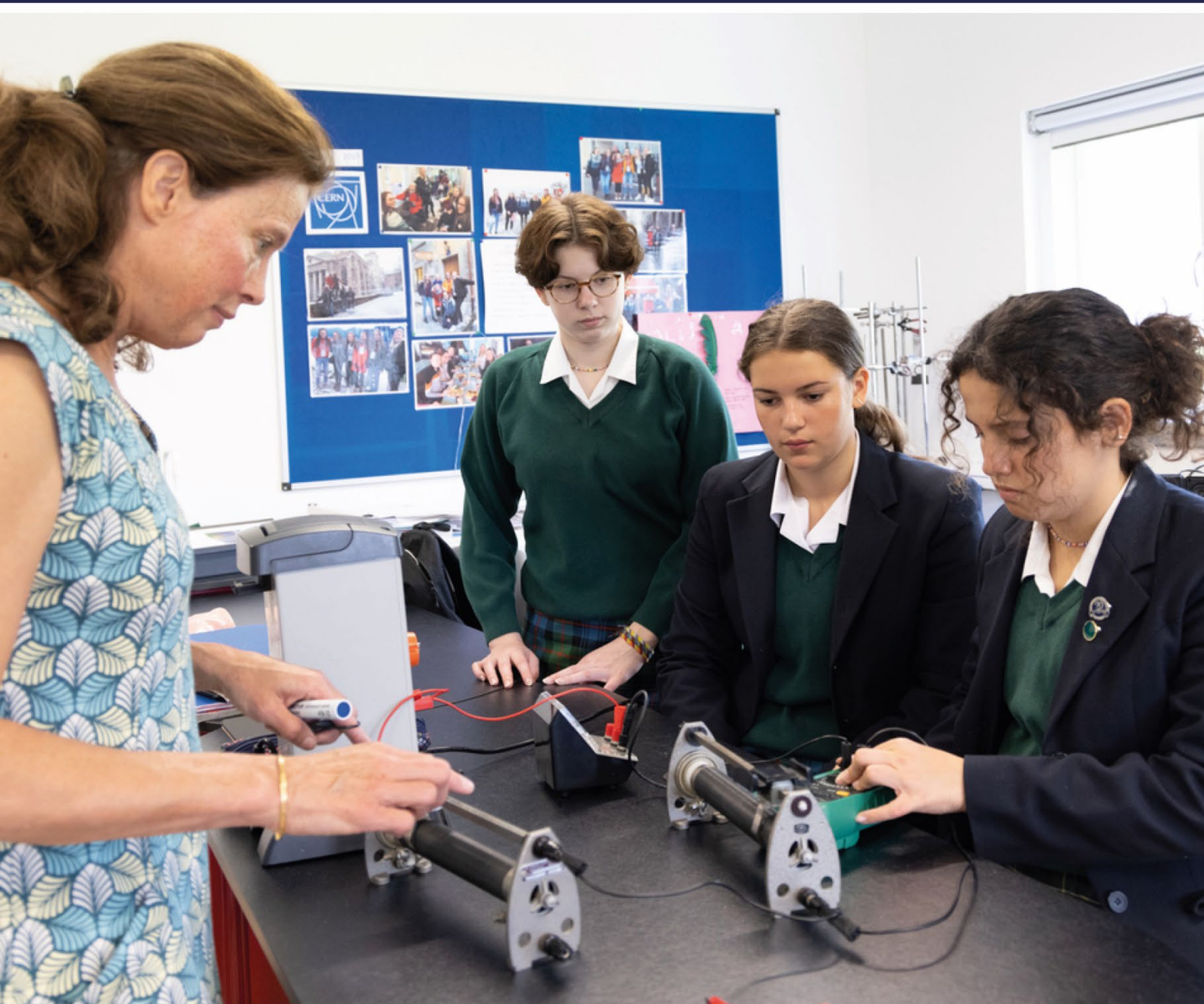




# KILGRASTON SCHOOL

JUNIOR YEARS · SENIOR · SIXTH FORM



## Fifth Form Information Booklet





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## CHOICES AT KILGRASTON



The Upper Fourth is a very important stage in your education and soon you will have to decide which subjects to pursue at National level. You will need to talk to your teachers and tutor and, of course, discuss your options at home.

This booklet is a guide to the National courses on offer at Kilgraston School in August 2023. To feel confident about taking a subject at National 5 you would want to be achieving an A/B in that subject in your reports at the end of year examination. However, the syllabus for National 4 and 5 are often identical so if you do find you are not making the progress you expected, you will be able to stay in the same class and complete the course at National 4 level.

You will take fewer subjects for National level than you have been used to so far in the Senior School but you will study them at greater depth. We recommend that you follow a balanced curriculum. This means that you will have subjects from each of the subject modes:

- Creative, Aesthetic and Technological Subjects
- Modern Languages
- Science
- Social Subjects

The advantage of this is that if you do not know what you wish to do in the future, or if you change your career ideas, you will still be able to change direction. At Kilgraston we also have core subjects which all girls take and optional subjects, from which you can choose up to six subjects.

The core subjects at National Level

- English/ESOL
- Mathematics
- RMPS

## The Optional Subjects

The majority of pupils take ONE subject from each of the subject modes:

At least one Creative, Aesthetic or Technological subject:

Art and Design, Computing Science, Business Management, Drama, Music, Physical Education, Equestrian

At least one Modern Language:

French, Spanish

At least one Science:

Biology, Chemistry, Physics,

At least one Social Subject:

Geography, History, Latin

Pupils then choose a further two option subjects from any subject mode.

Additional Courses:

You will take Physical Education, Personal, Health and Social Education (PHSE).

The Co-Curriculum

You will also be expected to continue the Music, Drama, Duke of Edinburgh Award Scheme and sports activities that develop your performance and team skills. Employers and Higher Education establishments are looking for well-rounded students who are not only well-qualified but also develop their personal skills and leadership potential.



## Work-load

Taking nine National courses does represent a heavy work-load, and sometimes it is more important to get good grades than it is to get many subjects. We recommend that everyone picks nine subjects initially, but some girls may then choose to drop out of one option block in order to concentrate on fewer subjects. The extra time may be used for study periods in the Library or for formal Learning Support. Similarly if you are a Music or Sports scholar or you have commitments to a National Squad, you may also negotiate the curriculum to allow you to pursue your Music or Sport at a higher standard.

A balanced curriculum is highly recommended, but for some girls there may be very good academic reasons for picking subjects and this can be incorporated with negotiation. For example, taking a language is recommended but not compulsory. Kilgraston does its best to try to meet the needs of every pupil in terms of personalisation and choice.

## THE STEPS TOWARDS YOUR SUBJECT CHOICES

Making choices and decisions about your curriculum for the next two years is probably one of the most difficult decisions you have had to make so far. You will get help and plenty of time to make your decision

**Tutor/PHSE lessons:** You look at important issues like  
What subjects am I good at?  
What subjects do I need for my chosen career?  
How do I make decisions?

**Information Sessions:** You will spend sessions learning about the different optional subjects available. You will also have sessions on Unifrog. You will all receive a one to one interview with the Deputy Head as well as discussions with your Head of Year. You will also be asked to make a provisional selection at this stage. From this we will make the blocks that are to run for 2022-2023.

