



Lomond School
Helensburgh

Course Options

National Five

offered to S3 Pupils for Session 2020-2021

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Information for Parents and Pupils

In S2, pupils follow a broad curriculum that allows them to become familiar with most secondary school curriculum areas. They will soon have the opportunity to personalise and focus their choice of curriculum as they progress into S3 and beyond to the Senior Phase of their education.

With the introduction of Curriculum for Excellence (CfE), the Scottish Qualifications Authority (SQA) has designed a new range of qualifications:

QUALIFICATION	EQUIVALENT TO
National 4	Standard Grade (General Level) Intermediate 1
National 5	Standard Grade (Credit Level) Intermediate 2
Higher	Higher
Advanced Higher (New)	Advanced Higher

Further information on the different qualifications and how they are to be assessed and graded may be found at: <http://www.sqa.org.uk>

S3–S6 Timetable Structure

The majority of our pupils will study eight subjects with a view to being presented at National 5 level at the end of Senior 4. A decision as to whether National 4 entry is more appropriate may be made in the light of a pupil's performance during S4 however not all subjects are available at National 4. Prelim performance and progress through coursework and internal assessments will usually form the basis of this judgement and, of course, both pupils and parents will be consulted and involved this decision.

In S5, dependent on performance in S4, pupils will normally progress to studying five subjects at Higher Grade and/or National 5. In S6, pupils may choose to study up to three Advanced Highers or to combine Advanced Highers and Highers. Some departments offer what are known as 'crash' Highers: subjects which have not been offered in S4. With no National 5 background, however, success in these 'crash' Highers requires that young people commit to additional independent study and reading, and pupils usually choose these in S6.

In S3 and S4, all pupils **must** study English and Mathematics. Physical Education, Religious and Moral Education, and Personal, Social and Health education are also studied as part of the core Lomond experience, though these are not certificated or examined.

In addition, it is expected that in order to keep options open for the future, and also to experience a curriculum with breadth and depth, S3 pupils will include subjects from all of the eight curricular areas.

Choosing subjects can seem like a very daunting task and it can sometimes feel quite overwhelming. Please be assured, though, that the pastoral and academic staff here at Lomond are very keen to help and there will always be someone on hand to offer useful advice. Even though the curriculum has undergone some changes, the options process has been around a long time and we have lots of experience in supporting our young people and their parents towards the right decisions. Furthermore, our ability to offer eight subjects in S3 allows our young people to continue with a very broad suite of subjects and there is therefore plenty of scope to continue with subjects for enjoyment as well as for future career choices.

There are some key pieces of advice we would wish to impart:

- Be your own person! Do not choose what your friends are choosing, or because you think your 'favourite' teacher may be taking the class. You are committing to this subject for two years at least, and you need to want to do it for yourself, not for others.
- Do your research! No one is expecting you to have a future career or university/college course mapped out, but it is still wise to reflect on this. If you really don't know what your future destination may be, don't worry! This is perfectly normal. Only some careers demand a really specific set of qualifications, and for most of these, it is the results at first sitting that count.

- Please consider what you enjoy, and what you are good at. Remember that you are working towards examinations now, and if you have a talent in a particular area, please do not waste it! Your teacher will be able to give you a balanced viewpoint on this, and indicate how well you will cope with the rigours of the course. Please seek their advice!
- Be honest! Different courses demand combinations of different skills and not all come naturally. Are you an essay writer? Do you love research and analysing? Do you have a creative streak? Are you more of a logical thinker? Do you enjoy exploring new theories and thinking 'outside the box'? Think critically about your skillset and how this might be enhanced and developed within different curricular areas. Discuss with your parents and teachers. Sometimes we don't always see our own strengths...or areas for development!
- Browse! Read this booklet carefully and look online at the SQA documentation. Revision websites such as BBC Bitesize also give a good flavour of what a subject might be all about. It may be quite different to how you imagine it to be!
- Ultimately: think carefully about your choices, but, more importantly, make a pledge to yourself now that you will stick with them. You will experience highs and lows throughout these two years—National 5 courses are challenging and rigorous—but you will do well if you work hard. As Lomond pupils, you have learned the value and power of resilience and courage and if you apply yourself and work hard, you are capable of anything. We want the absolute best for you, and we are here to help if you are struggling in any way—just let us know.

