



# DOLLAR ACADEMY

## **FORM VI COURSE CHOICE INFORMATION**

### **SESSION 2019/2020**

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

Form VI pupils are advised to consult the Form V booklet for other Courses open to them. A booklet outlining modules on offer by departments will be made available in the Summer Term once staffing availability is known.

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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 IV 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.

Advanced Higher is the SQA level above Higher. The assessment procedures are similar to those of the Highers.

## **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 C

The subject is by its very nature inclusive and various, promoting individuality. This is as true of the literary tastes and interests of the different teachers in the department as it is of the range of pupils in the Form VI classroom. 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 teaching of **Literature** is central to the course and pupils are expected to read widely. The Literary Study paper 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.

**Textual Analysis** is a fundamental discipline and is given significant emphasis on the course, testing the ability to comment on the content and style of kinds of writing that may not have been encountered before. Pupils are taught to argue from the text, and so develop a more sophisticated sense of the relationship between reader and writer, and an understanding of the complexities of language, of its power to conceal as well as to reveal meaning.

**Creative Writing** 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 produced in the spring. Many pieces go on to be published in *Fortunas*.

Finally the **Specialist Study** involves a new approach to learning, and the eventual production of a dissertation of up to 3,000 words. This kind of independent, self-disciplined activity is an invaluable preparation for the rigours of most university courses. Libraries are very important, and the tutor assigned to each pupil acts as an important resource for consultation and advice.

## **DRAMA –ADVANCED HIGHER**

### **COURSE STRUCTURE**

**60% of the course is based on Practical skills- Acting, Directing or Design.** Most pupils choose acting where they are required to perform a monologue and to present an interactive piece of Drama in front of an external examiner.

### **40% is a dissertation on an aspect of Drama**

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.

**Devised Drama:** Pupils devise their own presentation based on a theme. Research for material and knowledge of various theatre forms and traditions are necessary. Some or all of the presentation is performed.

**Twentieth Century Theatre:** Theories of Performance: Pupils have to study two 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.

## **LATIN - ADVANCED HIGHER**

**Entry Requirement** - Higher B

### **Mandatory Units**

- Translating
- Literary Appreciation
- Project

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 Unit 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 Unit. This Unit 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 Unit and Course assessment.

In the Project unit, 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.

## **CLASSICAL STUDIES - ADVANCED HIGHER**

**Entry Requirement – Higher C in any social subject**

### **COURSE STRUCTURE**

#### **Mandatory Units**

- Social Aspects of the Classical World
- Researching Classical Studies Issues

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 university. The Course treats Form VI pupils like adults. It makes demands of them, but it develops exactly the sort of skills they need for success in higher education. It is also fun.

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.

## **MODERN LANGUAGES – ADVANCED HIGHER FRENCH, GERMAN, MANDARIN and SPANISH**

### **Entry Requirement - Higher C**

### **COURSE STRUCTURE**

The Course consists of language study, building on the fluency and knowledge pupils have acquired in previous years. An additional element is the study of life and culture of the country /countries where the language is spoken. In many cases, this will mean reading and researching a work of literature in the foreign language, although other aspects of culture and background (music, film, art, history, geography, current affairs) are alternatives. Dollar pupils may be in the position to make Work Experience carried out abroad the basis of this "Specialist Study".

The four skills of Listening, Reading, Speaking and Writing are assessed both internally and externally according to the following scheme.

**Internal:** Over the course of the year, pupils complete a series of tests comprising: a Reading Comprehension; a Listening Comprehension; a piece of extended writing; and an oral on a topical theme.

**External:** The final exam in May/June will follow a similar pattern. It will consist of: a Reading Comprehension; a Listening Comprehension; an essay; and an oral conducted by an outside examiner. In addition, the candidates' Portfolio will count towards the final Course award: this consists of a report on one aspect of the literature/background selected for the Personal Study.

The course work is a step-up from Higher towards the kind of work expected at University level. As much of the class work as possible will be conducted in the modern language, and regular individual timetabled sessions with the Assistant will develop oral proficiency. The themes to be studied be tackled through work on written texts and recorded material, with follow-up in the form of written and spoken work in the modern language. In the Higher course emphasis was on familiar topics relating to candidates' own personal circumstances - family life, school life etc. Advanced Higher aims to equip pupils to appreciate and take part in debate and discussion of more general significance. The course enables pupils to expand their command of the language to the point where they can form and express rational opinions on issues considered relevant to educated young citizens of the early 21st century.

