, teaching and the media.

Certainly, the subject appeals to those who love reading and want to be challenged by literature in its different forms. It also appeals to those who are keen to develop their creative and analytical skills, and who want to know more about how language is central to the working of the human mind and to our understanding of experience. The course significantly extends Higher work, but teaching sets are generally smaller and taught by several teachers. Classes are closer in form to the University seminar, with pupils benefiting from each other's ideas, able to argue a position persuasively, and to disagree thoughtfully. At all times we aim to deepen pupils' literary and critical awareness.

The **Literary Study** paper **(20%)** requires the study of two Shakespeare plays. Wherever possible, we also offer a theatre trip to London and visit to The Globe to support our study. Literature is central to the course and pupils are expected to read widely.

Textual Analysis (20%) is a fundamental discipline and is given significant emphasis on the course. Pupils are taught how to respond to unseen poetry, drawing on their wider reading and critical vocabulary. A weekly lunchtime seminar supports this enjoyable and challenging part of the course.

Creative Writing Folio (30%) is a third compulsory component. There is much room for experimentation here – in poetry, drama and prose, whether fictional or reflective – with a folio of polished work being finalised in the spring. Many pieces go on to be published in *Fortunas*.

Finally, the **Specialist Study (30%)** involves a new approach to learning, and the eventual production of a dissertation of up to 3,500 words. This kind of independent, self-disciplined activity is an invaluable preparation for the rigours of most university courses. The supervisor assigned to each pupil acts as an important resource for consultation and advice.

MEDIA - HIGHER

COURSE STRUCTURE

A fully certified SQA course, this is the ideal way to gain a further Higher in Form VI. From television to cinema, radio to podcasts, social media to blogs and vlogs, and everything in between –the media plays a huge part in our everyday lives. This is a fast-paced subject that requires you to move with the times. As you look at the role of the media in contemporary society, you will recognise aspects of other subjects in your studies, including history, sociology, philosophy, psychology, and politics.

You will gain the ability to think critically about media texts, identifying techniques used to manipulate audiences' attitudes and behaviours, and get the chance to create your own media content too.

DRAMA –ADVANCED HIGHER

COURSE STRUCTURE

50% of the course is based on Practical skills- Acting, Directing or Design. Pupils can choose acting where they are required to perform a monologue and to present an interactive piece of Drama in front of an external examiner. Alternatively, pupils could choose Design, in which they present a set design to an examiner or as a director, staging a text extract from a play of their choice.

50% is a dissertation on an aspect of Drama that they feel passionate about.

This is a Course which builds on expertise and skills learned during the Higher Drama Course. It intensifies the demands on the pupil in terms of self-discipline and self-study. The focus is on dealing with the major figures in European Theatre of the last hundred years.

Twentieth Century Theatre: Theories of Performance: Pupils have to study a selection of Theatre Practitioners from a list which includes: Brecht, Stanislavsky, Boal, Grotowski, Brook, Craig, Artaud et al. Their study will include analysis of a current production and the way it is influenced by the chosen practitioners.

Performance: Pupils study and devise performance ideas for a chosen set text. They will act an extract from their chosen text after discussion and planning with regard to their chosen performance concepts. They will also perform a monologue in a contrasting role.

Theatre visits will be an integral part of the Course, as Theories of Performance have to be observed in practice in theatre, and then discussed and analysed.

CLASSICAL STUDIES - ADVANCED HIGHER

ENTRY REQUIREMENT – Higher C in any social subject

COURSE STRUCTURE

- Component 1: Heroes and Heroism
  - Homer, *Iliad*, Books 1, 6, 22 and 24
  - Homer, *Odyssey*, Books 1, 5, 6 and 22
  - Euripides, *Trojan Women*
  - Virgil, *Aeneid*, Books 1, 2, 4 and 12
  - Ovid, *Heroides*, 1, 3 and 7

- Component 2: Project-Dissertation

Pupils who take Advanced Higher Classical Studies invariably look back on it as one of the most rewarding Courses they have ever studied. In particular, they regard this in-depth and academic study of the classical world as excellent training for more independent study at university. This course is open to all pupils in Form VI, including those with no prior experience in Classical Studies. With new texts introduced at this level, pupils are able to apply their interpretative, analytical and evaluative skills gained through subjects such as English and History, to effectively engage with this course.

The course concentrates on the theme of 'Heroes and Heroism' in Greek and Roman Literature. Pupils study Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, Euripides *Trojan Women* and Ovid's *Heroides*. Pupils explore the society within which the literature is set to gain an understanding of the key cultural concepts that have influenced the authors, their characters and themes. The course focuses on heroes and anti-heroes, the changing nature of heroism, morality and the hero, the hero and women and heroes as role models. Overarching this is also the perception of heroism in the ancient world and how this differs from modern ideals.

In addition to the final exam, pupils have the opportunity to research and write a dissertation on an aspect of the Greco-Roman World of their own choice. Again, this has proved to be excellent practice for university assessments. No previous experience of the subject is necessary: we find that pupils new to Classical Studies do very well indeed. This depth of understanding of the continued significance and impact of the classical world, along with high-level skills in source analysis and synthesising information, is part of the Course's contribution to learners' skills and knowledge. The skills acquired by Classicists are valued highly by employers in all fields.

LATIN - ADVANCED HIGHER

ENTRY REQUIREMENT - Higher B

COURSE STRUCTURE

- Component 1: Literary Appreciation
  - Ovid and Latin Love Poetry
- Component 2: Translating
- Component 3: Project-Dissertation

Advanced Higher Latin is an interesting, wide-ranging and rewarding Course, as enjoyable as it is challenging. It allows pupils to develop further the sound language skills they have acquired at Higher, while studying the literary and cultural achievements of one of the greatest of all civilisations.

The Literary Appreciation Component of the Course traces the development of love elegy, from its infancy with Catullus, through its variety of forms in the work of Tibullus, Propertius and Horace, to its eventual maturity in Ovid's subversive, witty, unforgettable *Amores*.

A range of other authors, writers of both verse and prose, are studied in preparation for the Translating Component. This Component provides learners with the opportunity to develop and extend the advanced language skills needed for accurate translation of complex unseen Latin verse and prose texts into English. Access to a comprehensive wordlist is permitted for Course assessment.

