



NAT 5 ART & DESIGN COURSE CONTENT

Expressive Portfolio – Producing relevant investigative research and development to a theme/stimulus, leading to a final solution. Using a selection of materials/techniques and showing an understanding and refinement of the visual elements.

Design Portfolio – Producing relevant investigative market research to an agreed design brief, producing a single line of development leading to a final design solution. Using a variety of design techniques and/or technologies, showing an understanding and refinement of the design principles.

Written Examination – Demonstrating knowledge of artists and designers and responding to unseen prompts and significant works of Art and Design.

AREA OF COURSEWORK	ASSESSMENT	% of FINAL MARK	ASSESSMENT PERIOD
Expressive Portfolio	Assessed Externally (SQA)	40%	SQA Submission – March/April (Date TBC by SQA)
Design Portfolio	Assessed Externally (SQA)	40%	SQA Submission – March/April (Date TBC by SQA)
Written Examination	Question Paper	20%	22 nd May 2020



Wallace High School

Nationals ~ Information for Parents

Subject: Biology

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>The SQA course specification document (link below) gives a detailed breakdown of the course content and subject specific skills gained studying Biology at N5 level:</p> <p>National 5 Biology</p> <p>The course content includes the following areas of Biology -</p> <p>Cell Biology - The Key Areas covered are: Cell Structure; Transport Across Membranes; DNA and the Production of Proteins; Genetic Engineering; Respiration</p> <p>Multicellular Organisms - The Key Areas covered are: Producing New Cells; Control and Communication; Reproduction; Variation and Inheritance; Transport Systems - Plants; Transport Systems - Animals; Absorption of Materials</p> <p>Life on Earth - The Key Areas covered are: Ecosystems; Distribution of Organisms; Photosynthesis; Energy in Ecosystems; Food Production; Evolution of Species</p>
<p>Assessment Arrangements</p>	<p>Pupils will be assessed using SQA End of Unit Assessments at C level and departmentally produced Assessments of Learning at A-C level which together will provide evidence of progress. These will be completed as the pupils come to the end of each of the three Biology units and will provide additional evidence, together with a Prelim result, on which to estimate a pupil's grade in the SQA end-of-course assessment in Biology.</p> <p>All N5 pupils will complete a piece of practical work with an associated report writing stage. This is referred to as the 'Assignment'. This piece of work is completed under strict SQA exam conditions and is worth 20% of a pupil's final grade. It is marked externally by the SQA.</p>

<p>Parental FAQs</p>	<p>Will there be Supported Study? - Yes. This is normally held after school or lunchtime. This session it is likely to begin after the October break and will be widely advertised in the Biology Department and in Google Classrooms.</p> <p>Are my son/daughter's additional assessment arrangements taken into account in assessments? - Yes, the first assessment is completed without support but thereafter all assessment arrangements will be put in place. This is to obtain comparative results as evidence for the SQA.</p> <p>Which resources should we purchase to support? - Many of our resources are available via Google Classroom or are given to pupils to take home. If you do feel the need to purchase a book, then ask your child to have a look at what we have in school first to see which style they prefer. There are many commercial publications available.</p> <p>What is the best way to revise Biology? - Attempt as many Past Paper type questions as possible. Reading over class notes frequently to consolidate class learning is essential. The Google Classroom and SQA website have lots of SQA questions with answers that can be attempted.</p>
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Wallace High School

Nationals ~ Information for Parents

Subject: **Business Management**

Level: **National 5/4**

<p>Course Outline (Key Topics Covered)</p>	<p>The National 5 Business Management course helps pupils develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.</p> <p>Pupils gain skills in personal financial awareness through improving knowledge of financial management in a business context. The course introduces pupils to the dynamic, changing, competitive, and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.</p> <p>By studying this course, pupils develop an appreciation of customer focus, enterprise, and decision-making</p> <p>The course comprises five areas of study:</p> <p>Understanding business Pupils are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.</p> <p>Management of marketing Pupils develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.</p> <p>Management of operations Pupils develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.</p> <p>Management of people Pupils develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations. Management of finance Pupils</p>
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	<p>develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.</p>
<p>Assessment Arrangements</p>	<p>National 5</p> <ul style="list-style-type: none"> • September, December, March: internal assessments to check progress and identify areas for improvement. Some pupils may be advised to complete SQA unit assessments at these assessment times. • January: Prelim exam • February/March: Assignment (25% of final grade)- The assignment gives candidates the opportunity to demonstrate their ability to select an appropriate business topic. Research and gather suitable business data/information/evidence relating to the context of the topic, from a range of sources • May: SQA exam (75% of final grade) <p>National 4 There are three SQA units which are completed in school throughout the session. To attain a pass at National 4, all assessments must be passed.</p>
<p>Parental FAQs</p>	<p><i>What are the career progression routes for a pupil studying Business Management?</i> Progression Routes</p> <ul style="list-style-type: none"> · National 4, 5, Higher and Advanced Higher. · HNC/D e.g. Business Administration. · Degree courses e.g. BA Business Management, BA Commerce, BA Accounting. · A range of employment or training opportunities e.g. administrative posts in human resources or marketing. <p><i>My young person is anxious that they did not pick Business as a S3 subject choice, have they missed a lot of the course content?</i> Fresh start to the course, no prior learning is required.</p> <p><i>What kinds of homework will be expected from my child?</i> Homework will be set for a weekly submission via google classroom, paper copies will be distributed where required. Homework questions are based on course content following the SQA exam question structure.</p> <p><i>What support do you provide for pupils studying Business management?</i> The department provides a rigorous programme of homework and revision for young people. The school's Google Classrooms provide a vast array of resources. Supported Study and drop-in sessions provide additional support for learners.</p>



