DOLLAR ACADEMY

FORM V
COURSE CHOICE INFORMATION

SESSION 2026/2027

In the subject descriptions which follow, guidance is given on Higher **Courses** and on their general entrance requirements. Further guidance will be provided by Departments on request.

Additional courses available in Form V (National 5, National Progression Awards, Level 5 & 6 opportunities) are described in the **EnrichEd booklet.

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HIGHER

The Scottish Qualification Authority (SQA) system of National Qualifications allows pupils to build on what has been achieved in Form IV at National 5. In Forms V and VI we offer qualifications at National 5 (in certain subjects, for a small number of pupils with whom discussion will take place on an individual basis), **Higher** (the one with which this booklet is most concerned) and, in Form VI, Advanced Higher.

The timetable for Form V is set up with five subjects in mind. Whilst many pupils in the year group will study 5 Highers in one sitting, there is the option to study 4 Highers alongside other qualifications. These are detailed in the Enrich Ed booklet.

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.

HIGHER COURSES

Arrangements for Higher from 2018 have been subject to change. Unit assessments were removed and, in many cases, the external assessment component was strengthened. Courses at National 5, Higher and Advanced Higher levels have a final external assessment that will be set and marked by SQA. Many of the Higher Courses also contain an assignment which involves an element of project work or independent research.

Courses at National 5, Higher and Advanced Higher will be graded A to D, or 'No Award'.

CORE SKILLS

Certain skills have been identified as **Core Skills.** These include Communication, Numeracy, Problem Solving, Information Technology and Working with Others. National Qualification Courses have been audited to establish which Core Skills might be 'embedded' in subjects. Pupils' achievements in terms of Core Skills will be included in their certificates by means of a profile. Most pupils will achieve some Core Skills simply by sitting a range of subjects.

ADVANCED HIGHER

These are taken in Form VI and are detailed in a separate booklet.

ENGLISH – HIGHER

At every level the subject encourages critical and creative thinking. This course aims to develop skills of expression and understanding that will be of benefit in other subjects and in life. The study of literature is again central. A variety of texts – poetry, drama and prose – are covered by all the teaching sets and reflect the interests of the department: plays by Shakespeare, such as *King Lear*, *Hamlet* and *Othello;* poetry by Carol Ann Duffy, Don Paterson and Kathleen Jamie; prose by Stevenson and Crichton Smith.

The examination consists of two papers:

- Reading for Understanding, Analysis and Evaluation consists of two unseen journalistic passages and related questions. 30%
- Critical Reading requires pupils to write one critical essay and answer questions on a Scottish text from a prescribed list. 40%

Pupils must also produce a Portfolio of one independent piece of writing, either broadly discursive or creative, worth 30%.

Skills include:

- listening, talking, reading and writing skills
- understanding, analysing and evaluating complex texts
- creating and producing detailed and complex texts in a wide range of contexts
- knowledge and understanding of language

The pupil who gains most from Higher English is open to new ideas and willing to contribute to debate during lessons, enjoys engaging with books, film and journalism beyond the classroom, visits theatres, libraries and galleries, and is keen to discuss progress with his/her teacher, who will be equally keen to foster a love of language and literature.

ENGLISH – NATIONAL 5

For some pupils, Higher English is best taken at the end of Form VI as part of a two-year Course, and the securing of a National 5 pass may then be an appropriate target for the end of Form V. The National 5 Course is very similar to the Higher Course outlined above. Its level of testing will be more suitable for those pupils who would benefit from an extra year's maturity and study in this discipline.

DRAMA - HIGHER

COURSE STRUCTURE

There are two examinations at the end of the Course:

60% Practical : Pupils are required to give two ten-minute performances chosen from a range of published plays.

40% Written : Pupils write two essays in the exam, a Textual Analysis of a play and a Performance Analysis of a recent professional production.

Higher Drama challenges pupils to interpret texts in diverse and creative ways. It encourages them to reflect on the world around them and explore how performance shapes our understanding of that world. Throughout the course, pupils will develop essential meta-skills such as confidence, creativity, and collaboration - skills that are invaluable for a wide range of careers, apprenticeships, and further education pathways. Theatre trips will be an integral part of the course, offering pupils the chance to experience high-quality, professional productions. Higher Drama is not solely for aspiring actors; it is for anyone with a passion for collaboration, creativity, and exploration.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) HIGHER

COURSE STRUCTURE

This course leads to an examination assessing English Language for those whose native language is not English. This may be as an alternative to 'Higher English' or in addition to 'Higher English' after consultation with the teachers involved.

The course considers language under two broad headings:
'English for Everyday Life'
'English in the context of Study'

The skills of listening, reading, writing and speaking English are practised and competence in these skills must be demonstrated in the final examination.
Listening 20%
Performance – speaking/listening in conversation 30%
Reading 25%
Writing 25%

The successful completion of this course provides a qualification demonstrating competence in English language and serves this purpose for application to university. University entrance requirements should be checked with a UCAS advisor or the university concerned.

LATIN – HIGHER

COURSE STRUCTURE

- Component 1: Literary Appreciation
  - Prose - Cicero: "The Governorship of Verres in Sicily" (selections from *In Verrem* V)
  - Verse - Virgil: "The Story of Dido", *Aeneid* (Selections from Books 1, 4 and 6)

- Component 2: Translating

This challenging but rewarding Course offers pupils the opportunity to acquire a sound reading knowledge of one of the world's greatest languages. In addition, it introduces them to thought-provoking extracts from some of the high points of Western literature. Learners develop an understanding of the legacy of Roman civilisation and its influence on their own culture and that of others.

The art of translation develops linguistic problem-solving by promoting precision and clarity of thought and expression, along with such valuable skills as close reading, recall, review and evaluation, analysis, synthesis, and the ability to predict and make inferences. Development of these skills will help to prepare candidates for the world of work.