So, in summary:

- Pupils should maintain balance and flexibility in their choices and build on academic strengths. Be aware of possible options at Higher, the benchmark to Higher Education, when quality passes count towards securing the points needed to gain access.
- Most pupils will not know what their future careers will be at this stage and so educational rather than vocational considerations should predominate when choices are made. Please do not hesitate to contact our Head of Careers and Future Destinations, David Dodson, should you have any questions.

No school can cater for every permutation, but we will do our best to maximise likely course choices, based on previous experience of patterns of choice and career requirements as well as what pupils tell us they would like to do. Whilst option columns will stay fairly fixed there may need to be some slight adjustments depending on final choices, in order to do our best to cater for the selection of as many pupils as possible.

In the event that some courses are over-subscribed, performance and commitment to the subject area in S1/S2 will be taken into account in allocating pupils to courses

Key dates

20 February	S2 Parents' Information Evening
Thursday 5 March	Course Choices Returned
w/c 24 February	Pupil interviews with Pastoral and Academic Staff

Further Reading

Further reading on the National 5 subjects may be found on the National Parent Forum of Scotland:

<http://www.npfs.org.uk>

Useful Careers Websites

1. <http://www.ucas.com>
2. <http://www.cukas.ac.uk> The Conservatoires UK Admissions Service
3. <http://myworldofwork.skillsdevelopmentscotland.co.uk/> - offers a variety of information relating to careers.
4. <http://www.planitplus.net> – Jobs listed alphabetically on this Scottish website which includes colleges and universities. There is an online questionnaire to help pupils choose S2 options.

Art and Design

“You can’t use up creativity: the more you use, the more you have” Maya Angelou

Course Structure

The National 4 and 5 Art and Design courses comprise of two practical folios of artwork which focus on Design and Expressive themes. Pupils develop a range of skills, through a variety of techniques underpinned by drawing and the visual elements.

National 5 Art and Design studies course work is also undertaken and involves a written paper in May as part of the SQA exam diet. In this section pupils will study, in depth the work of two artists and two designers exploring themes such as composition, subject matter and working methods. As part of this process pupils will also develop skills in art appreciation and understanding across a broader range of disciplines such as Environmental art and Architecture to product and costume design.

In S3 pupils are introduced to a wide range of materials and techniques and begin to work on a chosen theme for their first folio of work. The focus here is on exploration of ideas and techniques, allowing pupils to develop their own unique style and begin to make decisions and problem solve their own ideas.

In S4 pupils build on drawings and ideas produced in S3 to complete 2 folios of work in expressive and design areas. Techniques worked through in a more sophisticated way and ideas, drawings and 3D work begin to form a full body of work.

Expressive folios may be selected from a range of activities such as

- Sculpture
- Painting
- Collage / mixed media
- Printmaking

The expressive folio will contain a folio of display sheets to show the candidates’ investigative and development work and how these ideas feed in and are realised in a final outcome.

Expressive folios can follow a range of themes such as still life, portraiture, built environment or nature.

Pupils will also work through the design process to produce a folio of work which includes investigation/research of a chosen theme, development and problem solving of ideas and a final outcome.

Design folios may take the form of:

- Textiles
- Graphics
- Product design
- Interiors
- Jewellery

Design folios also follow a chosen theme or thread. For example, a jewellery unit may be based on theme of natural forms. Learners follow this theme and create a design brief which outlines the criteria for their idea. The design process allows pupils to problem solve their ideas through a series of decision making and problem solving stages where drawings, shapes and forms can be simplified, stylised, and manipulated, working in 2D and 3D to resolve an outcome which fulfils the brief.

Progression

These processes give pupils a flavour of how Art and Design practices may present themselves at a higher level, in further education or in professional setting.

Biology

Biology is the study of the living world. This course develops interest and enthusiasm for biology. Scientific inquiry and investigative skills are developed through a range of topics from molecular through to whole organisms and beyond.

Course Structure

National 5 Biology comprises three units:

- Cell Biology: cell structure, DNA, proteins, genetic engineering, respiration
- Multicellular Organisms: producing new cells, control and communication, reproduction, variation
- Life on Earth: ecosystem, distribution of organisms, photosynthesis, evolution and food production

Pupils will learn about the basic processes which go on in living cells; the work of the circulatory, nervous and reproductive systems and the interactions between organisms and their environment.

They will also develop useful transferable skills related to handling and processing information and carrying out scientific investigations.

There will be varied approaches to learning, including practical work, field work, group activities and individual research.