**Upper Four Choices:** You and your parents will have the opportunity to talk to subject staff about the National level courses on offer at Kilgraston School during the U4 Parent Meeting.

We will ask you for your final option choices for National courses from the option blocks provided. We appreciate that some of you may want to make changes later once you have completed the summer examinations. If you change your mind you will only be able to select subjects from established option blocks and space may be limited.

**Thursday 23 February:** Option choices are made online using the Edval website.  
Upper 4 Parents Evening appointments made via Schoolcloud

**Friday 3 March:** Edval Forms to be returned

**June 2023:** You will have Summer Examinations in all subjects. Once results are known and you have had time to discuss the situation with your parents, teachers and tutors, and you have tried out your new timetable, we will ask you to confirm your option choices.

## HIGHER EDUCATION AND CAREER PROSPECTS



Head Girl Team at Kilgraston

Perhaps the most useful way of looking at National courses is to look forward to the Sixth Form. In Lower Sixth you will need to reduce your nine subjects to five Higher subjects. Then in Upper Sixth you will follow a programme of Advanced Highers. If you have not achieved at least four good Higher passes in Lower Six you will be able to follow a programme of more Higher courses in Upper Six. This means that when choosing your National subjects you should think forward to what you might like to do in the Sixth Form.

Whilst it is true that enjoying a subject is more likely to lead to success, you must also bear in mind the demands that will be made by different career paths and University courses. For example, scientific courses normally require at least two sciences. Biological subjects at University often need Higher Chemistry whilst the study of Chemistry, often needs Higher Physics. Most people who pursue Foreign Languages as a basis for a career need more than one. Requirements for Universities are constantly changing and you must try to keep up-to-date. You can use the Sixth Form Team and Careers Library to do this.

Most importantly you must look to your strengths. Think carefully about where your abilities lie and try to be realistic. You must also be aware that the world you will face when you leave school is rapidly changing. It is a very different work place from the one faced by your parents, and indeed your teachers! In the future you will have to be prepared to adapt and adjust and it is your readiness to do this which will determine your success. There are lots of opportunities for you after school; it may be a College or University course or an apprenticeship or employment. So, although you may have some ideas of the general direction you may wish to go, try to keep your options open and aim for a broad and balanced education for the next two years.

## ASSESSMENT AT NATIONAL LEVEL

### **National 5**

National 5 courses are graded as A-D with Universities requiring at least a C for matriculation. In order to achieve a final result all students must pass a formal examination and coursework (in the form of assignments, practical activities, portfolio etc.). Course assessments will mainly be marked by SQA.

### **National 4**

National 4 courses are assessed as Pass or Fail. Pupils may only be enrolled for the course award if they have passed internal unit assessments plus an added value unit assessment. Units and coursework will be marked by the school and moderated by SQA to check that assessment judgements are consistent and meet national standards.

For some pupils it may be more appropriate to gain a pass at National 4 than a poor grade at National 5 and this will be discussed with you before you are entered for your final examination.



# SUBJECT LIST

## Core Subjects

- English/ESOL
- Mathematics
- RMPS (Religious, Moral and Philosophical Studies)

## Option Subjects

- Art and Design
- Business Management
- Computing Science
- Drama
- Geography
- History
- Latin
- French
- Spanish
- Music
- Physical Education
- Equestrian
- Biology
- Chemistry
- Physics

## Why study this subject?

Do you like stories? Are you intrigued by the psychological factors which affect people's motives? Do you like building forensic cases and explaining your use of evidence? Then English is for you. Of course we all speak English, but studying how language helps us to understand people and ideas, and the way it can be used to persuade and move people is not only useful, but highly interesting. And the best bit: you get to use your imagination.



## What will I study?

An easier question would be 'What won't you study?', as English covers pretty much everything. But in terms of the texts you will cover, you will study at least one novel, one play and lots of poetry and non-fiction in Lower Fifth. Texts studied this year include *Of Mice and Men*, by John Steinbeck, *Lord of the Flies*, by William Golding, *Macbeth*, by William Shakespeare and *Journey's End*, by R. C. Sherriff. In addition to this, you will study poems by some of Scotland's greatest poets.

## What skills will I develop?

- Reading for understanding, analysis and evaluation
- Making and supporting judgements
- Building a case
- Writing for an audience
- Speaking in different contexts
- Researching and presenting

## What careers does English lead to?

Media, Journalism, Publishing, Academia, Teaching, Marketing, Business, Psychology, Law and Management

## How will I be examined?

The National 5 English qualification is broken up into the following assessment areas:

Reading for Understanding, Analysis and Evaluation	Unseen nonfiction text	Final Examination	30%
	Scottish Texts	Final Examination	20%
Critical Reading	Essay Question	Final examination	20%
Folio	Creative, reflective or discursive writing	Assignment	30%

## What is it?

- ESOL is the study of English for Speakers of Other Languages.
- Pupils work on developing their functional and academic English and may sit internationally recognised Cambridge ESOL examinations at Preliminary and First Certificate level, depending on ability.
- Pupils wishing to go to University in an English-speaking country may follow a course leading to the IELTS examination.