Wallace High School

Nationals ~ Information for Parents

Subject: Chemistry

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>The SQA course specification documents below give a detailed breakdown of the course content and subject specific skills gained studying Chemistry at N5 level:</p> <p>National 5 -</p> <p>https://www.sqa.org.uk/files_ccc/N5CourseSpecChemistry.pdf (p4-17)</p> <p>The key topics studied at N5 level are -</p> <p>Chemical changes and structure - In this area, topics covered are: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.</p> <p>Nature's chemistry - In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.</p> <p>Chemistry in society - In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.</p>
<p>Assessment Arrangements</p>	<p>Assessment planning is well underway for 20_21 session. Due to last year's evidence-based decisions for SQA results we are continuing to use both SQA AND our 'A/B' level assessments. A draft timeline for this year can be found at https://tinyurl.com/y444wqhp (note this may change as we progress throughout the session).</p> <p>National 5 level SQA assessments -</p>

	<p>SQA assessment evidence in chemistry is gathered by end of unit assessments. This evidence is used to support pupils gaining their SQA unit passes if they are unable to progress to a level suitable for the final exam.</p> <p>All pupils at National 5 level pupils will complete a piece of practical work with associated report writing stage. This is called the 'Assignment'. This piece of work is completed in strict exam conditions and is worth 20% of their final grade and is marked externally by the SQA. They can, however, prepare for this report at home in advance just like any other test.</p> <p>Your son/daughter will be informed of an assessment at least 1 week in advance and the course timeline is shared with them on Google classroom.</p>
<p>Parental FAQs</p>	<p>Study support? - Yes we offer this each year at all levels. This is normally held after school or lunchtime. Dates and times will be advertised after the October break. If we feel your child should attend then we will contact you directly, otherwise this will be advertised via their Google classroom and in the faculty.</p> <p>Are my son/daughter additional assessment arrangements taken into account in assessments? - Yes, the first assessment is completed without support, thereafter all assessment arrangements are in place. This is to get comparative results as evidence for the SQA.</p> <p>What resources should we buy to help? - All of the resources are available via Google Classroom or given to them to take home. If you do feel the need to purchase a book, then ask your son/daughter to have a look at what we have in school first to see what style they prefer. There is lots of choice out there!</p> <p>Best way to revise Chemistry? - Past paper questions and careful reading of theory in areas they have found challenging to understand. The Google classroom and SQA website have lots of SQA questions with answers that they can try.</p>



Wallace High School

Nationals ~ Information for Parents

Subject: **Computing**

Level: **National 5/4**

<p>Course Outline (Key Topics Covered)</p>	<p>The Course is designed to be of value to all learners, especially those considering further study or a career in computing science and related disciplines. It provides sufficient breadth, flexibility, personalisation and choice to meet the needs of all learners.</p> <p>On completing the course, the learners will have developed their skills in analysis and problem-solving, designing, developing, implementing and testing digital solutions.</p>
<p>Assessment Arrangements</p>	<p>The assessment of the Units in this course will be as follows:</p> <p>Software Design and Development (National 4) For this Unit, the learner will be required to provide evidence of:</p> <ul style="list-style-type: none">◆ skills in software design and development◆ knowledge and understanding of software design and development <p>Information System Design and Development (National 4) For this Unit, the learner will be required to provide evidence of:</p> <ul style="list-style-type: none">◆ skills in information system design and development◆ knowledge and understanding of information system design and development◆ understanding of the security risks involved in digital communication <p>Added Value (National 4)</p> <p>In the National 4 Computing Science course, the Added Value Unit will focus on:</p> <ul style="list-style-type: none">◆ challenge◆ application <p>The learner will draw on, extend and apply the skills and knowledge they have developed during the course. These will be assessed through an assignment which involves the application of skills and knowledge from the other units to analyse and solve an appropriately challenging computing science problem.</p>

Parental FAQs	<p><i>Do I need to purchase any specific Software for studying Computing?</i> No, all software required will be supplied through School PCs or via the Microsoft Office Suite, which is available for free through the Young Person's GLOW account. You will not need to purchase any separate software.</p> <p><i>Can the course be completed on a Chromebook?</i> No – for the Information Systems Design and Development unit, we need to use a Windows Desktop PC as the software application needed, Microsoft Access, is only available on this platform.</p> <p><i>What Programming Language is used in Wallace High School?</i> We use Python for all aspects of programming from National 4 to Higher. Python is a free platform and is increasingly becoming industry standard.</p> <p><i>Homework.</i> All homework will be able to be completed online through the Microsoft OneNote Platform which pupils will be introduced to when they enter this course.</p>



Wallace High School

Nationals ~ Information for Parents

Subject: Dance

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>The purpose of the National 5 Dance course is to enable candidates to develop a range of dance and choreographic skills. Candidates develop and reflect on technical and creatives skills through practical learning. They gain an understanding of the origins of dance and the impact of theatre arts.</p> <p>Dancers will develop technique and performance skills in both Jazz and Contemporary dance.</p>
<p>Assessment Arrangements</p>	<p>The course has 3 assessment components:</p> <ol style="list-style-type: none">1. Performance: candidates will perform a short solo dance, in either Jazz or Contemporary. This is performed live for an SQA Visiting Assessor and class teacher.2. Practical Activity: (1) <i>Choreography</i> – candidates choreograph a short dance piece for 2 other dancers, excluding themselves, in a theme of their choice. This is performed live for the SQA visiting Assessor and class teacher. (2) <i>Choreography Review</i> – candidates complete a Choreography Review that summaries and evaluates their choreography process. This is usually in the form of a written report.3. Written Exam: pupils will sit a 1 hour exam during the SQA exam diet.
<p>Parental FAQs</p>	<p>Q – What do the dancers wear?</p> <p>A – They should wear a black leotard, black footless tights and have black split-sole jazz shoes. Hair must be tied back.</p> <p>Q- Can the dancers choose which style to be assessed in?</p> <p>A – Yes. In consultation with the class teacher, the pupil decides which genre of dance to be assessed in.</p>



NATIONAL 5 DESIGN AND MANUFACTURE

COURSE CONTENT

The course is largely classroom based and combines elements of theory, design skills and practical techniques. Pupils learn to develop and evaluate products through the use of the design process. Pupils also spend time in the workshop learning to use a range of workshop tools, equipment and materials correctly and learn about safe working practices and health and safety within a workshop environment. Pupils also learn the impact of design and manufacturing technologies on our environment and society.