In the Project-Dissertation Component, pupils will produce a dissertation on an aspect of Latin language, literature or the Roman world, chosen by the learners as appropriate to their interests. Past topics have included the role of Cleopatra in the politics of the late Republic, and Roman beliefs in the afterlife. This final course element allows pupils to develop the kind of confidence in researching, selecting, evaluating and presenting evidence which is vital at university level.

Advanced Higher Latin provides opportunities to apply skills in practical and relevant contexts, and to appreciate more the legacy and influence of Roman civilisation on contemporary Scotland and the rest of the world in areas such as medicine, law, horticulture, drama, politics and the arts. The skills acquired by Classicists are valued highly by employers in all fields.

MODERN LANGUAGES – ADVANCED HIGHER

French, German, Mandarin, Spanish

ENTRY REQUIREMENT: Higher B

COURSE STRUCTURE

Why this course is great for you:

Advanced Higher is designed to **push your language skills to university-level standards**, giving you the confidence to think critically, discuss complex issues, and communicate with sophistication. It's perfect if you want to study languages or other subjects at university, travel, or gain highly sought-after skills for your future career.

By the end of the course, you won't just speak a language—you'll **think in it, debate in it, and understand the world through it**.

Take your language skills to the next level!

Advanced Higher builds on everything you've learned in previous years and challenges you to use your language confidently in real-world and global contexts. The course focuses on topics that matter today, giving you the chance to explore opinions and ideas on areas of **social, cultural, and global importance**.

You'll also dive deeper into the **life and culture** of the countries where the language is spoken. This could include reading and researching a piece of literature in the foreign language, or exploring other cultural areas like music, film, art, history, geography, or current affairs.

What you'll do:

- Develop your **Listening, Reading, Speaking, and Writing** skills to an advanced level.
- Take part in regular sessions with our **Foreign Language Assistants** to improve your speaking and listening confidence.
- Work on **written texts and recorded materials** to support class discussions and writing tasks.
- Express your opinions, take part in debates, and discuss topics relevant to young people today in a **globalised world**.

Assessment:

- Internal: Tests across Reading, Listening, Speaking, and Writing throughout the year, plus a discursive piece of writing.
- External: Final exams in all four skills, including a Speaking exam with a visiting assessor, plus a Portfolio: a critical essay in English on your chosen literature or cultural topic.

ENVIRONMENTAL SCIENCE – HIGHER

ENTRY REQUIREMENT – Higher B in Geography and/or Higher Biology or at the discretion of the Head of Department.

COURSE STRUCTURE

The Higher Environmental Science Course develops learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. The Course provides a broad and up-to-date selection of ideas relevant to the central position of environmental science in society, as learners investigate key areas of the living environment such as biodiversity and interdependence, in addition to controversial issues such as fracking and climate change.

COURSE STRUCTURE
This course helps develop skills of scientific inquiry, investigation and analytical thinking in the context of environmental studies. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

Unit 1: Living Environment
Learners develop knowledge and understanding of the living environment, focusing on the topics of; investigating ecosystems and biodiversity, interdependence, and human influences on biodiversity.

Unit 2: Earth's Resources
Learners develop knowledge and understanding of the Earth's resources, focusing on the topics of the Earth's systems and their interactions, the geosphere, the hydrosphere, the biosphere, and the atmosphere.

Unit 3: Sustainability
Learners develop knowledge and understanding on the environmental, economic and social components of sustainability, and the relationship between them. The topics focus on the sustainability of; food, water, energy, waste management, and anthropogenic climate change in the context of developed and developing world countries.

External Assessment
This consists of two papers:

- Paper 1: problem solving using sources to make a decision based on an environmental issue (20 marks).
- Paper 2: short response questions (100 marks).

Assignment
The Assignment is a fieldwork investigation or scientific experiment into a relevant topic covered in environmental science, with a particular focus on its impact on the environment/society. This will allow learners to gain a deeper understanding of an environmental topic they are interested in and apply practical skills to complete this investigation.

Elements of the Environmental Science course are linked to topics traditionally studied in Geography and Biology and pupils who have a background in these subjects may find studying this course beneficial. Environmental Science can be used as a broadening subject for the Scottish Baccalaureate in Science and is an excellent companion course to Higher Geography, Higher Biology or Advanced Higher Geography.

GEOGRAPHY – ADVANCED HIGHER

ENTRY REQUIREMENT- Higher C or at the discretion of the Head of Department.

COURSE STRUCTURE

By using the concepts and techniques of geographical analysis, the main aim of Advanced Higher Geography is to develop a detailed understanding of aspects of the contemporary world. As an integral part of the coursework, pupils will take part in a residential field trip and will be expected to undertake independent study of their own with guidance.

The course assessment consists of two components:

Component 1. Question Paper **50 marks**

Questions will cover the three skill areas of:

- Map Interpretation
- Gathering and Processing Techniques
- Geographical Data Handling

Component 2. Project-Folio **100 marks**

Section A.
Geographical Study – pupils will complete a detailed study on a topic of their choice based on independent fieldwork and research. They can work on this throughout the year.

Section B.
Geographical Issue – pupils will undertake a critical evaluation of an issue from a geographical perspective. They can work on this throughout the year.

Advanced Higher Geography is excellent preparation for university study, developing the critical skills required as well as the ability to work independently. It builds on the knowledge gained in the National 5 and Higher Geography course and is an excellent companion course to Higher Environmental Science.

DIPLOMA OF SUSTAINABILITY – HIGHER equivalent

COURSE STRUCTURE

Do you want to develop the knowledge and skills to make the world a better place? To tackle inequalities, injustice or climate change? This course is an opportunity to do just that – while gaining a UCAS tariff rated qualification at Level 6, equivalent to Higher.

Unit 1: Understanding Sustainability and Design Thinking (20%)

Explore the concept of sustainability through the framework of the UN Sustainable Development Goals (SDGs) and learn the principles of Design Thinking – a powerful tool for creative problem-solving. You will apply these in practice to create a compelling social media campaign around an SDG of your choice.

Unit 2: Designing Sustainable Solutions (60%)

Choose two Global Challenge Projects from a range of options, each rooted in the SDGs. For instance, you might design a video game to combat climate anxiety; a new wave-powered method for water desalination; a monument to represent unheard voices in your community; or an accessible playground for older people to keep fit, healthy and connected. In each case, you will conduct research to build understanding of the issues; generate ideas; develop your concept through a process of feedback and testing; and present your solution.