For Beginners' Spanish, Italian and Mandarin modules, please see Form VI Modules booklet.

## ECONOMICS – ADVANCED HIGHER

**Entry Requirement: A minimum grade 'B' at Higher Economics** or at the discretion of the Head of Department, although it is not possible to take this course without having studied Higher Economics.

### 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.

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 studied in depth. This changes 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.

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.

## **GEOGRAPHY – ADVANCED HIGHER**

**Entry Requirement- Higher B** or at the discretion of the Head of Department.

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.

Section B.

Geographical Issue – pupils will undertake a critical evaluation of an issue from a geographical perspective.

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 Higher Geography course and is an excellent companion course to Higher Environmental Science.

## ENVIRONMENTAL SCIENCE - HIGHER

**Entry Requirement – Higher Geography and/or Higher Biology** or at the discretion of the Head of Department.

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).

### Added Value Assignment

The Assignment is a fieldwork investigation 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.

## **HISTORY – ADVANCED HIGHER**

### **Entry Requirement - Higher C**

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 papers are prepared by them on topics such as the nature of the February Revolution, the role of Lenin and the October Revolution, the Consolidation of Power: Democratic Centralism, the Leadership Struggle, the Nature of the Stalinist State: Homo Sovieticus, the Road to Terror, Generalissimo and 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 candidate to write 2 essays from across the chosen field of study and a further three questions on four primary and secondary sources. Each of the three elements – Dissertation, Essays and Source Work – has equal weighting.

Other papers may be offered should there be a demand for them.

**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. Candidates 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.

Candidates 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

Candidates 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 candidate 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.

## MATHEMATICS – ADVANCED HIGHER

### Entry Requirement - Higher C

There are three distinct qualifications available at this level:-

- AH Mathematics
- AH Mathematics of Mechanics
- AH Statistics

Each of these Courses consists of three Units and the programmes on offer are as follows:

### AH Mathematics (5 Hours per week)

*Mandatory Units:*

#### **Methods in Algebra and Calculus (Advanced Higher)**

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

#### **Applications of Algebra and Calculus (Advanced Higher)**

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

#### **Geometry, Proof and Systems of Equations (Advanced Higher)**

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

### AH Mathematics of MECHANICS (5 Hours per week)

*Mandatory Units:*

#### **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.

**AH STATISTICS (5 Hours per week)**

*Mandatory Units:*

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.

All of the Courses summarised above offer an interesting, relevant development of the subject and can be recommended to those intent on a wide variety of future studies. Typically, prospective mathematicians, physicists and engineers would follow the AH Mathematics course, together with, in some cases, the AH Mathematics of Mechanics option. Those wishing to study medicine, biology, economics and a wide range of other fields will benefit greatly from the AH Statistics course.

The courses listed above provide a full range of mathematical alternatives and provide sensible, useful courses for a wide range of individuals. Pupils who are uncertain as to which courses are best suited to their needs should seek advice from the Mathematics Department.

**MATHEMATICS – HIGHER (Form VI)**

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 sets and the exact allocation to classes will be at the discretion and judgement of the department.

## **BIOLOGY – ADVANCED HIGHER**

### **Entry Requirement - Higher Biology B**

(Entry from Higher Human Biology is possible for suitable applicants, following discussion with HOD)

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 involves a practical investigation will be carried out during a four day stay at Millport Field centre on the Isle of Cumbrae in September.

## **PHYSICS – ADVANCED HIGHER**

### **Entry Requirement - Higher B**

### **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 provide 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 20% 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 – grade B (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.

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 candidates 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 candidates 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**

### **OVERVIEW**

Advanced Higher Computing Science is designed for all learners who can respond to a level of challenge and it provides sufficient breadth, flexibility and choice to meet the needs of all learners. The 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. This bridge is achieved by consolidating and extending learning, and the provision of opportunities for independent and investigative work, while encouraging teamwork.

### **ENTRY REQUIREMENT – Higher B**

Advanced Higher Computing Science is particularly suitable for those who have studied Higher Computing Science, Mathematics and/or Physics.

