

**BALERNO HIGH SCHOOL  
EDINBURGH**



**SENIOR SCHOOL  
INFORMATION BOOKLET  
S5 2018 - 2019**



Dear Senior Pupil

As you approach the end of S4 most of you will be making a positive choice to stay on at school and exercising some element of control over your future plans through your course choices. You should discuss the various options available in senior school with your Pupil Support Leader during personal and social education, with class teachers, with our careers adviser and also with your parents. You should also look into entry requirements for further and higher education and reference [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) for additional advice and guidance.

This booklet provides you with relevant information on the courses and the wide range of opportunities offered to senior pupils in Balerno High School. Read it carefully, and where necessary, ask for further advice from your PSL, careers adviser or the relevant subject teacher. Take advice and enter into a dialogue if necessary with regard to a department's recommended level of study for you. Choose wisely.

Once you have made your choices, and discussed them during your interview with your guidance teacher, it is essential that you start on your new courses with enthusiasm and the determination to work hard and succeed. Keep long term goals in mind as motivation.

As a senior pupil, you will receive every assistance in terms of educational opportunities, encouragement and advice that we, as teachers, can give you. We want you to realise your true potential, so get involved and ensure you achieve what you feel you deserve.

As a senior pupil we expect a great deal from you - commitment, hard work, cooperation and support for our school. We also seek a willingness to share in the life and work of our school and the maintenance of the highest possible standards. It is important that you realise the significant role you will play as a role model for younger pupils and the extremely useful and constructive influence you can have in establishing and maintaining our positive school ethos.

Choose carefully, work hard, stay focused and continue to enjoy your education.

Yours sincerely

A handwritten signature in cursive script, appearing to read "Neil McCallum".

Neil McCallum  
Headteacher

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## **CURRICULUM**

Each pupil's curriculum is negotiated with Pupil Support Leaders and senior staff and is tailored to suit his / her interests, aptitude and post-school aspirations.

### **S5 Curriculum**

Fifth year pupils are expected to take five National Courses at either National 4/5 or Higher Level, as appropriate. Fifth year pupils will normally be expected to form their curriculum from their fourth year courses and only very exceptionally pick up a new subject. Pupil Support staff and the Depute Headteachers for S5 will be available to assist pupils make appropriate choices based on recommendations from subject departments and the overall workload their curriculum would entail.

### **Core PSE**

Fifth year pupils also undertake a structured programme of Personal and Social Education which explores a number of themes and issues. In the first term we focus on local and global citizenship topics within the context of Health and Well Being, Literacy and Numeracy. There is also an emphasis on Cooperative Learning as well as giving presentations in order to consolidate skills and further build confidence. In the second term there is a shift towards planning for Transitions and Life Skills such as Careers, Financial Education, Interview Skills, Sexual Health and Relationships, Substance Misuse, Personal Health and Driving Awareness.

Pupils in fifth year generally find the volume and pace of work much greater than in previous years and should be prepared to manage their out-of-school activities in a way which enables them to successfully complete homework, revise class work and prepare for assessments.

### **Core Physical Education**

All pupils in S5 will participate in one period of Core Physical Education. Pupils will have some opportunities for personalisation and choice throughout the year. Choices in the S5 Core Physical Education programme may include: hockey, football, rugby, badminton, basketball, dance, gymnastics, volleyball, fitness, swimming and water polo.

The emphasis in S5 is on participating and experiencing a range of activities in a social and, sometimes, competitive environment.

## **MONITORING PERFORMANCE & REPORTING**

Pupils in S5/6 meet with their Pupil Support Leader and Year Head at regular intervals throughout the session to discuss progress. Subject teachers continuously monitor the work of senior pupils and regularly log any concerns regarding standard of work, homework, effort or attitude. This systematic tracking of each pupil's progress allows areas of concern to be identified promptly so that support strategies can be developed and implemented. Parents have an important role to play in this process and are informed of concerns in an interim report.

There is a calendar of reports and a parents' consultation evening spread over the session; this will be made available on the school website at the start of the session.

## **ADDITIONAL SUPPORT FOR LEARNING**

Class teachers are responsible for supporting learning in their classrooms. In circumstances where a pupil has an additional learning need further support is available in many forms through allocation by the Support for Learning department. On this basis learning needs are met from S1 to S6.

The Scottish Qualifications Authority allows additional assessment arrangements to be made during examinations if teachers can provide evidence that a specific difficulty acts as a barrier, preventing the pupil from displaying his/her knowledge, skill and understanding under normal examination conditions. Where appropriate, an application will be made to the SQA for a pupil to be allowed alternative arrangements during assessments. If your child requires any alternative arrangements, it is likely that this will have been identified and put in place earlier in their school career.

## **CAREERS**

Pupil Support Leaders work closely with Skills Development Scotland to provide advice and support both as part of the PSE curriculum and during one to one sessions with the Careers Advisor. The PSE programme allows for discussion and support for both S5 and S6.

The Careers Advisor is in school for appointments on Tuesdays which are pre-arranged and also for drop in appointments during lunch times. Daily bulletin notices also update pupils on any relevant careers opportunities or information.

Our careers advisor Gillian Ross recommends that all seniors log onto "My World of Work" on the S.D.S website as a starting point of their course and career research. Details of other relevant websites and the Edinburgh Guarantee bulletin are available on the school website. We also encourage all S5 pupils to attend the annual Currie/Balerno High School Careers Convention and to be alert to other opportunities which are made available through the daily bulletin throughout the year.

## **SENIOR PUPIL COMMITMENT**

Balerno High School expects very high standards from senior pupils.

### ***ATTITUDE***

#### **In S5 you will be expected to**

- promote a positive image of our school at all times
- set and maintain good standards of behaviour
- show courtesy and consideration for others
- treat the school environment with respect
- be a positive role model for younger pupils

### ***STUDY***

#### **In S5 you will be expected to**

- maintain a positive attitude to your work using your initiative and motivation to ensure your success
- follow an agreed course of studies throughout the session
- attend all your classes
- submit all your homework and course work by the due date
- seek help and advice as required

### ***ATTENDANCE AND PUNCTUALITY***

#### **In S5 you will be expected to**

- maintain a high standard of attendance and punctuality in all classes
- sign in and obtain a late slip from reception if you arrive late
- obtain permission should you require to leave school for an appointment
- sign out at reception should you require to leave school
- provide your tutor with a letter of explanation, signed by your parent /carer on the day you return from an absence

### **DRESS**

#### **In S5 you will be expected to**

- wear school uniform at all times

## **SCHOOL COMMITMENT**

### **STUDY**

#### **In S5 you can expect**

- advice and counselling when choosing an appropriate course
- a negotiated course of studies
- effective teaching
- access to resources
- monitoring and reporting of your progress

### ***PERSONAL DEVELOPMENT***

#### **In S5 you can expect**

- timetabled periods for Personal & Social Education
- personal support and counselling as required
- a wide range of opportunities to enhance your personal and social development

### ***CAREERS GUIDANCE***

#### **In S5 you can expect**

- information on career, university and college opportunities
- advice and support when making applications
- access to careers specialists
- access to resources

### **EQUALITY**

Balerno High School is committed to providing a rigorous and challenging education within a disciplined environment for all pupils and is committed to equality of opportunity at all levels. We will work towards an understanding and promotion of equality as this is a fundamental part of the school's philosophy.

The school promotes all aspects of non-discriminatory behaviour, including education and race, gender, religion, disability, social class and the LGBT community. While the staff of Balerno High School have a continuous commitment to promote and support these ideals of equality of opportunity the partnership with parents is of great importance. Therefore it is desirable that the ideas of equality are positively reinforced in the home, as well as in school.

## **MAKING DECISIONS**

### **School leaving dates**

Pupils who are 16 by 30 September 2018 are entitled to leave school on 31 May 2018.  
Pupils who are 16 by 28 February 2019 are entitled to leave school at Christmas 2018.

### **Options at 16**

There are three options available after the school leaving date:

- courses at school
- courses at college
- employment and training/apprenticeships

### **How to decide**

There are a number of factors to consider when making decisions about what to do next:

- existing qualifications
- what qualifications do you hope to achieve this summer?
- choice of career
- will you need specific qualifications to enter your chosen course or career?
- where can you study for these qualifications or gain the necessary experience?
- attitude to school
- how good is your attendance record?
- are you punctual in the morning?
- do you comply with the school's dress code?
- are you prepared to abide by the commitment expected of pupils in S5 and S6?

### **Choosing subjects**

There are a number of factors to consider when choosing subjects:

- interest and motivation
- which subjects do you enjoy?
- aptitude and success
- which subjects are you most likely to be successful in?
- career requirements
- do you need to study a particular subject for entry to a course or career?

## **SQA NATIONAL COURSES**

### **COURSES**

The Scottish Qualifications Authority (SQA) administers National Courses in a large number of subjects at levels which range from National 3 to Advanced Higher. Each National Course comprises of three units. Balerno High School aims to offer a wide selection of National Courses; however the choice available in any one session may be limited by constraints of staffing and accommodation and will be dependent on a sufficient level of uptake.

### **ASSESSMENT**

In order to be awarded a National Course a pupil must pass all the assessments and the external examination at National 5 and above. Most subjects also involve a project or investigation or practical performance. For more information about qualifications please visit the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)

#### **Examinations:**

Curriculum Leaders and the Year Head for S5 review each pupil's performance before making decisions regarding final exam presentation. The year head will also meet with each pupil twice over the course of the year to review progress.

SQA examinations are held in May and early June. These are set nationally and marked externally by SQA markers.

### **CERTIFICATION**

Candidates for SQA National Courses receive a Scottish Qualifications Certificate listing all the units and courses the candidate has achieved and the grades awarded. It also lists the candidate's Core Skills Profile. A new, updated certificate will be issued whenever the candidate adds to his/her achievements.

## **CORE SKILLS**

One of the main aims of National Courses is to help develop Core Skills. These are a set of five transferable skills that people need to be full, active and responsible members of society.

### **Communication**

Communication skills underpin almost all personal, social, learning and working activity. They are essential in clarifying one's own thoughts, in interacting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions. Communication covers Written Communication (WC) and Oral Communication (OC)

### **Numeracy**

To cope with the demands of everyday life, including work and study, people need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators. Numeracy therefore comprises Using Number (UN) and Using Graphical Information (UGI).

### **Information Technology (IT)**

Information Technology is concerned with the electronic collection, organisation, analysis, presentation and communication of information. It encompasses all media types and formats as well as all relevant tools. The core skill focuses on the ability to use IT to process information in ways which will be useful in work and in the home – it is not about developing IT specialists.

### **Working with Others**

The inclusion of Working with Others (WVO) as a core skill emphasises its importance in co-operative learning and working situations.

### **Problem Solving**

The three components of this skill are Critical Thinking (CT), Planning and Organising (PO), Reviewing and Evaluating (RE). These are the stages in the process of tackling issues and problems in personal, social, vocational and occupational contexts. They are often used in sequence and repeatedly in a single context, but each component can also be a focus of activity on its own.

The SQA certificate shows the pupil's Core Skills Profile and this can be of particular interest to employers. Core Skills are embedded within certain National Courses.

## SQA NATIONAL COURSES

### COURSE DESCRIPTORS

Outline descriptions of courses can be found on the following pages. Subjects are listed alphabetically. Further information about courses can be obtained from subject teachers and from the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).

#### **Please note:**

The courses offered in the senior school vary from session to session and some of the courses described on the following pages might not be on offer in Balerno High School during session 2018/19. Staffing and accommodation constraints, as well as pupil uptake, have an impact on which courses can run. If a particular course is not available in Balerno High School, it might be possible for a pupil to access it at a neighbouring school or further education college.

Please complete the Course Choice Form at the back of this booklet and return to your child's Pupil Support Leader. Interviews begin on 19 February; paperwork should be ready for submission on this date.

# Administration and IT

## (National 4 and National 5)



### Progression

You can continue to study Administration and IT at Higher. The subject can also aid progression in Higher Business Management.

### Course Rationale

The key purpose of the Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context.

### Administrative Practices

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators.

### IT Solutions for Administrators

Learners will select the following IT applications — word processing, spreadsheets, databases along with emerging technologies, and will use them to create and edit business documents.