Unit 3: Entrepreneurship: Ideas into Action (20%)

With support from the University of Stirling Enterprise Team, you will choose one of your Global Challenge Project solutions from Unit 2 to develop further and pitch as a business or social enterprise – and have the opportunity to receive feedback from entrepreneurs.

Assessment

Assessment is based on a Portfolio of work which you will build throughout the year, and there are no examinations.

Outcomes

You will build understanding and experience of how you can apply your knowledge and abilities to tackle the challenges that face humanity in the coming decades. You will develop key skills such as independent research, problem-solving, critical thinking, collaboration, communication and entrepreneurship, which are increasingly sought by universities, colleges and employers.

HISTORY – ADVANCED HIGHER

ENTRY REQUIREMENT - Higher C

COURSE STRUCTURE

The general aim is to proceed further with the study of History and so develop at greater depth the abilities and skills associated with it. These include the ability to:

a) evaluate the opinions of secondary authorities who hold differing historical views;
b) interpret source material;
c) carry out an intensive study within a limited field, placing this field within its wider historical context.

There are eleven possible fields of study and, while the Department would wish to offer all possibilities, in recent years one in particular has proved to be most popular and profitable in terms of interest and availability of source material.

Russia: from Tsarism to Stalinism, 1914-1945, Field of Study 9, covers the transformation of Russia from a backward autocracy to a modern, Communist-governed, superpower. After an initial introduction to pre-Revolutionary Russia and to the ideas of Karl Marx, pupils concentrate on specific topics

- War and the breakdown of Russian society, 1914 to January 1917
- The February Revolution
- The Provisional Government and the October Revolution
- The international context 1917–24
- The Civil War
- The Soviet state from War Communism to New Economic Policy, 1918–24
- Stalin's struggle for power
- Industrialisation and collectivisation
- The political and social development of the Stalinist state
- The Great Patriotic War

Seminar essay papers are prepared by pupils on topics such as the nature of the February Revolution, the role of Lenin and the October Revolution, the Russian Civil War, the Leadership Struggle, the Nature of the Stalinist State, the Road to Terror and the Stalinist Purges, and the explanation for Soviet victory in the Great Patriotic War.

Attitudes and responses to central issues are considered in seminar papers, essay work and source analysis.

Assessment

This consists of a Dissertation (maximum 4000 words) and a written paper of 3 hours duration which will require the pupil to write 2 essays from across the chosen field of study and a further three source-based questions on four primary and secondary sources. Each of the three elements – Dissertation, Essays and Source Work – has equal weighting.

MODERN STUDIES – ADVANCED HIGHER

Entry Requirement - Higher C

COURSE STRUCTURE

Social Issues and Research Methods : Law and Order

Advanced Higher Modern Studies aims to develop further the knowledge and understanding of the processes and skills acquired at Higher. The Course is concerned with the detailed study of selected aspects of contemporary society. It is structured to ease the transition from school to university education by developing new skills such as note-taking, tutorial participation and presentations. Pupils will also increase their understanding of social research methods.

In this study we consider a range of complex social issues in the United Kingdom (including Scotland). Throughout the study, an international comparative approach should be adopted.

Pupils will study in depth the theme of Law and Order. In particular, this will cover:

A. Understanding the criminal justice system
- ♦ Individual human rights and liberty in relation to criminal justice
- ♦ Judicial framework
- ♦ Current criminal justice issues

B. Understanding criminal behaviour
- ♦ The nature and extent of criminal behaviour
- ♦ Evaluation of theories of criminal behaviour
- ♦ The social and economic effects of criminal behaviour

This therefore considers the causes and effects of crime and the relationship between crime and factors such as social class, poverty, gender, ethnicity.

C. Responses by society to crime
- ♦ Theories and explanations of responses to crime
- ♦ Current responses to crime
- ♦ Evaluation of responses to crime

This might be expected to include the role of the police and the policies of the political parties towards law and order and the effectiveness of the penal system and comparisons with alternative systems abroad.

D. Research Methods
- ♦ Research methodology and related moral and ethical issues

Pupils will benefit from visiting speakers such as Prison Governors, and from study visits to prisons such as Barlinnie, Cornton Vale, Kilmarnock, Castle Huntly and Polmont.

ASSESSMENT

The examination consists of a dissertation (maximum 5000) and a written paper of 3 hours duration which will require the pupil to write 2 essays and to answer questions on research methods. The dissertation is worth one-third of the final mark and will be based on the theme of Law and Order.

POLITICS – HIGHER

COURSE STRUCTURE

- Political Structures (40 hours)
- Political Representation (40 marks)
- Political Theory (40 marks)

Politics is the study of power. Higher Politics follows the classic model of academic political science.

The Political Structures unit is a comparison between the functions of institutions in the most influential democracies in the world, the UK and the USA. The pupil compares President to Prime Minister, Congress to Parliament. They learn how the parts of a system relate to one another and where power is located. Does the US President dominate Congress or is it vice versa? Is the Supreme Court of the UK as powerful as that of the USA?

The Political Theory unit is about the philosophy of power. Who should have it? How should it be used? Pupils study Conservatism, Liberalism and Socialism, drawing on the great thinkers of each tradition - Marx, Mill and Burke - and theorists of the state, authority and legitimacy.

The Political Representation unit is about elections. Different systems are compared. Theories of voting behaviour are tested against case studies of recent elections. Do we vote based on class or are we swayed by the media? Do many people identify with political parties or do they make a rational choice at each election?

Higher Politics develops skills essential for future academic study. Pupils are required to test theories against evidence and to write structured, analytical essays under examination conditions. They analyse contemporary sources and draw reasoned conclusions. Above all, they engage with the world of Politics, deepening their understanding of the ideas and processes that will affect them throughout their lives.

MATHEMATICS – ADVANCED HIGHER

ENTRY REQUIREMENT - Higher Mathematics Grade A (advised). Students who achieved a Grade B may be allowed to sit the course at the discretion of the Head of Department.

COURSE STRUCTURE

There are three distinct qualifications available at this level:

- AH Mathematics
- AH Mathematics of Mechanics (only available to students sitting AH Mathematics)
- AH Statistics

All three courses offer an interesting, relevant development of the subject and can be recommended to those intent on a wide variety of future studies. Prospective mathematicians, economists, physicists and engineers should follow the AH Mathematics course, together with, in some cases, the AH Mathematics of Mechanics option. Pupils who would like to broaden their mathematical perspective would benefit from completing the AH Statistics course, alongside AH Mathematics.