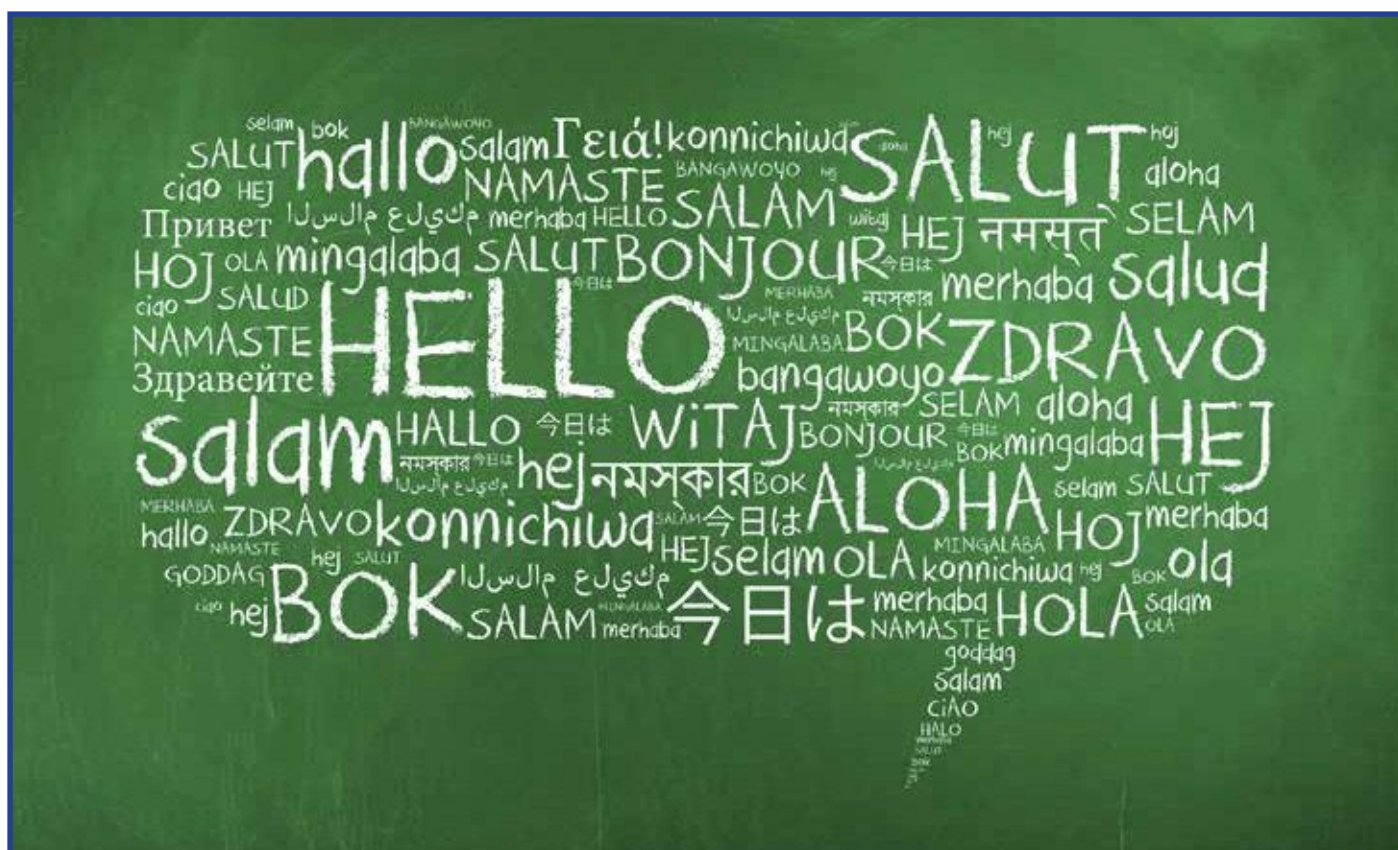


## What are the aims of the course?

- To develop English language skills in Reading, Writing, Listening and Speaking.
- To provide support for ESOL pupils in the study of mainstream subjects.
- To introduce pupils to the culture and literature of English-speaking countries.

## What are the advantages of studying English?

- Over 1.5 billion people world-wide speak English.
- English is the dominant language of world communication; it is the language of international business and academic conferences, of the world's books, newspapers and advertising, of air traffic control and of sport.
- English is the language of the Internet.
- English is the language of international diplomacy.
- English language qualifications such as IELTS open doors to higher education world-wide as well as in Britain and U.S.A.

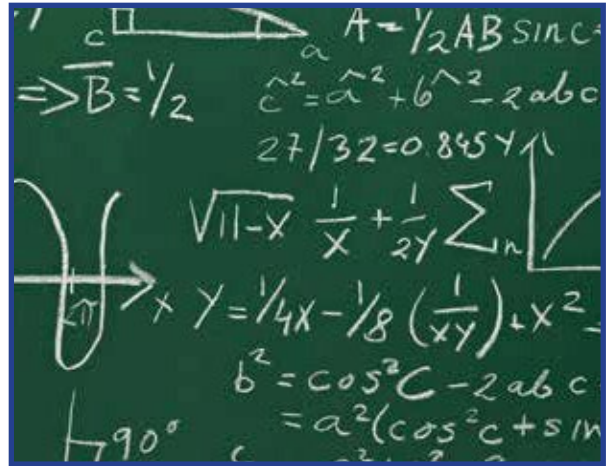




The modern world economy demands a numerate workforce no more so than here in the United Kingdom where there is a shortage of Mathematics graduates and mathematically literate people.

Students at Kilgraston will usually study towards either National 4 or National 5 Mathematics course. Both courses provide both a platform for further mathematical study and the skills required for lifetime numeracy.

The majority of students will complete the National 5 course and examination. A smaller group of students will sit the National 4 course and assessment at the end of Upper Fifth.



The National 5 course is assessed both internally throughout the course and externally by a National Exam. Progress is reviewed at the end of each term. The National 4 course requires continuous assessment throughout the course.

Students may wish to continue their mathematical studies in the sixth form. To study Higher in the Lower Sixth year pupils are expected to gain a grade A at National 5. Students who have completed National 4 in Upper Fifth may wish to continue with National 5 course in the Sixth Form.

Pupils are encouraged to develop an appreciation of the importance of Mathematics in the workplace and in real life applications in for example in Science and Economics.

## Students sitting the National Mathematics courses at Kilgraston will experience:

- Active and independent learning will develop confidence and self-motivation as they experience a range of tasks and activities.
- Applying learning to real-life situations and to course.
- Embedding literacy skills by learning to use mathematical language and abstract terms.
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching.
- Collaborative learning using technology using the online course support.

After school support is available to all pupils and sessions are run several times a week. These sessions give pupils a chance to gain further teacher input in a more personal and informal environment. It is essential that students have their own scientific calculator for each lesson and the end of course examinations.

# RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES(RMPS)



RMPS allows you to develop your thinking ability in order to engage, in a meaningful way, with the wider world. The world has become a complicated place to be: we face a variety of challenges every day and we should be equipped to engage with the issues. RMPS is a thought-based subject enabling you to develop independent thinking skills in a relevant, interesting and challenging way.

## Course Aims:

National 5 RMPS helps pupils to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints and personal experience. The course encourages pupils to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own. They develop an understanding of human beliefs, values and behaviour, and examine how religion, morality and philosophy might help people find meaning and purpose in life. Pupils have opportunities to develop literacy, personal learning and thinking skills, as well as a sense of responsible citizenship.

Course Structure	Course Assessment	Component
<ul style="list-style-type: none"> <li><b>Philosophy:</b> Existence of God</li> <li><b>Morality &amp; Belief:</b> Justice</li> <li><b>World Religion:</b> Christianity</li> </ul>	Question Paper 2hr 20mins	80 marks
<ul style="list-style-type: none"> <li><b>Assignment:</b> a religious, moral or philosophical issue of your choice</li> </ul>	Assignment	20 marks

## World Religion: Christianity

Christianity is the most practised religion in the world and the teachings of one man over 2,000 years ago have determined the nature of the world we live in. But what did Jesus Christ actually teach? Christianity, being a vibrant and widely practiced religion, is studied as the world religion for National 5 RMPS. We focus on beliefs and practices across the Christian faith, as well as the contribution these beliefs and practices make to the lives of followers.

## Morality & Belief: Justice

Pupils will examine the moral issues arising from crime and punishment. They will study: the four key purposes of punishment; causes of crime and UK responses to crime; capital punishment and life tariffs. Within each area of study, pupils will consider case studies, moral issues and religious and non-religious viewpoints.

## Philosophical Question: Existence of God

Students will explore what is meant by the 'nature of God', and critically examine two well-known philosophical arguments to prove the existence of God: The Cosmological and Teleological Arguments.

## ART AND DESIGN

The course offers a rewarding and enjoyable experience which will help you become visually aware of the world around you. You will be encouraged to work with a variety of Art & Design materials.

Course Structure comprises of three components marked out of 250.

### **Component 1: Question Paper – 50 marks (20%)**

You will be required to investigate the work of Artists and Designers which will be directly related to the work produced in the Expressive Portfolio and the Design Portfolio. You will be encouraged to develop ideas and opinions on your own work and that of others, especially artists and designers.

### **Component 2: Expressive Portfolio – 100 marks (40%)**

You will be required to research and develop ideas from a chosen theme. You will experiment with the handling of a variety of media. Your research and development studies will inform a final painting.

### **Component 3: Design Portfolio – 100 marks (40%)**

While working from a design brief you will be required to research/investigate and solve problems by considering different ideas and approaches.