### Communication in Administration

Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose.

### Administration and IT Assignment (Added Value Unit)

Candidates will organise and support a small-scale event to a given brief making use of current technologies and skills developed across the rest of the course.

### Homework and Assessment

Pupils will be given a short piece of homework regularly. This will be based on Past Paper Questions. There will be a variety of assessment including Summative topic assessments and Presentations.

National 4 is internally assessed whereas the Course Assessment for National 5 consists of an Assignment. The assignment will be conducted in 2 stages; stage one, preparing for the event and stage two, follow up tasks relating to the event. There will also be a final exam focusing on Spreadsheets and Databases undertaken during the exam diet.

## Careers

Administrative Assistant	Executive Secretary	Library Assistant	Registrar
Catering Manager	Health Service Manager	Local Government Officer	Restaurant Manager
Theatre Manager	Housing Officer	Management Consultant	Retail Manager
Civil Service Officer	Hotel General Manager	Medical Secretary	Revenue and Customs Officer
Clerk of Court	Human Resources Officer	Office Manager	Leisure Centre Manager
EU Administrator	IT Helpdesk Analyst	Public Relations Officer	Tour Operator
Event's Organiser	Legal Secretary	Receptionist	Travel Consultant



# Administration and IT

## (Higher)

### Progression

There are a variety of College and University courses. The subject can also link to Higher Business Management and Higher Economics.

### Course Rationale

Administration is crucial to the effective and efficient delivery of business and organisational objectives. The success of any organisation depends on how information is used, interpreted and managed.

### Study of Higher Administration will enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

### Administrative Theory and Practice

Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function such as: the strategies for effective time and task management; complying with workplace legislation; effective teams; customer care and the impact of IT on the workplace.

### IT Solutions for Administrators

Learners will develop the ability to use a range of advanced functions, in word processing, spreadsheets, and database software. Learners will analyse, process and manage information in order to create and edit relatively complex business documents.

### Communication in Administration

Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. This Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information.

### Homework and Assessment

Pupils will be given regular short pieces of homework. These will be based on Past Paper Questions. There will be a variety of assessments including summative topic assessments, Case Studies, and Presentations.

The Course assessment will consist of two components, a course assignment and question paper undertaken during the exam diet.

**The assignment will give learners an opportunity to demonstrate:**

- use of complex IT functions in word processing, spreadsheets, databases, desktop publishing, and presentation software to produce, process and manage information and solve problems in unfamiliar contexts
- skills in electronic research to source complex information
- skills in effective communication, taking account of its context, purpose and audience
- a wide range of administrative skills related to planning and organising to complete the assignment

**The question paper will give learners an opportunity to:**

- demonstrate knowledge and understanding of administrative theory from all aspects of the Course

**Careers**

The Course opens up a range of progression routes to further and higher education, including other National Qualifications, National Certificates, National Progression Awards, National Qualification Group Awards, Scottish Vocational Qualifications, Higher National Certificates and Higher National Diplomas. It may also lead to employment and/or training in various industries.

## **ART AND DESIGN NATIONAL 5**

### **Purpose**

Art and Design National 5 provides opportunities for candidates to express themselves, solve visual and functional problems and work directly with materials and equipment in satisfying and enjoyable ways. It offers candidates the opportunity to make choices and negotiate the content and context of their work. The course offers insights into cultural heritage, in particular an appreciation of the visual arts and design. It also stimulates awareness of the significance of visual imagery as a major means of communication. In addition, it assists candidates to arrive at informed personal opinions about the world in which they live.

### **Recommended Entry**

It is recommended that pupils have:  
A Pass at National 4.

### **Course Details**

The candidates' Folios will be externally marked by the Scottish Qualifications Authority. The folios combined constitute 200 marks.

The candidates will also sit a Critical examination worth 50 marks

### **Expressive Activity**

The Pupils will select and interpret sources and stimuli of personal interest. The finished artwork will show understanding, structure and coherence and will demonstrate a variety of approaches, considered and assured use of appropriate media as well as control, assurance and fluency. Candidates will contextualise their Expressive investigation and development by taking influence from artists of their own choice. Candidates will use what they have learned to inform their Expressive Practical and Critical work.

### **Design Activity**

Pupils will be expected to negotiate and finalise a specific design brief showing inventiveness and flexibility of thought with particular focus on function, ergonomics and aesthetics. Pupils will evaluate both the developmental process and the solution - which will be made to finished or prototype form. Candidates will contextualise their Design investigation and development by taking influence from designers of their own choice. Candidates will use what they have learned to inform their Design Practical and Critical work.

### **Art and Design Studies**

Critical evaluation and historical studies in the visual arts and design will be important in the National 5 Art and Design course. Candidates will be expected to develop, formulate and communicate well-supported judgements using appropriate vocabulary. Candidates will also be expected to explore, examine and explain the impact of social/cultural/historical factors on the work of artists and designers.

### **Assessment**

#### **A Practical Folio**

The Folio for both Expressive and Design activity is made up of three parts: a system of investigation and initial visual study, followed by robust and rigorous development, progressing to a Final outcome. This is externally marked by the Scottish Qualifications Authority. The

practical Folio is worth 200 marks of the 250. There is an equal weighting of 100 marks each for Expressive and Design practical work.

**An Examination**

The theory examination will last 1 hour 30 minutes and comprises of two sections, one relating to Visual/Expressive Arts and the other to Design. Candidates will evaluate and analyse works that they have studied and prepared for in class, as well as a series of unseen images.

The question paper is worth 50 marks of the 250.

**Progression:**

Pupils who achieve an A, B or C grade may progress to Higher Art and Design.

## **ART AND DESIGN HIGHER**

### **Purpose**

Higher Art and Design provides opportunities for candidates to express themselves, solve visual and functional problems and work directly with materials and equipment in satisfying and enjoyable ways. It offers candidates the opportunity to make choices and negotiate, with advice and support, the context of their work. The course offers insights into cultural heritage, in particular an appreciation of the visual arts and design, and stimulates awareness of visual imagery as a major means of communication. In addition, it assists candidates to arrive at informed personal opinions about the world in which they live.

### **Recommended Entry**

It is recommended that pupils have:  
A, B or C grade in National 5 Art and Design

### **Course Details**

The candidates' Units (Expressive and Design) will be internally assessed and externally verified. The candidates' Folios will be externally marked by the Scottish Qualifications Authority.

### ***Expressive Activity***

The Pupils will select and interpret sources and stimuli of personal interest. The finished artwork will show understanding, structure and coherence and will demonstrate a variety of approaches, considered and assured use of appropriate media as well as control, assurance and fluency. Candidates will contextualise their Expressive Unit and Folio by taking influence from artists of their own choice. The candidates will take influence from their chosen artists and use what they have learned to inform their Expressive Practical and Critical work.

### ***Design Activity***

Pupils will be expected to negotiate and finalise a specific design brief showing inventiveness and flexibility of thought. Pupils will evaluate both the developmental process and the solution - which will be made to finished or prototype form. Candidates will contextualise their Design Unit and Folio by taking influence from designers of their own choice. The candidates will take influence from their chosen designers and use what they have learned to inform their Design Practical and Critical work.

## **ART AND DESIGN STUDIES**

Critical evaluation and historical studies in the visual arts and design will be important in the Higher Art and Design course. Pupils will be expected to develop, formulate and communicate well-supported judgements using appropriate vocabulary.

### **Assessment**

Candidate must pass all the Unit assessments as well as the external assessments. Candidates will be assessed by:

**A Practical Unit** - Candidates are to develop a minimum of two ideas for their Expressive and Design Unit. These Units will be internally verified by Art and Design staff. This work may be externally verified by a Scottish Qualifications nominee.

**A Practical Folio** - Candidates are to take forward from their Unit **ONE** idea for each of their Expressive and Design Folios. The Folio for both Expressive and Design activity is made up of two parts, a Development sheet and a Final outcome. This is externally marked by the Scottish Qualifications Authority.

The practical Folio is worth 160 marks out of the 220. There is an equal weighting of 80 marks each for Expressive and Design practical work.

**An Examination**

The theory examination will last 2 hours and comprises of two sections, one relating to Visual Arts and the other to Design. The question paper is worth 60 marks of the 220.

**Progression**

Pupils who achieve an A, B or C grade may progress to Advanced Higher Art and Design.

# BIOLOGY

***Biology is a natural science concerned with the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy.***

The National 5 Biology course covers major areas of biology ranging from cellular to whole organism and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course.

## Careers & Opportunities

Jobs directly related to this subject include:

**Geneticist,  
Higher Education Lecturer,  
Nature Conservation Officer,  
Pharmacologist,  
Horticulturist,  
Research Scientist,  
Secondary School Teacher,  
Veterinary Medicine,  
Nurse,  
Zoologist,  
Sports Physiotherapist,  
Biomedical Sciences,  
Neuroscience**

Jobs where this subject would be useful include:

**Dentist,  
Doctor,  
Science Writer**

## Course Structure:

**Cell Biology:** The cell is the basic unit that all living things are made up of. This topic covers cell structure and function, DNA and protein synthesis, photosynthesis, respiration and genetic engineering. There is a chance to delve into the details of genetic modification and to debate the ethical issues involved.

**Multicellular Organisms:** Stem cells differentiate to form tissues, organs and systems. Current research is looking at

Unit 1: **Cell Biology**

Unit 2: **Multicellular Organisms**

Unit 3: **Life on earth**

the use of stem cells to regenerate damaged tissues and organs and to treat many degenerative diseases. Communication via the nervous system is studied together with homeostasis. Pupils choose their own area of research linking lifestyle choices to their effect on health. Reproduction leads onto genetics and inheritance and transport systems in plants and animals.

**Life on Earth:** Energy and nutrient cycling are investigated to consolidate the pupil understanding of biodiversity and interdependence. A variety of sampling techniques are used to support this. Mutation, adaptation, natural selection and evolution will be studied alongside human impact on the environment. Intensive farming and its alternatives are discussed.

Assessment:

Students will sit a 2.5 hour external exam and complete an assignment.

Progression:

A good pass in National 5 will allow progress to Higher Biology or other Higher Sciences.

**NATIONAL 5**

## BIOLOGY HIGHER

The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

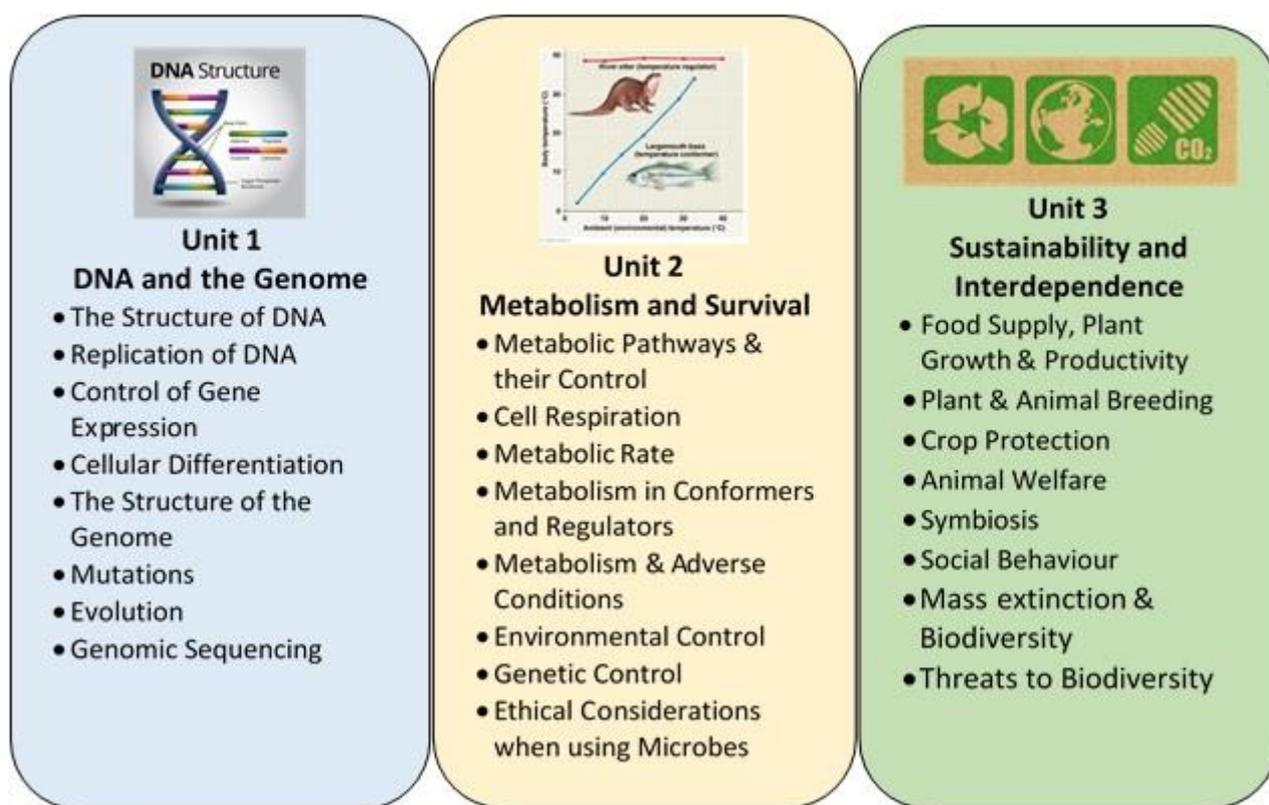


### Recommended Entry Requirements

National 5 Biology at A-C grade.