The Course provides learners with the opportunity to develop linguistic awareness and analytical skills through the study of Latin texts. Our prose author is Cicero. We study the speech that made him the leading lawyer of his day, a speech so persuasive that he never had to deliver it in court: the accused simply fled into exile.

Our verse author is Virgil, the poetic genius who gave Rome an epic poem to rival the *Iliad* and the *Odyssey*. We focus upon the character of Dido and her relationship with the Trojan hero Aeneas, from his arrival at Carthage to their final encounter in the Underworld. The description of their doomed love affair in Book 4 represents one of Virgil's significant innovations in the genre of epic poetry.

Employers hold Classicists in very high regard, because of their ability to think logically, and their well-developed communication skills. Former Dollar Academy Classicists are now working successfully in many different professions, including Medicine, Law, the Civil Service, banking, accountancy and teaching.

CLASSICAL STUDIES – HIGHER

COURSE STRUCTURE

- Component 1: Classical Literature
- Component 2: Classical Society
  - Life in Classical Greece – Power and Freedom
  - Life in the Roman World – Roman Religion
- Component 3: Assignment

Classical Studies opens up the world of Classical society for learners, offering pupils the chance to compare and contrast the political systems and social values of the ancient and modern worlds. The Higher course is open to any pupil in Form V or VI. Results show that pupils without previous experience of the subject are in no way disadvantaged, provided they are willing to work.

In the Classical Society component pupils study the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies. This develops candidates' understanding of how the issues of the classical world remain relevant to an understanding of modern society.

Power and Freedom is the defining theme of the Unit on Classical Greece. We study aspects of Athenian society in the 5th century BC, analysing and evaluating primary sources to try and understand the remarkable people who, in just a few, fertile years, gave us democracy and drama, yet denied freedom to others. The relationship between power and freedom is explored by comparing the Athenian Empire with its more modern counterparts. Our focus in the Unit on the Roman World is Religion and Belief, as we examine the importance of the role that religion played in Roman life at both a state and personal level. We explore ancient sources on prayer, sacrifice and omens, examining what these can tell us about Roman attitudes to the gods and the afterlife. This section also allows for the exploration of philosophical thinking and provides an opportunity to study mystery religions.

The Classical Literature component offers pupils the privilege of reading some of the world's greatest literature: two Greek tragedies, Sophocles' *Antigone* and *Oedipus Rex*. In addressing such themes as inter-gender conflict, fate vs free will, and leadership, these dramatic masterpieces explore social issues that have as much relevance for our own age as for the time in which the plays were first performed.

Higher Classical Studies should stimulate or further an interest in the classical world and lead to future study and personal enrichment in many diverse areas of culture and society, both Classical and modern life. Employers hold Classicists in high regard, because of their ability to think logically, and their well-developed communication skills. Former Dollar Academy Classicists are now working successfully in Law, the Civil Service, banking, accountancy and teaching.

MODERN LANGUAGES – FRENCH, GERMAN, MANDARIN & SPANISH

Our Higher courses in **French, German, Mandarin, and Spanish** build on everything you've learned so far and take your language skills to the next level.

COURSE STRUCTURE
You'll explore four key areas:

- **Society** – the world around you and how people live
- **Learning** – study skills and school life in another language
- **Employability** – preparing for future careers and work opportunities
- **Culture** – traditions, arts, and life in other countries

Assessment

- **Reading, Listening, Writing** – assessed externally
- **Speaking** – assessed internally

How you'll learn
Most of your classwork will be in the target language. You'll also have regular sessions with our **native-speaking Assistants** to boost your speaking and listening skills. You'll practice reading and listening using real-life materials like news articles and recordings, then follow up with written and spoken activities. A big focus will be on **stating your opinions, joining discussions, and improving grammatical accuracy**.

Why this course is great for you
The Higher course isn't just about surviving in another language—it's about thriving. You'll learn to communicate confidently in situations that matter: - with family and friends, at school, during study or work, and in your social life. You'll also gain a deeper understanding of other cultures and develop skills that help you succeed in the wider world.

Combine a language with other subjects
Pairing a Higher in a language with other subjects—like Business, History, or Geography—gives you an even stronger set of skills. You'll be showing employers and universities that you can communicate, problem-solve, and think critically across different areas. It's a combination that really stands out and keeps your future options wide open.

By the end of the course, you'll be able to express yourself clearly, discuss ideas confidently, and use your language skills in meaningful, real-world situations. Higher Modern Languages equip you with **communication skills and cultural knowledge** that are highly valued in further study, work, and life in general.

SPANISH – BEGINNERS' SET

Entry Requirement: None

Never studied Spanish before? No problem! This course is perfect for pupils with little or no previous experience in the language. Over the year, you'll work towards **National 5**, but many pupils go even further, achieving an impressive **Higher grade** by the end of the course.

It's a great way to start learning Spanish from scratch while building skills that are useful for travel, culture, work, and everyday life.

ECONOMICS – HIGHER

Entry Requirement: a grade A at National 5 in Economics, or at the discretion of the Head of Department. Strong results in National 5 English and Maths are also expected. Both strong literacy and numeracy skills are a requirement for success in this course. This is a unique subject that requires a mixture of skills.