Both Portfolios will be produced in class and will be sent to the SQA for marking in April. The written examination is 1 hour 30 minutes in duration. This will be externally marked.



Expressive Portfolio Outcome

### **Transferrable Skills:**

Critical thinking

Decision making

Problem Solving

Communication

Creative thinking

Research and Analysis



### **OPTIONS POST SIXTH FORM**

Painting Fashion  
& Textiles

Illustration

Sculpture

Graphic Design

UX Design

Surface Design

Printmaking



S.

## Course Content:

**Understanding Business:** what businesses do and why, customer satisfaction, business objectives, wealth creation and the economy, internal and external factors influencing business, stakeholders and their impact on business.

**Management of People and Finance:** recruitment and selection, training, staff motivation, employment legislation, sources of business finance, cash flow issues, break-even and profit and loss.

**Management of Marketing and Operations:** market research, product life cycle, pricing and promotion, selecting suppliers, stock issues, ethical production and quality in production.

**Skills Development includes:** numeracy, employability, ICT, thinking, decision making, enterprise, communication and research.

## Assessment

The course will be assessed through a combination of an assignment and closed book exam.



The purpose of the assignment is to assess the learner's ability to apply skills, knowledge and understanding from across all units. The assignment will require them to prepare a short report on a specific area of a business of their choice. The exam is worth 75% of the total mark and the assignment is worth 25% of the total mark.

Computing Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing technology is embedded in the world around us, from systems and devices in our homes and school to how we access education, entertainment, transportation and communication.

There is no doubt that Computing Science exercises your analytical, problem-solving, and critical thinking skills. These skills can be helpful beyond just coding and Computing Science – critical thinking skills are useful in all subjects.



## Course content

National 5 Computing Science aims to teach computing concepts through the study of practical applications. The four areas of study are: Computer Systems, Database Design and Development, Software Design and Development, and Web Design and Development.

<b>Computer Systems</b> <ul style="list-style-type: none"> <li>• How computers store text and numbers</li> <li>• A bit about binary</li> <li>• Looking at how images are stored – computer graphics</li> <li>• Cyber security – stopping hacking</li> <li>• The environmental impact of computing</li> </ul>	<b>Database Design &amp; Development (DDD)</b> <ul style="list-style-type: none"> <li>• Privacy – what can and can't be stored about individuals</li> <li>• Designing a database</li> <li>• Creating a database</li> <li>• Searching a database</li> <li>• Coding using SQL</li> </ul>
<b>Software Design &amp; Development (SDD)</b> <ul style="list-style-type: none"> <li>• Learning to think logically</li> <li>• Analysing a problem and designing a solution</li> <li>• Writing programs using Python</li> </ul>	<b>Web Design &amp; Development (WDD)</b> <ul style="list-style-type: none"> <li>• Designing a website</li> <li>• Learning how to code using HTML, CSS and JavaScript</li> <li>• Creating a website</li> </ul>

## Course Assessment

There are two parts to the course assessment. The first is a 2-hour written exam worth 110 marks. The second is a practical assignment worth 50 marks. This is done in class over 8 hours and is open-book. The practical assignment gives you the opportunity to use the skills you have developed in the study of DDD, SDD and WDD.

## Why study Computing Science?

- If you go on to study a STEM subject once you leave school then you will need to know how to code. Some people think that everyone should learn how to code
- Learning to program stretches your mind and helps you think better
- Computing technology is part of our future and you could help play a part in how it will impact and shape our world

## Why Drama?

National Drama involves the study of plays, and provides opportunities for learners to develop skills creating and presenting drama while learning about the elements of theatre production. Learners will develop a good knowledge of theatre and understand drama terminology. The Course is practical, dynamic and experiential. Drama requires hard work, focus and commitment but most of all love and passion for the subject.



Following a course in Drama will enable students to:

- Actively engage in the process of dramatic study;
- Work imaginatively and creatively in collaborative contexts,
- Reflect on and evaluate learner's own work and the work of others;
- Develop performance skills; through form, structure, genre and style
- Prepare and present scripted and unscripted material as an actor or designer

The course encourages candidates to exercise imagination and creativity. Drama allows learners to develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical thinking, enthusiasm, and confidence. It provides scope for personalisation and choice by encouraging candidates to be creative and to express themselves. Learning through drama helps candidates to appreciate cultural values, identities and ideas. Learners analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

### **Performance 60 marks**

The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either acting or a production role such as lighting, sound, costume and hair and makeup. The performance has 60 marks (60% of the overall course award). The performance has two sections: a performance and the preparation for performance.

**Question paper 60 marks**

The purpose of the question paper is to add value by requiring integration and application of knowledge and skills across the Units. It allows learners to demonstrate their ability to interpret questions and respond in an informed way. The question paper has 60 marks (40% of the overall course award). The question paper consists of two sections:

- Section 1 assesses the candidate's ability to evaluate their own work and the work of others
- Section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance

## What Next?

Pupils undertaking National Drama have the opportunity to progress onto Higher Drama and Advanced Higher Drama. The skills learnt and encouraged within the subject are undoubtedly precious tools which are of benefit in all walks of life regardless of your career path, giving you the confidence to present yourself in any situation as well as the chance to develop strong analytical skills through practical and written tasks working within a group dynamic.



## Why study Geography?

In the 21st century, with growing awareness of the impact of human activity upon the natural world, Geography promotes positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This course will provide you with the knowledge and skills to enable you to contribute effectively to your local community and wider society.

By studying Geography, you will develop:

- a range of geographical skills and techniques
- 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
- understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an interest in, and concern for, the environment leading to sustainable development



Physical Environments	Human Environments	Global Issues
<p>The processes and interactions at work within natural systems.</p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Rivers and Valleys</li> <li>• Upland Limestone</li> </ul>	<p>The processes and interactions at work within man-made systems.</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Urban</li> <li>• Rural</li> </ul>	<p>Significant geographical challenges – their causes, impacts and possible solutions.</p> <ul style="list-style-type: none"> <li>• Trade and Globalisation</li> <li>• Climate Change</li> </ul>

## Assessment

The course assessment consists of two components – a question paper and an assignment. The question paper will assess you on your knowledge and understanding across the three units listed above, and is worth 80% of your overall grade. The assignment is based on fieldwork, and is worth 20% of your overall grade.

## Purpose and contribution of Geography

Geography is a flexible subject and is unique in that it is acceptable as an Arts or Science subject so it keeps your options open for the future. It is often studied with Biology, Chemistry, Modern Studies and History. Geographers can go to university to study a wide range of subjects; including Geography (of course!), Environmental Science, Medicine, Physiotherapy, Law, Accountancy, Business and Journalism among other things.

Historians ask questions. Who, What, Why, When and How are the keys to unlocking the past. They are also important when considering whether or not to do History post Upper Fourth.

## Who does History?

Anyone can do History. There are no special qualifications. You do not have to reach a particular standard in tests or exams in the Lower School. If you are interested and enjoy finding out what happened to people in the past then these are the best qualifications for doing a History course.

## Why should I do History?

The best reason for doing any subject is because you enjoy it and you can do well in it. But there are other ways that history may be of value:

- History qualifications are highly regarded academic qualification by Employers, Colleges and Universities.
- History is recognised as a useful qualification in a number of professions: Journalism and the Media, Law, Government Service, Museum work, Teaching, Archaeology to name a few.
- A History course can teach you marketable skills, for example how to present a logical and clear-cut argument.