Assessment

- End-of-unit assessments after each key outcome covering: knowledge and understanding, problem solving and mathematical skills.
- Practical assignment on a topic of Biology and completed under exam conditions in 4th Year. This is worth 20 marks/20% of the final grade and marked externally by SQA.
- A Final exam assessing all three units of theory. This is externally set by SQA and is worth 100 marks / 80% of the final grade.

Progression

A qualification in Biology opens the door to many career opportunities ranging from the biotechnology industries and medical sciences through to agriculture and ecology. Further career information can be found at:

<https://www.societyofbiology.org/careers-and-cpd/careers/career-resources>.

Business Management

Content

Understanding Business

- what businesses and other organisations do and why
- why customer satisfaction is crucial
- objectives and features of private and public business
- impact on the activities of businesses and other organisations by:
 - external factors
 - internal factors
 - stakeholders
 -

Management of People and Finance

- types of employment
- motivation of employees
- recruitment and selection
- training and development
- legislation
- sources of finance
- break-even analysis
- cash budgets
- trading and profit and loss accounts
- balance sheets

Management of Marketing and Operations

- primary and secondary marketing
- product lifecycles
- branding
- pricing and promotion
- distribution methods
- choosing a suitable supplier
- over- or under-stocking
- ethical production methods
- quality

Assessment

Component 1: The course assessment is a Question paper which lasts 2hrs and is worth 90 marks.

Component 2: All students will complete the Business assignment which is worth 30 marks and equates to 25% of the overall award. This is researched in the student's own time and written up in class under exam conditions. This will be externally marked in the summer term of S4.

Chemistry

Pupils who choose to take Chemistry in S3 and S4 will be taught National 5 content and skills, covered throughout the two years. Pupils will be certified at just one level (either National 4 or National 5) on successful completion of the appropriate SQA assessments outlined below. Which level they are finally assessed at will depend on their performance in assessments and class work throughout the two years.

Course Content

The theory is historically arranged into 3 units but there is no longer a requirement for them to be assessed individually as part of the N5 Qualification.

Each level consists of three units as summarised below.

Unit 1—Chemical changes and structure

The general aim of this unit is to develop skills of scientific inquiry, investigation, analytical thinking and knowledge and understanding of chemical changes and structure. The key areas covered are:

- rates of reaction
- atomic structure and bonding related to properties of materials
- formulae and reaction quantities
- acids and bases

Unit 2—Nature's chemistry

This unit will consider the applications of nature's chemistry on our lives, as well as the implications on society and the environment. The key areas covered are:

- fuels and Energy from fuels
- hydrocarbons
- homologous series
- everyday consumer products
- plants to products

Unit 3—Chemistry in society

This unit will consider the applications of chemistry in society and in our lives, as well as the implications on society/the environment. The key areas covered are:

- metals and alloys
- properties of plastics and materials
- fertilisers
- nuclear chemistry
- chemical analysis

Assessment

Pupils will be assessed throughout the course in a variety of ways. Some of the assessments are for formative purposes to produce a profile report for pupils and their parents/guardians to show how they are getting.

Changes to the SQA assessment procedures have been recently announced for session 2017–18 onwards. These include the removal of internal unit assessments and a 'beefing-up' of the external exam. The revised course assessment will consist of a question paper (100 marks) and the assignment (20 marks) with an 80%:20% weighting applied, using appropriate scaling. Both will be marked by the SQA and conducted under exam conditions at school.

With the removal of the internal Unit Assessments, the final exam is worth 100 marks and lasts 2½ hours. The second assessed component is the Assignment, marked out of 20 but scaled for a final mark of 30. The grade awarded is based on the total marks achieved across all course assessment components.

Computing Science

Computer Science is a discipline that seeks to understand how best to represent and interact with digital information. In an increasingly digital and connected society, the skills and abilities gained from studying Computer Science are in high demand and often cited as key to the future development of successful economies and industries.

The Computer Science course on offer provides pupils with the chance to gain knowledge and experience of some of the areas that the larger discipline encompasses. The 4 areas of study develop the pupil's ability to apply computation thinking across a range of contexts, analysing problems and then designing and implementing solutions for them using a variety of digital approaches.

- Software Design and Development
 - Pupils will develop programming and computational-thinking skills by implementing practical solutions using suitable software development methods and tools.
- Computer Systems
 - Pupils learn about the underlying hardware in computer systems, and how data and programs are stored and operate within this hardware. Pupils also gain insight into environmental, social and security issues surrounding the use of computer systems.
- Database Design and Development
 - Pupils undertake a range of practical and investigative tasks to analyse, design, implement, test and evaluate database solutions using development tools such as SQL
- Web design and Development
 - Pupils design and implement web-based solutions to communicate to, and meet the needs of, end users. They will learn to make use of HTML, CSS and Javascript as part of the development of their designs.