The skills in each of these Courses can be broken down into three units and the programmes on offer are as follows:

AH Mathematics

Methods in Algebra and Calculus
Develops advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The skills covered are 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.

Applications of Algebra and Calculus
Develops 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 skills covered include 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.

Geometry, Proof and Systems of Equations
Develops 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 skills covered are matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

AH Mathematics of MECHANICS (3 periods per week)

Linear and Parabolic Motion:
Newton's laws, relative velocity, projectiles, forces.

Force, Energy and Periodic Motion:
Motion in a circle, simple harmonic motion, centres of mass.

Mathematical Techniques for Mechanics:
A unit made up from a variety of topics from AH Mathematics.

Mechanics uses Mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations, and draw conclusions, Mathematics of Mechanics complements the AH Pure course and is particularly suitable for pupils who intend to go onto study Engineering, Physics and related fields. Our pupils gain great satisfaction in being able to bring and apply their more theoretical skills and knowledge to model and solve problems with real world applications.

AH STATISTICS

Data Analysis and Modelling:
Applying skills to data collection, presentation and interpretation, probability theory including Bayes' Theorem, discrete random variables and probability distributions.
Statistical Inference:
Applying skills to sampling, the Central Limit Theorem, confidence intervals and bivariate analysis.
Hypothesis Testing:
Applying skills to parametric, non-parametric and bivariate tests.

The study of statistics is important in everyday life, helping us to make sense of inherent natural variation in a wide variety of contexts. The course equips pupils with the skills needed to make unbiased inferences and conclusions when analysing and interpreting data using hypothesis testing and appropriate statistical models from a wide range of real-life contexts. Pupils will learn how to use statistical calculators as well as how to interpret output from statistical software and develop an awareness of how to critically evaluate statistical reports.

For all courses, pupils are expected to do regular independent study to include homework set by the class teacher, review and revision and exam style question practice. Pupils who are uncertain as to which courses are best suited to their needs should seek advice from the
Head of Mathematics.

MATHEMATICS – HIGHER (Form VI)

COURSE STRUCTURE

A number of pupils sit Higher Mathematics at the end of Form VI. Some of these may have achieved National 5 in Form V, some will have followed the Higher course in Form V and others will not have studied the subject in Form V at all but will have achieved a strong result at National 5 in Form IV. Form VI pupils join Form V classes and the exact allocation to classes will be at the discretion of the Department.

BIOLOGY – ADVANCED HIGHER

ENTRY REQUIREMENT - Higher or Higher Human Biology – minimum of grade B (strongly advised)

COURSE STRUCTURE

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science 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 Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

The course is structured around 3 Units:

Cells and Proteins
Environmental Biology
Investigative Biology

The course also involves conducting an individual practical investigation, which is worth 25% of the final grade, and will be carried out during a four day stay at Millport Field centre on the Isle of Cumbrae in September. This trip helps develop independent thought, self-reliance, organisation and decision-making skills. Although subsidised by the department there is a charge for the trip to Millport.

PHYSICS – ADVANCED HIGHER

ENTRY REQUIREMENT - Higher B (advised)

COURSE STRUCTURE:

Rotational Motion
Astrophysics
Quanta and Waves
Electromagnetism
Investigating Physics

The Advanced Higher course has been designed to articulate with and provide a progression from the Higher Physics course. Study of Advanced Higher Physics fosters an interest in current developments and provides learning experiences through acquisition of knowledge, skills and attitudes within a modern society increasingly dependent on Science and Technology.

The AH course is assessed by an external SQA examination at the end of the course. The Investigating Physics Unit, which accounts for 25% of the final grade, gives an excellent opportunity for in-depth study in a particular area of the subject and helps develop skills of self-reliance, open-mindedness and willingness to recognise alternative points of view. The initial practical is carried out at Heriot Watt University's undergraduate Physics labs with further lab work in Dollar's Form VI Physics laboratory.

The course is ideally suited to pupils interested in Physics, Engineering, Computing, Architecture, Medicine and Science in its broadest sense.

CHEMISTRY – ADVANCED HIGHER

ENTRY REQUIREMENT - Higher Chemistry – a minimum of grade B (strongly advised)

COURSE STRUCTURE

Inorganic and Physical Chemistry
Electromagnetic radiation and atomic spectra
Atomic orbitals and electronic configurations
Shapes of molecules and polyatomic ions
Transition metals
Chemical equilibrium
Reaction feasibility
Kinetics

Organic Chemistry and Instrumental Analysis
Molecular orbitals
Molecular structure and stereochemistry
Synthesis
Molecules and colour
Experimental determination of structure
Drug interactions

Researching Chemistry
This practical unit develops key experimental skills by studying and carrying out different practical techniques and procedures and using some of them through the completion of a practical Project, which is externally assessed and is worth 25% of the pupils' final mark.

The study of Chemistry at Advanced Higher level builds on Higher Chemistry to further develop the underlying theories of chemistry and the practical skills used in the chemical laboratory. The course is particularly suitable for pupils who wish to progress to degree courses either in chemistry or in subjects of which chemistry is a major component such as medicine, dentistry, chemical engineering, and the environmental, health and bio-sciences.

The course also aims to equip all pupils with the knowledge and skills to be able to reflect critically on scientific reports and media reports concerning chemistry and to make their own reasoned judgements on many issues within a modern society increasingly dependent on chemistry, science and technology.

COMPUTING SCIENCE – ADVANCED HIGHER

ENTRY REQUIREMENT

Candidates require at least a **Grade B pass at Higher Computing Science**. Candidates who achieve below this may be allowed to study the course at the discretion of the Head of Department.

OVERVIEW

The Advanced Higher Computing Science course further explores advanced concepts related to three fundamental technologies (software, web and database). Additionally, this course gives pupils the opportunity to research and implement a project of their own choice. Whilst undertaking their project, pupils have the freedom to: independently analyse and apply their computational thinking skills to solve a complex computing problem; design, develop, implement, test, and evaluate a digital solution and demonstrate their advanced computer programming skills.

