



Review 2018





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Editorial

It is both a pleasure and a comfort to say that this year's Review magazine is both similar and yet different to last year's. We have the same extensive range of happy smiling faces. The same extensive range of work and positive achievements. The incredible variety of content speaks volumes about the abilities, hopes and dreams of our young people.

However, we have some new areas, such as the High Impact award, showcasing the unsung heroes of the school who go out of their way to do something for others. And did you see Fiddler? Not to mention the photography competition results! So much happened in a year that we simply couldn't fit it all in.

I have a list people to thank: Mrs Audrey Davie, Mr Graeme Mutch, Jill Stewart, Stuart Wright and all the youngsters, parents and staff who make this possible. Lastly, if something happens this year that you feel should be in next year's Review then don't wait; please send it in.

Nigel Clarke

Nigel Clarke
 Deputy Head

NURSERY

JUNIOR

SENIOR

Rector's Report



Let Your Lives Speak!

As always, it is wonderful to welcome back a former pupil to our school to be a guest at Prize-Giving on 28 June, my tenth as Rector. Dr Bill Maxwell is a former pupil of the High School of Dundee. In 2017 after a distinguished career in educational psychology and as an inspector with the HMIE, he retired as the Chief Executive and HM Chief Inspector of Education with Education Scotland. During his tenure he oversaw many changes and faced many challenges which he tackled with the highest level of dedication, professionalism and integrity. He is an FP who has let his life speak and made a difference.

One of the highlights of the end of the session are the school theatrical productions and this year was no exception. The production of *Fiddler on the Roof* was truly amazing and its message so resonated in today's world. In the words of one member of the audience, "The pupils were polished, talented and passionate in performance. There was a sincerity and integrity in their identification with their characters that at times was quite breathtaking. I will long remember Tevye's chats with God. Such a difficult thing to do and yet so convincing and engaging. Although many of us knew the story we were gripped again by both 'tradition' and its futility in a rapidly changing world. We were reminded strongly that we need to be strong and open minded in embracing inclusivity and growing a society

that benefits from all our talents. The pupils had got the message and conveyed it so well and with such belief and enthusiasm." A wonderful testimony to the integrated education we provide at the High School.

We are here to celebrate! Prize-Giving is about a joyous celebration of all that has gone on through the year.

This year we welcomed three new prizes, for Higher Latin and Proxime Accessit, thanks to the generosity of the Collins and Vannet families respectively, and the Parents' Association. The Parents' Association High Impact Award recognises the impact individual pupils have had through their voluntary involvement in the wider community. They agreed to award a prize of £250 to the winner, to be given to a charity of their choosing. The three short listed pupils were inspirational. I thank David Cheape as Chairman of the PA along with the Committee Members warmly for this outstanding example of School and PA working together to promote the local community.

This session we have devoted considerable time and energy revisiting our Core Values and Mission, and after consultation throughout the community – pupils, staff, parents - we identified the six core values that underpin all aspects of school life: Honesty, Kindness, Creativity, Resilience, Confidence and

Respectfulness. These values then work alongside what I call the Golden Triangle round the pupil, namely Pastoral Guidance and Wellbeing, the Academic Curriculum and the Co-curricular Programme.

All this in the spirit of our Integrated Curriculum: Let Your Lives Speak!

Integral to this is the initiative which we have been developing this session, and which will be rolled out in the autumn. We have been looking at how our young people can take more ownership of their lives, and develop even more strongly the qualities of leadership, teamwork, self-evaluation and self-reliance they already display. We want our young people to reflect on how they live and how they can enhance what they do, for both themselves and the wider community, in an environment that is high on challenge, but low on threat or risk. And so our Active Reflection programme was born, the brainchild of two very active and reflective colleagues.

Talking of community I am once again delighted to note progress made with our Charities and Communities Outreach programme, which this year raised £27,204 for charities. Numerous pupils actively help with a wide range of community groups and local and national charities, often but not only through the highly successful Duke of Edinburgh's

Award. Moreover, we host a number of groups throughout the year, such as Interact, the Dundee Choral and numerous other sporting groups and this year we gladly offered Mayfield as the venue for Morgan Academy's Schools Sports in their 150th year, followed then by the Dundee Schools Athletics Championships. We have also sponsored a penguin for Maggie's Penguin Parade, and 'Blue' has graced the pavement outside the school.

For me the High School should be right at the heart of the city in all ways. Educationally, culturally, physically, even emotionally. A source of pride for Dundee. A school which welcomes all and which does its utmost to enable as many as possible to come to the school who otherwise could not afford the fees. That ethos gives our pupils that special unassuming and yet confident quality which enables them to do well in life. I remain a fervent optimist and despite the very real challenges of the Rates Review, and the current political and economic uncertainties, feel we are moving in the right direction.

But what of the other core areas of the school?

One of our core functions is to prepare our pupils for national examinations and we can look back on some outstanding results in the SQA examinations of 2017.

One of our F6 pupils secured the SQA Star Award for Academic Excellence, thereby recognised as the top performing pupil in Scotland. This was the second time in eight years that a High School pupil had been given this remarkable accolade. Our pupils secured the top marks in Scotland for Advanced Higher Chemistry, Physics and Mathematics. Three pupils top in three different Advanced Higher

subjects. I challenge any school to match that record.

There was a similar picture at National 5, where four pupils scored 100% in French, whilst five also scored 100% in Maths, and one full marks in Italian. In addition, 84 exams were passed with marks of 95% or more: 53 at N5, 17 at Higher, and 14 at Advanced Higher.

But performance in SQA examinations is not the only indicator of an outstanding school. They are important, but exams in themselves do not foster creativity or imagination. It is the teachers and other staff who bring learning to life by going outside and beyond the curriculum.

Our Integrated Curriculum triangle places the co-curriculum at the heart of the school. Once again, it has been a remarkable year for the myriad of learning experiences organised outwith the formal classroom. Is it possible to quantify this area of the school's provision? The vast number of pupils involved both PE and Music, for example, is quite extraordinary. Both departments teach from Nursery right through to F6 and the number of teams, and ensembles, not to mention matches, championships and concerts throughout the year is a testimony to the professionalism and hard work of these two departments and the various coaches and visiting music instructors. I wish I had time here to relate in greater detail the many successes and uplifting performances by our pupils under their guidance. Please see the Review, the Pillars and the website for more information!

Before I finish I would like to mention the CCF Drill Team who also became National Champions in 2017. This year the CCF has been celebrating its Centenary. Our most impressive

Centenary Parade in February included the display by our Drill Team. This is of course the year in which we will be commemorating the centenary of the first Armistice, in November 1918. We will be marking this event with our usual parade, but we will be inviting all FPs to attend. There will also be a concert on 8 November and an exhibition and we are planning to rededicate the War Memorial to mark the nearly 50 additional names who have since discovered are not recorded on the Board. We also hope to include the names of female FPs who served. We wish to correct the injustice that has deprived them of proper recognition for a century.

On a final note I would like to express my sincerest thanks. First to the Board of Directors who devote such a vast amount of time, expertise and energy in support of the strategic direction of the school. I thank the pupils, who make the High School such a dynamic, endlessly enjoyable, special and privileged place to work. More specifically, I would also thank all the F6 leavers and the Head Boy and Head Girl and their Deputies, along with the Senior Team of prefects. You have enriched the school and moved it forwards. You are the year group that remembers your friend Sophie, who affected us all on so many levels. Lastly I would thank all our colleagues throughout the school, whether leaving or staying, the caterers, cleaning staff, janitors, groundsman, Mayfield staff, office and bursary staff, technicians, as well as the teaching staff and class assistants, for their hard work, professionalism and dedication over the past session. Thank you!



Dr John D Halliday
Rector

Prize list 2018

L4 and L5

Marshall Prize for Recorder (joint)

Hannah Petrie

Antonia Schweikert

L6

Academic Merit Prize

Shivani Bhushan

Gabi Farquharson

Noor Ibrahim

Amy Leburn

Emily Macdonald

Special Prize for Chess

Krish Akula

Stark Cup for Public Speaking

Cameron Brown

Prize for Bagpipes

Alan Cunningham

Academic Merit Prize

Nathan Ogston

Robbie Prize for Public Speaking

L7

Academic Merit Prize

Neil Bhat

Jack Fleming

Hamish Lowrie

Leng Silver Medal for Singing

Charlotte Dorman

Prize for Brass

Tegan Ellis

Russell Trophy for Chess

Ramit Kanodia

Prize for Pipe-Band Drumming

Alexander Milnes

Tie for International Recognition

(Badminton)

Callan Short

Dr Rita Forrest Prize for Art in L7

India Simpson

Walter Smith Memorial Prize for

Drama in L7

Calum McDowall

Old Girls' Trophy for all-round ability in L7

James Westwood

Academic Merit Prize

Tie for International Recognition (Dinghy

Sailing - Re-award)

Rory Gifford

Prize for Guitar

Tie for International Recognition (Singing)

Zachary Gray

Woodman Trophy for Mathematics in L7

John McLennan Prize for Proxime Accessit

Christopher Scott

Tie for International Recognition (Orchestra)

Old Girls' Prize for Piano

Prize for Strings

Old Girls' Prize for Creative Writing in L7

Hutton Prize for Environmental Studies in L7

E M Stewart Prize for Dux of Junior Years

Daniel Higgins

Form 1

Academic Merit Prize

Madeline Fraser

Sahar Jafferbhoy

Maishah Mason

Zamin Okhai

Dexter Samani

Tie for International Recognition

(Water Polo)

Anna Campbell

Tie for International Recognition

(Double Mini Trampoline)

Alistair Clark

Tie for International Recognition

(Singing - Re-award)

Cameron Fish

Tie for International Recognition

(Singing)

Martin Kelly

Tie for International Recognition

(Tae Kwon Do)

Jonah Phillipson-Masters

Tie for International Recognition

(Sailing)

Suzie Sturrock

Dvořák Prize for Musical Ensemble

Amy Paterson

Betty Sword Prize for Academic

Improvement in Form 1

Grace Purdie

Robertson Prize for Proxime Accessit of

Form 1 (joint)

Archie Macdonald

Alix Saddler

Alexander Mill White Prize for all-round

ability in Form 1

Florence Whytock Memorial Prize for Dux

of Form 1

Isla Hutchinson

Form 2

Academic Merit Prize

Jenny Bonnyman

Sophie Elder

Zoe Faloon

Claire Joss

Kaixi Liu

Sarah Richmond

Andrew K Paton Memorial Trophy for all-round Sporting Ability in Form 2 Boys

Iain Chalmers

Leng Gold Medal for Singing

Ryan Kilburn

Betty Sword Prize for Academic

Improvement in Form 2

Isobel Martin

Tie for International Recognition

(Sailing - Re-award)

Tom Mitchell

Academic Merit Prize

Old Boys' Club Prize for Creative Writing

in Forms 1 - 3

Eve Campbell

Tie for International Recognition (Singing)

Leng Silver Medal for Singing

Megan Cant

Academic Merit Prize

Neil Fraser Cup and Prize for all-round

ability in Form 2 Boys

Angus Macfarlane

Academic Merit Prize

Dvořák Prize for Musical Ensemble

Maggie Stewart Memorial Salver for all-round

Sporting Ability in Form 2 Girls

Maya Donald

Tom Durrheim Memorial Quaich for

Recitation in Forms 1 - 3

A S Drummond Prize for Public Speaking

in Forms 1 - 3

RSL Macpherson Prize for Proxime

Accessit of Form 2

Sneha Sripada

Prize for all-round ability in Form 2 Girls

RSL Macpherson Prize for Dux of Form 2

Ksenia Kapelyukh

Form 3

Academic Merit Prize

Georgia Douglas

David Logan

Lewis McLennan

Catriona Taylor

Dominic Westwood

Kasym Zaidi

Tie for International Recognition
(Cross Country Athletics)

Anna Dalglish

Tie for International Recognition
(Girl Guides)

Katie Tonks

Larg Prize for Bagpipes

Jamie Hutcheon

Dvořák Prize for Musical Ensemble

Anna Kerr

Chris Rea Prize for Games in Form 3 (Girls)

Reave Kilcullen

Academic Merit Prize

Chris Rea Prize for Games in Form 3
(Boys)

Laurence Petty

Academic Merit Prize

Dvořák Prize for Musical Ensemble

Jenny Shang

Jane Spiller Prize for Proxime Accessit of
Form 3

Steven Chen

Jane Spiller Prize for Dux of Form 3

Ethan McColgan

Form 4

Academic Merit Prize

Brooke Fairweather

Craig Gunn

Jonathan Lang

Suzanne Stirling

Lauren Tyson

Tie for International Recognition
(Singing - Re-award)

Alex Fish

Tie for International Recognition (Art)

Leon McNair

Tie for International Recognition
(Singing - Re-award)

Catriona Paterson

David Mathers Trophy and Prize for
Improvement in Mathematics in
Forms 3 - 4

John Gardiner

Larg Prize for Woodwind

Jamie McFadyen

Jane Ray Prize for Home Economics

Rebecca Stewart

Academic Merit Prize

Larg Prize for Pipe-Band Drumming

Fraser Coupar

Tie for International Recognition
(Hockey - Re-award)

Games Merit Scarf (Hockey)

Jamie Golden

Tie for International Recognition (Netball)
London Angus Association Trophy for
Reading and Public Speaking in Forms 4 -
6 (joint)

G H Philip Prize for Public Speaking in
Forms 4 -6 (joint)

Emily Baxter

RSL Macpherson Prize for Proxime
Accessit of Form 4

Charvi Kanodia

Armitstead Trust Prize for Dux of Form 4

Eilean Mauritzen

Form 5

Academic Merit Prize

Struan Gow

Hathsu Dissanayake

Tie for International Recognition (Hockey)

Katie Joss

Tie for International Recognition (Football)

Cameron Murray

Isabella Hunter Award for Higher Art

Catriona Addison

Armitstead Trust Prize for Higher Modern
Studies

Sarah Boyle

James Stevenson Memorial Prize for
Higher German

George Davidson

Robert Biggar Prize for Higher Geography
(joint)

Euan Dawson

Robert Biggar Prize for Higher Geography
(joint)

Harry Hardie

James Stevenson Memorial Prize for
Higher French

Anna Hudson

Prize for Higher Computer Science

Josh Humphries

Baker Trade of Dundee Prize

Mairi McAdam

Spankie Quaich for Higher Engineering
Science

Luke Wyatt

Dennis F Collins Prize for Higher Latin
Prize for Higher Drama

Kirsten Ellis

Academic Merit Prize
Prize for Higher Spanish

Sophie Levin

Academic Merit Prize
Sandy Wardlaw Memorial Trophy and
Book Prize for Higher Chemistry

Ciara Macpherson

Academic Merit Prize
D Arnot Shepherd Travel Scholarship

Shona MacTavish

Tie for International Recognition
(Gymnastics - Re-award)

Games Merit Scarf (Gymnastics)

Sarah McKenzie

Tie for International Recognition
(Singing - Re-award)

Larg Prize for Vocal

Laura Murphy

Academic Merit Prize

Beckingham Trophy and Chess Club Prize
Christopher and Philip Daft Prize for
Higher Physics

Joshua Brown-Cargill

Larg Prize for Brass

Robert Biggar Prize for Higher Geography
(joint)

Edinburgh Angus Club Prize for Higher
History

Robert Connolly Brown

Tie for International Recognition
(Hockey - Re-award)

Games Merit Scarf (Hockey)

Prize for Higher Physical Education

Rachel Strachan

Tie for International Recognition
(Netball - Re-award)

Tie for International Recognition
(Rugby - Re-award)

Games Merit Scarf (Netball)

Games Merit Scarf (Touch Rugby)

Shona Campbell

Tie for International Recognition
(Orchestra - Re-award)

Larg Prize for Percussion

Illsley Trophy for Outstanding
Performance in Drama

Graeme Matheson-Bruce Prize for
Higher Music

Ruairidh Cowieson

Academic Merit Prize

Dennis J Paterson Prize and Trophy for the
Best Speaker in the Inter House Debates

Cambridge Gavel for Contribution to
Debating

London Angus Association Trophy for
Reading and Public Speaking in

Forms 4 - 6 (joint)

G H Philip for Public Speaking in

Forms 4 - 6 (joint)

Glenday Award for Higher Biology

E M Stewart Prize for Higher English

Bogdan Kapelyukh

Prize for Higher Economics

J B Meiklejohn Prize for Higher

Mathematics in Form 5

Caroline S Low Prize for Proxime Accessit
of Form 5

Sid Sripada

Dennis J Paterson Prize for Dux of Form 5

Hannah Alijani

Form 6

Form 6 Leaver Award

Eleanor Anderson

Austin Barrie

Alexander Berg

Joanna Brunton

Jordi Bugler-Lamb

Simon Burnett

Nicoll Butter
Daniel Campbell-Rodger
Jamie Cox
Campbell Cunningham
Robert Davie
Jack Davies
Phoebe Duncan
Holly Duval
Madi Fergusson
Jessica Fotheringham
Oliver Grabowski
Lewis Hall
Gregor Hands
Griffith Harrod
Emily Harrower
Sally Hasselgren
Lorna Husband
Oliver Imrie-Cook
Thomas Jarron
Charlotte Jennings
Aleksandra Jovanovic
Sanjana Kini
Andrew Lang
Beth MacAlpine
Eleanor McBride
Daniel McGrory
Kirsty McInnes
Lorna McKechnie
Georgia McLaggan
Zak McLaggan
Jack McLean
Maisha Mohiuddin
Sandy Neville
Shaista Okhai
Susanna Porter
Alice Raitt
Corrie Richardson
Peter Robertson
Isla Ryan
Fergus Sharp
Joshua Small
Graeme Smith
Nikhil Snape
Janey Speed
Paul Stewart
Max Strachan
Sam Strachan
Errol Vella
Ross Wiewiorka
Robert Withers
Katie Young
 James Smart Prize for Investigation at
 Advanced Higher Chemistry
 Form 6 Leaver Award
Elisabeth Appleton
 D Arnot Shepherd Travel Scholarship
 Form 6 Leaver Award
Greg Binnie
 J Torrington Bell Prize for Dux in Art
 Form 6 Leaver Award
Lily Bircham

Dr John M Morgan Prize for Outstanding
 Service to School
 Form 6 Leaver Award
Harry Cheape
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
Ana Cowan
 Dr John M Morgan Prize for Outstanding
 Service to School
 Form 6 Leaver Award
Glenn Davie
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
Kieran Forster
 Armitstead Trust Prize for Dux in French
 Form 6 Leaver Award
Lucy Graham
 Bain Prize for Outstanding Service to
 School
 Form 6 Leaver Award
Amy Macandrew
 Dr John M Morgan Prize for Outstanding
 Service to School
Samuel Marshall
 Form 6 Leaver Award
 Dr John M Morgan Prize for Outstanding
 Service to School
Aengus McCrimmon
 Form 6 Leaver Award
 Bain Prize for Outstanding Service to
 School
Kirsty McRobbie
 Form 6 Leaver Award
 Bain Prize for Outstanding Service to
 School
 Form 6 Leaver Award
Anoushay Okhai
 Block Prize for Creative Writing in Forms
 4 - 6
 Form 6 Leaver Award
Callum Paterson
 Dallas Allardice Cup and Prize for
 Outstanding Performance in Physical
 Education (Boys)
 Form 6 Leaver Award
Rory Seymour
 Dr John M Morgan Prize for Outstanding
 Service to School
 Form 6 Leaver Award
James Shearer
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
Charlie Stanford
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
Kirsty Stewart
 W E Crichton Prize for Dux in Computer
 Science
 Form 6 Leaver Award
James Taylor

Caird Prize for Higher Business
 Management
 Form 6 Leaver Award
Blair Wilson
 Bain Prize for Outstanding Service to
 School
 Form 6 Leaver Award
Lois Winter
 Bain Prize for Outstanding Service to
 School
 Form 6 Leaver Award
Morven Wright
 Rector's Prize for Dux in Mandarin
 Form 6 Leaver Award
Mandy Zhang
 Bain Prize for Outstanding Service to School
 Graeme Adamson Prize for Dux in Drama
 Form 6 Leaver Award
Hannah Cowieson
 Duke of Edinburgh Gold Award
 Edinburgh Angus Club Prize for Dux in
 Modern Studies
 Form 6 Leaver Award
Lucy Darroch
 Duke of Edinburgh Gold Award
 Parents' Association High Impact Award
 Form 6 Leaver Award
Eleanor Gunaratna
 Bain Prize for Outstanding Service to
 School
 Parents' Association High Impact Award
 Form 6 Leaver Award
Lucie Kelly
 Dr John M Morgan Prize for Outstanding
 Service to School
Brian Zhuan Hua Lim
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
 D Arnot Shepherd Travel Scholarship
Eilidh Maclean
 Sir John Leng Trust Prize for Dux in
 History
 Form 6 Leaver Award
 Southgate Prize for Musical Ensemble
Alastair Munnoch
 Simon Newton Memorial Trophy for
 Commitment in Music and Sport
 Form 6 Leaver Award
 Bain Prize for Outstanding Service to
 School
Mhairi Pratt
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
 Mhairi Henderson Cup and Prize for
 Outstanding Performance in Physical
 Education (Girls)
Heidi Sampson

William Laird Prize for Scottish Studies (Geography)

Form 6 Leaver Award

Tie for International Recognition

(Sailing - Re-award)

Anna Sturrock

Games Merit Scarf (Sailing - Re-award)

Form 6 Leaver Award

Bain Prize for Outstanding Service to School

Sarah Elgin

Southgate Prize for Musical Ensemble

William Laird Prize for Scottish Studies (History)

Form 6 Leaver Award

Duke of Edinburgh Gold Award

Sarah Mathieson

Jacuk Prize for Investigation at Advanced Higher Physics

Jacuk Prize for Dux in Physics

Form 6 Leaver Award

Duke of Edinburgh Gold Award

Tara McLean

Armitstead Trust Prize for Dux in English

Sibbald Prize for Dux in Geography

Form 6 Leaver Award

William More Prize for Dux in Applied Mathematics

Caitlin Mitchell

Dott Memorial Prize for Dux in Mathematics

W E Crichton Prize for Dux in Spanish Form 6 Leaver Award

Dr John M Morgan Prize for Outstanding Service to School

Joe Carstairs

Southgate Prize for Musical Ensemble

Larg Prize for Strings

Dott Prize for Dux in Music

Form 6 Leaver Award

Bain Prize for Outstanding Service to School

Abhisri Chaudhuri

Duke of Edinburgh Gold Award

Southgate Prize for Musical Ensemble

Larg Prize for Piano

High School Quaich for Best all-round Instrumentalist

Form 6 Leaver Award

Bain Prize for Outstanding Service to School

Rachel Flack

Duke of Edinburgh Gold Award

P Gordon Grant Trophy for Contribution to School Sport

Parents' Association High Impact Award

Dux in PE

Form 6 Leaver Award

Duke of Edinburgh Gold Award

Asad Jafferbhoy

Anderson Prize for Investigation at Advanced Higher Biology

Frank Young Prize for Excellence in Natural Sciences

Brian McNeill Prize for Dux in Biology

T S Murray Prize for Dux in Chemistry

W E Crichton Prize for Dux in Economics Form 6 Leaver Award

Rorie Trophy for Inter House Debating Lindores

Inter House Shield for Champion House

Rector's Prize for Deputy Head Girl

Eleanor Gunaratna

Rector's Prize for Deputy Head Boy

Sandy Neville

Lowson Prize for Head of School (Girls)

Caitlin Mitchell

Erskine Prize for Head of School (Boys)

Nicoll Butter

Vannet Prize for Proxime Accessit

Caitlin Mitchell

Harris Gold Medal and David Gray Book Prize for Dux of School

Asad Jafferbhoy



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Welcome to ...

Rooney Hall

Rooney Hall joined the English department in August 2017. Originally from London, she studied in Leicester and has been teaching since she graduated. Her previous position was as a Head of English, a post she held for eleven years, at The Ashcombe School in Surrey. Rooney became a Leading Literacy Practitioner as well as a Teaching and Learning Coach, which led her to working with other schools to improve standards. An inspiring and creative teacher, she is relishing teaching again after a period of settling her daughter into their new lives in Scotland.



Rooney is passionate about literature, loves to bake cakes and has a lifelong fascination with sharks.

Philip Moon

We welcomed Philip Moon to the Maths department in January of the session. A highly experienced teacher of Maths and Statistics, Philip has taught at all levels from L7 to Advanced Higher Maths and AH Statistics. His experience on the development team for both subjects during evolution of the new exams' structure under Curriculum for Excellence as Principal Assessor brings to the Maths department a valuable insight into the assessment process. Amongst his interests outwith the classroom Philip enjoys Indoor Rowing, Rugby and Cricket.



Kevin Hodgson

Kevin is a Dundee boy through and through having studied at Harris Academy, Dundee Institute of Technology (now Abertay University), University of Dundee and in 2016 completed his studies at the University of Stirling gaining an MSc in Professional Education & Leadership. Steeped in the dark blue of Dundee he



also enjoys rugby, golf, horse racing and generally is a sports fanatic. Kevin joins us from Kinross High School after having taught there for 6 years; where he started teaching. Prior to then he worked in the business world with NCR in Dundee, Royal Mail Dundee, Jabil Circuits both in Scotland and in California for a few years. He comes with a wealth of experience both from his business and management career as well as his involvement in the Raising Attainment initiatives. It's great to have a local lad with such experience on our team.

Helen Doak

Helen joined the History and Modern Studies Department in January 2018 as maternity cover for Lucy Hegan. Helen studied at the University of Hull, achieving a 1st class degree in American Studies and History and then went on to do a Masters in the History of Art at the University of Nottingham. She returned to Hull to do her PGCE in 2007, which included a placement at the International School in Amersfoort. She began her career as a History teacher at Kesteven and Grantham Girls' School in Lincolnshire and was promoted to Head of Department in 2014. She moved up to Scotland when she got married in 2017.



Anastasia Lazani

Anastasia joined the Classics Department of the High School of Dundee in August 2017 and has loved working for the school this past year. Originally from Greece, she completed her undergraduate studies in her hometown and moved to the UK to continue her studies: she has an MA in Classics from UCL, has just finished writing her doctoral thesis on Greek Tragedy and hopes to soon hold a PhD in Classics, also from UCL. Anastasia is enthusiastic about sharing her love of Classics, and before moving to Scotland she taught Greek and Latin at UCL and Birkbeck College London, as well as in secondary education in London. Outside



of work, Anastasia enjoys reading and she is interested in how different languages work, hoping to have the opportunity to start learning a new language soon!

Kathleen Duffy

We welcomed Kathleen to the Finance department as our Fee Administrator last year. A Dundonian by birth Kathleen attended St. Vincent's Primary School and Lawside Academy and thereafter, went on to work at the Bank of Scotland in Reform Street. Following her marriage, Kathleen moved away from Dundee and continued her employment in the Financial Sector, with a break from employment to bring up her 2 children. Once her children had finished their schooling and moved on to University, Kathleen decided to move back to Dundee to be closer to her parents and her ever growing family again.



Kathleen has been an active participator in Netball, playing throughout her school days and she continued on to adult Netball with significant success as player, umpire and coach.

Kathleen is kept very busy outside school with 3 grandchildren, 2 grand-daughters (aged 2 and 1) and 1 grand-son (aged 1 1/2) and much of her free time at weekends is taken up in visiting them. Any other free time is taken up by gardening, walking, visiting family and catching up with friends. Kathleen loves her holidays abroad and enjoys the sunshine whenever it appears.

Mark Stewart

With a degree in Philosophy, Mark joins us as one of our After School Care Assistants. Mark enjoys meeting many different people each day - from baby brothers and sisters to Grannies and Grandads! Mark is a valued member of the ASC team using his experience to add to this resource. He enjoys offering a variety of activities to our pupils each day. He feels the children in ASC bring with them a freshness, allowing every day to feel unique. He has fitted in easily to our HSD family and is using his previous experience to support our young people. He is delighted to be part of our team.

Farewell to ...

Morven Ovenstone – Jones



Morven left us after 13 years of service to take up a post at Madras College in St Andrews. A

passionate English teacher, Morven has helped and supported many pupils through the rigours of the SQA exams. She has a particular interest in Advanced Higher English and has consistently enjoyed all elements of this.

Keen to uphold and celebrate the memory of Tom Durrheim, a colleague, Morven led the Burns Recitation Competition for Forms 1-3. She was also keen to promote creative displays of work in the department.

In addition to teaching English, she also immersed herself in Debating and was very dedicated in accompanying pupils around the country to support them in their competitions. Morven also led the Young Speakers Club to nurture pupils on the road to Debating and to encourage them to take an interest in current affairs. She was also keen to join the Charity Committee, Staff Welfare Group and the Health and Safety Committee, amongst others.

We wish her well at Madras College and are sure that Debating there will flourish under her guidance and passionate interest.

Ellie Ashton



Ellie Ashton joined the Drama Department in October 2015.

Originally from Devon, Ellie trained as an English teacher, with a passion for drama inherited from her father who was an actor and drama teacher. Ellie threw herself into the life of the school with her customary zeal and exuberance. As a classroom teacher she was inspiring, enthusiastic and above all tremendously caring of all her pupils. She was very intuitive and was always ready to listen to pupils problems. She had a real dogged determination to seek effective solutions for all. Ellie directed the F2/3 pupils in her

first play A Midsummer Night's Dream in the spring of her arrival. Her infectious energy and sense of fun was perfect for this Shakespearean romp. The production was a triumph and the cast and crew will have many fond memories of being a part of such a creative and energetic production. Ellie's make up skills were legendary and she led two huge make-up teams for Les Miserables and Fiddler on the Roof, designing much of the make-up's herself (she did love the challenge of creating a scar!) The following year Ellie directed F1/2 in Emil and the Detectives. Despite a snow delay the show was again a great success. As her husband Yannick secured a post at The University of Georgia in Atlanta it was time for the family, including their new puppy, Brodie, to leave. Ellie secured a drama teaching post at the Atlanta International School in Atlanta, Georgia and started work there in August. We wish them all the very best in the next exciting chapter of their lives!

Denise MacDonald



Denise MacDonald retired at the end of the session after many years teaching at the High School. Known to be an excellent teacher, she nurtured many pupils guiding them with her expertise and thorough subject knowledge. Thanks to Denise, many, many pupils have passed their exams with flying colours and have also been entertained along the way with her stories. She embraced school life wholeheartedly engaging in the choir, every single staff panto and Sports Day. Denise also attended and led theatre trips and served on the Charity Committee too.

A former pupil, Denise has had a long history with the school. Not only did she study here, but her children, Nicole and Mark, also attended the High School and have gone on to achieve great things in their careers.

As a colleague, she was a good listener, supportive and funny. We were sad to see her leave and wish her well in her retirement. Denise has many future plans encompassing travel, taking up dancing and catching up with friends and family.

Joyce Chalmers



Joyce Chalmers started working at the High School in the Junior Years in 2011, initially on supply, before moving permanently into the Learning Skills department in 2014. Her ties to the High School, however, go back much further, to her days playing for the FP Badminton team, and as an HSD parent as her son, Euan, is an FP. Prior to joining HSD, Joyce taught for much of her forty years in education at Forthill Primary School, predominantly in the early years. Joyce co-founded the JY badminton club and also enjoyed helping backstage at the Junior School Shows. Joyce will be much missed by the Learning Skills department, the Junior Years staff, and of course all of the children she has supported in their learning. We wish her a long and happy retirement, and look forward to hearing all about how her house build develops!

Jane Cochrane

Jane started at the High School in January 2001 as a part-time Medical Auxiliary, joining us from Menzieshill High School where she was a School Auxiliary for 4 years. Prior to that she had been a nursery nurse at the old Dundee Royal Infirmary for 17 years, from 1975 – 1992. Jane became the Senior Medical Assistant on 20 August 2009. However, anyone who knows Jane quickly realizes she was much more than that. She was always open, friendly and sometimes direct, always having time for a chat. She liked to do her rounds round the school, providing TLC as well as TCP! She oversaw and managed a lot of change over the years and was always welcome and helpful to the pupils, whilst being an expert in reassuring anxious parents. Jane has two daughters of her own but always had time to be involved in community and charity work. She was a member of the Children's Panel and an elder at Muirhead church, and has done a lot of charity work with the Children of Songea charity and assisting with the Dundee Food Bank. Jane was a weel kent face in the High School and we wish her health and happiness in her retirement.

Farewell to ...

Linda Docherty

We were all sad to say a fond farewell to Linda after 31 years of teaching in the Junior School.

Having graduated from Dundee College of Education, she spread her wings by heading to the Middle East to teach at an International School in Abu Dhabi. Five years later, Linda returned to her hometown to take up the post as a Junior School class teacher at the High School of Dundee.

Working mainly in the Middle and Upper stages, she feels privileged to

have taught the children in her care, witnessing their progression from their earlier stages right through to Senior School and beyond. Over the years, she formed great friendships with staff across the whole school community not only through teaching but also due to her dedicated involvement in a wide variety of co-curricular activities. She, along with a group of her colleagues, established the initial Dalguise and Paris trips. She also coached many successful netball teams, was a Rainbow Leader, assisted in the production of numerous JS musicals and latterly was involved in setting up the first RotaKids group with L7 pupils.

During her retirement speech, Linda said that she would miss the daily interaction with the children and being greeted by their happy smiling faces in the morning. She also felt blessed to have taught in the Junior School "to be part of a dedicated, supportive team who are wonderful to work with and fun to be around".

Although she may have 'left the building', Linda hopes to continue to have links with the school community. She is looking forward to holidays abroad out-with term time and exploring more of Scotland with her husband, Paul and her lovely dogs.

Hatches and Matches ...

Lucy Hegan of the History Department and Ewan Jack, our Head of PE, celebrated the arrival of a baby girl, Orla Hope Jack, on 3rd January 2018. A sister for Rory.

Catherine Powrie (L3P) and Dr Phil Taylor (Head of Chemistry) tied the knot over the summer at the Inchtute Hotel, so Mrs Powrie returned to the Junior School in August as Mrs Taylor. Instead of gifts, the Taylors asked for donations to Macmillan Cancer Care and Alzheimer's Research and in the process raised over £2000. They would like to extend their thanks to everyone that donated.



Uniform



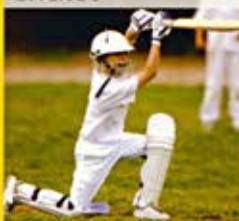
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Performing and Creative Arts

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Emil and the Detectives

After months of rehearsal, the First and Second form's production of Erich Kastner's Emil and The Detectives was an unmitigated success, despite being delayed by the snowy weather! The work of the pupils, both those on stage and off, culminated in a visual and auditory spectacle which kept the audience engaged from before the show started until the lights went down. From the creation of the train made by pupils on stage, to a scene underground in Berlin's sewers, the pupils committed fully to every moment.

All of the principals gave performances worthy of mention, with both Ryan Jennings and James Gifford giving sensitive performances as the title character of Emil and Byron Hart and Ollie Hall bringing the roof down as the hilarious and cheeky Toots. Meanwhile, Pony The Hat was handled with an admirably forthright attitude by both Elizabeth Lang and Rebecca Ritchie. The Detectives, played by Angus McFarlane, Lizzie Inman, Zamin Okhai, Max Cruikshank and Collette Wiewiorka, all gave stunning performances, showing the children can be competent and honest, and worthy of listening to. The sweet and enthusiastic character of Tuesday added a touch of humour to proceedings, played by both Esther Douglas and Patrick Adams, who were convincingly adorable in this role. Rebecca Bonnyman played the part of Silent Irene perfectly, treating the audience to a German version of Brahms's Lullaby which she taught herself! This was also true of Phoebe Jennings who sang a lovely version of 'Nobody Knows You'.

As for the Adult characters, Victoria Scott and Fergus Fulton created tension, skilfully portraying the villains of the piece, the dastardly Snows. Meanwhile, both Holly Farquarson's Mrs Wirth and Zoe Faloon's Grandma added excellent comic relief. They both had the audience in stitches with their over the top moralising and fatalism! Anna Leonard's turn as Emil's mother Ida Tischbein took great focus and skill; being on stage the whole play was a real challenge, but one she rose to magnificently.

