

**BALERNO HIGH SCHOOL
EDINBURGH**



**SENIOR SCHOOL
INFORMATION BOOKLET
S5 2023 - 2024**



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 as well as your parents/carers. You should also look into entry requirements for further and higher education and reference www.myworldofwork.co.uk and our new **Pathways** document for additional advice and guidance.



[My World of Work](http://www.myworldofwork.co.uk)

My career options. Learn more about yourself, explore your options and find the career that's right for you. Go to section career options www.myworldofwork.co.uk

The **Pathways** document 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 dialogue, if necessary, with regards to a faculty's recommended level of study for you. Please take your time to choose wisely.

Once you have made your choices, and discussed them during your interview with your PSL, 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.

Kind regards

Headteacher
December 2023





A Rights Respecting School

Balerno High School is committed to the principles and values of the UNCRF, which are embedded in the ethos and curriculum of our school. We aim to educate our young people about their rights and as duty bearers we are taking active steps to ensure pupils and their rights are at the centre of everything we do as a school.

A rights-based approach means putting children's rights at the centre of all decisions we make as a school community. The articles above highlight some of the rights we are focussing on through our curriculum pathways. Taking a rights-based approach allows us to develop a pupil centred school and support a curriculum that includes the following:

Teaching and Learning about Rights in faculty curriculums and across the school community in training, assemblies, focus days and displays so we all know more about children's rights.

Teaching and Learning through Rights by modelling rights respecting language, ensuring the UNCRF is at the foundations of all school policies. This includes involving young people in decisions about our school community and giving young people the opportunity to influence school improvement planning.

Teaching and Learning for Rights by empowering young people to become rights respecting citizens and defend the rights of others.

For more information about our progress as a Rights Based school and attaining our Gold status please have a look on our social media and school website.

<https://balernochs.wordpress.com/rights-respecting-school/>



@BalernoRRSA

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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.

Core RMPS

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. Support can be found on the Balerno Pathways document which has links that detail other relevant websites and the Edinburgh Guarantee. 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.

DYW Twitter handle @BalernoDWY and on Instagram bhs.myworldofwork

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 2023 are entitled to leave school on 31 May 2023.
Pupils who are 16 by 28 February 2023 are entitled to leave school at Christmas 2023.

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?

S5 Course Choice from a pupil perspective

The jump from S4 to S5 is a big one, and it's important to choose subjects you enjoy in order to have a positive experience. Personally, I found it difficult to decide what I wanted to pursue so please remember teachers, family and friends are always there to help you out. Deciding subjects can be an intimidating choice, however it's good to remember that no decision is set in stone, and the teachers try their hardest to accommodate you if you change your mind.

Yu Chen, Head of School

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

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.

Session 2019-2020 and 2020-21 have been exceptional due to the COVID-19 pandemic resulting in significant changes to the assessments. The following information is based on course outlines prior to any COVID changes and could be subject to change.

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.

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 2023/24. 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.

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 and comprises of one section relating to Designers. 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' folios (Expressive and Design) will be externally marked by the Scottish Qualifications Authority. The candidates' Critical examination will also be externally marked by the SQA.

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 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 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

Candidates will be assessed by:

A Practical Folio - Candidates are to develop an idea for each of their Expressive and Design Folios. The Folio for both Expressive and Design activity comprises a Research & Investigation section, a phase of Development and a Final outcome. This is externally marked by the Scottish Qualifications Authority.

The practical Folio is worth 200 marks out of the 260. There is an equal weighting of 1000 marks each for Expressive and Design practical work.

An Examination

The theory examination will last 1 hour 15mins and comprises of one section relating to Visual Arts. The question paper is worth 60 marks of the 260.

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.

Unit 1: Cell Biology

Unit 2: Multicellular Organisms

Unit 3: Life on earth

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

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.

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**

NATIONAL 5

BIOLOGY and HUMAN BIOLOGY HIGHER

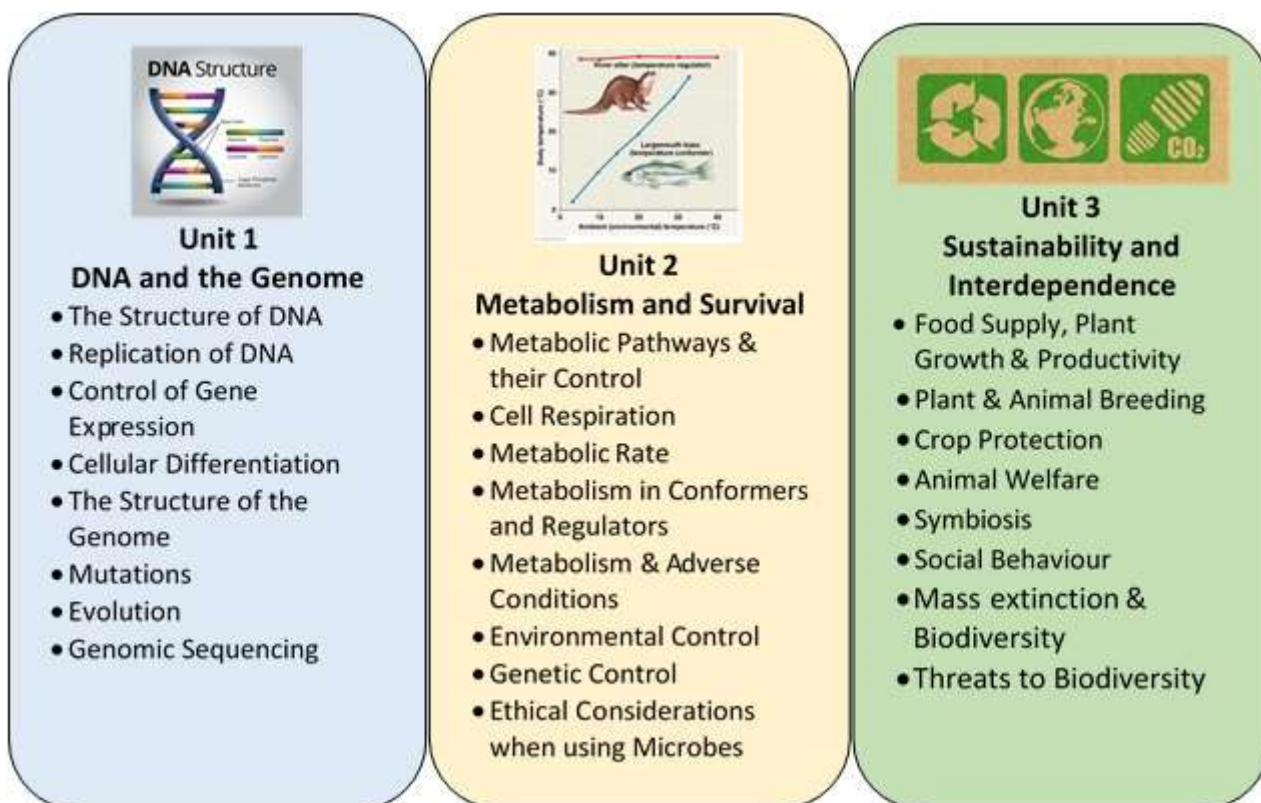
Both Biology and Human Biology courses allows learners to develop deeper understanding of the underlying themes of biology. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

Recommended Entry Requirements

These are demanding courses. A high pass at National 5 Biology (A or B) is preferred.

Course Details

The Higher Biology course comprises three mandatory Units.



The **Human Biology** units of study are Human Cells, Physiology and Health, Neurobiology and Immunology.

Assessment

Exam level check tests, Unit Assessments, Assignment and External Exam

Progression

Students who achieve at Higher Biology or Higher Human Biology may progress to:

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

BUSINESS MANAGEMENT

(NATIONAL 4 AND NATIONAL 5)



Progression

Pupils can continue to study Business Management at National 5 and Higher. The subject can also aid progression into Higher Administration.

Course Rationale

The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. The skills developed will support learners in becoming more confident, particularly regarding their own future education and place in the world of work. Understanding the economic and financial environment in which business operates will help learners to contribute responsibly to society. By encouraging working with others, the Course will help learners to participate effectively in our ever-changing global business environment.

Business (National 4)

Business in Action

This includes how small businesses operate, how they satisfy customer needs and the key functional activities of small business including marketing, operations, human resources and finance.

Influences on Business

This unit will enable learners to gain an understanding of how stakeholders and other internal and external forces impact on the success of small businesses.

Business Management (National 5)

Understanding Business

This unit covers the key objectives and activities of small and medium-sized business organisations; as well as factors that impact on the activities of these organisations.