Computer Science does not stand in isolation and the skills gained in computation thinking and analysis, as well as a better understanding of the technology society uses every day, are transferable to many other STEM areas. With the arrival of industry 4.0, and the increase in technology use in many other work environments, experience of computing science is becoming ever more relevant and essential to more careers than ever before.

Assessment

Course assessment is carried out through a written exam and a practical course work assignment, both complete in S4.

The exam covers knowledge of all areas of the curriculum and is worth approximately 70% of the overall mark.

The practical assignment gives pupils the chance to gain marks through the practical application of their skills in the design and development of Software, databases and web solutions and makes up the remainder of the marks available for the over-all course award

Drama

The National 5 Drama course involves the study and application of drama and production skills. Students learn about devising drama, acting skills, make-up design, costume design, prop management, sound, and lighting. Students can choose which of these elements they would like to be assessed on for their final grade (60% of the final mark). The remaining 40% of the final grade is a written exam at the end of the year. This course is very practical and experiential.

The aims of the course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and application of a range of production skills (costume, make-up, props, lighting)
- explore form, genre, structure and style
- evaluate and reflect on their own learning and progress

As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate, develop and apply a range of drama skills.

Course structure

The course uses an integrated approach to learning which develops practical skills as well as theoretical knowledge and understanding of drama. Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own work and progress, and that of others.

The course consists of three elements:

1. *Drama Skills*

In this unit, learners will explore and experiment with a range of drama skills and ways of communicating their ideas to an audience. They will develop a range of skills as an actor. They will learn how to respond to a variety of stimuli. They will learn how to develop character in a range of ways and further expand their knowledge and understanding of form, structure, genre and style when creating and presenting. Learners will explore social and cultural influences from historical, religious and political viewpoints.

2. *Production Skills*

In this unit, learners will develop a range of production skills. They will use these skills in practical contexts to enhance their work when presenting. Learners will use problem-solving in order to generate ideas for presenting drama. Possible areas of assessment: acting, lighting, costume, sound, props, set design, make-up.

3. *Performance Assessment*

This component is externally assessed through a performance. A visiting examiner from the SQA will attend the performance and assess pupils on their chosen skill (acting or production). This is worth 60% of the overall grade. Pupils are expected to create a written folio of their research before performance.

Written Assessment

There will be a written paper during the May diet of exams and this will last 2 hours. Pupils will be assessed on their ability to evaluate a piece of work, as well as their theoretical knowledge and understanding of drama. They will be expected to create a drama on paper and answer questions from the point of view of a director, actor or designer. This is worth 40% of the overall grade.

Please feel free to contact the Lomond School Drama Department for further details.

English

At Lomond School, we believe that teaching in the twenty-first century is driven by the aim of creating self-motivated, ambitious and confident individuals. As English teachers, it is our primary goal to empower our pupils with the skills to utilise and interpret language and to negotiate the ever-changing and complex world of multimedia communication in which they live, but also to encourage a love of reading and an appreciation of literature. We also aim to develop essential life skills through interactive learning which will enable pupils to express themselves clearly and effectively, thus building confidence and allowing them to fulfil their true academic potential.

Aims

Successful completion of this course leads to presentation at N5 at the end of S4.

The skills the learner will develop:

- Understanding, explaining, analysing and evaluating detailed texts (language, literature and media) in oral and written forms
- Creating, structuring and producing detailed texts for different purposes
- Developing detailed language skills in language, literature and media contexts
- Using different media for learning and communication
- Social and interpersonal skills
- Identifying sources, selecting and using information.
- Planning, researching and decision-making
- Effective questioning and reflection
- Justifying ideas with evidence
- Communicating ideas, feelings and information orally and in writing with technical accuracy
- Understanding how language works
- Developing cultural awareness
- Using creative and critical thinking to synthesise ideas and arguments

Assessment

Continuous assessment throughout the year, in the form of a folio of work, combined with common assessment at the end of S3, allows for effective setting as well as preparation for the National 5 examination in S4.