This creative course builds on the understanding and practical skills developed at Higher and provides a useful bridge towards further study of computing or computing-related courses in higher education.

COURSE STRUCTURE

The course consists of three areas of study:

Software design and development (SDD)
- advanced computational constructs (object-oriented programming).
- advanced standard algorithms.
- advanced data types and data structures.

Database design and development (DDD)
- techniques and tools used to analyse, design, test, and evaluate practical database solutions, including database normalisation.
- adopting SQL Data Definition Language (DDL) and Data Manipulation Language (DML) to create, edit and query (search) complex relational databases.

Web design and development (WDD)
- advanced HTML and CSS
- server-side scripting using PHP

As learners progress through these study areas, they will have the opportunity to undertake a range of practical and investigative tasks.

ASSESSMENT

The final grade awarded for the Advanced Higher Computing Science course will be determined by combining two assessment components, specifically a significant project (60%) and a final written examination (40%).

PROGRESSION

Progression pathways from this course are wide, from direct entry into further study in areas such as software programming/engineering, data science, cybersecurity, robotics, artificial intelligence, e-commerce, social networking and web design and development. In addition, the course provides the skills and knowledge to progress in to technical roles in networking, security, systems analysis and testing, and a wealth of others. Critically, many business and industry employers value computing skills as vital to their growth and sustainability, while a growing number of individuals use computing technologies as a way to create entrepreneurial, social and enterprise-building opportunities.

CREATIVE THINKING – HIGHER equivalent (graded)

COURSE STRUCTURE

The Creative Thinking Qualification is a Level 6 course, equivalent to a Scottish Higher, designed to help pupils develop their creativity, problem-solving skills, and ability to thrive in a fast-changing world. This innovative qualification places an emphasis on interactive, project-based learning, giving pupils the opportunity to build critical thinking, resilience, and collaboration skills.

Over the course of an academic year, pupils will engage in hands-on projects inspired by real-world challenges, spending five timetabled hours per week exploring and developing their creativity. Recognised by universities, the qualification carries 24 SCQF credits at Level 6 and UCAS tariff points, making it a respected and valued choice for further education and future careers and equivalent to a Higher (graded).

Why Choose This Qualification?

The Creative Thinking Qualification provides pupils with a unique chance to discover their potential while preparing for success in creative careers, higher education, or other pathways. Through Creative Playlists, developed in partnership with industry leaders like the Ellen MacArthur Foundation, Studio LR, and Acrylicize, pupils engage with practical, inspiring learning resources that encourage bold thinking and innovative solutions.

This qualification offers pupils the opportunity to:

- Engage in Interactive Learning: Dive into dynamic, real-world projects that challenge and inspire.
- Earn Recognition and Value: Achieve a qualification equivalent to a Scottish Higher, complete with academic credibility and UCAS tariff points.
- Experience Creative Freedom: Think boldly, embrace experimentation, and develop resilience through engaging, hands-on experiences.

How Pupils Are Assessed

A standout feature of the Creative Thinking Qualification is that there is no written exam. Instead, pupils are assessed in ways that reflect how creativity is applied in the real world. The assessment process focuses on their journey, progress, and creative development rather than simply the final product.

- Ongoing Feedback: Throughout the course, pupils receive meaningful feedback on their ability to think critically, solve problems, and collaborate effectively.
- Portfolio of Work: Pupils create a portfolio that showcases their research, ideas, and final projects, providing tangible evidence of their skills and creative journey. This portfolio is an invaluable resource for university applications and career opportunities.
- Summative Assessment: At the end of the course, the skills pupils have developed over the year are reviewed and assessed, highlighting their ability to innovate and adapt.

What Projects Will Pupils Work On?

The qualification centres on Creative Playlists, a series of themed resources that guide pupils through real-world challenges. Each playlist combines creativity, innovation, and problem-solving in a meaningful way. Here are some examples of the projects pupils could undertake:

- SeaStory: Pupils explore ocean conservation by creating short films that raise awareness of environmental issues and inspire action.
- Marseum: In this futuristic challenge, pupils design exhibits for a museum on Mars in 2050, showcasing Earth's culture, history, and achievements.
- Living in a Digital World: Pupils learn about cybersecurity and develop practical strategies for staying safe in an interconnected, digital society.
- Rethink Failure: This playlist helps pupils see failure as an opportunity for growth. By reflecting on setbacks, they build resilience and use their experiences to fuel creative solutions.

  These projects allow pupils to tackle real-world issues, develop innovative solutions, and gain confidence in presenting and communicating their ideas.

Transforming Learning, Shaping Futures

This qualification is designed to prepare pupils for their next steps in education and life. It develops skills that are highly valued by universities and employers, including creativity, critical thinking, collaboration, and adaptability. Pupils who complete this course demonstrate that they can think independently, solve problems creatively, and approach challenges with confidence.

In addition, the portfolio pupils create provides clear evidence of their creative abilities, making them stand out in applications for university or careers. By completing this course, pupils not only gain academic recognition but also the tools to excel in creative industries, innovation, and beyond.

This qualification is about more than earning credits—it's about empowering pupils to discover their potential and make a meaningful impact. Whether shaping a sustainable future, exploring new technologies, or thinking boldly about the challenges ahead, pupils are equipped to turn "what if" into reality.

ENGINEERING SCIENCE – ADVANCED HIGHER

In light of increasing concerns about pupil outcomes in this course across the independent sector, we have taken the decision to introduce an alternative programme of study that we believe will better support our pupils and prepare them for life after Dollar.

Pupils who have studied Engineering Science to Higher level may also wish to consider Advanced Higher Physics.

ENGINEERING DESIGN CHALLENGE – SCQF LEVEL 6 (Higher equivalent)

ENTRY REQUIREMENT: Entry is at the discretion of the EDT department. It is desirable, but not essential, that pupils have studied subjects such as Engineering Science, Mathematics, Physics, Computing Science, Design & Manufacture, Graphic Communication at National 5 or Higher level. Good problem-solving skills and an interest in practical engineering are valuable for this course.

COURSE STRUCTURE

The course is delivered through three key stages:

- Planning and Design
  Work as part of a team to research, plan, and develop innovative concepts using CAD and design tools.
- Manufacture and Assembly
  Apply practical skills to produce and assemble components safely using a range of engineering processes.
- Testing and Evaluation
  Test the completed solution, analyse results, and reflect on improvements for future development.