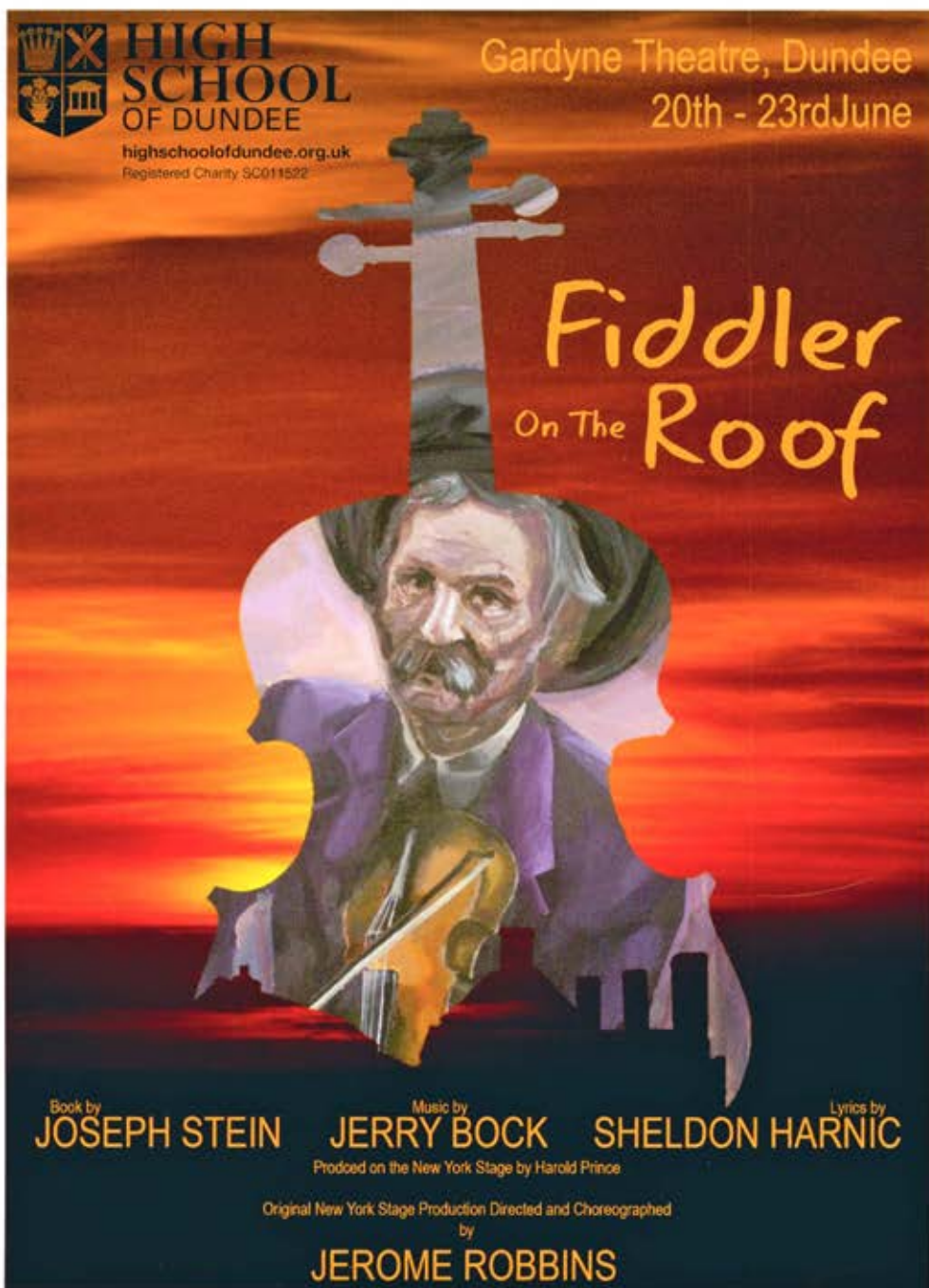
Whilst the work of the main actors is obvious to the audience, less obvious was the work put in by others backstage. Without Form 6 pupil, Morven Wright, the cast would have been without props or costume. Similarly priceless was the work of ex-pupil Katie Lumsdaine, who helped with directing and set design, and ran around like a headless chicken in the final days before the show. Mrs Drummond was also a stalwart, helping create and build the set, and supporting the cast backstage at every turn.

The whole piece was brought to life by a strong chorus who added both tension and humour. The dedication and passion shown by the young cast allowed them to bring a challenging piece to life. From the streets of provincial Neustadt to the bustle of Berlin their energy and focus was unparalleled. It simply could not have been done without their commitment and skill. Being a part of the production has allowed them all to forge new friendships and to contribute to the wider aspects of the school community.

EA







HIGH SCHOOL OF DUNDEE
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Gardyne Theatre, Dundee
20th - 23rd June

Fiddler On The Roof

Book by **JOSEPH STEIN** Music by **JERRY BOCK** Lyrics by **SHELDON HARNIC**
Produced on the New York Stage by Harold Prince
Original New York Stage Production Directed and Choreographed by **JEROME ROBBINS**



After our sell-out performance of *Les Miserables* in 2016 our next musical was always going to be a hard act to follow. However, follow it we did with five spectacular performances of *Fiddler on the Roof*. The company made up of over 100 cast and crew gave us some memorable moments in what was a slick and polished production. There was something for everyone from a spellbinding bottle dance to an energetic Russian folk dance. The story and songs told out so magnificently by the whole ensemble had the audiences captivated from the minute the curtain opened. Another 5* show!

LDR



5***** Reviews!

'The pupils were polished, talented and passionate in performance. There was a sincerity and integrity in their identification with their characters that at times was quite breathtaking. I will long remember Tevye's chats with God. Such a difficult thing to do and yet so convincing and engaging. Although many of us knew the story we were gripped again by both 'tradition' and its futility in a rapidly changing world. We were reminded strongly that

we need to be strong and open minded in embracing inclusivity and growing a society that benefits from all our talents. The pupils had got the message and conveyed it so well and with such belief and enthusiasm... the production had no weak links everyone played their part and contributed to an outstanding performance - from the orchestra through the chorus to the lead performers to say nothing of the scene changers, the costume, props, technical and make up people and all

those who helped in any way behind the scenes. I can only imagine the logistical exercise this entailed to bring such a production together. My very sincere congratulations to all those involved - it was a spectacular effort. I cannot believe all this was achieved while school was continuing and everyone doing a thousand other things.'

'I have just seen the most amazing performance of Fiddler on the Roof.

To all involved in this superb

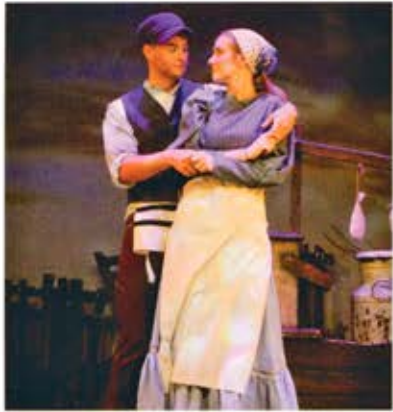
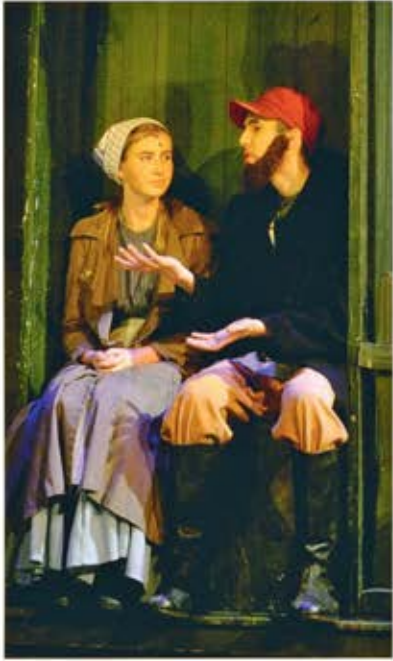
production, especially Ruaridh Cowieson playing "Tevye," sincere congratulations. Worthy of Broadway!'

'What a show!

Thank you for such an enjoyable evening last night. To all the teachers who give of their time, to the wonderful band, set designers, production staff, back stage hands, cast and entire crew: fabulous!'

... Ruaridh Cowieson was absolutely spectacular in the lead role. So demanding, so hard, a feat of endurance as well as amazing skill.







Royal Scottish Academy Schools Competition

In March 2018, talented Form 6 artist Lily Bircham won the Chairmen's Challenge in the Friends of the Royal Scottish Academy, Schools Art Award, a competition open to all S5 and S6 pupils in Scotland.

Entrants were asked to produce an artwork of a fascinating interior and Mrs Cura gave Form 6 the brief of sketching the art department. Lily created several sketches which she then developed into her winning lino print.

Lily and her mother attended a fabulous prize giving at the Royal Scottish Academy in Edinburgh and her piece was on show in the gallery, alongside the New Contemporaries show. Lily has since been accepted to study Art at Duncan of Jordanstone in Dundee and Mrs Cura believes that it won't be long before we see her work on show at the Academy again.



Fringe Poster

Kaixi Lui and Jenny Bonnyman both had their work included in the Fringe Poster Exhibition at Dynamic Earth in Edinburgh from 22nd May until 27th August 2018. The competition received over 4,600 entries, and only a small selection are included in the show, so the girls did exceptionally well. Their pieces were colourful, sophisticated and exciting combining lots of different media.



Art Competition

Lucy Clarke, Form 2 had her lino print of a swimmer awarded 2nd place in the Form 1-3 category of the Tesco Bank Schools Art Competition. This is an extremely prestigious competition and this year it attracted over 8000 entries from all over Scotland, so to be recognised in such a broad category in Form 1 is outstanding. The theme for the competition this year was 'Energy' and the class all produced figure drawings of each other in poses that encapsulated how they choose to spend their energy. The resulting images were simple and graphic, yet striking and eye-catching. Lucy's image was so strong that it was chosen for the cover of the Tesco Bank calendar and has been reproduced as a postcard, which is now on sale in the Scottish National Gallery of Modern Art in Edinburgh. Lucy was invited to attend a prize giving ceremony in Edinburgh. Her piece has been framed and was displayed in an exhibition at the Gallery from 28th May-16th September.



Christmas singalong

Children at the High School of Dundee Nursery have been getting into the Christmas spirit with help from a very special guest!

Boys and girls in the Mary Lily Walker Building at Mayfield were joined by none other than Santa as they took part in a fun-filled festive sing-along!



Craft Club

Mrs Cura and Mrs Anderson held craft club in the art department every Tuesday lunchtime. It was a popular activity attended by over 30 Form 1 and 2 pupils. Everyone was given the opportunity to design and make jewellery and festive decorations using porcelain clay and a t-shirt or fabric shopper, using various textiles techniques. The imagination and commitment of all involved was exceptional and several of the pupils produced exciting products. There was of course an obligatory tea party and some fun extras - such as Mother's day cards and reindeer candy canes thrown in for good measure.



Creepy Crawly Christmas!



Connie was the slowest, silliest caterpillar in the school - everyone liked to laugh at her expense. So... when a glittering star fell to the ground and landed on her, she decided to prove herself by returning it to the sky, above a rather special stable.

As you can imagine, Connie's quest was very important and everyone was delighted when she was successful. She had earned her wings and was transformed into a beautiful Monarch butterfly. The audience were enthralled and they followed her journey as she met a host of creepy crawlies and learned

about the true meaning of Christmas. This magical tale was bursting with bugs, including little old ladybirds, an army of ants, crickets on a cricket pitch, a squadron of RAF dragonflies, a scary spider and four rather familiar beetles!

During this time in the Early Years, the excitement is palpable! Costumes are arriving and the stage is set. In the week before the show, we were in Trinity every day, practising our dance steps and learning our lines. The pupils did not disappoint; they were fantastic!

I am delighted to announce that the collection over both performances raised £2218! This was shared between Mashimoni Primary School in Kenya and Maggie's in Dundee. I would like to thank the High School community for their unending generosity in support of these charities.

Already, plans are afoot for the High School of Dundee Nativity Play 2018! It is one of the most anticipated events of the year... don't miss it!

CEP





L2 Drama

I enjoyed being Florence Nightingale in Drama. I wore a long black, sparkly dress and a white collar and cuffs. It was fun being the famous 'Lady with the Lamp'.

Emily Mackenzie - L2



L2 and L3 have been using mindfulness techniques such as breathing exercises, calming music, candles and dimmed lighting to try and improve concentration skills and let our minds relax after a busy day. With a little patience and calm the children thoroughly enjoyed creating their framed masterpieces at Mrs Rankin's Mindfulness Colouring Club.



L3 Poetry Competition

Many congratulations go to Ansh Pavan who won the L3 Poetry Competition in March of this year.

He was a very worthy winner. Our adjudicator, Ms McFarlane was enthralled by his recitation. She commented, 'Ansh presented himself very well; he was confident and made a direct connection with the audience. Ansh conveyed the meaning of the poem superbly.'

Ansh is pictured alongside our runner-up, Lily Malley.

CEP





Music Review

Performance Platforms

Almost every Thursday afternoon at 4:15 in Trinity Hall or the Margaret Harris Hall pupils who have instrumental lessons in school are encouraged to take part in our series of short recitals. As the name suggests the Performance Platform is a chance for our pupils to learn how to perform to a friendly audience. This, in turn helps to build confidence and self-esteem. Music is about sharing and these informal recitals offer a perfect platform to do this! This session we had 18 concerts featuring around 110 pupils in solo and group performances. It is always a joy to hear young people make music and these occasions add to the already excellent opportunities open to our instrumental pupils. If anyone who has lessons outside of school would like to take part in a Performance Platform concert, please email Mr Armstrong.

SA

High School of Dundee Pipe Bands

CCF PIPING AND DRUMMING EVENTS

This year saw some success come the schools way in the annual CCF Piping and Drumming competitions. In the trios and quartet competition held at Fettes College a group of pipers representing the band placed third in the Trio (Craig Gunn, Tom Dalglish, Ross Mauritzen) and sixth in the Quartet (Robbie Coupar, Jamie Hutcheon, Andrew Lothian, Jennifer Bonnyman) competitions. The full band placed fourth in their

competition, held at Dollar Academy, against strong opposition, with Robbie Coupar placing third in his solo event, Senior Bagpiping, on the same day. All of these achievements are huge steps forward and is a testament to the hard work done in lessons and practices throughout the year. Throughout both competitions, the pupils represented the school in a very mature manner and were a credit to the High School.

RSPBA PIPE BAND EVENTS

In March 2018, the School Pipe Band competed in its very first Royal Scottish Pipe Band Association (RSPBA) event, The Scottish Schools' Championships. This was a big step for the band, having previously never played under the RSPBA banner. A lot of work has gone on behind the scenes to make it happen: registration of the band and individual players, as well as a list of Rules and Regulations of competitions, including uniform requirements. The goal was to gather a group of pupils together and work towards perfecting a set of tunes to compete against other bands around the country; however, in our first year we would be expecting to come last or thereabout. The band completely surpassed their expectations placing twelfth (out of fifteen) at the Scottish Schools' Championships, fourth (out of five, some of which were adult bands) in the Dundee City competition, and a commendable last placing at the British Championships. Next year will be a more serious attempt at working our way up through the prizes, representing the school on an international level in our unique way.

SCHOOL ENGAGEMENTS

The Pipe Band is committed to

improvement and is always striving to be better; however, it is also committed to providing all pipers and drummers with performance opportunities, regardless of their playing abilities. The school has links to many organisations and we are very proud to represent the school externally. The band play a huge part in all graduations from the University of Dundee, playing on nine separate occasions in November and June. The band thrives on watching the joy they bring to the new graduates and have received a huge amount of praise from people from all over the world, because of this. The Band also performed at the University's Transformations 2017 Conference in August.

DWSW

Senior Music Competition

One of the early musical events in the annual calendar is the Senior Music Competition, which takes place in November. This year, pupils of Grade Five standard and above could enter a solo piece in a brass, woodwind, string, percussion or vocal class. The competition took place over two days and was adjudicated by Dr Steuart Fotheringham and Mr Tom Wilkinson, organist at the University of St Andrews. An audience of friends and parents was entertained by pieces from the Baroque to the Modern era including opera, jazz and songs from the musicals. This was a valuable chance for pupils to experience performing in the larger venue of Trinity Hall for an audience, and to learn from the performances of their peers. The winners of the Larg Prizes for pupils of Grade 7 standard and above went

through to compete for the High School of Dundee Premier Quaich on the second evening. This part of the competition was adjudicated by Mr Robert Dick, a freelance violinist, educator and the conductor of the Dundee Symphony Orchestra. Mr Dick thoroughly enjoyed the evening of performances from eight pupils of string, wind, brass, voice and piano disciplines. He awarded the Premier Quaich to Abhisri Chaudhuri for her at once grand and sensitive playing of Beethoven and Rachmaninov. The school's vocal department also shone through second and third prize-winners Kirsty McRobbie and Laura Murphy.

JKP

Rotary Young Musician Competitions

The Rotary Young Musician of The Year competition started in November. The five Dundee Rotary Clubs held an initial competition for pupils at schools in Dundee and Monifieth. Singers and instrumentalists compete for separate awards, with both competitions this year being won by High School pupils: Charlotte Jennings won the Vocal cup for her varied programme including Poulenc's Violon and Pergolesi's Se tu m'ami. Abhisri Chaudhuri won the Instrumental trophy for her performances of a Beethoven Sonata movement and Rachmaninov's "Daisies".

All four of the High School pupils were put through to the District 1010 (Scotland North) round in Perth. These included Charlotte (winner) and Kirsty McRobbie (runner-up), who both went on to become the only two vocalists selected to represent the District at the Regional level (all of Scotland and Northeast England), in both cases for the second year in a row. Meanwhile

Abhisri won the prize for Best Instrumentalist at the same District round and went on to represent the District in the Regional Instrumental competition.

At the Regional level, the High School had three pupils out of the 15 entrants, and was the only school to have more than one competitor. Charlotte achieved Runner-up status in the Vocal Competition for her excellent performances of works including Ivor Gurney's "Sleep" and "Mister Snow" from Rogers and Hammerstein's "Carousel". Congratulations to Charlotte, Abhisri and Kirsty on their highly creditable success in the Rotary competitions this year.

LSSF

Autumn Concert in the Caird Hall – Reformation and Revolution

This concert is one of the biggest events of the year for the whole school, involving as it does 328 pupils in L4-F6. The repertoire is highly varied to suit the particular educational needs and extraordinary abilities of the pupils. This concert was entitled "Reformation and Revolution: Commemorating the 500th Anniversary of the Reformation and the 100th Anniversary of the Russian Revolution". The repertoire ranged from music composed by Martin Luther himself (the hymn "Ein feste Burg") and famous Soviet-era composers like Shostakovich to pieces which examined the nature of reformation and revolution themselves, such as the Beatles' "Revolution", "Talkin' 'bout A Revolution" by Tracy Chapman, "Revoltin' Children" from the musical "Matilda", and "Virtual Insanity" by Jamiroquai. With orchestral and band music by Stravinsky and Khachaturian (from the ballet "Spartacus"), there

was truly something for everyone in the concert. The audience's generous donations allowed us to raise over one thousand pounds for the Teenage Cancer Trust.

LSSF

Charity Concerts November and December

The High School's customary musical contribution to charities and local residential care homes at Christmas began with the Chamber Orchestra's performance at the CLIC Sargent Carol Concert in the Caird Hall. It's fifty years since the conductor Sir Malcolm Sargent was last at the Proms, but his legacy lives on in CLIC Sargent, the UK's leading cancer charity for children and young people set up in his memory in 1968. The Chamber Orchestra perform at this wonderful Christmas event as "regulars" with the Mike Bennett Brass Ensemble and the Dundee City Organist, Stuart Muir. The original Chamber Orchestra of the High School of Dundee made their debut in 1999 and have performed in every CLIC Sargent Concert since. This year's programme included Jonah Phillipson-Masters singing "Walking in the Air" from "The Snowman", Corelli's "Christmas" Concerto, "Eleanor Rigby" by Lennon and McCartney, and Sammy Chan's "Let it Snow".



Abhisri Chaudhuri and trophy
- Rotary District competition





Cantabile and the Brass Quintet visited the Carseview Centre by Ninewells Hospital and Cantabile alone went on to visit Bridge View House in Dundee to celebrate Christmas with the resident communities by performing carols and other seasonal music.

GS and LSSF

Campaign Concert

The Music Department programmed a concert in December to contribute to the Campaign for the Meadowside Arts Centre, which will endow the school and the City with state of the art performing and rehearsal facilities. As has become tradition, the Big Band started the evening with a bang, playing 'Rock Around the Clock'. The variety of the music thereafter was wide, including the school's youngest group Tutti Strings nodding to the time of year with 'Mary Had a Baby'. Collaborations by different types of musicians was a theme that ran through the evening: the Clàrsachs gave a stirring performance with the strings of Little Heifetz; the Segovia Guitar Ensemble teamed up with String Sinfonietta for 'Scarborough Fair' and Matthew Rawcliffe and Jamie Meade performed a vocal and guitar arrangement of 'Sally Gardens'. The Junior School's Bream Guitar Ensemble also took part, as did the Clarinet Quartet with a jaunty performance of 'I Got Rhythm'. The evening finished with another collaboration when the strings joined the Big Band for Jamiroquai's 'Virtual Insanity' and the money raised was put towards the building of the new Centre.

JKP

Festival of Nine Lessons and Carols

The annual Festival of Nine Lessons and Carols in St. Paul's Episcopal Cathedral is a much-anticipated

Christmas event in the school calendar. As in previous years the Cathedral was filled to capacity with parents, pupils and friends of the school who wished to take the time to calm their thoughts during this busy season. After an introduction from the Chamber Orchestra and a welcome from The Very Rev'd Jeremy Auld, the Provost of St. Paul's, the congregation heard the atmospheric singing of Cantabile from the back of the Cathedral in James MacMillan's "O Radiant Dawn". The choir then processed up the aisle to the soaring voice of Cameron Fish who took the traditional solo in "Once in Royal David's City". The Girls' Choir, the Boys' Choir and the L6-7 choir performed many favourite carols including "O Come, O Come Emmanuel", "Away in a Manger" and "O Little Town of Bethlehem", often joined by the congregation and embellished by descant lines played by the school's brass players. Each lesson was read by a pupil from a different year, culminating in the ninth lesson read by the Rector, Dr Halliday. The congregation were then invited to a mulled wine and mince pie reception in Trinity Hall to chat with friends and look forward to the coming festivities.

JKP

Royal Conservatoire of Scotland Traditional Music Exams

The Scottish Fiddle exams took place in December 2017, with a total of 20 pupils taking their Grade One to Five exam. Our candidates presented a varied programme of Slow Airs, Marches, Jigs, Reels and Hornpipes, with Grade 1 players performing three pieces and Grade 4/5 candidates performing five. Scales and Arpeggios

are similar to the ABRSM, with Sight Reading being in the idiom of the above pieces, and Aural tests being played on the Fiddle. The candidates can choose their pieces from the set lists, but are expected to play a programme adding their own ideas in ornamentation, dynamics and stylistic qualities of traditional music.

The candidates achieved 12 Distinctions, 6 Merits and 2 Passes, with 5 Distinctions being marked at 140 and above. The total marking is out of 150, and these marks at the Grade 2 and 3 level were the best in Scotland in 2017. Well done to Amy Leburn, Cameron Brown, Jonah Phillipson-Masters, Maya Donald and Anna Kerr.

GS

Junior Music Competition

In February, musicians in the Junior School had the opportunity to perform as soloists in a competition setting. Trinity Hall was frequented by family and friends as L4 to L7 pupils of piano, orchestral instruments, guitar and voice came forward to share their carefully prepared pieces. This year, there were a high number of entries in the Open Classes, which cater for pupils





of Grade Four level and above, and the success of the school's growing percussion department was evident in the existence of a Percussion Class. The audience heard pieces of many genres and composers from Mozart to bluegrass with pupils also showing off their stage craft in the way they carried themselves and accepted their applause. Twenty-four pupils were awarded prizes during the day by adjudicator Dr Steuart Fotheringham with Moya Craig, Nathan Ogston and Daniel Higgins securing two prizes each for their performances in different classes.

JKP

Senior and Junior Piano Days

Piano: 18 'Behind the Notes'. One piano, one performer at a time! The High School of Dundee's Senior Piano Day in February is now in its thirteenth year and has become established as one of the most unique musical events held at the school. Trinity Hall and our excellent Yamaha C5 Grand Piano are in the limelight with our celebration of the piano and our young people who spend their free time practising it! This year saw almost all of our senior year's pianists perform in the performance classes which are held during the day. This allowed them to



perform their chosen piece to their friends who also play the piano. In the evening 30 pianists played to a busy Trinity Hall performing music of all standards and styles. Composers such as Mozart, Beethoven, Chopin and Rachmaninoff were played amongst more contemporary composers like Einaudi and Piazzolla. This was once again an amazing showcase of the talented young pianists we have here at the High School of Dundee!

The Junior Years Piano Day event in June was held in Trinity Hall. We enjoyed full audiences all day for the Performance Classes when pianists who have piano lessons in school or have private lessons are invited to play a favourite piece on the Grand Piano in the hall. There is a real sense of sharing the music on these days and the Junior Years classes were invited along to listen as well and thoroughly enjoyed the occasion. The theme for the L3 and Evening recitals was "Behind the notes", linking with the Senior Years' recital in February. This highlighted the idea of music telling a story of its own and engaging with all the pianists to express that story in their playing. All the L3 and evening recital pianists commented on their choice of piece, and what the music meant to them individually as a performer:

Maxwell Fletcher L3P, playing *Rockets and Sea Divers* by Alfred Publishing: "I like these pieces because I've played them a million times and they make me happy!"

Jadyn Jalo L5D, playing *Asian Tiger prowls* by Rob Hall: "I feel like the Tiger's playing but it sounds menacing."

The L3 pianists also had fun improvising a black-note pentatonic duet piece on the day which the audience really enjoyed too, especially the L1-3 classes. Bravo to all our Junior Years' Pianists!

SA, AWE and FB

Festival of Chamber Music, incorporating the Southgate and Dvořák Prizes

The creation of the new Festival of Chamber Music in March marked new developments in the approach to chamber music in school. Pupils were encouraged to come forward with their own ideas, opening the door to the life-long pleasure of creating music with friends and making new ones in the process. The Festival took the shape of an evening concert and was adjudicated by Dr Michael Downes, Director of Music at the University of St Andrews. The first half comprised the inaugural Dvořák Prize for ensembles containing pupils from First to Fourth Form, and showed encouraging uptake from younger pupils who had not taken part before. The second half encompassed the Southgate Prize, which is open to Senior School ensembles from any year. Dr Downes was delighted with the variety and quality of the performances, feeling that pupils interacted well with each other in the true spirit of chamber music. The Festival was an example of the increasing incidence at school events of original music composed by pupils and the Southgate Prize was awarded to Joe Carstairs, Sarah Elgin, Alastair Munnoch and Abhisri Chaudhuri for their performance of Joe's own atmospheric piece *Nocturne*, written for viola, flute, bassoon and piano. The Dvořák Prize was awarded to Anna Kerr, Jenny Shang, Maya Donald and Amy Paterson for their sparkling performance of Telemann's *Concerto for Four Violins in G major*.

JKP

Spring Concert in the Caird Hall

350 pupils joined forces to present a mammoth concert in the Caird Hall during the final week of the Spring Term. The Pipes and Drums opened the concert with a soloist and pupil Pipe Major Robbie Coupar gradually joined by a further 33 pipers and drummers onstage. The variety of work now done by the Pipe Band was demonstrated by a the massed band, the specialist Competition band playing their four-march set and a group of four pipers performing a newly-composed quartet. Other items in the concert introduced an exotic theme, with items from Disney's "The Jungle Book", Chick Corea's "Spain", songs from South Africa, and "Sunrise, Sunset" a preview of the Summer Term Senior Musical "Fiddler On The Roof", set in Russia. The Symphony Orchestra rounded off the concert with an assured performance of Haydn's Symphony No.101 in D major, "The Clock".

LSSF

High School Pupils in the National Youth Choir of Scotland

The National Youth Choir of Scotland (NYCoS) was founded in 1996 to provide opportunities for young people, teachers and choir directors to support and develop choral singing throughout Scotland. There are 14 NYCoS Area Choirs across Scotland, and here at the High School we

are delighted to host the weekly rehearsals of the local NYCoS Dundee Area Choir.

Led by Mairi Leggat and assisted by expert staff including one of our own Music Teachers, Elaine Stevenson, the Dundee Area Choir meets every Wednesday evening to help young singers aged 7 to 18 from around the local area reach their full potential. Included among the approximately one hundred young people taking part in the Dundee Area Choir are over thirty pupils at the High School. The Choir performs twice each year in the Caird Hall.

The National Youth Choir of Scotland has four National Choirs, which provide singing opportunities at the highest level for Scotland's young singers: the National Youth Choir of Scotland for singers aged 16–25 years; the NYCoS Training Choir for singers aged 16–19 years; the NYCoS National Boys' Choir for singers aged 10–16 years; and the NYCoS National Girls' Choir for singers aged 12–16 years. Membership for all NYCoS National Choirs is granted by annual audition and is open to singers who are born, resident or studying in Scotland. As in the past, several members of the school are in the National Boys' and the National Girls' Choirs this year: these have residential courses during the Easter holidays and give concerts across the country. This year, Laura Murphy in F5 was accepted into the National Youth Choir of Scotland itself, an unusual honour for someone of her age. Laura will join the choir for their performances in the Edinburgh International Festival in August 2018.

EMJS

The Pipe-Band League and the Annual Piping and Drumming Competition

New to the School Piping and Drumming programme was the introduction of a Pipe-Band League. The idea behind this was to introduce a peer-to-peer mentorship programme within the band to tackle the large gaps in age and experience. We split the group into three mini-bands and set them various tasks throughout the year for which they could gain points for their own band. There were three separate opportunities to gain points one of which being a mini-band competition that coincided with the annual Piping Competition. Designated pipe majors (team leaders) had to set music and perform with the mini-band in front of the adjudicators; all groups did well, and it was a steep learning curve on leadership and organisation. We also introduced a Drumming section to the Competition this year, due to the increasing numbers receiving drumming tuition. The Competition was a huge success, bringing in two experienced RSPBA judges, Robert Mathieson and Jim Baxter, who were both very impressed with the programme in place; they left raving about the school.

DWSW





Arbroath and Perth Music Festivals

At the beginning of March, fifteen brass instrumentalists from L6 to F5 represented the school and took part in the Arbroath Music Festival. This was an excellent event for the children to work on solo pieces and perform them in a competitive environment outside school. It was also an opportunity to meet, listen to and be inspired by other young brass players from Dundee and Angus. The competition was separated into three age groups; Under 12, 12-15 and 15-17 years of Age. All competitors played very well and received excellent and constructive feedback from the highly regarded adjudicator and conductor of the National Youth Brass Band of Scotland, John Boax. Mr Boax spoke very highly of the standard of our pupils and awarded L7 pupil, Tegan Ellis, an excellent second place in the under-12 category.

Megan Cant had resounding success as a singer at this year's Arbroath Music Festival. She managed to scoop up First Prize in three separate categories and Second Prize in the remaining classes. Megan prepared a varied and challenging programme that allowed her to perform to an exceptional standard. Her strengths were highlighted in the Scottish song categories and the Vocal Recital class, which included a spring themed repertoire. Congratulations Megan!

Meanwhile in the "Perform in Perth" festival and competition, Alasdair Richmond achieved the distinction of winning both the Intermediate Piano Recital and Intermediate String Recital Classes.

EJT, SC and LSSF



National Youth Orchestra of Scotland

The Music Department is delighted to have five string players representing the school in the National Youth Junior Orchestra and the Ensembles Training programme. Daniel Higgins took up his place, leading second violins in the Junior Orchestra, whilst Amy Paterson and Polly Parker were invited to join the Ensembles course in the Summer at Strathallan. Amy Leburn and Caris Hamilton were both accepted through application to the Ensembles programme and will join Amy and Polly at Kilgraston School in July, under the musical direction of Roddy Long.

Daniel, along with his fellow musicians of NYOS Juniors, have already performed "The Power of Nature" in April in the Albert Halls, Stirling, and is looking forward to his second residential with the orchestra, performing under the baton of Holly Mathieson in Glasgow's Royal Concert Hall in July.

GS

Leng Medal Competitions

The Sir John Leng medal competition was full of budding performers within both the Junior and Senior school preparing to communicate the beauty of traditional Scots Song. Charlotte Dorman was the winner of the Leng Silver medal in the Junior Years' competition with a rendition of "Will Ye No Come Back Again". Megan Cant took the Senior Years' title with



a performance of "Fidgety Bairn". All current Leng Silver medal holders were then invited to compete in the Leng Gold Medal competition. This was a very competitive round and with two separate competitions for girls and boys. The High School gained further success with Ryan Kilburn winning the Gold medal for his rendition of "Mary of Argyle". The High School has had pupils win the Gold competition for five out of the last six years! Well done to all the fantastic singers!

SC

Guitar Day

Guitar Day is a celebration of the musicianship of the seventy pupils at the High School who learn the classical, acoustic, electric and bass guitar. The pupils gave intimate performance classes to their peers during the school day, then came together for an Evening Recital, at which the Segovia (Senior Years) and Bream (Junior Years) guitar ensembles performed alongside many solo and duet items. The range of repertoire for the guitar is one of the widest available to any instrument, as its origins lie in the Middle Ages and ultimately derive from the Classical Greek lyre, and the instrument has spread with the Spanish Empire and its use in Jazz and Rock music. The audience were treated to Renaissance and Baroque dances, music evoking Spain, the United States and Mexico, and rock music of the 1970s.

LSSF



Music in May

On Tuesday 24th May, the Music Department once again held their annual Music in May concert in the glorious St Paul's Cathedral, Dundee. The concert is an opportunity to showcase the work of our L6-F3 pupils and the various ensembles they play in.

There were excellent performances from all groups represented, including Little Heifetz, the Saxophone ensemble, Scottish Baroque Orchestra and Clàrsachs, String Sinfonietta and Concert Band. This concert was also an opportunity for the Percussion Ensemble to make its debut performance, led by the High School's percussion instructor, Lindsay Anderson. The school's Leng Silver Medal winners performed their prize-winning songs and the Leng Gold Medal winner, Ryan Kilburn, treated the audience to his performance of "Mary of Argyle".

EJT

Music Medals

This year the chance to gain a Music Medal was taken up once again by some of the school's string and bassoon players. Fourteen pupils each made a performance video, which includes a solo and an ensemble piece, to send to London for adjudication. The pupils may choose a friend to play in a duet with them or in a trio with their teacher and had great fun recruiting friends and rehearsing with them,

learning good rhythmic and counting skills in the process. Some of our new pupils in L3 achieved medals, and Skye Oliver in L5 became the first pupil in school to achieve all five colours of Medal when she was awarded Platinum in March. The ensembles music in the syllabus is fun and engaging and many of the pupils have also performed their pieces in public concerts.

JKP

Associated Board of the Royal Schools of Music (ABRSM) Exams

The ABRSM is the UK's largest music education body, one of its largest music publishers and the world's leading provider of music exams, offering assessments to over 600,000 candidates in over 90 countries every year.

In this last session alone the High School of Dundee presented 188 pupils for examination from the Pre-grade 1 Prep Test to the new Associateship Diploma of the Royal Schools of Music (ARSM). In 2017/18 the level of pupils gaining merit and distinction passes was 54%. These exams, which are held in the Music Department three times a year and are not compulsory, continue to inspire our pupils to develop their skills further. To challenge themselves to understand more about their chosen instrument and its repertoire.

With a reputation for excellence, success in these ABRSM exams show commitment and dedication from the pupils and their teachers. Congratulations to all!

SA

Summer Strings Soirée

Our String Soirée took place in the University Chaplaincy on 25th June, traditionally the last Monday of term. Audiences were delighted by Tutti Strings and Little Heifetz in the Junior Years, with the Scottish Baroque Ensemble (with guest Clàrsachs) and String Sinfonietta representing the Senior Years, as well as the Dvořák prize-winners for ensemble-playing in Forms 1 to 4.

The Chamber Orchestra took the stage for the second concert of the evening, with guest musicians and singers. The theme for the evening was "1918 – One Hundred Years", with music from the countries involved in The Great War. Repertoire from the Baroque and Romantic periods and the twentieth century was performed alongside modern-day classics. The concert concluded with a thrilling performance of "Carnival of the Animals" by Camille Saint-Saëns, accompanied by poems of Ogden Nash.

GS



Young Baker of the Year

The photo shows all the entrants for the school heat of the Scone Challenge where Andrew Loveday and Max Cruikshank won through to reach the final that was held at Dundee College.

The department did not quite make it a triple this year but we were delighted when Andrew Loveday Form 2 came third with his delicious lemon and pistachio scones with lemon drizzle. There was stiff competition as this was the highest number of competitors across all Dundee and Angus Schools to have entered.



Public Speaking Competition



The final of the 2018 Junior School Public Speaking Competition took place in Trinity Hall on Thursday 22nd February. There were nine finalists who had to recite, from memory, two poems each. They also had to prepare a short talk from subjects only seen when they arrived that evening. Our adjudicator was local author Mrs Michelle Sloan, who, after much deliberation, declared Cameron Brown L6 the winner of the Stark Cup, Nathan Ogston L6, runner-up, receiving the Robbie Prize and Emily Macdonald who received a Certificate of Commendation.

The Stark Cup for Public Speaking, the winner's trophy, was donated by Jack and Elizabeth Stark, on their retirement after 34 years of faithful service to the school. Mr Stark was appointed cricket coach and Head Groundsman in 1936 and Head Janitor at the school from 1939-69. He and his wife lived on the premises in the Lodge. Always smartly dressed in his uniform, he contributed greatly to school life and was respected by staff and pupils alike. He played cricket for Forfarshire. The first winner of the Stark Cup in 1970 was David G.G. Aungle.

The Robbie Prize for Public Speaking was donated in 1963 by Mr Gordon J. Robbie who was an F.P., a member of the Board from 1960-67 and both secretary and solicitor to the Board from 1967-92. Serving with the Black Watch, he was captured at St Valery and spent the remainder of the war in a PoW. He undertook the revision of the school's constitution after the abolition of the Direct Grant scheme in the 1990s.

All the competitors performed beautifully, making their parents and their teachers proud. It was a most enjoyable evening.