### Course Details

This Course comprises three mandatory Units.



### Assessment

Unit Assessments, Assignment and External Exam

### Progression

Students who achieve Higher Biology may progress to:

- Advanced Higher Biology or other qualifications in Biology or related areas
- Further study, employment and/or training

## **BUSINESS MANAGEMENT (Higher)**

### **Progression**

The subject can aid progression in Higher Administration.



### **Course Rationale**

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

This Course will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business.

The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

A main feature of this Course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors.

The Course explores the important impact businesses have on everyday life, thereby giving learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through learners' knowledge of financial management in a business context.

### **Understanding Business**

In this Unit, learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making.

### **Management of People and Finance**

In this Unit, learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows learners to explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

### **Management of Marketing and Operations**

In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness.

It will provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

### **Homework and Assessment**

Pupils will be given regular pieces of homework. These will be based on Past Paper Questions. There are three internal unit assessments, a coursework assignment and a final examination.

### **Careers**

- The need for people with management skills and business qualifications is growing rapidly. This course will provide students with good employment opportunities in such areas as banking, advertising, manufacturing, marketing, sales and retail as well as self-employment. A qualification at the level can also be used to gain entry to College and University to study Business, Marketing, Finance, Management and Enterprise etc.

# Chemistry

***Chemistry is the study of the materials that make up everyday life. All materials - including plastics, fuel and metals - are made of chemicals, and understanding these unlocks the doors to our physical and natural world. Chemistry provides you with knowledge of how substances are made up and how chemical reactions can change things.***

## Course outline

### Careers & Opportunities

Jobs directly related to this subject include:

**Medical Doctor**

**Dentistry**

**Chemical engineer**

**Healthcare scientist,  
clinical biochemistry**

**Forensic scientist**

**Pharmacologist**

**Research scientist  
(physical sciences)**

**Toxicologist**

**Secondary school teacher**

Jobs where this subject would be useful include:

**Hairdressing**

**Fire fighter**

**Police Officer**

**Chartered accountant**

**Environmental consultant**

**Patent attorney**

### Chemical Changes and Structure

#### Structure

Rates of Reaction  
Atomic Structure and bonding.  
Formula and reaction quantities.  
Acids and Bases  
Neutralisation reactions.

### Natures Chemistry

Homologous Series, including physical and chemical properties of organic compounds.  
Everyday consumer products.  
Energy from fuels

### Chemistry in Society

Metals  
Plastics  
Fertilisers  
Nuclear Chemistry  
Chemical Analysis

### Activities

A range of teaching strategies to make the link between chemistry and everyday life will be employed in order to bring the real world into the classroom. Individual and group activities may include practical investigations, research challenges, debates, interactive learning and film making.

### Assessment:

Students will sit a 2.5 hour external exam and complete an assignment.

### Progression:

A good pass in National 5 will allow progress to Higher Chemistry or other Higher Sciences.

## National 5

## HIGHER CHEMISTRY

### Entry Requirements

It is recommended that pupils have achieved an A-C pass at National 5 Chemistry or have an A or B pass at Higher Biology or Physics. In addition, a pass at National 5 Mathematics would also be useful.

### Overview

The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science based claims they will meet.

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in National 5 Chemistry and to provide a useful bridge towards further study of chemistry.

Course units	Why Chemistry?
<b>Chemical Changes and Structure</b> This unit involves the study of controlling the speed of chemical reactions, and the connection between bonding and a material's physical properties is also explored.	Chemistry is called the 'Central Science' because it is the study of matter and its interactions helping us to explain the links between the particulate nature of matter and the macroscopic properties of the world in all things (living and non-living).
<b>Nature's Chemistry</b> This unit involves the study of the chemistry of food and other everyday consumer products such as soaps, detergents, fragrances and skincare.	The chemical industry is a major contributor to the UK's economy and chemical research and development is essential for the introduction of a huge range of new products and smart materials.
<b>Chemistry in Society</b> This unit involves the study of 'The atom economy' in terms of processes used to count how much product we can get out of a chemical reaction.	The course will provide opportunities for you to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and most importantly on your lives.

### Assessment

3 internally assessed unit tests; 2.5 hour external SQA exam (100 marks); externally assessed Assignment (20 marks)

### Progression

Successful completion of this course may lead to an

- Advanced Higher Chemistry
- Degree/HNC/HND
- Employment in a wide range of jobs.

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## COMPUTING SCIENCE NATIONAL 5

### Purpose

National 5 Computing Science provides students with an introduction to computational thinking and the processes that drive computer systems embedded in the world all around us. Students will learn processes for the design and development of software, database, and web systems, while gaining an awareness of the importance of computer systems to the needs of society today and the future. The course develops generic, transferable, and practical skills that are applicable in a range of context, activities, and environments.

### Recommended Entry

A pass at National 4 Computing Science. An enquiring mind with a keen interest in going beyond using computers for playing games or entertainment; to see how computers work, their history, and the ways they have, and continue to, drive change in the world around us. You will need the desire to seek solutions to a problem and self-study skills, to make progress in Computing Science.

### Course Details

The course has four areas of study:

- **Software design and development**
- **Database design and development**
- **Web design and development**

In these units students will develop knowledge, understanding, and practical problem solving skills in Software, Database, and Web design, through a range of practical and investigative tasks. This develops and allows students to apply computational thinking skills to analyse, design, implement, test, and evaluate solutions in a range of contexts (both familiar and new). The technologies used include Java, SQL, HTML, JavaScript, and CSS.

- **Computer systems**

In this unit students will develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

### Assessment

The course contains external assessment takes the form of a coursework task covering the design and development units (31%) and an examination 1½ hours in duration (69%).

### Progression

- Candidates achieving an A or B pass may progress on to Higher Computing Science
- College courses in Computing Science, Digital Media Computing, or other related disciplines (networks, security, support)

## COMPUTING SCIENCE HIGHER

### Purpose

Higher Computing Science provides students an opportunity to develop their understanding of the computational thinking and processes that drive the computer systems embedded in the world all around us. Students will learn to apply a rigorous approach to the design and development process for both software and information systems, and gain an awareness of the importance of computer systems to the needs of society today and the future. The course develops generic, transferable, and practical skills that are applicable in a range of context, activities, and environments.

### Recommended Entry

It is recommended that pupils have:

- National 5 Computing Science

### Course Details

The course consists of two units:

#### Software Design and Development

The aim of this unit is for students to continue developing programming and computational thinking skills by designing, implementing, testing, and evaluating practical solutions and explaining how their programs work. In this unit students will also gain a deeper understanding of computer architecture and how the programs they have written relate to this architecture. The focus is on developing a solution to a problem, with less emphasis on learning the complexities of specific languages syntax.

#### Information Systems Design and Development

This unit aim is to allow student to develop understandings of advanced concepts of information systems design, through practical and investigatory tasks. Using computational skills students will implement practical solutions to a series of problems; students will also consider the technical, legal, environmental, and social issues related to the increase of information systems in the world.

### Assessment

The course consists of a written and practical assessment for each unit, all of which must be passed. The course contains external assessment takes the form of a coursework task covering both units (40%) and an examination 1½ hours in duration (60%).

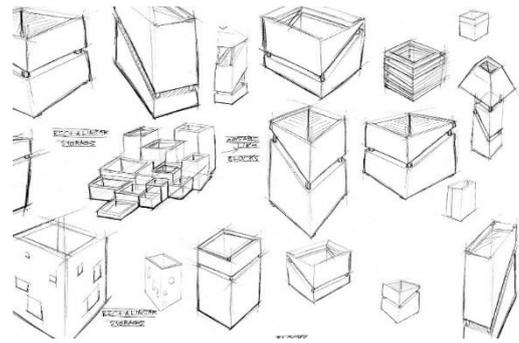
### Progression

Successful candidates may progress to higher education courses.

## DESIGN AND MANUFACTURE NATIONAL 5

Design and Manufacture is an exciting and challenging course where pupils **create, develop** and then **make** solutions to design problems. You design and make cool things.

In Design and Manufacture pupils will learn approaches to problem solving through tackling a variety of design problems. Pupils will learn to analyse things and to think creatively while developing and applying technical knowledge.



While the course is delivered in the context of designing products and real world technologies, pupils will gain wider skills and confidence in; time management, the application of current technologies, problem solving, communication, research and investigation. Pupils will also gain skills and confidence in making models, prototypes and safe working practises.

**Designing and making products helps pupils to examine the world around them by encouraging investigative and creative thinking**

**As a senior option, this course will require some self-study, and a high pace of work is required to complete all the units and prepare for the exam.**

### Entry Requirements

National 4 Design and Manufacture  
or

An interest and positive attitude towards designing and making things, and a bit of curiosity are all that is needed.

### Aims of the Course

- To develop critical thinking
- To develop practical skills
- To equip pupils with good written, verbal and graphic communication skills
- Have an awareness of the impact of modern design on society and the environment
- To prepare pupils to work collaboratively
- To encourage creative thinking and problem solving approaches



**Course Units**

Design

Materials and Manufacture

**Assessment**

Course assessment is a design task.

Candidates also sit an exam on design and manufacture knowledge.

**Activities**

Pupils will have the opportunity to tackle a range of design projects. They will have choice and will need to show leadership and cooperation in projects. They will learn about why some products are the way they are and how current products can impact on the society and the environment but mostly, pupils will be encouraged to make cool stuff.

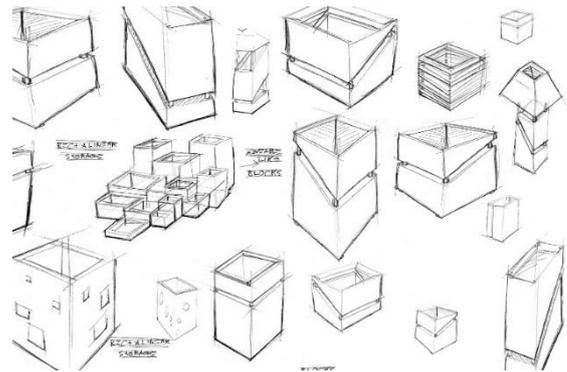
Previous Design and Manufacture projects have included:

- Lighting design
- Storage/presentation artefacts
- Furniture design

## DESIGN AND MANUFACTURE HIGHER

**Design and Manufacture Higher** is an exciting and challenging course designed to teach pupils about design in a real world context.

In Design and Manufacture Higher pupils will learn approaches to problem solving through tackling a variety of design problems. Pupils will learn to analyse problems and products while thinking creatively to develop their designs and applying technical knowledge.



While the course is delivered in the context of designing products and real world technologies, pupils will gain wider skills and confidence in; time management, the application of current and future technologies, problem solving, communication, research and investigation, Marketing and business issues relating to design.

Pupils will also gain skills and confidence in making models, prototypes, presentation skills and safe working practises.