## What will I study?

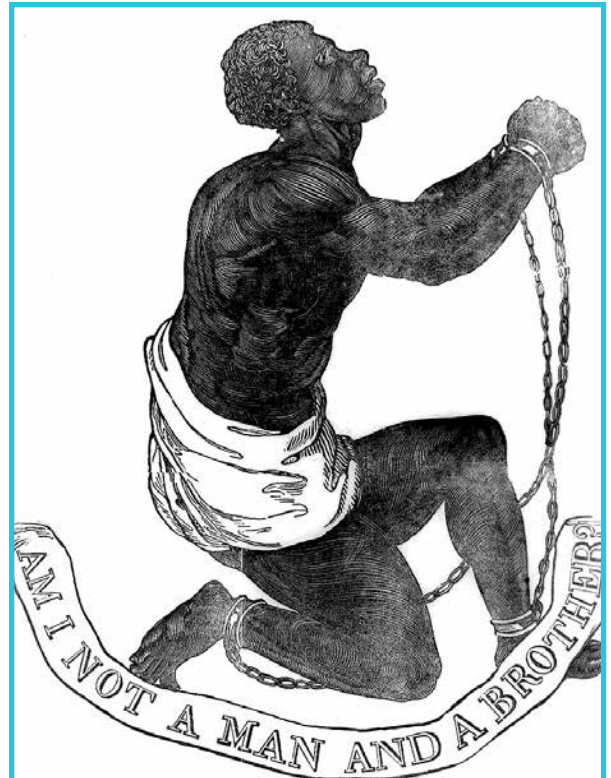
National 5 History offers you the chance to study a variety of fascinating time periods. The British topic is on The Atlantic Slave Trade, 1770–1807. Our Scottish section is about Migration and Empire, 1830–1939 and the European topic focuses on Hitler and Nazi Germany, 1919–39.

Learning facts and some dates will be useful but more importantly you will also have to learn how to evaluate the past. This means recognising when documents are biased or unreliable, understanding people's motives for actions they took in the past and being able to develop your reasoning skills to come up with your own ideas and arguments.

## How will I be examined?

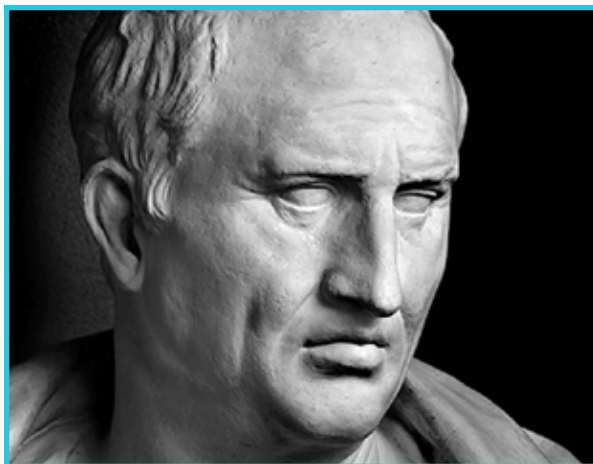
At National 5 you will have the opportunity to write an assignment on a part of the course you are most interested in. In the final exam you will be asked a series of Knowledge and Understanding questions and Enquiry Skills questions. These marks as well as the assignment mark will be added together to get your overall grade.

*"He who controls the present, controls the past. He who controls the past, controls the future."*  
**George Orwell**



## Why learn Latin – it's a dead language, isn't it? Think again!

Most European languages have their roots in the classical world. By studying Latin you will find that learning a Modern Foreign Language becomes much easier because you will make connections between Latin, French, Spanish and even German. You will increase the range of your English vocabulary as so many words are derived from Latin. English literature is full of classical allusions and modern writers owe much of their literary style and inspiration to the Greeks and Romans.



And then of course – there is the rarity value! We all want to be a little bit different and Latin has always been seen as a subject with a certain academic edge!

Every year we organize a trip to either Greece or Italy to give students a feel for the beauty of the classical world. In Italy we have visited Pompeii, Herculaneum, Rome, Florence, Verona, Bologna and Paestum and in Greece many of the major archaeological sites - Olympia, Corinth, Mycenae, Delphi and of course Athens itself.

## Course Content

The National 5 Latin course involves learning to read and understand the work of Roman writers and use your knowledge of the grammatical structure of the language to translate passages from Latin into English.

## What will be assessed in the course?

### Translation

You will translate a passage of 'unseen' Latin. Mercifully, the SQA, in its wisdom, provides a comprehensive word list and you will have plenty of practice beforehand.

**Literary Appreciation** of passages of Roman literature, some in the original Latin and others in translation. The examination has a section on each author and the candidates must answer questions on TWO of them. Literary appreciation is quite similar to Close Reading in English.

### The poetry texts are taken from:

- The Aeneid (Book II) of Virgil describing how the Trojans drag the Greeks' gift of the wooden horse into the city despite the warnings of Laocoon.
- A selection of love poems and pithy verses by Catullus.
- Metamorphoses (VII) of Ovid telling the story of Daedalus and Icarus

### The prose texts are taken from:

- Cicero's speeches: In Verrem IV prepared for the prosecution of the corrupt governor of Sicily for the theft of statues of Mercury and Hercules.
- Pliny – letters concerning the laying to rest of a ghost in a house in Athens and a tame dolphin off the North African town of Hippo.



### The importance of languages

Many people in mainland Europe, including children, see learning extra languages, particularly English as a necessity and even a pleasure. In their curriculum, it is compulsory and is a subject as important as their own language, as is Mathematics or Science. Meanwhile in the United Kingdom, it unfortunately does not have the same importance within the national curriculum. Languages are often viewed as boring, irrelevant and difficult.

However, now we have left the European Union, languages have arguably become even more important for the United Kingdom and Scotland. The language skills deficit already costs us billions per year. Despite the misconception that all business is conducted in English, the reality is that companies need a workforce who is able to speak a variety of languages.

From another prospective on a personal level, with the limitation of free movement, it will be harder to study, work and live in Europe. Although there are many English- speaking jobs in certain European cities, having studied and being able to speak at least one foreign language opens up far more jobs opportunities.

### What languages can I study at National 5?

We encourage you all to study at least one language because it will be so useful for you in the future. You can study French or Spanish and it may also be possible for you to study two foreign languages. Native speakers of Cantonese, German, Mandarin or Italian may also take the National 5 as an add-on qualification.



### What does the course consist of?

- Talking: discussing a range of topics with both the teacher and other members of the group. The foreign language is used as much as possible in the classroom. Reading: textbooks, newspapers, brochures, articles and short stories (either in print or on the Internet). Listening: radio and T.V. broadcasts, news bulletins, spoken items on computer and music.
- Writing: short personal responses, constructing a job application email
- Extras such as films and opportunities for links abroad
- A variety of topics are studied at National 5 and these fit into the four broad contexts of Society, Learning, Employability and Culture. Through these topics you will gradually build up your vocabulary and grammar.