Talent Show

Our Junior Years Pupil Voice reps finished off a successful period in office by organising an afternoon of entertainment in the form of the biennial Talent Show. As a Rights Respecting School, the High School supports pupils in accessing their right to an education that helps them to develop their talents and skills. Open to all pupils in Junior Years, the Talent Show is an opportunity for pupils to enter as individuals, or in small groups, to showcase a wide variety of talents.

This year's show was no different, showcasing the singing, dancing, musical, gymnastic and magical skills of pupils from L1 all the way through to L7. The pupils performed a variety of modern and traditional pieces, ranging from an opening dance number set to a current pop piece to a medley of Scottish tunes by a baggiping duo, for a rousing finale to the show.

Our judges, Ms Morgan and Mr O'Donnell, had a very difficult time selecting the winners, ultimately choosing joint winners in two of the three categories in which they were asked to judge.

The winning act from L1-3 was Roseanna Leburn, who performed an accomplished gymnastic routine. In the L4-5 category, joint winners were Ben Thomson and Fergus Stubbings-Tilley. Ben performed a dance routine to "Bamm" from the film "Zombies", while Fergus performed a piece called "Cactus Gulch" on his guitar.

And finally, in the L6-7 category, Zoe Loveday, and a trio of L7 singers were selected as joint winners. Zoe performed a song called "Last Kiss Good-bye", about World War Two evacuees, and Sarah Campbell, Maya McColgan and Sara Okahi performed the cup song to "When I'm Gone".

Pupils in Junior Years were invited to make a charitable donation to participate in the show, either as a contestant, or as a member of our audience. This year, a total of £312 was raised for Save the Children. The founder of charity, Eglantyne Jebb, played a pivotal role in the recognition of children's rights, so Pupil Voice decided this was a fitting charity for the proceeds of this year's show.





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A L Kennedy *(novelist, writer, international award winner & Professor in Creative Writing) has visited High School of Dundee on Wednesday, 28th March.*

A former High School of Dundee pupil, A.L. Kennedy, spoke to the Sixth Form about the art of writing. She was very well-qualified to do so having authored 17 books ranging from works of non-fiction, to science fiction and prose. Not only is she a gifted writer, but she has given presentations in a range of unusual settings from prisons to hospitals. Unusually too, she has also has a reputation for stand-up comedy.



Form 1-3 Economics Essay Competition

WINNER

When is a tax a good tax?

Taxes are defined as 'a compulsory contribution to state revenue'. Put simply, taxes have to be paid in order for the government to spend. It could be said that tax is a necessary evil. No matter how unpopular they may be, without taxes there would be no hospitals, no schools, no roads and no emergency services - the list goes on. The objective of this essay is to answer the question of, 'When is a tax, a good tax?'. In order for a tax to be a "good" tax then it must be an effective tax. In other words, the benefits it provides to society must outweigh the burden of paying the tax. The tax must also promote economic growth within the country. There are a number of taxes paid in the U.K. - the biggest source of tax revenue being income tax (Tejvan, 2016). Another common tax paid in the U.K. is corporation tax - tax levied on company profits. In this essay, I will focus on the different strategies a country can use to tax income and business profits, and which systems are most effective in optimising the potential of these taxes, thereby making the tax a "good" tax.

Income tax is tax directly levied on personal income. There are two main ways that income tax can be levied: progressive or flat. The UK uses a progressive tax system for income tax, as do the U.S.A. In a progressive tax system, as income increases, the tax rate increases. The positives of this tax system are effective redistribution of income, social justice and more government revenue (Hill, 2018). However, evidence provided by Gaille (2015) suggests that the negatives of this system are tax evasion, the wealthy are punished and that the system is complex and time consuming (according to the IRS (2015), the average taxpayer spends up to 13 hours on their tax return). An alternative to a progressive tax system is a flat income tax: the tax rate does not change with income. A flat income tax system is imposed by the Governments of Estonia and the Scandinavian Countries.

An article in *ConnectusFund* (2015) identified that the pros of having a flat tax system are: simplicity, it eliminates other taxes and promotes economic growth. The same article also explains that this tax system penalises the poor and benefits the rich - a downside of the system. Moving on, a common misconception is that the higher the rate of income tax, the larger the total yield. However, economist Arthur Laffer argues that this is not the case. He developed the Laffer Curve, which shows graphically that as the tax rate (%) increases the total yield increases up to a point, and then the total yield begins to fall. To substantiate this argument, a paper by Mertens (2013) informed us that in the US, between 1950 and 2010, when tax rates fell, total government revenue increased. This paper also found that cutting the tax rates of high earners boosted the average income of the country. Heath (2013) writes, 'Mertens' findings are utterly devastating for those who believe that the best way to plug the gap in the government's finances is to hike taxes'.

Overall, in the 2017 Tax Competitiveness Index (an annual study which measures the productivity of a country's economy after tax) Estonia, New Zealand and Switzerland were the top three countries respectively, with the UK in 14th position and the U.S.A down in 30th. Estonia imposes a flat income tax of 21%, and New Zealand and Switzerland are both countries where the tax rate is relatively low and flat.

Another tax which has the power to boost or stunt economic growth depending on its rate is corporation tax. The rate of corporation tax in the UK is 19%. A report by the European Firms in a Global Economy (2012) discovered that a country's economic performance can be directly linked to its number of big corporations. During the mid 1990s to late 2000s, Ireland experienced spectacular economic growth - an article in the *Economist* (1997) referred to Ireland as 'prosperous... and getting richer all the time'. A study conducted by the OECD (2000) credited this massive economic growth to foreign investment and the introduction of lower corporation taxes. Insight from McAleese (2000) states that foreign investors were attracted by the low corporation tax

rate in Ireland. The study goes on to explain that this greatly reduced unemployment, further boosting the economy. However, many economists warned that this growth was unsustainable and a study by Honohan (2009) confirmed this by saying 'Ireland's economy has collapsed more severely than almost all others in the current economic downturn (2008 depression)'.

Nevertheless, The European Commission (2017) stated that Ireland's economic growth is predicted to remain 'robust' in 2018. To back-up the idea that low corporation tax brings investment, CNBC (2018) reported that corporation tax cuts in the USA led to 'bonuses, wage increases and special investments'. Referring back to the leader of the Tax Competitiveness Index (2017), Estonia has a unique system of taxing business profits.

Business profits in Estonia are only liable for tax when the money is distributed to shareholders - this equates to 0% Corporation Tax.

To conclude, based on the evidence collected, I believe that a low, flat tax system is the most effective means of taxing income and is, therefore, a "good" tax. Furthermore, it can also be concluded that a low Corporation Tax is a "good" tax. On the topic of flat tax systems, I believe it is no coincidence that the best performing countries with regards to tax are all using flat systems on income tax. This system has been proven to be simple and effective in collecting revenue for the government. Furthermore, a good income tax is one which is low, as shown by evidence from the U.S.A where, when income tax rates fell, total government revenue increased. Moreover, Ireland's huge economic growth in the 1990s-2000s and continued growth forecast for the coming year, provides strong evidence that a low corporation tax is an effective, and therefore, "good" tax. To further substantiate this claim, there is evidence that when taxes on business profits in the U.S.A fell, wages and investments increased.

Ethan McColgan



F1-3 Economics Essay Competition

RUNNER UP

When is a tax a good tax?

The most important purpose of taxation is to generate revenue for the government. In a civilised society the government must be able to provide many public services such as public safety, national defence, education, free health care and support to those in disadvantaged positions. The general principle is every member in society wants access to these services and so everyone should pay to fund them. Taxes are therefore a necessary part of a modern society and the question is how does the government raise sufficient fund whilst avoiding damaging the economy.

The UK uses a progressive tax system for their income tax, where the percentage of tax paid on income increases with income. This is a good system as it takes into account a person's ability to pay. This shares the wealth more evenly and reduces inequality after taxation. This is very important for society because if there is a large divide in wealth it creates problems as people make their own cultures and do not feel like a part of mainstream society. Income tax also gives the government the ability to manage the macroeconomy. Governments can raise or cut taxes to change aggregate demand for goods and services, change output, help with employment and change prices. This is good as it gives the government more control over the economy and allows them to influence it in way that they believe would help the country overall.

However, for income tax to be a good tax many factors must be taken into account. Firstly, there is sensitivity on how high the tax rate can be. If the tax is too high than it can have a serious impact

on motivation as people will feel like it is not worth working hard as too much of their money is taken away from them. It can also greatly decrease the disposable income of households and consequently decreases the amount spent on goods and services which will slow down economic growth and can cause many businesses to fail. If lots of businesses fail then they will not be able to pay any tax on their business as they will not make a profit. Any big business that did not fail will still make a smaller profit and therefore not have money to reinvest back into their businesses. Finally, if taxes are too high than the biggest tax payers, people with the most money, will spend more money on evading and possibly avoiding tax as they will lose less of their money paying accountants than the would if they paid their tax. All of this can be seen in an economic principal called the Laffer's curve which shows that due to these reasons when income tax is too high the government actually gets less tax revenue.

VAT is an indirect tax placed on the majority of goods and services. In the UK VAT is 20% meaning that most goods and services are 20% more expensive. The extra 20% goes to the government. VAT is useful in providing money for the government as it reaches a large number of people and is cost efficient to collect but it has many disadvantages. Firstly, VAT is regressive as it adds the same amount on to each item regardless of the person. This isn't fair because depending on wealth an increase in price can mean a lot more for some people than others. For example if a working class person needs to buy clothes and there is a 20% increase of the price it will mean a lot to them as it represents a much larger percentage of their income. Whereas, for a richer person it will not make a real difference. There are some restrictions such as VAT is not paid on children's clothing,

food and books etc. ...However, there is much debate on what is an essential good compared to luxury item and certain goods people deem as necessary still have 20% VAT on them. It is also a less certain type of revenue for the government as the amount of VAT collected each year depends on the spending patterns of people. Finally, they add to cost inflation which is very bad for the economy.

Corporation tax is levied on profits made by businesses. The principle is that if you live in a society which gives you the potential to earn large sums of money then you should give back to that society. It is lower than income tax to encourage businesses to grow. Overall corporation tax would be a good tax if it worked as it was intended to. The problem is that corporation tax is very complex. Consequently, there are many loop holes that mean businesses can pay less tax. This results in huge profits being made by businesses in the UK but only a small fraction actually coming back in tax. A prime example of this is the company Amazon. Amazon have recently become the second largest company in the world worth around \$765 billion. However, they have claimed to have made almost no profit as they have invested it all back into their business by buying other businesses. The problem is that what Amazon are doing is not illegal but works because of the way corporation tax is set up and has let them make 19.5 billion in Europe last year but only pay around 15 million in tax. This is about 0.00077% opposed to the around 21% they should have paid. This gives Amazon an unfair advantage over other businesses as they have more money to grow their business.

Tax is used is to influence people's behaviour, certain taxes or duties can be put in place by



the government to discourage unwanted behaviour that the government thinks will be damaging to the country. Examples of this are alcohol duties, taxes on carbon omissions and tariffs placed on imported goods. Products such as alcohol, tobacco and sugar are damaging to people's health and so the government places taxes on them to discourage people from buying them. This could be to the extent that they simply cannot afford them or it could just mean they think it's worse value and do not spend as much money on them. This is a beneficial tax as it should reduce the amount of harm people do to themselves through bad habits.

As well as protecting people taxes can also be used to protect the environment such as carbon tax on businesses. Businesses that produce a lot of carbon dioxide, mainly in the energy industry, have to pay tax on the amount of carbon

omissions they produce. This helps to protect the environment as the companies will then produce less greenhouse gases. There are also vehicle excise duties on cars and particularly old and large cars that produce a lot of carbon dioxide. This is in place to try and encourage more people to use greener forms of transport such as walking or public buses.

Finally, the government may place tariffs on imported goods so that they are more expensive than goods produced in the UK. This is a way to encourage people to buy goods from the UK which protects the jobs of the people producing them in the UK. The problem with tariffs is that they work against comparative advantage. Comparative advantage is the concept that even if a country is worse at producing everything compared to another country, the better producing country can still benefit from trade with the worse

producing country as there is a smaller opportunity cost for the worse country to produce the product. If tariffs are used too much it can disrupt free trade and make everyone worse off.

In conclusion, a good tax is a tax that can provide funding for the government without too much economic damage, that can give a fairer distribution of wealth without losing the motivation to work, that can sway people away from harmful products without losing free will, that can protect industries in the UK without hurting UK consumers, that can give the government control of the economy while still maintaining a free market, that can gain revenue from goods and services without unfairly charging people for their necessities, that can protect the environment without damaging businesses and that can motivate businesses success without being taken advantage of.

David Logan

'Gone Mad'

Hannah Cowieson's Higher creative folio piece from last year, entitled 'Gone Mad', a version of the Cinderella story with a dark, but humorous, twist was published in the SQA's Write Times Two. Hannah's story had a thoughtful moral: 'Be your own fairy godmother', designed to empower women especially to be self-sufficient and resourceful in the modern world we live in.

On Thursday, 8th February Hannah read her story out at an award ceremony / book launch event in Glasgow at the Contemporary Arts Centre. A local artist had been commissioned to illustrate her story and the art work was

projected on to a BIG screen as Hannah presented her tale. After the pupils had performed their work, they were asked to sign copies of the Write Times 2 book; which has been sent to every secondary school in Scotland. There are thirty other pupils from Scottish schools who have had their work published in the anthology, but only three were selected to perform their work and Hannah was one of them.

The event was attended by John Swinney, Scotland's Deputy First Minister, who highlighted the Scottish government's desire to raise the profile and achievements of young people.

Hannah Cowieson



L1 Writing



The magic took them to a land with a volcano and a brachiosaurus and a brachiosaurus




they played with the volcano they were happy and Biff was happy and Biff was happy and Biff was happy



The magic took Biff to a party and the fairy gave Biff some candy floss and a strawberry drink. The fairy played with Biff



Biff found the fairy Alysia and they had a Disco party they were having fun then the music got louder and they had more fun then they jumped on the Alysia



The magic took them to a garden like a real garden Biff the children jumped on the candy this is fun they said



They tried to put some candy in their mouths so that they get to taste some candy



Fioppy chased the butterfly



Fioppy couldn't catch the butterfly



The magic took the children to fairy land. Like a fairy said Biff. A fairy got Biff and Kipper lemonade and pizza and played and Biff wanted to see a tooth fairy.



Biff wanted to see her tooth fairy. Biff asked the fairy are you a real fairy yes I am a real fairy can you show us your friend yes Biff said.



Fioppy chased the butterfly



Fioppy couldn't catch the butterfly so Biff and Kipper played with a butterfly



Fioppy chased the butterfly



The magic took them to the castle they saw a unicorn they rode giraffes with the unicorn. A princess was stuck on the top of the wall



Kipper and the unicorn saved the princess she was happy and she said thank you. After that the King gave Kipper a gold coin to be a knight Kipper looked at the little

L2 Famous People Topic

Claude Monet was born in Paris in 1840. He did not like school, but he loved to draw. He used to draw caricatures of his classmates. His later paintings looked messy according to most of the galleries in Paris. Monet and a group of friends decided to exhibit their own paintings in 1874. The group became known as the Impressionists. Monet was described as the father of Impressionism. Monet had a pink house at Giverny and this was where he painted many of his pictures including 'the Waterlilies'.

We made some beautiful Impressionist pictures on the iPad.

Vincent van Gogh was born in 1853. He was born in Holland but later moved to Paris where he met Monet and the Impressionists. He later went to the South of France in search of sunshine and bright colours. He used strong, bold brushstrokes being most famous for his many paintings of Sunflowers.

Unfortunately, he only sold one painting in his lifetime. Now his paintings sell for millions of pounds.

Our Sunflower paintings make quite an Impression!

Our third artist has a very different style. Piet Mondrian was a Dutch painter born in 1872. He was a master in Abstract Art using reds, blues and yellows in blocks of colour. This style was called Neoplasticism.

We also tried to copy his style of work in Art and Design.



L2 Spring

I see little buds poking out like animals coming out of eggs.
 I see days getting longer and nights getting shorter.
 I see tiny squirrels coming out of their holes like buds.
 I see swallows coming home from migration.
 I see birds coming home and building their nests.
 I see lambs frolicking about.

Kalhan Pathak L2M

I see crocuses peeking out of the ground.
 I see yellow daffodils as bright as the sun.
 There are snowdrops and apple blossom looking like little snowflakes coming down from the clouds.
 I see swallows flying in the sky coming back from warmer lands.

Stella MacKinnon L2M

I see buds on the trees-ready to open.
 I see cherry blossoms making a stream on the grass.
 I see lambs getting born on the farm.
 I see bluebells growing in the garden.
 I see apple blossoms on the trees like snow.
 I see yellow daffodils and white snowdrops.
 I see squirrels coming out of their homes after a long winter sleep.

Libby Moores L2M

I see apple blossom as white as snow.
 I see it falling from the blue sky.
 I see the snowdrops appearing out in gardens.
 I see the clever swallows coming back from warmer lands.
 The days are getting longer and warmer.

Michael Dorman L2M

I see snowdrops, crocuses and daffodils springing out of the ground.
 I see pink cherry blossom falling like bits of candyfloss.
 I see squirrels, voles and mice coming out of hibernation.
 I see the swallows flying home after migrating to warmer lands.

Alice Hutcheson L2M

I see rainbows like multi-coloured lines.
 I see beautiful daffodils poking out of the soil.
 I see bluebells jiggling in the breeze.
 I see snowdrops amazingly covering the ground.
 I see lovely cherry blossom like a pink carpet on the grass.
 I see purple and yellow beautiful crocuses.
 I see animals coming out of hibernation.
 The days are getting longer and the nights are getting shorter.

Elena Elassar L2M

L2 Discovery Visit

On Friday 23rd March, we visited the Discovery...

The Discovery was the biggest research ship that was built in Dundee. The guide was Mr MacFarlane. First we went to the wheel and Mr MacFarlane told us how the ship turned left and right. After that we went down some slippery stairs down to the engines and we saw a freaky man. I was scared, but the man was fake.

Kalhan Pathak L2M

Mr MacFarlane taught us a lot, Ali too. Ali told us about frostbite. All of us went in to the workshop to try on all the clothes. I liked it so much, that I want to go there again. On the boat we saw the galley and the ship's doctor. We saw a picture of Captain Scott. Captain Scott was the first Antarctic explorer. I loved the penguins outside.

Sophia Zhou L2M

Mr MacFarlane told us the galley was the kitchen. He showed us the coal. Mr MacFarlane told us that the Discovery was stuck in the ice for two years. Scott's crew slept in hammocks. His crew got frostbite. When we went into the workshop, Ali let us try on the clothes the explorers wore when they would go to Antarctica.

Diya Pillai L2M



L3 Writing

How the Snowy Owl got its White Feathers

Once upon a time, there was a teenage owl called Hooter. Hooter was grey. One morning, Hooter went out to hunt for mice. Once Hooter spotted a mouse, he tried to camouflage in the snowy trees but the mouse saw him and ran away. When Hooter went to look for more mice, he thought about being white to hide in the snow. He was thinking he was dull being grey. Just then, he had a great idea. He dived down into the snow. After he emerged, his body was covered in snow so he had white feathers. He hooted with joy and felt wise and happy. He was now a snowy owl and lived happily ever after.

James Kay L3R

How the Jaguar got its Spots

Once upon a time, a beautiful, golden jaguar lived in the continents of South America and North America. The jaguar boasted as being the best animal in the forest. The jaguar was very proud and confident. All the other animals were fed up of the jaguar so the monkeys decided to throw dark berries at the jaguar. In the morning, the jaguar woke up with big ugly spots. All the animals started to laugh ever louder so the jaguar ran to the river to look at his reflection and when he looked at his reflection he was horrified and then he screamed so loudly that he lost his roar and from then on he was kind to all of the animals except when he was hungry!

Ross Trotter L3R

How the Porcupine got its quills

This story is about how the porcupine got its quills. Before the porcupine got its quills, she was just plain black and boring. The other animals felt sorry for her.

The porcupine wanted quills because she wanted to knit jumpers for her friends.

It was almost Christmas and Mrs Porcupine was feeling very melancholy (as usual). Tomorrow it would be very cold and she would like to knit jumpers for her friends but she didn't have any knitting needles. Then out of the corner of her eye, she caught sight of the Christmas tree and she had an idea. She went over to it and rolled around in the pine needles that had fallen from the tree. After that she made a wish under the star on the tree. Suddenly the star began to glow! It glowed brighter and brighter and each time it glowed brighter, Mrs Porcupine's spikes got longer and longer until they were as long as knitting needles. Mrs Porcupine felt ecstatic. She started knitting right away.

Next she started to deliver the jumpers. But all the animals didn't recognise her so she went to each animal and told them who she was. When she had finished she told every other porcupine to get spikes and from that day porcupines always have quills.

Oliver Walker L3P

L4 Writing

Giving Directions to Eric the Elf (one of Santa's helpers)

Antonia Schweikert, L4S

High School of Dundee
Euclid Crescent
Dundee
7.12.2017

Dear Eric,

I am writing to you because I have seen the letter Santa wrote and I would like to help you get back home to the North Pole. My name is Antonia and I am 8 years old.

Firstly, you should have a big sleep because you will be going at night and you shouldn't get tired on the flight. When it's dark, get the reindeers out and put some fairy dust on them so they can fly. Then tie them onto the sleigh ready to fly. You'll be in the sky in no time! There you will see the Tay Bridge but beware, you cannot go there, instead fly north to the Grampian Mountains. You will know they are the Grampian Mountains because they are high and on the very tip of them they will be covered in snow. Go over the Grampian Mountains and you will soon reach Inverness where you'll see bright lights like sparking rubies in the darkness of the black sky. Go West and you'll find yourself in the Atlantic Ocean.

It's going to be stormy at this time of year, so watch out you don't get blown out of the sleigh. Soon when you scan the horizon you will see land. When you see land, you'll know it is Iceland. Get ready to have a break there and remember to set off at night again. When you fly again, you'll pass the deep Norwegian Sea. After that you will start to get colder and colder until you'll have the worry that you might suffer from frost bite if you don't wrap up warm.

Suddenly, above you, you will see the Northern Lights towering up and up but then they're gone and if you look down it will be pure white and then you will know you have reached Greenland. Now turn west over the ice cold Arctic Ocean and fly until you see land again. There you should see an old house which is Santa's workshop where you will hear your elf friends. Now you know you are home.

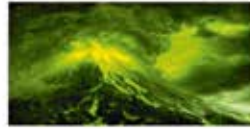
I hope you get home safely.

Best wishes,
Antonia

L5 Disaster Poems

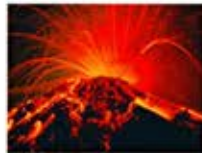
The volcano is here

Around the volcano, tremors are felt
The land begins to change
The escaping gases seen from afar
Making clouds, the colour of night



A volcano erupts
The lava monster awakes
Don't be scared and hide away
Or you'll be fried and gobbled up

If you survive, not for long
The smoke snake is close behind
Slithering silently, engulfing everything
If you get caught—death!



People return to their broken houses
Their belongings all gone—so sad
The lava monster has left its mark
Changing the land forever.

Daniel McConnachie L5D

Disasters Are Death

On the hillside a dragon awakes
Rellowing out its hot saliva.
It slithers down the mountain like a snake,
As soon as it hits the towns destruction and death
BB-O-O-M!



Slowly, silently a monster rises,
Tall and strong the sea is rising.
People notice the terrible creature, screaming,
As they run for their lives, the creature gets closer
IS-W-O-O-S-II



The sun is beaming like the brightest star,
Water is needed, children die of no water
The Earth is cracking, no moisture, no life.
(C-R-A-C-K)



Emily Hough L5D

Destructive Hazards

Rising and rising
It floods everything
Like a bath tub that always overflows
It covers all the beautiful lands
Like a murky cloud that hides the sun.



Spitting out fire and hot lava,
The volcano angrily explodes,
Rising from its sleep
As it begins to attack
Causing death and injuries



Shaking and quaking, the earthquake erupts
Like a few giants jumping around
Everything begins to twist and turn
As it tumbles or stumbles, no longer still
The black hole opens and gobbles everything!

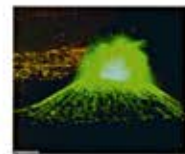


The tornado is greedy
Like a thief, it snatches everything.
The houses begin to vanish
And there is nothing left to be seen,
As people run for their lives.
By Nafia L5D



Nature is furious

The volcano is a rearing lion,
Ash coming down like hail,
fire destroying everything in its path.
Destruction = despair.



The tsunami is a giant serpent,
Stretching out to catch you,
Water crashing over the city.
Destruction = despair.

The sound of the Earthquake is thunder,
Crashing more violently every second.
CRASH! BANG! People fall down crackle,
Destruction = despair.



The tornado is made of very strong winds,
It's like a bear growling loud,
Going faster and faster, Chasing you,
Destruction = despair.
All the destruction = despair

By Jaydn Jato L5D

L6 Poetry

Cinquains

Autumn

Red leaves,
Falling from trees,
Leaves colliding slowly,
Children playing with happiness,
Mum's here.

Morning,
Cold frost crisp cool,
The cold smell up your lungs.
Mum's in the car windows frosted,
Mum's mad.

Pumpkins,
Halloween's here,
Ghosts haunting secretly.
Witches stealing children's candy,
Stop them!

Fireworks,
Guy Fawkes is here,
Gunpowder. Crackle, pop.
Children scared of deafening noise,
Quiet!

Henry Smith



Autumn

Cold night,
Ugly zombies
Lurking around scaring
Everyone asking for sweets.
None left.

Red leaves,
Trees with conkers,
Prickly pinecones falling,
On people's heads when walking past.
Oh no!

Sunny,
Birds tweet on trees.
Carving pumpkins outside,
For Halloween to decorate
The house.

Theo Brown

Autumn

Dead night,
Witches cackle,
Children enter houses,
Autumn leaves fall as a signal,
Child gone!

A crunch!
Someone is there,
Red leaves shake, worries child,
Child runs into the autumn mist,
Child scared.

She runs,
The demon runs,
It catches up with her,
Child finds a familiar town,
It's hers!

She ran,
Lost the demon,
The child had found her house,
She ran to find and hug her mum,
Child found.

Simone Finlayson



Autumn

Black night,
Pumpkins alight,
Golden light shining through
windows onto the streets below
Spooky.

Ghosts, ghouls,
Trick or treaters,
creeping through dark alleys.
Lots of candy to suck and chew,
Monsters.

Star light,
shining downwards.
Children asking for sweets.
People dressing up for parties
Great night.

Long nights.
Cold crisp breeze blows
No light will show tonight.
Days get shorter less time to play.
No fun.

Moya Craig

Inside Me

There is in me a penguin.
Steady. Fast.
Happy to be with friends.

There is in me a fox.
Cunning. Stealthy.
At one with the wild.

There is in me a lamb.
Playful. Noisy.
Active when excited.

There is in me a monkey.
Cheeky. Funny.
Always brave and adventurous.

There is in me a fish.
Quick. Jumpy.
Smart when danger is coming.

There is in me a Minke Whale.
Shy. Tuneful.
Fun and thoughtful when friends are there.

Zoe Loveday, L6L

Inside Me

There is in me a giraffe.
Silent. Standing tall,
Watching the world go by.

There is in me a panda.
Kind. Caring,
Giving hugs to those around me.

There is in me a dog.
Loyal. Friendly.
A trusting companion.

There is in me a fish.
Graceful. Gliding.
Quietly watching and waiting.

Jess Oliver, L6L

Inside Me

There is in me a swan.
Graceful. Caring.
Staying with my friends.

There is in me a dog.
Helpful. Friendly.
Loyal to those around me.

There is in me a sloth.
Lazy. Sleepy.
Never wants to wake up.

There is in me a flamingo.
Flexible. Adventurous.
Loves the summer heat.

There is in me a penguin.
Active. Funny.
Never stops dancing.

There is in me a peacock.
Sensitive. Exciting.
Wants to be friends with everyone.

Gabi Farquharson, L6L

Inside Me

There is in me a pug.
Cute. Friendly.
Fun to play with.

There is in me a shark.
Elegant. Greedy.
Hungry for treats.

There is in me a dolphin.
Graceful. Loyal.
Swimming in the ocean.

There is in me a rhino.
Angry. Intelligent.
Ready to take the rugby ball.

There is in me a sloth.
Slow. Sluggish.
Leisurely moving to reach my goal.

There is in me a llama.
Lazy. Sleepy.
Not a care in the world.

Cameron Brown, L6L

L7 Descriptive Writing

Glacial

The darkness chased away the last of the fading light, and the moon darted behind the clouds, for it knew what was coming. General Astred drove her steel toes boots into the ice, as finally, the group came to a halt at the monstrous opening of a glacier cave. They focused no more on the rolling hills that surrounded the frozen mass, just on the cavern in front of them. Standing breathless at the entrance, the general hugged her animal skins closer to her. Her face was contorted, somewhere between awe and terror, putting the deep scar on her cheek on display. Astred was not easily agitated, but here she stood, perplexed. Copper hair, held in two braids fell down her back like long ropes. Sword hand going slack, she tightened her grip on the blade. Silver buckles glowed faintly in the torchlight that lit up her companions. She stepped forward, and felt the walls of the glacier shiver. Then she spoke, a low melodic sound issued from her mouth, "Onwards."

There was a moment of silence, then a rousing cheer echoed around the place. Silence, except for the shuffling feet of the group. Temperature dropping with each step, soon their skins weren't enough, so they huddled together, moving as one, for warmth. Unsurprisingly, icicles had formed everywhere, and the torchlight filtered through the ice, getting manipulated and sent back at them, colder, harsher.

It had a menacing aura to it, but how could it? It was the

entrance to where they would live forevermore. It was a place of refuge, but it seemed like they were walking into more danger. A waterfall had frozen, just as water tumbled over the edge, giving it an unearthly quality. It stayed beside them as they trekked through various chambers and antechambers. Slashes in the walls told their own story, and the general peered at them, troubled. Someone cracked a joke, filling the space with jovial, hearty laughter, but when it stopped, it felt hollow, like the chest in the chief's longhouse. Life had been sucked into the void. Continuing on in silence, the party felt more depressed than before. Seemingly feeling their desperation, the cave began to widen out. They walked on. There it was. The way out. Lieutenant General Raynor fell into step beside Astred, fingers lightly brushing. Astred's deathly pale face tinged pink for a split second, then it was gone. Raynor's shadow fell onto the ice. Signalling for the others to stop, Astred took a tentative step forward. Nothing. The ice was safe. Her agile form scampered across, and one by one, the others did too. Darkness. It was still night. Footsteps sunk into the snow. Not theirs. Moonlight shone down onto the hilt of her sword, telling her to take it. She didn't. One step. Two. Three. Then she saw a torch. Raynor motioned for the group to blow out their flames. One more step. There it was. But there was another clan there. Flattening herself against the rough crag, she was a spy. Stepping out into the light she was a warrior. Being shot in the leg, she was a fool.

Ananya Sanu

L7 Descriptive Writing

Cavern Heart

Below my feet, the cranked path leading to the house creaked as the planks from the rickety walkway fell away one by one. I passed a sign pointing to the house. It read Cavern Heart. Cold shivers ran through the building. The coldness was confusing as the house was placed in the soul of a volcano, hovering above the bubbling lava below me. It was the crack of dawn and light shone through like a lantern in the fog. Stale dust collected in the air, making me fight the urge to sneeze. Intricate stonework designs swarmed the building, letting small streaks of eerie light through. Fog from the dull dawn outside smothered the tavern, giving it a wispy look. As the light came through, the cracks on the volcano walls became visible. As did the rising smoke, but that was when I noticed. There was something in the mist.

India Simpson

Carrie's War Penultimate Chapter An Alternative Version

Carrie and Nick sauntered along beside the railway line, both thinking of how they would miss Druid's Bottom, and, by extension, the Evans' home. Mr Evans had not come to see them off, as he had a council meeting, but had been surprisingly emotional as he bade them farewell and they set off with their trunks. As they were about to board, Carrie glimpsed a strong orange light flickering in the area of Druid's Bottom. "What's that?," Carrie asked Nick. Nick saw it and answered, "I dunno." "Let's go and see what it is," Carrie said. "But the train!," Nick protested. "We still have half an hour until it sets off," Carrie replied, and with that turned and began to walk swiftly towards the anomaly. "Wait for me!," Nick shouted, jogging to catch up. When they were around halfway there, they stopped for a moment to take a closer look. What they saw, they recognised instantly, but took a moment to comprehend. With growing horror, they realised the source of the orange light was a massive inferno that had engulfed Druid's Bottom.

Carrie and Nick screamed and broke into a run. Adrenaline quickened their pace, and before long they were in front of Druid's Bottom, staring in shock at the massive carnage. Everything had been set ablaze, the main house and all the outbuildings. Most of the property was now in ruins. Farm animals lay dead. Worst of all were the three carcasses lying on the grass. "Albert, Mr Johnny and Hepzibah," Carrie thought numbly. They had evidently made it outside, but had succumbed to the flames that had consumed their clothing. Their death had not come

quickly or painlessly, for their corpses were curled in agony. They were now little more than blackened husks. In some patches the flesh had burnt away, exposing charred bone. The magnitude of this destruction and death was so huge that Carrie didn't notice the figure with a black hood over its face standing perfectly still watching the ruinous calamity until it turned its head and said casually, "Fancy seeing you here!," in a horribly familiar voice.

"Mr Evans?" Nick exclaimed in a mixture of incredulity and grief. "Ah, the voice gave it away, did it?," the figure said in a jolly manner, and with that pulled down its hood to reveal Mr Evans, his mouth fixed in a sadistic grin, his pale eyes blazing with savage delight. "As I'm sure you have worked out, I am sorry to say I am responsible for all this. I know how much you two loved the idiot, the witch and the one with the glasses, but I was quite angry inwardly, and as I still think now, I thought setting fire to the house and killing the people inside would be a good way to alleviate this." "How could you!," Carrie shouted shakily. "Don't make a fuss," Evans said. "On a different topic, I had no wish to harm you, but as you may realise, I can't leave any evidence or witnesses behind," and began to stride forward. Carrie was so overcome with the fact that the man who had taken them in had maliciously killed their three closest friends, that she didn't notice Mr Evans standing in front of her with a long thin knife in his hand, until he slid it through her ribs into her heart. Suddenly she was aware of a burning pain, of the knife buried up to the hilt in her chest, and of the blood that was suddenly everywhere. And then.... Darkness.

Neil Bhat

L7 Old Girls' Prize for Creative Writing

The following pieces are by *Daniel Higgins*, this year's winner of the Old Girls' Prize for Creative Writing.

Character Description

Concealed within an alleyway was a large, boarded-up house. Within, a clockmaker was perching on his weather-beaten stool, inserting screwdrivers into clocks, rotating gears, and sliding locks into place.

His name was Thomas Tockson. For centuries, his family had pioneered the art of time; how to save it, create it, and even halt it.

But Thomas was the first Tockson to loathe his job.

His beard was tattered and it completely shrouded his lips in a murky fog. However, the voice that made its way from his mouth was as clear as the water in a pool. His nose was a hooked affair, curling unorthodoxly over his moustache. Speckled spectacles rested on the end of his nose as he worked, hampering his breathing when he spoke. The eyes behind were an olive-green. Wrinkles creased his bald crest, and his ears were all cauliflower as the occasionally ray of sunlight seeped between the boards.

But Thomas, obliging as he was with his clock-repairing, was not admired, as many readers may think. Not many ever caught sight of him; and even when they did, he was slinking down the edges of the mountain road, quickly too. No one thought to catch him off guard; consequently they would never know about his 'business,' as he called it.

Back in the workshop after a quick excursion to the dollmaker's, Thomas inserted a piece of his musty-smelling leather into the centre of his new cuckoo-clock. His voice became raspy; blood could almost be tasted in the air, and he fell back on his stool. His final destiny had been completed.

'Ash bark falling in the autumn,
Leaves sprinkled,
Life sporadic,
As I stand here.'

Kileron hummed contentedly to himself, despite the wind in the Deep Forest whipping up the stray leaves into his face. All his blonde hair from his sixteen-year-old self had left him; now it was a mop of greyed hair that masked his sapphire eyes. His nose was no longer tanned, but sodden with the rain. However, his mouth still remained in a solemn smirk, as if he had never stopped smiling at an awful joke.

For Sir Kileron was old, and with age comes wisdom.

And wisdom seemed to care for him too.

Kileron had not been granted the task to search for the Devil, Qaiswa. He had chosen the task himself, and then resolved to grant six other knights the task as well. King Pecril did not have knowledge of this. Although Kileron was the Prince of the South, he resented his father knowing everything about his duty, just as he resented becoming King.

Suddenly, Kileron realised he was lost.

He did not panic, though. It would not take long to regain his bearings.

The nearest tree had moss on the shadowed side: that was north. Remembering the path bisected the forest at a north-west angle, he set off to the left.

There was no path.

Kileron frowned as he bobbed his head high and low. Everywhere there were dismembered stoats, foxes, badgers; it was a Guillotine Forest now. His nose detected burning, and the thick smell of a graveyard. His ears caught snippets of birdsong, and then a strangled noise as the vulture entered the deathzone and plummeted to the ground.

Occasionally his tongue caught blood.

Horrified, Kileron approached the nearest tree and gingerly carved ✂ into the bark. Every one of the dismembered animals plummeted to the grass just as the vulture had, but none of them were revived as Kileron had hoped. They just lay there, possessed by the exceedingly powerful magic that held them in its grasp.