AIMS OF THE COURSE

The aims of the course are to enable pupils to:

- Plan and manage an engineering project effectively as part of a team.
- Apply design techniques such as sketching, CAD modelling, and prototyping.
- Develop and apply engineering skills and knowledge in diverse areas such as electronics, structures, programming, fluid dynamics.
- Manufacture and assemble components using processes such as 3D printing, CNC machining, and traditional workshop skills.
- Test and evaluate solutions against agreed criteria and reflect on improvements.
- Develop essential skills in ICT, communication, problem-solving, and employability.
- Understand the role and impact of engineering in society, including sustainability and ethical considerations.

Why Choose This Course?

Do you enjoy solving problems, working as part of a team, and creating innovative solutions? The Engineering Design Challenge is an exciting, hands-on course that puts you in the role of an engineer tackling real-world challenges. Based around the internationally recognised MATE ROV (Remotely Operated Vehicle) competition, this course gives you the chance to design, build, and test an underwater robot while developing the knowledge and skills for future study in engineering.

Engineers play a vital role in designing, manufacturing, and maintaining systems that shape our world—from renewable energy and robotics to transport and infrastructure. This course offers a unique opportunity to experience engineering in action through a hands-on, project-based challenge. The Engineering Design Challenge focuses on designing, building, and testing an engineering solution as part of a team. You will work collaboratively, engage with an industry mentor, and develop a wide range of engineering skills and knowledge. The course develops creativity, critical thinking, and practical ability, making it ideal for those considering careers in engineering in its broadest sense.

ASSESSMENT

Assessment is based on an open-book, project-based activity. Pupils will produce:

- A portfolio of evidence including project documentation and logbook entries.
- A completed engineering solution (digital or physical).
- Reflections on the process and evaluation of the final design.

The assessment is 100% coursework based; there is no final exam.

ACCOUNTING – ADVANCED HIGHER

ENTRY REQUIREMENT – an A at Higher Accounting or at the discretion of the Head of Department.

COURSE STRUCTURE

Financial Accounting
Regulatory Framework
Annual Reports
Published Financial Statements of Public Limited Companies
Notes to the accounts
Consolidated Statement of Financial Positions
Cash Flow Statements (as current FRS1)
Partnership Accounts
Financial Accounting Regulations
Corporate Social Responsibility

Management Accounting
Classification of Costs
Elements of Cost – materials, labour, overheads
Activity Based costing
Standard costing and Variance Analysis
Flexible Budgets
Contract Costing
Marginal and Absorption Costing
Investment Appraisal
Information Technology and Accounting
Use of Spreadsheets

Accounting is a key function in all organisations. Good accounting practices provide information and reassurance to a range of external stakeholders on issues such as the long-term financial stability of organisations. Effective accounting procedures provide timely and relevant information to help management make decisions.

This course helps candidates establish an in-depth understanding about the role that accounting plays in the dynamic world of business and our ever-changing economy. Candidates become better informed and able to make a positive contribution to a company's financial efficiency.

The external course assessment is a question paper which takes 2.5 hours and is out of 140 marks. There will also be a project worth 60 marks which should be worked on independently. The purpose of this project is to allow learners to demonstrate challenge and application. The project will provide learners with an opportunity to investigate the interest to stakeholders of a UK-based public limited company's annual report, and the disclosure of accounting information, using knowledge of the accounting regulatory framework. The project will also require learners to demonstrate skills of research, analysis, report writing and application of knowledge and understanding. It is externally marked and is worth one third of the overall award.

The study of Accounting at Advanced Higher provides pupils with a basis for further study of accountancy, law or other business-related subjects at degree level at university. This qualification may also be used to enter the world of work for a wide variety of business occupations or they can undertake on-the-job accountancy training.

BUSINESS MANAGEMENT – ADVANCED HIGHER

ENTRY REQUIREMENT: A grade 'A' at Higher Business Management or at the discretion of the Head of Department. It is **not possible** to take this course without having previously studied Higher Business Management. **A strong pass in Higher English is desirable. Excellent writing and reading skills are required to succeed in this subject.**

COURSE STRUCTURE

- External Business Environment
- Internal Business Environment
- Evaluating Business Information
- Project (33% of the course award)

With increasing globalisation, understanding international markets, cultures and emerging technologies is crucial in developing corporate strategies. This course elevates independent learning and critical-thinking skills in a business context. It encompasses the evaluation of classical management theories, exploring the ethical and societal influences on multinational organisations, and mastering analytical techniques.

The external business environment unit explores the theme of globalisation, studying the patterns of multinational organisations' activities primarily in the regions of Europe, Southeast Asia and China. Through examining theorists such as Fayol, Mintzberg and Taylor, the internal business environment unit centres on the evaluation of management models and their relevance in the businesses of today. In the evaluating business unit, pupils are required to analyse data sets, such as financial statistics, to draw conclusions.

In their own time, pupils will complete a project by carrying out extensive investigation into a multinational organisation of their choice in relation to a topic in the course syllabus. It is externally marked and is worth one third of the overall award.

The emphasis of this course is on self-study where pupils are empowered to develop the skills of independent learning necessary in higher education. The reading of extensive texts and case studies, problem-solving data sets and producing extended written responses are the main lesson activities.

Pupils are required to be confident at analysing literature and must do a significant amount of reading both in class and in their own time to cope with the demands of this course. Expectations of pupils are high in this subject. The examination contains an extensive, unseen case study of which 50% of the examination questions are directly related.

ECONOMICS – ADVANCED HIGHER

ENTRY REQUIREMENT: A grade 'A' at Higher Economics or at the discretion of the Head of Department; it is **not possible** to take this course without having previously studied Higher Economics as the course relies on the higher syllabus.

COURSE STRUCTURE

Economic Markets: Structures and Intervention (40 hours)
National & Global Economic Issues (40 hours)
Researching an Economic Issue (40 hours)

The Advanced Higher in Economics is concerned with the application of economic concepts to the ways in which choices about the use of resources are made. It concentrates particularly on the analysis and evaluation of current economic issues and the implications which these have for individuals, organisations and society as whole. It develops skills in interpreting, analysing and evaluating the processes of economic change and development in contemporary society. The Course will enable pupils to appreciate that economic problems can be considered from a number of different perspectives. Hence, at this level, pupils are encouraged to think independently and to take greater responsibility for their own learning - this is rather different to higher – pupils need to take real responsibility for their own self-study and not to rely totally on the teacher for all materials.