In preparation for the final assignments, the course content falls into two areas:

- **Design:** skills in designing and manufacturing models, prototypes and products
- **Materials and Manufacturing:** knowledge and understanding of manufacturing processes and materials

AREA OF COURSEWORK	ASSESSMENT	FINAL MARK	SCALED MARK	ASSESSMENT PERIOD
Written Examination (1hr 45minutes)	Question paper	80	80	May 2021
Design Assignment (completed in class time)	Completion of a 7-page design folio demonstrating the design process in answer to a design brief, assigned by the SQA.	55	55	Jan – Feb
Practical Assignment	Candidates manufacture their design solution from the design assignment.	45	45	Feb – March



Wallace High School

Nationals ~ Information for Parents

Subject: SQA Employability Award

Level: SCQF Level 4 (equivalent to a National 4 qualification)

<p style="text-align: center;">Course Outline (Key Topics Covered)</p>	<p>The SQA Employability Award at SCQF Level enables young people to identify, develop and demonstrate essential skills for work. Individuals are equipped with relevant and transferable skills which can be used in every career pathway.</p> <p>The key aims of this course are to enhance young people's:</p> <ul style="list-style-type: none"> • Awareness of their own skills and personal qualities. • Ability to plan and review personal targets. • Ability to self-reflect and review personal performance. • Understanding of different features of employability. • Development of Core Skills in problem solving. • Understanding of self-employment. <p>The course comprises four areas of study:</p> <p>Preparing for Employment: First Steps This area of study prepares young people to enter the world of work. Young people look at their experiences so far and identify their personal qualities, to discover what they can do.</p> <p>Building Own Employability Skills Young people develop career skills which include finding out about job opportunities and contacting an employer and applying for a job. A focus on career-matching ensures that each young person's particular aspirations are included in the delivery of this area of study.</p> <p>Responsibilities of Employment This area of study prepares young people to enter the world of work. There is a focus on finding out employers want from employees.</p> <p>Work Placement Young people will plan, experience and reflect on a work placement. It is a very valuable and important part of the course.</p>
<p style="text-align: center;">Assessment Arrangements</p>	<p>This course is assessed through continuous assessment in line with SQA standards. There is no final examination. There are three SQA units which are completed in school throughout the session. To attain a pass at SCQF 4, all assessments must be passed and the work experience placement attended.</p>

Parental FAQs

What are the career progression routes for a pupil studying Enterprise and Employability?

Many young people attend Forth Valley College alongside this course. This may be as part of either a Skills for Work programme or the Schools and College Opportunity to Succeed (SCOTS) programme. Both of these programmes allow young people to gain an experience of further education whilst still being a pupil at Wallace High School. Personal organisation skills are developed through time management and journey planning, to move between the school and college environment on a regular basis. This approach also gives young people a head start on the college application process.

Additional progression routes could include:

SCQF 5 Employability
SQA Personal Development Awards
Foundation Apprenticeships
Modern Apprenticeships
Employment

My young person is keen to gain practical experience of work. Is there an opportunity to participate in a work placement as part of the course?

Work placements are a valuable element of this course. Young people plan, experience and reflect on a work placement. Work placements match a young people's intended career path as closely as possible, subject to certain operational restrictions.

What kinds of homework will be expected from my child?

Homework will be reflective in nature. For example, young people are regularly asked to update their CVs using online resources, as their life experiences increase. Electronic materials are uploaded to Google Classroom, although paper copies will be distributed where required.

What additional support do you provide for pupils studying the course?

Our Skills Development Scotland Career Advisor works closely with young people who are studying this course, to provide additional career coaching. The Schools Liaison Officer from Forth Valley College also provides up to date information on further education opportunities that are available.



Wallace High School

Nationals ~ Information for Parents

Subject: English

Level: National 4

<p>Course Outline (Key Topics Covered)</p>	<p>The National 4 course will develop and assess skills in Reading, Writing, Talking and Listening. These skills will be developed through the study of a variety of rich literature, including prose, drama and poetry.</p> <p>Pupils will learn how to critically analyse and demonstrate their understanding of the texts studied. They will develop their own writing style through writing discursively and creatively. They will also develop listening and talking skills through group and whole class discussion and presentations.</p>
<p>Assessment Arrangements</p>	<p>National 4 pupils will be assessed in the four skills identified above. These assessments will be internally assessed.</p> <p>They will also complete an Added Value unit which will mean the study of texts selected by pupils, leading to a critical essay in which they will compare and contrast two of their chosen texts.</p>
<p>Parental FAQs</p>	<p>Q: How will this prepare pupils for National 5? A: National 4 pupils are taught through a National 5 framework, developing the same skills as they will be assessed on at National 5 level. These skills are embedded in our practice from S1-S6.</p> <p>Q: Where can pupils seek additional support in school? A: Additional support is available from class teachers by arrangement.</p> <p>Q: Are there any resources available to further support pupils? A: Yes – useful websites are: https://www.bbc.co.uk/bitesize https://www.sqa.org.uk/sqa/70972.html</p>



Wallace High School

Nationals ~ Information for Parents

Subject: English

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>The National 5 course will develop and assess skills in Reading, Writing, Talking and Listening. These skills will be developed through the study of a variety of rich and challenging literature, including prose, drama and poetry.</p> <p>Pupils will learn how to critically analyse and demonstrate their understanding of the texts studied. They will learn to develop their own writing style through writing discursively and creatively. They will also develop listening and talking skills through group and whole class discussion and presentations.</p>
<p>Assessment Arrangements</p>	<ul style="list-style-type: none"> • The Course assessment will consist of two question papers which, in total, will be worth 70% of the final award. <p><u>Paper 1: Reading for Understanding, Analysis, and Evaluation (RUAE)</u></p> <ul style="list-style-type: none"> • Pupils will be given a non-fiction text and a set of questions designed to test the above skills. • This will be marked out of 30. • Duration: 1 hour. <p><u>Paper 2</u></p> <p><u>Critical Reading (part 1): Scottish text</u></p> <ul style="list-style-type: none"> • Pupils will demonstrate their knowledge and understanding of an extract of a text studied in depth in class, and will answer questions that also draw on their wider knowledge of the text. • The total number of marks for this section is 20. • Duration: approximately 45 minutes. • <p><u>Critical Reading (part 2): Critical essay</u></p> <ul style="list-style-type: none"> • This section is a critical essay based on a choice of two texts studied in depth in class. • The total number of marks for this section is 20. • Duration: approximately 45 minutes <ul style="list-style-type: none"> • The Writing Portfolio is worth 30% of the final award, and will be made up of two pieces (one broadly creative and one broadly discursive, although we still await SQA advice on potential changes to this element of the course)