Yet Kileron still had not been affected.

His mind pondered over this: why would somebody cast a rune or spell which caused all animals bar humans to die instantaneously.

Unless...

Unless the warlock would rather slay humans himself, with his own torture...that certainly would make sense...

Kileron reminded himself of the Ancient Tale of Ascogar: the sordid sorcerer's youth of humble growth, and then his rise to fame in his hundredth year alive. He had cast a series of runes surrounding his castle so that animals would die on entrance, but humans were drawn in. Then he would secretly kill them, and leave no trace of them. He was reported to have died peacefully in his castle by an apprentice.

Reported...

Apprentice...

Kileron drew the Vakschlumer from his belt, his hands shaking as he approached the corner in the path.

A movement.

Kileron jerked his head.

A snap.

He whipped it round again,

A loud scraping noise as metal scathed rock.

A face.

Then never ending black.

The Importance of Mathematics



'Without mathematics there is nothing you can do. Everything around you is mathematics. Everything around you is numbers'. These are the words of Shakuntala Devi- the 'human calculator'- and she is not wrong. We all use mathematics in our everyday lives. Even insects use mathematical patterns, such as spiders to design their webs and bees to build hexagonal combs.

The applications of mathematics are endless. Without the mathematics of Queuing Theory, it would be impossible to guarantee a reliable phone or internet service and computer

games would not exist if it were not for vectors, linear algebra and 3D geometry. Maths can even be used to predict crime, for example, the behaviour of a burglar could be modelled as a random walk, allowing for more effective police patrols. Mathematical modelling is widely used in manufacturing. It even guarantees the safe operation of nuclear reactors. Furthermore, the use of mathematics is very prevalent in sport, for example, the use of statistics to determine a player's ranking or the chances of a team winning.

Numbers also exist in nature. The most well known number of this kind is Pi (3.1459...) - a constant which completes relationships in fundamental geometric and trigonometric equations. Greek mathematicians used Pi to calculate the radius of the Earth. Pi is an irrational number. Another irrational number is the Golden Ratio

(1.61803...). Plants grow new cells in spirals, so they make a new cell, then turn, then make another cell, then turn, and so on. Plants use the Golden Ratio as their fraction of a turn as it is the most effective rotation for making use of the space around them.

Mathematical patterns exist in all sorts of places on Earth, and recent studies suggest there is mirror symmetry existing in the universe as a whole. A new section of the Milky Way Galaxy, was discovered recently, and by studying this, astronomers now believe the galaxy is a near-perfect mirror image of itself. Scientists believe the galaxy has two major arms, and that each arm of the galaxy symbolises a logarithmic spiral that begins at the galaxy's centre and expands outwards - just like a nautilus shell. Overall, it is clear to see that mathematics has a wide range of practical uses and

occurrences in nature.

Moreover, mathematics has a key role to play if we are to be competitive in the present global economy. It is thought that the more mathematical we are, the more successful we will be and that science, technology and engineering, so essential to the future success of our country, cannot thrive without us having a solid mathematics foundation.

Furthermore, mathematics facilitates many skills such as creativity, abstract or spatial thinking, critical thinking, reasoning and problem-solving ability.

For me, the best thing about mathematics is the buzz, exhilaration and sheer sense of accomplishment of solving a problem. The problem, however, must be challenging. You might spend hours, days, even weeks trying to solve it or, in the case of Fermat's Last Theorem, 358 years.

Ethan McColgan (F3)

Voice of the Nursery

All High School of Dundee pupils have a chance to register their opinions regarding their education and the nursery children are no exception. Members of the Junior School's Pupil Voice team paid a visit to the High School of Dundee Nursery to involve children there in the pupil-led committee's discussions on a range of matters relating to school life.

The session was organised as part of the work the Pupil Voice Group has been putting in to the Junior School's attempts to achieve Level 1 stage of Unicef's Rights Respecting Schools Award, for which a demonstration of commitment to article 12 of the UN Convention on the Rights of the Child - the right to voice your opinions and have them taken seriously - is crucial.

With that in mind, the Junior School pupils ran a card sorting activity about needs and wants, then had a look at the UNICEF Child Rights Launchpad game and the right to an education which develops talents and skills. As a final activity, the children drew pictures of themselves and wrote and drew their own talents and skills around it.



The Pushkin Prize

In 1987 family and followers of the work of Alexander Sergeyevich Pushkin (Russian poet, playwright and novelist of the 19th century considered, by many, to be the founder of modern Russian Literature) gathered to mark the 150th anniversary of his death. As a result of the wish to perpetuate her ancestor's memory, Lady Butter launched a creative writing competition as a pilot project in Scottish secondary schools in Tayside in 1988. This competition has grown to encompass every secondary school in Scotland as well as English language specialist schools in and around Pushkin's home town of St Petersburg.



The Pushkin Prize offers an unique to 10 pupils to attend a five-day creative writing course at the Moniak Mhor Writers' Centre near Inverness.

This year one of the prize winners was Evie Campbell of Form 2 whose three pieces are reproduced below.

More information can be found at <http://www.pushkinprizes.net>



Hot chocolate

I know I haven't given you a Christmas present in years. Before, my presents would be the sort you would expect: pink bracelets, woollen scarves. However, this year, I want to give you something that really means something. Although there is no tag, no signature to this note, you will know who this is from, and why I sent it.

Inside, is hot chocolate powder. Just enough for one drink. Take the mug I got you for your ninth birthday. Boil the water, pour it in, take a sip. At first it is sweet, and warm, and perfect. But then it overwhelms you, the sickly flavour making you feel queasy, thirsty for something more. So you leave it. Drink some water. It is satisfying, but never enough.

You will find it, still sitting there, tepid and half-full, but still the same rich flavour, still leaving you with the same content feeling.

But eventually, you will finish it. The warmth gone. Though still, there are the grainy lumps of a friendship no longer there. A smile in the corridor, a stilted, awkward conversation that is best ended. In time, though, you will wash out the mug, scrub it clean of us, fresh for use again. However, the scent of our friendship will still cling to me, cling to you. And then one day, you will use that mug again.

But maybe, just maybe, you will still taste the faint sweetness of hot chocolate.

Evie Campbell

The Ballet Shoes

These are the shoes that she learned to dance in,
Giggling with the other five year olds,
Tiptoeing across the hall,
Following instructions and memorising routines.
These are the shoes that she jammed her feet into,
Years later when her mum lost her job,
The shoes that she stuffed with tissue paper so she could
learn to dance on points,
These are the shoes that, patched and scuffed, she wore
to classes twice a week,
Which she paid for with her salary from working at the
supermarket.
These are the shoes she wore to the audition,
Where she danced for her future, and for her dream,
These are the shoes which helped her to fame
And she's kept them ever since.
These are not the shoes she wore to her first show,
Red silk with ribbons,
Or the shoes she wore when her performances sold out,
Or the shoes that she wore to her wedding,

These are not the shoes she wore the day her dream
collapsed,
When she heard the clash of metal on metal,
And the echo of shattering glass.
These are not the shoes she wore when she was told
she would never dance again.
These are not the shoes she wears now,
Battered old grey slippers,
Used only to shuffle around the care home,
Still with a profound limp,
But these are the shoes that started childish dreams,
Turned them into reality,
And she will never throw them out.

Evie Campbell

The Search for an Ending

"It was a sunny day, and we all went to the beach for a picnic," my grandma began, taking her gnarled hand in mine. She looks directly at me, her vivid blue eyes contrasted against her lined face. If it was just her eyes, she could be any age. I shift slightly in the creaking old chair provided by the care home. "The sea was so blue," she continued more softly, and I realised that she had forgotten I was there, and was lost in that day. "I went out for a swim. In the red bathing suit my mother gave me, for my thirteenth birthday. I saw a little girl. With red hair, playing." Her storytelling was now so simplistic, so childlike, that I wondered if there was even a point to this story. "Then she started drifting away, away, away. I reached out to her, and then..." Her spiel sputtered out, her thoughts lost, like a candle in the wind. "You were saying dear? Is it time for tea now?" She stumbled out of her seat, looking dazed. "No gran." I say sadly, missing so much the person she used to be. I help her back to her seat. "You were saying?"

"I'm sorry, do I know you?"

"Yes, yes you do."

At home, the glorious smells of fajitas rose from the kitchen, yet I sat at the computer, trawling through old articles about beach safety and stories about people saving dogs from rip currents and the like. "Alice... Hopkins... Sea... Saves child..." I muttered as I typed various keywords into the search bar. Nothing. I have to find out what happened. Not because I'm curious, though I was, but because I needed to give gran an ending to her story. I tried again. "Beach... Child saved... Alice Hopkins..." Nothing. So I changed tack. "Child... Drowns... Beach... U.K... 1956..." I surmised that must have been the year, given that she had been born in 1943 and she had recently had her thirteenth birthday. This time, there were some interesting results. I clicked the top link. Suddenly a mass of tabs opened up on my screen, the majority saying 'error'. Great. 10 minutes in and I had already downloaded a virus. "No! No don't shut down, please don't!" I yelled pointlessly at the computer screen. It switched to black. I sat back in my chair. How stupid was I? I couldn't tell mum, she'd kill me. So left it. My only research tool, gone. "Julia, dinner!" Mum yelled up the stairs.

I spent the whole night thinking. Maybe nothing really happened. Maybe

someone else saved her. I had no idea which beach this was, no way to tell if it really was 1957. I didn't know if this was even about her. Maybe it was a story she had read somewhere. Alzheimer's is tricky, and there was no point to trying to find out what happened if it didn't happen at all. But I felt that I had to do this. Tell her the end of her story. One memory. Whole.

So I started to plan.

I decided to go to the library. I remembered hearing that some libraries kept copies of old newspapers, and, in any case, they had computers that didn't have viruses. When my alarm an hour early at 5 am, I snuck out of the house with my schoolbag. By the time I reached great, grey building that was my destination, the sun was rising. I didn't have long.

I tiptoed inside the cavernous, echoing room. A few dusty computers sat in a corner. The rest was filled, from floor to ceiling, with books. I crept towards the imposing woman at the desk.

"Excuse me?" I whispered. "What!" she snapped. "Erm, I was wondering if there are any newspaper archives?" "Over there. But no touching anything older than 1980."

The vast aisle that she directed me to was crammed with yellowing papers. I had no idea where to start. If I couldn't look at anything too old then I should probably check recent articles to see if she could have read it somewhere. So I took a seat and started to read.

I read.

And read.

And read.

After hours searching, I still had nothing. If I wanted answers, I had to do this.

Looking around furtively, I quickly traced down to 1957 and, with a pang of guilt, seized a handful of ancient papers from the summer of that year. I stuff them into my bag, and bolted.

Outside the library, I checked my watch. It was 11:15. I was so late for school. I left a note for my parents to tell them I would go straight to school from the library, but it was far too late for that. I needed a place to go, to hide out until the end of the school day. I was miles from my house, and I didn't know anyone here. Except- Gran's.

Her house was just around the corner. She had lived there until last year, when

she was moved into a care home. And I still had the key.

I eased open the creaking door, and kept into the empty house. I couldn't shake the feeling of familiarity, all the Christmases and Birthdays spent here, until she was snatched from us into Alzheimer's cruel grip. I blinked back tears. I was here to research, I chided myself. Not to cry.

I sat down on the dusty carpet, and pulled out the files.

Times, 18th July 1957. Nothing.

Daily Mail, 23rd July 1957. Nothing.

And then, in between the crumpled pages, I found everything.

And then my phone rang.

"Julia? Where have you been!"

She didn't sound as angry as I thought she would.

"Erm... At school?"

"Don't. We came to pick up your sisters and you weren't there. But that's not why I'm calling you. Gran... She's very sick. She's dying. You need to come to see her, before..." She swallowed. I am suddenly terrified. I thought I was prepared for this, but I wasn't. You can never be.

"Where is she?"

"Fairview hospital, Lily Ward. Get here as quickly as you can."

I ran. It was only a few minutes until I saw the red brick building looming in my view.

I made it just in time. I run onto the ward, and to my gran's bed. Mum is crying.

"Could I please have a moment? With gran." I plead. They let me.

"Hi, gran. Do you remember that story you told me? That you couldn't remember the ending of? I found it." I grab the now very dog-eared copy from my bag. "You did it. You saved her. The little girl. Ruby Reynolds." I point to a picture, of the two of them, hugging.

I suddenly realised all the bad things I'd done to find this. Infected my family computer, stole records from a library. There would be repercussions.

But I didn't care.

Because nothing was as special as watching her smile as the light left her eyes.

One last memory.

Whole.

Evie Campbell

Rotary: Our local finalists stories

A Different Perspective

This life is a canvas. That is stretched
To the limits then wrapped around
Some generic square frame, where
All of your colours are on show,
Being judged and ranked.

All except one colour, the most
Explosive colour. Your imagination.
Out of sight, six feet under,
Locked away, until one day,
It breaches the seal,
And nothing is held back.

A new rhythm is created, one of constant
Shifting, Colliding, Forming, destroying.
Creating.

The hustle and bustle of ideas
long gone but all of a sudden are
Resuscitated, and the first breath of life
Gives birth to a new perspective,
One that will never truly
Be seen by those around you,
For as long as they lock theirs away.

Now here we stay, Forever falling
through the kaleidoscope of colours
made by our pasts, painted
By our present and sketched by the future.

Sketches may be erased, paint can be applied
Differently, but the past, cannot be painted over.

Leon McNair



streets, children running and laughing, cars beeping whilst plundering down the roads. Nothing seems out of the ordinary. My legs start to walk by themselves, whilst my eyes are still wandering through this world.

I hear a slam of the door and I look behind to see it fading. Immediate panic sets into my veins, the risk of never getting out of here is real now. My legs keep walking forward until I reach a door.

Suddenly I'm knocking at it. A man with a covered face opens the door. It must be my father. He's hurriedly ushering me into the house. He locks the door, mumbling how I should not be here. I still haven't seen his face.

There was something unusual about the world. Everyone's faces were covered or bowed. It wasn't until a child came nearer to me, its head bowed, that I realised why. It looked up, and I froze in time and my mouth ran dry. The child's face was so mutilated that I could no longer make out his facial features. And now, quickly it revealed its teeth; sharp as daggers. It jerks its head to the side, its coal-black eyes flashing to something behind me, its grin grows wider.

Again, I hear the front door slam and I turn around to see my father, with several other men. I look up at their faces. Their horrifying cut up faces. They come closer to me now, and their hands beckon from behind their backs. Long, thin, bony fingers with nails long and sharpened to a perfect point. They're chanting curses. One voice is chanting louder than the rest.

"Kill the daughter of a woman caught red-handed; a woman destined to join the remembered ones." It's getting louder now, they're coming closer. I can't breathe.

And in that moment, I realise what the story was behind the little red door. Because the forgotten are not really 'forgotten', now are they?

Shaista Okhai

Little Red Door

Are forgotten people those we want to forget, or people who deserve to be forgotten? Are they evil people or just those who just needed a second chance?

I'm standing at the little red door.
Once I enter this door, there is a life of death, and sadness. A life of the 'forgotten' people. But that's where he lived - my father. They say only people who aren't deserving of being remembered in this world go here but that does not make them forgotten. Perhaps we don't want to 'remember' people. Maybe it's a coping mechanism to pretend they no longer mean anything. A way of surviving - something completely different from living.

I turn the doorknob, and peer in. The world behind was one of a greyscale. It was a reminder of lives of the dead and the forgotten.

I step in. Colour drains from me, and my body morphs into the dead-like colours. I see people walking through the



Twisted Fate

Striding footsteps, echo round the cold, white concrete walls as I await my treatment.

"Help," I murmur, elevating myself from my prone position. The weight of my head sends the world spinning round me, stuck in slow motion. A bitter taste of rust catches the back of my throat. Blood. The pain rises and then I remember!

Exhilaration, one minute; oblivion, the next. The joy of dancing, shattered by forceful blows. I'm on the ground wiping my blood from my face. His weight forces me down, my screams muffled. His thrust deeper... My body broken.

The nurse rests me back on the bed-the kindest of creatures, what a contrast.



“Assaulted?”
 “Raped!”
 “Poor girl!”
 I blackout.
 “They’ll need to see you at the police station, but you can go home now. They take these things very seriously,” claims the nurse.
 “Thanks for caring.”
 The police took my name, age, address and passport. Then a swab of DNA, from inside my mouth. They had taken swabs of His DNA, when I was in hospital.
 “We have a suspect, a repeat offender. With the DNA, and your testimony, we are confident of a conviction. We will be in touch, but in the meantime, if you need any help, the Rape Crisis Team offer support.”
 Rape, that word again. Stinging through my soul like a scalpel cutting skin...
 I wake to the chiming of my ringtone. They’d found something.
 I go to the station. Something isn’t right; something had changed; the tables had turned.
 An officer stood opposite me in the interview room, his eyes ran up and down, burning into me with every blink.
 The silence deafened me, every second on the clock echoed through the room. Tick-tock, tick-tock...
 “We have a suspect for your assault,” his words unusually harsh and blunt.
 “We have him in custody. But we have a few questions to ask you first...”, the officer’s mouth remained motionless.
 I turn to find two people behind me.
 “ I’m sorry, who are you?”
 “We are from the U.K. Border Force, and have a few questions to ask you.”
 “You moved here with your mother, 14 years ago, is that right?”
 “Yes, I think so. I was only 3, and my mother died 5 years ago.”
 “So I gather, of breast cancer, is that right?”
 “Yes, it had spread to her brain.”
 “I’m sorry for your loss, but I’m afraid something appears to have happened regarding your visa, did you know this?”
 “No.”
 “It appears you were brought here illegally, and I’m afraid, we have to look into this further. Until we do, you must accompany us to the Immigration Control Centre”
 “What! But the rape, the trial, the suspect? What will happen?”
 “I’m afraid that will have to wait until we deal with your right to be in the U.K. You are an alien. Can you come with us please.....”
 Striding footsteps, echoing round the cold, white concrete walls and into my ear as I await-
 my deportation.
Emily Baxter

Hear no more



The mischievous dance of the candle leaves shadows on my work. I stare at the black notes on the staves, some with a partner, some alone and some still churning inside my tired head. I know how every single one sounds, its tone, its pitch. I know how it feels to hear its glorious sound. At least...I remember how it feels to hear its glorious sound. Notes emitted by birds or people do not disturb me as I work. I think back to when I could perform; when I could speak to my audience. I could hear and feel the notes of the music I wished hear. The lives of compositions and musical works are not finished in my head but I so wish I could experience the world again. If only just once.

Years ago my mind was filled with buzzing noises like a thousand bees had flown into my head. My passion started fading away from me and all I could do was watch it escape like a helpless raft to sea. Losing my most treasured sense has been the most torturous and ungodly event of my short life. I question everyday why this pain had to be inflicted onto someone. And if anyone, why a musician? Why me, someone who lives through music and someone who music lives through? I go through to my drawing room and pound the life out of my dear piano as I desperately try to comprehend its notes. Its beautiful notes, which cannot be replaced by anything on this earth. Seeing the glossy ivory white and soot black keys brings peace to my tormented but empty heart. I close my eyes and feel the pressure of my shaking fingers push down the keys, willing this time, this time they will make a sound. It cannot possibly be like this for the rest of my days. I cannot live with this heart breaking pain for the rest of my sad life. If I cannot do the one thing I love, then what can I do?

The wick from my candle has burned right down, mirroring my hope. However I shall still carry on writing great works as I cannot give up on my life now. I still have the ability so I must take full advantage of that as many people do not have the chance. Maybe one day my work will be recognised and understood, and all this distraught emotion will be worth it. Thoughts like this that I haven’t had for a long time flood my head like a tsunami, as I mark notes on the page of my newest Symphony.

I only raise my eyes to the morning sun when the light shows me my pages of hard work. The candle died long ago, yet I had stayed composing long into the night, letting my quill run away with notes and rhythms like it had never done before. Another piece of hard work has been completed.

Signed,
 Ludwig van Beethoven
Kirsten Petrie

Scottish Young Writer of the Year Award

Advanced Higher English pupil, Anoushay Okhai, wrote a thought provoking and original article on 'The Taste of Success' which explored the way that the success of our nation is due to colonialisation and the need to teach this subject from the perspective of those who were enslaved and exploited. Her argument, which was lucid and well supported by evidence is best summarised in her own words: "Without the courage to teach the next generation of the stains on our history, we risk the isolation of our country, the endangerment of unity, and – most hauntingly – forgetting. One who does not learn is doomed to repeat, so they say." Her article was well received and won second place in this prestigious competition.

The Taste Of Success

The popular British reality TV competition, *The Apprentice*, features a handful of successful businesspeople - a diversity of adults, who must battle through ten entrepreneurial assignments. In 2016, when tasked with branding and creating a gin, one team chose 'Colony Gin' as the name of their spiced spirit. They then pitched it to industry experts, and when one man criticised the name, they reiterated their strap line: that the world was going through a period of discovery at the time of the British Empire, when we learned about new spices and flavours in the colonies.

To the team of adult professionals, this was a perfectly legitimate concept. The British did, after all, learn about the various condiments during their 89-year Raj over India. But to the candidates, this was all that colonisation was: an international tasting, a foreign enrichment as Britain discovered cloves for the very first time. Nothing more.

The complete misinterpretation of colonialism stretches beyond the show. According to a 2014 YouGov poll, 59% of British people are more proud than ashamed of the British empire, and 49% believe that the colonies are more stable due to British rule. During the 2016 Rio Olympics, MP Heather Wheeler joked on Twitter about the former colonies' total of gold medals, with the caption 'Empire Goes

For Gold'. Countless bars, hotels, restaurants, and yes, alcoholic beverages, have been condemned for using colonialism as a marketing vantage point. Students studying in Oriel College, Oxford, go about their education under the stony gaze of a statue of Cecil Rhodes, an openly racist colonist of southern Africa - a statue that Oxford University resolutely decided against removing for the purposes of preserving a historical artefact; they were also warned that they may lose around £100 million worth of donations should they remove the statue. The evidence overwhelmingly points to not merely a hole, but a gaping chasm in the country's common knowledge of the Empire, and it is a chasm that badly needs to be filled.

It was not merely spices that the British purloined: it was cotton, diamonds, and ammunition. It was cheap labour, soldiers, and slaves. It was an industrial revolution and a London Underground system grown and funded by the choking of Indian industry, and hundreds of millions of lives; numbers beyond comprehension.

There is, in our society, a vague understanding of the existence of the Empire and colonies - but for far too many, this is as far as it goes. The aforementioned poll serves to prove that this comprehension is much weaker than it should



be. When almost half of the public believe that the colonies were more stable under British rule, it means that they cannot be aware of the blatant disruption and exploitation and torture that took place across Asia and Africa at British hands. Our common understanding of the World Wars, the Holocaust, and even American Civil Rights, something largely foreign, is far more cohesive. So why does colonialism so rarely come to light?

The obvious answer is education. In the 2017 Higher History exam, there was no topic on the British Empire. The BBC information page on Britain's rule of India has no mention of the deindustrialisation that Britain orchestrated over 150 years to enhance her own global monopolies, nor does it speak of the violence that colonists perpetrated across the country (for example, the brutal way they crushed rebellions, killing 1400 civilians in a single neighbourhood in 1857). In order to learn about the truth and the extent of the country's ravaging of nations, one must dig deeper than

the general public are either willing or able to; of course, many lack the knowledge of what to even look for. And if the lighthearted nods to colonialism throughout our society are anything to go by, it is apparent that whatever education on the matter exists, it is simply not enough.

Schools are of the utmost importance when it comes to foundational knowledge, and History is no exception. My fourth year History classes are responsible for my learning about the Atlantic Slave Trade, Civil Rights, and the Black Power movement. It inspired me to dig deeper into how this all links to the treatment of African Americans today. Studying Hitler's rise to power and regime throughout school ignited my interest in the totalitarian state of Nazi Germany. Even learning about Ancient Egyptians in primary school left me with a sturdy foundation of knowledge of Egyptian culture and its impact. My point is this: without the Scottish education system guiding us through these topics, we would be left with a paltry,

fragmented understanding of the KKK and the World Wars - and a similar level of understanding of colonialism lies throughout the nation.

There have been several movements forcing education systems to question the Western viewpoint of the Empire that we are taught. The little that is brought to light is spun in a positive context of industrialisation and societal progression in impoverished nations, which explains the apparent patriotism that so many associate with it. Maybe it is perceived that the issues and the widespread nature of colonialism are too complex to be taught. Perhaps people fear that the shame and 'white guilt' are too heavy; students and teachers would struggle under its weight. It may even dampen the national pride felt by our citizens, pushing against a long-established sense of international superiority, the existence of which we are too sheepish and afraid to admit.

It is in times like these that awareness is more valuable than ever. The resources, wealth, and success of our past and present give us a hefty amount of power. Surely with this power comes a responsibility to be humble and honest about where it truly came from.

For one thing, students should surely be entitled to a fully-formed depiction of our country's history. Leaving such a prominent aspect of Britain's global impact out of the curriculum does both the system and its students a disservice. An example of this is the huge lack of public knowledge surrounding Winston Churchill's treatment of Indians during the Second World War. A martyrdom of Churchill's greatness would surely be condemned were it happening in another nation,

as we remain oblivious to his seething hatred of South Asians ("I hate Indians, they are a beastly people with a beastly religion"). His loathing extended to the point of him depriving the Bengal region of food to supply European soldiers with back-up provisions, causing a mass famine that killed three million people and drove civilians into sickeningly brutal acts of desperation. Yet Churchill was still voted by the public in 2002 to be the greatest Briton in history; we remain unaware. The country's WWII education covered the Blitz, Hiroshima, and of course, the Holocaust, but this is entirely missing from our curriculum. There are obvious and highly impactful detriments to Britain being the only country without a rounded understanding of its Empire. We see it in American misunderstanding of Columbus and Thanksgiving, and the notes of superiority amongst its European descendants - the election of an openly racist president, the violence against African-Americans and Muslims, and the social stigmatisation surrounding other ethnic minorities being a few of several examples. Without serious and genuine efforts to accept the truth of our past, we risk the same division and prejudice existing in our own society.

Furthermore, as the UK diversifies and attitudes in the West grow more treacherous towards immigrants and ethnic minorities, knowing Britain's part in the way it both helped and hindered various countries grows increasingly important. A concrete understanding of Britain's place in international history is an effective way of dismantling suspicion and disdain of other nations, and in doing so,

curbing negative attitudes towards people of those ethnicities. It would also spread awareness of the detrimental impact Britain had on former colonies' resources and communities: the destabilisation of Indian industry caused widespread poverty and colonists in Zimbabwe sapped the country of precious resources and confiscated land for commercial farming are two examples of many. We, as a nation, lack the awareness that Britain is largely Great because it stood on the backs of these countries. With every "tongue-in-cheek" reference (as MP Heather Wheeler put it) to the way Britain burned innocent people alive in concentration camps during the Mau Mau uprisings in Kenya, displaced 14 million people in pushing Partition between India and Pakistan, and wiped out the Australian Aborigines, the rest of the world feels the scars of these atrocities once again. Immigrants in the country see the lack of awareness that we perversely keep in place. Britain continues to isolate itself on the global stage, and this is yet another issue that the country fails to tackle.

Finally, if not to unify and to educate, we at least owe it to the memories of those who suffered and died at the hands of the colonists. They were exploited and had their livelihoods dismantled as Britain took over the management of their nations for her own benefit. The least we can do as a country is openly acknowledge and educate the next generation about the truth, the way Japan does about its treatment of war prisoners in the 1940s and Germany does about Hitler. The knowledge of the sheer magnitude of Indian soldiers fighting for

Britain in the World Wars (1.3 million in WWI and a further 2.5 million in WWII), for instance, is minimal, and thus they are rarely commemorated or even mentioned. They deserve the memorials that other victims of genocide and enslavement were given by their oppressors, and their descendants should be granted the most basic reconciliation that Britain can offer - a display of acknowledgment, regret, and acceptance through the spread of the truth.

When elected representatives, esteemed universities, and classic establishments are unable to treat colonialism with the seriousness and respect that such brutality deserves, it reveals a deep and shameful rift in our country's self-awareness. If we are only taught to associate a consistent rose-tinted nostalgia with British colonialism and the Empire, we have no way of knowing what truly took place to lift Britain out of penury. Without the courage to teach the next generation of the stains on our history, we risk the isolation of our country, the endangerment of unity, and - most hauntingly - forgetting. One who does not learn is doomed to repeat, so they say.

The taste of colonialism is not merely of cloves and success. It is also of supremacy, exploitation, torture, and death, as countries were ran merely to uphold ours; but without a rounded, nationwide education of the matter, we may never know any differently.

Anoushay Okhai

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Armistice 2017

The High School of Dundee has paid tribute to the fallen with its traditional Armistice Parade and Service.

To remember all those members of the High School community and beyond who have died in all armed conflicts, the School's Combined Cadet Force completed a parade in front of the school.

The ceremony, which was watched by pupils, staff, members of the public and guests, including military and service personnel, the Lord Provost Ian Borthwick, and local MSPs Shona Robison, Joe Fitzpatrick and Bill Bowman, concluded with a wreath being placed in front of the School's war memorial by Head Boy Nicoll Butter and Head Girl Caitlin Mitchell, assisted by Junior School pupils Angus Brown and Ava Newton.

Since 2014, during the annual ceremony the School has poignantly been marking the centenary of the First World War by commemorating those members of the school community who were killed in the conflict.

This year the names of 30 former pupils and one member of staff who lost their lives in WW1 between November 1916 and November 1917, many of whom at the infamous Battle of Passchendaele, were read out by Nicoll and Caitlin.

A prayer was also delivered by The Provost of St Paul's Cathedral, the Very

Reverend Jeremy Auld.

Rector Dr John Halliday said, "Our annual Armistice Parade is always a moving whole school event which reminds us of the need to strive for peace and work for the common good, whilst bringing us together to remember the sacrifices made in past.





The High School remembers the fallen

Prior to our annual Armistice Parade, pupils and staff supported Poppy Scotland by purchasing poppies throughout the month of November. We raised a total of £628.33.

Following the parade, pupils from Form 1-6 gathered in various locations throughout the School to buy hot chocolate and doughnuts to warm themselves on a chilly November morning. The sum of £355.04 was raised to support SSAFA The Armed Forces Charity.



Centenary Parade

 **Stephanie Jackman MBE TD**
@51XDepComdR [Follow](#)

Honoured to be part of such an auspicious occasion #our people @Fighting51st

 **HighSchoolofDundee** @HSofDundee
The High School of Dundee has today been celebrating the centenary of its CCF's first-ever parade. Thank you to @51XDepComdR Colonel Stephanie Jackman for acting as guest of honour! goo.gl/J3zWuZ

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The High School of Dundee has today been celebrating the centenary of its CCF's first-ever parade. Thank you to @51XDepComdR Colonel Stephanie Jackman for acting as guest of honour! goo.gl/J3zWuZ



Recruit Camp



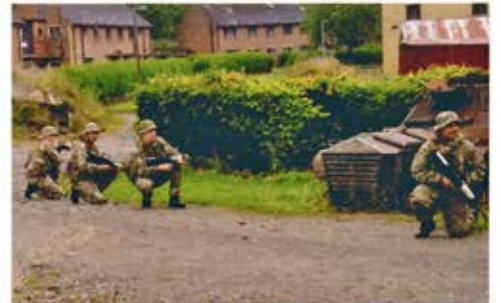
Some 40 Form 2 cadets went through their recruit induction at Barry Buddon, where the learning curve got ever steeper and the pressure increased. New skills, ranging from toilet and floor cleaning to weapon handling and drill had to be acquired quickly with recruits having to work as a team but also push themselves as individuals. The core values of DHSCF of courage, integrity, discipline, selfless commitment, loyalty, respect for others and indomitable spirit were outlined and explained to the recruits. By the end of the camp, all were aware of the importance of these values and standards not only to the CCF and the Army but also to life in general.



Summer Camp



In June the Contingent returned to Wathgill in North Yorkshire for annual camp. The weather proved to be somewhat more challenging than we had experienced the previous year. However, as expected, the cadets thrived on all the challenges they encountered and demonstrated considerable grit and resilience as well as indomitable spirit. These challenges included a 36 hour survival and tactical exercise as well as full bore shooting, adventure training and leadership activities.





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National Drill Competition Winners

Some serious hard work and dedication has netted the High School of Dundee's Combined Cadet Force (CCF) a national title.

On Saturday 26 August, a 13-strong drill team from the School defeated eight other squads from across the country to win the inaugural 51 Infantry Brigade Army Cadet Force (ACF) Drill and Turnout Competition at Glencorse Barracks in Penicuik.

The contest saw the teams perform a number of precise military drill sequences in front of the 51 Infantry Brigade Cadet Training Team, which organised the event.

Having been earned in competition against not just school CCFs, but also some of the typically much larger ACFs, the victory was a just reward for the special training which the pupils had been putting in since April, both in the course of their weekly CCF training days and the CCF Central Camp held at Wathgill over the summer.

WO2 Willie Nichol, who coached the squad, said, "The drill team have been training very hard since April, instructed by F6 pupils Sandy Neville, Max Strachan, Sam Strachan and Morven Wright and their performance was of a very high standard.

"All three judges were very impressed by the drill they witnessed with one commenting that the team's standard was at a level you would expect top recruits coming out of Sandhurst to be at."

"The High School cadets were founded in February 1918 so winning this national title is the perfect way to start a very special Centenary year for the organisation."





Children in Need

On Friday, 16 November 2017, pupils and staff at the High School of Dundee were spotted raising money for Children in Need!

Throughout the Nursery, Junior and Senior Years, spotty attire was to the fore as the School showed its spots to raise lots, £402.68 to be exact.

Children in the Junior Years also gave their support for Pudsey Bear's annual appeal by bringing in their own furry friends!



Marie Curie

ABSEIL

In May, seven High School of Dundee pupils took part in Marie Curie's annual charity abseil down Dundee University Tower Building. The 130ft structure proved no obstacle to the fearless pupils - Lois Winter, Shona MacTavish, Amy MacAndrew, Glenn Davie, Caitlin Mitchell, Fergus Sharpe and Senga Barron - as they overcame the challenge and, in the process, raised £605 for Marie Curie. And fellow pupil Sammy Simpson proved he was a photographer with a head for heights as he joined the plucky group at the top in order to capture some fantastic action shots!



STREET COLLECTION

In March, the school's High Helpers volunteered to do a street collection to raise money for charity. Five members of the pupil-led charity group were joined by local MSPs Joe Fitzpatrick and Shona Robison in collecting donations.



The RotaKids – Class of 2018

Rotakids have had a very busy year organising different events and raising money for various charities. During our first term we rolled out our Christmas Card fundraiser and made items to sell at the Christmas Fair. In Term 2 we raised money by planning a Penguin Challenge Day, which was enjoyed by all. We also helped in the Swimathon raising a whopping £2411.70. In our final term, following the success of last year's L7 Yearbook, we decided to go ahead with making a yearbook again for our present L7 pupils.

Good luck and best wishes to everyone as we all leave Junior School and move into Senior School.



Etape Caledonia

In May a group of six High School of Dundee staff members- David Smith, Phil Taylor, Federica Spiezia, Stephen Russell, Roy Middleton and Scott McBride- took part in the 85-mile Etape Caledonia. Phil Taylor fundraised for the event and raised over £600 for Marie Curie. The others also contributed to the charity by allowing staff in the school to bet on which order the participants would finish in!



Race for Life



Mud, the sun and kilometres proved no obstacle for members of the High School of Dundee community as they raised money for Cancer Research UK by taking part in the 2017 Race for Life events.

Staff, pupils, family members and friends took part on one of the hottest weekends of the year to complete sponsored 5km or 10km walks and runs. Some of the team also completed the 5K 'Pretty Muddy' obstacle course.

Among those participating in the muddy race were the team of Alisa MacDonald, Shona McTavish, Isla Archibald, Caitlin Jones and Caitlin's mum Christine. Meanwhile, the team of Hannah Levin, Lois Winter, Lucie Kelly, Kirsty Stewart, Claire Reid, Graham Reid, Emma Patton and Karlene Douglas raised £520 by completing the 5km or 10km races.



In June 2018, four Form 6 pupils and two members of staff took part in the Race for Life at Camperdown Park and raised £320.00 for Cancer Research UK. Mrs Murdoch and Miss Douglas completed the 10K run. Sarah Mathieson and Lucie Kelly completed the 5K event and Lois Winter and Caitlin Mitchell braved the Pretty Muddy event in the afternoon.

Charity Head Shave

In April, High School pupils David Bruce and Ruaridh Beaton raised more than £1,300 for Cancer Research UK by having their heads shaved!

Opting to undergo the chop on the Pillars in front of an enthusiastic breaktime crowd, the plucky duo were joined in braving the shave by PE teacher Christy O'Donnell, who had agreed to match the boys if they reached £1,200 in sponsorship, and History and Modern Studies teacher Craig Melia, who had pledged to lose his beard if they could make it to £1,000.



World Book Day Donation

Last term, the school handed over a bumper donation of books to Craigie High School. As part of World Book Day in March, Junior Years pupils were invited to purchase a book from a huge selection of Usborne titles which were on display in the library. With the publisher committing to donate, to a recipient of the High School of Dundee's choice, books to the value of 60% of the total ordered by the children, Craigie High School Librarian, Neil MacLeod, and some of his pupils, were able to select a fantastic £1250 worth of new publications for their school.