There is a considerate amount of reading and research required for this subject – a minimum of one hour per day. It is one of the hardest SQA courses at AH and it requires a very high level of commitment from pupils. There is weekly written prep. This course prepares pupils very well for university study - it is taught quite differently from Higher Economics. Expectations of pupils are high – they are expected to apply themselves fully and to perform to their best ability.

There are three main parts to the course. Firstly, Economic Markets: Structure & Intervention ("Theory of the Firm"), which is an extension of the work started in Higher, where we look at monopoly, oligopoly, perfect competition, monopolistic competition, and newer theories such as contestable markets. We also investigate market failure and externalities further. Secondly, current economic issues are studies in-depth - these change each year. Thirdly, a 4,000 word project, on a current economic topic of your choice, which is worth 30% of the final course award. This is a considerable piece of work that requires much commitment and self-study in your own time.

The study of Economics at Advanced Higher level will provide a strong foundation for those wishing to undertake further study in Economics. It will also be beneficial to those intending to progress into courses in areas such as business, finance, social studies and management, and into professional qualifications in law, accountancy, dentistry, GP etc. It will also be of benefit for anyone contemplating a career in central or local government, commerce or industry.

In lessons we use a wide variety of teaching methods, including pupil presentations, play the radio game 'Just a Minute' and "Have I Got News for You." The three distinct parts of this course are taught in very different ways. Economic Markets is taught mainly via teacher led presentations and videos, National & Global Economic Issues is via the discussion of articles from the media and Researching an Economic Issue is completed by the pupil, with guidance from the teacher.

ART and DESIGN – ADVANCED HIGHER

ENTRY REQUIREMENT - None

COURSE STRUCTURE

Pupils in Form VI may choose to study Art for different reasons: some opt for a Higher, others want to extend their interests by taking Advanced Higher Art but may also wish to build a folio for Art College.

ART and DESIGN – Advanced Higher
The new Advanced Higher Course offers pupils of all abilities the opportunity to extend their interest in the subject by creating a theme-based visual project. The pupil may choose either Expressive or Design for a major 80-hour Unit and Art and Design Studies, Design or Expressive for a 40-hour Unit. A unit requires a folio of just 10 works but may be produced up to 15.

ART and DESIGN – Art College Folio
It is recommended that those pupils who are considering an Art and Design based career such as Architecture, Product Design, Graphic Design or Fine Art, should opt for a double 10 hour Advanced Higher of both Design and Expressive. This will give the application a greater diversity and volume.

MUSIC – ADVANCED HIGHER

COURSE STRUCTURE

At Advanced level Music is a very demanding course designed to extend student's knowledge and skills beyond Higher. Pupils must have achieved no less than a B at Higher Music. In the course learners will plan, organise and take responsibility for managing their learning. They will apply their critical thinking skills when reflecting on their performing skills and their own music compositions. They will review and refine their music performances and compositions.

Listening Question Paper	This is worth 40 marks. Pupils are required to identify sophisticated stylistic and compositional features relating to melody, harmony, rhythm, structure, timbre, genre, and form. This will be assessed throughout the course via assessments and assignments with a final listening exam in May / June.
	AND
Performance	This is worth 60 marks Pupils are required to perform a 20-minute programme of music in April/early May. This will demonstrate skills on 2 instruments or one instrument and voice at Grade 5 standard or above.
	OR
Portfolio	Pupils create original music lasting 12 minutes accompanied by detailed logs about the creative process. The pieces that make up the portfolio may be produced in a variety of ways and may include using music technology.

All learners will demonstrate in-depth knowledge and understanding of music, music concepts and musical literacy developed across the units and the course, as well as complete a folio of original music to show compositional skills. Pupils will also complete a short analysis to reinforce their understanding and knowledge of the subject. This will be on a piece of their choosing.

There is an expectation that any pupil following this course will be active within the department's co-curricular programme and be a member of our choirs and/or ensembles. Pupils should be aware that they will need to practice at home for 4 to 5 hours a week minimum in order to meet the necessary level of performance.

If pupils do not wish to take the full course, there are options to take individual units. The most popular of these is the Free-standing Unit on One Instrument or Voice.

MUSIC TECHNOLOGY – ADVANCED HIGHER

COURSE STRUCTURE:

The course is designed for candidates with an interest and experience in music technology and its use throughout the 20th and 21st centuries. Pupils must have achieved a minimum of Grade B at Higher Music Technology in order to complete this qualification. The course provides a pathway for those who want to progress to more specialised training and/or further education. It is practical and experiential in nature and can be contextualised to suit a diverse range of candidate needs, interests, and aspirations. The course has been designed by college and university lectures to mimic a module in a further education setting.

There is no external exam, however there are two large folio projects which will be marked by the SQA demonstrating two main areas of study, sound recording and the creative industries, and music technology skills. These will be submitted to the exam board just after Easter.

1.Research Project – 30%
A student led research project into a Music Technology topic of your choosing. Students will research their chosen technique aiming to discover its history, how it developed and analyse its use within popular music.

2.Production Project - 70%
Knowledge for the research project will inform a large-scale production project similar to the National 5 and Higher folio section. This project will introduce new recording, mixing and mastering techniques.

Pupils considering this course may also be asked to attend twilight evenings from 5 – 8pm in the music department. These are timetabled for at least once a term to allow pupils the opportunity to record in a quieter environment and have access to all music spaces.

PHYSICAL EDUCATION – ADVANCED HIGHER

COURSE STRUCTURE:

The Advanced Higher Physical Education course is split into 2 components:

Component 1: Performance

This section is worth 30 marks (30% of the total marks available).
The performance will take the form of a single, high-level performance requiring the pupil to demonstrate consistently complex movement and performance skills, with a high-level of fluency and control.

Component 2: Project

The project is worth 70 marks (70% of the total marks available).
The project is designed to assess pupils' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the pupil's performance, or the performance of another person, team or group.

The project will give pupils the opportunity to demonstrate the following:

independent research and investigation skills.
investigating how factor(s) impact on performance.
understanding and applying methods to develop performance.
analysing and evaluating the process of performance development.