COURSE STRUCTURE

Economics of the Market
- The Basic Economic Problem
- Demand
- Supply
- The Operation of Markets
- Market Intervention
- Costs and Revenues

UK Economics Activity
- National Income
- Inflation, Unemployment and Economic Growth
- The Role of the Government in the Economy
- Government Economic Policies
- Place of Scotland in the UK Economy

Global Economic Activity
- International Trade and Payments
- The International Economic Environment
- Emerging & Developing Economies, Aid

Economics is one of the four Business Education department subjects and, as well as being a very valuable subject in its own right as a social science, it provides an excellent complement to other subjects, both sciences and arts. It is particularly useful for pupils considering a degree, not just in Economics, but also in Business, Finance, Accounting, Law and Management. A high number of our pupils every year decide to take a single honours Economics / Business related degree or a joint degree with another social science subject or foreign language at university.

There is a weekly written homework, and pupils are required to read widely around the subject to keep up with current economic issues. There are regular assessments on the topics in the course. Expectations are high for pupils who choose this subject and there is a significant workload.

In today's society it is becoming more and more important to have a sound understanding and knowledge of the economic forces that are increasingly seeking to shape and influence our lives. All of our pupils, either directly or indirectly, will be faced with economic decisions and pressures, and the ability to cope with these will be enhanced by a knowledge of the subject.

The study of Economics gives pupils the knowledge and range of skills they require to understand and cope with the economic dimension of life.

This course teaches pupils a number of essential skills for university and also for a career, including concise essay writing, analysis & interpretation of data and graphs and the ability to articulate complicated issues in a common-sense way. Pupils are required to really think in this subject.

A course assignment is completed by all pupils worth 25% of the total course award. It is in the form of a report on a current economic issue and involves finding several sources of information.

BUSINESS MANAGEMENT – HIGHER

Entry Requirement: A grade A in National 5 in Business Management or at the discretion of the Head of Department. A grade A in National 5 English is also desirable. Strong reading and writing skills and the ability to retain large volumes of information are required for success in this subject.

COURSE STRUCTURE

- Understanding Business (40 hours)
- Management of Marketing and Operations (40 hours)
- Management of Finance and People (40 hours)
- Assignment (25% of course award)

The course aims to provide pupils with an understanding of the role of business in contemporary society by examining different types of legal structures and the main functions within every organisation: marketing, operations, finance and human resource management. The course allows pupils to explore the current external and economic factors affecting businesses in the UK today, theoretical concepts such as stakeholder interdependence, financial analysis and leadership styles, as well as carry out an analytical project on a business of their choice. Throughout the course pupils also develop their digital literacy skills by learning about the ways information technology can enhance efficiency and effectiveness of organisations.

The assignment requires pupils to carry out research on a business of a specific topic area and analyse their findings, culminating in justified and logical recommendations being made.

Pupils must be aware that this subject requires much reading in their personal time and is assessed only through extended written responses. This course includes a significant amount of content, so regular review and consolidation will be key to success.

ACCOUNTING – HIGHER

Entry Requirement: A grade A in National 5 Accounting, or at the discretion of the Head of Department. Strong numerical skills are an essential requirement for this subject, especially the ability to problem solve and to think logically. This subject should not be seen as a replacement for Higher Maths.

COURSE STRUCTURE

Financial Accounting (Higher)
Pupils develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.

Management Accounting (Higher)
Pupils develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.

The course helps pupils understand and make use of financial information. They prepare accounting statements, and analyse, interpret and report on an organisation's financial performance. A main feature of the course is developing numeracy and thinking skills.

Pupils develop understanding of:

- the function that accounting performs in business and society
- the need for accuracy in the preparation, presentation, interpretation and analysis of complex accounting information
- how to apply a systematic approach to solving financial problems
- a range of sources of finance available to organisations, and the circumstances these sources might be used in
- how to use spreadsheet software for complex accounting tasks

Pupils will be assessed through an accounting question paper which lasts 2 hours 30 minutes and is worth 120 marks and is 67% of the overall mark. It will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the Course. They will also be assessed by an accounting-related assignment which also lasts 2 hours 30 minutes and is worth 60 marks and is 33% of the overall mark. The assignment will require pupils to combine the accounting knowledge and/or skills from across the Course in a practical context.

Business and enterprise are at the heart of national growth and development and this is reflected in the important place of business education in the curriculum. The study of Accounting at Higher develops the ability to identify, calculate, evaluate, and communicate financial and management accounting information and to allow informed judgement and decisions to be made. Pupils are encouraged to think logically and to apply accounting principles in a consistent and effective manner, thus developing their problem-solving and decision-making skills.

The Course structure is designed to allow pupils to gain a knowledge and understanding of both financial and management accounting and to develop their information technology skills and apply them within business contexts. In addition, the study of Accounting will enable candidates to develop financial life skills. The Course helps them to meet the present demands of the modern world, and to prepare them for the future, whether they are considering making financial

investments or running their own business. The increasing demand for pupils to experience enterprise activities throughout education makes this an ideal subject for study.

ADMINISTRATION AND IT – HIGHER

Please note: This course requires you to have access to a windows device at home so that you are able to practise the full functionality of the Microsoft Office applications.

COURSE STRUCTURE

In today's data-driven world, administration and information technology are crucial to the effective and efficient delivery of organisational objectives. The success of any organisation depends on information: how it is used and how it is managed. Data analysis and problem solving are therefore at the core of this course where a practical working knowledge of applied mathematics is assumed.

This course primarily focuses on developing practical office skills for effective organisation and management of information using various software applications. Pupils will acquire proficiency in essential areas of digital literacy, such as word processing, relational databases, spreadsheet software, and communication tools. Through hands-on activities and practical exercises, pupils will not only gain a comprehensive understanding of these software applications but also develop the ability to apply these skills in real-world scenarios. The emphasis on practical application ensures that pupils are well-equipped to navigate and utilise technology for information management in professional settings. This aspect of the course is assessed through a coursework assignment and accounts for 58% of the course award.