### **COURSE STRUCTURE**

#### **Software Design and Development**

- 1 Understand how well-structured, complex modular programs work, drawing on understanding of programming constructs, algorithms and data integration.
- 2 Develop well-structured, complex modular programs using one or more software development languages.

#### **Information Systems Design and Development**

1. Explain how contemporary information system projects are developed and managed.
2. Explain the implications of a contemporary information system development.
3. Develop skills in designing and implementing complex information systems through practical tasks

### **ASSESSMENT**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Course assessment will consist of two components: a significant practical project (worth 60% of the total marks) and a final question paper (worth 40% of the total marks).

### **PROGRESSION**

Progression pathways from this Course are wide, from direct entry to further study in areas such as software programming/engineering, databases, robotics, artificial intelligence, e-commerce, social networking and web design and development, 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.

## ENGINEERING SCIENCE – ADVANCED HIGHER

Engineering is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society today and for the future, in fields as diverse as climate change, medicine, IT, aeronautics, the oil and chemical industries, infrastructure projects, transport and many more.

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. Pupils will deepen their understanding of core engineering disciplines – mechanisms, structures, control – but also have opportunities to choose and explore other areas of engineering, for example renewables technology, aeronautics or civil engineering. Because of its focus on developing transferable skills, it will be of value to many pupils, and particularly beneficial to pupils considering a career or further study in any branch 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 through independent learning
- ◆ understand and apply the relationships between engineering, mathematics and science
- ◆ develop skills in investigation and research in an engineering context
- ◆ analyse, design, construct and evaluate creative solutions to complex engineering problems
- ◆ communicate advanced engineering concepts clearly and concisely, using appropriate terminology
- ◆ develop an informed understanding of the role and impact of engineering in changing and influencing our environment and society, including ethical implications

As well as the Course assessment, the Course includes three Units. Each of these Units is designed to provide progression from related Units at Higher.

### **Unit 1: Electronics and Control (Advanced Higher)**

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

### **Unit 2: Mechanisms and Structures (Advanced Higher)**

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

### **Unit 3: Engineering Project Management (Advanced Higher)**

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

## **DESIGN & MANUFACTURE – ADVANCED HIGHER**

The application of graphic techniques in communicating ideas, concepts, information and technical detail has been revolutionised with the advances in computer graphics and supporting technologies. In embracing these advances it is appropriate that a Graphic Communication Course at this level operates in a realistic, contemporary context with an approach to learning which is highly personalised and flexible. As graphics are applied in a range of contexts in the real world, it is important that the Course promotes the development of knowledge and skills in a contextualised and realistic way. Graphic Communication study at this level will bring together aspects of technology and engineering, design, artistic endeavour, creativity, language and communication, and will therefore reflect these everyday activities as they interact in our world.

The Advanced Higher Design and Manufacture Course will allow pupils to explore the multi-faceted world of product design and manufacturing in an increasingly commercial and industrialised context. The Course focuses on creativity and innovation in the contexts of product design and manufacture. Pupils will have opportunities to make good use of their knowledge and skills already obtained across their learning experiences, for example drawing on numeracy and science when considering technical details and operational principles, and on aspects of social sciences when considering aspects of environmentalism and ethics, as well as other areas of the curriculum, personal experiences and interests

The aims of the Course are to enable pupils to:

- ◆ develop understanding and skills in the processes of designing for the manufacture of products in commercial and industrial contexts
- ◆ develop and apply an understanding of the factors which influence thinking for product design and manufacturing activities
- ◆ develop a critical and visual awareness associated with requirements for user interface and product detailing
- ◆ develop independence in learning and enquiry skills in the context of problem solving in designing and manufacturing
- ◆ develop economic, social and environmental awareness of the implications of a product's design through its life cycle

The Course stresses the integration of designing and manufacturing as a connected activity and that design is an iterative process. The Course highlights the close relationship between designing, making, modelling, testing, and refining and presenting design ideas.

The Course consists of three Units and Course assessment. The Course assessment will consist of a project and a question paper.

**Unit 1: Product Analysis (Advanced Higher)**

This Unit will require pupils to carry out an analysis of the performance and production of a product or suitable item. Pupils should consider the design and record its functional requirements, operation and use. Pupils will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors. Alongside this, pupils will explore the materials, manufacturing techniques and assembly procedures.