Management of People and Finance

This unit will cover recruitment and selection, training, motivation, legislation and employment relations. It also includes sources of finance, final accounts, job costing and budgeting.

Management of Marketing and Operations

This unit will cover market research, the product lifecycle and the marketing mix. It will also cover choice of supplier, methods of production, stocking, and ensuring high quality.

Homework and Assessment

Pupils will be given regular homework which will be based on Past Paper Questions. There will be a variety of assessments including summative topic assessments, Case Studies, and Presentations. The overall grade is made up of a written exam taken during the exam diet and a coursework report written and submitted to the SQA.

Careers in Business Management

Accountant	Estate Agent	Investment Banker	Project Manager
Actuary	Financial Adviser	Local Government Officer	Quality Control Technician
Administrative Assistant	Environmental Manager	Consultant	Retail Manager
Advertising	Housing Officer	Sales Manager	Tax Officer
Arts Administrator	Human Resources Officer	Music Promotions	Teacher - Secondary School
Bank Manager	Image Consultant	Office Manager	Training Officer or Manager
Economist	Insurance Underwriter	Personal Assistant	Travel Agent

Web resources and information

<https://www.sqa.org.uk/sqa/47436.html>

BUSINESS MANAGEMENT (Higher)

Progression

The subject can aid progression in Higher Economics and 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.



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

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

Chemistry in Society

Metals
Plastics
Fertilisers
Nuclear Chemistry
Chemical Analysis

Natures Chemistry

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

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.

Course units	Why Chemistry?	The
Chemical Changes and Structure 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).	
Nature's Chemistry 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.	
Chemistry in Society 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.	

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.

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.

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:

- Passed National 5 Computing Science

Course Details

The course consists of four topics of study:

- **Software Design and Development**
- **Database Design and Development**
- **Web Design and Development**

In these units, students will build on their 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 more complex solutions in a range of contexts. The technologies used include Java, SQL, HTML, JavaScript, and CSS. Students will also in

- **Computer Systems**

In this unit students will develop continue to build their understanding of how data and instructions are stored in binary form and the advances in computer architecture to improve system performance. Students will continue to build on their understanding of the social, economic, environmental, and legal implications of computer systems (both positive and negative)

Assessment

The course contains external assessment takes the form of a coursework task covering the design and development units (31%) and an examination 2 hours in duration (69%).

Progression

Successful candidates may progress to higher education courses or Advanced Higher Computing Science in S6.

CREATIVE THINKING – LEVEL 5 & 6

Course Outline

This brand new course celebrates the importance of creativity, problem-solving and critical thinking, essential skills that will be required of a future workforce. During this course, learners are encouraged to think differently, break the rules, fail, collaborate, and come up with different and innovative solutions and ideas. This course will give you creative skills across the curriculum, and you should be excited about all the possibilities!

The course is accredited by Edinburgh Napier University. It carries 24 SCQF credit points and is undertaken across a delivery model of a notional 240 learning hours. (the same as a Higher)

Projects are the result of a collaboration between employers, creative agencies, teachers, lecturers and students who came together to change the world of education, and the work you create will be sought after by future employer.

Course Content

The course centres around 5 key outcomes and will be delivered by Miss Simpson in Art & Design:

Research, Concepts, Fail and Fix, Communicating ideas and Critical thinking

Students will work on 4 projects all of which will be resourced from the Daydream Believers website.

Examples of projects include:

Circular Brand – The Ellen MacArthur Foundation challenges students to create a fashion brand which moves away from the take, make, waste economy to a model that has wider benefits to society.

Campaign for kindness- Studio LR asks students to create an advertising campaign using empathy.

Van of Dreams- Your community has been gifted a campervan. How can you use it to create a product, service or experience for a specific user group?

Thoughts become things – Creative Studio Acrylicize set you the challenge of enhancing the space inside a Hospital, Music venue, School or workplace for its' users.

Work will be assessed using the "Stamp It" tool and APP. The course is validated by Napier University and teachers will moderate the work through Edinburgh College.

Recommended Entry

All students entering the course should be studying the equivalent level in English e.g. Level 5 students should be studying National 5 English, Level 6 students should be studying Higher English. This is required to support the critical thinking element of the course.

Homework

Students will be expected to work independently for many aspects of the course and will be highly self-motivated. Independent research and concept development will not only take place in the classroom.

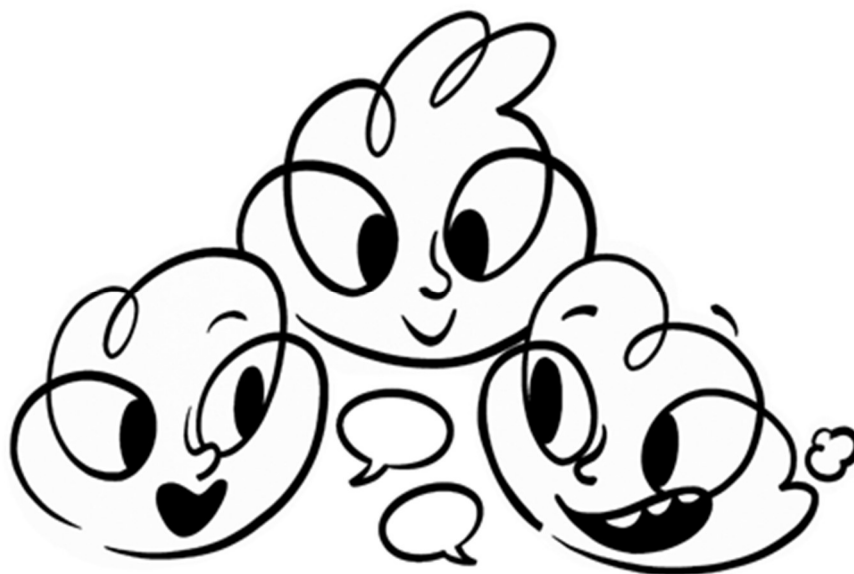
Progression

Level 5 & 6 Awards are worth 24 SCQF points.
Students will be able to progress to a Level 6 Award.

Employability

The ability to apply the 3 essential skills of creativity, problem-solving and critical thinking will appeal to any future employer, whatever the field.

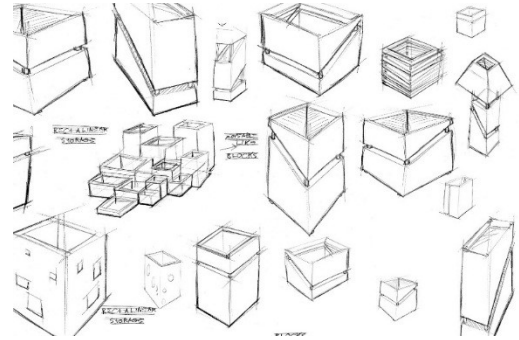
Are you interested? Come and see Miss Simpson in the Art Department if you have any questions.



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:

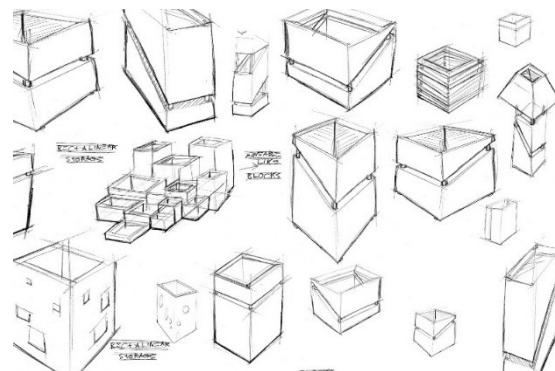
- Lighting design
- Storage/presentation artefacts
- Furniture design

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.



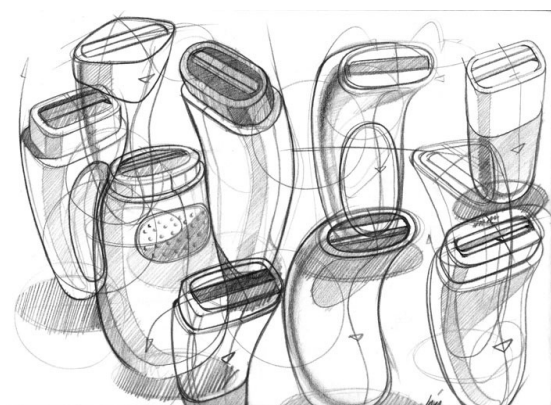
Design as a context for learning can challenge pupil's preconceptions, encourage creative analytical thinking and equips them with systematic approaches to complex problems.

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

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

- A written exam – 40%
- Two performances – 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.



NPA DRAWING SKILLS – UNITS

(Disclaimer: ONE of the following will be offered)

Purpose

The specific aim of the National Progression Award in Drawing Skills at level 5 is to provide a structured award that creates opportunities for candidates to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter.

Candidates will :

- “ Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects.
- “ Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques.
- “ Extend and develop drawing skills through the analysis of elements of the local environment utilising abstraction to convey expression.

Recommended Entry

An inherent interest and ability in Art & Design and, particularly, drawing is recommended. It is suggested that pupils have some experience of Art & Design as a subject **beyond** B.G.E.

Course Details

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Drawing and Drawing Media (Level 5)	Produce Exploratory Studies:	Produce Outline Drawings:	Produce drawings of rectilinear objects:	Produce drawings of cylindrical and spherical objects:
Drawing Skills: Analytical Drawing (Level 5)	Analyse a subject and render it using a variety of media and styles:	Use sound constructive drawing techniques:	Represent different aspects of a subject in a variety of styles:	
Art and Design: Location Drawing – Local Environment (Level 6)	Produce drawings/studies of the local environment:	Produce expressive studies of the local environment:		

Drawing and Drawing Media Unit – 6 SCQF Credit Points

As part of this Unit, pupils will be expected to produce a series exploratory studies that display experimentation within the scope of the visual elements. Pupils will display an ability to experiment with a variety of techniques and materials and will display a range of studies that encapsulate their understanding of Colour, Line, Texture, Tone, Pattern, Perspective, Form & Shape.

Drawing Skills – Analytical Drawing Unit - 6 SCQF Credit Points

Pupils will select a range of visually stimulating compositions to draw analytically (as accurately as possible). Pupils will experiment compositionally with these images to focus on precise details and sections of these images to display an ability to abstract. Pupils will then produce a range of design motifs based on these abstracted shapes and compositions. They will conclude this unit by producing a textile/repeated pattern using the abstracted compositions and developed design motifs.

Art and Design : Location Drawing – Local Environment Unit- 6 SCQF Credit Points

Pupils will venture out into the school grounds to produce drawings/studies of the local environment using a range of materials and viewpoints. Pupils will select areas of the local environment on to portray displaying an ability to abstract or enhance features of the composition expressively. Pupils will display an ability to abstract form and apply visual techniques and materials for creative effect.

Assessment

Assessment of these awards will be at the discretion of the professionals delivering the course and will be conducted through reviews, formative assessment and moderation.

ECONOMICS HIGHER



Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and businesses.

Studying Economics will help you understand and make use of economic information. You will learn to analyse, interpret, predict and explain the actions of individuals, businesses and governments to various economic situations. You will develop an appreciation of how markets and governments work and how the decisions taken in these economic contexts affect our daily lives.

Economics is therefore a useful subject for many students, particularly if you are interested in a career in business or finance, central or local government.

Recommended Entry

A/B passes at National 5 Mathematics and National 5 English and planning to study Higher Maths and English.
Course Details

The course looks at governments, businesses and global trade and their economic contexts. You will learn how to analyse economic data to find solutions to economic problems, and how to distinguish between facts and value judgements. You will develop the ability to analyse economic data from a range of sources in order to make informed decisions.

There are three mandatory Units:

Economics of the Market (H)

You will:

develop skills, knowledge and understanding of how basic economic problems affect daily choices

learn about personal economic decisions and how costs, profit, and demand and supply can drive resource allocation in a market economy.

UK Economic Activity (H)

You will:

develop skills, knowledge and understanding of government taxation and spending

learn about UK Government objectives in relation to inflation, employment, and economic growth

learn about the role of Scotland in the UK economy.

Global Economic Activity (H)

You will:

develop skills, knowledge and understanding of the nature and purpose of global trade between the UK, the EU and other countries, including the effect of currency fluctuations

learn about developing and emerging economies and multinationals.

Homework requirements

About two hours per week involving, set exercises and revision for tests. It is very important for pupils to following current events (reading the newspaper, television news and documentaries).

Assessment

Internal assessment takes the form of regular tests and homework exercises.

External assessment is in two parts. A question paper (75%) and an assignment (25%).

Component 1: question paper – worth 90 marks

Component 2: assignment – worth 30 marks.

For the assignment component, you will be asked to research an economic topic and produce a simple report based on your findings.

Web resources and information

<https://www.sqa.org.uk/sqa/47920.html>

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, it is recommended that pupils have achieved a grade A or B 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.



FASHION AND TEXTILE TECHNOLOGY – HIGHER



AIMS: To develop breadth, challenge and application combining practical and experiential elements of fashion and textiles. Skills development to advance knowledge of textile technologies, problem-solving approaches and development of a fashion/textile item.

The course is practical and experiential and candidates will be enabled to:

- Analyse and apply understanding of textile properties and characteristics
- Demonstrate and apply understanding of textile construction techniques to make complex fashion/textile items
- Investigate issues which influence the fashion/textile industry and consumers
- Apply understanding of the impact of fashion trends on the fashion/textile industry

ENTRY REQUIREMENTS:

Completion of National 5 Fashion and Textile Technology.

COURSE DETAILS: Broadly, the course divides into three parts:

- Practical sewing skills and safe use of a range of sewing equipment.
- Research and investigation techniques, following a brief, producing a plan and requisition to meet a brief, with justifications.
- Making a garment/item, to meet a given brief, which involves a range of techniques, surface decoration and producing a work plan with timings and work sequence.
- Explaining issues which influence decisions in industry and by consumers
- Communicating and justifying design ideas and item development proposals.
- Evaluating the suitability of fashion/textile items for specified purposes.

ASSESSMENT: there are three components:

- Exam (45 marks)
- Assignment (60 marks)
- Practical activity (40 marks)

PROGRESSION:

University/college courses: Fashion, textile design, research in medical applications of textiles, fashion production, retail.

CAREERS:

Designer, textile scientist, researcher, automotive industry, theatre, film (costumes) etc.

Geography

National 5

The National 4/5 Geography Course supports students to make sense of the world around us. The course will give you the chance to get to grips with some of the big questions which affect our world.

- How can we manage the effects of Climate Change?
- What can we do to manage growth and change in cities?
- How will the planet cope as it approaches 10 billion people?
- How can we predict Volcanic eruptions and reduce their impact on people?



This course also guides students to understand the social, economic and physical forces and processes which shape and change our world.

There are three Course Units studied across the year for both National 4 and 5 Geography.



Physical Geography,

Weather – Find out about weather patterns across the UK and why our weather is so changeable.

Physical Landscapes – understand the natural processes which shape the landscape around us. We study river and limestone scenery, including carrying out field work in the Water of Leith.

Land uses in Upland areas – Investigate the land use conflicts in upland areas.- we study Loch Lomond and the Trossachs and have previously taken trips to Loch Lomond to discuss conflicts in person.



Human Geography

Population – develop an understanding of the number and spread of people on this planet. Find out why some countries have a rapidly rising population whilst other countries have a falling population.

Urban – understand the changes which have taken place in Edinburgh City. Broaden your understanding of mega cities by studying the problems of rapid urban growth in developing countries such as Mumbai and Rio de Janeiro.

Rural – understand the changes which have taken place in the countryside across the world – including case studies of changes in farming in Scotland and India.



Global Issues:

Environmental hazards – study the causes, impacts and relief effort of earthquakes, volcanoes and tropical storms. Studying recent case studies of how these hazards have impacted people and the support needed to save lives.

Climate Change – study the causes, effects and solutions of climate change. Thinking about how individual and global governmental policy can mitigate and adapt to the changing global climate

National 4/5 Geography

Assessment and Progression



Assessment

The National 5 course is assessed in a single exam of 2 hours 20 minutes, which is externally marked by the SQA.

Pre-Covid 20% of the final course award was achieved through a timed assignment. This gives candidates an opportunity to demonstrate their research, processing and presentation skills. We are waiting to hear from the SQA if this will be included for academic year 23/24.

The National 4 course is internally assessed by the completion of end-of-unit assessment outcomes. Students complete these during class time and are marked in school against a National standard.

Progression

A pass at National 4 will allow pupils to progress to National 5. A pass at National 5 (grade C or above) will allow progression to Higher Geography and other social subjects.

Career and Job opportunities with Geography

- Civil Engineer
- Countryside officer
- Land surveyor
- Landscape architecture
- Agricultural Surveyor
- Marketing
- Renewable energy sector
- Environmental consultant
- Environmental lawyer
- Politician
- Oceanographer
- Urban regeneration
- Town Planner
- Journalist
- Meteorologist
- Surveyor
- Geologist
- Volcanologist
- Architect
- Travel agent or Tour manager
- Natural disaster relief worker
- Climate change / sustainability officer
- GIS Officer (intelligence mapping)
- Conservationist

Useful Website Links

- [SQA National Geography information](#)
- [My world of Work - Geography](#)
- [Royal Geographical Society - Choose Geography.](#)

Higher Geography



The Higher Geography Course helps you to make sense of the world around you. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

Recommended Entry

A pass of at least a C at National 5 Geography. Whilst it is better if young people have previously studied Geography, we would also consider students who have achieved a C in other Social Subjects or Sciences.

Course Content - there are three overall units in the Higher Geography course.

Physical Environment

Lithosphere - Learn how the last ice age shaped the Scottish landscape. Learn about coastal processes and the unique features created by the sea.

Hydrosphere - River processes and features.

Atmosphere - Learn about atmospheric and oceanic circulation.

Biosphere - Understand the 3 main soil types and how they influence ecosystems across the UK

Human Environments

Population - the impact a rapidly rising populations and ageing populations. Why can migration be contentious?

Rural - What can be done to stop the growth of the Sahara Desert. Learn about methods to stop desertification. We also study land use conflicts in National Parks in the UK.

Urban studies - Identify changes in Housing and transport in Edinburgh and Rio, Brazil.

Global Issues

Climate Change - find out about the causes and effects of climate change. Learn about how global governments can mitigate the damage and adapt to the changing global climate.

Development and Health. Why are there differences in development around the world? What are the causes and solutions of a Global Disease such as Malaria.



Higher Geography

Assessment and Progression



Assessment

The final SQA exam is externally marked and tests knowledge and understanding over two exam papers. Paper 1 examines the human and physical topics and paper 2 assesses the global issues and mapping skills.

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

Pre-Covid pupils also completed coursework which is 27% of the overall SQA Higher geography award. It is written up under timed conditions and is externally marked. This is an opportunity to develop skills in individual research, fieldwork and information handling. We are waiting to hear from SQA if this will return for 23/24.

The assignment includes a study of Edinburgh city – Pupils will have a day of fieldwork travelling through Edinburgh City to gather data, this will then be processed and written up in a report.

Progression

Successful completion of Higher Geography can lead to Advanced Higher Geography and opportunities to study Geography at University.

Career pathways

Geography is a broad based subject which bridges the arts and science subjects. It provides lots of opportunities for future employment.

It is a highly valued subject by employers because of the skills candidates develop in data gathering and interpretation.

Career and Job opportunities with Geography

- **Civil Engineer**
- **Countryside officer**
- **Land surveyor**
- **Landscape architecture**
- **Agricultural Surveyor**
- **Marketing**
- **Renewable energy sector**
- **Journalism**
- **Politician**
- **Environmental law**
- **Environmental consultant**
- **Oceanographer**
- **Urban regeneration**
- **Town Planner**
- **Surveyor**
- **Geologist**
- **Volcanologist**
- **Meteorologist**
- **Architect**
- **Travel agent or Tour manager**
- **Natural disaster relief worker**
- **Climate change / sustainability officer**
- **GIS Officer (intelligence mapping)**

Useful Website Links

[SQA Higher Geography](#)

[My world of Work - Geography](#)

[Royal Geographical Society - Choose Geography.](#)

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.

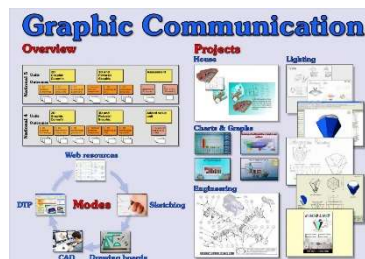
Entry Requirements

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.

Skills for Learning, Life and Work	Progression
Planning Organisation Time Management Communication	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.

GRAPHIC COMMUNICATION HIGHER

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 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.

Skills for Learning, Life and Work	Progression
Planning Organisation Time Management 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.

HEALTH AND FOOD TECHNOLOGY – NATIONAL 5



AIMS: of this Course are to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The Course has six broad and inter-related aims which allow learners to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

Practical Cookery: the course contains some practical cookery which is linked to the theory we are studying.

Cost: There may be a small cost for this course to cover ingredients used for cookery lessons which will be linked to developing knowledge of course content.

ENTRY REQUIREMENTS: No previous qualifications or experience are required to access this course. However, having taken S3 HFT would be beneficial. An interest in food and nutrition and product development would be advantageous, together with a willingness to work with and taste new ingredients.

COURSE DETAILS

The Health and Food Technology Course will be delivered as 3 units of work which develop practical and thinking skills, whilst dealing with safe and hygienic practices.

Unit 1 – Food for Health

- Students will investigate current dietary advice, the dietary needs of individuals, the importance of good nutrition and how it can help prevent diet-related disorders.
- Students will make a range of healthy dishes and be able to prepare dishes to suit individuals' nutritional needs and make adaptations to help prevent diet related illnesses.

Unit 2 – Food Product development

- Students will design and develop food products to meet a particular consumer demand.

- Students will acquire a range of practical skills while making these products.
- Students will investigate current packaging and labelling legislation and understand the functional properties of food.

Unit 3 – Contemporary Food Issues

- Students will identify current factors affecting consumers' choices of food, including technological developments and contemporary food issues.
- Students will research a range of media advertising and how this influences food choices.

ADDITIONAL INFORMATION: Please note that this is not a cookery course and cooking is not a required element of the course teaching. We will aim to cook when we can to enhance learning and teaching. However, this is not a practical subject.

ASSESSMENT

The course assessment will be an external exam (50%) along with a practical assignment (50%) which will involve pupils working through a project brief to create their own product. This assignment will be completed in school and marked externally.

PROGRESSION: Dietician, Sports Nutritionist, Nutritionist, Quality Control, Trading Standards, Care Worker, Environmental Health Officer, Catering, Home Economics Teacher, Nursing, Food Technologist, Retail Management, Social Worker, Doctor,

HEALTH AND FOOD TECHNOLOGY – HIGHER



THE COURSE: allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products.

The course uses experiential, practical and problem-solving learning approaches and promotes independence in learning. It uses real-life situations and, where appropriate, takes account of local, cultural, and media influences and technological innovations.

RECOMMENDED ENTRY REQUIREMENTS: National 5 HFT or Higher Biology, Chemistry or Design and Manufacture. Please see the HFT department for exceptions to this.

COURSE STRUCTURE: The Health and Food Technology Higher course will be delivered as 3 units of work which develop practical and thinking skills, whilst dealing with safe and hygienic practices.

UNIT 1 – FOOD FOR HEALTH

In this unit learners will:

- develop and apply knowledge and understanding of the relationship between health, food and nutrition.
- analyse the relationship between health, food and nutrition and apply understanding of this relationship in practical contexts.

UNIT 2 – FOOD PRODUCT DEVELOPMENT

The aims of this unit are to:

- develop knowledge and understanding of the stages involved in developing a food product.
- develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products.
- develop understanding of the practical application of the functional properties of food.
- apply a range of technological skills related to food production.

- develop organisational skills necessary to research, plan, prepare and evaluate products and processes.
- investigative and research skills.
- apply problem-solving skills to make food products which meet a specified need.

UNIT 3 – CONTEMPORARY FOOD ISSUES

Candidates will:

- research a range of issues which affect consumer choice of food.
- explain a range of contemporary issues influencing food choice.

Cost: There may be a small cost for this course to cover ingredients used for cookery lessons which will be linked to developing knowledge of course content.

Additional information: Please note that this is **not** a cookery course and cooking is not a required element of the course teaching. We will aim to cook when we can to enhance learning and teaching, however this is not a practical subject.

ASSESSMENT

The course assessment will be an external exam (50%) along with a practical assignment (50%) which involves pupils working through a project brief to create their own product. This assignment will be completed in school and marked externally.

PROGRESSION/CAREERS: Dietician, Food Technologist, Retail Management, Social Worker, Doctor, Sports Nutritionist, Nutritionist, Catering, Home Economics Teacher, Nursing



National 4/5 History



ABOUT

The National 4/5 History Course develops a range of skills including the ability to apply a detailed historical perspective and evaluate sources. 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, forming views on the basis of evidence, explaining and analysing historical events, and drawing reasoned conclusions.

WHY HISTORY?

- Develop a range of skills that can be used in lots of different jobs when you leave school.
- Develop your understanding of people and different societies around the world.
- If we don't ever learn about the past, how can we understand the world we live in or make sure we stop the same mistakes happening again?
- Learn the importance of speaking out against intolerance and discrimination.

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. The National 5 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. In previous years, 20% of the final course award is achieved by a student assignment. We are still waiting for confirmation on whether this will go ahead in 2023.

COURSE DETAILS

National 4/5 History is made up of three sections – Scottish, British and Europe and the World. Within each section students study one unit. In Balerno High School the topics are:

Scottish Era of the Great War 1914 - 1928

A study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity.



British Atlantic Slave Trade 1770 - 1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.



Europe and World Hitler and Nazi Germany 1919-1939

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.



PATHWAYS AND PROGRESSION

A pass at National 4 will allow pupils to progress to National 5. A pass at National 5 (grade C or above) will allow progression to Higher History and other social subjects.

Useful Website Links

[SQA information National History](#)

[My World of Work - History](#)



CAREER PATHWAYS AFTER NATIONAL HISTORY

SKILLS

In National History you will develop the following skills you can take into lots of different jobs when leaving school.

Critical thinking

Collect evidence and present data

Interpret sources and form conclusions

Voice your own opinions

Construct an argument

Team work and strategic thinking

Creativity and Problem Solving

Communicate clearly during discussions and debates

Research

CAREER OPPORTUNITIES

National History gives you lots of options for career opportunities when you leave school. Have a look at where History can take you!

Journalist and Broadcaster

Solicitor / Lawyer

Civil Servant

Archaeologist

Accountancy

Politician

Social Worker

Film Researcher

Teacher

Heritage and Museum Sector

Tourism

Editor and Publisher



Higher History



ABOUT

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.

WHY HISTORY?

- Develop a range of skills that can be used in lots of different jobs when you leave school.
- Develop your understanding of people and different societies around the world.
- If we don't ever learn about the past, how can we understand the world we live in or make sure we stop the same mistakes happening again?
- Learn the importance of speaking out against intolerance and discrimination.

ASSESSMENT

Two examination papers based on course content:

- Paper 1 - Scottish history - candidates will be required to answer three questions using sources.
- Paper 2 - Britain and European & world - candidates will be required to write two essays.

We are awaiting confirmation as to whether the piece of course work will return in 2023.

PATHWAYS AND PROGRESSION

Successful candidates may progress to Advanced Higher History or further education courses, apprenticeships and the world of work.

COURSE DETAILS

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.

Scottish 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



British 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.



Europe and World USA 1918-1968

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.



Useful Website Links

- [SQA information Higher History](#)
- [My World of Work - History](#)



CAREER PATHWAYS AFTER HIGHER HISTORY

SKILLS

In Higher History you will develop the following skills you can take into lots of different jobs when leaving school.

Critical thinking

Collect evidence and present data

Interpret sources and form conclusions

Voice your own opinions

Construct an argument

Team work and strategic thinking

Creativity and Problem Solving

Communicate clearly during discussions and debates

Research

CAREER OPPORTUNITIES

Higher History gives you lots of options for career opportunities when you leave school. Have a look at where History can take you!

Journalist and Broadcaster

Solicitor / Lawyer

Civil Servant

Archaeologist

Accountancy

Politician

Social Worker

Film Researcher

Teacher

Heritage and Museum Sector

Tourism

Editor and Publisher

HOSPITALITY PRACTICAL COOKERY – NATIONAL 5



AIMS

The main aims of this course are:

- to develop learners' practical cookery skills
- to develop learners' knowledge and understanding of ingredients
- to provide a set of foundational skills for those who wish to progress to professional hospitality courses or employment

PRACTICAL COMPONENT

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.

Cost: there is a charge for this course to cover some of the expenses for ingredients.

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 consists of three units of work which are weighted (25%) plus a practical exam (75%) of the overall assessment.

Unit 1: Cookery Skills, Processes and Techniques

This unit aims to develop learners' cookery skills and food preparation techniques and to develop an ability to carry out cookery processes, in the context of producing dishes.

Unit 2: Understanding and Using Ingredients

This unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources, and their usage. In addition, the unit will address the importance of sustainability and the responsible sourcing of ingredients, together with the impact of responsible sourcing and food choices on health and wellbeing.

Unit 3: Organisational Skills for Cooking

This unit will develop learners' planning, organisation, budgeting and time management skills.

ASSESSMENT

To gain a course award candidates must pass all the unit assessments as well as the external assessment.

- The written exam is worth 25% of the final grade.
- The practical cooking assessment is assessed internally 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.

LINK TO FURTHER EDUCATION:

<http://www.edinburghcollege.ac.uk/Courses/Professional%20Cookery%20and%20Hospitality>

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

LATIN NATIONAL 5



What is it?

National 5 Latin is an enjoyable and stimulating course which allows students to deepen their understanding of languages (English included!) – French, Spanish, German, even Arabic, all become more accessible to pupils who have knowledge of Latin. In studying this subject, you will gain an insight into a bygone civilisation which still influences the way we live today.

What will I do?

The course breaks neatly into two interconnected parts: language and literature. Initially, students will study the Latin language, getting to grips with the basics of grammar and vocabulary. Then, as the course goes on, they will study original Latin texts to get an insight into Roman culture and history. In the final exams, pupils will complete a translation from Latin into English and answer questions on a Latin text previously studied, much like the Scottish Text section of National 5 and Higher English.

Paper 1: Literary Appreciation

The purpose of this question paper is to allow candidates to demonstrate breadth, challenge and application in the skills of literary appreciation.

In this question paper the skills, knowledge and understanding being assessed are:

- understanding, analysing and evaluating detailed texts in Latin and translated into English
- applying knowledge and understanding of literary techniques
- knowledge and understanding of aspects of Roman culture

Paper 2: Translating

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of translating.

In this question paper the skills, knowledge and understanding being assessed are:

- translating a detailed unseen Latin prose text into English
- applying knowledge and understanding of vocabulary, accidence and syntax
- conveying the overall meaning of the text in English using appropriate language, style and structure

Why should I choose this course?

People enjoy learning Latin for different reasons. Some enjoy the insight it gives them into a vanished world and culture. Other relish the nitty gritty of the grammar and vocabulary, enjoying the connections with English and other languages. Unlike other languages you may have studied, in National 5 Latin you will be provided with a full vocabulary sheet for any translation you do. This places the focus on understanding the grammar of the language and reduces the amount of vocabulary you have to learn. It's also a natural stepping stone to further study in Latin and Classics.



APPLICATIONS OF MATHEMATICS NATIONAL 5



Purpose

The Applications of 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 Applications of 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

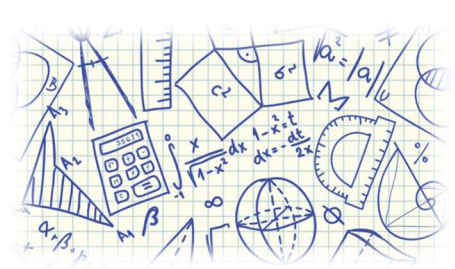
To gain an award a candidate must pass the external exam.

Web Resources and Information

<https://www.sqa.org.uk/sqa/81281.html>

<https://www.national5maths.co.uk/n5-lifeskills-maths/>

MATHEMATICS NATIONAL 5



Purpose

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

Recommended entry

Nat 4 Maths or Skills for National 5 Maths.

Course Details

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

Applications

- 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

- 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

- 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

- 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 the external assessment. The external assessment consists of two papers, non-calculator and calculator.

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.

Web Resources and Information

<https://www.sqa.org.uk/sqa/47419.html>

<https://www.national5maths.co.uk>

APPLICATIONS OF MATHEMATICS HIGHER



Purpose

Higher Applications of Mathematics equips learners with the skills needed to interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk and make informed decisions by enhancing critical and logical thinking. We will be using computer software to manipulate spreadsheets to help us with our calculations.

The course aims to:

- select, apply, combine and adapt mathematical and statistical literacy skills needed for life, work and further study in a wide range of curricular areas
- further develop financial literacy in real-life contexts
- use appropriate digital technology to manipulate and model mathematical, statistical and financial information
- use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations
- use a range of skills to analyse, interpret and present data and numerical information
- appraise quantitative information critically in the light of modelling or statistical assumptions

Recommended entry

Pass at National 5 Applications of Maths or National 5 Maths.

Course Details

Mathematical modelling

- understanding and applying the process of mathematical modelling
- using software effectively in calculations

Statistics and probability

- basic probability
- correlation and linear regression
- data and data analysis, interpretation and communication

Finance

- calculating present and future values of monetary payments
- solving problems related to personal finance products and transactions
- applying personal financial planning skills

Planning and decision making

- project planning and associated decision making.

Assessment

The assessment will be split into two components.

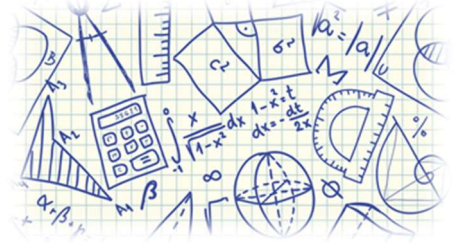
A question paper (80 Marks)

A project (30 Marks)

Web Resources and Information

<https://www.sqa.org.uk/sqa/93396.html>

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 and calculator.

Progression

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

Web Resources and Information

<https://www.sqa.org.uk/sqa/47910.html>

<https://www.highermathematics.co.uk/>

Careers

[Acoustic consultant](#)

[Actuarial analyst](#)

[Actuary](#)

[Astronomer](#)

[Chartered accountant](#)

[Chartered certified accountant](#)

[Data analyst](#)

[Data scientist](#)

[Investment analyst](#)

[Research scientist \(maths\)](#)

[Secondary school teacher](#)

[Software engineer](#)

[Sound engineer](#)

[Statistician](#)

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 external assessments which are comprised of:

- The media assignment (**60 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.
- Two question papers (**Paper 1 – 50 marks, Paper 2 – 20 marks**) serving as the final exam. The question papers will assess their media analysis skills and understanding of the role of Media in society.

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 exam which comprises of:

Paper 1: Reading (30 marks) and Writing (20 marks)

Paper 2: Listening (20 marks)

plus

Performance (30 marks)

and

Writing Assignment (20 marks)

Progression

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

Career pathways include:

International aid/development worker

Tourism

Marketing

Interpreter/Translator

Tour manager

Teacher (UK or abroad)

Diplomatic service

International sales

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 following:

Paper 1: Reading and Translation (30 marks) plus Directed Writing (20 marks)

Paper 2: Listening (20 marks)

Performance (oral exam worth 30 marks)

Writing Assignment (20 marks)

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.

Career pathways include:

International aid/development worker

Tourism

Marketing


Interpreter/Translator

Tour manager


Teacher (UK or abroad)

Diplomatic service

International sales



National 4/5 Modern Studies



ABOUT

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.

WHY MODERN STUDIES?

- Develop your understanding of current issues around the world and learn about the issues that need tackled.
- Debate and make decisions on some of the most important issues facing you and the world today.
- Develop your understanding of people and different societies around the world.
- Become a global citizen. Form your own opinions and voice your ideas! Make sure young people's voices are heard and can impact change.

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. The National 5 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. In previous years, 20% of the final course award is achieved by a student assignment. We are still waiting for confirmation on whether this will go ahead in 2023.

Useful Websites

[SQA Information National Modern Studies](#)
[My World of Work - Modern Studies](#)

COURSE DETAILS

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

Democracy **Democracy in Scotland**

Learners will study the structure of Scotland's political system. The course includes how to get involved in the political system and the role of MSPs and pressure groups.



Social Issues **Crime and the Law**

Learners will study the causes and consequences of crime and how the government, courts and police try to tackle crime. Learners will also learn about the prison system and the available alternatives



World Powers **USA**

Learners will study the political system, participation, representation and it's influence on other countries. The course will also investigate the social and economic issues with in the USA today.



PATHWAYS AND PROGRESSION

A pass at National 4 will allow pupils to progress to National 5. A pass at National 5 (grade C or above) will allow progression to Higher Modern Studies and other social subjects.



CAREER PATHWAYS AFTER NATIONAL MODERN STUDIES

SKILLS

In National Modern Studies you will develop the following skills you can take into lots of different jobs when leaving school.

Critical thinking

Collect evidence and evaluate its relevance to the issue

Interpret data and form conclusions

Voice your own opinions

Construct an argument

Team work and strategic thinking

Citizenship and awareness of global issues

Communicate clearly during discussions and debates

Detect bias and spot reliable sources of information

CAREER OPPORTUNITIES

National Modern Studies gives you lots of options for career opportunities when you leave school. Have a look at where Modern Studies can take you!

Politician

Police Officer and Detective

Risk Analyst

Criminal Intelligence Analyst

Banking or Business Manager

Journalist and Broadcaster

Social Worker or Youth Worker

Solicitor / Lawyer

Civil Servant and Government Policy Researcher

International Aid Worker

United Nations Project Officer

Teacher



Higher Modern Studies



ABOUT

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.

WHY MODERN STUDIES?

- Develop your understanding of current issues around the world and learn about the issues that need tackled.
- Debate and make decisions on some of the most important issues facing you and the world today.
- Develop your understanding of people and different societies around the world.
- Become a global citizen. Form your own opinions and voice your ideas! Make sure young people's voices are heard and can impact change.

ASSESSMENT

Two examination papers based on course content:

- Paper 1 - Essays - candidates will be required to answer three essay questions.
- Paper 2 - Sources - candidates will be required to write answer three source based questions.

We are awaiting confirmation as to whether the piece of course work will return in 2023.

PATHWAYS AND PROGRESSION

Successful candidates may progress to Advanced Higher Modern Studies or further education courses, apprenticeships and the world of work.

COURSE DETAILS

The course comprises of three units.

Democracy **Democracy in the UK**

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.



Social Issues **Crime and the Law**

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.



World Power **USA**

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.



Useful Websites

[My World of Work - Modern Studies](#)

[SQA Information Higher Modern Studies](#)

CAREER PATHWAYS AFTER HIGHER MODERN STUDIES

SKILLS

In Higher Modern Studies you will develop the following skills you can take into lots of different jobs when leaving school.

Critical thinking

Collect evidence and evaluate its relevance to the issue

Interpret data and form conclusions

Voice your own opinions

Construct an argument

Team work and strategic thinking

Citizenship and awareness of global issues

Communicate clearly during discussions and debates

Detect bias and spot reliable sources of information

CAREER OPPORTUNITIES

Higher Modern Studies gives you lots of options for career opportunities when you leave school. Have a look at where Modern Studies can take you!

Politician

Police Officer and Detective

Risk Analyst

Criminal Intelligence Analyst

Banking or Business Manager

Journalist and Broadcaster

Social Worker or Youth Worker

Solicitor / Lawyer

Civil Servant and Government Policy Researcher

International Aid Worker

United Nations Project Officer

Teacher

MUSIC NATIONAL 5

Entry Level

National 4 qualification or equivalent instrumental (Grade 3) 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 2023. 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. Homework is issued regularly on TEAMS

Useful Websites:

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

www.mymusiconline.co.uk

MUSIC HIGHER

Entry Level

National 5 qualification or equivalent instrumental (Grade 4) and compositional skills. Any pupil who has not studied Music in S4 must speak to the Curriculum Leader of Creative Technologies before choosing the subject.

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 elements;

1. Performing Skills

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.

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 or Noteflight. 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 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 2023. Each instrument (or voice) must include at least two contrasting pieces and be a minimum of 4 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 1 hour-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. Homework is issued regularly on TEAMS

Useful Websites:

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

www.mymusiconline.co.uk

PERSONAL FINANCE SCQF LEVEL 4 AND 5

Purpose

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

Recommended entry

National 3 or National 4 Maths

Course Details

The Personal Finance Awards at SCQF level 4 & 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

Level 4 consists of two units

Unit 1: The Principles of Money

Unit 2: Money Management

In Level 4 students will gain knowledge of the influences on how we spend money, and of the tools available to become competent at managing their own money.

Level 5 consists of two units

Unit 1: Money Management

Unit 2: Understanding Money

In Level 5 students will gain knowledge about the practical and legal constraints on the sources and uses of money, the methods of organising their money through personal budgeting, the considered use of appropriate bank and building society accounts and the concepts and consequences of overspending or payment default.

Assessment

To gain an award a candidate must pass the unit assessments using SOLAR e-assessments.

Progression

National 5 Application of Maths

Web Resources and Information

<https://www.sqa.org.uk/sqa/79416.html>



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

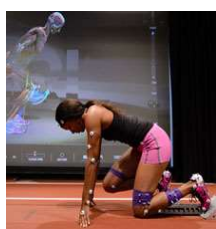
A keen interest and positive attitude towards PE and the full range of sports and activities covered are the main requirements. Participation in extra-curricular sports and physical activities will be a major benefit to pupils opting for this course.

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.

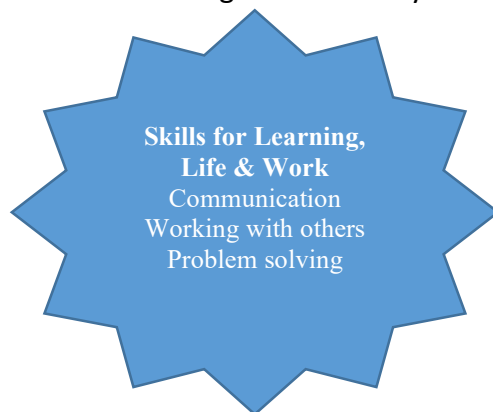
Pupils will usually experience at least one classroom theory lesson each week and will be expected to complete written homework on a regular weekly basis.

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



PHOTOGRAPHY – NPA LEVEL 5

Purpose

Photography has an increasingly significant core function within the Creative Industries and also within the commercial and scientific community in Scotland. Employment opportunities in Photography continue in Scotland, but the required skill set has changed to reflect technological advances in the subject and the prevalence of digital photography, combined with the demands of employers for a technologically aware and flexible workforce.

The camera has become a tool and medium in almost every area of the Creative Industries. Fine Art practitioners are now embracing digital imaging technology and using it as a medium in its own right, or combining it with conventional photographic techniques.

The Photography Course at SCQF level 5 offers candidates the opportunities for an integrated, hands-on skill development with clear exit paths to employment or progression onto further and/or higher education.

Recommended Entry

National 5 Art

National 5 English

Course Details

The course comprises of **four** units and all assessments are assessed internally.

UNIT 1: Understanding Photography

Outcome 1

- ❖ Explain photographic concepts and their meanings, using a selection of images to illustrate viewpoint, framing, leading lines, rule of thirds, exposure, lighting, depth of field (7 concepts).

Outcome 2

- ❖ Explain the effect of creative & technical aspects using a selection of 6 images; 3 of people and 3 of places.
- ❖ Discuss how style and/or mood & visual impact were achieved.

UNIT 2: Photographing People

Outcome 1

- ❖ Research and Collect six inspirational images of people – at least two of the images should be different people photography – such as single portrait, group portrait, candid, documentary, fashion, sport etc
- ❖ Plan 3 photoshoots inspired by selected images. Plans must include; location, equipment, duration, models, props, pose/expression, viewpoint, lighting, mood, permissions, risk assessment.
- ❖ Each shoot should have a different focus e.g. single portrait, group, candid, documentary etc). One must use artificial lighting and one must be a group shot.

Outcome 2

- ❖ Take a range (20+ per shoot) of composed, controlled and appropriately lit photographs of people during planned shoots.

- ❖ Images to be saved and stored appropriately
- ❖ Present 3 selected photographs of people (1 from each shoot) with 2 justified reasons for each

UNIT 3: Photographing Places

Outcome 1

- ❖ Research and Collect six inspirational images of places. This could be rural or coastal landscapes, woodland, riverside, garden, built environment, recreational spaces, domestic or classroom settings etc.
- ❖ Plan 3 photoshoots inspired by three of selected images (which must include an image shot in artificial light and one in daylight)

Outcome 2

- ❖ Take a range (20+ per shoot) of composed, controlled and appropriately lit photographs of places during planned shoots using appropriate lighting.

Outcome 3

- ❖ Present the three best selected photographs of places you have chosen (one per shoot)
- ❖ Give two justified reasons why you chose each image.
- ❖ Present your three final images next to your inspirational images from outcome 1.

Shoot	Location	Genre/Style/ Inspirational Photographer	Creative Focus	Technical Focus
1	School Interior	Architecture Abstraction Photographer: Shulman, Eggleston	Viewpoint Framing Repeated Shapes & Patterns Colour	Focus Framing
2	Water of Leith	Environmental Urban Landscape Journalistic Photo story Photographer: Cartier-Bresson	Leading Lines Rule of Thirds	Shutter Speed
3	On Location outdoors	Landscape Atmospheric Photographer: Adams, Porter	Textures Tone Natural Lighting effects	Focal Length Macro lens

UNIT 4: Working with Photographs

Outcome 1 - Store and handle images safely in an organised way.

- ❖ Must have a minimum of 30 images in total saved in a secure way that can be easily retrievable.
 - ❖ 15+ from the photographing people photoshoot.

- ❖ 15+ from the photographing places photoshoot.

Outcome 2

- ❖ Evaluate a range of selected images; 2 images from 3 different genres, giving each one strength and two areas for development.
- ❖ Suggest two enhancements for each image; using a minimum of 3 techniques across the 6 images.

Outcome 3

- ❖ Image Enhancement: Apply the two suggested enhancements for each image.
- ❖ Present each image as a 'before' and 'after'.

Outcome 4

- ❖ Image Re-sizing: Select three images and re-size them appropriately to be: viewed online, printed to A4 size, and printed on photographic paper.

Progression

Successful candidates may progress to Higher Photography in S6, Further or Higher Education, training or employment.

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. If you are unsure please speak to a member of PE staff.
- A keen interest and positive attitude towards PE across the full range of sports and activities.
- Participation in extra-curricular sports and physical activities will be of huge benefit to pupils opting for this course.

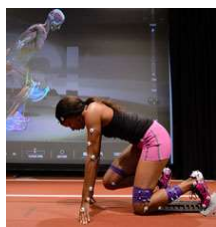
Aims of the Course

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 two activities, in which they will be given a mark out of **30** for their one-off performance. These are then combined to give a score worth 50% of their overall grade.

Factors Impacting on Performance is assessed externally in a two and a half hour exam during the SQA exam diet. This makes up the remaining **50%** of the course.

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	Dynamics and Space	Waves and Radiations
<ul style="list-style-type: none">-Conservation of energy.-Electrical charge carriers and electric fields.-Potential difference.-Ohms Law.-Practical electrical and electronic circuits.-Electrical Power.-Specific Heat capacity.	<ul style="list-style-type: none">-Vectors and Scalars.-Velocity-time graphs.-Acceleration.-Newtons Laws.-Projectile Motion.-Space Exploration.-Cosmology	<ul style="list-style-type: none">-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

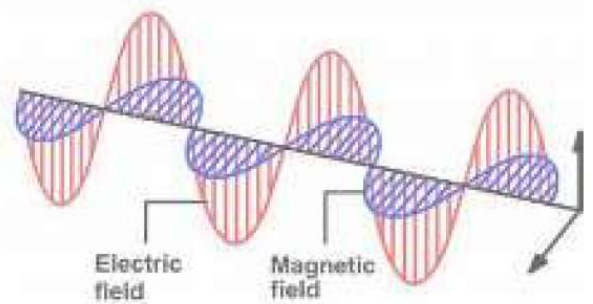
- The Standard Model
- Forces on Charged Particles.
- Nuclear Reactions.
- Wave-Particle Duality.
- Interference and Diffraction.
- Refraction of Light.
- Spectra.

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.



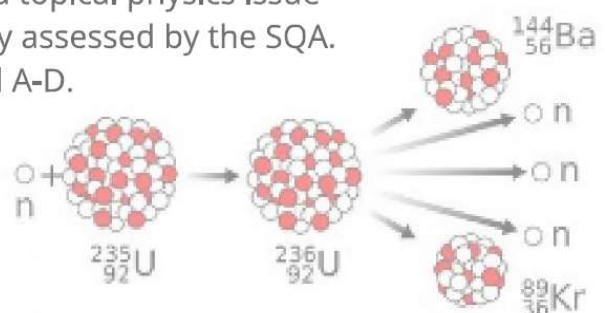
Careers

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.**





POLITICS – Higher

Purpose

The Higher Politics Course develops learners' ability to analyse political ideas, events, issues, parties and electoral performance. Learners gain knowledge and understanding of significant political concepts and ideologies, and of the complexity of political systems by comparing different countries. They also study political parties and campaign methods focusing on specific case studies.

Candidates develop analysing and evaluating skills during the course which help them to interpret and understand political issues as well as being transferable to other areas of study and useful in everyday life.

Recommended Minimum Entry

High pass in National 5 English and a Social Subject/RMPS

Course Details

The course comprises three units: Political Theory, Political Systems, Political Parties and Elections

Political Theory

Learners will use a range of sources of information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and develop an understanding of the political ideologies.



Political Systems

Learners will compare different political systems including who holds/controls power and how are political decisions made within two political systems.



Political Parties and Elections

Learners compare the electoral impact of two different dominant ideas by analysing a range of electoral data. They will evaluate factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of political campaign management strategies and theoretical analyses of voting behaviour

Assessment

To gain an award the candidate must pass internal assessments, an assignment, and a national exam.