In the theoretical unit of the course, pupils will strengthen their understanding of the factors contributing to an efficient administrative function. This encompasses topics such as: time and task management techniques, managing effective teams, requirements of workplace legislation and customer care. This aspect of the course is assessed through an examination and accounts for 42% of the course.

As this subject is a ‘crash’ Higher, pupils are expected to carry out many tasks in their personal time to ensure they reach the necessary standard for the course. Pupils are expected to apply themselves in this subject both in lessons and at home.

COURSE ASSESSMENT

- Administrative theory and practice external examination (50 marks)
- IT applications assignment (70 marks)

GEOGRAPHY – HIGHER

Geography develops an awareness of the physical landscape and the ways in which people interact with their environment. It encourages a respect for and understanding of local, national and global issues and provides an interdisciplinary link between science and the arts.

COURSE STRUCTURE

Physical Environments

Lithosphere – glacial and coastal landscapes
Biosphere – formation of soil types
Atmosphere – wind patterns, ocean currents and seasonal rainfall in Africa
Hydrosphere – river landscapes, river basin hydrology and flood risk

Human Environments

Urban – housing and transport issues in two world cities
Population – data collection, population structure and migration
Rural – rural land degradation and land use conflicts

Global Issues

Development and Health – development indicators, primary healthcare and a case study of Malaria
Energy – Distribution, effectiveness and suitability of different energy sources

Pupils will be given an opportunity to choose and independently research one aspect of the course in greater depth. This will form the basis for their assignment, which will account for 27% of the final grade. Map work, numerical and graphical skills are an integral part of the course and will be assessed as part of the final exam.

In a dynamic workplace, a firm grounding in geographical concepts and a spatial awareness will help almost any career. Geography can also provide a springboard to a broad range of environmental, economic and scientific areas of study. Those who go on to study Geography and related subjects (Geology, Geophysics, Meteorology, Hydrology, Land Economy, Environmental Studies, Planning, etc.) beyond school should be aware that there is a buoyant demand for Geography graduates, and the diverse skills they acquire fit them for employment in a wide variety of fields. As Geography can be used as an entry qualification to Science, Arts and Social Science Faculties at University it is now widely accepted as a modern complementary subject for law and all medical related courses.

Pupils may have the option of participating in an overseas educational tour, visiting several of the case studies covered in the Higher course. Fieldwork in the local area may also form part of this course.

HISTORY – HIGHER

COURSE STRUCTURE

British	*Britain 1851-1951*
European and World :	*The Origins and Development of the Cold War 1945 – 1989*
Scottish	*The Wars of Independence 1249-1328*

This Course offers a study of the past in national, European, and world-wide contexts. Building on the skills, expertise and conceptual understanding gained in earlier years, the Higher offers a study in depth and a study of themes over a longer time span. This provides a broad appreciation of the influences of the past – the events, trends and human achievements which have shaped our world.

The study develops the capacity for sustained and reasoned arguments, in order to arrive at balanced judgements. The aims of the course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop the skills of explaining developments and events, evaluating sources, and drawing robust, balanced conclusions. These skills and perspectives are achieved through the study of chosen contexts.

British *- Britain 1851-1951*
A study of political and popular attempts to influence the development of democracy. The conflicts which arose from the powerful economic, political and social pressures on Britain in this period are explored, illustrating the themes of ideology, identity and authority.
In this Unit pupils will discover and understand the changing relationship between people and government in the United Kingdom. This covers the growth of democracy (1867 - 1928) and the struggle to attain women's suffrage. Pupils then study the impact of the changing consciousness of the nation by looking at the origins and the establishment of the Welfare State, as Britain struggled with the effects of two World Wars and the Great Depression.

European and World *- The Origins and Development of the Cold War 1945 – 1989*
A study of ideology and regional conflicts and of attempts to achieve détente in the context of relationships between the USA and the Soviet Union. The Unit includes areas such as-
the crises in Berlin and Korea; the arms race; Soviet and Western diplomacy; NATO and the Warsaw Pact; the desire for reform in Eastern Europe with a focus on Poland (1956), Hungary (1956) and Berlin (1961); the nature of the crisis over Cuba; the aims of the superpowers; methods used by the superpowers to achieve their aims; the roles of Kennedy and Khrushchev and American attempts to contain Communism; the relative strengths of North and South Vietnam; the failure of military methods; the changing public opinion in the USA; the international isolation of the USA.

Scottish *- The Wars of Independence 1249 – 1328*
A study of political change and military conflict arising from the Scottish Wars of Independence in the late 13th and early 14th centuries, examining the themes of authority, conflict and identity and following the historical narrative from the death of Alexander III through the short reign of John Balliol and the period of resistance to English overlordship, characterised by the leadership of William Wallace, to the consolidation of power by Robert the Bruce, his victory at Bannockburn in 1314 and the restoration of Scottish independence.

This Unit is taught through a detailed examination of four key issues:

1. Alexander III and the succession problem 1286–92
2. John Balliol and Edward I 1292–96
3. William Wallace and the Scottish Resistance
4. The Rise and Triumph of Robert the Bruce

The course, as a whole, will be assessed by a question paper and an assignment. Over the course assessment there will be parity between the assessment of skills and knowledge and understanding. Assessment will link to source skills acquired in National 5 and develop these further, alongside essay writing skills.

The assignment will be a research piece focused on a topic chosen by the candidate., drawn from one of the two essay topics studied in the British and European sections of the course. Pupils will select an issue which can be easily analysed, interpreted and evaluated. The 'write up' of the results of their research will be under controlled assessment conditions.