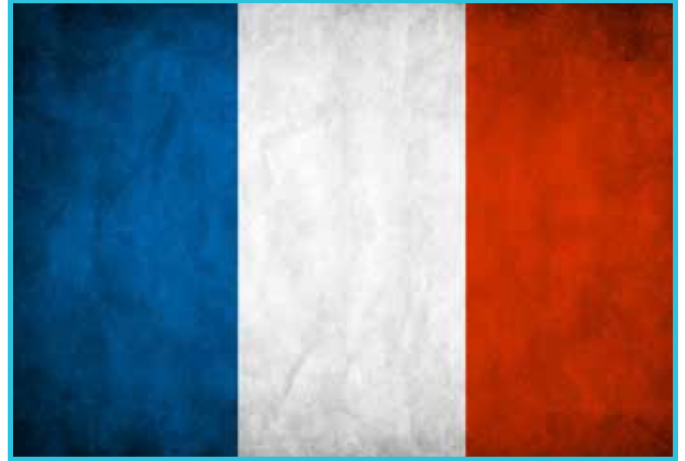
### **What do the SQA examinations consist of?**

- Listening and Reading are tested by written examinations with questions in English, set and marked externally. Listening is based on recordings of native speakers.
- Talking is assessed by the teacher and sometimes moderated externally. This includes a presentation and follow up discussion.
- Writing is assessed externally and requires a response in the target language to a stimulus with six bullet points. Candidates are required to write a job application in the target language.
- Candidates who do not achieve an award in National 5 may be eligible to gain the National 4 qualification, which is internally assessed on a pass/fail basis

## Why learn French?

### A world language

More than 200 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the ninth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world.



### A language for the job market

With Brexit, the ability to speak French and English is a strong skill to have in the European and International job market. Knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and sub-Saharan Africa).

### A language for higher education

Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world.





## Why learn Spanish?

**Communicate with 350 million native Spanish speakers worldwide.**

Spanish is spoken by at least an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide. A large number of countries have Spanish as a dominant language including Spain, the United States and most of the countries in South America.



## Improve your employment potential

With Brexit and the rapidly increasing Hispanic population, there are a multitude of career fields that need Spanish speakers. Among them are nurses, social workers, teachers, salespeople, translators, and many more.

## Better appreciate Spanish-speaking cultures.

Apart from opening up access to areas of “high” culture such as art, literature, and history, knowledge of Spanish can help you understand and appreciate day-to-day culture in the Spanish-speaking world. The ability to read and understand authentic Spanish -- whether that be in the newspaper, on television, in magazines, in letters from friends or pen pals, or on the street -- truly gives an “insider” view into the language and all of its different shades of meaning.



## Why take Music?

- To ensure a balanced curriculum.
- To develop your imaginative and creative self and provide an emotional release invaluable for your well-being.
- The opportunity to develop a greater understanding of Music should be embraced. You will always have the opportunity to enjoy and appreciate music throughout your life no matter which career path you take.
- Musical communication is such an important part of our daily lives. E.g. Television and Radio



## Entry and Ethos

You must be keen, interested and show commitment in the subject. As a member of the class you will be expected to be involved in extra-curricular musical activities.

The course offers significant challenges for pupils of varying abilities and for them to develop their skills at their own pace. This allows each individual to negotiate their programme of study and set their own targets.

## Content

There are three main elements: Performing, Listening and composing. Concepts are taught through a wide variety of musical styles from Baroque to Boogie-Woogie, Ragtime to Rap and Scottish to Salsa.

All pupils are encouraged to use Music Technology for composing and research using Sibelius 7 Software in the Computer suite. This allows pupils to apply technology in a creative and individual way.

## How will I be assessed?

Listening / Understanding Music Paper	35%
Composing Assignment	15%
Performance on 2 instruments, grade 3 standard or above	50%

## What next?

Whether you continue to Higher, Advanced Higher or 'A' Level, a career in Music or purely to demonstrate breadth of skills and knowledge for University entrance and on the CV – this subject is worth serious consideration. Universities and Employers now widely recognise the self-discipline required in mastering musical skills.

The National 5 course introduces methods of assessment, increasing personalisation and choice through the following areas of study:

- Factors Impacting on Performance
- Mental, Emotional, Social, Physical (Fitness, Skills, Tactics)
- Performance Skills

Over the 2 year course these theoretical elements will be delivered through at least 5 different activities, which will be agreed between students and PE staff.



## Course Assessment

In National 5 Physical Education, the Course assessment will consist of two components: a performance and a portfolio.

### Component 1 — Performance

Students will be assessed on their ability to effectively perform in two physical activities. These performances will be a single event and will give students an opportunity to demonstrate the following skills, knowledge and understanding:

- demonstrating a comprehensive range of movement and performance skills safely
- planning, developing and implementing approaches to enhance personal performance
- decision-making and problem-solving in performance contexts
- organisational skills in preparing for, and during, physical activities

Each performance will be marked out of the 30. (Total 60 marks)

This is 50% of the overall mark for the Course assessment.

### Component 2 — Portfolio

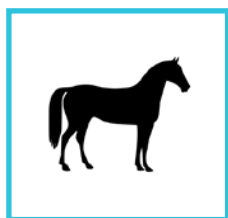
The portfolio will assess students' ability to integrate and apply knowledge, understanding and skills from across the Units. This portfolio will give students an opportunity to demonstrate the following skills, knowledge and understanding:

- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving in performance contexts

The portfolio will be marked out of 60. This is 50% of the overall marks for the Course assessment.



## Why take Equestrian?



The equine industry contributes around £8 Billion a year to the UK economy. The equine industry is thought to be the second biggest employer in the rural environment. Opportunities include riding schools, livery yards, competition yards, racing yards, clubs, Coaches, vet nursing, equine physio, nutrition, farrier apprenticeships and equine dental technician.

## Entry and Ethos

- You must already be committed to riding. This might be through having your own pony or taking 1-2 riding lessons per week
- You may already have some BHS Qualifications or Pony Club tests
- You must be willing to carry out practical activities such as grooming, mucking out and maintaining the welfare of the horses
- You will also be willing to develop your communication skills in terms of customer relations, written and oral communication and planning and organising
- You will need to commit the equivalent of 2 blocks in your timetable to this subject
- You should also be willing to work on wider achievement awards such as first aid, health and safety and manual handling

L5/U5	BHS Stage 1 Riding and Stable Management BHS Ride Safe Award Wider Achievement Awards	Successful completion can lead to direct entry to BHS Level 2 or SVQ Horse Care Level 4/5
L6/U6	BHS Stage 2 (if Stage 1 completed) BHS Ride Safe Award Wider Achievement Awards	Successful completion can lead to BHS Level 3 or SVQ Horse Care Level 5/6

## How will I be assessed?

The course will have practical, theory and written elements.

You will have workbooks supplied by the BHS to complete as well as practical assessments. BHS Assessments are currently externally examined with assessments run throughout Scotland between March and October.

## What next?

Depending on your level you will be able to go on to employment, a college or university course, to complete SVQ qualifications in Horse Care or a Modern Apprenticeship in Equine or a degree or HNC in Equine Studies.

For Further Information on the BHS Pathway follow the link below

[Assessments | The British Horse Society \(bhs.org.uk\)](https://www.bhs.org.uk/assessments)

## SCIENCE COURSES

The Science Department runs National 5 courses in PHYSICS, CHEMISTRY and BIOLOGY for which the preferred entry requirements are a grade A/B in the Upper 4th summer test.