Swimarathon

In February, a trio of teams from the High School of Dundee made a real splash for charity by completing the 2018 Dundee Rotary Swimarathon!

The three six-person squads – a Junior Years Rotakids team, a staff team and, for the fifth year in a row, a 'Dippies' team – together raised more than £2400 for the Rotary End Polio Campaign and the My Name's 5 Daddie Foundation by swimming as many 25m lengths of the Dundee Olympia training pool as they could in 25 minutes.



Supporting Charities

This year the school have raised over £27,000 for various charities including: Cancer Research UK, MacMillan Cancer Care, Marie Curie, Poppy Scotland, SSAFA The Armed Forces Charity, BBC Children in Need, The Samaritan's Purse, Alzheimer Scotland, Teenage Cancer Trust, Maggie's Dundee, Muscular Dystrophy, Help for Heroes, Little Princess Trust, Mashimoni School, Chron's Disease, Save the Children, Wellchild, Unicef, Salvation Army, Cash for Kids, My Name's Doddie, Neonatal Unit at Ninewells Hospital and Stand Easy Productions.



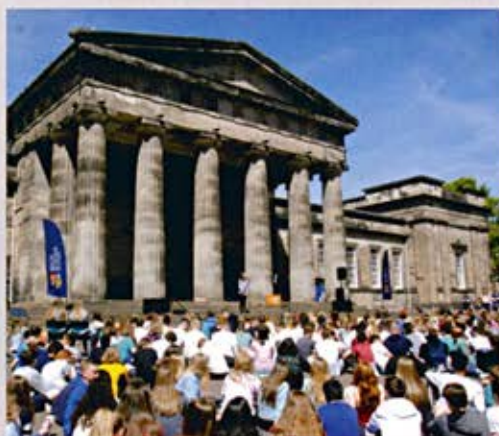
Little Princess Trust

In June, High School of Dundee pupils and staff members raised more than £700 for charity by having their hair cut. Pupil Lucy Arnold came up with the fantastic idea of organising for a group of kind-hearted volunteers to donate their locks to the Little Princess Trust, a charity that provides real hair wigs free of charge to children across the UK and Ireland who have sadly lost their own hair due to cancer treatment and other illnesses. After growing their hair in preparation, the members of the 12-strong collective have each now had seven inches cut off, with Mandy Sweeney and Hannah Allan from Oh So Gorgeous Hairdressing, having kindly volunteered to come in to school to help some of the pupils undergo the chop in stylish fashion.



Interact

This year Interact, the pupil lead charity group in the school, have raised £3066 for various charities by running their own events throughout the school year. These have included: a F1/F2 Halloween Disco, Christmas Fair car parking, Sparkle Day, a Staff Panto, Mother's and Father's Day cards, Candy Cane sales, a Burns Night, a Hollywood Ball and a Talent Show during the last week of term.



Maggie's Penguin Parade

The Maggie's centre is based in the grounds of Ninewells Hospital and provides free social, emotional and physical support to those with cancer and their families. The centre costs £540,000 a year to run and the Maggie's Penguin Parade aims to raise this amount towards the running of the centre. Individuals, businesses and schools have sponsored 80 penguins which are now on the streets of Dundee and beyond. In September these will be auctioned off at the V&A and the money raised will go to the Maggie's Centre in Dundee. The school have sponsored their very own penguin!

Money was raised to sponsor the penguin through the Junior School Nativity, a collection at the Christmas Carol Service, a Bingo Night and a Penguin Day in the Junior School and Nursery.

The successful Bingo Night in March was organised by the High Helpers in the Senior School and was attended by 200 people! It raised over £1300 towards the penguin.

Penguin Day

Children in the Nursery were not to be left out of the school's Penguin related activities and they helped the School's efforts to raise money for Maggie's by taking part in a special Penguin Challenge Day.

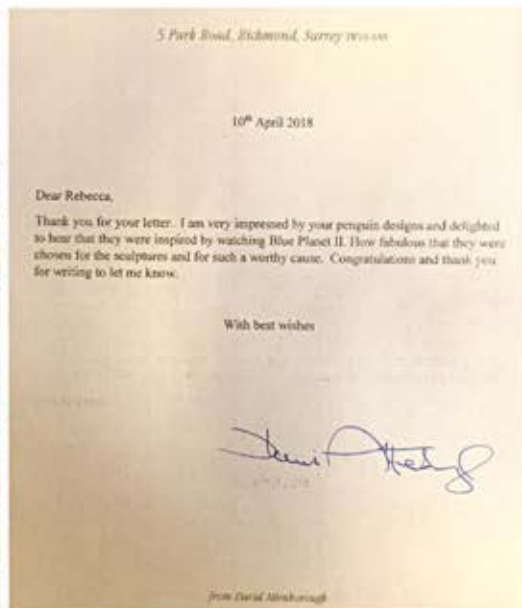
The children were asked to make a donation in order to sport the official penguin colours of black and white, before having the chance to take part in themed activities which included origami and Rotakids-produced Penguin Drive games.



Rotakids then organised a Penguin Day in April which involved the Nursery and Junior School pupils dressing up as penguins and completing penguin activities during the school day.



Charities and Community Outreach Coordinator, Karlene Douglas, then launched a design competition at assemblies which was open to the Nursery, Junior School and Senior School to submit entries to design the school penguin. The winner, Rebecca Hamilton, was inspired by the TV series Blue Planet II, presented and narrated by Sir David. So she wrote to the legendary naturalist to tell him all about her design and the Penguin Parade...and was both astounded and delighted when he sent a letter back!



In May and June the penguin was painted by Form 6 pupils Joanna Brunton, Lily Bircham and Morven Wright before being taken to the spray factory to be made weather proof. Meanwhile, the school filmed a promotional video for the penguin which got the whole school excited about the parade. The Blue Planet Penguin was then unveiled outside the school gates just in time for pupils and staff to give it a warm welcome before heading off on vacation. The summer guest on Euclid Crescent is proving a popular visitor attraction already!

Rebecca's Story

My penguin design was inspired by Sir David Attenborough's Blue Planet II. It expresses the current worldwide problem of the amount of plastic and pollution in our seas and oceans. When I wrote to Sir David Attenborough, I explained my design and the concept behind the artwork as well as giving him some information about the Penguin Trail and the worthy cause that it is supporting. I explained how the penguin sculptures are to be auctioned in September to raise enough money to run Maggie's Centre for a whole year. When I wrote my letter, I didn't expect him to reply and was extremely surprised and delighted when his letter dropped through my letterbox shortly before the Easter holidays! I was very excited and shocked to receive feedback as I know that he is constantly busy with newer nature programs and interviews. In the reply, he told me that he was impressed by my design and that he was pleased that it had been inspired by his recent television series. He also conveyed his support for Maggie's Penguin Trail Project. I feel very honoured that he showed an interest in my work, as I am a huge fan of all his wildlife documentaries. I have just sent him another letter with some photographs of the penguin in its position in front of the school gates and an update on what has happened since I last wrote.

The penguin sculpture was painted during the weeks before the summer holidays, mainly by advanced higher students. They were ably assisted by the 'The Penguin Club' who met every lunchtime in Mr Kerr's room to progress the sculpture. The finished penguin was a group effort and appears to be popular with penguin trail visitors. I will miss it when it goes as I think that it brightens up the school entrance but I hope that it raises a lot of money for a very worthy cause.



Dundee Foodbank

Every week, a group of us have been volunteering for the Dundee Food Bank doing a range of activities. Having opened in 2012, Dundee Food Bank is the largest in Scotland and supports a huge number of individuals and families across the city. On some weeks we travelled up to the warehouse to organise donations, giving us a direct insight into the items that go into parcels. This proved helpful for our main project - making recipe videos surrounding food that is typically part of food parcels, demonstrating the methods and allowing food recipients to utilise the



food that they receive and cook their own hot meals. For many of us, this was the first experience we had in making recipe videos, but the most challenging aspect was formulating recipes that strictly involved the food usually donated to the food bank.

Though this took some adapting and brainstorming, we managed to come up with wide array of recipes, such as corned beef pasties, chicken curry, breaded tuna fishcakes, and chocolate crispy cakes. We also spent time trimming and editing the videos so that they can be played at the food bank, and creating the recipes to distribute amongst food parcels. Contributing to the work of one of the busiest food banks in the country was a rewarding and engaging experience, and we enjoyed filming and cooking the meals that we created and gaining the basic skills to edit the videos.

Ready, Steady, Cook!

Some High School of Dundee pupils have been focusing on their culinary skills in aid of Dundee Foodbank.

Over the course of this school year, as part of their enrichment activities, a group of seven S5 and S6 pupils have been spending time volunteering for the charity.

In addition to helping out at the Foodbank warehouse, the youngsters have been putting their cookery, filming and video-editing skills to good use by producing a series of home cooking demonstration videos using, primarily, ingredients found within a typical food parcel.

The project came about after staff and volunteers at Dundee Foodbank noticed that many people using the service had shared their experiences of struggling with cooking, especially when living on such low budgets. As a result, the Foodbank decided to create some resources to help break down the myths that it's a difficult, time-consuming, and expensive endeavour.

Work had begun on producing a cookbook to provide inspiration and ideas about some of the meals that could be made using typical food parcel ingredients, when the suggestion was made to go one



step further and put together a cookery demonstration video that could be played at the Foodbank centres to allow people to see how quick and easy cooking can be.

The High School pupils jumped at the chance to take the task on, and, after they recently added the final touches, their DVD is now ready for screening.

Michael Calder, Stock Co-ordinator at Dundee Foodbank, said, "The students were fantastic. They took complete ownership of the initiative. I simply briefed them on the idea and they took it from there.

"They devised their own recipe ideas, cooked the meals, filmed the process, and then edited the footage to create the final video which they are now handing over to us.

"We had this idea of cookery demonstration videos for some time but did not have the time or capacity to create it. I have been very impressed with the skills, ingenuity, and enthusiasm these students have displayed.

"On behalf of Dundee Foodbank, I would like to express my sincere thanks to these students. They are a credit to their school and their efforts perfectly reflect

2018 as the Year of the Young People. I would also like to express my sincere gratitude to the High School of Dundee for their continued support of Dundee Foodbank."

Karlene Douglas, Charities and Community Outreach Co-ordinator at the School, added, "It was great to hear the pupils' personal reflections on what it must be like to rely on foodbank parcels.

"When the pupils then visited the Foodbank warehouse and sorted the food, I think the sheer volume of donations brought home to them to vast number of people in the city that rely on the work of the Foodbank. The pupils found the experience invaluable."

MacMillan World's Biggest Coffee Morning

During their morning interval, pupils in F1-F6 raised money for MacMillan Cancer Support's World's Biggest Coffee Morning by snapping up the tantalising treats on offer at a bake sale on the Pillars.

Teacher and Charities and Community Outreach Coordinator for the School, Claire Reid, said, "There was a huge range of delicious home baking on offer and I'd like to thank all the pupils and staff who contributed to that. And of course I'd like to thank everyone who made a donation in order to sample it!

"It was fantastic to again be able to support such a worthy cause."



Chess Club

Every Thursday lunchtime our budding grandmasters from the Senior School met in Mr Middleton's room to test their tactical openings and defensive strategies against each other. Sixteen pupils competed for the Beckingham Trophy and it was Josh Cargill F5 and Rishabh Akula F1 who met in the final of the knockout tournament. Grandmaster Cargill managed to outwit the much younger Grandmaster Akula and successfully defend his title. Well done to both players and also to the other fourteen entrants.

Grandmasters Josh Cargill and Rishabh Akula in deep thought in the final of the Beckingham Trophy.

Grandmasters Josh Cargill and Rishabh Akula in deep thought in the final of the Beckingham Trophy.



Five finals, one trophy and numerous trains

When a star team, such as Ivan and Steven – both Scottish internationals in 2017 and of whom more later – sets off to university, there's sometimes a brief moment of 'Now what?' amongst the less experienced debaters still at school. This year's group of speakers, both senior and junior, saw to it that that moment was brief indeed. In September we made our 14th annual expedition to the Northern Junior Debating Championship which is always excellently run by RGS Newcastle, where Alex Fish F4 and Dominic Westwood F3 broke 2nd= on speaker points out of 96 competitors. This was swiftly followed by the senior tournament at Glasgow University Union, at which Alex and Bogdan Kapelyukh F5 broke top but lost the final to a team containing an experienced international.

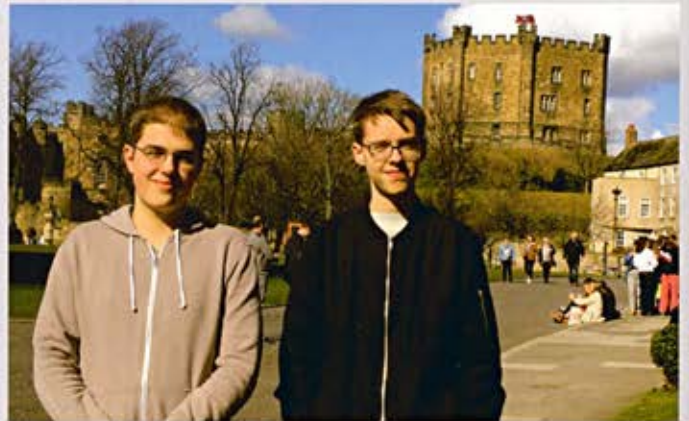
There was then a bit of a hiatus while Mrs McGrath and her brand-new hip attempted to direct operations from home, acknowledging very gratefully the help provided by a range of colleagues who ran heats and ferried a variety of speakers to where they needed to be. Full-blown action resumed in the New Year when the School hosted not only the traditional Oxford qualifier but also the Scotland-wide qualifying day for the International Competition for Young Debaters, at which Dominic, with Ksenia Kapelyukh F2, broke ahead of all the competing teams. Extra fun was had that day when a team failed to turn up, thus affording Alex – who had simply volunteered to provide logistical assistance – the opportunity to 'ironman' his way through three rounds, giving both 1st and 2nd speeches for a 'team' and topping the tab, to the chagrin of the only-slightly-younger junior debaters.



Then it was into the long-distance travel period. Still a little short of the heavyweight experience required to break at UK-wide tournaments, Alex and Bogdan nevertheless acquitted



themselves well at the 108-team finals day in the Oxford Union and had their first glimpse of some historic venues. They are seen – in the distance! – with Mrs McGrath in the majestic surroundings of the Old Library. At the Durham tournament a fortnight later, they moved up to finish 30th out of 124 teams. Having come through three qualifying rounds in the ESU Mace, they knocked out a team of two internationals in the semis in Edinburgh and then lost the final to the Watson's team who went on to win the International Mace for Scotland.



By the end of second term, with SQA exams looming, things generally go a bit quiet for debaters. This year, the juniors weren't having any of that. With the huge range of activities available to pupils at HSD, it was not surprising that Ksenia could not have Dominic as her partner for two out of the four competition days as he was 'up a hill with the Duke of Edinburgh'. This did not prevent Ksenia and Sneha Sripada F2 from having an excellent day out at the Auld Hoose 36-team competition at Robert Gordon's, whence they returned with the trophy. The formal uniform photograph shows off Ksenia's prize for being the best F2 speaker, but we prefer the happy one taken on the train home! Out of shot in the adjacent seats are Isla Hutchinson and Sahar Jafferbhoy F1, who have spent the year participating in five competitions, assimilating the beginnings of debating, and had great fun in the process. In May, Ksenia and Sneha also reached the final of the



Craigmount High School annual tournament, which they lost on a 3-2 split, with Ksenia tabbing 4th out of 80 speakers, while Isla finished a highly creditable 20th.



At the ICYD finals day at the Oxford Union, Dominic and Ksenia proved exactly how it is that debaters learn best from competing. They've heard all about Lauren Pringle, who was Head Girl in 0809 and went on to be President of the Oxford Union en route to her First in Law, who was reminiscing at her recent wedding about prepping, aged 12, for her very first debate on 'This House Would abolish NATO'. A pilgrimage in the Union building was made to her official photo.



This tournament most certainly justified its title of International Competition for Young Debaters; speakers included a pile of Canadians, a number of Greeks, two Hungarian teams, Team India and one of their WSDC



coaches who is now at Harvard, several Irish, and a team from the German-Swiss International School in Hong Kong, who broke top and won the final. In the first round in the Old Library, Dominic and Ksenia encountered two Canadian teams all clad in jacket, shirt, tie and an aura of self-confidence, a Greek team, and an Irish judge who ended up chairing the final panel. They did very well to take the 3rd and got some excellent feedback. Confidence grew across the next two rounds as they managed a 2nd, and then a 1st from a Singaporean judge who is a former world champion. This put them in a live room for round 4, with two different sets of Canadians and an Irish team, judged by a former member of Team England. They didn't manage to win that one, which would have taken them into the semis. But then Ksenia was two years younger than most of the overseas competitors! It was an excellent experience for them all round to meet so many high-powered people and get a whole range of critical advice, and the pair of them finished 15th= on tab out of 120 speakers.

Having come through three rounds of the ESU competition under the tutelage of Mrs Ovenstone-Jones, whom we are extremely sorry to lose, Dominic and Ksenia then put in a storming performance in the semi to recompense Mrs McGrath for having to drive them to Kilmacolm on a school night, but had a slight nervy wobble at the final in the ESU Gallery. All part of the learning curve!

The last evening of the year was in June, in the Parliament chamber, at the final of the Law Society tournament. An invitation arrived from the organisers for Ivan Kapelyukh, now studying Computing Science at Imperial College London and already in charge of all their debating, and Steven Roy, a Computing undergraduate at Durham who is building an impressive CV in tabbing the major university tournaments, to sit on the judging panel. Bogdan's contribution in the floor debate, on whether or not assisted suicide should be legalised, stunned the chamber into awed silence and was a magnificent example of how debating can equip pupils with the ability to speak with confidence in any situation.

Want a bit of that confidence? Lots of fun travelling all over the place and competing against pupils from across the UK and beyond? Being constantly on the lookout for useful information about politics, social policy and international relations, in order to think on your feet and use this knowledge to justify and develop persuasive arguments? Come and see Mrs McGrath.



ENTERPRISE

Hands on learning in Business Education. In order to appreciate some of the issues faced in business, the pupils take part in a number of role plays, practical demonstrations and enterprise activities.



A quality control check being undertaken by an *autocratic* manager from Company 1, as part of their Christmas angel production line. The manager is not impressed!



Company 2 employed a *democratic* quality assurance process and produced much better results.

The popular blind product test for taste, texture and appearance. Crisps from a wide range of brands are sampled and analysed by the classes. The pupils always once brand immediately but the others are often a surprise.



Form 3 Economists had fun making fantastic models of the circular flow of income as the perfect way of remembering how the economy inter-links.



Investigating the implications of organisational structure by modelling the layers of hierarchy and span of control involved in the different designs.



Enterprise activities are organised throughout the year for Senior pupils. There are currently fewer inter-school competitions due to budget controls so we are organising more internal groups and challenges. We are also developing cross-curriculum ideas and the trialed a new Form 1 Sports Bar competition successfully this year.

Showing great teamwork and creativity during the new Form 1 Enterprise Challenge. The pupils have only 30 minutes to take a concept and come up with an innovative and commercially viable idea.



Form 5 Enterprise Day formed part of the post exam programme. It required the randomly selected teams to think quickly and work effectively to complete the 5 hour challenge. The winning team stood-out for their integrated design, flavours and pitch for their idea of Strawberry, Elderflower and Champagne preserve. Strawberry with Lemon and Lime was the inspiring combination for the team awarded most creative. The taste was very impressive and the flavours worked incredibly well together. The most commercially viable award went to the 80th Anniversary Summer Fruits team. They combined pomegranate, passion fruit, strawberries and blueberries to produce a special edition, tasty jam as an anniversary celebration.



The Form 1 Enterprise Club aims to encourage entrepreneurship in our pupils. Each year the main focus is to sell cakes during open morning. This allows the pupils to practise production, marketing and sales.



This year, the pupils produced a great range of cakes and cookies to sell. What is more, they thought about how to layout their products and the importance of speaking to customers. The most enjoyable part of the sale was running around with trays selling to as many people as they could find.

This positive experience whetted their appetite for more. In February the pupils decided to do a Valentines Pancake sale on the Pillars. This created the opportunity to work with the Health and Food Technology Department to produce the perfect pancake. The result was many lessons learned about the importance of practising making your product before the production day. Nevertheless, with the help of Mrs Ross and Mrs Anderson, they were able to produce appetising pancakes to sell. The sale was a great success with the pancakes selling out before the end of interval.

The pupils who have taken part in the Form 1 Enterprise Club will have learned a lot about teamwork, marketing, sales and production. We hope that this will encourage them to be enterprising in everything they do.

Form 5 Social Enterprise - It was a very busy year in Form 5. We had five teams of pupils setting up social enterprises to raise funds for the Archie Foundation. They all had a stand at the Christmas Fair and were tasked with developing, manufacturing and marketing their products. This year we had hand-made crackers, cakes and Christmas decorations. Everyone learnt a great deal through the process and even managed to make over £300 for the Archie Foundation.

Form 6 Social Enterprise - Form 6 started a new internal challenge this year. Two companies were formed at the start of the year. Each then began by presenting their product ideas at assembly in order to raise some initial capital. Once they had some seed capital, they negotiate deals for raw materials before production started. Finally, an array of marketing activity was developed in order to build awareness and boost sales.

One team, aware of the problems of plastic and the high usage for packed lunches, developed a reusable sandwich wrap and napkin. The second team decided upon cakes in a mug. Ingredients were prepared into ideal stocking filler bags, ready for popping in a mug and simply microwaving.

The teams had tight deadline but enjoyed the pressure and demands on effective teamwork. They had excellent stalls at the Christmas Fair and made over £200 for the Archie Foundation.

Student Investor Challenge

Every year we encourage our Form 5 and Form 6 pupils to take part in the London Institute of Banking and Finance Student Investor Challenge. This competition gives each team of four a virtual £100,000 to invest in the FTSE100. The pupils must manage their investments in an attempt to maximise their profit over four months. This involves a great deal of teamwork because they have to discuss what to buy and when to sell. They also have to understand company and economic news to predict trends in the stock market.

We had several teams entered into the challenge, but one team stood out from the rest. The Investars run by Sid Sripada, Struan Gow, Nick Findlay and Peter Robertson immersed themselves in the competition. From day one they would be analysing the morning business news and deciding what to sell and buy. Despite a few ups and downs on the way. The team managed to finish the first round in the top 500 team in the U.K. thus gaining them a place in the Semi Finals. Unfortunately the boys didn't make the cut for the finals, but should be rightly proud of their efforts. They have set the bar high for future years.

NSH

Silver Crest Award

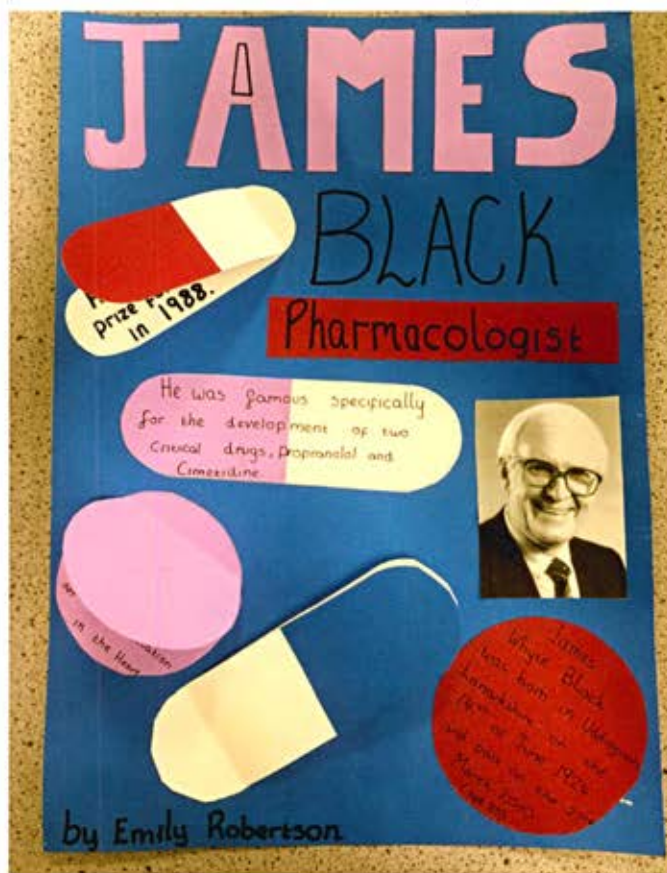
Brian Lim (6WA2) was awarded a CREST Silver Award, in March, by the British Science Association for his project entitled "Flame colours of Different Metal Ions." The CREST Awards are the "only nationally recognised accreditation scheme for project work in STEM (Science, Technology, Engineering and Mathematics) subjects." A Silver Award is externally assessed and encourages pupils to solve problems through their own experimentation, rather than just following a set of instructions. Brian's initial aim was to create a rainbow flame by combining a number of flame tests together. As an excellent and enthusiastic practical chemist, Brian particularly enjoyed researching the best way to produce a consistent and very visible flame using different alcoholic solutions of a number of metal compounds. Flame tests can be used to show the presence of different metals in substances, by displaying characteristic colours. For example, copper gives a blue-green flame when heated in a roaring Bunsen burner flame, whereas strontium gives a red colour and potassium a lilac flame. These colours are already utilised in fireworks and also analytical chemistry.

Once the practical aspects of the research had been completed, Brian compiled his results, underlying chemical explanations and conclusions in a written report. This was submitted to the British Science Association who agreed that it was worth of their CREST Silver Award. Brian received this during an Advanced Higher practical class, where he demonstrated his favourite flame test, copper, to his peers.



Poster Competition

All of Form 2 pupils produced posters celebrating the work of Scottish Chemists. The top posters from each class were displayed at Open Morning and our visitors on the day cast their votes for the best poster. It was a close competition with many visitors commenting on the high standard of work, but when the votes were counted, Emily Robertson's poster about James Black came out on top.



Spectroscopy in a Suitcase

In January, a group of Postgraduates Chemistry students from the University of Edinburgh presented a Spectroscopy workshop for our Advanced Higher Chemistry pupils yesterday. The workshop was part of the Spectroscopy in a Suitcase programme from the Royal Society of Chemistry, which gives pupils hands on experience of using state of the art analytical equipment. Pupils helped to solve a murder using infra-red spectra and u.v-vis spectrometry data they generated themselves.

Head of Chemistry, Dr Phil Taylor said "Spectroscopy is an important part of the Advanced Higher course but the equipment is too expensive to be available in schools. This workshop gave our pupils an opportunity to use real-life contexts to demonstrate the applications of the techniques and gain experience of running infra-red spectra. The pupils will also be able to analyse their own

samples, since the University have loaned us the equipment for a week. Many of the Advanced Higher pupils have synthesised compounds as part of their Investigation and would not usually be able to generate their own infra-red spectra."

The student workshop was followed by a staff training session. Dr Taylor had opened this up to teachers from local schools and was pleased to see that chemistry teachers from both Dundee and Angus schools were able to attend.





L1 Chemistry

We went to the Chemistry lab to see how metal is formed from rocks. It was real cool! Dr Taylor heated crushed rocks until metal appeared!

I liked seeing the bunsen burner.

We all looked great wearing safety goggles. We couldn't do the experiments until everyone was wearing them.

I saw lots of chemicals.



Royal Society of Chemistry Schools' Analyst Competition

The team of Struan Gow, Shona MacTavish and Sid Sripada travelled to Robert Gordon University in Aberdeen on 9th March to take part in a number of analytical challenges against teams from other Scottish schools. This is what they got up to in their own words...

The first experiment involved identifying what painkillers a victim overdosed on using Thin Layer Chromatography. Firstly, we dissolved a known mass of each tablet into extracting solvent. Then, using capillary tubes, we spotted chromatography paper with each of the three solutions and the unknown sample. The paper was left in a beaker with developing solvent. The solvent then ran up the paper, dragging the painkillers with them. Then we examined the distance each spot travelled under ultraviolet light. This allowed comparison between the unknown tablet and the three known by measuring the distance the spots had travelled, relative to the distance the solvent had travelled. We concluded that the victim overdosed on aspirin and ibuprofen.

The second experiment involved identifying the concentration of a vinegar sample. A pH meter was used for an accurate reading of the pH. The pH meter was calibrated before the experiment by mixing it in pH4 and pH7 buffers. The vinegar sample was then diluted several times. We set up a burette with sodium hydroxide and added 1cm³ each time recording

the pH. We continued this until a total of 20cm³ of sodium hydroxide was added. The pH values allowed us to plot a graph and determine

at which point the vinegar had been completely neutralised. Using this volume we calculated the number of moles of sodium hydroxide and—using a one to one ratio—the number of moles of vinegar was established. This allowed us to calculate the concentration of vinegar.

Our last experiment involved the use of colorimetry to identify of an unknown concentration of copper sulphate. By mixing standard solution of copper sulphate, ammonia and water we were able to measure the absorbance of solutions. The stronger solution had the higher absorbance as light is blocked through the colorimeter. This then gave us a line of correlation between concentration of copper sulphate and absorbance. Using the colorimeter we found the absorbance of the unknown solution which—using our graph—led us to the concentration of the sample.



UK Undergraduate Ambassador Scheme

Every year in the Autumn term, the Chemistry department welcomes Undergraduate students from the University of St Andrews. The students are in their final year of study in a Science degree, usually Chemistry or Geology, and visit school once a week until Christmas to gain experience of science communication in a classroom setting. This year three students joined us and each completed a different project with groups of our pupils.

Chloe Long worked with the L6 and L7 Science club solving crimes in a Forensics project. They made keyhole spyglasses, studied fingerprints, made their own invisible ink and analysed unknown white powders during their investigations.

One F2 class was given the task of producing a soundtrack and lyrics for a Chemistry rap by Rachel Gray, a keen musician and Chemist. They collected sounds using laboratory equipment and then produced lyrics to help their revision of the Chemical Reactions topic before recording their rap in class.

Kirsten Buchan, a geologist, worked with a F1 class to test soil samples collected at Mayfield. They conducted some tests themselves in the school lab, but also sent samples to Strathclyde University for Inductively Coupled Plasma Atomic Emission Spectroscopy, to measure the levels of different elements present.

Garden Party

In June, children at the High School of Dundee Nursery mark the end of their time there with a garden party at the Mary Lily Walker Building.

The annual celebration always sees proud parents and family members watching the youngsters enjoy their singing, having a piece of a specially prepared 'graduation' cake, and, as a cuddly memento of their pre school days, receive their very own Nursery bears to keep.

As the nursery staff always remark; "It's a day of mixed emotions for the Nursery staff as we are sad to see the children move on, but delighted to reflect upon the growth and development which we've witnessed in them.

All of us we wish them all well as they move on to begin the next exciting stage in their lives.



Top of the Bench

Throughout the year, a group of enthusiastic Chemists have been swotting up their knowledge to prepare for the Top of the Bench Chemistry competition. Previous F5 and F6 participants, Brian Lim, Asad Jafferbhoy, Caitlin Mitchell, Sid Sripada and Luke Wyatt ran the revision sessions at lunchtime. In competition, the pupils won a number of rounds against different schools to reach the regional final held at St Andrews University at the end of January. Unfortunately, they were unsuccessful on the day, but put in an excellent performance. Competitors played in teams of four in each round and the pupils involved during the year were Evie Campbell, Zoe Faloon and Ross Mauritzen from Form 2. In Form 3 Ethan McColgan, Innes Chalmers, Roudah Khan and Dominic Westwood and in Form 4 Mike Anderson, Charvi Kanodia and Eilean Mauritzen.

In light of their experience this year, the pupils decided to review the material they had been using in their preparations and have now produced a newly updated resource for next year, and beyond. They have taken real responsibility and ownership of this endeavour and, hopefully, this will lead to further success in the future.

Burns Night

On the 19th of January the school celebrated its annual Burns' Night with speeches, songs and dancing. Guests were welcomed in by Robbie Coupar's expert bagpiping, before they enjoyed 'The Address to the Haggis' by Aengus McCrimmon, 'The Immortal Memory' delivered by Joe Carstairs, 'The Toast to the Lassies' by Nicoll Butter and 'The Reply From the Lassies' by Hannah Cowieson. All of these speeches were well-prepared and delivered to increase the amusement of the audience. Charlotte Jennings, Ruairidh Cowieson and Kirsty McRobbie sang a beautiful selection of Scottish ballads during a delightful musical interlude. A ceilidh followed with teachers and pupils kicking their heels up and celebrating the life of Robert Burns in style.

Lois Winter



Form 1-3 Burns Recitation Competition



The standard and musicality of the renditions of Burns' poems were very high this year. The winner, Sneha Sripada, put heart and soul into a moving performance, bringing a tear to the eyes of the adults in the room. Other excellent speakers were: Ksenia Kapelyukh, Isla Hutchison and Zoe Faloon. Ksenia's performance came a close second in the competition.

English Speaking Competition



Emily Dickinson claimed: *"I know nothing in the world that has as much power as a word. Sometimes I write one, and I look at it until it begins to shine."*

Now, one group of pupils from F1-6 who are clearly well versed in the power of spoken words are those who participated in the English Speaking Competition. A F2 audience were delighted to hear a very broad range of subjects covered from affirmative action, to being bi-lingual and inspiring words.

Judges (Eddie Small, lecturer in Creative Writing and History at Dundee University; Donald Gordon, from our Board of Governors and Dr Halliday) had a dilemma as they consulted to agree on the winners, but decided on the following outcomes...

In the Junior Category, Sneha Sripada's edifying speech on 'Time' won and in the Senior Category Bogdan's educative speech on 'A History of Happiness' and Emily Baxter's talk on 'Women in Sport' were the joint winners.

Geography in action ...



In September the Advanced Higher Geography pupils embarked on a series of field work investigations looking at the challenges facing a busy Mediterranean destination. Based in Sitges, they looked at the conflicts created by Mass Tourism in the Mediterranean, the challenges of resource security in an area with intermittent rainfall patterns and the unrest in Barcelona since the Catalonia Referendum.



Higher Environmental Science pupils were delighted when the Geobus made a scheduled stop at the School to enable staff from the University's Earth & Environmental Sciences department to help the youngsters begin digging into the subject of geology.

Taking part in a workshop, the pupils embarked on a journey through the Rock Cycle, discovering the forces that shape our planet and learning how geologists study earth processes by examining different types of rocks and deducing their history.





In November a large group of Higher Geography pupils dared to step on Europe's most rapidly eroding coastline in the name of geographical research. Pupils carried out a number of research field techniques to assess the causes of coastal erosion, the impact of this on the Yorkshire coast and what can be done to minimise disruption to the many people who live here and the thousands of tourists who visit every year.



In April, F3 pupils set off on a trip around Dundee. They started at the Waterfront development, then on to the CBD and out to the rural urban fringe. It was a day of discovery for the pupils, visiting some areas of the city they have never ventured to before. They returned to school with a smile on their faces and plenty of data to use for their NAT 5 geography assignments.



F2 pupils play a Palm Oil Plantation Game as part of their topic on 'People and the Planet' in Geography. This particular resource was created by Chester Zoo, who tweeted that they were very happy to see it being used in a Scottish classroom. The winning team saved valuable rainforest land due to their carefully thought out decisions.

Design a Lunch

For the fourth year as part of the F2 Curriculum, pupils carried out a Food Technology project in conjunction with Chartwells. Pupils learn about the stages in Food Product Development and design a dish suitable for lunch time service at the school Dining Hall. This year pupils prepared and served their dishes to both Junior and Senior Years, over 350 portions! Very positive feedback was received from F2 pupils, Chartwells, teaching staff and SLT.



L3 Egyptians

Children in the Junior Years have been finding out about various aspects of one of the most captivating civilisations in world history!

As part of a special 'Egypt Day', pupils in L3 made a colourful mosaic of the famous 'Eye of Horus', played the board game 'Senet' and made traditional Egyptian flatbreads, along with decorating bags with hieroglyphic designs to put them in.

The day's activities were the culmination of a classroom project on ancient Egypt.



On Wednesday, 9 May 2018, L3 visited Mrs Ross and Mrs Anderson in the Home Economics Department. We made Egyptian flatbreads because our Environmental Studies topic last term was Ancient Egypt. The Egyptians used flatbreads as a plate which they could then eat after they had finished their meal. The ingredients were flour and yoghurt and the flour was poured into the yoghurt slowly and mixed to make a dough. We flattened out the dough to make a flatbread then we put it in the oven for a few minutes to bake on either side. We also got to decorate our own bags with our names in hieroglyphs so we could take the flatbreads away. They were delicious. While we were there, we also got an Egyptian headdress to wear. We enjoyed this lesson very much.



Energy Bar Project

Form 1 pupils were involved in an interdisciplinary project. The project involved two curricular areas with Health & Food Technology and Business Enterprise, where pupils learnt about product development, marketing, costing and sales. Pupils created their own recipe for the energy bar. Pupils then calculated the nutritional analysis and cost of their product. Pupils were then asked to give their sales pitch 'Apprentice style' to a panel, where finalists were chosen to sell their bars at Sports Day. The winning group was judged on the most profit made at Sports Day. All proceeds were donated to The Archie Foundation Charity. The project was a fantastic opportunity for pupils to learn about the foods they eat and the energy they obtain from certain food groups and also all the areas involved in Food Product Development. The pupils were fully engaged and loved the competition. We hope to continue the project next year.