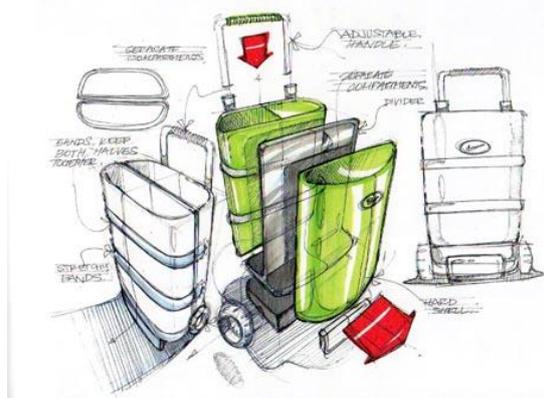
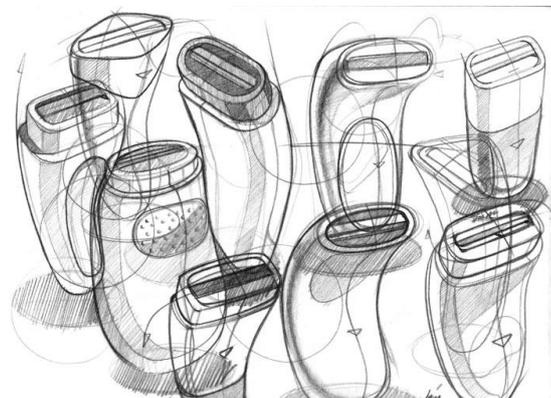
**Design as a context for learning can challenge pupil's preconceptions, encourage creative analytical thinking and equips them with systematic approaches to complex problems.**

### Suggested Entry Requirements

- Design and Manufacture National 5

### Aims of the Course

- To develop critical thinking
- To develop practical skills
- To equip pupils with good written, verbal and graphic communication skills
- Have an awareness of the impact of modern design on society and the environment
- To prepare pupils to work collaboratively
- To encourage creative thinking and problem solving approaches
- Build a portfolio of design work
- Build an awareness of marketing and business aspects in commercial design



**Course Units**

Design

Materials and Manufacture

**Assessment**

Course assessment is a design task.

Candidates will also sit an exam testing design knowledge and knowledge of commercial design.

**Activities**

Pupils will have the opportunity to tackle a range of design projects. These may include lighting, seating, hand held products or outdoor cooking products. They will learn about why some products are the way they are and will gain further insight into how current products can impact on the society and the environment.

## DRAMA NATIONAL 5 / HIGHER

### Purpose

To provide opportunities for pupils, through the investigation of relationships, issues and topics, to gain knowledge and understanding of aspects of theatre, including textual analysis and contemporary theatre; to develop acting, directing and design skills and to contribute to a presentation; to experience theatrical performance.

### Recommended Entry

- For National 5 Drama, there is no requirement for a pupil to have studied Drama previously but it is recommended that the pupil has strong skills in English.
- For Higher Drama it is generally recommended that pupils have achieved grade A-C at National 5 Drama and have passed National 5 English. However, there is no requirement to have studied Drama previously.

### Course Details

Both courses consist of two mandatory units (with the Higher units demanding a greater demonstration of understanding):



### Drama Skills

Pupils will, as a group, use creative drama skills to investigate and explore a theme, topic or issue. They will devise their own drama using a range of stimuli, including a text, taking individual directorial responsibility for an identifiable section and will also perform in the end-product to an audience.

### Drama Production Skills

Pupils will investigate a text in its historical, social and theatrical context in order to explore how the text could be communicated through performance from the perspective of an actor and also from a design role (costume, lighting, sound, makeup, set).

### Assessment

To gain an award at National 5 a candidate must pass two externally marked assessments:

- Question Paper – 60 marks
- Performance – 60 marks

To gain an award at Higher a candidate must pass three externally marked assessments:

- A written exam – 40%
- A performance – 50%
- An essay detailing the preparation for the performance above – 10%

### Progression

Successful candidates may choose to pursue further/higher education courses in the broad field of Drama and the Performing Arts.



## National 5 Skills for Work: Early Education and Childcare National 5 (SCQF level 5)



**Skills for Work: Early Education and Childcare** is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in the early education and childcare sector.

Students also develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

At SCQF level 5, learners work alone or with others on straightforward tasks with support.

This Course focuses on developing generic employability skills needed for success in the workplace through a variety of practical experiences in the early education and childcare area.

There is considerable flexibility of topics and contexts to facilitate personalisation and choice for learners and centres — and to allow new and stimulating contexts for learning to be built into the Course.

Successful learners may progress to:

- National Course in Early Education and Childcare at Higher
- National Certificate in Early Education and Childcare at SCQF level 6
- further education
- vocational training
- employment

## ENGLISH NATIONAL 5 / HIGHER

### Purpose

The purpose of these courses is to provide an opportunity for pupils to develop their skills of communicating and understanding and to acquire and enjoy experience in language. Pupils will develop skills which allow them to interpret increasingly complex literary forms and to produce increasingly sophisticated written communications in styles or formats which are appropriate to particular contexts. Pupils will reflect on ideas, relationships, feelings, points of view and motivations, and on how language has been used to convey these; pupils will also be engaged in producing language to clarify and convey these on a personal level.

### Recommended Entry

In National 5, pupils will be assigned to a course at an appropriate level based on their previous achievement and performance in the Broad General Education.

For Higher entry, pupils are recommended to have at least a C pass at National 5 English.

### Course Details

The structure of the course is the same at each level. Each course comprises two units:

1. *Analysis & Evaluation*; 2. *Creation & Production*.



### Analysis & Evaluation

This unit focuses on close reading and listening skills. Pupils will learn about and practise the skills of close reading and critical listening. Pupils will study and analyse a range of different texts throughout the course.

### Creation & Production

*This unit focuses on talking and writing skills. Pupils will learn to write in different contexts and develop their speaking abilities through group discussion and individual talk.*

### Assessment

- To gain a course award, candidates will be required to pass the external assessment which comprises two examination papers: Reading for Understanding, Analysis & Evaluation (**worth 30% of the overall mark**) and Critical Reading (**worth 40% of the overall mark**).
- The remaining **30%** of the overall mark comes from a Folio of Writing comprising two pieces of writing:
  - one piece of a broadly creative nature
  - one piece of a broadly discursive nature.

### Progression

Many employers and further and higher education courses will require a pass at least at National 5 English.



## GEOGRAPHY NATIONAL 5

### Purpose

The National 5 Geography Course develops a range of geographical skills and techniques. Learners gain a detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.



National 5 Geography has three sections. Within each section, Balerno High School has chosen the following particular topics for study:

1. **Physical Geography**, which will include glacial and coastal processes, land use conflicts and synoptic chart interpretation
2. **Human Geography**, which will include population, rural and urban studies
3. **Global Issues**, which will include development and health and climate change

### Assessment

The course is assessed in a single exam of 2 hours 20 minutes, which is externally marked by the SQA. It is worth 60 marks.

In addition, 20% of the final course award is achieved through a timed assignment. This gives candidates an opportunity to demonstrate their research, processing and presentation skills. The timed assignment is prepared in class, written up under exam conditions in school and then sent to the SQA for external marking.



## GEOGRAPHY HIGHER

### Purpose

The purpose of this course is to develop further the learner's understanding of our changing world through physical, human, local and global studies.

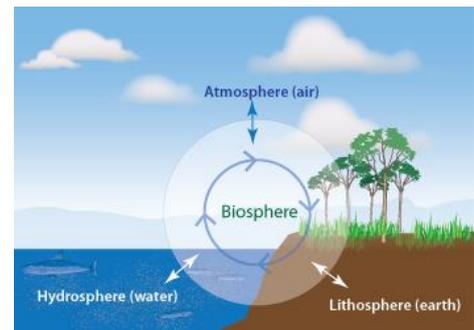
### Recommended Entry

A pass at Nat 5 geography would be a benefit.

### The course

Higher geography has three units:

- **Physical Environments**, which includes atmosphere, hydrosphere, lithosphere and biosphere
- **Human Environments**, which includes population, rural and urban studies
- **Global Issues**, which includes climate change and world development and health



Geographical skills, such as O.S. map interpretation and research techniques, are integral to Higher geography.

### Assessment

Internal unit assessments will occur throughout the course, set against the SQA Higher Geography Outcomes.

The final SQA exam is externally marked and tests knowledge and understanding. 33% of the overall SQA Higher geography award is based on the Timed Assignment, which is also externally marked. This is an opportunity to develop skills in individual research, fieldwork and information handling.

### Progression

Successful completion of Higher Geography can lead to Advanced Higher Geography and to related social subjects in tertiary education as well as a range of careers.



## GRAPHIC COMMUNICATION NATIONAL 5

Graphics are used to communicate information in a wide range of situations that we come across every day. It may be in the symbols used on road signs, complex architectural plans, and 3D models on a computer or the choice of colour and layout techniques on a website. The Graphic



Communication course introduces the diverse and ever increasing variety of ways that information is communicated using graphics. Students are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language. This will involve;

**Graphics helps you to understand both the natural and artificial structures around you.**

**As a senior option, this course will require some self-study, and a high pace of work is required to complete all the units and prepare for the exam.**

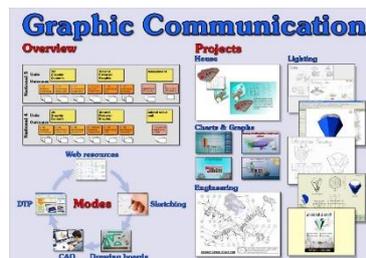
### Entry Requirements

A drive and determination to work both independently and with others to fulfil design proposals and tasks

Pupils should have completed the National 4 Graphic communication course, an understanding or appreciation of Art and Design would also be beneficial.

### Aims of the Course

- To develop pupil interest in Graphics Design
- Be able to produce a graphic solution to problems
- Enhance pupil knowledge of colour theory
- Have an awareness of the impact of colour and texture on people
- Produce high impact work in areas of design and planning



**Course Units**

2D Graphics

3D Graphics

**Assessment**

Course assessment is a Design Activity.

Candidates also sit an exam on design and manufacture knowledge.

**Activities**

- The National 5 course is aimed at developing pupil's skills in key areas of Graphic Communication. The pupils will complete four unit assessments over the year leading up to the assessment unit at the end of the year.

<b>Skills for Learning, Life and Work</b>	<b>Progression</b>
<b>Planning</b>  <b>Organisation</b>  <b>Time Management</b>  <b>Communication</b>	Higher Graphic Communication Advanced Higher Graphic Communication College or University for; Graphic Design Courses, Architecture, Architectural Design, Interior Decorating, Engineering, Product Design, Product Design Engineering or Art Collage courses.

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Graphics are used to communicate information in a wide range of situations that we come across every day. It may be in the symbols used on road signs, complex architectural plans, and 3D models on a computer or the choice of colour and layout techniques on a website. The Graphic



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**Graphics helps you to understand both the natural and artificial structures around you.**

**As a senior option, this course will require some self-study, and a high pace of work is required to complete all the units and prepare for the exam.**

### Entry Requirements

A drive and determination to work both independently and with others to fulfil design proposals and tasks

Pupils should have completed the National 5 Graphic communication course, an understanding or appreciation of Art and Design would be beneficial.

### Aims of the Course

- To develop pupil interest in Graphics Design
- Be able to produce a graphic solution to problems
- Enhance pupil knowledge of colour theory
- Have an awareness of the impact of colour and texture on people
- Produce high impact work in areas of design and planning



**Course Units**

2D Graphics

3D Graphics

**Assessment**

Course assessment is a Design Activity.

Candidates also sit an exam on design and manufacture knowledge.

**Activities**

- Pupils will work through four-unit assessment projects looking at pupils demonstrating skills manual drawing, computer aided drawing and promotional graphics. These units are for pupils to really show off their abilities learned over the previous years.

<b>Skills for Learning, Life and Work</b>	<b>Progression</b>
<b>Planning</b> <b>Organisation</b> <b>Time Management</b> <b>Communication</b>	Advanced Higher Graphic Communication College or University for; Graphic Design Courses, Architecture, Architectural Design, Interior Decorating, Engineering, Product Design, Product Design Engineering or Art Collage courses.

## HISTORY NATIONAL 5 (S5/6)

### Purpose

The National 5 History Course develops a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts.

Learners gain a detailed understanding of the factors contributing to, and the impact of, historical events. They also develop the skills of investigating historical events and forming views on the basis of evidence, and of explaining and analysing historical events and drawing reasoned conclusions.

National 5 History is made up of three sections – Scottish, British and Europe and the World. Within each sections students study one unit. In Balerno High School the topics are

1. **Migration & Empire:** A study of the causes and results of the movement of population into and away from Scotland during the period 1830s to 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.
2. **The Making of modern Britain-** A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain.
3. **Free at Last Civil Rights in the USA, 1918-1968** A study of the development of race relations in the USA during the years 1918-68, illustrating themes of ideas, identity and power.

### Assessment

Each topic is assessed by an in class unit assessment.

Overall the course is assessed by an end of course Exam externally marked by the SQA. This is worth 80 marks and lasts 2 hours and 20 minutes.

20% of the final course award is achieved by a student assignment that is in effect a structured essay prepared in class, written under exam conditions in school and then sent to the SQA. This is marked out of 20.



## HISTORY HIGHER

### Purpose

This course contributes to pupils' understanding of the society in which they live and work by helping them to appreciate the ways in which important aspects of that society have developed in the past, both nationally and internationally. This understanding of the past will in turn assist them in functioning as effective contributors to and responsible citizens within that society.

The British and European/World History units focus on historical understanding and analysis through structured and extended writing while the Scottish History unit focuses on understanding and analysis through the interpretation, evaluation and comparison of sources of historical evidence. The extended essay encourages pupils to take more responsibility for their own learning.

### Recommended Entry

It is recommended that pupils have either :

a pass at National 5 History

or

a pass at National 5 English

### Course Details

The course comprises three units:

#### Britain 1851 – 1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.



#### USA 1918-68

A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.



**Migration and Empire** - A study of the causes and results of the movement of population into and away from Scotland during the period 1830s to 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities

### Assessment

To gain an award of the course a candidate must pass the internal assessments associated with the component units as well as the external assessment which comprises:

- An examination paper lasting 2 hours and 20 minutes. This will be worth 60 marks.
- Extended Essay worth 30 marks – to be completed by the end of term 3.

### Progression

Successful candidates may progress to Advanced Higher history or higher education courses in the Arts, Humanities and Social Sciences.

## **HOSPITALITY PRACTICAL COOKERY – NATIONAL 5**

### **Purpose**

The main aims of this course are to develop learners' practical cookery skills, their knowledge and understanding of ingredients and to provide a set of foundational skills for those who wish to progress to professional hospitality courses or employment. The course contains a significant practical component, which involves experiential learning and is supported by related theory. Real-life hospitality contexts make it relevant to the world of work. Its uniqueness lies in introducing learners to practical cookery in a hospitality-related environment.

### **Recommended Entry**

No previous qualifications or experience are required to access this course. An interest in cooking and preparing food would be advantageous.

### **Course Details**

**The course currently has three units:**

**Cookery Skills, Processes and Techniques** - This will develop cookery skills, food preparation techniques and the ability to follow cookery processes in the context of producing dishes.

**Understanding and Using Ingredients** - This will develop learners' knowledge and understanding of ingredients from a variety of different sources and their usage. In addition this will address the importance of sustainability and the responsible sourcing of ingredients and the impact of their choice on health and wellbeing.

**Organisational Skills for Cooking** – This will develop learners' planning, organisational and time management skills and the impact of choices on health and wellbeing.

### **Assessment**

To gain award of the course, the candidate must pass all the unit assessments as well as the external assessment.

There is a written exam is worth 25% of the final grade.

The practical cooking assessment is internally assessed and worth 75% of the overall grade.

All assessment is subject to verification from the SQA.

### **Progression**

Successful candidates may progress to further education within Hospitality or related subjects. They may also use the skills acquired in direct employment or for independent living.

**At time of writing details are correct but course details may change due to SQA adjustments.**

## **APPLICATIONS of LIFESKILLS MATHEMATICS NATIONAL 5**

### **Purpose**

The Lifeskills Mathematics (National 5) Course aims to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence and independence in being able to handle information and tasks in both personal life and in the workplace. The Course allows learners to draw conclusions, assess risk and make informed decisions based on data presented in a variety of forms.

The mathematical skills within this Course are underpinned by numeracy, and designed to develop learners' mathematical reasoning skills relevant to learning, life and work in an engaging and enjoyable way.

### **Recommended entry**

Pass at National 4 Lifeskills Maths or National 4 Maths.

### **Course Details**

The general aim is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to organising and planning aspects of personal life. These include skills in planning and budgeting. The Outcomes cover aspects of finance, measurement and statistics, in situations requiring skills of reasoning.

### **Learners who complete this Unit will be able to:**

1. Use reasoning skills and financial skills linked to contexts in personal life
2. Use reasoning skills and measurement skills linked to contexts in personal life
3. Use reasoning skills and statistical skills linked to contexts in personal life

### **This course has three units each with an assessment covering the following assessment standards:**

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

### **Assessment**

To gain an award a candidate must pass the external exam.

## **MATHEMATICS NATIONAL 5**

### **Purpose**

This course aims to build on and extend pupils' mathematics skills.

### **Recommended entry**

80% or over in Nat 4 Added Value Exam.

### **Course Details**

This course has three units each with an assessment covering the following assessment standards.

### **Applications**

1. Use mathematical operational skills linked to applications by:
  - Applying trigonometric skills to triangles which do not have a right angle
  - Applying geometric skills to vectors
  - Applying numerical skills to fractions and percentages
  - Applying statistical skills to analysing data

### **Expressions and Formulae**

1. Use mathematical operational skills linked to expressions and formulae by:
  - Applying numerical skills to simplify surds/expressions using the laws of indices
  - Applying algebraic skills to manipulate expressions
  - Applying algebraic skills to algebraic fractions
  - Applying geometric skills linked to the use of formulae

### **Relationships**

1. Use mathematical operational skills linked to relationships by:
  - Applying algebraic skills to linear equations
  - Applying algebraic skills to graphs of quadratic relationships
  - Applying algebraic skills to quadratic equations
  - Applying geometric skills to lengths, angles and similarity
  - Applying trigonometric skills to graphs and identities
2. Use mathematical reasoning skills linked to relationships by:
  - Interpreting a situation where mathematics can be used and identifying a valid strategy
  - Explaining a solution and/or relating it to context

### **Assessment**

To gain an award a candidate must pass all the internal assessment by passing each assessment standard, as well as passing the external assessment. The external assessment consists of two papers, non-calculator 50 marks and calculator 60 marks.

### **Progression**

Pupils who gain a grade A or B may continue to study Higher Mathematics, pupils who gain a grade C are recommended to do Higher over two years.

## **MATHEMATICS HIGHER**

### **Purpose**

This course aims to build on and extend pupils' mathematics skills.

### **Recommended entry**

A or B at National 5.

### **Course Details**

This course has three mandatory units each with an assessment covering the following assessment standards.

### **Applications**

The learner will:

1. Use mathematical operational skills linked to applications by:
  - Applying algebraic skills to rectilinear shapes, to circles and to sequences
  - Applying calculus skills to optimisation and area

The learner will:

2. Use mathematical reasoning skills linked to applications by:
  - Interpreting a situation where mathematics can be used and identifying a valid strategy
  - Explaining a solution and/or relating it to context
  - Reasoning and modelling skills should be evidenced in this Unit.

### **Expressions and Functions**

The learner will:

1. Use mathematical operational skills linked to expressions and functions by:
  - Applying algebraic skills to manipulating expressions
  - Applying trigonometric skills to manipulating expressions
  - Applying algebraic and trigonometric skills to functions
  - Applying geometric skills to vectors

The learner will:

2. Use mathematical reasoning skills linked to expressions and functions by:
  - Interpreting a situation where mathematics can be used and identifying a valid strategy
  - Explaining a solution and/or relating it to context

### **Relationships and calculus**

The learner will:

1. Use mathematical operational skills linked to relationships and calculus by:
  - Applying algebraic skills to solve equations
  - Applying trigonometric skills to solve equations
  - Applying calculus skills of differentiation
  - Applying calculus skills of integration

The learner will:

2. Use mathematical reasoning skills linked to relationships and calculus by:
  - Interpreting a situation where mathematics can be used and identifying a valid strategy
  - Explaining a solution and/or relating it to context

### **Assessment**

To gain an award a candidate must pass all the internal assessment by passing each assessment standard, as well as passing the external assessment. The external assessment consists of two papers, non-calculator 60 marks, calculator 70 marks.

### **Progression**

Pupils who gain a grade A or B may continue to study Advanced Higher Mathematics.

## MEDIA NATIONAL 5

### Purpose

The aims of this course are to:

- develop an understanding of the main critical tools used in the analysis of media texts.
- develop an understanding of media content and contexts and the relationship between these elements.
- develop research, planning and organisational skills in response to a brief.
- provide a knowledge of the detailed technical terms related to the chosen medium.
- develop technological and non-technological skills appropriate to a chosen medium.
- encourage the ability to work individually and as part of a team and to express constructive self-criticism.

### Recommended Entry

It is recommended that pupils have strong skills in English. It is not necessary for pupils to have studied Media previously.

### Course Details

The course comprises three mandatory units:

- 1 Media Analysis
- 2 Media Creation
- 3 Media Assignment



The National 5 Course creates many opportunities for personalisation and choice for learners. It challenges learners to apply knowledge and understanding in a theoretical context, and to apply skills in planning and problem-solving to create media content.

### Media Analysis

In this unit pupils will develop skills in analysing, in depth, a range of media texts and in describing in detail their relationship to social, institutional and audience contexts. It will involve discussion of the specific examples of media products which most influence the lives of the pupils, including television, film, print, radio and advertising. Ultimately, pupils will learn to identify and understand how media content and contexts create meaning.

### Media Creation

The main focus of the unit will be on learners working in groups, contributing to media productions in a single medium. The content of the production will be targeted at specific audiences. The process for any medium will comprise: planning and developing ideas in relation to a brief, making the product, and reviewing and evaluating the process and final production. Although the unit is essentially a group activity, each pupil will have an identifiable individual contribution to each group production. Pupils will be involved in a range of tasks taking on both technological and non-technological roles.

### Media Assignment

The assignment will require learners to independently plan and create media content in response to a brief. In section 1, candidates will research and plan media content in response to a brief set by the class teacher; in section 2, candidates will develop their ideas to a level of finish specified in the brief, and reflect on their work. The purpose of the assignment is to assess the learner's ability

to apply the skills, knowledge and understanding acquired throughout the Course in a production of media content.

### Assessment

To gain a course award a candidate must pass the external assessments which comprise of:

- The media assignment **(60 marks)** which will assess candidates' media creation and analysis skills. Section 1 deals with planning and researching in response to a brief; Section 2 deals with creating their media content and reflecting on the process and their work.
- A question paper **(60 marks)** serving as the final exam. Section 1 — Analysis of media content in context (50 marks); Section 2 — Analysis of a media text (10 marks)

### Progression

Successful candidates may progress to further or higher education courses related to Media Studies.



## MEDIA HIGHER

### Purpose

The aims of this course are:

- to develop an understanding of the main critical tools used in the analysis of media texts
- to develop an understanding of media content and contexts and the relationship between these elements
- to develop research, planning and organisational skills in response to a brief
- to provide a knowledge of the detailed technical terms related to the chosen medium
- to develop technological and non-technological skills appropriate to a chosen medium
- to encourage the ability to work individually and as part of a team and to express constructive self-criticism

### Recommended Entry

It is recommended that pupils have:

- A grade A or B in National 5 Media
- A grade A or B pass in National 5 English

### Course Details

The course comprises three mandatory units:

- 1 *Media Analysis*
- 2 *Media Creation*
- 3 *Media Assignment*



The Higher Media Course builds on the structure of the National 5 Course and creates many opportunities for personalisation and choice for learners. It challenges learners to apply knowledge and understanding in a theoretical context, and to apply skills in planning and problem-solving to create media content.

### Media Analysis

In this unit pupils will develop skills in analysing, in depth, a range of media texts and in describing in detail their relationship to social, institutional and audience contexts. It will involve discussion of the specific examples of media products which most influence the lives of the pupils e.g. television, film, print, radio, advertising. Ultimately, pupils will learn to identify and understand how media content and contexts create meaning.

### Media Creation

The main focus of the unit will be on learners working in groups, contributing to media productions in a single medium. The content of the production will be targeted at specific audiences. The process for any medium will comprise: planning and developing ideas in relation to a brief, making the product, and reviewing and evaluating the process and final production. Although the unit is essentially a group activity, each pupil will have an identifiable individual contribution to each group production. Pupils will be involved in a range of tasks taking on both technological and non-technological roles.

## Media Assignment

The assignment will require learners to independently plan and create media content in response to a brief. Like National 5, it will have two sections. In Section 1, candidates will research and plan media content in response to a brief set by the class teacher; in Section 2, candidates will develop their ideas to a level of finish specified in the brief, and reflect on their work.

The purpose of the assignment is to assess the learner's ability to apply the skills, knowledge and understanding acquired throughout the Course in a production of media content.

## Assessment

To gain an award of the course a candidate must pass the internal assessments associated with both component units as well as the external assessments which are comprised of:

- The media assignment (**50 marks**) which will assess their media creation and analysis skills. The assignment comprises two sections. Section one deals with planning and researching in response to a brief; section two deals with creating their media content and reflecting on the process and their work.
- A question paper (**50 marks**) serving as the final exam. The question paper will assess their media analysis skills.

## Progression

Successful candidates may progress to further or higher education courses related to Media Studies.



## **MODERN LANGUAGES NATIONAL 5 (French/Spanish)**

### **Purpose**

The aim of this course is to offer progressive development of competence in the four skill areas of reading, listening, writing and talking in the foreign language within the contexts of society, learning, employability and culture.

### **Recommended entry**

It is recommended that pupils have a pass at National 4 or have been recommended by their class teacher to do National 5.

### **Contexts, topics and topic development at National 5**

In Society the topics you will cover will be family and friends, lifestyles, media, global languages and citizenship. In Learning your topics will cover education, learner responsibilities and learning in context. In Employability you will be learning about jobs, work and CVs in the foreign language and in Culture you will cover areas including film, television, the literature of another country, celebrating special events and the importance of travel and learning another language.

### **Course details:**

#### **Assessment**

To gain an award of the course candidates will sit an external exam which comprises:

Paper 1: Reading (3 texts worth 30 marks) and Writing (one essay of 120-150 words worth 20 marks)

Paper 2: Listening (one monologue worth 8 marks and one dialogue worth 12 marks)

Performance (talk) in the foreign language worth 30 marks. This is done on a one-to one basis with the class teacher around March and sent to the SQA.

Writing Assignment worth 20 marks.

#### **Progression**

Pupils who achieve an A or B in the external exam may progress to Higher.

## **MODERN LANGUAGES HIGHER (French/Spanish)**

### **Purpose**

The aim of this course is to offer progressive development of competence in the four skill areas of listening, speaking, reading and writing, within a widening range of contexts and language purposes.

### **Recommended Entry**

It is recommended that pupils have:  
Grade A or B at National 5

### **Course Details**

The course comprises two mandatory units. It provides learners with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use a modern language. Each unit offers opportunities for learners to focus on particular skills.

### **Unit 1: Understanding Language (Higher)**

This unit provides learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

### **Unit 2: Using Language (Higher)**

This unit provides learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

### **Assessment**

To gain an award of the course a candidate must pass the internal assessments associated with the component units as well as the external assessment which comprises:

Paper 1: Reading (one text) 20 marks; Translation- 10 marks; Essay- 10 marks (40 in total).

Paper 2: Listening/Writing; one monologue- 8 marks, one dialogue- 12 marks, one essay- 10 marks (30 in total).

Performance (speaking) Presentation in the foreign language with follow up discussion worth 30 marks in total.

### **Progression**

Pupils who achieve an A or B pass may progress to Advanced Higher. This would be undertaken at college or through a consortium agreement with another school.

## MODERN STUDIES NATIONAL 4/5 in S5/6

### Purpose

The National 4/5 Modern Studies Course gives learners a detailed understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels.

National 4/5 Modern Studies has three sections. Within each section, Balerno High School has chosen particular topics for study:

1. **Democracy - Democracy in Scotland:** Learners will study the structure of the UK's political system, including the role of the Monarchy, UK Parliament, the Scottish Parliament, Government and local councils. The course also includes how to get involved in the political system and the role of MSPs, councillors, trade unions and pressure groups.
2. **Crime and the Law in The United Kingdom** – Learners will study the role of law in society, theories and causes of crime, the impact of crime and methods of tackling crime and the effectiveness of these measures.
3. **World Powers - United States of America** – Learners will study the USA in depth. This will include the political system and process in the USA, socio-economic issues and the government response. The topic will finish with an in depth look at the USA role in international relations and foreign policy.

## The Modern Studies Department



### Assessment

Each topic is assessed by an in class unit assessment.

To gain a **National 4** award, pupils need to pass a series of Learning Outcomes as well as complete an added value unit.

To gain **National 5** pass pupils need to:

**Exam:** The course is assessed in a single exam of 1 hour and 45 minutes, which is externally marked by the SQA. This exam is worth 60 marks

**Assignment:** In addition, 25% of the final course award is achieved through a timed assignment. This gives candidates an opportunity to demonstrate their research, processing and presentation skills. This is prepared in class, written under exam conditions in school and then sent to the SQA for external marking.

## MODERN STUDIES HIGHER

### Purpose

The Higher Modern Studies Course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives.

## The Modern Studies Department

### Recommended Entry

It is recommended that pupils have either:

A National 5 pass in Modern Studies

Or

A National 5 pass in English or another Social Subject.

### Course Details

The course comprises of three units:

1. **Democracy in Scotland and The United Kingdom** - Learners will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.
2. **Crime and the Law in The United Kingdom** – Learners will study the role of law in society, theories and causes of crime, the impact of crime and methods of tackling crime and the effectiveness of these measures.
3. **World Powers - United States of America** – Learners will study the USA in depth. This will include the political system and process in the USA, socio-economic issues and the government response. The topic will finish with an in depth look at the USA role in international relations and foreign policy.



### Assessment

To gain an award of the course a candidate must pass the internal assessments associated with the component units as well as the external assessment which comprises:

- An examination paper lasting 2 hours and 15 minutes. This will be worth 60 marks.
- The Assignment, worth 30 marks – to be completed by the end of term 3.

### Progression

Successful candidates may progress to Advanced Higher Modern Studies or Higher Education courses in the Arts, Humanities and Social Sciences.

## MUSIC NATIONAL 5

### Entry Level

National 4 qualification **OR** equivalent instrumental and compositional skills. Any pupil who has not studied music in S3 or S4 must speak to the Curriculum Leader of Creative Technologies before choosing the subject.

### Course Description

The National 5 Music course allows learners to develop and consolidate practical skills in performing and creating music, while developing a broader understanding of a range of styles and concepts. The course activities allow learners to work independently or in collaboration with others, and it can meet the needs of a wide variety of learners with a range of musical interests.

The National 5 Music course provides opportunities for learners to perform a variety of challenging music in solo and/or group settings using their voice or selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. Learners will develop a breadth of knowledge and understanding of music concepts and literacy. They will develop their ability to recognise and distinguish level-specific music signs, symbols and music concepts as they perform, create and listen to music.

Learners are encouraged to express themselves musically and to self-reflect on their learning. This encourages them to think imaginatively and to explore and develop their own creative ideas and music, making use of their understanding of music concepts.

The National 5 Music course is practically based and consists of three elements;

#### 1. Performing Skills

At National 5 level, pupils will be expected to perform a programme of pieces on two different instruments, or one instrument and voice. Within this programme, pupils must include a minimum of two pieces on each instrument / voice at ABRSM grade 3 or above level. Students will develop, refine and consolidate their skills and perform level-specific music with sufficient accuracy while maintaining the musical flow and realising the composers' intentions. Pupils are encouraged to critically self-reflect and evaluate their performing skills throughout this unit, and identify areas of strength and areas for improvement.

#### 2. Composing Skills

Pupils will experiment with, and use a range of compositional methods and music concepts to realise their intentions when creating original music. Pupils will be encouraged to self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music. Composing will be done using instruments/voices and pupils will further develop IT skills using software such as Sibelius. Composition work will demonstrate structural, melodic, rhythmic and harmonic ideas, and pupils will be encouraged to create original music using compositional methods and music concepts creatively.

#### 3. Understanding Music

Pupils will cover a breadth of complex music concepts and music literacy through a comprehensive listening course that fully explores music from different periods and styles. Pupils will demonstrate

the ability to listen to music extracts and identify where specific music concepts are used, and to identify the distinguishing features of specific music styles. They will also identify and use a range of music signs and symbols in music notation – these are covered throughout the course. Pupils will also be encouraged to identify and analyse the social and cultural factors that have influenced the distinctive sounds and structure of specific music styles.

## **SQA COURSE ASSESSMENT**

**The course award assessment comprises of three components:**

### **1. Performing Assessment: 50%**

At National 5 level, pupils will perform an 8-minute combined programme of pieces on two instruments, or one instrument and voice, at ABRSM grade 3 or equivalent to an external SQA examiner in February/March of 2019. Each instrument must include at least two contrasting pieces and be a minimum of 2 minutes in length.

**This accounts for 50% of the overall course award**

### **2. Understanding Music Assessment: 35%**

Pupils will be assessed on their knowledge and understanding of music concepts, styles and literacy through a 45-minute written paper at the end of the course. This paper is externally marked by the SQA. Pupils will be expected to identify and recognise a range of musical styles and concepts covered throughout the course.

**This accounts for 35% of the overall course award**

### **3. Composing Assignment (15%)**

The purpose of the composing assignment is to explore and develop musical ideas to create music. The assignment has two parts:

- Composing one piece of music (20 marks)
- Reviewing the composing process (10 marks)

The assignment will be sent to the SQA for marking

**This accounts for 15% of the overall course award**

### **Home study:**

Regular practise on performance instruments, consolidation and revision of music concepts and work on composition must be undertaken at home.

### **Useful Websites:**

<https://www.sqa.org.uk/sqa/45717.html>

[www.mymusiconline.co.uk](http://www.mymusiconline.co.uk) (password music17)

[www.ataea.co.uk](http://www.ataea.co.uk)

## **MUSIC HIGHER**

### **Entry Level**

National 5 qualification, relevant component units or equivalent instrumental and compositional skills (entry without National 5 Music is in discussion with the faculty head of department)

### **Course Description**

The Higher Music course allows learners to develop and consolidate practical skills in performing and creating music, while developing a broader understanding of a range of styles and concepts. The course activities allow learners to work independently or in collaboration with others, and it can meet the needs of a wide variety of learners with a range of musical interests.

The Higher Music course provides opportunities for learners to perform a variety of challenging music in solo and/or group settings using their voice or selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. Learners will develop a breadth of knowledge and understanding of music concepts and literacy. They will develop their ability to recognise and distinguish level-specific music signs, symbols and music concepts as they perform, create and listen to music.

Learners are encouraged to express themselves musically and to self-reflect on their learning. This encourages them to think imaginatively and to explore and develop their own creative ideas and music, making use of their understanding of music concepts.

The Higher Music course is practically based and consists of three units, and an added value unit (the course assessment):

#### **1. Performing Skills Unit**

At Higher level, pupils will be expected to perform a programme of pieces on two different instruments, or one instrument and voice. Within this programme, pupils must include a minimum of two pieces on each instrument / voice at ABRSM grade 4 or above level. Students will develop, refine and consolidate their skills and perform level-specific music with sufficient accuracy while maintaining the musical flow and realising the composers' intentions. Pupils are encouraged to critically self-reflect and evaluate their performing skills throughout this unit, and identify areas of strength and areas for improvement. This unit must be passed in order to achieve a course award.

#### **2. Composing Skills Unit**

Pupils will experiment with, and use a range of compositional methods and music concepts to realise their intentions when creating original music. Pupils will be encouraged to self-reflect on their creative choices and decisions through a composition log, and will develop their understanding of how musicians develop their ideas and create their music. Composing will be done using instruments/voices and pupils will further develop IT skills using software such as Sibelius. Composition work will demonstrate structural, melodic, rhythmic and harmonic ideas, and pupils will be encouraged to create original music using compositional methods and music concepts creatively. This unit must be passed in order to achieve a course award.

### **3. Understanding Music Unit**

Pupils will cover a breadth of complex music concepts and music literacy through a comprehensive listening course that fully explores music from Renaissance to the 21<sup>st</sup> Century. Pupils will demonstrate the ability to listen to music extracts and identify where specific music concepts are used, and to identify the distinguishing features of specific music styles. They will also identify and use a range of music signs and symbols in music notation – these are covered throughout the course. Pupils will also be encouraged to identify and analyse the social and cultural factors that have influenced the distinctive sounds and structure of specific music styles. This unit must be passed in order to achieve a course award.

### **SQA COURSE ASSESSMENT (ADDED VALUE UNIT)**

**The course award assessment comprises of two components:**

#### **1. Performing Assessment: 60%**

At Higher level, pupils will perform a 12-minute combined programme of pieces on two instruments, or one instrument and voice, at ABRSM grade 4 or equivalent to an external SQA examiner in February/March of S5/6. Each instrument must include at least two contrasting pieces and be a minimum of 4 minutes in length.

**This accounts for 60% of the overall course award**

#### **2. Understanding Music Assessment: 40%**

Pupils will be assessed on their knowledge and understanding of music concepts, styles and literacy through a one hour written paper at the end of the course. This paper is externally marked by the SQA. Pupils will be expected to identify and recognise a range of musical styles and concepts covered throughout the course.

**This accounts for 40% of the overall course award**

#### **Home study:**

Regular practise on performance instruments, consolidation and revision of music concepts and work on composition must be undertaken at home.

#### **Useful Websites:**

[www.mymusiconline.co.uk](http://www.mymusiconline.co.uk) (password music17)

[www.ataea.co.uk](http://www.ataea.co.uk)

## Physical Education: National 5

This course is aimed at pupils wanting to perform, develop, evaluate, refine, create and lead in a wide range of physical activities. PE provides an exciting and challenging context in which pupils are pushed to improve and enhance their fitness, skills, qualities and overall performance.



### Entry Requirements

A keen interest and positive attitude towards PE and the full range of sports and activities covered are the main requirements. Participation in extra-curricular sports and physical activities will be a major benefit to pupils opting for this course.

### Aims of the Course

- To develop pupils' understanding of their own and others' strengths and weaknesses
- To improve evaluating skills through self and peer evaluation
- To help pupils improve their own performance by observing, analysing, investigating and evaluating strengths and weaknesses
- To improve: fitness, skills and techniques, tactical awareness, leadership skills and ability to choreograph sequences and routines



Pupils will cover 2 **course units** in National 5 Physical Education:



### Factors Impacting on Performance

Pupils will study the Mental, Emotional, Social and Physical factors which may impact on their performances. In order to pass this unit pupils must keep an up to date folder of notes and pass unit assessments based on the effects of these MESP factors, how we can measure/gather information on these and how we can improve these factors.

Pupils must also create a portfolio which focuses on the MESP factors and their impact on a chosen activity. An investigation on how one factor can be improved must be carried out and documented. This investigation project is submitted to the SQA for external marking and makes up the **50% of the** award.

### Practical Performance

A wide variety of activities will be covered in S4 which may include: tennis, athletics, softball, football, hockey, rugby, basketball, dance, gymnastics, swimming, volleyball and badminton. Pupils are expected to participate in **all** activities to the best of their ability and it is essential that they are well organised and **always** bring appropriate kit for practical lessons.

Pupils must be at the National 5 standard in at least **two** different activities to be presented at National 5 level. Each pupil is assessed in two activities in which they will be given a mark out of **30** for each performance. This unit is worth 50% of the overall award.

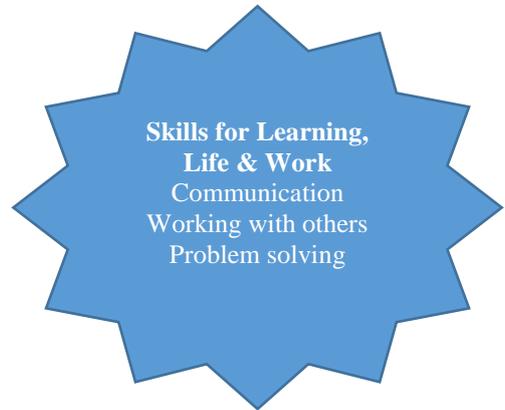
Pupils will usually experience at least one classroom theory lesson each week and will be expected to complete written homework on a regular weekly basis.

**Progression**

Higher Physical Education in S5/6

SCQF Level 5 Awards in Leadership, Volunteering and Wellbeing

Physical Education, Sports Coaching, Sports Science and other related courses at College or University



## PHYSICAL EDUCATION HIGHER

This course is aimed at pupils wanting to perform, develop, evaluate, refine, create and lead to a high level in a range of physical activities. PE provides an exciting and challenging context in which pupils are pushed to improve and enhance their fitness, skills, qualities and overall performance.



### Entry Requirements

A or B pass at National 5 Physical Education is highly recommended for pupils to make the step up to the Higher award. Pupils must have at least **two** activities in which they can perform on the Higher scale. A keen interest and positive attitude towards PE and the full range of sports and activities covered are essential requirements. Participation in extra-curricular sports and physical activities will be of huge benefit to pupils opting for this course.

### Aims of the Course

The main aims of the Course are to enable the learner to:

- ◆ develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- ◆ select and apply skills and make informed decisions to effectively perform in physical activities
- ◆ analyse mental, emotional, social and physical factors that impact on performance
- ◆ understand how skills, techniques and strategies combine to produce an effective performance
- ◆ analyse and evaluate performance to enhance personal effectiveness



Pupils will cover 2 **course units** in Higher Physical Education:



### Factors Impacting on Performance

Physical Education: Factors Impacting on Performance (Higher) In this Unit, learners will develop their knowledge and understanding of mental, emotional, social and physical factors which impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

## **Practical Performance**

Learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

## **Assessment**

Practical Performance assessment is similar to that in National 5 PE. Each pupil is assessed in one activity in which they will be given a mark out of **40** for their one off performance. A further **20** marks is linked to this one off performance where pupils must answer questions before and after their performance focusing on the challenges they will face and how they will overcome them before this performance and an evaluation of these after their performance.

Factors Impacting on Performance is assessed externally in a one hour 30-minute exam during the SQA exam diet. This makes up the remaining **40** marks.

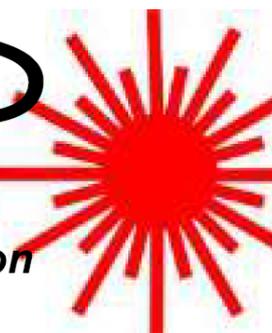
## **Progression**

Advanced Higher Physical Education

Physical Education, Sports Coaching, Sports Science and other related courses at College or University



# PHYSICS



***'Physics is the study of matter, energy, and the interaction between them'. What that really means is that Physics is about asking fundamental questions and trying to answer them by observing and experimenting..***

## **Course Structure:**

### Electricity and Energy

- Conservation of energy.
- Electrical charge carriers and electric fields.
- Potential difference.
- Ohms Law.
- Practical electrical and electronic circuits.
- Electrical Power.
- Specific Heat capacity.

### Dynamics and Space

- Vectors and Scalars.
- Velocity-time graphs.
- Acceleration.
- Newton's Laws.
- Projectile Motion.
- Space Exploration.
- Cosmology

### Waves and Radiations

- Wave parameters and behaviours.
- Electromagnetic Spectrum.
- Light.
- Nuclear Radiations.

### Careers

Jobs directly related to this subject include:

**Geophysicist**  
**Astrophysicist,**  
**Structural Engineering ,**  
**Mechanical Engineering,**  
**Civil Engineering,**  
**Meteorologist,**  
**Sound Engineer,**  
**Medical Physics,**  
**Optometrist,**  
**Teacher/Lecturer,**  
**Electrician.**

Jobs where this subject would be useful include:

**Medicine,**  
**Finance,**  
**Law,**  
**Pilot,**  
**Air traffic controller,**  
**Computer games designer,**  
**Sports Science.**

The course is practical and experiential, and develops scientific understanding of issues relating to Physics. It aims to generate interest and enthusiasm in Physics, and to enable learners to develop confidence in recognising and communicating ideas on scientific phenomena.

As well as Physics knowledge and understanding students will develop specific scientific skills such as scientific enquiry, investigation and analytical thinking and gain valuable transferable skills for learning, life and work.

## **SQA Assessment:**

Assessment at National 5 involves a final 2.5 hour external examination, and an assignment which is worth 20% of the overall grade.

Progression:

A good pass in National 5 will allow progress to Higher Physics.

**National 5**

# Physics

## Higher

### Why Physics?

Physics is the study of how the world around us works. From lasers and optics, time travel to the Big Bang and CERN the Advanced Higher course is full of up to date exciting physics that is changing our understanding of the world today. There is an important focus on communicating ideas in Physics.

### Entry requirements

It is recommended that pupils have achieved an A or B pass at National 5 Physics (or A/B at Higher Chemistry or Biology). In addition, a pass at National 5 Mathematics would also be useful but not essential.

### Course details

**Our Dynamic Universe**

- Motion - Equations and Graphs.
- Forces, Energy and Power.
- Gravitation.
- Special Relativity.
- The Expanding Universe.

**Particles and Waves**

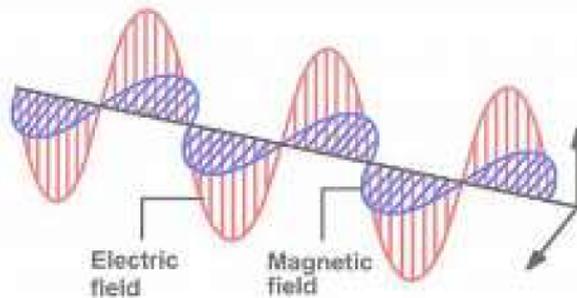
- The Standard Model
- Forces on Charged Particles.
- Nuclear Reactions.
- Wave-Particle Duality.
- Interference and Diffraction.
- Refraction of Light.
- Spectra.

**Electricity**

- Monitoring and Measuring a.c.
- Current, potential difference, power and resistance.
- Electrical Sources and Internal Resistance
- Capacitors
- Conductors, semiconductors and insulators
- p-n Junctions

### How will I be assessed?

- Learners must pass all Unit assessments in class.
- A Researching Physics Topic allows learners to demonstrate their research skills.
- An investigation requires learners to research a topical physics issue and write up a laboratory report. This is externally assessed by the SQA.
- An external exam of 2.5 hours duration graded A-D.



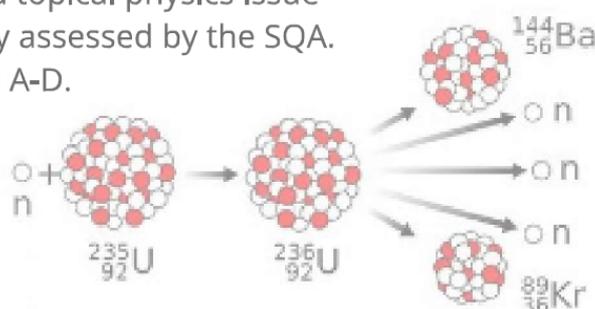
### Careers

Jobs directly related to this subject include:

- Geophysicist**
- Astrophysicist,**
- Structural Engineering,**
- Mechanical Engineering,**
- Civil Engineering,**
- Meteorologist,**
- Sound Engineer,**
- Medical Physics,**
- Optometrist,**
- Teacher/Lecturer,**
- Electrician.**

Jobs where this subject would be useful include:

- Medicine,**
- Finance,**
- Law,**
- Pilot,**
- Air traffic controller,**
- Computer games designer,**
- Sports Science.**



## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

### Religious, Moral and Philosophical Studies – Higher/ National 5

#### Purpose

RMPS provides exciting opportunities to engage with relevant, contemporary and challenging questions that impact all of our lives: questions about law and order, the origins of our universe and of human life and also how religion shapes the actions and outlooks of its followers.