SCOTTISH BACCALAUREATE – SCIENCE

ENTRY REQUIREMENT
To be considered for the Science Baccalaureate a pupil should be taking, or have taken, two Advanced Highers and one Higher from the prescribed list. One of these subjects must be Maths or Applied Maths. The pupil must undertake an Interdisciplinary Project.

COURSE STRUCTURE:

Eligible Courses offered at Dollar Academy are:

Mandatory Component

Mathematics / Applied Mathematics

Core Option (at least one course MUST be chosen)

Biology
Chemistry
Human Biology
Physics

Broadening Option (only one course may be chosen)

Computing
Graphic Communication
Environmental Science
Design and Manufacture
Engineering Science
Geography

What is the aim of the Interdisciplinary Project?
The broad aims of the Interdisciplinary Project are to develop the pupil's skills and abilities as an independent learner whilst researching a science-based project. As part of the Project, pupils will be encouraged to link with different departments within the Academy and to link with appropriate external providers, thus developing skills of value both at University and in the workplace.

Who chooses the Project?
The Interdisciplinary Project gives the opportunity to research a project of the pupil's own choosing – providing that it meets the requirements of the SQA. This provides the opportunity to explore an aspect of science within the context of the real-world. It has the potential to be a flexible Project, driven by the pupil who undertakes the planning, research and presentation of the work.

How is it assessed?
The Interdisciplinary Project is assessed by teachers at the Academy.

What grades are awarded?
The grade awarded for the Baccalaureate will depend upon the grades that achieved in the eligible AH and H subjects, plus the grade achieved for the Interdisciplinary Project. The Baccalaureate will be graded Pass or Distinction

SCOTTISH BACCALAUREATE – LANGUAGES
The languages may be Classical or Modern or a mixture

ENTRY REQUIREMENT
To be considered for the Language Baccalaureate a pupil should be taking, or have taken, three language courses, two of which must be at Advanced Higher level. One of these courses must be English. The pupil must also undertake an Interdisciplinary Project.

COURSE STRUCTURE:

Eligible specialist Language Courses taught at Dollar are:

Mandatory Component

English

Core Option (two courses MUST be chosen)

Latin
Greek
French
German
Italian
Russian
Spanish

What is the aim of the Interdisciplinary Project?
The broad aims of the Interdisciplinary Project are to develop the pupil's skills and abilities as an independent learner whilst researching a language-based project. As part of the Project, the pupil will be encouraged to link with different departments within the Academy and to link with appropriate external providers, thus developing skills of value both at University and in the workplace.

Who chooses the Project?
The Interdisciplinary Project gives the opportunity to research a project of the pupil's own choosing – providing that it meets the requirements of the SQA. This provides the opportunity to explore an aspect of language within the context of the real-world. It has the potential to be a flexible Project, driven by the pupil who undertakes the planning, research and presentation of the work.

How is it assessed?
The Interdisciplinary Project is assessed by teachers at the Academy

What grades are awarded?
The grade awarded for the Baccalaureate will depend upon the grades that achieved in the eligible AH and H subjects, plus the grade achieved for the Interdisciplinary Project. The Baccalaureate will be graded A, B or C.

SCOTTISH BACCALAUREATE – SOCIAL SCIENCES

ENTRY REQUIREMENT
To be considered for the Social Science Baccalaureate a pupil should be taking, or have taken, two Advanced Highers and one Higher from the following list. One of these subjects must be English, Maths or Applied Maths. The pupil must undertake an Interdisciplinary Project.

COURSE STRUCTURE:

Eligible Courses offered at Dollar Academy are:

Mandatory Component

English
OR
Mathematics / Applied Mathematics

Core Option (at least one course MUST be chosen)

Classical Studies
Economics
Geography
History
Modern Studies
Politics

Broadening Option (only one course may be chosen)

Accounting
Business Management

What is the aim of the Interdisciplinary Project?
The broad aims of the Interdisciplinary Project are to develop the pupil's skills and abilities as an independent learner whilst researching a science-based project. As part of the Project, pupils will be encouraged to link with different departments within the Academy and to link with appropriate external providers, thus developing skills of value both at University and in the workplace.

Who chooses the Project?
The Interdisciplinary Project gives the opportunity to research a project of the pupil's own choosing – providing that it meets the requirements of the SQA. This provides the opportunity to explore an aspect of science within the context of the real-world. It has the potential to be a flexible Project, driven by the pupil who undertakes the planning, research and presentation of the work.

How is it assessed?
The Interdisciplinary Project is assessed by teachers at the Academy.

What grades are awarded?
The grade awarded for the Baccalaureate will depend upon the grades that achieved in the eligible AH and H subjects, plus the grade achieved for the Interdisciplinary Project. The Baccalaureate will be graded Pass or Distinction.

SCOTTISH BACCALAUREATE – EXPRESSIVE ARTS

ENTRY REQUIREMENT
To be considered for the Expressive Arts Baccalaureate a pupil should be taking, or have taken, two Advanced Highers and one Higher from the following list. One of these subjects must be English, Maths or Applied Maths. The pupil must undertake an Interdisciplinary Project.

COURSE STRUCTURE:

Eligible Courses offered at Dollar Academy are:

Mandatory Component

English
OR
Mathematics / Applied Mathematics

Core Option (at least one course MUST be chosen)

Art & Design
Drama
Music (Performing or Performing with Technology)
Photography

Broadening Option (only one course may be chosen)

Graphic Communication
Physical Education
Design and Manufacture

What is the aim of the Interdisciplinary Project?
The broad aims of the Interdisciplinary Project are to develop the pupil's skills and abilities as an independent learner whilst researching a science-based project. As part of the Project, the pupil will be encouraged to link with different departments within the Academy and to link with appropriate external providers, thus developing skills of value both at University and in the workplace.

Who chooses the Project?
The Interdisciplinary Project gives the opportunity to research a project of the pupil's own choosing – providing that it meets the requirements of the SQA. This provides the opportunity to explore an aspect of science within the context of the real-world. It has the potential to be a flexible Project, driven by the pupil who undertakes the planning, research and presentation of the work.

How is it assessed?
The Interdisciplinary Project is assessed by teachers at the Academy.

What grades are awarded?
The grade awarded for the Baccalaureate will depend upon the grades that achieved in the eligible AH and H subjects, plus the grade achieved for the Interdisciplinary Project. The Baccalaureate will be graded Pass or Distinction.