High School Chefs

A budding High School of Dundee chef has enjoyed success in a national cookery competition after serving up an impressive demonstration of her skills.

Katie Tonks took the runner's-up spot in the Scottish Region final of the Springboard Future Chef competition at Dundee College with her mouth-watering main of steamed hake with salmon gravlax, savory cabbage with bacon and fondant potato, followed by a delicious dessert of strawberry sorbet with a toile basket.

Katie's success was all the more impressive given that she was the youngest competitor in the Scottish final. And, after impressing the industry judges to the extent that one of them – Head Chef of the Dundee Hilton Doubletree, Raymond Sterpaio has volunteered to mentor her, the F3 pupil now has another invaluable ingredient to add to her culinary skills mix going forwards!

Milly Houstoun F1, Katie Tonks F2 and Jason Pan F3 all reached the District final in the Rotary Young Chef competition in February. They demonstrated exemplary culinary skills and represented the school superbly. We hope they will compete again next year with other new entrants.



The Great High School of Dundee Bake Off

Fans of the Great British Bake Off had something else to whet their appetite when the School's very own version kicked off in September.

A brand new chapter in High School culinary contests got off to a sumptuous start with an inventive Signature round in which the creative contestants had to produce story-themed cupcakes.

Seven pupils progressed to a deliciously challenging Technical round in which they were given the task of making a Swiss Roll, using the same ingredients and method but with no timing given for the baking!

Shaista Okhai (F6), Melissa Mitchell (F3) and Rebecca McConnachie (F3) proved that their instincts were spot on as their perfect puddings earned the favour of the judges and won them places in the grand final.

In the end it was Melissa who was in baking wonderland after her Mad Hatters Tea Party inspired entry into the story-book themed Show Stopper round earned her the much sought-after title.

Lesley Ross, Head of Health and Food Technology, said, "We were delighted by the extremely high standard on display throughout the competition, the participants demonstrated real creativity and imagination."



Flower and Food Festival

Children at the High School of Dundee Nursery won an award at the Dundee Flower and Food Festival with their fantastic miniature representation of Camperdown Wildlife Centre. Their model won them 1st prize in the P1 age and under competition to create a model of a historical Dundee scene.



Taster Cafe - Open Morning

An array of edible delights were prepared for Open Morning 2017 by our N5 Hospitality pupils show casing their culinary skills at the Taster Cafe. Pupils produced Pimento Cheese Olives, Rainbow Meringues with Mascarpone Cream, Parmesan and Parma Ham Palmiers and Chocolate Caramel Creams. Over 800 canapés were produced, helping pupils to gain an insight into Event Catering.



Statistics conference

On the 6th of March 2018 Dr Spiezia's Advanced Higher Statistics class attended the annual Statistics conference for pupils and teachers held at Dollar Academy. The pupils involved were Simon Burnett, Caitlin Mitchell, Alastair Munnoch, Anoushay Okhai, Shaista Okhai, Josh Small, Janey Speed and Robert Withers. They were accompanied by Mr Hodgson from the Maths department who braved the adverse weather conditions and drove everyone safely to and from the venue.

This annual event brings together pupils and teachers from all over Scotland for a day of presentations, discussions and valuable insight into the course and assessment. The main speaker at the event was Mr Peter Edmond, Principal Assessor for the SQA Advanced Higher Statistics course. He gave advice to pupils and staff about the SQA exam and he also demonstrated the use of graphical calculators in the statistics context



Enterprising Maths

On 21 September a team of mathematicians from the High School made the trip to Hutchesons' Grammar School in Glasgow for the independent schools' qualifying round of the Enterprising Mathematics in Scotland competition. The competition is for teams of pupils from S3 and S4, and the High School was ably represented by Ethan McColgan F3, Dominic Westwood F3, Cosmo Bobak F4 and Edward Appleton F4. The team had to solve various maths problems as a team and then work in pairs to solve various maths games and puzzles (including the Rubik's Cube) before the traditional finale of a maths relay. The High School team scored highly in all three rounds, but finished just outside the qualifying positions. The boys reported that it had been an 'enjoyable but stressful day'.

Maths wi nae borders

As part of the inaugural Maths Week Scotland in September, classes from across the school took part in the 'Maths wi nae borders' competition. Inspired by the annual 'Mathématiques sans Frontières' contest, this was open to all classes in Scotland. Pupils had to work together to submit a class set of solutions to five problems, one of which was written in Gaelic or Scots and had to be answered using at least 30 words of that language. Pupils enjoyed working together to solve the problems in teams, even constructing the 3D challenges, and they were relieved to find at least on Scots speaker in each class!



Scottish Mathematical Challenge

The Scottish Mathematical Challenge consists of two rounds of problem-solving questions issued over the course of the year, and pupils are awarded marks not just for correct answers but also the quality of their mathematical argument. Twelve pupils received awards from the SMC for excellent solutions across all ten questions:

Gold: Brian Lim, Ethan McColgan, Charvi Kanodia, Isla Hutchinson

Silver: Sid Sripada, Archie Macdonald, Zamin Okhai, Sneha Sripada

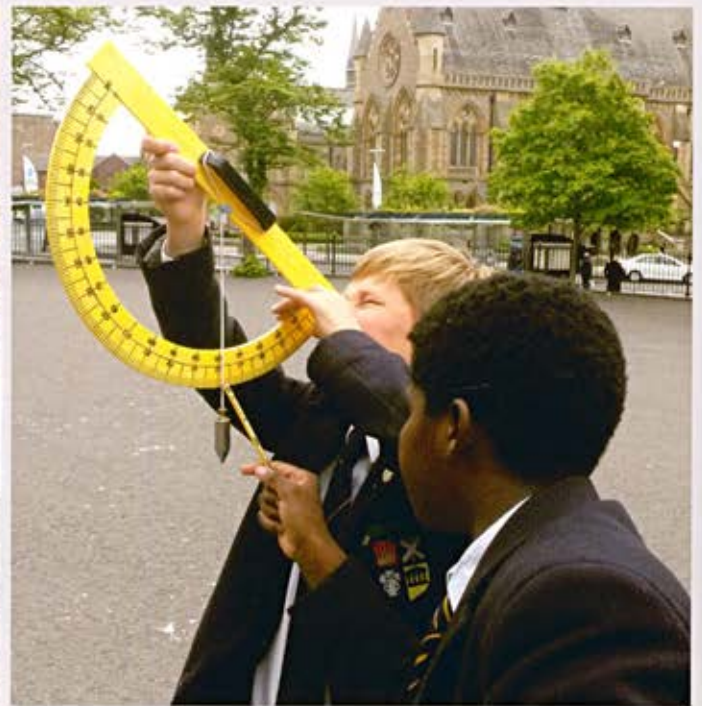
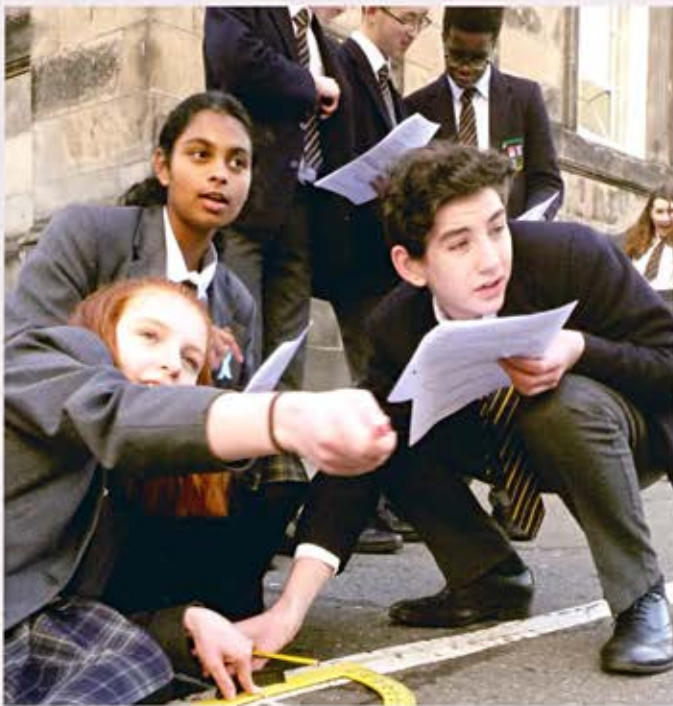
Bronze: Gregor Tyson, Maddie Inman, Maishah Mason, Jessica Chen

On 7 June, nine of the above went to the University of St Andrews to be awarded their certificates and the highly-sought-after SMC mugs. They also enjoyed a lecture on prime numbers, including famous prime-number proofs from Euclid and Euler as well as unsolved problems such as the twin prime conjecture.



Trigonometry in the playground

Trigonometry is an incredibly practical subject, used by the 4th century Indians to study the heavens and the Ordnance Survey to map the country. This year, some High School mathematicians gained hands-on experience of using trigonometry to measure tricky objects from the playground. Dr Spiezia's Form 3 class tackled the question of the distance between the McManus Galleries and the Courier Building, while both Mr Clarke's and Dr Smith's Form 2 classes turned their mathematical skills to measuring the precise dimensions of the various parts of The Pillars. Unexpectedly, photogrammetric, trigonometric and direct measurement approaches all gave pretty much the same answer!



German Panto

RUMPELSTILZCHEN

EIN MÄRCHEN VON DEN BRÜDERN GRIMM

WANN? AM
21STEN
JUNI
WO? IN
TRINITYTHE
ATER UM
WIE VIEL
UM 7 UM
14.45 UHR
ANFANG UM
18.00 UHR



REGISSEUR UND
REGISSEURIN: HERR
NOLAN UND FRAU
WEDDERBURN

PIC-COLLAGE



After the performance on Thursday 21 June, Rumpelstilzchen was seen cowering at the foot of the Pillars, sobbing repeatedly: "Es tut mir leid! Es tut mir leid!" (Sorry! Sorry!)

Rumpelstilzchen has seen the error of his ways. He now knows: he should not have taken the necklace from the daughter of the miller; he should not have taken her ring; he certainly should not have threatened to take her baby!

Rumpelstilzchen is determined to lead a good, honest life from now on. He will help with babysitting; he will teach the child of the princess to bake, to brew beer and to reign over her kingdom.

He is so determined to turn over a new leaf that he has translated the core values of HSD's school community into German. Can you work them out?

"Ich bin lieb, ich bin ehrlich, ich bin respektvoll, ich bin resilient, ich bin kreativ, ich bin selbstbewusst."

The following pupils in Form 3 brought their class project to dramatic life:

Sprecherin: *Roudah Khan*

Limerickvorleserin: *Omaima Buatkala*

Tochter des Müllers (Prinzessin): *Maisie Ross*

Müller: *Stanley Reeves*

König: *Fraser Houston*

Dienerin: *Ruby Hutton*

Rumpelstilzchen: *Selina Powell*

Prinz: *Rory Harrower*

Gitarrist: *Archie Gilmour*

Regisseur / in: *Herr Nolan / Frau Wedderburn*

Following Rotkäppchen in 2014 and Goldlöffchen und die drei Bären in 2016, our Rumpelstilzchen play with songs has established a tradition of Fairy Tale German-language performance in the co-curricular life of our school.

Es lebe Rumpelstilzchen!



Chinese Activities

For the Mandarin lunch last year, we went to the Mandarin Garden Chinese restaurant on the 4th of December to celebrate Christmas. It gave us an insight into Chinese food and culture, and we learned to use chopsticks to eat. The food was great and we got about eight sharing plates to share among us. There were noodles, rice and a lot of meat based dishes. We didn't wait for long to get our food served but sadly we were only allowed to stay for one hour for lunch. (Hamish Will - F1).



Form 1 Pupils were practicing Taichi with Kongfu fans in the Mandarin lesson and they enjoyed learning Chinese Pinyin and Taichi at the same time. Taichi is an internal Chinese martial art practiced for both defense training and its health benefits. The term "Tai Chi" has been used in Chinese language for a very long time. It is used in philosophy, religion, literature, art, medicine and even astronomy. When we think of Tai Chi now, we relate it to Tai Chi the martial art. There are many benefits for practicing Taichi; it can improve physical condition, muscle strength, coordination and flexibility. It can also improve balance and decrease the risk of falls, and especially for elderly people; it can ease pain and stiffness, improve sleep and overall wellness.



To Celebrate Chinese New Year, for the first time Form 3 Hospitality pupils experienced a food technology lesson in Mandarin, making Chinese chicken stir fry in a plum sauce served with noodles. The lesson was led by pupil Jason Pan. This proved to be a highly successful and popular activity for the pupils, who were delighted with their creations. Pupils learned about different Chinese ingredients and join in on Chinese New Year festivities.





Eagles Wings Trust

In November the History and Modern Studies department welcomed Alison McDevitt and Kirsty Watt from the Eagles Wings Trust in to speak to Higher Modern Studies pupils about the work that they do and the subject of social inequality, which the pupils were investigating as part of their course.

In addition, Senior School pupils, parents and staff contributed a huge volume of food, toiletries and clothing to a collection for the Eagles Wings Trust, which operates a Bell Street-based mobile soup kitchen, and provides support, advice, and essential items to people in Dundee who are homeless, addicted or in the process of recovery.

History and Modern Studies teacher and Charities and Community Outreach Coordinator Karlene Douglas organised the collection and the talk. She said, "I am overwhelmed at the support from the school. Senior School pupils, parents and staff all donated and the picture doesn't do justice to the huge volume of donations!"

"I was so impressed, as were Alison and Mike Cordiner, who came in to collect it. It didn't all fit in their van and the school janitors had to follow behind in a van as there was so much! Amazing!"

Scottish Parliament

The Modern Studies Department visited the Scottish Parliament with a group of F4, F5 and F6 pupils. After being given a tour of the building, our pupils took up ringside seats for First Minister's Questions, before taking part in a Q&A session with local MSPs Joe Fitzpatrick and Graeme Dey, and then meeting with a range of politicians and journalists in the Garden Lobby Room. The Modern Studies pupils had the chance to meet and speak with former Scottish Labour Leader Kezia Dugdale and Finance Minister Derek Mackay.



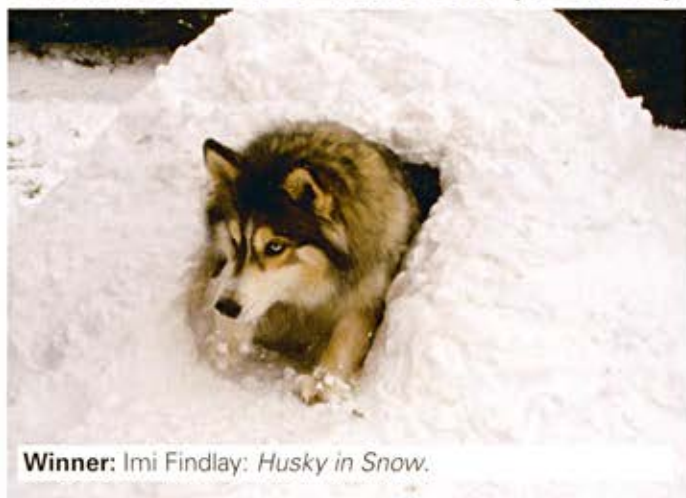
Photography Competition

Nearly 130 images were entered in to the Competition this year – a new record! As ever, the standard was very high, which made judging particularly difficult. The “Open” voting category received over 500 votes from staff and pupils across the school. The other categories were judged by Ben Hirst and Ben Leng from Tayside in Pictures. Both were very impressed with the quality of images on show. Obviously the results are extremely subjective and it was evident that there were many superb photographs which have not won prizes. However, it has been very encouraging to see the wide variety of photographs that have been entered. In addition, the descriptions that many entrants included with their photographs helped to provide background information such as: where it was taken, why it was special to them and how the image was shot.

I would like to thank all those that entered and to everyone who voted. Special recognition must go to Ms McFarlane and Mrs Hutton for collating the results of the open category and also for displaying the photographs in such an innovative way. I am also indebted to Mr Webb and Mr Whyte from Reprographics for printing out the images.

ANW

OVERALL POPULAR VOTE (PUPILS)



Winner: Imi Findlay: *Husky in Snow.*



Runner Up: Linda Smith: *Perfect Peace Doesn't Have to be Silent (Japanese Water Garden).*

JUDGE CHOSEN ENTRIES - Early Years



Winner: Lucia DeLaVega-Moreno: *Cherry Blossom.*



Runner up: Sophia Zhou: *Cat Black and White.*

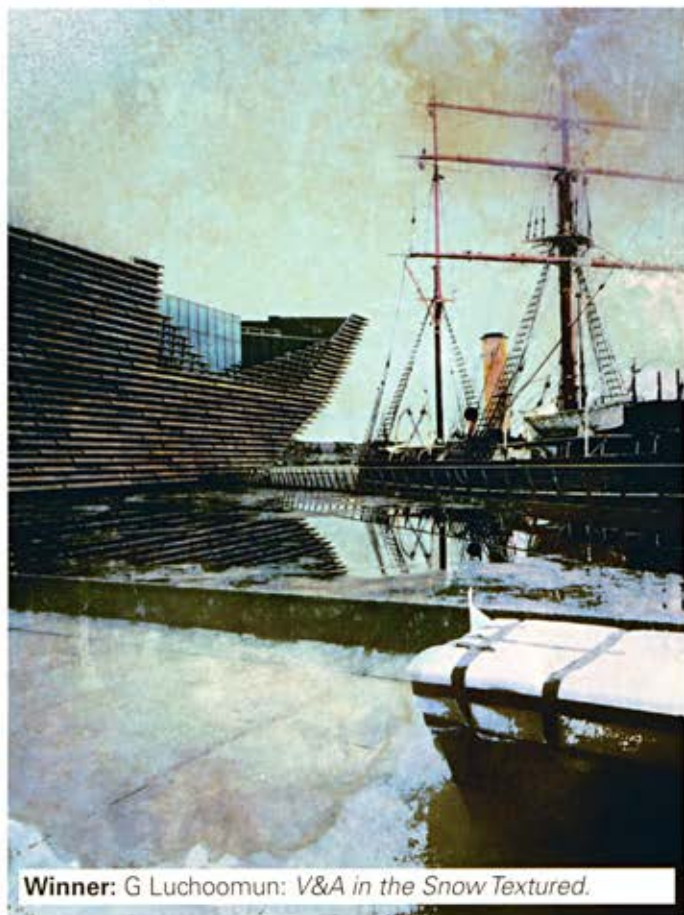
Parent



Junior



Secondary



Winner: G Luchoomun: *V&A in the Snow Textured.*



Runner up: Fraser Gray: *Mountains Reflected.*

Staff



Winner: S McBride: *Purple V&A at Night.*



Runner up: J Fulton: *Girl Buried in Sand.*

Please make sure you all enter again next year!
Mr Allan Wilson

Celebrating phonics success

The children are delighted to be celebrating learning their 42 phonic sounds. They have all worked very hard to learn to recognise the songs, actions and formation of these letters. Well done!



Ipad collaboration

The L1 children enjoyed learning new skills on the ipads with the L6s and L7s. Some of the activities that the children were involved with were animation projects with plasticine models and the creation of an online ebook about snowy days.



Global Awareness Week

In June, pupils in Junior Years celebrated the United Nations Convention on the Rights of the Child (UNCRC) by participating in our first "Global Awareness Week." The week aimed to increase the children's awareness of their role as global citizens by investigating the history of the UNCRC and by exploring the ways in which children around the world access the rights to which they are entitled.

Throughout the course of the week, all classes participated in a range of activities. Pupils in L1 learned about the role played by Eglantyne Jebb (the

founder of Save the Children) in the recognition of children's rights and the ultimate creation of the UNCRC. The L1s created beautiful thank you cards for Eglantyne, to thank her for recognising their rights.

In L6, pupils explored the background of the UNCRC, from its first inception as a "Declaration of Child Rights" to the 1989 Convention that we refer to today. L6 pupils also created an ideal school, which would enable children around the world to access their right to an education. In doing so, the children had to be mindful of the other rights in the UNCRC, as well as the

social and cultural norms of countries around the globe.

L7 pupils also explored a child's right to an education, with a focus on schools in South Africa. Our L7s explored the ways the South African government is enabling all children to access their right to education by making school compulsory to the age of fifteen and by creating fee-free schools.

Global Awareness week culminated with the Soccer Aid Playground Challenge. Pupils from L1 to L7 were invited to take part in playground obstacle courses. Funds raised by the challenge were donated to UNICEF.



Junior Years Christmas Parties

One of the highlights of the school year, the Junior Years Christmas parties were a riot of colour, fun and laughter. Father Christmas even found time out of his busy schedule to pay a special visit to the infant department.





Christmas Ceilidh

The L7 Ceilidh, in the festive Margaret Harris Hall, was a highlight of our term. This year we danced seven dances, and for four we were able to choose our partners. We also played lots of brilliant games and did quizzes, for which there were prizes, and it was lots of fun. In the middle of the party we went upstairs to the L7 classrooms where we had crisps, chocolate and water. After our snacks, the ceilidh resumed the party with more dancing and games. Everyone was dressed up and in a very Christmassy mood. The room was filled with excitement and joy and the whole of L7 had a very wonderful night. There was not a flaw in the party.

Sara Okhai, L7C



Easter Challenge

As part of Easter challenge day the children took part in an Easter Hunt, Bonnet Parade and we made chocolate nests in the Home Economics department. Oscar said he really enjoyed decorating his bonnet and parading through the classrooms to show off his hard work. Alistair and Oliver thought making the nest was lots of fun but eating the sweet treat was the best part!



People Who Help Us project

As part of our People Who Help Us project, we had visits from a vet, the fire brigade, the police, a GP and a hospital doctor. We were interested to find out about different jobs and the way they help us. We performed surgery on a very cute cuddly toy dog and the fire brigade let us squirt water from the fire engine hose!



L1 Easter Nests

L1 visited the HFT department as part of the L1 Easter Challenge Day. They followed a simple recipe to produce little Easter nests, learning about cooperating with others, weighing and measuring, food hygiene and other cookery skills. The pupils were very excited to be in the department and appeared to enjoy their visit very much as did we.



Healthy Eating Week

From 11th-15th June 2018 was Healthy Eating Week in the Early Years Lunch Hall. Run by the British Nutrition Foundation, the purpose of the week was to encourage UK workplaces, universities, schools and nurseries to come together to focus on healthy eating and drinking, physical activity and celebrate healthy living. The key messages of the week were : have breakfast, eat five a day, drink plenty, get active and make a change.

As part of the week the L1-3 children enjoyed some delicious smoothies and there was lots of fruit and vegetables on offer in order to encourage the children to try something new and have their five a day. On one morning the children even enjoyed breakfast in their classrooms and they also experienced a Greek lunch during the week. Lots of variety for the children to enjoy !



Royal Wedding Celebration!

On Friday, 18th May, Early Years pupils took part in a Royal Wedding Celebration Day and learned about the Royal Family and their charitable service. Teachers planned a fun-filled day and pupils enjoyed a Wedding Breakfast, which included strawberry tarts and a wedding cake!

Early Years pupils were asked to donate to Wellchild, one of Prince Harry's charities and wore red, white and blue play clothes on the day. We were delighted to raise £330 for the charity.

CEP



L1-3 Fun Day

On Friday, 22 June 2018, a hoard of L1-3 'monsters' made their way to Mayfield for a fun-packed morning. The children rotated round the four 'Monster Mayhem' activities enjoying the bouncy castles, parachute games and the obstacle courses. Watermelon and water helped to refresh all half way through especially those adorned in costumes who were feeling the heat.



L2 Chinese New Year

I liked learning about Chinese New Year – it's good and fun.

Daisy Fiskin - L2



It was fun making long and colourful dragons for Chinese New Year.

Jahzara Jalo - L2



L2 Community Building Models

Following their High School of Dundee and the community trips, the L2 pupils were set the homework task of designing a model version of our main school building, the Dundee Central Mosque or the Caird Hall. The boys and girls gathered materials from home and used them along with detailed plans to create their models in class. A fantastic variety of models were made which displayed lots of creativity and great initiative. Finally, the pupils enjoyed reviewing each other's building with positive peer feedback.



L2 Potato Harvest

Last June L2 started their Food and Farming topic by planting potatoes ready to grow over the summer. In September, the pupils then harvested the potatoes and each made their own delicious potato salad with help from the school's Home Economics department. Everyone enjoyed their experience of potato growing especially tasting their final product.



L2 Remembrance

We painted red poppies to remember the people who died in the wars – to remember the soldiers.

Catherine Lauchlan - L2



These poppies remind us of the soldiers in the war.

Joshua Black - L2



L2 Scottish Art

We enjoyed making Scottish thistles and castles in class. We were thinking about Scotland because we were learning about Robert Burns.

Sophie Thomson - L2



L4-L7 Chess Club Report

Pupils have enjoyed participating in blocks of chess coaching and a chess tournament this session. Chess skills and strategies have been greatly enhanced through the expertise input from Mr Alastair Dawson, a chess coach who has represented Scotland at Senior level, and Mrs Smith. In addition to pupils coaching weeks, 32 pupils participated in the Chess Tournament. After playing in many rounds of the tournament, it was a very closely fought game which was keenly watched by other tournament finalists. Congratulations this year go to Krish Akula (L6) who was runner up and the winner, Ramit Kanodia (L7). Interestingly, this was a reversal of winners from last year's final. Well done to all who participated.

Mrs Smith



In January the L5s had their Burns Day to celebrate Robert Burns' birthday.

L5D started the day off with some games including the pairs game where we had to match the Scottish word to the picture and its meaning. Some of the words were quite tricky like jeely piece, mauchit and bleather. The other game was the 'jigsaw quiz' which was lots of fun.

Meanwhile, L5K made Scottish bonnets to wear at the Burns' Supper. Every design was unique and they looked fantastic when we wore them during the celebration. After break, the classes swapped so we all had the chance to try each activity

In the afternoon we had our supper. We were entertained by musicians, poets, singers and dancers all performing Scottish tunes or poems. Josh from L6 piped in the haggis and we all followed him to the lunch hall in a procession. We ate haggis and



other Scottish snacks of oatcakes, shortbread and pancakes. The hall looked fantastic as we had decorated it with our own personalized tartan shields which gave it a touch of tartan theme

Once snack was finished, the 10 members of the L5 Strings group on fiddles and violas played Burns' 'Now



Westlin Winds' in two parts with the piano. We also were entertained by duets and trios sharing their music with us. It was a very happy day and we really enjoyed ourselves.

Nina and Harry L5D

L5 Construction Club

Construction Club activities have enabled pupils to engage in innovative, small-scale building projects using LEGO or K'NEX materials. The models produced often show creativity and imagination – many have been very eye-catching. Appealing items have included a LEGO mobile phone holder with stationery section, a LEGO clock tower, a model fishing rod and a K'NEX aeroplane and playground swing. Some models have been constructed through the skill of following printed instructions, while others are pupils' own design ideas. The final meeting of Construction Club involves a LEGO car making challenge with categories including 'most compact car', 'most aerodynamic car', 'most futuristic car' etc. The completed cars are presented in a corridor display and demonstrate pupil creativity which finds an outlet at Construction Club meetings. It has been a very productive few months of model making.

MC

I enjoyed making lots of different things at Construction Club – with LEGO you can make just about anything you want. If you've never played with LEGO before, you should try it!

Sam Brass – L5

I really enjoyed making this model. I built it on the last day of Construction Club. LEGO is awesome – I would totally recommend it if you haven't played with it before.

Charlie Grewar - L5



Space Day

Pupils in L5 had lift off on their plans to learn more about the solar system when they embarked on an amazing astronomical adventure as part of a special Space Challenge Day.

The children were joined by even younger cosmic explorers from the High School of Dundee Nursery as they began their celestial journey inside St Andrews University's mobile planetarium. Stepping into the huge inflatable dome, which features a simulation of the night sky, the pupils were shown how to locate stars, planets and constellations by some of the University's Astronomy PhD students.

Next up, supported by Dr Duncan Brown from the Senior Years Physics Department, and Head of Chemistry Dr Phil Taylor, the L5 pupils were headed deep into outer space on a mission to learn about the 'Goldilocks Zone' – the areas in the Universe in which life could potentially be supported – and the search for exoplanets therein.

Finally, with their astral appetites sufficiently whetted, the youngsters were ready to actually reach for the stars as they launched rockets, which they had designed and constructed in the classroom, into the sky using compressed air!

L5 teacher Linda Docherty said, "Space is a subject the pupils are always fascinated by and the event was a great opportunity for them to learn more in a really engaging way."



L5D having a Trunki moment

At the beginning of March L5D's assembly was based on never giving up but we called it 'Having a Trunki Moment'. There were gymnasts, Build a Tower competitors, JK Rowling, King Robert the Bruce and the spider but most of all there was Rob Law, the man who invented the Trunki. He went on Dragon's Den but was rejected by all four judges. He returned to his workshop and worked and worked and worked as hard as he could. Eventually he went on to sell millions of Trunki's which earned him millions of pounds.

Our last story was about some villagers who worried because their Wise One was getting old and would die soon. They were set a challenge to pierce a potato with a straw. They all failed but guess who managed? ...A little girl. Why? Because she watched patiently thinking about why they had all failed. Finally she found a way to succeed so she was announced the next Wise One.

So remember - If at first you don't succeed, try, try, try again!

Saskia Hardy and Lyndsey McDowall L5D



L6 & L7 Police Scotland Visits

In order to reinforce and develop the children's work in their PSHE lessons in the areas of Internet Safety and Relationships, all the children in L6 and L7 received two talks from PC Scott Menmuir who is Dundee's Community Safety Constable. One talk covered Internet Safety and the other Bullying. During the Internet Safety talk the children were given advice and strategies about staying safe online but were also encouraged to enjoy the good things that life online can offer. The Bullying talk prompted the children to think about their own and others' behaviour and strategies were shared about what to do if the children did feel they were being bullied.

The children thought that both these talks were very interesting and beneficial as it gave them a reminder about the consequences of not using their mobiles and social media wisely. The bullying talk also allowed the children to think about how a bully and the person being bullied would feel and this was helpful as the children may not usually put themselves in their shoes.



L6 Science Laboratory Experiences

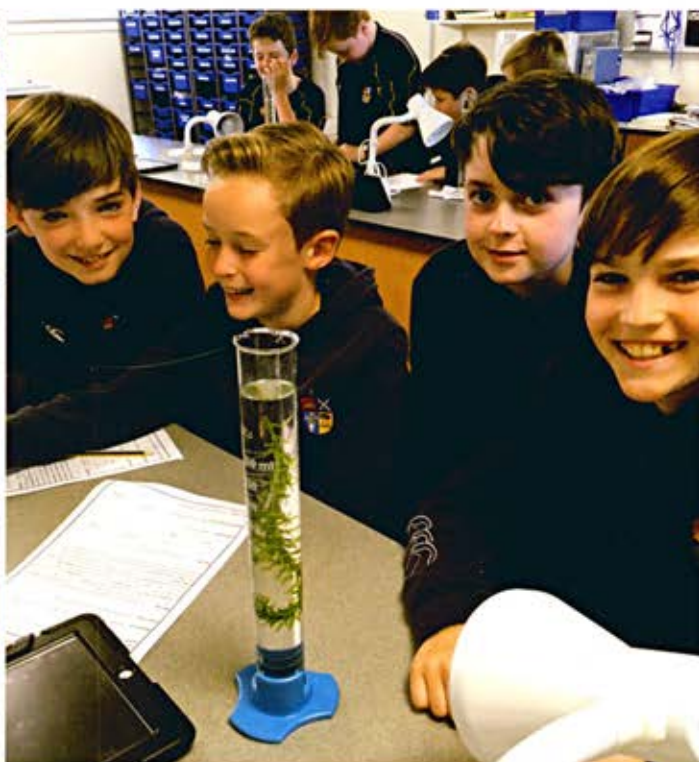
As ever we were grateful to the Science departments for welcoming L6 into the laboratories. This year I have noted comments made by pupils about the experiences.

About Biology L6 pupils fed-back that:

- I liked how Mr Rodger used words that we knew, not all fancy ones.
- I liked going to Biology because when we are in senior school I might look back and think that was a lot of fun and might choose this subject.

About Chemistry L6 pupils fed-back that:

- Wow! That's so cool! (watching indicators change colour in acid)
- I enjoyed getting to add the colours to the acid and alkali and getting to see the different reactions.
- When you were mixing something you couldn't wait for the result.
- I liked how Dr Taylor didn't do the experiments but waited for us to do them so there was a bit of excitement.



L6/7 Science Club Bronze Crest Awards

This year, during the Autumn and Winter terms, the L6/7 Science Club members took part in The British Science Association Crest Award Scheme. This is the first time the school has entered primary pupils into the Award, particularly at the Bronze Level which is usually aimed at early secondary level.

Our 7 successful candidates were tasked with discovering who had stolen the 'renowned masterpiece known as The Periodic Silhouette'! A number of suspects had been identified and over a period of weeks our budding forensic scientists learnt about a number of scientific techniques which could be applied to find the thief. Using Light Refraction, Chromatography, Chemical Analysis and Fingerprint Analysis the thief was eventually correctly identified and caught!

Our teams submitted a record of their experiments, results and evaluations, using the digital App 'Explain Everything', to The British Association of Science and all were awarded their well-deserved certificates in acknowledgement of their achievements.



L7
Angus LEDLIE
Chloe D'AMBROSIO
India SIMPSON

L6
Robin van der KUYL
Finn PICKEN

Mascot Competition

As part of their work towards Unicef's Rights Respecting Schools Award, Pupil Voice decided that Junior Years needed a mascot who could help them to learn more about the United Nations Convention on the Rights of the Child (UNCRC). With that in mind, a JY wide competition was launched to design a mascot. Over three hundred entries were received. Pupil Voice worked with Mr Petrie, Mrs Proudfoot and Mrs Rose to choose a mascot who was just right for the High School. After much deliberation and discussion, Tay the dragon was chosen as our winning design.



Tay was designed by Zoe Loveday, of L6. He was selected as he represents all four High School house colours, while the predominance of blue and white are reflective of the Unicef colours of blue and white. In addition, Tay links closely with our local area, due to his name and the importance of dragons within the history of Dundee. Tay has appeared around the school to show where our learning links to our work on the Rights Respecting Schools Award and the UNCRC.

Inspired by our work, Fraser Doig (also L6) and his mum set out on a quest to create a three dimensional version of Tay. Thanks to Dr Henry's sewing skills and creativity, Tay now welcomes visitors to the Margaret Harris Building by acting as guardian to the main doors!



Mock Court Case National Finals

In December the L7 Young Speakers participated in the Tayside regional trials of the Mock Court Case Project where they competed against various schools from across Perth and Dundee at Dundee Sheriff Court. The pupils took on the roles of lawyers, witnesses, researchers, robe makers, court artists and journalists. They began their case in September and worked very hard to prepare for their day in court. Everyone performed exceptionally well on the night and were awarded our highest ever results with the Pursuers' lawyers and witnesses gaining full marks for their performance. The Pursuers achieved second place in their section and the Defenders were awarded first place to secure their place in the national finals.



In March the Defenders team from the L7 Young Speakers club competed in the national final of the Mock Court Case Project in Central Hall, Edinburgh. The team of lawyers and witnesses faced three other schools from across Scotland and performed in front of three judges including the Rt Hon Lord McGhie as well as an audience of over a thousand people. The lawyers, Angus Ledlie and Hamish Lowrie, faced tough opposition from Pirie Park Primary but along with the witnesses, Zara Barron, Zac Gray and Andrew Lowdon, they all performed exceptionally well. Their quick thinking and sharp responses led them to success and they were declared the national champions of the Mock Court Case 2018, beating over two hundred other teams to take the top spot. The High School of Dundee are also the only school ever to have won the competition twice. The team's court artists also collected two awards; one for the best court artistry work in Tayside and an individual award for Alexander Milne's incredible courtroom sketch.



Author Michelle Sloan Visit



L1 were very excited to have the author Michelle Sloan visit them to read her book, 'The Fourth Bonniest Baby in Dundee.' After hearing the story, Michelle did some great activities with the children about the story. L1 were full of questions about being an author and where her ideas come from.

Michelle Sloan is the fantastic author of *Revenge of Tirpitz*, a novel of two stories set in two time periods. One, set in Norway in 1944, tells the story of Erik, a Norwegian boy who becomes friends with a German Radar Operator during WW2. The other is set in Shetland in 2014 and tells the story of teenager, Finn and his Great-Grandfather. Both stories link with *Tirpitz*, the Nazi Warship.

Michelle interacted with us and helped us understand the content of her fabulous new book through role-play and questions. By taking on the role of the characters from the book, we could understand what they were going through and the difficulties they faced. The characters and objects we became were *Tirpitz* Experts, Finn, Winston Churchill, planes, war-ships, submarines, boats, *Tirpitz* and Grandad.

We particularly enjoyed when Michelle interacted with us all and gave us background information on WW2 and *The Shetland Bus*. It was a privilege to have such an inspiring author come to visit our school and we would highly recommend her latest novel to many others of our age group.

Emily Elder, L7B



High Impact Award

The High Impact Award is a brand new Award this session. It is supported and run by the Parents' Association in partnership with the school. This award was introduced to recognise and celebrate those pupils who make a real difference for other people and who contribute to improving our communities. It was designed to champion those who put others first.

The Award was open to all pupils (both individually and in teams) in Forms 4-6 and it was envisaged that those nominated would have had community impact or overcome specific challenges and /or helped others to an extent worthy of particular recognition.