**Unit 2: Product Development (Advanced Higher)**

This Unit allows pupils to critically explore and consider design and manufacturing aspects of a commercial product, identifying perceived improvements that might be made and hence create a design opportunity. Pupils may consider a range of modifications including the various requirements of clients, users, manufacturers, environmental audits, market response, technical, technological and material science advances, competition, user interface, aesthetics, form, and product detailing. In developing and presenting a proposal for improvement, pupils will engage in research and development activities. Pupils will use a variety of visualisation techniques throughout the Unit in modelling and presenting their ideas.

**Unit 3: Product Evolution (Advanced Higher)**

The Unit allows pupils to explore a product in terms of its development and evolution through a focused study. This is, for the most part, a reflective activity. Pupils will select a product and identify the key and critical stages of its development, considering the influences which have affected the design decisions taken and changes over time. These may include influences such as sociological, scientific and technical knowledge, materials development, environmentalism, sustainability, economic constraints, or advances in manufacturing technologies. The Unit will require pupils to demonstrate skills in research and enquiry, using evidence, and foresight in suggesting future developments.

## **GRAPHIC COMMUNICATION – ADVANCED HIGHER**

The purpose of the Advanced Higher Course is to develop pupils' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. We are bombarded by imagery in a visual, technological and virtual world with different, often dynamic graphic information that captures and competes for our attention.

Society and the world of work require individuals engaged in graphic activities to support business and industry and to contribute meaningfully in an information-rich world. Given the pervasiveness of communication through modern technology, it is logical that individuals are increasingly confident, fluent, flexible, creative, ethical and effective in its use. Studies and activities in graphic communication will serve individuals well in their understanding of the ways in which such activities impact on our environment and society.

With significant opportunities for personalisation and choice, the Course encourages creative and independent minds and provides skills and enthusiasm for lifelong learning. It draws on the skills, knowledge and understanding from other experiences, as well as those from graphic communication, to prepare pupils through a rich and integrated learning experience.

The aims of the Course are to enable pupils to develop:

- ◆ skills for enquiry, research and evaluation in the commercial contexts of graphic communication
- ◆ critical understanding of the impact of advanced graphic communication technologies and activities on our environment and society
- ◆ skills in applying graphic communication design principles and techniques in the various contexts of commercial activity
- ◆ skills in the use of software applications in producing creative, meaningful and effective graphic items and solutions to contextualised problems and challenges skills in creatively applying graphic presentation work and animation techniques to satisfy the needs of commercial activities and those of their audiences
- ◆ the ability to demonstrate independence in learning and thinking

The Course consists of two Units, in which there are options, and Course assessment. The Course assessment will consist of a question paper and a project.

**Unit 1: Technical Graphics (Advanced Higher)**

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

**Unit 2: Commercial and Visual Media Graphics (Advanced Higher)**

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

## **ACCOUNTING – ADVANCED HIGHER**

**Entry Requirement – FORM VI – a minimum of a 'B' at Higher or at the discretion of the 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

To achieve the Course award, pupils must pass two internal Unit Assessments. At the end of the Course, the external course assessment is a question paper which takes 2 1/2 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 and report on a contemporary accounting issue of a UK-based public limited company, and the disclosure of accounting information related to the issue, 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.

The study of Accounting at Advanced Higher provides candidates 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 minimum grade 'B' at Higher Business Management**

or at the discretion of the Head of Department. A strong pass in Higher English is desirable.

### **COURSE STRUCTURE**

- The External Business Environment
- The Internal Business Environment
- Evaluating Business Information
- Project (33% of Course Award)

The course assumes a strong understanding of the Higher syllabus but revisits little of the topics directly. The external business environment unit is themed with global business; the focus is primarily on multinational trade and activity. The impact of transfer pricing, European Union (EU) and the Association of Southeast Asian Nations (ASEAN) membership, UK legislation, foreign direct investment (FDI) methods and operational technologies are explored in depth.

The internal business environment unit focuses on the academic analysis of management practice by examining the theorists eg Fayol, Mintzberg, Ford, Taylor etc. in order to evaluate management decisions made by multinational organisations today. The causes of change and the ways in which organisations can manage it effectively is also explored.

The evaluating business information unit requires candidates to examine plc annual accounts, compare financial reports between firms and evaluate the use of project management tools such as Gantt charts and key performance measures (KPMs).

The project is a 3,500 report which is externally marked and is worth one third of the overall award. It gives pupils the opportunity to investigate an organisation of their choice where they must carry out research to analyse a specific topic area related to the course.

NB. Pupils are required to be confident at handling and 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. The examination contains an extensive, unseen case study of which half of the examination questions are directly related.

## **ART and DESIGN – ADVANCED HIGHER**

### **Entry Requirement - None**

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 candidate 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

### Entry Requirement - Higher A

At Advanced level Music is a very demanding course designed to extend student's knowledge and skills beyond Higher. 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.

Added value is assessed as follows:

Listening Question Paper      40 marks.  
Candidates are required to identify sophisticated stylistic and compositional features relating to melody, harmony, rhythm, structure, timbre, genre, and form.

### AND

Performance                      60 marks (20 minute programme)  
Instrument 1 - Solo and/or group performance and  
Instrument 2 - Solo and/or group performance

### OR

Portfolio                          60 marks (12 minutes of original music)  
Pupils create original music and assessment will involve both the process and products of learning. The pieces that make up the portfolio may be produced in a variety of ways and this 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.

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 – HIGHER NATIONAL UNITS

A number of music technology units are being offered at SCQF level 7 (AH level equivalent). Pupils can choose a combination of these units to suit their own interests and depending on the number of periods in the week they will be taking music technology. The units on offer are:

1. Sound Production Theory
2. Sound Production: Multi-track Recording
3. Sound Production: Multi-track Mixing
4. Sound Production: Location Recording
5. Audio Post Production: An Introduction
6. Audio for Multimedia

These units will be valuable to those pupils who have previously studied Higher Music Technology and wish to study one or more elements of music technology in greater depth and those wishing to pursue music technology beyond school. While the units do not carry UCAS points they are credited within the SCQF structure at Level 7 ie. Advanced Higher level and are recognised by further education establishments as strengthening applications for music technology courses.

## ADMINISTRATION AND IT – HIGHER

**COURSE STRUCTURE** - The course has 3 mandatory units:

***Administrative Theory and Practice*** covers the knowledge and understanding which underpins the role of information management, including knowledge of administrative tasks, performance and event management.

- Management of teams
- Leadership theories
- Time and task management
- Modern working practices
- Health and safety legislation
- Employment contracts
- Planning and conducting meetings
- Customer services

***IT Solutions for Administrators*** concentrates on the use of business information technology, underpinned by numeracy and data handling, to solve complex problems.

- Advanced spreadsheets and formulae
- Relational databases and calculations
- Creation and formatting of business documents using a word processor

***Communication in Administrators*** concentrates on the use of information technology to convey and present complex information.

- Internet technologies
- E-diary and e-mail management
- Presentation and desk-top publishing software

Administration and IT are crucial to the effective and efficient delivery of business and 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.

**PHOTOGRAPHY - HIGHER****Entry Requirement - None**

This highly creative new Course offers skills in all areas of photography and digital imaging. The candidate 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.

Candidates 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 candidates to compile a folio of work including trial pieces, technical samples and final outcomes.

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

## **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.

## SCOTTISH BACCALAUREATE – SCIENCE

### Entry Requirement

To be considered for the Science Baccalaureate a candidate 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 candidate must undertake an Interdisciplinary Project.

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 candidate's skills and abilities as an independent learner whilst researching a science-based project. As part of the Project, the candidate 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 candidate'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 candidate 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**

### **These languages may be Classical or Modern or a mixture**

#### **Entry Requirement**

To be considered for the Language Baccalaureate a candidate 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 candidate must also undertake an Interdisciplinary Project.

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 candidate's skills and abilities as an independent learner whilst researching a language-based project. As part of the Project, the candidate 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 candidate'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 candidate 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 candidate 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 candidate must undertake an Interdisciplinary Project.

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 candidate's skills and abilities as an independent learner whilst researching a science-based project. As part of the Project, the candidate 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 candidate'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 candidate 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 candidate 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 candidate must undertake an Interdisciplinary Project.

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 candidate's skills and abilities as an independent learner whilst researching a science-based project. As part of the Project, the candidate 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 candidate'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 candidate 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.