Assessment in S4

- The course will be assessed through a performance, a portfolio and two question papers. It will be graded A to D.
- The performance is assessed internally by the teacher as 'achieved' or 'not achieved'. Learners show their talking and listening skills by taking part in a group discussion or giving a presentation.
- The portfolio is worth 30 marks and makes up 30% of the total mark. Learners will produce two different texts (one creative and one discursive/argumentative) to show they can write for different purposes.
- The 'Reading for Understanding, Analysis and Evaluation' question paper is worth 30 marks and makes up 30% of the total assessment mark. Learners answer a series of questions on a passage of previously unseen non-fiction text.
- The 'Critical Reading' question paper is worth 40 marks and makes up 40% of the total assessment mark. In section 1, learners answer questions on a Scottish text they have studied in class. In section 2, learners answer one essay question on a different text they have studied in class.
- The portfolio and question papers are marked externally by SQA.

For more detailed course information:

SQA: English National 5: www.sqa.org.uk/sqa/47410.html

Education Scotland@ www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and features Factfile: www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf

French

Recommended Entry

N5 French is an essential pathway to sitting Higher French in S5, leading on to Advanced Higher in S6. Most pupils who have studied French in S1 and S2 should be ready to sit this qualification at the end of S4.

Aims

The course offers pupils the opportunity to develop detailed language skills in the meaningful real-life contexts of society, learning, employability and culture.

It provides pupils with the opportunity to:

- develop skills in reading, listening, speaking and writing, which are essential for learning, work and life;
- develop understanding of how language works;
- use different media effectively for learning and communication; and
- use language to communicate ideas and information.

The course also provides pupils with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

The study of French helps develop literacy in English through grammatical comparisons and critical comparison of vocabulary. This combination of languages also makes access to most other European languages easier. Furthermore, France is one of the most important export destinations in Europe.

Content

This course is made up of two mandatory units. The course provides pupils with the opportunity to develop their reading, listening, speaking and writing skills in order to understand and use a modern language. The two units, taken together, include the four language skills of reading, listening, speaking and writing.

Unit 1—Understanding Language

The purpose of this unit is to provide pupils with the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture (see table).

Unit 2—Using Language

The purpose of this unit is to provide pupils with the opportunity to develop speaking (over two contexts) and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.

Topics that may be covered in both units include:

- | | | |
|----------------------|-----------------------|---------------------------------|
| • family and friends | • learning in context | • planning a trip |
| • lifestyle | • education | • other countries |
| • media | • employability | • celebrating a special event |
| • global languages | • jobs | • literature of another country |
| • citizenship | • work and CVs | • film and television |
| • learning | • culture | |

Assessment

To gain the course award, the candidates must pass the course assessment (external assessment). This involves an assessment in Reading, Listening, Speaking and Writing plus a Writing Assignment (marked externally). This will provide the basis for grading attainment in the course award.

Examination

Paper 1

Reading (25%)
Writing (12.5%)

Paper 2

Listening (25%)

Coursework Writing assignment (12.5%)—externally marked; Performance (speaking) (25%)

Geography

Whether researching a volcano that stops air travel in its tracks, deciding where to locate a wind farm, the work of geographers across the world is as diverse as it is compelling. Often the top media stories of the day are underpinned by Geography – whether it's crime statistics, the spread of disease, development (both local and international) or sustainability, to name just a few. Geographers' specialist knowledge and ability to understand issues from a breadth of different perspectives means they are highly sought after in the workplace.

Course Assessment Structure

Component 1: question paper (80% of total marks)

Physical Environments Unit

1. Weather
2. Landscape types

Human Environments Unit

Global Issues Unit

Candidates study two global issues:

1. Health
2. Climate change:

Geographical skills

From T2 to S2, pupils at Lomond School will have experienced the key fundamentals in Geography. The processes involved in the formation of the local landscape will have been taught. Additionally, the parameters of weather and of climate will have been established. Ordnance Survey Mapwork skills have been completed to the level required for National 5.

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

Graphic Communication

Graphic Communication is a diverse subject covering a myriad of disciplines, including desktop publishing, graphic design, draughting, and computer aided design. Graphic Communication has existed for many years, originally growing from technical drawing subjects. Recent and ongoing changes to the subject have refined the course format and content to reflect modern practices, allowing pupils to gain experience more closely in line with working practices in industry. In keeping with the ethos of CfE, pupils are free to use whichever methods and technologies they want to explore in the creation of graphics, including traditional “pencil and paper” techniques, or they can adopt an entirely digital work flow and make use of the excellent ICT provision within the Department.