The High Impact Awards Panel was overwhelmed by the quality of the nominees and decided to recognise the contribution of three pupils in F6. Rachel Flack, Eleanor Gunaratna and Lucie Kelly all received a £250 donation towards their chosen charity. The Tayside Dynamo Powerchair Football Club, the Christian Blind Mission and the Dunkeld Lourdes Fund (respectively).

In addition they were each awarded an individual trophy which was presented at the HSD School Prize Giving in June 2018 by the Chair of the PA Mr David Cheape.

The Recipients' Stories

Since 2013 I have been fundraising for various charities based both in the UK and abroad. I captained a team, 'The HSD Dippies' during this time and used the Rotary Swimarathon as our mechanism to raise money and awareness of the charities we selected each year. We have supported charities such as Literacy in a Box, End Polio Now Campaign, Terrence Higgins Trust, Scottish Charity Air Ambulance and My Name's Doddie. It was important to me that the fundraising we did used a sports event to make money for our charities and with the support of the school, family and friends and the wider community we have raised nearly £10,000 to date.

Now that I have left school I am still hoping to continue raising funds for charity through sport. My next challenge is to run a marathon for a charitable cause. I will continue with other fundraising events for my hockey club and at the Royal Tay Yacht Club, raising monies for local charities and Tay Sail Training.

The High Impact Award was a fantastic award to receive and a recognition of the fundraising 'The HSD Dippies' had done during our time at school. The monies from the PTA Award we gave to the Tayside Dynamos Powerchair Football Club. They were absolutely delighted with this donation which will go towards their training costs and helping them establish a National Wheelchair Football Team in Scotland.

Rachel Flack, Class of 2018

In Summer 2017, I travelled to Lourdes as part of the Dunkeld Lourdes Youth Pilgrimage. Dunkeld is the Diocese



which my parish church is part of, which is why I travelled with this group. I knew quite a bit about the work I was going to be doing, but other than my older siblings, I didn't know anyone else going. The bus trip down allowed me to get to know more people, and get used to the constant interaction which would be kept up for the following two weeks.

As soon as we arrived in Lourdes, we were thrown in the deep end in terms of work. The first couple of days seemed very intense at the time; meeting the people we were working alongside, meeting the sick and elderly pilgrims who travelled with our diocese, and starting work in a place I had never been before. I found the first few days relatively difficult for a number of reasons, and had to force myself to 'come out of my shell' and overcome the challenges I was facing. I found speaking with the sick and elderly difficult, not knowing how to start the conversations and not thinking my chat was interesting. I forced myself out of my comfort zone and challenged myself to approach the Pilgrims without prompting. I also found working in the intense heat of

the south of France hard! It was too easy to neglect proper meal times and drinking enough water due to tiredness and shift times, which meant that some days the heat felt unbearable. I quickly realised I had to be diligent in how much water I was drinking, sleeping whenever and wherever (!) I could, and limiting the amount of time in which I was in direct sunlight. Looking back on these challenges, I know I wouldn't find them as taxing and draining if faced with them again. I think this proves how much Lourdes helped me grow and how much stronger and more confident I am after this week in Lourdes.

Through the different stages of the High Impact award, it has been great to share my experience of Lourdes and encourage people to take part in the pilgrimage in future years. People are interested to learn about the work I did in Lourdes, and two of my friends from school are making plans to come with Dunkeld to Lourdes in the future!

After the 2017 Pilgrimage, I knew I wanted to do more for the Dunkeld Lourdes community. I attended the annual reunion in September, and saw how important the meet-ups were

for lots of the young people, and the majority of the sick and elderly. When I heard that the Carol Service in my parish church was not going to be held, due to no one being able to run it, I knew I wanted to have the Carol Service and raise money for the Dunkeld Lourdes Fund, while having an event that people from the Dunkeld Lourdes community could attend. It was really lovely to see how many people from my parish church, people in the Lourdes community, and my friends from school were able to come along and support the event. It felt great to bring different groups of people together and have a service that welcomed everyone to the church. I think it's important to stress that while Lourdes is a strongly Catholic and religious place, religion and beliefs are not the defining features of those who come to Lourdes with Dunkeld. Several of the volunteers and pilgrims are not Catholic, and are vital to the pilgrimage, still able to benefit from the pilgrimage as much as the Catholics who come with Dunkeld do. It was amazing to be able to raise £425 for the fund, which, along with the money I received from the High Impact Award, has more than covered the cost of a youth volunteer's pilgrimage to Lourdes. This has allowed me to give back to the Dunkeld Lourdes community and to allow someone else to have the same amazing experience of Lourdes that I had.

Since being awarded the High Impact Award, I have funded my own trip to Lourdes for the second time, and travelled to Lourdes with the Diocese of Dunkeld in July 2018. I am so grateful to have experienced this pilgrimage again, with new and old friends, and a completely new dynamic. This year, although I was more confident and familiar with the atmosphere, brought its own new challenges and helped me to grow and change in positive ways. I have already confirmed plans to hold my parish's carol service again this Christmas time, to raise money for the Dunkeld Lourdes Fund.

I am incredibly grateful to have been a recipient of the High Impact Award this year, and would like to express my appreciation to the School and the Parents' Association for giving me the opportunity to share my story of this amazing experience. I would also like to thank my older brother, Andrew, for nominating me for the award, and

supporting me throughout my time in Lourdes, while I was organising the carol service, and through each stage of the High Impact award.

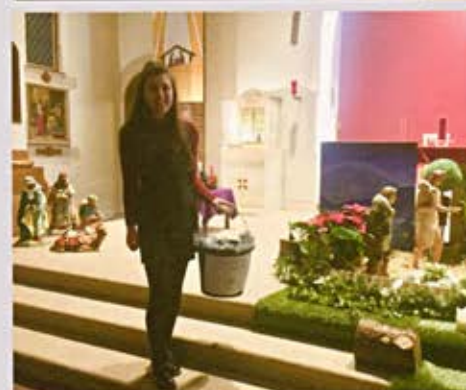
Lucie Kelly, Class of 2018

At the beginning of my sixth year at the High School I started a feminine hygiene project called 'Period Pal' that aimed to collect donations to give to homeless women. Over the course of the year, many wonderful peers and teachers donated a surplus of sanitary products, which will be utilised by women who cannot afford these basic necessities. I would like to say a public "Thank you" to all who so generously gave!

For two years, Sundays have always been particularly enjoyable as I have had the pleasure of helping to care for children ages 0-3 years at a crèche. This exists to allow parents to gain some 'me time' and my time working there developed my patience. Longer term, I have held a relationship with the Dundee Disabled Children's Associations (DDCA) both as a family member and as a volunteer. In 2011 I learned of the brilliant family classes available to the community and regularly attended the "sing and sign" language groups. Later on I joined the DDCA as a volunteer once a week and was able to offer my time to a child one on one. I cherished my time at this amazing organisation as it allowed me to develop my skills in communication and presented me with new friendships.

My chosen cause to receive the money is an overseas disability charity called CBM. This fantastic charity aims to aid individuals who are mentally and/or physically disabled, a cause is close to my heart and a more than deserving benefactor. Thank you to all those who helped me in any way to win this money to donate, especially Asad my supportive nominator!

Eleanor Gunaratne, Class of 2018



Departmental Easter Egg Challenge

In the last week of Spring Term, as staff and senior pupils were finalising their coursework and exam preparations, academic and non-academic departments around the School took part in an Easter Egg Challenge. Provided with just a hard-boiled egg, the brief given to departments was open. The only criteria was the tight deadline, and the only guidance was that creativity would be valued and appropriate delegation was encouraged. The results were amazing, with staff from all departments taking part, aided by pupils of all ages, and in a few cases by family members. The results on display for the last day of term included, amongst many others, submissions inspired by Harry Potter and William Shakespeare, as well both Fabergé and Scotch eggs, and a dressed and spot lit stage set of Romeo and Juliet! Third place went to the Chemistry Department for their miniature science bench with working experiment, and Reprographics were awarded the runners-up prize for their Jackson Pollegg masterpiece. The winning entry was an ovoid model of our own solar system, coloured and scaled almost but not quite entirely accurately. Congratulations to all that took part!



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Athletics Review

It has been a very successful season on the track (and field) for the High School of Dundee in 2018. 5 matches took place, both home and away, for our F1-F3 athletes against the likes of Morrison's Academy, Dollar, Strathallan, Edinburgh Academy and Stewart's Melville College. To be the best, you have to test yourself against the best and our pupils had a couple of terrific results. These matches were terrific practice for those athletes competing at Scottish Schools and Dundee Schools.

The first Scottish Schools event of the year was the Cross Country. It was held at a new venue, Hopetoun House, and under brutal conditions with the Beast of the East on its tail end of mayhem! Our C Girls team, consisting of Anna Dalglish (F3), Rose Ryan (F2), Eve Hewitt (F2) and Jenny Bonnyman (F2) took bronze in the team event. A terrific achievement. Anna finished 7th overall with a time of 15:49 that meant she was selected to run and represent Scotland at the SIAB International Home Counties Cross Country Championships the following week, in which she fared well in.

Next was the Scottish Schools Indoor Championships. Ladies and gentlemen, please let me introduce you all to Laurence Petty (F3). Laurence recorded a time of 2 minutes 9 seconds in his 800m. He broke the Hawkhill Harriers, who he represents for his club, U15 boys record which had stood since 1999, by two seconds. The following week, at the Scottish National U15 Indoor

Championships, also held at the Emirates Arena in Glasgow, Laurence won silver, and again recorded a new personal best. Roll forward another couple of weeks, Laurence again ran in the 800m at the Scottish National Indoor League Finals and again (yes again!) knocked another two seconds off his own – newest – Harriers record in a time of 2 minutes 5 seconds. This moved him up to 3rd place in the UK indoor rankings at U15 level. What an achievement. Well done Laurence! This certainly will not be the last you hear of him.

Concluding the athletics season was the Scottish Schools Track and Field Championships held at Grangemouth at the start of June. We had 5 pupils representing the school at the Championships with two pupils medalling – Jamie Reid (F5) and Laurence Petty. Jamie (F5) won a gold medal in the Boys Group B U17 100m. Laurence won a gold medal in the Boys Group C U15 800m.

Next up, Dundee Schools. There was a clean sweep of relays in 2017 and a lot of terrific medalling individual performance - we are hoping for much of the same this year. Fingers crossed! Athletics in the school has grown hugely throughout the last couple of years and our F2 group has seen the biggest number of athletes compete in 2018. The successes of our athletes this year has been down to the hard work and commitment that they put in at after school practice, games time and also out of school, and have been rewarded duly. Let's hope their success continues.





Form 1 Netball

Netball training began the first full week back to school in August. We trained hard and spent time on skill development and looking at various team combinations to see which combination of players was going to be the strongest for our entry into the Scottish Schools Cup. Mrs McKenzie then selected 12 players (the maximum allowed) for our first match against Forfar Academy. Our hard work had paid off and we won this match 13-5. Our Goal Shooter, Maddie, was named as player of the match. Our second match was against Websters High School a few weeks later and with a few team changes we breezed through, winning 10-0! This time the player of the match was Grace Purdie. Our final match in round 1 of the competition was against Monifieth High School. We knew that this would be our toughest match yet as they have a strong netballing background. The match was tough but we dug in showing great determination and resilience. It paid off as we won 19-14! Great shooting sealed the deal and once again Maddie Inman was named player of the match. This meant that we had won all of our matches in round 1 and were in 1st place. It was now time to wait and see who we would draw in the 2nd round of the cup which would begin after Christmas.

We used the time effectively by continuing to work hard on our skills and tactics so that we would be ready for whoever we met in round 2. We also had lots of fun at the Christmas Tournament where we all dressed up in Christmas themed costumes and competed for the prizes available. Eve Campbell won best costume with her angel outfit!

When we came back after the Christmas holidays we found out who we were playing in the next round of the cup. We had drawn Arbroath Academy and Perth High School. The results of these matches would determine how we progressed in the completion. If we won both then we would go into the Gold Section, but if we lost both we would go into Bronze. The pressure was on!

We started off really well against Arbroath Academy, winning 15-4. This time defender Anna Campbell was player of the match as she had so many good interceptions which allowed us to attack. Now we just had to beat Perth High School to go into the top section. It wasn't to be, we lost 34-6. It seemed like a huge loss but we played really well and enjoyed the match. Anna was once again player of the match. It turned out that Perth High School then went on to win the competition a few weeks later so

it made our loss a bit easier to accept. Our loss meant that we had now qualified for the next round in the Silver section which was knockout. We had to win our next match or we didn't proceed in the competition..

In our sixth match we sadly lost 14-8 to Balfrom. The player of the match was Sally Connolly. We had been knocked out of the Scottish Schools Cup but had a great run of success for our first year entered. It was now time to use our training sessions to upskill and to prepare for Dundee District U15 trials which were to be held in May. I am pleased to say that 6 F1 players were selected to be part of this training squad, even though most of us are only 12. We are all very excited to be a part of this and hope that the extra time spent training will help us to reap the benefits next year with an even more successful cup run

We've had lots of fun playing netball and can't wait till next year when we can do it all again. Thank you to our coach Mrs McKenzie for her dedication and enthusiasm towards the team, it is very much appreciated!

Sally Connolly (F1 Captain)



Form 2 Netball

We had a strong start to the season as we had been working hard at netball practice. Mrs McKenzie was very impressed so we were entered to play in the competition at a higher level. We played our first match against Arbroath Academy and won 18-5, the player of the match being Claire Joss who played with great confidence and determination. Unfortunately we then lost the next couple of matches against strong opposition with only a couple of points difference. We still managed to secure a place in the next round of the cup qualifying for the S3 Bronze League. We were then drawn to play against Thurso High School so we had a long but fun bus journey. We won this match which meant that we progressed to the next round of the cup. On this occasion we had two exceptionally strong performances from Jennifer Bonnyman and Sophie Elder who were named as players of the match. We then won our next games against Holyrood Secondary School and Braidhurst High School, which were the Quarter and Semi-Finals. This led us to the finals in Edinburgh, at the Oriam Sports Complex, against Berwickshire, unfortunately we lost 27-21. We were extremely happy about how far we came as we had a good connection and worked so well as a team. Hopefully next year we will get another chance and if our skill and determination pay off we will be just as successful, maybe even more. Thanks to our amazing coaches and umpires for helping us achieve this result as we couldn't have made it without them.

Zoe Hutcheon

L6 Netball Team

On 8th March the L6 Netball team played in the Dundee District Primary Schools Netball Association's Miss Ward Trophy at Ward Road Gym. The girls played two matches on the night against Fintry and Blackness and won them both. They had therefore qualified for the final. This was played on 22nd March against Eastern. The girls tried really hard during this match but Eastern were unfortunately the stronger team on the night and the L6 girls lost the final 3-1. However, this was a great result as it was the first time that the girls had played together competitively as a team. Well done!

Emily Baptie, Isla Barron, Gabi Farquharson, Jessica Forster, Caris Hamilton, Amy Leburn and Emily Macdonald are pictured with their medals.



L7 Netball Team

During April and May 2018, the Junior School L7 Netball team played in the Dundee District Primary Schools' Netball Association Summer League. They played five matches at Ward Road Gym after school on a Thursday against Clepington, St. Joseph's, St. Mary's, St. Peter and Paul's and Blackness. The girls had mixed results as they faced some tough competition in some of their matches, however, they managed to win against three of these schools. In an unexpected turn of events these results meant that the team ended up joint runners-up in their league! Well done girls!

Martha Baldwin, Rachel Fagerson, Libby Finnegan, Rebecca Hardy, Hannah Hegarty, Keira Lockhart, Poppy Rawson and Sophie Timney are pictured with their medals.



Junior Years Curling

A number of Junior Years pupils attend the weekly curling club at Dundee Ice Arena. Our pupils achieved great success at the end of year award ceremony.

Dundee Junior Curling Club Top Curling Award and Royal Caledonian Curling Club BLUE Skill Award Winner:

Calum Skea

Royal Caledonian Curling Club RED Skill Award Winners. To gain this award, the curlers needed to pass a written and practical curling assessment:

1. **Ben Watson**
2. **Zoe Loveday**
3. **Ewan McCormack**
4. **Krish Akula**
5. **Catriona Skea**
6. **Robin van der Kyle**

Special Acknowledgement Award - for Attendance, Progress and Attitude towards the club and playing curling:

Zoe Loveday

Catriona Skea

Two of our curling teams also played at the annual Scottish Schools Championships at Braehead. Calum Skea was the only Junior Years player to take part, but Catriona Skea L6 who had gone along as a spectator ended up playing when one of the High School players took unwell.

Unfortunately, neither of our teams proceeded to the quarterfinals, but they all enjoyed the experience of playing other teams away from their usual home rink.



Calum Skea receives his trophy from Sandy Wilson, one of the club coaches.

Curling

In March, 2 teams from the High School of Dundee competed in the Scottish Schools Curling Championships held in Braehead. The teams were composed with a mix of abilities to allow everyone to take part in a competition. We played teams from all over Scotland and had a great weekend. Unfortunately, many of the teams were more experienced and so no trophy for Dundee. Next year we hope to do better!

Alex McIntosh

Rugby

1st XV

2017/2018 was a challenging season for the 1st XV with a number of long term injuries affecting player availability. A strong early performance against last season's Scottish Cup runners up was unfortunately not built upon and the season never really got going after that. The team (and Mr Godman) never gave up trying and will perhaps be remembered best for their efforts rather than their skills. The season was summed up by an unforgettable tour to Barcelona, a trip that will truly stay in my life forever as a hugely positive experience. After all passing a ball about with your mates every other day really sums up the team ethos and I realise how lucky I am to have played with such a great bunch of lads.

Griff Harrod



U-16

This season the under 16 rugby team worked tirelessly, week in week out as they made the step up to competitive rugby. We had a very impressive league campaign, winning every game bar one, which we narrowly lost due to a late winner by Fettes. We progressed well in the cup competition, but were unfortunate to be drawn against the champions elect, George Watsons in the 5th round. We performed consistently well as a team throughout the session. This is due to the hard work and dedication put in by every player and coach involved with the squad. The end of the season saw many achievements on personal and team based levels. Players stepped up to under 18 rugby, the sevens squad were unbeaten at the Dundee Schools' Sevens Tournament and a collection of players were selected for representative rugby. On the whole, the 2017/18 campaign was very successful for the school, and it is evident that every single player has made the sufficient steps towards being ready for senior rugby.

Callum Elliot and Callum Findlay



F3

Overall the Form 3 rugby season has been very successful with the team performing well throughout the year. This was helped by some excellent coaching from Mr O'Donnell and Mr Sangster. The hard work at training and at matches during the season was rewarded as we won all of our conference matches with big wins over Loretto and Fettes College. Of the other conference games we put in two of our best performances of the year, first was Glenalmond away, where we conceded two tries early on but were still able to show fight, resilience and determination to come from behind and win. However the highlight for me was when we beat Howe Of Fife away, who are undoubtedly our biggest rivals. It was a highly competitive match and an extremely physical encounter but we kept our discipline to get ourselves over the line, winning 17-15.

Individuals were also further rewarded for their hard work by being nominated to trial for Caledonia, with a number of them being successful and are now involved with RTC and training camps with the squad in the summer.

Hamish Findlay



F2

The 2017/18 season was a memorable season for all the boys involved in the team. The team looked good from the off except for a few problems in defence and we had some very good performances up until Christmas. Mr. Merry and Mr. Campbell coached the team and in training worked us hard, improving different aspects of the game. This would prove key in a standout win against a strong Stewart's Melville side which we were all delighted about. We continued to have some good performances and had some well earned victories for the rest of the season. As a team, we have all improved massively and have all progressed as rugby players. Our highlight of the season was our rugby tour to Newcastle, where we faced a local school, Dame Allan. Despite losing out in the match, we put in a brilliant performance which we were all proud of. This included a standout performance by our winger Tobi Idowu, scoring 2 tries. The trip was enjoyable for us all and another standout performance was by Mr. Merry on the bowling alley. We are all excited for next season and will continue to progress as a team.

Dara Alijani



F1

We got off to a great start to the season with a big win away to Glasgow Academy. We were a bit inconsistent over the rest of the year with some results slipping away from us, which we should have won. Typically, when the weather was at its worst we were at our best and able to beat anyone. Thankfully everyone survived the coldest 7's tournament ever at Stewarts Melville and are all raring to go again next season.

Ruairidh Edmond



Hockey

1st XI

The past season will be one to remember for the 1st XI. Week to week the diversity of our team allowed us to build on our tactics, ensuring success throughout the year. We did also experience failure, but as a determined team we always fought till the end. This determination reflects our desire as a team to maintain our strong reputation in comparison with other schools. Our success has been related to the contribution of younger players who have really stepped up to the mark this year. Their crucial role signals a bright future for the 1st XI in the next couple of years.

Heidi Sampson



F2

This year every member of the F2 hockey team has worked extremely hard to improve and strengthen their skills as individuals and as a team. This has shown that we can draw and even beat many teams we hadn't in the previous season. Some of our most memorable performances were against Dollar Academy who had proved a challenge last year. However, a well deserved 1-1 draw with this year was a real highlight for everyone. Another highlight was getting coached by Mrs Baxter and Miss Stott. Having a Scottish international hockey player as a coach really inspired us even more. Everyone really enjoyed working with them and we would not have been able to achieve what we did without them. Overall a very good season.

Maya Donald

**F1**

Our hockey season got off to a great start with an 8-0 win. We battled through wind, rain, hail and still played our best all through the year. Even though we didn't always win we always kept our spirits high. One of the best highlights of the year was our last match where we pulled together as a team and came out on top. We would like to thank our hockey coach Mr Rowling for helping us all improve and play our best. We are all looking forward to our Form 2 hockey trip to Belfast where we will play with different teams from there.

Sally Connelly





Sports Day

A very, and for this past summer a somewhat unusual, rainy Saturday in June saw the school's annual Sports' Day moved to the afternoon of Wednesday 23rd. Despite this late change of date many of our parents and supporters were on hand to witness over 300 of the school's youngsters compete in a wide variety of events.

Athletics, high jump, long jump, shot putt and welly throwing to name but a few. From ages 5 – 18 many took part with varying degrees of success but with a single common purpose; to do the best that they could. And they did...







Sports Day

Even the youngest of our community enjoy a chance to compete at their sports days. Grins and excitement were in plentiful supply at Mayfield during a lovely sunny June as children at the High School of Dundee Nursery ran and jumped their way around the track taking part in a series of friendly, fun-filled events, in front of an audience of proud parents, grandparents and friends, who always come along to lend their support.

The sun was shining as, first, children in the Ante pre-school cohort, and then, 24 hours later, pupils in the Pre-school group, enthusiastically took on activities which included hurdles, egg and spoon, hoop and running races, and a team beanbag challenge.



L4 Badminton Club



It has been another fun year at the L4 Badminton Club. We've been meeting in the large gym on Thursdays and enjoying engaging in this exciting racket sport. There have been fun activities to improve coordination and participating pupils have worked on different playing strokes – forehand, backhand, overhead shot and serve. All pupils progressed well during their time at Badminton Club – advancing their skills through practice and application and listening well to coaching tips and guidance. The sessions have also provided valuable opportunities for positive pupil interactions and sportsmanship has been promoted – shaking hands at the net. A popular activity has been playing doubles matches while pretending to represent different countries – geography mixed with badminton! This has been a very enjoyable year at the L4 Badminton Club.

MC and JC



I enjoyed playing badminton with other people. I especially liked keeping a rally going for as long as possible. I enjoyed moving quickly.

Emily Patterson
- L4



I liked playing in badminton matches with a partner. It was exciting and fast. I'd like to play badminton more often.

Rosie Patterson
- L4



I especially liked representing different countries in our badminton matches. I played in a mixed doubles match for Brazil – we won!

Nathan Sewejkowski
- L4



I enjoyed L4 badminton club. I learned a lot of new skills such as forehand, backhand and the smash shot. It was fun sending the shuttle over the net.

Rosie Lothian - L4

Tennis

Tennis this season got off to an ace of a start, with our early morning elite sessions paying off as both boys' and girls' teams entered into the Scottish Schools Championships. With the girls' added pressure of a finals day place the season before, they were eager to maintain this standard. Both teams displayed great tennis against challenging opposition. The girls team ultimately reached the 3rd round and were just pipped at the post by a tough Robert Gordon's College.

This year our primary team have had a lot of fun and success at tennis tournaments. A special mention must go to Emily MacDonald and Aine Hargreaves as they were unbeaten in our own HSD tennis tournament but lost in games and came 2nd in the Morrison's Academy Tournament. They put on a fine display of tennis, promising stars of the future; certainly a pair to keep an eye on, as they complement each other so well on court! Our Saturday morning fixtures were full across the board and we had a mixed bag of results, either with a win or a loss, with matches were always close and competitive. However, our Junior A



girls and our Junior A boys coming out on top winning a high percentage of matches. Practices for L6 to Form 3 girls were always well attended and busy and approximately 60 boys on average attended their afterschool practice, with a real buzz and enthusiasm for tennis.

Our own HSD boys and girls tennis tournaments had 104 girls and 54 boys taking part amongst numerous

opposition. Both days could not have asked for better weather and there was plenty of strawberries for all to enjoy along with nine courts full of tennis action. Our junior boys won across all sections and it was clear all participants were proud to be representing and had a great day!



PE Wall of Fame

As many of you will be aware, we have a 'Wall of Fame' at Mayfield to highlight exceptional sporting performances of our pupils at regional and national level. I am delighted to report that the wall is almost full! Some of the notable performances from our pupils this year include:

Shona Campbell - Scottish Under 17 Netball and Scottish Under 18 Touch Internationalist. Member of the Scotland Mixed team who won the European Championships.

Anna Sturrock – Represented GB in the Youth (Under 19) Sailing World Championships in China - Finished 6th overall. Part of the RYA Scotland Elite Squad for Sailing and won their class at the British Youth National Championships. *Anna Sturrock*, James Gifford and Tom Mitchell - Brown Cup, Scottish Schools Sailing Championship Winners.

Rory Gifford - Primary Schools Sailing Champion.

Rachel Strachan – Scottish Under 18 Hockey Internationalist.

Jamie Golden – Scottish Under 18 Hockey Internationalist.

Joanna Johnston and Isla McRobbie – Under 16 Midlands District and Hockey National Performance Squads.

Reave Kilcullen and Ailsa Millar – Under 16 Midlands District Squad.

Emily Baxter – Under 17 Netball District Squad and National Development Academy Member.

Sarah McKenzie – Competed as a senior for Scotland at the Northern European Championships in the Faroe Islands. Finished 6th overall and qualified for beam final.

Alistair Clark – Bronze medal at UK Trampoline Regional Finals.

Heidi Sampson, Holly Duval, Rachel Strachan and Shona Campbell – Under 18 Midlands Hockey Squad. Inter-District Champions.

Laurence Petty – Scottish Schools Athletics Championships. Under 15 800m Champion. 3rd Place in UK Under 15 800m rankings. Selected to represent Scotland.





Jamie Reid – Scottish Schools Athletics Championships. Under 17 100m Champion. Selected to represent Scotland.

Tulowani Idowu, Jennifer Bonnyman, Emily Baxter, Claire Joss, Hannah Forrester, Anna Dalglish, Zoe Hutcheon, Emily Robertson and Megan Cant – Under 15 Dundee District Netball Squad

Alex Douglas – Under 13 1500m Indoor National Champion

Darcey Brown - Scottish Schools Swimming Championships 12 and Under Freestyle Bronze Medal

Blythe Brown, Rory Grant and Hannah Murray – Selected for Scottish Swimming Regional Performance Team

Dino Leddie – Selected for Scottish Independent Schools Football Team. Signed a professional football contract with Heart of Midlothian

Cameron Murray – Selected for Scottish Independent Schools Football Team. Selected to represent Scottish Club side

Cameron Dow - Selected for Scottish Independent Schools Football Team

Anna Dalglish, Rose Ryan, Eve Hewitt and Jenny Bonnyman – Scottish Schools Cross Country Bronze medal winners in Group C Team Event

Anna Dalglish – Selected to represent Scotland at International Home Counties Cross Country Championships

Katie Joss – Selected as a technical officer at Youth International Hockey Matches

Callum Elliot, Callum Findlay and Hamza Chohan – Under 17 Caledonia District Squad

Malachy Keogh, Angus Neville, Adam Flynn, Zac Boyd, Andrew Lothian and Matthew Curnyn – Under 16 Caledonia District Rugby Squad

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International Education



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French Exchange

After the great fun we had in Limoux, we were all eagerly awaiting the arrival of the French students from St Joseph's. The reunion was a great opportunity to see everyone again and catch up. Straight after that we took our respective partners back to our homes to meet our families. The language barrier was a challenge at times but luckily Google Translate was always on hand! The French students were off throughout the week on different tourist trips along with alternating Scottish students. They went to St Andrews, Edinburgh and Stirling which gave everyone a good opportunity to see what Scotland is like. All the while our visitors were settling into their homes away from home. When the week came to an end we said our final goodbyes and wished everyone a safe trip back. Overall the whole French Exchange experience was great fun and helped us to improve our French speaking skills. I think that this was a great experience and hope that this program can continue for the coming years.

Olivia Russell







India

A small group of HSD students set off to India in early July after 18 months of planning and preparation. Well organised by Mr Ross, the students teamed up with Kingston Grammar School, London for three weeks.

We arrived in Delhi after an 8 hour flight and enjoyed our first evening meal before departing to Ladakh the following day. Ladakh is situated 3500m above sea level; due to depleted oxygen levels the first two days were spent acclimatising and getting used to the local culture.

The first phase of the expedition was the project. After an interesting car journey the team arrived at Saspotsey village and were allocated the homestays. The group was

touched by the kindness and generosity of the locals, who cooked traditional meals and opened their homes. The group became close with the villagers; some members were even invited for tea with the elders of the village.

The project lasted four days, during which the group completed four corrals; pens, used to secure and protect livestock. The animals are at risk of being attacked by Snow Leopards. By building corrals, the group helped protect Snow Leopards as the villagers are not tempted to kill the endangered animals in order to protect their livestock.

The locals taught us how to build the Corrals, using traditional tools. In return, we taught the children English and games. On the last night, the group shared a meal with the villagers and we were taught



some traditional dancing. In return, we showed the locals our traditional Scottish Ceilidh Dancing.

The next phase was the trek, which lasted seven days. The trek was physically demanding as we were walking in high altitude and in heat but the group was rewarded on day 3 when we reached the pass at a height of 5,000m. The trek had many exciting moments. Including crossing the sizable Zanskar river in a trolley basket, crossing a smaller river on a bridge built of sticks and stones and sliding down mud when it rained heavily on day 5. The kindness and hospitality of the support team were unbelievable. We were provided with incredible meals, considering the team were cooking in tents. They even baked us a celebration cake on the last day.

Our final stage of the trek was culture. The group travelled to Agra where we enjoyed seeing the sights such as the Agra Fort and Taj Mahal. It was eye opening to see the amount of poverty in the area. However, the monkeys provided amusement as they chased each other around the sites.

In conclusion, the expedition to India was an incredible experience. The whole group enjoyed it and we are very grateful to the leader of the expedition, Geraint Hughes, who supported us the whole way. The expedition was definitely character building, strengthening key skills such as organisation, confidence and teamwork. We would highly recommend to other pupils to go on an expedition as it changes your outlook on life.

Jamie Macmillan and Kirsten Ellis



Italy



It's not every year that we set off at a reasonable time, but on the last day of term at midday 44 pupils and 5 members of staff found themselves boarding a bus on the way to Edinburgh airport and the city of Naples.

Unfortunately due to a substantially delayed flight we found ourselves arriving in Naples late in the evening, boarding another coach bound for Sorrento an hour away and the moment we arrived at the hotel rushing off to the local pizzeria for a half past midnight pizza. And so the holiday began as we meant to go on. As one pupil said pizza, gelato, gelato, pizza and pizza again – what more does one need in life?

Well obviously Roman ruins..... Early the next morning we were back aboard the coach and heading for the north end of the Bay of Naples with a visit to the amphitheatre at Pozzuoli with its fantastically preserved animal cages beneath the arena floor. Then pizza and gelato overlooking the beautiful lake of Misenum, then later to the mouth of hell, Roman style, in the decadent bath houses of Baiae, with an amazing upside fig tree hanging from the roof of one of the vaults, before visiting the oracle of the Sibyl of Cumae.

On the Saturday we were underground in Naples exploring the ancient Greek and Roman stone quarries and aqueduct system cut 30 metres beneath ground level, used as air raid shelters from first Allied bombing

then Nazi bombing during the Second World War. Pizza and pasta for lunch. The afternoon was in the Naples archaeological museum with all its amazing relics of Pompeii and Herculaneum.

Sunday we went to the best preserved Greek Temples in the world. They are at Paestum amongst the buffalo farms south of Salerno. They stand in an abandoned city enclosed by a massive city wall in the middle of no where. Between our visit to the museum and the park like site of the temples, we enjoyed pizza. No one had the Nutella option.... This was a cultural tour of Italy.

Monday we started in a Roman farm buried by Vesuvius, saw Roman food stuffs buried and preserved by the volcanic ash, and a pig and a dog that hadn't escaped the eruption preserved for posterity in plaster casts. Then to Herculaneum, the other Pompeii, better preserved, in that many of the houses still have their roofs, and were moved by the 300 or so skeletons fairly recently discovered on the beach of the town. Fantastic pizza for lunch in a garden. We ended the day in Poppaea's palace. She was the unfortunate wife of mad emperor Nero, and her palace was impressively spectacular, especially the multi-holer loos with their male and female sections in the guest wing.

Tuesday we saw Pompeii. We tramped the ancient streets fortified by pizza

and ice-cream for lunch, saw houses and bath houses and theatres and the amphitheatre.

Wednesday was our last full day, and we took the boat to Capri, took the scary minibuses up to the heights of Anacapri, and then took the chair-lift ride to the very top of the mountain, looking down on an azure sea, eating ice-cream. After a pizza lunch for many, most walked back down the mountain to the port along the lovely flower lined paths through pretty villas and gardens.

On our final day we enjoyed a visit to the mozzarella farm above Sorrento, had a splendid lunch of locally grown produce before heading in to Naples to see the Castel Nuovo with its bloody history through many wars.

One pupil must take the record on this trip, and this is worthy of mention, a record that must be hard to break – she claimed to have tasted 42 different flavours of gelato, and this includes one day when she ate no ice-cream – this record may stand for some time, but many will challenge it no doubt! Many thanks to well behaved youngsters who are a credit to the school and to five members of staff who gave up some of their holidays to make this happen – Nigel Clarke, Anastasia Lazani, Ellie Ashton, Yunchao Murdoch and Edmund Faulkes



Lessons from Auschwitz



"Remember only that I was innocent and, just like you, mortal on that day, I, too, had had a face marked by rage, by pity and joy, quite simply, a human face!"

Benjamin Fondane, murdered at Auschwitz-Birkenau, 1944

"Come here you free citizen of the world, whose life is safeguarded by human morality and whose existence is guaranteed through law. I want to tell you how modern criminals and despicable murderers have trampled the morality of life and nullified the postulates of existence".

Zalman Gradowski, who was murdered in the Sonderkommando revolt in Birkenau, 7 October 1944

In November, Eleanor and I had the opportunity to represent the school on the 'Lessons from Auschwitz' Project run by the 'Holocaust Educational Trust'. The aim of this project is to educate young people from various backgrounds about the Holocaust and the important lessons that can be learned from it today. This four-part project allows its participants to increase their knowledge and understanding of the Holocaust. Our experience consisted of an Orientation Seminar, a visit to Auschwitz and a Follow up Seminar. Following this, we returned to school to share our experience through a series of assemblies.

Our Orientation Seminar was crucial to deepening our understanding of the Holocaust before our visit to the concentration camps. We were fortunate to hear the testimony of Holocaust survivor, Eva Clarke, whose mother spent time in Auschwitz. Eva was born on the steps of the notorious concentration camp, Mauthausen. When Eva was born she weighed only 3lbs and her mother, Anka, at nine months pregnant weighed only 5st. We could not believe how this was possible and we recognised the emotional

strength that Eva's mother must have needed to survive.

The day we would be flying to Kraków, Poland soon arrived. On arrival our first stop was Oświęcim, a traditional Polish town. The purpose of visiting this town was to get a better understanding of what Polish life was like before the war, and the extent to which society was assimilated. Shockingly, the Catholic Priest and Jewish Rabbi lived across the square from one another. This was a powerful moment for us because we began to come to terms with how unjust the actions of the Nazis were. Thereafter, we visited Auschwitz I. This was originally built to house Polish prisoners of war, who began to arrive in May 1940, yet eventually held a number of Jews, Polish nationalists and Jehovah's witnesses. We were given a guided tour of the camp and were able to see the barracks and an original gas chamber. Some of the barracks had been turned into museums; the book of names, a room full of luggage cases taken from the Jews, and the 7000kg of human hair cut from the heads of 140,000 female prisoners. This was especially shocking for us, as we became all too aware of the brutality

shown towards these prisoners. It also hit home to us that behind every exhibit, there were several lives that were needlessly destroyed.