	<ul style="list-style-type: none"> • All of the above will be externally assessed. • Pupils will also be required to pass the Spoken Performance Assessment which involves researching, preparing and delivering a talk. This element of the course is internally assessed. (Once more, we still await SQA advice on potential changes to this element of the course)
<p>Parental FAQs</p>	<p>Q: How will this prepare pupils for Higher? A.: The Higher course very closely mirrors the National 5 course, focusing on further enhancing the same skills, with the exam following a very similar structure also. These skills are embedded in our practice from S1-S6.</p> <p>Q: Where can pupils seek additional support in school? A: Additional support is available from class teachers by arrangement.</p> <p>Q: Are there any resources available to further support pupils? A: Yes – useful websites are: https://www.bbc.co.uk/bitesize https://www.sqa.org.uk/sqa/70972.html</p> <p>Hodder and Gibson text books containing exam advice and sample papers are also available to order online.</p>



Wallace High School

Nationals ~ Information for Parents

Subject: Gàidhlig

Level: National 5 / Nàiseanta 5

<p>Course Outline (Key Topics Covered)</p>	<p>The Course provides pupils with the opportunity to develop their listening, talking, reading and writing skills in order to develop their understanding of the language and use the language. Learners will be provided with the opportunity to develop listening and reading skills in the contexts of literature and language. They will develop the skills needed to understand, analyse and evaluate detailed and complex texts.</p> <p>Learners will also develop talking and writing skills in a wide range of contexts. They will develop the skills needed to create and produce detailed and complex texts in both written and oral forms.</p>
<p>Assessment Arrangements</p>	<p>To gain the award of the course, the learner must pass the internal speaking assessment, and complete a folio, as well as the final exam. Grading attainment in the course award is determined by external assessment of the final exam and folio, and the grade of the speaking assessment.</p> <p>Paper 1: Listening, 25 minutes, 20 marks Pupils will listen to a pre-recorded extract & answer questions on it.</p> <p>Paper 2: Reading & writing, 100 minutes, 50 marks Pupils will read an extended piece of writing & answer questions on it (30 marks). They will also write an essay on a piece of literature that has been studied in the class (20 marks).</p> <p>Folio: One piece of writing, either broadly creative or discursive, 700-1,000 words, 20 marks</p> <p>Speaking: 6-8 minutes, 20 marks</p>
<p>Parental FAQs</p>	<p>Progression from National 5: The National 5 course prepares pupils for going on to sit their Higher Gàidhlig, and then onto Advanced Higher, if they wish. The skills that we develop throughout S1-3 will be developed further at National 5 level in order to ensure pupils are not only well prepared for their exams, but also for progression. The skills that we develop are transferable into other subject areas too, and into real-world contexts.</p> <p>Additional support: With small class sizes, classes tend to be tailored to the more specific needs of the pupils. However, if further support is required, arrangements can be made with the class teacher.</p> <p>Past papers can be found online:</p>

<https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=G%C3%A0idhlig&level=N5>

Further resources:

Pupils would greatly benefit from ensuring that they are surrounded by Gàidhlig as much as possible to develop their listening and understanding skills, and develop their vocabulary. This can be done, for example, through listening to Gàidhlig radio (BBC Radio nan Gàidheal) or watching Gaelic TV.

Reading at home in Gaelic will also develop their vocabulary and be of help to prepare pupils. There are a number of resources that can help with this. The class teacher has a vast array of books that can be borrowed at any time; there are also a number of online resources that produce Gaelic content, and a number of Gaelic-specific social media accounts that may be of benefit to the pupils:

<http://danamag.org/>

<https://www.bbc.co.uk/naidheachdan>

There are also a number of pieces available on the BBC Bitesize website to assist with Reading, Listening, Grammar and preparation for their folio and talk:

<https://www.bbc.co.uk/bitesize/subjects/zjssgk7>



Wallace High School

Nationals ~ Information for Parents

Subject: Geography

Level: National 4 and 5

<p>Course Outline (Key Topics Covered)</p>	<p><u>Physical Environments:</u></p> <ul style="list-style-type: none">• Weather - what affects local weather conditions, characteristics of 5 main air masses that affects the UK and the weather characteristics associated with depressions and anti-cyclones• Limestone Features - the identification and formation of limestone pavements, potholes/swallow holes, caverns, stalactites and stalagmites, intermittent drainage• River Features - the identification and formation of v-shaped valleys, waterfalls, meander, ox bow lake, levees• British National Parks - conflicts and solutions that arise in National Parks <p><u>Human Environments:</u></p> <ul style="list-style-type: none">• Developed and Developing Countries - use of social and economic indicators, physical and human factors influencing global population distribution and factors affecting birth and death rates• Urban - characteristics of land-use zones in cities in the developed world, recent developments in the CBD, inner city, rural/urban fringe in developed world cities, recent developments which deal with issues in shanty towns in developing world cities• Rural - changes in the rural landscape in developed countries related to modern developments in farming such as: diversification, impact of new technology, organic farming, genetic modification, current government policy. Changes in the rural landscape in developing countries related to modern developments in farming such as: genetic modification, impact of new technology, biofuels <p><u>Global Issues</u></p> <ul style="list-style-type: none">• Climate Change - features of climate change, causes — physical and human, effects — local and global, management strategies to minimise impact/effects• Health - distribution of a range of world diseases, causes, effects and strategies adopted to manage: HIV/AIDS in developed and developing countries — heart disease in developed countries and malaria in developing countries
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<p>Assessment Arrangements</p>	<p><u>End of topic assessments</u> Pupils will have end of unit assessments at the end of every unit (equalling 9 end of unit assessments spread across the year). These assessments will not contribute towards the final grade. This will help inform target setting and monitor progress.</p> <p><u>Prelim and final exam</u> The prelim will match the final exam and will consist of 1, 80-mark exam which will take 2 hours and 20 minutes to complete. The final exam is worth 80% of the final grade.</p> <p><u>Assignment</u> The remaining 20% will be made up of a 20-mark assignment, which will be based on local fieldwork which will then be written up under exam conditions, usually before November.</p>
<p>Parental FAQs</p>	<p><u>Classwork</u> Class power points and revision sheets will be posted onto the relevant Google Classroom at the end of every week. Pupils can use this to catch up on any work missed and for revision purposes</p> <p><u>Supported Study</u> Starting after the October holidays, we will be able to offer full supported study every Wednesday after school</p> <p><u>Revision Booklets</u> Revision notes will be issued to everyone and posted on Google Classroom at the end of every unit. Therefore, there is no need to purchase revision-based books for our subject (unless you wish to)</p> <p><u>Past Papers</u> The best and most effective way to study for National Geography is to access past papers online from the SQA website. These are completely free and easy to use and also have marking instructions to go along with each past paper. The link below will take you to the N5 Geography page, then simple click on 'Past papers and marking instructions': https://www.sqa.org.uk/sqa/47446.html</p>