MODERN STUDIES – HIGHER

COURSE STRUCTURE

Unit I: Democracy in Scotland and the United Kingdom
Unit II: Social Issues in the United Kingdom: Inequalities
Unit III: International Issues : World Power or World Issues

Higher Modern Studies makes a distinctive contribution to the curriculum. Study of the Course develops an understanding of fundamental processes which underpin political and social life. These processes are considered in local, national and international contexts which are both relevant and significant. The structured understanding gained in this way can be applied in other situations. Higher Modern Studies will be of interest to a wide range of pupils as it makes a contribution to a well-balanced individual curriculum with appropriate emphasis given to the skills of communicating, learning, creative thinking and critical evaluation of the media and the utilisation of information technology.

The first unit, **Democracy in Scotland and the United Kingdom,** considers the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union, alongside the study of representative democracy in Scotland and/or the United Kingdom. Here we focus on the impact of voting systems and a range of factors which affect voting behaviour on Scotland and/or the United Kingdom as well as the ways in which citizens are informed about, participate in, and influence the political process in Scotland and/or the United Kingdom

In the **Social Issues in the United Kingdom** unit we study the nature of social inequality in the UK with a focus on socio-economic status, geographic location, gender, ethnic origin and evidence of inequality as shown in official government publications, pressure groups, policy groups and voluntary organisations. We look at the theories and causes of inequality, the impact of it on society and the attempts to tackle it. Specific groups are considered with a regard to income, employment, education, housing, health and opportunities for social mobility.

There is a choice in the final **International Issues** unit. Contexts for study will focus on *either* a political and social/economic study of a major world power *or* the study of a significant contemporary world issue.

The study of a major world issue, centres on an appreciation of the scale of its impact and the political, social, economic factors that give rise to an international issue. This is followed by effects of the issue on individuals, countries and their governments, regions and the international community. In the last few years our pupils have focused their studies on the War in Ukraine; analysing the origins and impact of the conflict along with the international response.

The course will be assessed by a question paper and an assignment. Over the course assessment there will be parity between the assessment of skills and knowledge and understanding.

The question paper will sample knowledge and understanding from across all three Units of the Course and will require application of skills in any context drawn from across all three Units of the Course. The Modern Studies assignment will be a research piece on an issue of contemporary relevance about which there is alternative views in order to make a decision. The findings and decision will use the conventions of a report. The information collected will be used in order to demonstrate knowledge and understanding of the issue. The 'write up' of the results of their research will be under controlled assessment conditions.

The Course develops an understanding of the political and social processes operating in the contemporary world. Pupils should extend their knowledge and understanding of contemporary issues and develop skills of evaluating that they may have been introduced to in earlier years.

MATHEMATICS – HIGHER

Entry Requirement: Candidates require a Grade A pass at National 5 Mathematics. Candidates who achieve below this may be admitted at the discretion of the Head of Department.

COURSE STRUCTURE

Algebraic and Trigonometric Skills
- Factor/Remainder Theorem & Quadratic Theory
- Logarithmic & Exponential Functions
- Trigonometric Formulae
- Further Trigonometric Functions (The wave function)
- Functions and Graphs
- Trigonometric graphs and Radians

Geometric Skills
- Vectors

Calculus Skills
- Basic Differentiation
- Basic Integration
- Further Calculus

Algebraic and geometric skills
- The Straight Line
- Equation of the Circle

As with all Mathematics courses, Higher Mathematics aims to build on pupils' existing mathematical skills, knowledge and understanding. Although often found to be a challenging course, the rewards are commensurate, and many pupils gain a great deal of satisfaction and pleasure from it. The algebraic skills covered at National 5 level are built on substantially and pupils will develop their ability to use mathematical language concisely and with precision.

Higher Mathematics is assessed entirely through the final exam consisting of two papers: Paper 1 (Non-Calculator, 40 marks) and Paper 2 (Calculator, 50 marks). The Course has obvious relevance for pupils with interests in science, engineering and commerce. There are wider benefits, however, and all candidates will further their skills at logical thought and deepen their appreciation of the scope of mathematics and its importance in human affairs.

The course is fast-paced with a significant amount of content to cover. It is a considerable step-up from National 5 Mathematics and pupils will need to be mature and focused in their approach throughout. They should expect to spend *at least* 3 hours a week outside of lessons reviewing their work, completing homework set by their teacher and practising questions as part of their independent revision.

MATHEMATICS – National 5

For those who wish to continue with Mathematics but do not feel ready to begin Higher, there is the opportunity to sit or re-sit the National 5 Course. For suitably motivated and enthusiastic candidates, this Course may lead to Higher at the end of Form VI.

APPLICATIONS OF MATHEMATICS – HIGHER

Entry Requirement: Candidates require a Grade C in National 5 Mathematics or in National 5 Applications of Mathematics. Candidates who achieve below this may be admitted at the discretion of the Head of Department.

The Higher Applications of Mathematics course focuses on applying mathematics in real-world situations, developing an understanding of how mathematical skills are directly relevant to the world in which we live. Applying mathematics in real-life contexts includes identifying relevant information; formulating a problem in appropriate mathematical or statistical terms; selecting and applying tools correctly; making use of spreadsheet and statistical software; finding and interpreting solutions in the context of a problem; drawing conclusions and evaluating the approach taken.

The course will be taught by the Mathematics and Business Departments.

ASSESSMENT

The final grade for the course is based on two components:

- Exam paper (65 marks)
- Project (30 marks)

Access to a computer with spreadsheet and statistical software is required for the exam paper. The paper is also calculator.

As with any Higher course, Higher Applications of Mathematics will provide challenge and require learning at pace, covering a significant amount of content. It is a considerable step up from the National 5 level courses in Mathematics. Pupils will need to be mature and focused in their approach throughout. They should expect to spend *at least* 3 hours a week outside of lessons reviewing their work, completing homework set by their teacher and practising questions as part of their independent revision.