Course Content

Nominally, the course is split into two units: 2D graphic communication and 3D & Pictorial Graphic Communication. The delivery of the course is more holistic in its approach, as both units cover a variety of technical drawing and graphic design topics, looking at the creation of 2D and 3D graphics and their uses in the different contexts of preliminary, production and promotional graphics.

- **Technical Graphics**

Using a combination of sketching, manual drawing and computer-aided design, pupils learn to create graphics incorporating a range of theory and techniques for:

- Geometric shapes and prisms
- Surface developments
- Simply everyday objects
- Construction drawings
- British Standards for Technical Product Specifications
- Computer Aided Design and 3D modelling
- 2D orthographic projection
- 3D representations (isometric, oblique, planometric)
- Technical details including sectional views, assembly and exploded schematics

- **Graphic Design**

Through a variety of desktop publishing tasks, pupils develop skills and knowledge which underpin and can be applied to range of creative processes. These include:

- Colour theory
- Elements and principles of layout and composition
- Typography
- Infographics, graphs, and charts
- CGI, and manual, shading and rendering

The course will see pupils gain knowledge and skills in using various software packages for creative and technical graphics, with access to the latest industry appropriate software from Adobe and Autodesk. With the development of their skills and knowledge, pupils also learn about how these current technologies influence society and the environment around us; as well as exercising creativity and expressing their own artistry, within the context of a technical subject.

Assessment

The course is primarily assessed through an exam in the main exam diet, assessing knowledge of the theory underpinning the course. The assessment of pupil’s practical abilities is through an assignment, issued by the SQA and completed under the same exam conditions as their other exams will be, in March of S4. Pupils will undertake practice assignments, both tutored and individually, to ensure they are prepared for their final assessment in the same fashion as prelim examinations do. The assignment contributes up to 40 marks to the overall available total of 120 for the course, giving it a weighting of 33% for the final course award.

Health and Food Technology

Course Outline

The N5 HFT course enables pupils to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices. Pupils will also develop and apply safe and hygienic practices in practical food preparation, as well as knowledge and understanding of the important relationship between health, food and nutrition. The course provides pupils with skills necessary for living as individuals and as members of a family. It prepares young people for the opportunities and challenges they will meet in the course of their lives by giving them vital social, creative and management skills.

This course will attract a wide range of pupils who are interested in careers in medicine, teaching, sport science, food product development, food science, environmental and consumer law, tourism, and hospitality.

The course has three units:

- Food for Health
- Food Product Development
- Contemporary Food Issues

Skills Development

Through the study of these three units, a number of skills will be developed, many of which are transferable to other subjects studied:

- developing organisational and time management skills
- problem-solving skills relating to health, food, nutrition and consumer needs
- practical food preparation skills and an understanding of safe and hygienic practices
- understanding current consumer issues and making informed decisions
- identifying the relationship between health, food and nutrition
- developing a range of technological skills related to food production

Assessment

The Course assessment consists of two components—a question paper and an assignment—which are assessed by the SQA.

Component 1—question paper (60 marks)

The paper will require give pupils an opportunity to demonstrate their knowledge, understanding and skills from across the three units.

Component 2—assignment (60 marks)

Pupils will be required to use the skills they have developed to investigate a given brief with a food and health or consumer focus. They will be required to develop a food product to meet the needs of the brief.

Progression

Higher HFT or N5 Hospitality.

History

Why History?

History is alive all around us. It gives us a window into the past that allows us to better understand the world we live in today. It is a fantastic story, full of important lessons: war, revolution, migration, the building of our modern economy, great political leaders and nation building to name but a few.

The study of History has changed (it is no longer about remembering names and dates), but its importance has not. It allows you to develop opinions and to interpret evidence to support our own conclusions. There is no right or wrong; only debate. It teaches you not only of past events and individuals, but also how to think for yourself!

Course Content

At National 5 level, you will develop skills in writing, such as analysing a range of historical sources. You will study three interesting topics covering Scottish, British and International History.

The units covered are:

Migration and Empire

This unit focuses on the movement of people to and from Scotland in the late nineteenth and early twentieth centuries, their reasons and the impact they had.

The Atlantic Slave Trade

This unit investigates the nature and origins of the Atlantic slave trade, as well as examining the impact this had on Britain.

The Red Flag

A focus on the causes and the consequences of the Russian Revolutions.

Civil Rights in the USA 1918-1968

A study of the causes and consequences of racial tension in the USA and the development of the Civil Rights movement in response to this.