#### Recommended Minimum Entry

Higher:

A pass in National 5 English and a Social Subject

National 5:

A pass in National 4 English and a social subject.

#### Course Details

The course comprises three units.

#### Morality and Belief

Candidates study the Issues of Justice unit. We look at the causes of crime and the purpose of punishment through the use of criminal case studies from both the U.K. and abroad. In addition, we examine the issue of the death penalty and discuss the different views on this topic.

#### Religious and Philosophical Questions

The Unit *Religious and Philosophical Question* involves the study of the origins of life. During the study of this topic we will investigate the various claims made by science and by religion as to the origins of the universe and of human life.

#### World Religion

The *World Religion* Unit allows for a detailed study on the beliefs and practices of the Christian religion. In this unit we will look at the Christian response to life's big questions and to understand the impact of Christianity upon Western beliefs and traditions.

#### Assessment

To gain an award the candidate must pass internal assessments, an assignment worth one quarter of the final mark and a national exam.

This course is ideally suited to those who enjoy thinking through and debating the big questions of life and will provide an opportunity to enhance critical thinking and communication skills.

## SQA Units through Sport and Physical Activity

The main focus of this course will be on improving communication and leadership skills and putting these into action in a sport and physical activity context. Pupils will experience a variety of activities, experiences and tasks. Successful candidates will achieve a range of SQA units.

The course comprises two SQA units, which can be achieved at an SCQF level 3, 4, 5 or 6. Involvement in this course will include participation in sports leadership and volunteering through a placement in a local primary school or another similar organisation.

A summary of each part of the course is outlined below:

- **The Award in Volunteering Skills** at SCQF levels 3, 4 and 5 provides formal recognition of volunteering activity. Through participation in volunteering activities, candidates will develop a range of skills and personal development experiences, which will help to prepare them for responsibility, further education and employment.  
Candidates learn about the context of volunteering; plan a volunteering placement; review and reflect on their own skills and volunteering experience; and complete an investigative project.

This Award earns successful candidates up to 18 SCQF credit points.

- **The Sports Leadership Award** develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity.  
Available at SCQF levels 5 and 6, the Award allows individuals to build self confidence and self esteem and encourages learners to respect the cultures and beliefs of others working alongside them.

This Award earns successful candidates up to 9 SCQF credit points.

This course would be suitable for anyone who is looking to supplement their core academic awards or looking to enhance their Skills for Life, Learning and Work. Candidates can earn up to 27 SCQF credit points.

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## S5 Course Choice 2018

Name \_\_\_\_\_ Class \_\_\_\_\_

Please select one subject and the expected level of study from each column. You must select one subject from each column. Remember to use the recommendations from your report. If you select college in column D please indicate a second choice by writing the number 2 next to it; you may not get into college and this ensures you have a back up choice.

Please indicate any problems/requests overleaf.

<b>A</b>	<b>H/N5</b>	<b>B</b>	<b>H/N5</b>	<b>C</b>	<b>H/N5</b>	<b>D</b>	<b>H/N5</b>	<b>E</b>	<b>H/N5</b>
English		Maths		English		Physics		Maths	
Physics		Applications of Maths	<b>N5</b>	Chemistry		Biology		Chemistry	
Geography		Biology		Modern Studies		Modern Studies		History	
French		History		Drama		PE		Art & Design	
Art & Design		Spanish		Business Management	<b>Higher</b>	Music		Business Management	<b>Higher</b>
Computing		Design & Manufacture		Graphic Communication		Admin & IT		RMPS	
SQA Units: Sport & Physical Activity	<b>N/A</b>	Media Studies		SQA Units: Health and Wellbeing & Sports Studies	<b>N/A</b>	College (see booklet for courses)	<b>N/A</b>	Travel and Tourism	<b>N5</b>
		Early Education & Childcare	<b>N5</b>					Hospitality: Practical Cookery	<b>N5</b>

Pupil Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

PSL Signature \_\_\_\_\_

## College

We have partnerships with Edinburgh Sighthill and West Lothian Colleges. The colleges both run the courses below on Tuesday and Thursday afternoons. We provide transport from school to college and pupils are expected to make their own way home. Please be aware that the college day finishes later than school. Please see the college websites for detailed information on courses. It is worth noting that other courses are available at different times of the day/week. Please speak to your PSL if one of these options suits you better as we may be able to accommodate this.

### Edinburgh Sighthill Campus

Course Title	Framework	Level	Who should apply?	Progression	Entry Requirements
Creative Industries Academy Film & Media NPA	SESAP Academy: National Progression Award	6	S5 and S6 pupils	NC Broadcast or NC Media Audio Visual	Interested pupils
Photography NPA	National Progression Award	5	S5 and S6 pupils	NC Photography	Interested pupils
Digital Media Editing NPA	National Progression Award	5	S5 and S6 pupils	NC Media Broadcast or NC Media Audio Visual	Interested pupils
Automotive Skills	SCP	4	S4,5,6 pupils who interested in developing automotive skills and want to attend college	IMI certificate in Transport Maintenance	No formal entry requirements
Foundation Apprenticeship in ScientificTechnologies	Foundation Apprenticeship NPA/SVQ	6	Pupils going into S5 who are interested in working in the Life Sciences Sector and are capable of studying at level 6 in a practical context	HNC Applied Science, Modern Apprenticeship,	Achieved or working towards National 5s, in maths and chemistry or physics A good level of written and spoken

				employment or University	English A good level of numeracy skills An interest in a career in The Scientific Technology Sector
Health and Social Care Academy	SESAP Academy Nat5 and Higher	5 and 6	S4-S6 who have a genuine interest in employment/further study in health and social care.	National 5 Progression: exit to employment/modern apprenticeships in health or social care/progression to college courses. Higher Progression: exit to employment/modern apprenticeships in health or social care. Would be considered for interview at QMU or other universities for an appropriate degree/progression to college courses.	National 5 Entry requirements: School students in 4th/5th/6th year. 4 National 4s. If you want to progress onto health courses at SCQF Level 6 you must have National 4 Biology. Genuine interest in working/studying health and social care.  Higher Entry requirements: School student in 5th/6th year. Studying other Highers at school. If you want to progress onto health courses at SCQF Level 6/7 you

					should be studying National 5 or Higher Biology
Psychology Higher - Sighthill	Higher	6	Only for pupils in 6th year	HNC Social Science	Need Higher English & 1 other Higher social subject
French	Advanced Higher	7	For pupils who are interested in languages and wish to study languages at university	University studies	Minimum B pass in Higher French. ( C pass may be considered subject to interview)
Spanish	Advanced Higher	7	For pupils who are interested in languages and wish to study languages at university * <b>Please note that this course will run on either a Monday or Wednesday afternoon and transport will be the pupil's responsibility</b>	University Studies	Minimum B pass in Higher Spanish. ( C pass may be considered subject to interview)
Foundation Apprenticeship in Financial Services	Foundation Apprenticeship NPA/SVQ	6	Aimed at pupils going into S5 who are interested in working in the Financial Services Sector and have the ability to work towards SCQF Level	HND Accounting, HND Business. Direct employment in the financial services sector. Continue studies at college or university. Gain accelerated	Achieved or working towards National 5s, preferably in maths and English A good level of written and spoken English

			6 qualification (equivalent to Higher level) in a vocational setting.	entry onto Modern Apprenticeship in Providing Financial Services at SCQF Level 6. Gain Entry in Banking, Insurance and Professional Services at SQCF Levels 8/9. Explore options for a related Graduate Level Apprenticeship in Financial Services.	A good level of numeracy skills An interest in a career in the Financial Services Sector
Foundation Apprenticeship in Business Skills	Foundation Apprenticeship NPA/SVQ	6	Aimed at pupils going into S5 who are interested in working in the Business Sector and have the ability to work towards SCQF Level 6 qualification (equivalent to Higher level) in a vocational setting.	HND Accounting HND Business Progression to year 2 Foundation Apprenticeship in Business Skills	A good level of English and numeracy Previous study in a business subject would be advantageous Interest in a career in the Business Sector
Foundation Apprenticeship in Accountancy	Foundation Apprenticeship NPA/SVQ	6	Aimed at pupils going into S5 who are interested in working in Accountancy and have the ability to work towards SCQF Level 6 qualification (equivalent to	HND Accounting, HND Business Progression to year 2 Foundation Apprenticeship in Accountancy	Achieved or working towards National 5s, preferably in maths and English A good level of written and spoken English

			Higher level) in a vocational setting.		A good level of numeracy skills An interest in a career in Accountancy
Skills for Work - Retailing National 5	SFW	5	For learners with a strong interest in working in Retail and who enjoy working with people and in teams	NC Retail	4 National 4s in relevant subject areas
Travel & Tourism	TH1GRWTF17-P1SA	Skills for Work in Travel and Tourism	Pupils interested in developing Skills for Work		No formal qualifications

**West Lothian College**

<b>Course Title</b>	<b>Framework</b>	<b>Level</b>	<b>Who should apply?</b>	<b>Progression</b>	<b>Entry Requirements</b>
Foundation Apprenticeship in Social Services	Foundation apprenticeship (2 Year Course)	6	<b>S5 Only</b> S5 students interested in a career in Children & Young People.	Modern Apprenticeship (Fast Track) SVQ 3 as a practitioner or similar; Progression to a HNC/D in childcare or healthcare; Progression to degree level study within childcare or social services, such as primary education	Achieved or working towards National 5 qualifications In S5 on starting the course Candidates must have an interest in developing greater awareness of the industry. Candidates must be capable of working at Level 6 (Higher) over S5 and S6
Early Education and Childcare	Higher	6	S5 or S6 students who have an interest in childcare or education.	Further study, e.g. HNC Childhood Practice.	Three National 5 qualifications, one of which must be English.
Computing	HNC (2 year course)	7	<b>S5 only</b> This course targets senior phase students, working at National 5 level who are interested in a career in computing, with a specific interest in Hardware & System Support.	Modern Apprenticeship; HNC/D in a related discipline; University degree in a related discipline	Students should have a keen interest in the field of Hardware and System Support and / or telecommunications. Entry will be by interview. We would ask for the student

					<p>to meet the below conditions:</p> <ul style="list-style-type: none"> <li>• Achieved or working towards National 5 qualifications, including mathematics</li> <li>• Candidates must be capable of working at Level 6 (Higher) over S5 and S6</li> </ul>
Engineering Systems	HNC (2 Year Course)	7	<p><b>S5 only</b></p> <p>Aimed at S5 students who are interested in progression to University to a relevant engineering degree or stay on at college to complete the HND Engineering Systems.</p>	HND Engineering Systems, progression to University or employment	An interest in Engineering and relevant qualifications in Mathematics & Science. Entry is by applications process and interview.
Construction	Skills for Work	5	S5 and S6 students interested in a career within the Construction Industry, with a particular emphasis	There will be many opportunities for progression to higher level courses, or to Apprentice opportunities	Should be working at SCQF level 4 or above. An excellent attendance record at school. Interview required.

			on practical craft skills		
Bakery	NPA	4	School students with in an interest in baking and the hospitality industry	Possible progression to Level 5 Professional Cookery, with a guaranteed interview	A passion for baking and the hospitality industry.
Media and Communication	HNC (2 year course)	7	<b>S5 Only</b> S5 students who would like to be involved within Creative Industries and have particular interest in script writing or journalism.	Further study or employment.	Desirable criteria of three National 5 qualifications including English and working towards Highers in 5th year of study including English.
Construction and Motor Vehicle	Skills for Work	4	This course is aimed at S3 students and above.	There will be many opportunities for progression to higher level courses such as VRQ 1, or to apprentice opportunities.	Applicants should be working at Level 4 and have achieved Access 3 Maths and English. Candidates will be expected to have an interest in Motor Vehicle studies and have a willingness to learn. An excellent attendance record at school. Interview required.

Hairdressing	Skills for Work	5	Students with an interest in hairdressing who would like to pursue a career in this industry.	After completing this course you may be able to progress to Preparation for Hairdressing or NC Hairdressing Level 5	No specific qualification but a keen interest in hairdressing.
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