Pupils who hope to continue further study of Chemistry to Higher level would benefit from taking National 5 Physics, while those hoping to study Higher Biology are advised to take National 5 Chemistry.

### National 5 Courses and Requirements

Subject	Normal Entrance Requirements	Future Possible Courses
Biology	Grade A/B in Biology, Mathematics & English in U4th Summer Test	Higher Human Biology & Advanced Higher Biology
Chemistry	Grade A/B in Chemistry & Mathematics in U4th Summer Test	Higher & Advanced Higher Chemistry
Physics	Grade A/B in Physics & Mathematics in U4th Summer Test	Higher & Advanced Higher Physics

### How will I be assessed?

- External examination
  - Biology and Chemistry (2 hours and 30 minutes - 100 marks)
  - Physics (2 hours and 30 minutes - 135 marks)

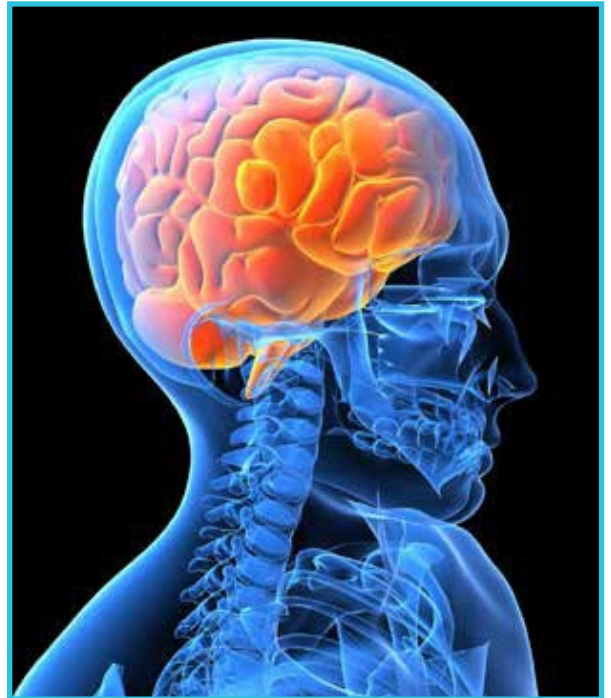


## What will I study?

Biology is the study of life. During this course we will cover unicellular and multicellular organisms looking into life processes such as mitosis, osmosis, enzymes, respiration and photosynthesis in great detail.

We will then move into the complexities of organ systems including the transport systems of both animals and plants. As well as looking at how lifestyle choices affect physiological aspects of the body

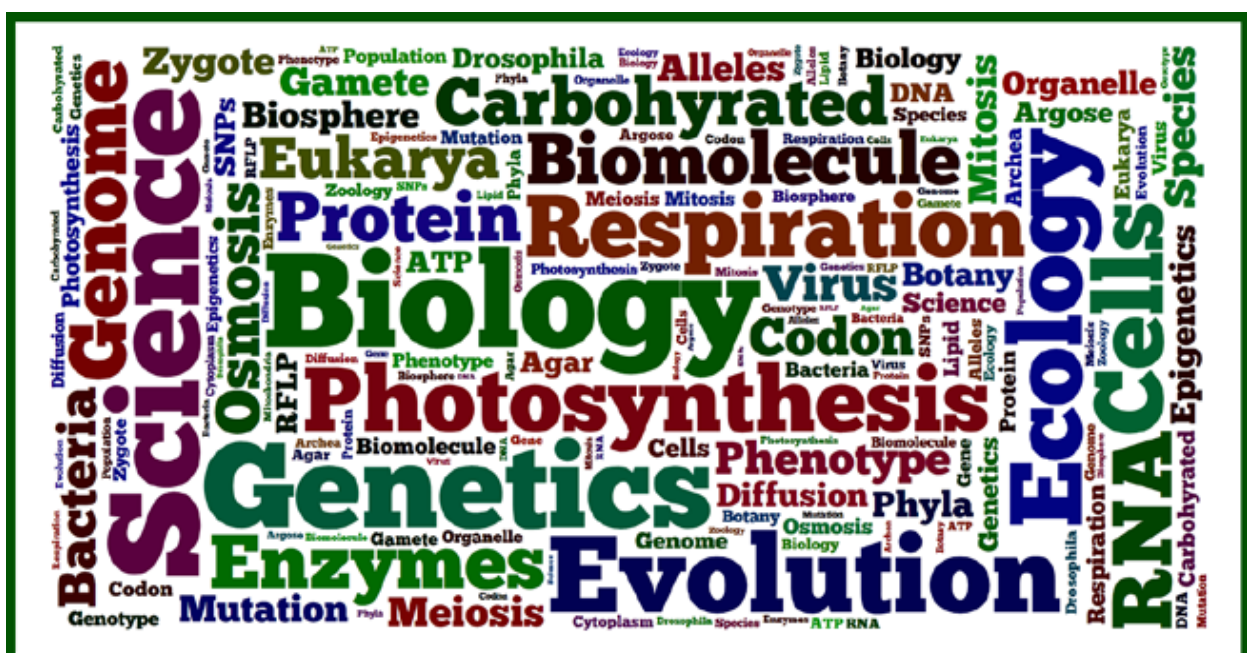
The final unit covers how humans interact with their environment and how these interactions can be made more positive.



## What type of activities will I do?

On a regular basis you will be expected to:

- Carry out practical activities in a safe and scientific manner.
- Use literacy skills to explain your opinions and give counter arguments to others.
- Use independent learning skills.
- Communicate with your peers.
- Apply numeracy skills to novel situations.
- Research topical science issues.
- Use your scientific thinking skills creatively.





## What in the world isn't Chemistry?

Chemistry is everywhere in the world around you! It's in the food, the clothes, the water you drink, medicines, air, cleaning fluids..... You name it!

The course consists of 3 mandatory units:

### Chemical Changes and Structure

- Scientific skills and knowledge of the chemical reactions in our world.
- Investigation of average rates of reaction and the chemistry of neutralisation reactions.
- The mole concept, formulae and reaction quantities.
- Bonding and chemical properties of materials.



### Nature's Chemistry

- Physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, straight chain alcohols and carboxylic acids; their chemical reactions and uses in everyday consumer products.
- Comparison of energy from different fuels.

### Chemistry in Society

- Development of skills and carrying out of practical investigations related to the chemistry of materials.
- Chemistry of metals and their bonding, reactions and uses.
- Bonding in plastics, their physical properties and their uses.
- Chemical reactions and processes used to manufacture fertilisers.
- Use and effect of different types of nuclear radiation.
- Chemical analysis techniques used for monitoring the environment.