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

Progression

Further study in related subjects, e.g. Modern Studies, RMPS

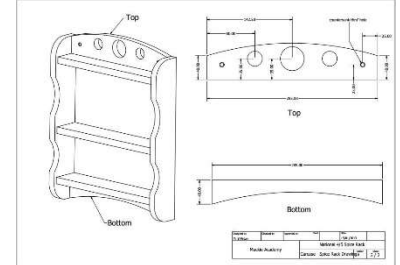
College/university study in law, politics, social policy, community development, and other related courses.

Practical Woodwork

National 5

Woodwork is a practical course that aims to acquaint pupils with the tools and techniques used in modern woodwork trades. It concentrates on the use of Hand tools in a woodwork environment, teaching pupils how to read working drawings and produce work to exact tolerances. This is achieved through:

- Reading working drawings
- Developing the ability to work to exact tolerances
- producing accurate projects
- Develop sound knowledge of health and safety legislation
- Cultivate safe working habits



Entry Requirements

A keen interest and positive attitude towards safe workshop practice and woodwork projects!

Aims of the Course

- To develop pupil interest in woodwork
- Be able to produce a practical project
- Develop a knowledge of safe working practice
- Have an awareness of the impact of Machine tools in trades
- Produce high impact work in areas of woodwork



Course Units

Bench tools 1
Bench tools 2
Machine tools

Activities

Using existing drawings to produce high quality projects to exacting dimensions. Pupils will use all the tools in the wood workshop to produce 4 projects. Each of the first three projects will hone their skills through unit work. The final Assessment unit will use all the techniques they have learned in one project.

Assessment

The assessment for National 5 practical woodwork is split between a Practical assignment and an externally marked exam.

Skills for Learning, Life and Work	Progression
Planning Organisation Time Management Communication	Modern Apprenticeships. Art Collage and college courses, vocational courses in traditional crafts or design. Employment.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES – HIGHER

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.



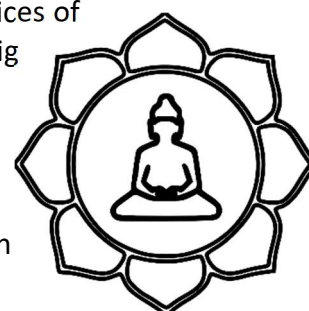
Religious and Philosophical Questions

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 Buddhist religion. In this unit we will look at the Buddhist response to life's big questions and to understand the impact of Buddhist beliefs and traditions.

the



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.

SPORTS LEADERSHIP

The course uses physical activity and sport to deliver fun and engaging sessions with other pupils and within the community. Students will plan, lead and evaluate sports/physical activity sessions over a number of tutored hours and then demonstrate their leadership skills as part of their assessment.

Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.

The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.



Level 6

- Minimum age for course entry is 15 but minimum age on completion is 17.
- 14 hours are required for pupils to demonstrate their leadership in an extra-curricular setting such as a local club or primary/secondary after school club or activity.
- 13 SCQF Credits awarded on successful completion of course.

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 improve pupils' confidence, communication, organisation and leadership skills
- To improve pupils' own and others' mental and physical wellbeing

Level 6 Leaders will cover the following 7 units:

- Developing leadership skills
- Plan, lead and evaluate a sports/physical activity event
- Lead safe sport/physical activity sessions

- Plan, lead and evaluate sport/physical activity sessions in your community
- Plan, lead and evaluate sport/physical activity sessions for children
- Plan, lead and evaluate sport/physical activity sessions for disabled people
- Plan, lead and evaluate sport/physical activity sessions for older people

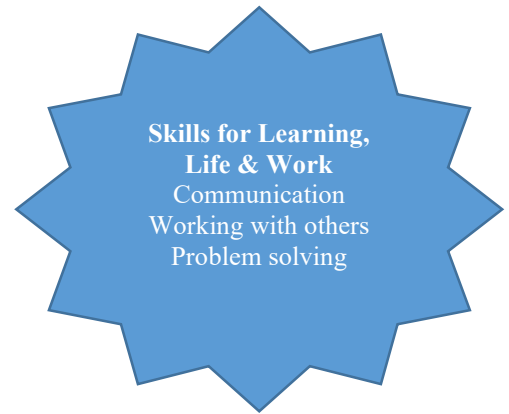
Progression

Coaching and leading sports and physical activity sessions

National Physical Education

Higher Physical Education

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



Travel and Tourism

National 5 Skills for Work



The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

Recommended Entry Requirements

There are no specific requirements. It is recommended that learners have completed at least a National 4 in a Social Subject or National 4 English. Good attendance is important for this class as all assessment is by coursework and poor attendance results in pupils slipping behind.

What does the course include- Four Units

Scotland

- Research tourist destinations around Scotland
- Learn about impacts of tourism - positive and negatives
- Describe the trends in Scottish Tourism

Employability

- Research jobs in tourism - learn about different pathways and skills required in tourism industry.
- Self evaluate and write CVs
- Work placement opportunity

UK and Worldwide

- Write itineraries for trips around the world
- Research holiday destinations around the world
- Learn about the Trends and Impacts of World Tourism

Customer Service

- Learn about the Importance of good customer services
- Role play Travel agency skills
- develop transferable skills for customer care



Travel and Tourism National 4/5 Skills for Work



Assessment

There are four units in the National 4 and 5 Skills for Work Travel and Tourism award as shown above. There is no exam for this award. Assessment for each unit is completed during class time.



Pupils produce a portfolio of evidence that is assessed by the teacher and verified by the SQA. Students will develop their digital skills as many of the tasks are completed with the support of their ipads - the course supports students to develop digital skills that will be used if they were to work in the tourism industry.



National 5 requires more detail and longer itineraries than National 4. Your teacher will give you guidance for what is needed at each level and how to achieve your best outcome.



Progression

Following completion of a National 5 Travel and Tourism award students can apply for a variety of Tourism qualifications at college including NPA level 6 Travel and Tourism. In school the course can lead onto a National 5 or Higher Geography and has links to Business Education.

Career and Job Opportunities

This course is very focused on the skills learners will need in the workplace. The skills learnt are transferable to any job that deals with customers.

Example Tourism Careers and Job opportunities

Scotland has a thriving Tourism Industry which attracts people from all over the world. The tourism industry is expected to have over 40,000 new job openings before 2024.

[My World of Work - Tourism Industry Introduction](#)

Clickable links to My World of Work.

Tour manager	Air cabin crew	Hotel manager
Hotel receptionist	Resort representative	Tourist information centre assistant
Travel agent	Pilot - Airline	Air traffic controller
Events manager	Marketing manager	Tourist guide

External Course Options

Sometimes a pupil would like to study a course which is not available at Balerno or which is not viable due to small numbers. For example, a small number of pupils have attended other schools to study an Advanced Higher/ Higher or a language not offered at Balerno.

If a class normally offered here is not available, then you and your child do not need to do anything at first. Ms Ranger will identify those courses, identify alternative schools or college, and then make you aware of the options.

College Courses

We have a partnership with both Edinburgh College and West Lothian College. Pupils can select a college course to study alongside their school timetable.

There are many courses available which can be found on the college websites:

<http://www.edinburghcollege.ac.uk/courses/schools>

<https://www.west-lothian.ac.uk/courses/courses-for-schools/>

Please note that final 2021/22 courses have not been published by the colleges yet so are subject to change.

Key College Information

- Pupils will attend college on a Tuesday/ Thursday afternoon (some Friday afternoon attendance is required for some West Lothian College courses). Some Foundation Apprenticeships also require pupils to attend a scheduled work experience at certain points in the course. Pupils should read the course delivery schedule on the website to ensure they are able to commit to the requirements.
- Foundation Apprenticeships are either 2-year courses or single-year delivery. You can only apply for the 2-year course if you are going into S5. Please see below for further information.
- Some courses are classed as Open Learning. The work is all done online which means pupils must be self-led and disciplined in completing all required elements.
- Transport is provided to both colleges. West Lothian pupils who attend West Lothian College can make their own way home. Return transport is provided to Balerno High School only.
- Your child's PSL will help them to make their college application.

Foundation Apprenticeships

These are one or two-year courses at Higher (Level 6) and are also recognised by several universities. These courses are all in areas where there is currently a need for candidates for jobs. Edinburgh College and West Lothian College offer a wide range of FAs. Some of these areas include*:

1	Accountancy	6	Food & Drink Technology
2	Business Skills	7	Financial Services
3	Creative Digital Media	8	IT: Software Development
4	Civil Engineering	9	Scientific Technologies
5	Engineering/ Construction		<i>*subject to change</i>

If you or your child has any questions regarding college, please contact Mr Ferguson for further information.