In return, pupils will study interesting and relevant real-life problems and acquire skills directly applicable to life and work, with the course providing strong preparation for further study and employment in a range fields, including humanities, social sciences, healthcare and business.

COMPUTING SCIENCE – HIGHER

Entry Requirements: Pupils should normally have achieved at least a Grade B in National 5 Computing Science. Those with a lower grade may be considered at the discretion of the Head of Department. A Grade B or above in National 5 Mathematics is also desirable.

COURSE STRUCTURE

The Higher Computing Science course builds on the foundations of National 5 and introduces pupils to intermediate and some advanced computational processes. It encourages a rigorous approach to designing and developing digital solutions in contemporary contexts and highlights the vital role computing professionals play in shaping society today and in the future.

Pupils will develop and apply computational thinking, problem-solving and creativity while gaining a deeper understanding of the technologies that drive our digital world. They will learn to analyse, design, implement, test and evaluate solutions to real-world problems, and communicate complex computing concepts clearly using appropriate terminology.

Areas of Study

- Software Design and Development (SDD)
  Pupils will learn to design and implement modular software solutions using Python. They will:
  - Work with intermediate and advanced programming constructs, including sub-programs, parameter passing, variable scope, pre-defined functions and file handling for CSV and text files
  - Use data structures such as parallel arrays and records, and apply standard algorithms (searching, finding min/max, counting occurrences)
  - Develop debugging skills through dry runs, trace tables and breakpoints
- Database Design and Development (DDD)
  Pupils will learn to design and implement relational databases with multiple linked tables. They will:
  - Create entity-relationship diagrams, data dictionaries and compound keys
  - Design queries involving search criteria, sorting, grouping and calculations
  - Use SQL to perform operations such as SELECT, UPDATE, DELETE and INSERT, including aggregate functions, computed values and grouping
- Web Design and Development (WDD)
  - Design and implement multi-page websites using HTML, CSS and JavaScript
  - Apply advanced features to create professional, interactive web solutions
- Computer Systems
  Pupils will explore:
  - Data Representation and Computer Structure: How numbers, text and graphics are stored (two's complement, floating-point), and how systems process instructions through the fetch-execute cycle, including factors affecting performance
  - Environmental Impact, Security and Law: How intelligent systems influence areas like heating, traffic and car management, alongside advanced security risks (tracking cookies, denial-of-service attacks) and encryption methods.

Throughout the course, pupils will complete practical and investigative tasks that strengthen technical skills and prepare them for future study or careers in computing and technology.

Assessment
The final grade is based on two components:

- Coursework Assignment (timed, open-book practical assessment) – 33%
- Final Written Examination – 67%

BIOLOGY – HIGHER

COURSE STRUCTURE

Higher Biology covers a broad and up-to-date selection of biological concepts and ideas relevant to modern life and the further study of biology and related subjects. The breadth of the Higher Biology course is reflective of the diverse nature of the subject and, as such, is the recommended course for anyone wishing to study Biology at Higher level.

During the course, learners will develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. The course is divided into three units, within which the scale of topics ranges from molecular through to whole organism and beyond. The most relevant applications of biological understanding are highlighted in each unit.

This course would suit anyone interested in Biology or any of its related areas and would provide a suitable platform from which to pursue any of the wide range of courses that link with the subject. Examples would include biology, medicine, veterinary medicine, biotechnology, zoology, marine biology, biomedical science, ecology, botany and sustainable development.

This one-year Higher Course can be studied by pupils in Forms V and VI. An "A" or "B" pass in National 5 Biology is the normal entry route. The course provides a solid grounding for further study of Biology at Advanced Higher level.

DNA and the Genome
The Structure and Replication of DNA
Gene Expression
The Genome

Metabolism and Survival
Metabolism is Essential for Life
Maintaining Metabolism
Metabolism in Microorganisms

Sustainability and Interdependence
The Science of Food Production
Interrelationships and Dependence
Biodiversity

The final externally marked assessment takes the form of a written exam and an assignment. For the assignment, pupils will carry out an experiment and produce a write-up which compares the results of this to published data.

HUMAN BIOLOGY – HIGHER

COURSE STRUCTURE

As the name suggests, the Human Biology course focuses on the biology of the human species and the influence of mankind on the biological world. The whole course is set in contexts that are of particular significance and relevance to the human species.

This course would be of interest to anyone with a general interest in Human Biology or any of its related areas and would provide a suitable platform from which to pursue courses that link with the subject.

This one-year Higher Course can be studied by pupils in Forms V and VI. An "A" or "B" pass in National 5 Biology is the normal entry route. The course provides an adequate grounding for further study of Biology at Advanced Higher level.

Human Cells

Division and Differentiation in Human Cells
Structure and Function of DNA
Cell Metabolism

Physiology and Health

Reproduction
The Cardiovascular System

Neurobiology and Immunology

The Nervous System
Memory and Neurotransmitters
The Immune System
Infectious Diseases and Vaccines

The final externally marked assessment takes the form of a written exam and an assignment. For the assignment, pupils will carry out an experiment and produce a write-up which compares the results of this to published data.

CHEMISTRY – HIGHER

COURSE STRUCTURE

Chemical Changes and Structure
- Controlling the rate
- Periodicity
- Structure and Bonding

Nature's Chemistry
- Esters, Fats and Oils
- Proteins
- Chemistry of cooking
- Oxidation of food
- Soaps, detergents and emulsions
- Fragrances
- Skincare products

Chemistry in Society
- Getting the most from costly reactants
- Chemical energy
- Equilibria
- Oxidising and Reducing Agents
- Chemical Analysis

Researching Chemistry

The Higher course provides a secure grounding for the future study of Chemistry and Chemistry-related subjects in Higher Education. The course builds a deep understanding of the central concepts of Chemistry within contexts that highlight the practical applications of the subject.