Assessment

Component 1: Question paper worth 80 marks. All the units carry equal weight and the range of skills outlined above will be examined.

Component 2: Assignment worth 20 marks. This will be completed at the end of the winter term in S4. Pupils will be asked to research an issue of their choice from the three units, plan an essay and write this up, with the aid of a resource sheet, under exam conditions.

Mathematics

Purpose and Aims of the Course

This course is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- numeracy skills in number processes and information handling

Methods

Pupils will have one main textbook which they will take home with them every night. In addition, a variety of other texts, iPads and resource materials are used in class. Revision material is also provided and pupils have additional help from other staff through supported study sessions.

Traditional teacher-led lessons and individualised learning take place alongside group activities using co-operative learning and formative assessment strategies to promote active learning and develop reasoning and teamwork skills.

Homework

In Mathematics, as learning is developed upon prior knowledge, it is vital that pupils consolidate each day's classwork at home in the evening and undertake a thorough revision plan in addition to doing set homework. Pupils will also be assigned formal homework on a regular basis which they will complete in a separate jotter. Homework may be given from a textbook, worksheet or be iPad-oriented such as Google Classroom.

Recommended Entry

To be presented at N5, it is necessary to pass the examination in May of S2 and perform consistently well in topic assessments throughout the year, otherwise the appropriate course may be N4.

Assessment

December Exam: One Paper: 1 ½ hours
May Exam: Paper I – 45 mins
Paper II – 1 ½ hours

Music with Performing

The world of music is an exciting and stimulating place to be. Music promotes creative awareness, self-awareness, individual and group skills, self- and corporate discipline and an awareness of technology. It helps create a fully rounded individual with an awareness and appreciation of the arts.

Course Entry Requirements

The minimum performing standard for the course is Grade 3, although some pupils may start the course in S3 around Grade 2. Others may already be at higher levels than this, ranging from Grade 5 to Grade 7.

It is expected that pupils will be receiving specialist music tuition in at least one of their instruments, preferably both. Pupils should be able to read music competently and understand basic musical theory.

Aims

The aim of the National 5 course is to provide pupils with a wide range of performing, listening and composing experiences, encouraging creativity across all skills.

A desire to perform is an essential requirement for this course and all pupils will be required to take part in solo and group performing activities using instruments and voices. Often, solo work will be recorded and listened to in class, so pupils taking the course should enjoy performing and not be afraid of this exciting option. They should also have a love of listening to music and be open to many different styles beyond their own particular favourites. There will be optional, external visits during the course which may range from classical concerts to theatre shows. Pupils need to develop a love of all music.

Content

Understanding Music (Listening)

Pupils will develop an understanding of a large range of concepts, including music literacy. It is related as often as possible to *Performing* and *Composing*. Pupils will also consider social and cultural influences on music.

Composing

Pupils learn how to improvise and compose original music in a variety of styles during the course.

Performing

Pupils will be expected to perform on two instruments (or voice plus one instrument). Almost all instruments are acceptable (please check with the Music Department if unsure).

External Assessment

An assignment in composing skills (15%), completed as coursework, will be externally assessed by the SQA.

There is also an external graded *course assessment*, which includes a 45-minute listening examination (35%) and a practical assessment (50%: 25% for each instrument). For the practical, the pupil must prepare a programme at (minimum standard of) Grade 3 which lasts 8 minutes, with each instrument providing a minimum of 2 minutes within the 8 minute programme, the rest being made up by the other instrument.

Progression

After N5 Music, you would go on to study at Higher level in Music, with possible future careers in teaching, performing, music therapy, journalism, arts administration, events management and radio production.

Useful websites for this course

N5 Music Concepts glossary: www.ataea.co.uk/w/index.php?title=A-Z_of_Music_concepts

Instrumental Recognition: www.philharmonia.co.uk/explore/instruments

Physics

Department of Physics

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

Aims

The National 5 Physics course enables learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. The purpose of the course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course by investigating the applications of physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts. They will develop scientific methods of research in which issues in physics are explored and conclusions drawn.

Content

The course is divided into three units with six distinct topic sections:
Dynamics, Space & Cosmology, Electricity, Properties of matter, Waves, Radiation

Internal and External Assessment

Internal Assessment

In class end-of-unit assessments at the mid-point and end of each unit to test knowledge and understanding, problem-solving and mathematical skills. These assessments are used to gauge progress in the course and identify areas for further support.

Exam Components

Question paper 1: Mixture of multiple choice (25 marks) and longer style (110 marks) scaled to 100 marks. The exam paper is 2 hours and 30 minutes long.

Assignment: Formal write-up (25 marks), 8 hours research in class, 1 hour 30 minute exam write-up during class time.

Total Marks: 125

Progression

Higher Physics. Other qualifications in physics or related areas. Further study, employment and/or training in many fields including technology, science, engineering, medicine and research.

Useful websites for this course

[Course information](#) | [Career information](#)

Comment(s) from current/recent pupil(s)

"Physics is an important subject, stretching from Newtonian to quantum, both of which have a place in today's world. It helps build your general knowledge, and prepares you for many other higher subjects."

"Physics is important as it deals with everything real and how everything works. It's interesting and important to learn about."

"Physics is a difficult but interesting subject"

"I would recommend physics because it is a very useful subject to have for many careers and it is very interesting."

"I chose to study physics because I have always enjoyed it and been fascinated by it. I wanted to learn more."

"Physics is a very good choice of subject. It is interesting and fun, and the teacher is great."

"Physics is a good choice of subject as it gives you a greater understanding of the world around you"

Head of Department

Dr Alan MacBeath BEng PhD IMechE
a.macbeath@lmondschol.com

Spanish

Course Entry Requirements

An A or B pass at National 5 in Spanish would normally be required to take Higher Spanish.

Aims of the Course

A course award at Higher in a foreign language is a benchmark achievement. It is an indication that the learner has reached a stage in foreign language learning which begins to allow her/him to use the language independently in confident and flexible ways. The candidate can then pursue further foreign language study. It is the main pathway to Advanced Higher Spanish. The Course provides the opportunity: to develop skills in reading, listening, talking and writing, (essential for learning, work and life); to develop understanding of how language works; use different media effectively for learning and communication; and to use language to communicate ideas and information.

The Course also provides opportunities to use creative and critical thinking to synthesise ideas and arguments; to enhance enjoyment and understanding of other cultures; to explore the interconnected nature of languages; and to develop independent learning. The study of Spanish, helps develop literacy in English through comparing grammar and vocabulary.

Content/Units

This Course is made up of two mandatory Units to develop reading, listening, talking and writing skills, in order to understand and use a modern language.

Modern Languages: Understanding Language (Higher)

This Unit is to provide 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.

Modern Languages: 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.

Topics can include: Family and friends, lifestyle, media, global languages, citizenship, learning in context, education, jobs, work and CVs, planning a trip, other countries, celebrating a special event, literature and TV of another country.

Assessment

To gain the Course award, the learner must pass all of Course assessment. The assessments cover Reading and Translation, Listening, Talking and Writing. In addition to the Directed Writing paper, candidates have to produce an Assignment in class which is externally assessed. The Course assessment will provide the basis for grading attainment in the Course award.

Progression

An A or B pass at Higher allows progression to Advanced Higher Spanish.

USEFUL WEBSITES FOR THIS COURSE

<http://www.sqa.org.uk/sqa/47909.html>

Sports Leader Award SCQF Level 4

Course Outline

The Sports Leader award level 4 consists of three units of work including at least one hour of demonstration of Leadership. The course is a leadership course that is undertaken through sport. It gives the pupils a practical experience of planning, organizing and delivering physical activity. Through the course the pupils are encouraged to become more community minded and ambitious and the course delivers qualities of professional skills and experience that employers and universities value.

For further information visit www.sportsleaders.org

Content

Unit 1 - Establishing Leadership Skills

As well as learning about teaching and learning styles and the building blocks of learning the unit also includes fair play in sport (covering aspects such as cheating, sportsmanship, gamesmanship, ethics and morals) and the role of a sports official (roles and responsibilities of officials and governing bodies within sport and in leadership).

Unit 2 - Plan, assist in leading and review sport/physical activity sessions

This unit is very practical in its nature and involves pupils developing their practical leadership skills through planning organizing and teaching physical activities to younger pupils in Lomond School.

Unit 3 - Lead activities that promote a healthy lifestyle

This unit builds on the pupils practical leading skills where they will learn about health and how to promote and create a healthy lifestyle to young people.

Progression

As well as gaining the Sports Leader 4 qualification it is hoped that pupils will also develop their coaching skills in a number of different sports and depending on circumstances this may involve gaining governing body accredited awards. The use of external coach educators to validate these awards is likely to incur an additional cost dependent on class size and courses undertaken.

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