After our visit to Auschwitz I, we continued on to Auschwitz II or Auschwitz-Birkenau, which was a combination of an extermination and concentration camp. The majority of those in this camp were sent straight to one of the four gas chambers upon their arrival. We found it shocking to learn that 1.1 million people had been killed on this site and, out of this, 1 million were Jewish. Moreover, it is estimated that only 11% of Jewish children alive in 1933 actually survived the Holocaust. We discovered that if we held a minute of silence for each of the 6 million victims of the Holocaust, we would be silent for eleven and a half years. Visiting the camp put into perspective what we had learnt in school and what we were taught at the Orientation Seminar. Seeing, first-hand, not only the barracks where the victims of the Holocaust lived, but also the gas chambers where so many died, made the experience hard-hitting and harrowing. It was very surreal to be there with the knowledge of how many

people had needlessly lost their lives. After reflecting on our day, it is clear to us that visiting Auschwitz II was the most emotional and difficult part.

Our day at the camp came to an end with the Ceremony of Prayers for the victims of the Holocaust and the Rabbi talked candidly about the experience of those who had died. Furthermore, he recounted the testimonies of those who survived and gone on to tell the world about their experience. Everybody lit a candle in memory of those who had lost their lives and placed it on the Holocaust memorial. This was an incredibly emotional and poignant tribute.

After our visit to Poland we found ourselves contemplating what we had experienced. Moreover, the Follow-up Seminar made us think about, and put into perspective, the contemporary relevance of the Holocaust and examples of modern day segregation and antisemitism. We discussed the significance of the Rohingya Refugee Crisis as well as the incorrect stereotypes placed on the Jews; graffiti in London depicted the blaming of Jews for the 9/11 disaster. We believe that the Holocaust is too important to be forgotten, and that it is our role as Holocaust Ambassadors to educate and inform others of this atrocity. We feel that this can be done by sharing our experiences of the 'Lessons from Auschwitz' project. Additionally, we believe that the best way to understand the Holocaust is to visit sites like Auschwitz, so if you have the opportunity to visit, we highly recommend the experience to you.

Lois Winter





Ski Trip



On 13th December 2017 a group of F3 pupils left for Alpendorf ski resort in Austria on our Ski Trip. As we travelled up to the mountain, everybody was very excited for our first day on the slopes, especially those who had never skied before. The slopes were peaceful with mainly just our school using them, which meant there were very few queues for lifts. We skied in groups of our own

ability and met up with the other groups for lunch and evening activities. Evening activities included swimming, bowling, a games night, and a pizza night. Throughout the week the skiing level improved allowing the groups to ski on more complex slopes across the mountain range including visiting different restaurants which offered a nice selection of cultural foods. At the

end of the week every group participated in a slalom competition and group leaders presented certificates to the winners and also for different awards such as the best fall and the most improved skier. Overall the ski trip will be a highlight of our school life as we will remember it to be a fun and exciting bonding experience.

Katie Martin and Christina Kennedy





WW1 Battlefields Trip



The History Department's Trip for F4, F5 and F6 pupils to the WW1 Battlefields in Belgium and France was undoubtedly an incredible experience for those of us fortunate enough to have taken part. To have been able to visit the Battlefields, almost exactly 100 years after the First World War ended, made it all the more poignant.

The trip, led by Mr Fyall, Miss Douglas and Mrs Craig started with a bus journey to Hull. Once we were all on the bus with our matching burgundy hoodies we headed down to Hull to catch the overnight ferry to Zeebrugge. Luckily, we had packed the bingo books so there was plenty to entertain us in the evening!

After departing the ferry, it was back on the bus for our first stop, Sanctuary Wood or Hill '62. Mr Fyall gave us insight into the history of the war and the nature of the Western Front. Here, we saw the preserved trench network and being able to walk

through them gave us a realisation of the grim life of a soldier on the Western Front. We also met a woman whose grandfather had taken part in the famous Christmas Truce. She spoke emotionally about her disbelief at what the trenches were really like.

From there, we made our way to Tyne Cot Cemetery, the largest Commonwealth military cemetery in the world. This is the final resting place for over 10,000 soldiers. Everyone was shocked by its vastness and gravestones seemed to stretch back forever. It was hard to appreciate that so many people could have died and difficult to imagine that there were more cemeteries to see.

Our next stop was Black Watch Corner, which honours the 8,960 Black Watch officers who were killed, and the 20,000 wounded, during WW1. The High School raised money during Armistice Day 2013, to go towards the construction of the memorial.

Our penultimate stop that day was the town of Mesen. We visited the church of Saint Nicolas and saw the crypt, where a young Adolf Hitler was treated for shrapnel wounds. After climbing to the top of the church tower, we were able to look out over the site of the 1914 Christmas Truce. The museum and statue there commemorate the amazing story of the event, which occurred on Christmas Eve, when the German and British troops sang 'Silent Night' and played football together. Finally, we travelled to the town of Ypres – our home for the next two nights. After dinner, we attended the Last Post Ceremony within the Menin Gate. The ceremony has taken place every night since 1929. Ailsa MacDonald and Malcolm Nimmo (F5) laid a wreath on behalf of the school. It had been a long and thought-provoking day.

We woke early the next day and headed for Vimy Ridge. Many of

us tried to nap en route but were cheerily woken up by Mr Fyall shouting in the tannoy system - "Morning History Trippers!", which was to become a familiar loud greeting! We spent some time exploring the elaborate Canadian and German tunnel system before seeing the impressive Vimy Ridge memorial.

From here, we travelled to the Thiepval Memorial, which commemorates more than 72,000 graves of unknown British and South African soldiers. We continued our day by visiting Newfoundland Memorial Park. We climbed the small peak that sites the Newfoundland Caribou, the memorial to the missing Canadians who lost their lives in battle. We witnessed the vastness of 'No-Man's Land' and the long lasting effects the war has had on the French landscape.

Our last stop that day was the Pas de Calais cemetery, formerly the Loos battlefield. It is here that three former pupils of the High School are buried. Brothers Sydney and Harvey Steven died within two weeks of each other at Loos, with Sydney's final resting place in this cemetery alongside former pupils Ernest Campbell and Alexander Fraser. Laying a wreath for these three particular soldiers was an emotional experience for all of us.

The following day saw us make a visit to the Langemark German Cemetery.

The difference between the German graves and the Commonwealth graves was very striking. The pristine white condition of the Commonwealth graves, which we had recently visited, was nowhere to be found here. Instead, we were faced by dark, flat stones, each representing around eight soldiers instead of just one.

We then made our way to Bruges – a complete contrast from what we had experienced to date. Mr Fyall took us on an excellent guided tour of the city and was very specific when pointing out the best waffle spots! After lunch it was time to experience the chocolate making factory. The group split in half and while the first group made chocolate, the remainder enjoyed the attached museum. Although very interesting (favourite fact - Lindt was the first to fill chocolate in 1913) the highlight was seeing how many times we could pass the tester counter and try the chocolates! The chocolate making was good fun and it is fair to say that some people's creations were not as creative as others – Caitlin for example, made a chocolate bus to give to our bus driver Ally! We walked out of the factory with enough chocolate to last us a year, although in reality we were lucky if it lasted until we were home! That evening we went out for a meal together and enjoyed an ice cream before going back to the hostel.



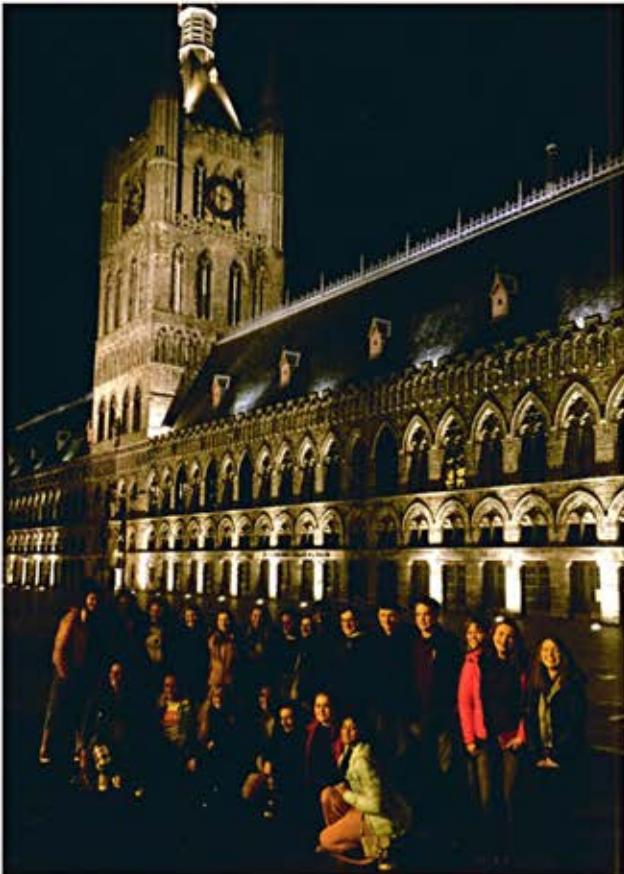
Our last day started with us visiting the Belfry of Bruges, a medieval bell tower, a focal point of the city as it reaches 83 metres into the sky. We climbed the 366 steps to the top of the tower and took photographs of the beautiful views. We did not fully appreciate how narrow the stairway was and going back down was significantly harder than going up was. However, Miss Douglas whistling Mamma Mia was certainly enough to calm any nerves! We then had some free time, which was perfect to go and find a waffle spot before our afternoon activity. After a delicious waffle, we enjoyed a cruise around the famous historic canals of Bruges and came to understand why it has the nickname - 'The Venice of the North'. We heard about the city's history and saw its stunning architecture from the river. As it was Easter Sunday some of the group thought that it would be a nice idea to buy Easter eggs for everyone. However, it turns out that Emily and Caitlin's Flemish is quite poor because they bought banana flavoured eggs – they did not go down a treat!

We were very sad to leave Bruges and return to Zeebrugge. After getting settled in our cosy ferry cabins we gathered again to play another highly competitive game of bingo, followed by some magic tricks from Alex! The evening was a lovely way to round off our trip as a group!

The following morning (back in the UK), the rain was pouring but moods were not to be dampened because we had packed Mamma Mia and we crossed the border singing joyously along!

Overall, there is no doubt that the Battlefields Trip was a memorable experience for all of us. We were very lucky to have bonded so well together as a group, which really made the trip special. Having the opportunity as an F6 to make friends with F4 and F5 was great and by the end of the trip we had become a very close unit of friends. We are really grateful to all the teachers for creating such a friendly atmosphere and for always being up for a bit of banter! The trip was a perfect balance of the hard hitting history of the Battlefields, along with many light-hearted moments and activities. I am sure our experience that week will stay with us forever and that we will all look back on these fantastic memories with great fondness.





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Out and About

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The John Stuart Mill Cup

The John Stuart Mill Cup is what competitive philosophers do instead of debating. It is, to quote the website, 'a tournament in which teams of high school students match wits with each other discussing ethical issues of public concern'. Points are scored not by trying to prove the opposing side wrong, but by collaborative discussion and by exemplifying the virtues of insightfulness, thoughtfulness and civility. This year's competition was held in St. Andrews on Wednesday 6th June.

We won our match against Ampleforth, responding to a discussion of extradition policy and leading a discussion of organ donation policy, but lost against Levenmouth Academy, leading a discussion of tax avoidance and responding to a discussion of immigrant labour in the NHS.

Our team (virtuous on all counts, of course) took second place on points, but fifth on votes, so we didn't quite make the semi-finals. However, we did make it to Janetta's in time for ice cream and an expedition to the East Sands before making our way back across the Tay.

The team comprised James Shearer, Joe Carstairs, Anoushay Okhai, Tara McLean, Edward Appleton and Cosmo Bobak. We are already planning our strategy for next year.

ACU



Champions League Quarter-Final 2nd Leg



Manchester City v Liverpool

In April 48 pupils, spanning all 6 years of the Senior School, and 5 members of staff took a bus trip down to the City of Manchester Stadium, home of Manchester City, to witness two English Premier League teams duel for a place in the Semi-Finals of the UEFA Champions League.

The tie was an exhilarating affair with an incredible atmosphere, especially with the hosts taking an early lead. The pupils and staff were amongst a sell-out crowd of 56,000 on edge to see what team would come out on top

and proceed in the competition. Liverpool edged the night and the tie overall and at time of writing were in the final!

The following day, the group visited Anfield, home of Liverpool FC where the mood

was jovial after the previous evenings result! The stadium has recently had an impressive new stand completed and the tour is incredibly well organised and with passionate employees taking the group around. The group learnt about the history of managers, European adventures and the requirement to have a Scottish contingent in the team!

A superb time was had by all and it is hoped that it can become a permanent fixture in years to come.



Beano Exhibition

Mrs Ross's Form 1 class had fun visiting the Beano Exhibition at McManus Galleries.

On display was not only art work from the Beano comics but also costumes and props so they could recreate themselves as some of the Beano characters.

The class really embraced the trip and became fully involved and immersed in the Beano World.



During June, as the summer approached, Mr Melia's F1 History class took a break from their studies in the classroom and grasped the opportunity to explore a bit of local history by visiting the McMannus Gallery's Beano exhibition. In celebration of the 80th anniversary of the Beano, the famous DC Thompson comic had taken over and renamed the museum the McMennace Gallery!

Here the F1 group were able to explore the exciting museum collection and learn how the High School itself had a significant impact on one of Dundee's most enduring products. The class were fascinated to discover that the popular Bash Street Kids comic strip had been influenced by pupils from the High School. In 1953, Leo Baxendale, a cartoonist working for The Beano, was inspired to create the comic after watching High School pupils from his office window in the DC Thompson building that overlooked the school's playground. Surely none of our pupils are so unruly today!



The art department were fortunate to be invited to attend the opening of "McMenace at the McManus." Several classes were given the opportunity to participate in exciting, creative workshops prior to the opening of the show. They activities were conducted by two freelance gallery artists; one with expertise in figurative painting and the other a self-published comic artist. The lecturers showed pupils how to identify the characteristics of the comic book personalities and develop studies of themselves into caricatures, which they executed as fun badges to wear to the event. The opening of the show was of course a lively event with lots of dressing up, acting, comic books and chocolate cookies - it was loved by all! The exhibition comes highly recommended and has since been attended by many of the art classes.



Model UN Conference

During a wintery February weekend, a team of twelve Senior High School of Dundee pupils ventured off to Hutcheson's Grammar school's first ever Model UN Conference.

With one delegation representing the People's Republic of China and the other the Democratic People's Republic of Korea our pupils had to argue some very tricky points of view, especially concerning human rights! However, over the course of the weekend, these twelve pupils lobbied, debated, negotiated and argued their way to achieving world peace!

Oliver Imrie-Cook (F6), Jonathan Lang (F4), Ross Wiewiorka (F6), Anoushay Okhai (F6) all received special mention for the work in each of their committees whilst Callum Paterson (F6) scooped a commendation for his efforts. Kieran Forester (F6) was awarded with a high commendation, despite the fact that this was his first ever conference! James Shearer, representing China on the Security Council, also won an award for Best Speaker. All in all, another very successful effort from the High School of Dundee team!



L1 Bear Hunt

Just before the October break L1 enjoyed a fun filled afternoon at HSD Nursery. Along with the nursery children, we went on a bear hunt. Having found lots of paw prints, we had to run as fast as we could back to nursery when we thought we spotted the bear! It was great to spend time with our friends at the nursery and lovely for the L1 children to be back in such fond surroundings and share their L1 news with the staff.



L2 Discovery Trip

During their Famous People topic, the L2s learnt about Captain Scott and his adventurous explorations of Antarctica. A particular highlight of this topic was visiting the RRS Discovery which Captain Scott sailed on for his first expedition to Antarctica. The pupils thoroughly enjoyed their exciting and informative tour of the ship. They also had the opportunity to dress up in explorers' outfits from both the past and present. On their return to school, the pupils created their own versions of the Discovery using a variety of art materials.



L2 Farm Trip



In September, the L2s took their first trip of the year to Newton of Arbirlot Farm to learn more about life on a farm as part of their Food and Farming topic. The pupils enjoyed meeting the cows, had the opportunity to harvest potatoes from the fields and saw a range of machinery which is used at different times in the farming year. They also learnt where various types of food come from and how they are produced using crops grown on the farm. With the very informative tour and great hands on experience, the visit really brought to life everything the classes had been learning about in school.



Community Visits



As part of their 'High School of Dundee and the Community' topic, the L2s visited various local buildings during the summer term to learn more about the nearby area. Their first trip was to the Dundee Central Mosque which also linked in with their focus of Islam in RME. Next they visited the City Chambers, the Caird Hall, McManus Galleries and the Tayside Police Headquarters, West Bell Street. The outings were rounded off with a trip to St Andrew's Church where the pupils learnt about the nine trades of Dundee and were given the opportunity to play the organ and ring the church bells.



L3 Blair Drummond Safari Park

On Wednesday, 13 June 2018, L3 visited Blair Drummond Safari Park because we've been learning about animals as part of our Environmental Studies topic this term. We left nice and early and travelled by bus and arrived in time to have our morning snack. We then went to the yurt to learn about animal behaviour and how the keepers train the animals. Afterwards, we walked past the elephants, the rhinos, the giraffes and the lions on our way to the boat which took us to Chimp Island. Then, we hopped back on the bus to drive through the animal reserve. Lots of exciting things happened as we drove through because the alpha male lion was chasing the others because he was upset with them and the zoo keeper had to control them using his jeep. We then had some cheeky apes climbing on the mirror and the roof of our bus which felt a bit like the Jumanji movie. We had a little break for lunch and met an inquisitive peacock who wanted to share our food. We then had a lovely end to the day when we went to the sea lion show and met Poppy and her trainer. She performed lots of wonderful tricks which we thoroughly enjoyed. It was then time to get back on the bus and come home.



L3 Broughty Ferry RNLI

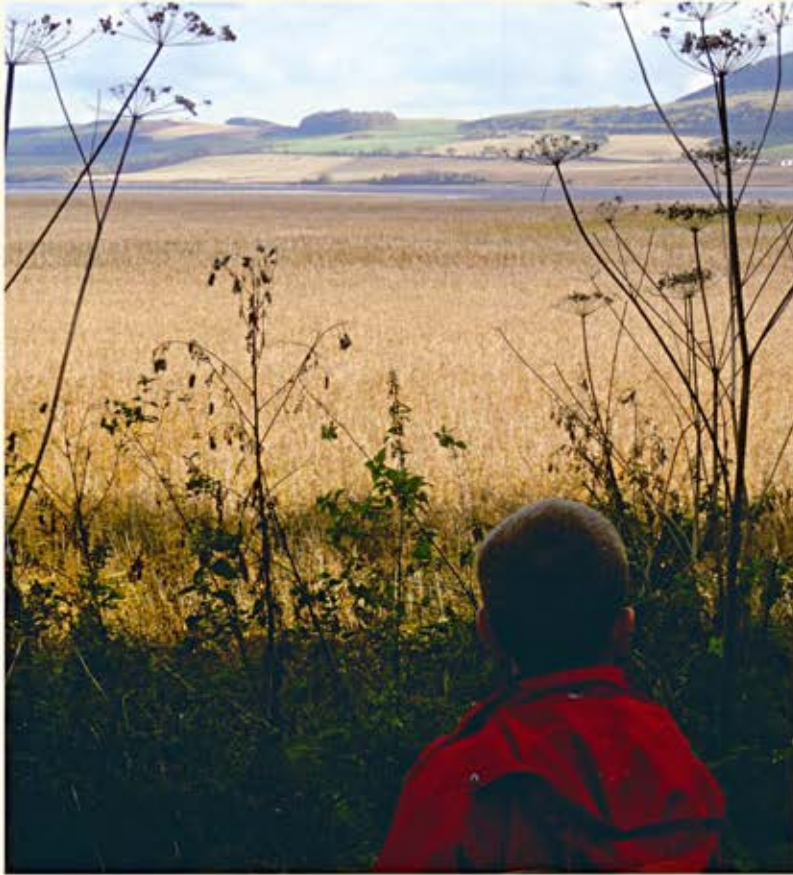


In November, L3 visited the Lifeboat Station in Broughty Ferry. We learned lots about the work of the R.N.L.I. We met a man called Dave, who is a volunteer, and he told us all about the work they do. He let my friend Charlotte dress up in a mini version of the uniform. He also showed us their changing room and he let us see a real R.N.L.I. speedboat. We went upstairs and he showed us a video about them saving peoples' lives. Then he told us that there is a whistle and a light on each lifejacket and a red flare gun on boats. The red flare can be shot straight up into the air so the R.N.L.I. can see it. The flare can be used in the daytime or at night. We saw a model of a lifeboat and asked lots of questions about saving people and animals. We had a very interesting visit and were able to hand over a donation from the L3 pupils.

Sorley Petrie L3P



L3 Megginch and Port Allen



In October, as part our project on 'The River Tay', L3 visited Megginch Castle and Port Allen. It was great fun and there were lots of good things to see and do. At Megginch Castle, we found lots of little windows which were used to shoot arrows from. There was a huge tree with berries on it, which all of us could play under. We worked in groups and used a 'key' to find out what sort of tree it was. Next we went for a stroll in the woods and picked up acorns and chestnuts and we looked at drainage dykes called 'pows' and found mushy clay which is used to make bricks. We found a lollipop tree! To get a lollipop we had to answer questions about our visit, if you answered correctly, you got a lollipop.

We visited the orchards and Gavin, the Beekeeper, told us all about the bees and we actually saw them up close and got to taste two kinds of honey. After that we went and chose apples from the trees, I chose a 'Bloody Ploughman', it was delicious.

After lunch we went to Port Allen and saw all the reed beds, they are as big as 410 rugby pitches! We had a competition to find as many different leaves as we could and we walked through mud and got stuck.

We loved our day out.

Matthew Gordon L3P



L4 Crannog Centre

L4 had another successful visit to The Scottish Crannog Centre this year. We were introduced to how the Celts lived by Dirk who showed us lots of different tools that were used 2500 years ago. The hands on activities were fantastic fun and we realised that it must have been very hard to live as a Celt and just how important it was for them to work as a team. It was lovely to get inside the warm crannog, out of the wind and rain, to find out how the Celts built crannogs and all the different things they did with their day. We all returned home happily after a quick packed lunch beside the beautiful Loch Tay and a minor incident with a hungry duck!



L4 Botanic

L4 had another successful trip to The Dundee Botanic Garden and Riverside Reserve. The weather was against us to begin with so the classes were restricted to staying indoors and looking around the beautiful rainforest and desert glasshouses. Unbelievably, the children were grateful for the cooling wind after a very hot discussion while looking at all the exotic plants. After a delicious indoor picnic, we all headed down to meet the Countryside Rangers at the Riverside Reserve. The children were split into 2 groups and had 2 different activities to do. One group learned several different ways to measure the height of trees. To the children's delight, the most fun way was to look between your legs until you can see the very top of your chosen tree and then pace from where you were to the bottom of the tree. Great hilarity then ensued! The second activity was undertaking a plant survey which involved working with grids and identifying different wild flowers. The L4s thoroughly enjoyed their day out and returned to school windswept, but delighted.



L5 Bannockburn



On the 7th of June, L5 went on a trip to the Bannockburn Centre in Stirling. When we arrived we were split into two groups led by Francessca and Rob. L5D first went to the Virtual Reality experience where we were put into a room wearing our 3D glasses. It was like we were right in the middle of the battlefield with virtual horses charging at us and archers firing virtual arrows at us! After that we were able to lift big spears that the infantry held. The infantry were peasants and many were forced to join the battle. We were also able to stand in front of screens showing people from that period in history. They talked to us, telling us about different aspects of the battle.

Next we met "The Battle Master." We were split into groups of Scottish and the English commanders and played our own version of Bannockburn on a war table that projected the fields, the trees and Stirling Castle on to the board. It was amazing. In the morning the Scots won the L5D battle but in the afternoon the English were victorious in the L5K battle.

We walked up to the mound where Robert the Bruce and his soldiers camped before the Battle of Bannockburn. We saw where Robert planted the original flag and we stood beside the Bruce Memorial. We were told that the statue of Robert's head is actually the same height as our guide, Francessca. We also discovered that there used to be silver buried in the base of the statue but as people started to hear about it they moved it to safety. Francessca instructed us on how to form "the spear wall" or schiltrion which the infantry used against the cavalry. We made 3 rows of spears. The first column aimed at the horse's legs to make the enemy's horse lose its footing, the second column aimed at the horse's head and the third column aimed at the enemy to knock the rider off the horse.

The last thing we did was to dress up and try on clothes that the infantry, knights and archers wore. We had lots of fun doing this.

We had a great day and we learnt a lot about the Scottish Wars of Independence.



Matthew Jamieson L5D

L6 Spend a Weekend At Dalguise!



Activities and Experiences

"The giant swing is a terrifying experience where you're really high and then you drop and swing. But, it is a lot of fun!" *Theo Brown*

"Dalguise provides a full range of fun and challenging activities, like archery, canoeing, the zip wire and much more." *Joshua Gordon*

"At Dalguise, you can face your fears on many activities. If you aren't fond of heights, there's always a different option." *Orla McKelvey*

Facilities

"Dalguise was able to provide us with three meals a day, cosy beds and suitable equipment." *Joshua Gordon*

"After a hard day of activities, you can enjoy a delicious meal in the dining hall or go to the shop to buy a gift. You can enjoy some games at the sports dome." *Orla McKelvey*

Accommodation

"We stayed in Craigvinean Lodge, with rooms for six to eight people. They contained beds, showers and room for our luggage." *Joshua Gordon*

"It's always nice to lie down on your bed after hard work." *Orla McKelvey*

Transferable Skills

"My team built a shelter from a log. Then we put smaller twigs and leaves on." *Theo Brown*

"After Dalguise, you can always bring the skills home that you have learnt and use teamwork more often." *Orla McKelvey*

"Transferable skills – there's a lot! Building shelters, building fires, team work and independence." *Isla Barron*

"From Dalguise, I have learnt to listen to others and I have got closer to my friends." *Cara Jones*

"While being at Dalguise, co-operate with your friends and learn to be without your parents!"

"At Dalguise, you could learn how to make your own campfire and shelter. You could learn to face your fears and that team work makes the dream work!" *Henry Smith*

"Learn team work, communication, how to face your fears and patience." *Zara King L6C*

"Learn how to be independent, team work, co-operation, share ideas and face your fears." *Charlie Lilley*



DofE Award - Gold

The Gold Duke of Edinburgh Expedition was a fun and thought provoking experience where most of us went on a canoeing expedition for the first time. We were very lucky to have good weather, which meant the water was calm and we could appreciate the views before us. Canoeing was different to walking; we found it easier and more relaxing. We learnt different skills, such as what to do when capsizing, fortunately for us, the water was warm. However, having enjoyed the peace and quiet and the outstanding beauty of the countryside we made a short stop to pick up the litter that had been left behind by some campers. The amount there was deeply upsetting. Left behind were broken bottles, clothes and even a tent. Although it was sickening to see, we felt proud that we had contributed to helping the wildlife and nature that we had enjoyed over the past few days.

Kirsten Ellis



Safe Taysiders

On Thursday 14th September, L7 took part in 'Safe Taysiders'. We learned all about what to do in case of fire, flood and crime. We also watched a video about dangerous behaviour such as throwing stones at buses and the consequences of that. Stranger danger, online safety, electricity, domestic abuse and how to stay safe around water were other bases for the morning. Each time we moved around a base, the instructor awarded the team a mark out of ten based on the performance of the group. Before activities started, we did a quiz to find out what we already knew about safety. The same quiz at the end proved how much we had learned! This was a really useful morning and the whole of L7 had an amazing time completing the tasks and even better... we were back at school in time for lunch!

Ava Newton and Polly Parker (L7C)



Scottish Parliament

L6 started June with a trip to Holyrood in Edinburgh to tour the Scottish Parliament building. Pupils were fascinated by the architecture and, following their work in class, very good at a game to 'guess' which matters were reserved and which are devolved. Sitting round a committee room table, pupils tested the microphone system and many thought a career in politics might be for them, considering the comfort of the armchairs and impressive scale of the table.



Opal Parle!

As the title of the L7 trip to the Opal Coast in France would suggest, this was a week for improving French speaking skills.

In addition, the trip was packed with interesting visits and activities. La Coupole and Planetarium provided an opportunity to look back at the history of WW2, look out into the Solar System and look forward to scientific advances of the future.

There was also a time for reflection at Etaples Cemetery, where thousands of WW1 graves lie.

Our Art Workshop visit showed off creative skills and ensured that everybody brought home a souvenir from the trip.

Teamwork and exercise were the order of the day on La Rando Rail where pupils had to pedal 4 seat chariots along a disused railway - a perfect way to admire the French countryside.

Pupils thoroughly enjoyed their time in Nausicaa, Sealife Centre and were

entertained there by the feeding of the sea lions.

Competition and fun were provided in equal measure by French quizzes and bingo as well as swimming and ten pin bowling.

Of course a trip to France would not be complete without a heavy emphasis on food! The Market Mission gave pupils the opportunity to shop for their lunch at a traditional French market while visits to a crêperie and a chocolate factory introduced the delights of pancake and chocolate making and eating! Snails, cheese and some delicious French cooking helped to make this a trip to remember.



John Muir Discovery Award

A group of intrepid Form 1 and Form 2 explores headed to the west coast to participate in the John Muir Discovery Award. On route to the Small Isles of Canna and Rum we were fortunate to see a pod of dolphins as well as FP Ali Goodfellow who kindly gave us a tour of some lovely beaches at Camusdaroch.

The Calmac ferry took us to the Isle of Canna. Where we set up camp and swam from a beautiful beach. On the island we had lovely weather and we worked closely with the excellent National Trust for Scotland rangers Gillian and Mike. With them, the group undertook a bird survey on Sanday Island where we recorded many different species including Great Skua and hundreds of Puffins. We also

undertook a vegetation survey in the Machair environment by our swimming beach and identified many wild flowers. The following day we walked to Tarbet beach to conduct a clean-up. We gathered 2,051 pieces of plastic and lots of rope from fishing vessels. There were many household items ranging from toothbrushes to shoes and cleaners but the most common item was a plastic drink bottle. In the afternoon we continued on our way, walking along the spectacular 200m high cliffs on the north side of Canna and were very fortunate, to experience two huge golden eagles soaring above our heads.

A Calmac ferry then took us to the mountainous Isle of Rum. In the evening we met the Rum ponies

Minnie, Jessie and Kelly and a beautiful foal only a couple of hours old with no name. The clouds were shrouding the hills but the group stayed determined and with enthusiasm walked to the top of Barkeval hill. It was hard work but worth it when we got to the top, although it was very cloudy on the summit. During the final evening, we celebrated with s'mores around a campfire.

On our return journey home, we stopped briefly at the Glenfinnan viaduct to watch the steam train crossing. The viaduct was a location for filming the Hogwarts Express, which was a fitting closure to a great week's adventure.

Well done to all who took part.

GR



Species	Count
Thin Sallow (A)	< 1%
Heath Spotted Orchid (B)	< 2%
Heath Milkwort (C)	< 1%
Yellow Rattle (D)	10-5%
White Clover (E)	60-70-5%
Red Clover (F)	< 2%
Eye-Bright (G)	< 2%
Water-Celery (H)	10-50%



Data Warriors

Pupils from the High School of Dundee had the chance to find out all about working in Scotland's data industry when they attended a special conference.

The School was one of only three in Scotland invited to send students along to a special Data Lab and Microsoft-hosted session in Edinburgh which was part of DataFest18, an event that aimed to promote the benefits of data driven innovation and showcase Scotland's world class talent in the sector.

The seven High School pupils had the chance to meet and quiz Dr Hannah Fry, whose mathematical expertise has inspired a number of BBC documentaries, and Judy Logan, co-director of Stanford University's Global Women in Data Science Conference.

They also heard from Aileen McDonald, an analytic consultant at data specialist Merkle Aquila, and Jude McCorry, Head of Business Development at the Data Lab, which runs DataFest as part of its goal to strengthen Scotland's data industry.

MSPs Finlay Carson and Michelle Ballantyne were also in attendance.

Over the course of five days, this year's DataFest event brought together a huge number of industry experts and practitioners to discuss and examine various issues relating to the use and management of data in today's world.

The event also sought to celebrate and empower



Scotland's Data Warriors - people who are not necessarily data scientists, but who understand, and share a passion for, the innovative ways that data can be used to benefit society, institutions, such as the NHS, and businesses.

And accompanying the High School pupils was the School's very own Data Warrior, Maths teacher Kevin Hodgson.

He said, "I have been working with The Data Lab for a number of years now helping to promote jobs of the future in data science.

"The event we attended showcased Women in Data Science, promoting Maths and Statistics in today's business, economic and social context.

"The girls really enjoyed the experience and will be sharing at assemblies in the summer term what they found of most interest from the day. The school has already been invited back next year for DataFest19."

KVH

Model Boat Building Club

Two years in the making, but eventually completed, four Wee Nips went for a sail on the Swannie Ponds on a blustery summer's day.

Charvia Kenoba, Jamie McFadyen, Sandy Robertson, and Rory Masson stuck the course and over two years of Thursday lunch times built these small radio controlled sailing boats from plans using a selection of balsa, plywood and metals. Most lunch times they only had 20 minutes or so, but the wait was worth it. After mastering cutting wood with saws and craft knives, gluing wood, and using resins, the hulls were painted, sails made and rigged and the radio control was fitted.

It was quite windy. The four boats sailed speedily off in a variety of directions and builders turned skippers had a crash course in mastering the wind. Crash course was the word as they bounced off the pond's edge and occasionally dis-masted. Mr Faulkes in waders performed a number of necessary salvage operations, but no-one sank, and tremendous fun was had by all.

There were no winners or losers! Instead it was a lesson in navigation and soon the little yachts were generally going in the desired direction, with few upsets. Next year the boats will have motors.

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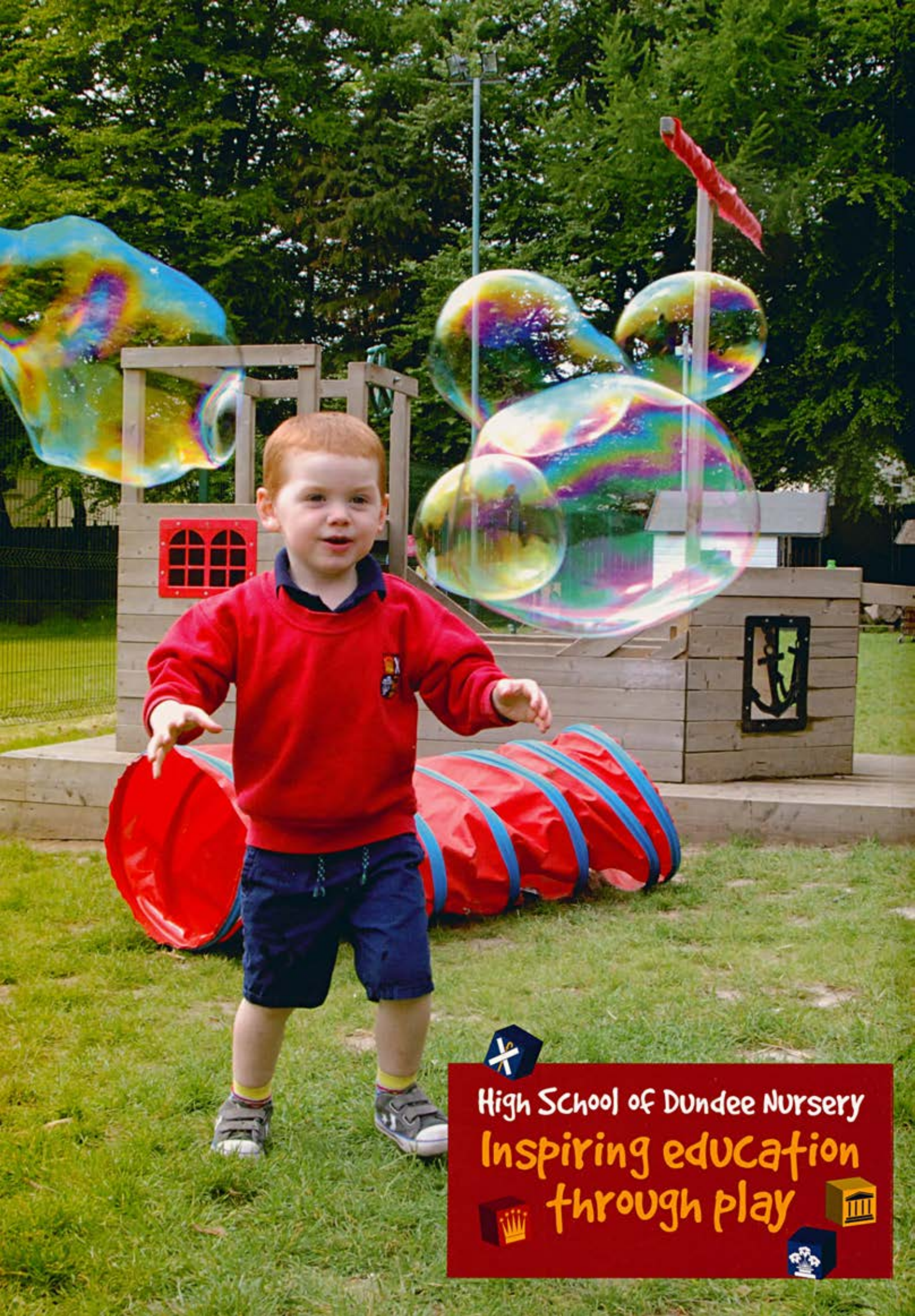
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