Practical experimental work is central to the teaching of all units and by the end of the course learners will have encountered a wide range of techniques and apparatus.

The course is designed to develop the skills most valued by employers and Higher Education such as numeracy and analytical thinking. Pupils will learn how to search for reliable information, plan and carryout experimental work and communicate their findings in a scientific manner. The course is assessed externally by an Examination, and an Assignment, which is a piece of coursework completed in school, before being sent away for marking, and which is worth 20% of the final mark. Pupils with grades A and B at National 5 usually cope well with the significant step-up, both in terms of pace and difficulty, to Higher Chemistry.

PHYSICS – HIGHER

COURSE STRUCTURE

Our Dynamic Universe
- Motion, forces, energy and power
- Momentum and impulse
- Projectile motion
- Special relativity
- Doppler Effect
- The Big Bang

Particles and Waves
- Forces on charged particles
- Nuclear reactions
- Photoelectric effect
- Interference, diffraction and refraction
- Spectra

Electricity
- Alternating current
- Current, voltage, power and resistance
- Internal resistance
- Capacitance
- Semi-conductors
- p-n junctions

Researching Physics

The Higher Physics Course is designed to provide progression from National 5 Physics. The Course seeks to emphasise situations where the principles of Physics are encountered in real life. Pupils are encouraged to make their own reasoned decisions on many issues within a modern society increasingly dependent on science and technology.

Higher Physics is an ideal course for pupils interested in engineering, medicine, electronics, astronomy, technology. For someone who finds the idea of a job in industry attractive, there are openings based, for instance, in materials, computing and energy. There is exciting work, too, in meteorology, telecommunications, scientific journalism and aerospace.

DESIGN & MANUFACTURE – HIGHER

Entry Requirement: Grade A or B in National 5 Design and Manufacture, or in a related subject will be considered at the discretion of the Head of Department. Good communication skills are an essential requirement for this subject, alongside the ability to problem solve and to think creatively.

COURSE STRUCTURE

The Higher Design and Manufacture course allows pupils to explore the multi- faceted world of design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

The course combines scientific, mathematical and technological rigor with design and manufacture creativity and innovation. It combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly.

The course allows pupils to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle.

The course provides pupils with opportunities to develop:

- skills in design and in refining design proposals
- practical skills in the planning and development of models and prototypes
- skills in evaluation and research
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

The course allows pupils to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

As well as the Course assessment, the course includes two mandatory Units.

Design and Manufacture: Design

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps pupils develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing

This Unit covers the processes of product design from design proposals to prototype. It allows pupils to gain skills in planning and making models and prototypes. It helps pupils to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows pupils to consider the

manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

ENGINEERING SCIENCE – HIGHER

Entry Requirement: Grade A or B in National 5 Engineering Science or Physics, or at the discretion of the Head of Department. Good numerical skills and the ability to problem solve are a valuable requirement for this subject.

COURSE STRUCTURE

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering. The course provides a broad and challenging exploration of engineering.

The aims of the course are to enable pupils to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice
- understand the relationships between engineering, mathematics and science
- apply analysis, design, construction and evaluation to a range of engineering problems with some complex features
- communicate engineering concepts clearly and concisely, using appropriate terminology
- develop a greater understanding of the role and impact of engineering in changing and influencing our environment and society

As well as the course assessment, the course includes three Units.

Engineering Contexts and Challenges

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

Electronics and Control

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

Mechanisms and Structures

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

GRAPHIC COMMUNICATION – HIGHER

Entry Requirement: Grade A or B in National 5 Graphic Communication, or in a related subject will be considered at the discretion of the Head of Department. Good communication skills and the ability to demonstrate attention to detail are a valuable requirement for this subject.

COURSE STRUCTURE

Higher Graphic Communication enables pupils to develop skills in graphic communication techniques, including the use of equipment, graphics materials and software. It combines elements of recognised professional standards for graphic communication with graphic design creativity and visual impact. There is considerable personalisation and choice throughout the course with regards to the use of manual and computer-aided graphics.

Pupils develop:

- skills in graphic communication techniques, including the use of equipment, graphic materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards, protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

Who is this course for?
The course is suitable for pupils with an interest in both digital and paper-based graphic communication. It provides valuable skills and experiences that are advantageous in a wide range of careers such as engineering, architecture, design and any area in which visual communication is important.
Higher Graphic Communication pupils develops skills in two main areas — 2D, and 3D and pictorial graphic communication. They will develop skills to enable them to be able to produce graphics with visual impact that communicate information effectively.

2D graphic communication:
Pupils develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Pupils develop skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

3D and pictorial graphic communication:
Pupils develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D computer-aided design and pictorial graphic techniques. They develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

ART & DESIGN – HIGHER

COURSE STRUCTURE

The new Course in Higher Art and Design has greatly enhanced the possibilities for ambitious and individual work. It has also reduced the amount of writing on Historical Studies with an emphasis on developing critical understanding that is related to each pupil's creative ideas.

Each of the three Units is separately examined and marks for each go together to determine the grade. At the end of the Course there is an Authentication Exercise in which candidates are asked to develop ideas that they have already researched in either the Expressive or the Design Activities.

Expressive Activity (40 hours)

The expressive activity roughly covers the area of the subject that was once described as "Fine Art": drawing, painting, sculpture, printmaking. Pupils are required to produce expressive work through a process of research that involves learning to draw in an analytical way and collecting information on a topic through photographing, sketching and note-taking. They must then 'develop' this material in a creative way by considering alternative ideas in the form of small compositions. This investigation is finally resolved by a completed example of work which is submitted for assessment. A short study of an artist is done to accompany this project.