NATIONAL 5 GRAPHIC COMMUNICATION

COURSE CONTENT

The course provides opportunities for candidates to gain skills in reading, interpreting and creating different types of graphic communications.

Candidates develop:

- Skills in 2D and 3D graphic communication techniques, including the use of drawing equipment, graphics materials and Desk Top Publishing (Serif) and 3D modelling software (Autodesk Inventor).
- The ability to apply knowledge and understanding of graphic communication standards, protocols and conventions.
- An understanding of the impact of graphic communication technologies on our environment and society.

AREA OF COURSEWORK	ASSESSMENT	FINAL MARK /120	ASSESSMENT PERIOD
Assignment (8 hours- completed in class time)	Assessed Externally (SQA)	40 marks	Completed within class time in February SQA Submission – March (Date TBC by SQA)
Written Examination (2 hours)	Question Paper	80 marks	May 2021



Wallace High School

Nationals ~ Information for Parents

Subject: History

Level: National 4 and 5

<p>Course Outline (Key Topics Covered)</p>	<p><u>Section 1: Historical Study: Scottish</u> The Era of the Great War, 1900–1928 A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.</p> <p><u>Section 2: Historical Study: British</u> The 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</p> <p><u>Section 3: Historical Study: European and World</u> USA 1850–80 A study of the reasons which led American settlers to move West and the impact of that westward expansion on the Native American population, the Civil War and attempts at reconstruction in America.</p>
<p>Assessment Arrangements</p>	<p><u>End of topic assessments</u> Pupils will have end of unit assessments at the end of every unit (equalling 3 end of unit assessments spread across the year). These assessments will not contribute towards the final grade. This will help inform target setting and monitor progress.</p> <p><u>Prelim and final exam</u> The prelim will match the final exam and will consist of 1, 80-mark exam which will take 2 hours and 20 minutes to complete. The final exam is worth 80% of the final grade.</p> <p><u>Assignment</u> The remaining 20% will be made up of a 20-mark assignment, which will consist of a topic chosen by the pupil from the taught curriculum which will then be written up under exam conditions, usually around March.</p>
<p>Parental FAQs</p>	<p><u>Classwork</u> Class power points and revision sheets will be posted onto the relevant Google Classroom. Pupils can use this to catch up on any work missed and for revision purposes</p> <p><u>Supported Study</u> Starting after the October holidays, we will be able to offer full supported study every Thursday after school</p> <p><u>Revision Booklets</u> Revision material will be issued to everyone and posted on Google Classroom regularly. Therefore, there is no need to purchase revision-based books for our subject (unless you wish to.) A free revision resource for History Skills can be accessed at the website below</p>

<https://mrmarrhistory.wordpress.com/>

Past Papers

The best and most effective way to study for National History is to access past papers online from the SQA website. These are completely free and easy to use and, also, have marking instructions to go along with each past paper.

The link below will take you to the N5 History page, then simply click on 'Past papers and marking instructions'

<https://www.sqa.org.uk/sqa/47447.html>



Wallace High School

Nationals ~ Information for Parents

Subject: Mathematics & Applications of Maths

Level: National 5/4

Course Outline (Key Topics Covered)	<p>Using mathematics and applied maths enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.</p> <p>The Mathematics courses consist of three units - <i>Expressions and Formula, Relationships, and Applications</i> - and a Numeracy unit. (National 4 replaces Applications with the Value-Added Unit)</p> <p>The course content focuses on enabling young people to:</p> <ul style="list-style-type: none">• select and apply numerical skills• select and apply skills in algebra, geometry, trigonometry and statistics• use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions <p>Some pupils will be directed to follow an Applications of Mathematics Course. The contents of these courses (National 4 and 5) are less abstract, and more life-skills based. (i.e. they contain much less Algebra and Trigonometry). The course content is organised into the three units of <i>Numeracy, Managing Finance and Statistics</i> and <i>Geometry and Measurement</i>.</p>
Assessment Arrangements	<p>National 5</p> <ul style="list-style-type: none">• September, December, March: internal assessments to check progress and identify areas for improvement. Some pupils may be advised to complete SQA unit assessments at these assessment times.• January: Prelim exam• May: SQA exam <p>In Maths & Applications of Maths there is no SQA internal assignment. Therefore (under normal circumstances) a young person's grade is awarded entirely on performance in the SQA exam.</p> <p>National 4</p> <p>There are four SQA assessments which are completed in school throughout the session. To attain a pass at National 4, all assessments must be passed.</p>

Parental FAQs

Is there an internal assignment in N5 Maths?

No. An award at National 5 level is based entirely on performance in the SQA exam in May.

I'm concerned that if there is no internal SQA assignment, how does my young person cope with the thought that everything is about the end of year SQA exam and prepare for this?

Consistent hard work throughout the year, keeping up with homework and revision, not leaving all the learning to the end of the year is the best way to ensure preparing for the exam is not too stressful. Regular feedback from staff through homework and assessments and the cycle of *tracking, target setting, and reflecting* should ensure young people are well informed and capable of managing their learning.

Can my young person sit exams in both Maths and Applications of Maths?

A small number of pupils will be advised to do this by the school to boost their chances of achieving an award at National 5 level.

What is the progression from National 4 Maths?

National 5 Applications of Maths, followed by a new course in Higher Applications of Maths will be available.

Are classes set in S4 Maths / Application of Maths?

Pupils following the National 5 course will be placed in a National 5 ability class. Similarly, for National 4 classes. Research and exam performance in Wallace High School has shown that this raises attainment in both the number of passes at grades A-C and in the numbers of pupils attaining a grade A)

My young person has always been anxious about Maths, what can you do to reduce their anxiety?

A focus on developing collaborative working between pupils in classes is a key to reducing maths anxiety and developing resilience. Keeping up with homework contributes significantly to young people feeling confident and successful in maths.

What extra resources/support is available for N5 Maths?

The department provides a rigorous programme of homework and revision for young people. The school's Google Classrooms provide a vast array of resources including video clips from staff explaining new learning and concepts. Supported Study and drop-in sessions provide additional support for learners.



NAT 5 MUSIC COURSE CONTENT

Understanding Music – Literacy, Styles, Concepts

Composing Skills - explore and develop musical ideas to create music

AREA OF COURSEWORK	ASSESSMENT	% of FINAL MARK	ASSESSMENT
Understanding Music	Question Paper	35%	May
Composing Skills	Assignment	15%	Externally assessed. Sent at end of March.
Performing Skills	2 instruments or 1 instrument and voice	50%	ASSIGNMENT Externally assessed. Examiner visits school Feb/March



MUSIC TECHNOLOGY DATES & DEADLINES

UNIT	%	DATE	REQUIREMENTS
Assignment	70%	Externally assessed. Sent to SQA at end of March	<ul style="list-style-type: none">• 2 Projects - Film Foley and Audio Book• Google slides write up• Evaluation
LISTENING PAPER	30%	PAPER - Exam diet in May	<ul style="list-style-type: none">• Continue to revise concepts• Supported Study• Past Papers



Wallace High School

Nationals ~ Information for Parents

Subject: French and Spanish

Level: National 4/ National 5

<p>Course Outline (Key Topics Covered)</p>	<p>In National 4 and National 5 French and Spanish pupils will be expected to practice the languages skills of reading, listening, writing and talking as well as learning about the culture of countries where French and Spanish is spoken. Pupils will cover various topics from the contexts of society, learning, employability and culture which may include healthy lifestyles, holidays and tourism and even being able to understand and present on a French/ Spanish film.</p>
<p>Assessment Arrangements</p>	<p>At National 4 level all pupils will complete an added value unit and then they will be required to pass unit assessments in the four skill areas (reading, writing, listening and talking). At National 5 level, pupils will have a talking performance consisting of a prepared presentation and short conversation in French/ Spanish (25%) and will also demonstrate their skills through papers in reading, listening and talking (all also worth 25% each). Pupils will be well supported to prepare well for these assessments and will also have a dictionary in their reading and writing papers.</p>
<p>Parental FAQs</p>	<p>Home Learning Regular, reading and writing tasks will be issued to reinforce prior learning in class. Pupils will have to revise classwork at home and learn vocabulary as well as revising grammar using websites we subscribe to – Linguascope or Languagenut.</p> <p>Progression French/ Spanish National 4 → French/Spanish National 5 or any relevant component units. French/ Spanish National 5 → French/Spanish Higher or any relevant component units. National 4 or National 5 Modern Languages in another modern language.</p> <p>Supported Study Spanish - Tuesday 4.15 - 4.45pm. Wednesdays either from 3.10-3.40pm in P101 or at lunch on Wednesdays with screencastify to record some info for a virtual catch up too</p>

	French – Wednesday/ Thursday lunchtimes
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Wallace High School

Nationals ~ Information for Parents

Subject: Modern Studies

Level: National 4 and 5

<p>Course Outline (Key Topics Covered)</p>	<p><u>Section 1: Democracy in Scotland and the United Kingdom</u> <u>Option 1: Democracy in Scotland</u></p> <ul style="list-style-type: none"> • Power and decision-making • Participation • Influence • Representation • Voting systems <p><u>Section 2: Social Issues in the United Kingdom</u> <u>Option 2: Crime and the Law</u></p> <ul style="list-style-type: none"> • Nature of crime • Causes of crime • Consequences of crime • Criminal justice system • Responses to crime - Government responses, Police and Prisons <p><u>Section 3: International Issues</u> <u>Option 1: World Power: USA</u></p> <ul style="list-style-type: none"> • Political system • Influence on other countries • Social and economic issues • Effectiveness in tackling social and economic issues
<p>Assessment Arrangements</p>	<p><u>End of topic assessments</u> Pupils will have end of unit assessments at the end of every unit (equalling 3 end-of-unit assessments spread across the year). These assessments will not contribute towards the final grade. This will help inform target setting and monitor progress.</p> <p><u>Prelim and final exam</u> The prelim will match the final exam and will consist of 1, 80-mark exam which will take 2 hours and 20 minutes to complete. The final exam is worth 80% of the final grade.</p> <p><u>Assignment</u> The remaining 20% will be made up of a 20-mark assignment, which will be based on an investigation of their choosing. This will then be written up under exam conditions, usually around March.</p>

Parental FAQs

Classwork

Class power points and revision sheets will be posted onto the relevant Google Classrooms. Pupils can use this to catch up on any work missed and for revision purposes.

Supported Study

Starting after the October holidays, we will be able to offer full supported study every Tuesday after school

Revision

Pupils should regularly revise content using jotter notes and complete activities in their individual skills booklet.

Free resources can be found at BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zxsnb9q>

Past Papers

The best and most effective way to study for National Modern Studies is to access past papers online from the SQA website. These are completely free and easy to use and also have marking instructions to go along with each past paper.

The link below will take you to the N5 Modern Studies page, then simply click on 'Past papers and marking instructions'

<https://www.sqa.org.uk/sqa/47448.html>



Wallace High School

Nationals ~ Information for Parents

Subject: Physical Education

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>In the National 5 course performers investigate how Mental, Emotional, Social and Physical factors impact on their performance within a range of activities. These typically include: Basketball, Football and Swimming.</p> <p>Pupils participate in both practical and theory sessions where they analyse their own performance in detail, this includes data collection, creating progressive training programmes and monitoring improvements in performance.</p>
<p>Assessment Arrangements</p>	<p>Assessment is divided into two sections.</p> <p>Practically, pupils are assessed in two activities of their choice. Each assessment is a one-off performance, worth 30 marks each, and makes up 50% of their overall grade.</p> <p>In the Theory paper, pupils complete a written Portfolio, worth 60 marks. This is completed throughout the year in a classroom setting. This makes up the other 50% of their overall grade.</p> <p>There is no formal exam in National 5 Physical Education.</p>
<p>Parental FAQs</p>	<p>Q – Does my child need to swim regularly?</p> <p>A – Yes, they need to swim on a weekly basis. Pupils do not need to be assessed in Swimming, but they must participate as part of the course.</p> <p>Q- Can my child be assessed in a practical activity out-with what is delivered within the course?</p> <p>A – Yes. If appropriate and with discussion with your teacher, pupils can be assessed in a range of sporting contexts. The activity must be performed in a competitive environment.</p>



Wallace High School

Nationals ~ Information for Parents

Subject: Physics

Level: National 4/National 5

<p>Course Outline (Key Topics Covered)</p>	<p>The SQA course specification documents below give a detailed breakdown of the course content and subject specific skills gained studying Physics at N4/5 level:</p> <p>National 4 - https://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_Sciences_Physics.pdf (p6-14)</p> <p>National 5 - https://www.sqa.org.uk/files_ccc/N5CourseSpecPhysics.pdf (p7-13)</p> <p>The key topics studied at N4 level are -</p> <p>Dynamics and Space, Waves and Radiation, Electricity and Energy of which Dynamics and Space and Waves and Radiation are covered to some extent in S3 BGE Science.</p> <p>The key topics studied at N5 level are -</p> <p>Dynamics - In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.</p> <p>Space - In this area, the topics covered are: space exploration; cosmology.</p> <p>Electricity - In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.</p>
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	<p>Properties of matter - In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.</p> <p>Waves - In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.</p> <p>Radiation - In this area, the topic covered is nuclear radiation.</p>
<p>Assessment Arrangements</p>	<p>Assessment planning is well underway for 20_21 session. Due to last years evidence-based decisions for SQA results we are continuing to use both SQA AND Institute of Physics assessments. We will stagger these throughout the year and make adjustments to the level of test (N4 OR N5) depending on how a pupils is coping at each level. A draft timeline can be seen at https://tinyurl.com/yyazs38c</p> <p>National 4 level SQA assessments -</p> <p>In a nutshell, this consists of 3 'Unit assessments' for each of the topics shown above. There is also an 'added value assessment' which is a piece of practical work, research and then report writing. All of which are internally assessed as a pass or fail by their teacher.</p> <p>National 5 level SQA assessments -</p> <p>If we feel that there is a risk of a pupil not passing the final exam, then we will gather SQA N5 freestanding unit evidence. This consists of 3 'unit assessments' as well as completing the N4 added value assessment mentioned above.</p> <p>All pupils at National 5 level pupils will complete a piece of practical work with associated report writing stage. This is called the 'Assignment'. This piece of work is completed in strict exam conditions and is worth 20% of their final grade and is marked externally by the SQA. They can however, prepare for this report at home in advance just like any other test.</p> <p>Your son/daughter will be informed of an assessment at least 1 week in advance and the course timeline is shared with them on Google Classroom.</p>

Parental FAQs

Study support? – Yes, we offer this each year at all levels. This is normally held after school or lunchtime. Dates and times will be advertised after the Oct break. If we feel your child should attend then we will contact you directly, otherwise this will be advertised via their Google Classroom and in the faculty.

Are my son/daughter's additional assessment arrangements taken into account in assessments? - Yes, required assessment arrangements will be in place.

What resources should we buy to help? - All of the resources are available via Google Classroom or given to them to take home. If you do feel the need to purchase a book then ask your son/daughter to have a look at what we have in school first to see what style they prefer. There is lots of choice out there!

Best way to revise Physics? - Past paper questions and careful reading of theory in areas they have found challenging to understand. The Google Classroom and SQA website have lots of SQA questions with answers that they can try.



Wallace High School

Nationals ~ Information for Parents

Subject: Practical Cookery

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>Practical Cookery comprises three mandatory units.</p> <p>Understanding and Using Ingredients aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and do so safely and hygienically.</p> <p>Cookery skills, techniques and processes covers cookery skills, food preparation techniques and the learners ability to follow cookery processes in the context of producing dishes.</p> <p>Organisational skills for cooking aims to extend learners planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals.</p>
<p>Assessment Arrangements</p>	<p>Assessment is divided into three components.</p> <p>Practically, pupils are assessed over 2.5 hours when they prepare, cook and serve a three course meal. Beforehand they complete an assignment/planning booklet and these components together equal 75% of their overall grade.</p> <p>The remaining 25% of marks can be achieved in a formal written question paper which takes place during the exam diet and lasts one hour.</p>

Parental FAQs

Q – Does everyone have to make a financial contribution to access the course?

A – For each year group there is a small annual nominal charge that accounts for the fact that young people take home their cooking thus this course has a high disposable budget cost to meet. This charge is standard across all secondary schools and contributes to the quality of the young persons' experience.

Q – Is supported study offered?

A – Yes, supported study is offered twice weekly on a face to face basis.



NATIONAL 5 PRACTICAL WOODWORKING

COURSE CONTENT

The course is largely workshop based and combines elements of theory and practical woodworking techniques. Pupils learn to use a range of woodworking tools, equipment and materials correctly and learn about safe working practices and health and safety within a workshop environment. Pupils also learn how to read and interpret working drawings.

In preparation for the final practical assignment, the course content falls into three areas:

- **Flat Frame Construction:** use of woodworking tools to create joints and assemblies commonly used in flat frame construction
- **Carcass Construction:** use of woodworking tools to create joints and assemblies commonly used in carcass construction
- **Machining and Finishing:** use of machines and power tools and learning a range of wood surface preparation and finishing techniques

AREA OF COURSEWORK	ASSESSMENT	FINAL MARK	SCALED MARK	ASSESSMENT PERIOD
Practical Assignment (completed in class time)	Completion of a woodworking project from drawings provided as part of the SQA Practical Woodworking Assignment	70	70	Completed within class time beginning November 2020.
Written Examination (1 hour)	Question Paper	60	30	Date to be confirmed May 2020



Wallace High School

Nationals ~ Information for Parents

Subject: RMPS

Level: National 5

<p>Course Outline (Key Topics Covered)</p>	<p>The National RMPS course develops knowledge and understanding of religious, moral and philosophical issues that affect the world. The course explores the questions they raise and the solutions or approaches they offer. It includes both religious and non-religious perspectives. Candidates have opportunities to reflect on these and on their own experience and views.</p> <p>The course develops a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical issues. Candidates learn to express viewpoints and have the opportunity for personal reflection.</p> <p>Candidates develop a wide range of important and transferable skills including accurate recording of information, researching resources, analysing and evaluating beliefs and values, and expressing reasoned personal opinions in a variety of contexts.</p> <p>World religion – Islam</p> <p>Candidates study the world religion of Islam and explore its impact, relevance and significance through studying some of the key beliefs and practices of Islam, and the contribution these make to the lives of followers.</p> <p>Morality and belief - Morality and Justice</p> <p>Candidates study moral issues relating to the purposes of punishment, the causes of crime, UK responses to crime and capital punishment and life tariffs. They have the opportunity to analyse implications and responses to these issues, as well as evaluate religious and non-religious responses to them.</p> <p>Religious and philosophical questions - The Existence of God</p> <p>Candidates study issues raised by religious and philosophical questions relating to the Existence of God. They have the opportunity to explore religious and scientific arguments relating to God's existence, analyse viewpoints that support and criticise these arguments as well as evaluate responses to them and present their own, reasoned viewpoint.</p>
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<p style="text-align: center;">Assessment Arrangements</p>	<p>Component 1: Exam question paper. 80 marks. 2 hours and 15 minutes The question paper gives candidates an opportunity to demonstrate application of the following skills and breadth of knowledge and understanding from across the course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analysing religious, moral and philosophical questions <input type="checkbox"/> presenting detailed and reasoned views <p>The question paper has 80 marks out of a total of 100 marks. The question paper is therefore worth 80% of the overall marks for the course assessment</p> <p>Component 2: assignment. Written in class, in exam conditions. 20 marks. 1 hour The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of religious, moral and philosophical questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying an appropriate religious, moral or philosophical issue for study, about which there are alternative or different points of view <input type="checkbox"/> commenting on the significance or impact of the issue <input type="checkbox"/> using sources of information <input type="checkbox"/> drawing on knowledge and understanding to explain and analyse the issue and viewpoints, one of which must be religious, moral or philosophical <input type="checkbox"/> drawing and presenting a detailed and reasoned conclusion on the issue <p>The assignment has 20 marks out of a total of 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment. 50% of the marks cover skills.</p>
<p style="text-align: center;">Parental FAQs</p>	<p>Homework – Regular, written answers will be required as homework is an essential element in developing the skills needed to succeed at National level. It will be issued on a regular basis and made available digitally or on paper if required. Pupils will also be expected to revise coursework at home.</p> <p>Supported Study – Will be available on a Thursday from 3.15pm until 4.15pm</p>



Wallace High School

Nationals ~ Information for Parents

Subject: Science

Level: National 4

<p>Course Outline (Key Topics Covered)</p>	<p>The key topics studied at N4 level are -</p> <p>Applications of Science, Fragile Earth and Human Health.</p> <p>The SQA course specification documents below give a detailed breakdown of the course content and subject specific skills gained studying Science in S4 at N4 level:</p> <p>https://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_Sciences_Science.pdf (p7-31)</p>
<p>Assessment Arrangements</p>	<p>For each of the units mentioned above, evidence is gathered by both portfolio approach (small regular chunks of assessment gathered together over time) and also in end of unit summative assessments (larger assessments covering more of the key topics). Your son/daughters progress is tracked throughout these and is awarded a pass or fail for each unit at N4 level.</p> <p>As well as unit assessments there is also an 'Added Value assessment' to be completed. This is a Scientific research project and report of their findings. As above this is marked as a pass or fail by their teacher.</p> <p>Pupils are also assessed on a number of practical techniques throughout the course.</p> <p>For all of the above assessments, pupils are allowed 2 attempts in total unless in exceptional circumstances. If there are concerns about progress, then the teacher will arrange for pupil support to make contact home to alert you and the Head of Science will also be informed so they can provide guidance and support for your son/daughter.</p>

<p>Parental FAQs</p>	<p>Study support? – Yes, we offer this each year at all levels. This is normally held after school or lunchtime. Dates and times will be advertised after the October break. If we feel your child should attend then we will contact you directly, otherwise this will be advertised via their Google Classroom and in the faculty.</p> <p>Are my son/daughter additional assessment arrangements taken into account in assessments? - Yes, the first assessment is completed without support, thereafter all assessment arrangements are in place. This is to get comparative results as evidence for the SQA.</p> <p>What resources should we buy to help? - all of the resources are available via google classroom or given to them to take home. If you do feel the need to purchase a book, then ask your son/daughter to have a look at what we have in school first to see what style they prefer.</p> <p>Catching up if absent? - many of the resources are now on your son/daughters N4 Science Google classroom. If absent for a long period of time they can contact their teacher via the google classroom OR via calling Pupil Support.</p>
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