## Course Structure

The National 5 Physics course is made up of three key areas:

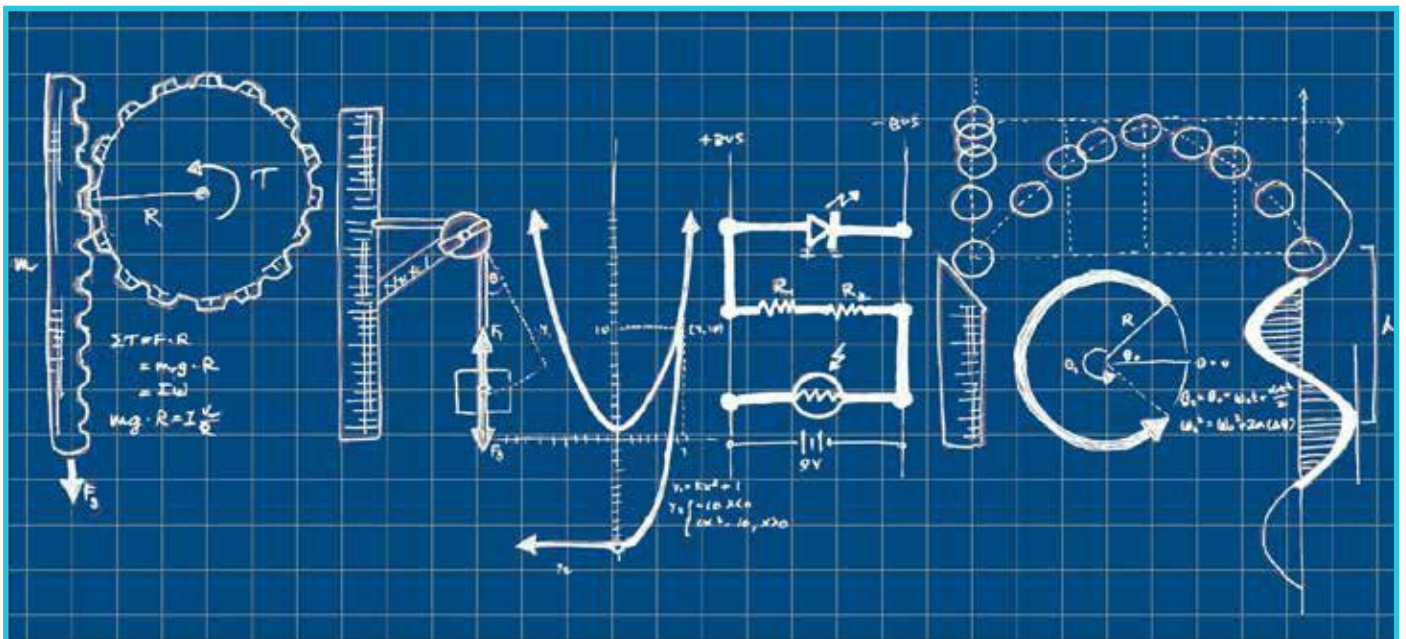
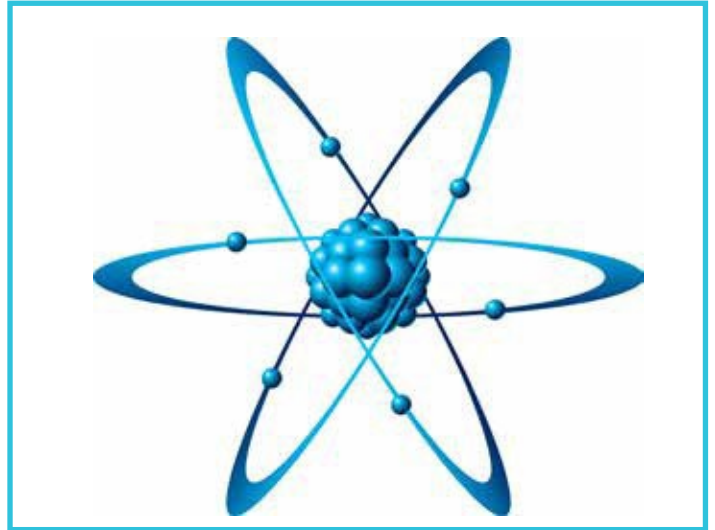
- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

The Physics studied in each unit is relevant to the advances being made in our modern technological society.

Each unit is based around a core of 'knowledge and understanding'. Students will have ample opportunity to develop their 'analytical thinking', 'investigative' and 'scientific enquiry' skills.

## Course Entry Requirements

The National 5 Physics course is not heavily based on calculations and Maths - much of the coursework involves student research, development of descriptive models and oral/written presentations. However, students who study Physics should be competent in Maths to a similar level.



## ADDITIONAL SUBJECTS IN THE FIFTH FORM

### Physical Education

It is important that pupils balance your academic work with physical activity and so in the Fifth Form you will have at least two (1 hour) lessons.

During these lessons you will be offered a choice of activities including aerobics, athletics, badminton, basketball, hockey, netball, rounders, swimming tennis and volleyball. You will also be taught how to use the Fitness Gym, in Upper Fifth, and groups may go out of school to try curling and golf for a term.



School Teams are run in the following sports:

athletics, cross-country, netball, hockey, rounders, riding, skiing and tennis. Practices are usually immediately after school. The school hosts and attend tournaments and events which will give you the opportunity to develop both your individual and team skills. Pupils will also be able to attend district and national trials where appropriate and train and compete at club level where possible. Trips are also arranged to international events.

### Activities

Outside lesson time you can participate in a wide variety of activities including badminton, highland dancing, horse riding, equestrian polo, netball in the local ladies league, modern dance, ballet, rock climbing, skiing and tennis coaching on a group or individual basis. (there is a charge for some of these activities as they involve specialist coaching.)





## **Personal Social and Health Education (PSHE)**

The teaching of Personal, Social and Health Education is an important part of the education of the whole person at Kilgraston. A programme has been developed which allows you to explore your Personal Development and Social and Vocational Awareness. You will discuss and debate a wide range of issues from the problems facing teenagers today to issues like poverty, homelessness and pollution.

Through PSHE you will also get the opportunity to raise issues for the School Council and Food Committee.

## **Careers Education and Guidance**

As part of the PSHE programme, time is spent in Upper Fifth helping pupils to make Higher choices. This includes discussion with Sixth form girls. Every girl is interviewed by a senior member of staff to discuss her future options. Girls also have access to Unifrog an award-winning on-line careers programme which contains a wide range of up-to-date resources to assist pupils in research for future courses or careers. In the Spring term, girls attend a Higher Education Conference and a Choices Parents Evening before making provisional Higher choices.



### Websites

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)  
[www.coursefinder.com](http://www.coursefinder.com)  
[www.careerscope.uk.net](http://www.careerscope.uk.net)  
[www.sqa.co.uk](http://www.sqa.co.uk)  
[www.ucas.ac.uk](http://www.ucas.ac.uk)  
[www.unifrog.org](http://www.unifrog.org)

### Publications

A Career Handbook for TV, Radio, Film, Video and Interactive Media	Shiona Llewellyn and Sue Walker Skillset
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Dare to be Different 101 Unconventional Careers	Polly Bird Hodder and Stoughton
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The UCAS Guide to Getting into UCAS Publications  
University and College

The Penguin Careers Guide	Jan Widmer, Penguin
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UCAS Entry Guide to Higher Education in Scotland

## ACTION PLAN

**NAME:**

**HOUSE:**

**Which Option Subjects should I choose?**

Questions to ask	Sources of Information	Research Completed
Which subjects do I enjoy?	Self-Analysis	
Which subjects am I good at?	Self-Analysis Test and Exam Results	
Which subjects do I need for a specific career path?	Careers Library Unifrog Sixth Form Team	
What is the Nature of the course?	Fifth Form Options Booklet Information Sessions Subject Staff Options Evening	
What kind of track record does this course have?	Subject Staff	
Am I suitable for my preferred options?	Subject Staff Reports Options Evening Exam Results	

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