Design Activity (40 hours)

The design activity requires pupils to respond to a "design brief" that is prepared in consultation with the teacher. A variety of these creative problems may be chosen by the pupils from one class.

Once the brief has been established, pupils must develop their response by researching the topic and trying out a variety of schemes and approaches that show progressive gathering of ideas. The finished design is seen as constituting only part of the whole design process and when work is sent to the Examination Board for marking, it is divided into sections: research; consideration of possibilities; examples; evaluation. A brief study of a Designer is done to accompany this project.

Art & Design Studies (40 hours)

The object of this new Course is to show how contemporary works of Visual Art and Design can be analysed and discussed in a critical way. Pupils will gain knowledge of visual concepts by comparing and investigating the aims and methods of artists and designers.

They will also undertake a study of specific topics that are closely related to their practical work.

PHOTOGRAPHY – HIGHER

Entry Requirement - None

COURSE STRUCTURE

This highly creative Course offers skills in all areas of photography and digital imaging.
The pupil is asked to complete a project which involves Investigation of a Photographic topic, Development and Consideration of creative ideas and the production of a group of work.

Pupils must show evidence of knowledge of:
lighting, composition and contrast;
developing and printing;
digital processing;
movement, multiple exposure and photo montage.

The Course will enable pupils to compile a folio of work including trial pieces, technical samples and final outcomes.

Pupils will also learn to discuss their work and develop a critical judgement and appreciation of the works of famous photographers.

MUSIC PERFORMING – HIGHER

COURSE STRUCTURE

The Music performing course is practical in nature and includes flexibility in the contexts for learning. Pupils develop their skills and creative capabilities as musicians. They perform and create music and learn to confidently discriminate between music concepts and styles. The course has three main components: performing; composing; and understanding. Pupils perform two instruments or one instrument and voice and can incorporate group performing into their programmes. Pupils use Sibelius software for composition. Anyone considering this course should have achieved a minimum of Grade B at National 5 Music. Any pupil who is proficient on 2 instruments and has not completed National 5 but would like to do Higher should speak to Mrs Timney.

The Units are internally assessed as follows:

- Composing: composition folio. Pupils use complex compositional methods and music concepts in creative ways to realise their creative intentions and demonstrate their understanding and analysis of social and cultural influences on composers and their music.
- Understanding: regular listening assessments. Pupils will listen to a wide variety of music and apply their knowledge of musical concepts and a range of music signs and symbols in music notation.
- Performing: two or three performances and self-evaluation tasks. Pupils will play a selection of challenging level-specific music extracts (minimum of AB grade 4) showing technical, interpretive skills and musicality.

The Course is ***externally*** assessed as follows:

Listening Question Paper (35%)
Candidates are required to complete a listening paper in the summer term, identifying stylistic and compositional features relating to melody, harmony, rhythm, structure, timbre, genre and form. They will also show an understanding of notation and music literacy.

Performing (50%)
Pupils will perform to a visiting assessor in February or March.
Performances will be on two instruments or one instrument and voice (12 minutes, minimum of 4 minutes on one instrument/voice)

Composing (15%)
Pupils will submit a folio piece consisting of an original composition or an arrangement lasting from 1 – 3 ½ minutes. The composition is supported by a written review of the composition process.

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 3 to 4 hours a week minimum in order to meet the necessary level of performance.

MUSIC TECHNOLOGY – HIGHER

COURSE STRUCTURE

Pupils have the opportunity to develop skills as performer, listener and sound engineer. The course has two main components: Music Technology and Listening. Pupils record and manipulate audio in a series of projects using Pro Tools software. Pupils **do not need to play an instrument** to take this course but must have a keen interest in popular music and music technology. If a pupil is a competent performer they may also choose to complete a Free-Standing Unit in Performing.

The Units are **internally** assessed as follows:

- Listening: regular listening assessments, presentations and reports focussing on 20th and 21st century music.
- Music Technology Skills: Technology tasks and mini assignments, using Pro Tools software and music hardware.
- Music Technology in Context: A minimum of 2 folio pieces demonstrating capturing and manipulating audio in a range of contexts eg a radio broadcast and a live recording.

Some pupils will take an additional National 5 or Higher unit in Performing

The Course is **externally** assessed as follows:

Listening Question Paper (30%)
Candidates are required to have a knowledge and understanding of 20th and 21st century music styles and genres, music concepts and aspects of music technology which will be assessed in a listening paper in May / June.

Music Technology Folio (70%)

This is a folio lasting a minimum of 4 minutes and demonstrating at least two types of recording context eg live recording within a radio broadcast OR live recording within a folio of film soundtrack. The folio must include a logbook, plan and evaluation.

Pupils considering this course should also note that the subject requires attendance at Twilight nights where pupils have the opportunity to record and edit within the department after school hours from 5 – 8pm. This allows for a quieter environment and a more concentrated episode of work. These take place once a term or when deemed necessary by the teacher.

PHYSICAL EDUCATION – HIGHER

COURSE STRUCTURE

Physical Education at Higher level is useful for the pupil's own interest and self-development, as a subject to add breadth and balance to other subjects and as part of entry requirements for further and Higher Education. This is especially true if pupils are keen to study Physical Education at a more advanced level, perhaps with a view to following a career in sport and related industries.

Question paper - 50% of overall course award

The question paper assesses the candidates' ability to integrate and apply knowledge and understanding from across the course. It gives candidates an opportunity to demonstrate the following skills:

Knowledge and understanding: ¨ analysing factors that impact on performance (mental, emotional, social and physical) ¨ explaining a range of approaches for developing performance ¨ analysing the recording, monitoring and evaluation of performance development

The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.

Performance - 50% of overall course award

The performance assesses candidates' ability to perform in two different physical activities. The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding.