

Dear Parent or Carer



S4 Progress Report – December 2024

A copy of your child's Progress Report including comments from each of the subject teachers will be issued to you and your child by Pupil Tracking <https://cec-boroughmuir.pupiltracking.com/>

For more information about the tracking and reporting please also see your child's report.

## S4 Course updates

### **Art and Design**

For National 5 Art & Design submission this year pupils have to complete an **Expressive folio** and a **Design folio** and sit a **written paper exam**. The written exam returns back to the full paper this year after Covid mitigations reduced the written paper exam by half. The paper will return to four questions rather than two and pupils will have 1 hour 20 minutes to answer an Expressive and Design section. National 4 pupils submit a folio but don't sit a written exam.

### **Written Paper Prelim**

We have all completed a written prelim exam and Nat 5 pupils will revisit this later in the year in preparation for the final exam in May.

### **Expressive Unit**

We have been working on the Expressive unit in class. All pupils have now sat their 'practical prelim' for their final expressive piece. This was a teacher supported full day in-class to produce a finished painting. Pupils will have class time to complete and mount their expressive project with a hand-in date of 20th December 2024. Pupils are currently completing their analytical and development studies in class and should be working on their studies as homework. There will be after school study classes should pupils require this time.

### **Design Unit**

Pupils are working on this, and this will be the main focus after the winter holidays. Pupils should have agreed a brief, produced investigation and development images/ samples, and be working on their final piece, but we are aware all pupils and projects develop at different rates. The deadline for Design hand-in is Fri 7th March 2024. Final presentation level will be agreed after the expressive folio final hand-in and pupil evidence has been reviewed around the start of January.

### **Biology**

Biology classes have now completed the content for Unit 1: Cell Biology and Unit 2: Multicellular Organisms, along with a section on Ecosystems and Distribution of Organisms at the start of S3. All of this was assessed in November's prelim exam.

Work on the Assignment, which is externally marked by the SQA, is carried out in class time, over several lessons between completing review of the prelim and the December holiday.

The remaining time in class will be spent completing Unit 3: Life on Earth and revision in preparation for the final exam.

Useful resources include:

SQA N5 Biology Course specifications (p25 – 47)

[https://www.sqa.org.uk/files\\_ccc/n5-course-spec-biology.pdf](https://www.sqa.org.uk/files_ccc/n5-course-spec-biology.pdf)

National eLearning at:

<https://blogs.glowscotland.org.uk/glowblogs/nationalelearning/resources-2/>

SCHOLAR:

<https://scholar.hw.ac.uk/>

BBC Bitesize National 5 Biology

<https://www.bbc.co.uk/bitesize/subjects/zync87h>

YouTube: Mr Mitchell's Biology (narrated PowerPoints)

Various materials on class Teams pages (Problem solving booklets etc.)

### **Business Management**

In National 5 Business Management, we have covered Understanding Business, Management of Marketing and Management of Operations. We are currently covering Management of People and will then cover the final unit Management of Finance. Unit tests have been completed and the class are soon to complete their final two unit tests on Management of People and Management of Finance.

The assessment of the Business Management course is made up of the exam set by the SQA on all the content covered in class which contributes 75% of pupils overall grade and the assignment worth 25% which is carried out in class under exam conditions and sent away for external marking by the SQA. This has been completed in December in the timed conditions required.

All pupils have printed copies of the course notes and all support materials can be found on OneNote.

### **Computing Science**

In Computing Science, pupils will have spent time developing their understanding and practical skills in the following areas:

- Software Design and Development (SDD)- Developed their programming and computational thinking skills by implementing practical solutions in Python and explaining how these programs work
- Computer Systems (S) - Investigated how data and instructions are stored in a computer and explored basic computer architecture including security.
- Web Design and Development (WDD) - Applied computational thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript.
- Database Design and Development (DBDD) - Applied computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

Pupils will begin focussing on mastering their practical skills in preparation for the practical assignment. The practical assignment will be carried out in class from Monday 17th February and will run until Wednesday 5th March. This is 33% of the overall grade. Pupils are welcome in the department, by arrangement with the teacher, to get extra support in theory or practical aspects of the course. In addition, supported study sessions after school are held on Thursdays after school.

### **Chemistry**

Pupils have studied the following topics in S3/4:

Chemical Changes and Structure

- Rates of Reaction
- Atomic Structure and Bonding Related to Properties of Materials
- Formulae and Reacting Quantities
- Acids and Bases

Natures Chemistry

- Homologous Series
- Everyday Consumer Products
- Energy from Fuels

Chemistry in Society

- Metals
- Plastics

The exam consists of 2 sections, a 25 mark multiple choice section and a 75 mark short answer section, sat in 1 sitting lasting 2 hours 30 minutes and will contribute to 80% of the overall grade. The other 20% is from the assignment which will be completed in class time.

Useful Resources include:

SQA course support notes - [https://www.sqa.org.uk/files\\_ccc/N5CourseSpecChemistry.pdf](https://www.sqa.org.uk/files_ccc/N5CourseSpecChemistry.pdf)

Scholar - <https://scholar.hw.ac.uk/sso/login?service=https%3A%2F%2Fscholar.hw.ac.uk%2Fcourses%2F>

Achieve learning - <https://achieve.hashtag-learning.co.uk/accounts/login/>

YouTube: Miss Adams chemistry

Various resources on class Teams pages

## Design & Manufacture

**Design Folio:** Candidates have studied the design process from the initial brief through to the final design proposal. This has helped them develop essential skills in:

- Initiating and developing ideas
- Articulating and communicating design concepts
- Understanding the design/make/test process
- Evaluating and refining design proposals

They have also gained an understanding of the various factors influencing product design in the modern world. This learning provides a strong foundation for the final Design **Course Assessment Task (CAT)**, enabling candidates to identify their strengths and areas for development. The design component of the CAT is externally marked by the SQA and contributes **30%** to the overall course award.

**Manufacture:** Over the past two years, candidates have developed practical skills and gained an appreciation of the properties and uses of materials such as wood, manufactured boards, and acrylic. They have also become proficient in a variety of manufacturing processes and techniques. This practical component is internally marked by CDE staff and externally verified by the SQA, contributing **25%** to the total course award.

**Course Theory:** Integrating design and manufacturing knowledge is fundamental to success in the CAT for Design and Manufacture. Pupils have received detailed feedback from their prelim exam, highlighting specific areas for improvement. Targeted tasks have been developed to address knowledge gaps and ensure pupils are fully prepared for the final written exam in May, which constitutes **45%** of the total course award.

## **Prelim Assessment**

Candidates have completed their **S4 written prelim paper** and a **prelim design folio**, providing a comprehensive two-part prelim grade. This approach mirrors the final course assessment conditions and offers valuable insight into each pupil's knowledge and skills, enabling targeted intervention to address areas for improvement.

This balanced approach to theory, design, and manufacturing ensures candidates are well-equipped to achieve success in the final assessments. Their dedication and progress so far are commendable, setting a strong foundation for further achievement.

## **Drama**

Through 4<sup>th</sup> year, pupils have completed units focussing on devising of drama and production skills (set design, props design, costume design, make-up and hair, lighting and sound). These units are intended to improve practical skills, in preparation for the practical element of the course assessment. The units also provide a base of knowledge which we will apply to the written aspect of the course assessment. The Nat 5 written prelim comes early in the Drama curriculum and as such is treated as a valuable learning and teaching tool rather than a clear indication of what a pupil is likely to achieve in the final written exam.

Next term we will be focused on preparing for the practical exam (60% of course award), which is likely to take place between the middle and the end of March. Throughout this period homework will be set alongside which will relate to the written component (40% of course award).

Pupils will need to ensure they are engaging early in research, characterisation techniques, initial design ideas etc. These exercises are vital in ensuring that pupils are making informed decisions about their characters or design concepts to allow for depth in performance and production. This process will be reflected on in their Preparation for Performance, which constitutes 10 marks of the 60 available in the practical exam. The PfP takes the form of a 400-word written description of their preparation process. Exploration of voice and movement will be key for those specialising in acting and, of course, learning lines as quickly as possible. For designers time management will be particularly important to allow exploration of different designs and the reasons for choices

made. Pupils should all be looking at past papers, available on the SQA website, to practice exam style questions in the run up to exam diet in May.

## **Economics**

National 5 Economics course consists of 3 units of content – U1 Economics of the Market, U2 UK Economic Activity and U3 Global Economic activity. To date pupils have completed Units 1 and 2 and have made a start on U3 Global Economic Activity. The Assessment of the Economics course is made up of an Exam set by SQA on all content of the course (worth 75%) and an Assignment (worth 25%) which is carried out in class time under exam conditions which is sent away for external marking by SQA. A school internal deadline will be set for this Assignment (13<sup>th</sup> – 24<sup>th</sup> January) as there are set time requirements allowed and this must be met by pupils. All support materials for pupils can be found on-line in Office365 (OneNote & Teams) and they also have printed note booklets and will be given revision booklets. There are no published N5 textbooks available.

## **Engineering Science**

In Engineering Science, students have now completed all the topics in the course. The prelim exam has been completed and marked, providing useful feedback on individual progress and areas for improvement.

To prepare students for the **Course Assessment Task (CAT)**, we have started a mock CAT, designed to familiarize them with the process and expectations of this assessment. The actual CAT will take place in class under exam conditions, spanning a total of 8 hours, and will be externally marked by the SQA. Undertaking this mock task remains valuable practice. It enables students to consolidate their knowledge, apply their learning in a practical context, and develop essential problem-solving skills that they can then apply fully to their assessment.

The overall course assessment this year is split into two components:

- **Written Paper:** Accounts for 69% of the overall grade
- **Course Assessment Task:** Accounts for 31% of the overall grade

After completing the mock CAT, we will review the entire course in greater depth to ensure students are thoroughly prepared for the **final exams in May**.

The students have shown commendable effort throughout the session, and this structured approach aims to further enhance their understanding and confidence as they progress toward their final assessments.

## **English**

N4 and N5 English consist of four components – Reading, Writing, Listening, and Talking, assessed either internally for N4, or a combination of external exam and coursework for N5. At both levels, pupils must evidence their ability to meet 'basic minimum competency' in Analysis and Evaluation (reading and listening) and Creation and Production (writing and talking). These elements are assessed in a prelim and in the final exam, where Paper 1 consists of an hour long Reading for Understanding, Analysis and Evaluation (RUAЕ) paper worth 30 marks, and Paper 2 is a 90 minute test of Scottish Set textual Analysis and Critical essay, both worth 20 marks each. In addition to this, pupils produce a Folio of writing, worth 30% and sent off to the SQA for external marking in March of S4. Pupils choose one final piece to submit from a range of writing genres, which is then marked out of 15 with the mark doubled to make up the 30%.

Your young person's report will have a **prelim grade** based solely on their RUAЕ, set text and essay exam performance out of 70. This will not, at this stage, include any Folio work, worth 30%. Because of increased use of A.I, SQA have brought in new rules over authenticating pupil work, with all first drafts having to be completed under the class teacher's supervision. We cannot accept work which has not been produced in this way. As classes cover different texts, taking different lengths of time to teach, each class will have individual folio deadlines. Final folio submission comes before the Easter holiday. Pupils are advised of the department deadline,

which is a bit earlier than the uplift date from SQA as there is a significant amount of administration needed before all pieces are sent off. Pupils need to adhere to the **departmental** deadline.

There is a wide range of support materials available: online, the Heriot watt Scholar programme is useful, especially for RUAEE [SCHOLAR \(hw.ac.uk\)](http://hw.ac.uk); BBC Bitesize has excellent, easily understandable 'chunks' of revision [National 5 English - Scotland - BBC Bitesize](#); there are various YouTube tutorials available such as The Learning Cauldron [The Learning Cauldron - YouTube](#) and many useful videos produced by teachers as part of the West OS platform available on each pupil's ClickView account. Hodder Gibson and Leckie and Leckie produce good textbooks and revision materials, and of course, teachers themselves offer support materials and lunchtime / after school drop in sessions nearer exam time. These are publicised around the school. Microsoft Teams is regularly used for class communication, general assignments, information and as a materials resource for the general proceedings and learning of the class. Pupils are also strongly encouraged to approach their teacher or the Head of Department, Ms Stratton, if they are needing further advice or support.

## **Graphic Communication**

Students have been building on the skills and knowledge gained to prepare for the **Course Assessment Components** in N5 Graphic Communication. This year's Course Assessment consists of two elements:

**Written Paper** is worth 65 marks and accounts for 62% of the overall grade.

**Course Assessment Task (CAT):** is worth: 40 marks and accounts for 38% of the overall grade. It will be completed in class under exam conditions and externally marked by the SQA. The CAT is scheduled to take place after the February break. The marks achieved in these two components are combined to produce an overall Course Assessment score of **105 marks**.

## **Preparation and Practical Application**

The practical work completed throughout the session has directly supported students' preparation for both elements of the Course Assessment. Earlier in the session, students completed a preparatory Course Assessment Task, which provided valuable practice in applying their skills in a controlled environment. This exercise helped develop their ability to organize and present work to a high standard under assessment conditions.

Additionally, students will use their practical experience to tackle the challenges presented in the written prelim exam, allowing them to explore solutions and apply theoretical knowledge effectively.

## **Readiness for Assessment**

This comprehensive approach ensures that students are well-prepared for both the theoretical and practical demands of the course. Their consistent effort and application of skills place them in a strong position as they progress toward the final assessments.

## **Geography**

In S3 pupils learn:

Map Skills

Coastal Landscapes and Land Use (Dorset)

Urban areas (Dharavi, Mumbai and Edinburgh land use zones)

## Glaciated Landscapes. (Cairngorms)

Nat 4 AVU report to be converted into Assignment

In S4 pupils learn

Rural changes (East Anglia and Lower Ganges Valley)

Weather

Global Climate Change

Global Health

Assignment write up

The exam is scheduled for April 29<sup>th</sup>. The exam lasts 2 hours 20 minutes and assesses them on a range of physical and human topics requiring them to interpret maps, and answer a question on Global Climate Change and Health, their 2 chosen global issues. The assignment is 20 marks and will be assessed as a 1 hour write up in mid-March. It is 20% of their total qualification.

Support study takes place every Thursday lunchbreak in room 2-04. There's an active Teams groups which includes coherent course notes for each topic, past papers, templates and other valuable resources. The teacher puts each lesson in advance on teams. There is also printed off course notes, and summarized course notes for each topic. Mr Das is always available to assist with support via email.

## **History**

Across S3 and S4 pupils studying History will cover the following units: The Era of the Great War, 1900–1928, The Atlantic Slave Trade, 1770–1807 and Red Flag: Lenin and the Russian Revolution, 1894–1921. By the end of S3 pupils will have completed the Era of the Great War topic and be at least halfway through the Slave Trade topic. The majority of pupils will at this stage in S3 be working at National 5 level, although differentiation of materials may occur due to ability and learning requirements. Decisions on presentation levels are generally not made until after the S4 prelims. To gain a sense of progression and to see how pupils manage with applying their knowledge and understanding to exam style questions, pupils are assessed via mid unit and end of unit tests in each unit we study. This allows pupils to gain feedback and to allow class teachers to monitor progression, particularly in exam skills. Within the class setting however a variety of learning and teaching methods are used to ensure pupils gain not just a knowledge and understanding of the topics studied but also a range of transferrable skills that can be utilised across all subjects. All resources are on TEAMS in order to allow pupils to revise and catch up on work and at this stage, we expect pupils to be proactive and responsible for catching up on any work they miss. If pupils are unsure or require support, they are of course encouraged to speak directly with their teacher.

**Mathematics** (please review the relevant course that your young person is following) -

**Nat 4 Applications of Mathematics course includes these topics in S3/S4:**

Numeracy Unit

- Whole Numbers
- Decimals
- Percentages & Fractions
- Time/Distance/Speed
- Negative Numbers
- Ratio & Proportion

Geometry & Measure Unit

- Gradient
- Perimeter & Area
- Volume
- Scale Drawing
- Pythagoras
- Times & Timetables
- Rules & Formulae
- Tolerance
- Problem-solving with area & volume

## Finance & Statistics Unit

- Budgeting
- Best Deals
- Pay and Payslips
- Currency Conversion
- Simple Interest
- Interpreting tables
- Comparing data sets
- Mean and Range
- Frequency/Bar/Line/Pie charts
- Scatter Graphs and Lines of best fit

Text used: TeeJay Publishers National 4 Lifeskills and a variety of resources are used in class and through Teams/Onenote.

## **Nat 4 Mathematics course includes these topics in S3/S4:**

### Numeracy

- Fractions and percentages
- Solving percentage problems
- Decimal calculations
- Calculating speed, distance and time

### Geometry

- Area of simple 2D shapes
- Area of composite shapes
- Volume calculations
- Solving area and perimeter problems
- Problem solving using Pythagoras' theorem
- Shape enlargement and reduction

### Algebra and relationships

- Simplifying expressions with brackets in algebra
- Substituting into algebraic expressions and formulae
- Solving equations
- Factorising algebraic expressions
- Completing a table of values to establish a linear pattern
- Calculating the gradient of a straight line
- Determining the equation of a straight line

### Statistics

- Statistics – median, mode, range

### Trigonometry

- Using trigonometry in right-angled triangles

Pupils sat an examination covering these topics in November.

Texts used: Leckie and Leckie National 4 Maths, Teejay books 3G and 4G, Hodder and Gibson National 4 Maths and a variety of resources are used in class and through Teams/Onenote.

## **National 5 Mathematics course includes these topics in S3/S4:**

### Numeracy

- Work with fractions and percentages

### Geometry

- Area and Volume of a cone, pyramid and sphere
- Circle – arc length, sector area and perpendicular bisector
- Converse of Pythagoras
- Vectors

### Algebra and relationships

- Factorising quadratics
- Completing the square
- Simplify algebraic expressions
- Solve linear equations and Inequations
- Simultaneous Equations
- Gradient and equation of a straight Line
- Graphs of quadratic relationships
- Solve quadratic equations by factorising and the formula
- Determine the nature of roots of a quadratic equation using the discriminant

### Statistics

- Charts and Tables – pie charts and scatter graphs
- Mean and standard deviation
- Median and interquartile range
- Apply statistical skills to compare data

### Trigonometry

- Using trigonometry in right-angled triangles
- Apply the sine rule, cosine rule and area of a triangle formula

Pupils sat a Prelim examination covering these topics in November.

Text used: Teejay Intermediate 2/Credit Book 2 or Teejay National 5 Mathematics and a variety of resources are used in class and through Teams/Onenote.

## **Media**

The National 5 Media course is made up of two units: Analysing Media Content (50%) and Creating Media Content (50%). Pupils are currently working their way through the key aspects of Media in the Analysing Media Content unit which is the theory they will need for the exam question. We have made a start to the coursework from the Creating Media Content unit which is due by 7<sup>th</sup> March 2025. This will involve three other deadlines (17<sup>th</sup> December 2024, Part 1 of the coursework, 15<sup>th</sup>/17<sup>th</sup> January 2025, Trailer and 5<sup>th</sup>/7<sup>th</sup> February 2025 for the part 2) which will give me an opportunity to advise the pupils. These deadlines are extremely important due to the coursework being 50% of the final mark. Pupils are updated on Teams with all course notes and deadlines and supported study takes place weekly after school on Tuesday; however, pupils are always welcome in the department to use the equipment or seek help.

## **Modern Languages (French, German, Mandarin and Spanish)**

### *National 5*

The National 5 course focuses on continuing the development of reading, writing, listening and speaking skills through the teaching of topics which fall under the headings of Society, Learning, Employability and Culture. Pupils are assessed in reading, listening, speaking and writing, with each skill making up 25% of the final grade. The final assessment is made up of 2 papers: Paper 1 (Reading and Writing) and Paper 2 (Listening). The writing paper is a job application letter, which the pupils have already prepared for their prelim and pupils should ensure that they learn this for the final assessment. There is also a Writing Assignment which will have already been completed and the speaking assessment will be carried out prior to the February break. We have already started to work on the topics that will be covered in the speaking assessment. (Note, for Mandarin the speaking assessment will take place prior



to Christmas and preparation is already underway for this. The Writing Assignment will take place in late January/early February).

#### *National 4*

The National 4 course focuses on continuing the development of reading, writing, listening and speaking skills through the teaching of topics which fall under the headings of Society, Learning, Employability and Culture. Pupils have to pass one assessment in each skill (reading, listening, writing and speaking) and the Added Value Unit. All assessments are carried out in class and results are submitted to the SQA. National 4 is marked on a pass/fail basis.

#### **Modern Studies**

Modern Studies at National 4/5 level comprises three units:

- Democracy in the UK
- the USA
- Crime and the Law.

The National 5 Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

#### **Music**

The National 5 Music course is made up of an 8-minute Practical Performance on two instruments (50%), an Understanding Music, listening paper (35%) and a Composition assignment (15%). The pupils have completed both their listening and practical prelims and are finalising their composition assignment, this is sent to the SQA and the final hand in is w/b 3<sup>rd</sup> February. They are now working on exam style listening questions and preparation for their final performance exam which will take place between February and the end of March. All resources for listening revision are posted on Teams and pupils are encouraged to use [www.mymusiconline.co.uk](http://www.mymusiconline.co.uk) to help this. Supported study takes place weekly at lunchtime and after school on Tuesday; however, pupils are always welcome to practise when it is suitable for them.

#### **Physical Education**

The National 4/5 course has enabled pupils to demonstrate and develop movement and performance skills in a variety of physical activities. Learners have developed an understanding of how mental, emotional, physical and social factors can impact performance whilst investigating various ways to develop performance. They have used various methods to collect data/information on performance, which have allowed them to identify performance strengths and areas requiring development. They have also gained knowledge of how to design, implement, record and monitor training programmes to successfully develop performance in variety of activities.

All pupils have completed section 1 of the National 5 Portfolio in October. We cannot issue marks for this section as the Portfolio is marked by the SQA. Pupils are currently working through section 2 and 3 of the Portfolio which will contribute to 50% of the overall award. It is important that pupils attend all theory and practical sessions to stay on track with their learning.

Most pupils will have been assessed in the Performance Assessment section of the course prior to the Christmas Holidays. Pupils who are being assessed through videos should submit recordings in the next few weeks. Marks will be issued to pupils on completion of all Performance Assessments (approximately March).

#### **Physics**

Our work up to the prelim has involved working through topics on:

- Motion, Forces and Energy
- Waves
- Electricity
- Heat and Gas Laws
- Electronics

This leaves us with topics on:

- Scalars
- Vectors and Projectiles
- Nuclear Physics
- Space Physics

As it does not include all topics and question types, prelim grade boundaries have been scaled up to take this into account, giving a reflection of how students are likely to perform in the final exam. The percentage achieved and grade awarded is given in the report to assist with this.

Our post prelim review will help to highlight areas for development, and these should be used to inform future preparation and study. We will of course be happy to support in this, in class and at lunch or after school study support (usually held on a Tuesday) or at Breakfast Club on a Thursday morning, but it will primarily be the responsibility of the student to follow up on this.

Our next step is to begin work on the Assignment, which is externally marked by the SQA. This piece of coursework is carried out in class time, over several lessons between completing the review of the prelim and the December holiday.

Resources continue to be supplied online, with work in class being mirrored online where possible. These resources can be found on class Teams pages and OneNote on Office365, with additional resources also available through the Physics department SharePoint. In the event that a student misses any classes, they can stay up to date with current work, if they are able, keeping their notes up to date and returning to school with any questions to consolidate their understanding.

### **Practical Cookery**

Course Content and Coverage N5 Practical Cookery.

Since the beginning of the academic year, we have been consolidating and building on our knowledge of food preparation techniques and cooking processes. We have also been developing precise practical and organisational skills to prepare students for more complex dishes in preparation for the final exam. We have focused our learning on the following areas:

- Completion of all N4 Units of work
- N5 Theory on Understanding and Using Ingredients and Cookery Processes
- N5 Planning & Service Details theory and practice.
- N5 theory and question paper techniques, knowledge development for Prelim and for the SQA assessment in 2024.

We plan to hold a further practical prelim in January for those learners being presented for **National 5** to give a full experience of an SQA exam, preparing three dishes and creating Planning and Service Details for these dishes under exam conditions at the beginning of next year, this experience prepares them very well for the final exam.

The SQA releases the final exam dishes in January and our learning will focus on developing the confidence, skills, and food preparation techniques to tackle component 1 and 3 before mid – March.

The final SQA assessment comprises three components.

- Component 1 – Planning and Service Details Assessment set by the SQA: 14 % of final grade (Early March 2025)
- Component 2 – Question Paper set by the SQA 24% of final grade (SQA Exam Diet)
- Component 3- Practical Assessment set by the SQA: 62% of final grade (Mid -March)

This report is based on the results of a recent prelim where learners completed a time- plan (component 1) a question paper (component 2) and a recent practical assessment based on a complex Added Value Unit (component 3) we have also included information on developing practical skills as well as knowledge and understanding of curriculum content. All these elements combined will give us an accurate picture of presentation levels and the best chance of an award.

Class teams pages are updated weekly, and lessons are posted in advance, there are channels for each area of course content as well as a section on classwork which holds detailed revision materials and revision and tuition classes which run every Tuesday lunchtime and after school.

### **Practical Woodwork**

The Practical Woodworking course is divided into three areas of study: **Carcase Construction, Machining and Finishing**, and **Flat Frame Construction**. To date, candidates have successfully completed all three units, showcasing steady progress and skill development.

**Flat Frame Construction:** The **Trivet, iPad Stand** and **Cabinet** projects allowed candidates to refine their abilities in creating woodworking joints and assemblies typical of flat frame construction. They also applied a range of surface preparation and finishing techniques, developing a comprehensive understanding of finishing processes.

**Carcase Construction:** Through the **Pencil Box** and **Cabinet** projects, candidates have developed their skills, knowledge, and understanding of woodworking tools and techniques. They have learned to create woodworking joints and assemblies commonly used in carcase construction, focusing on complex features that enhance their craftsmanship.

**Machining and Finishing:** The **Toy Truck** and **Spurtle** projects provided candidates with valuable experience in the use of machine and power tools. These projects emphasized precision, tool mastery, and the application of finishing techniques, further broadening their practical skills.

**Skills and Competencies:** Throughout the course, candidates have:

- Improved their **psychomotor skills**, such as hand-eye coordination and precision handling of tools.
- Adopted and practiced **safe working practices**, becoming proactive in health and safety matters.
- Learned to use a variety of tools, equipment, and materials safely and correctly.
- Gained experience in **reading technical drawings, measuring and marking out, cutting, shaping, and finishing materials**.
- Enhanced their ability to work collaboratively and effectively in a shared workshop environment.

**Course Assessment:** The course assessment is divided into two components:

- **Question Paper:** Worth 30% of the overall grade
- **Practical Activity:** Worth 70% of the overall grade, with 15% of this allocated to the completion of a logbook.

This combination of theoretical and practical evaluation ensures that candidates are assessed comprehensively on their skills, knowledge, and understanding of woodworking principles. The candidates have demonstrated commendable effort and enthusiasm in their projects, and they are well-prepared to continue building on their success as they approach the course assessment.

### **Religious, Moral and Philosophical Studies (RMPS)**

The National 4/5 course encourages active learning in the process of investigating religious, moral, and philosophical topics. To date, the class have completed the “Hinduism” unit, where students examined beliefs and practices within the tradition. Additionally, the class are completing either the “Morality and Medicine”, “Morality and Conflict” or “Morality and Relationships” unit (depending on the class) which analyses and evaluates the different ethical stances on the associated topic. These first two units have helped students to build confidence in evaluating religious and non-religious viewpoints. These skills are further developed in the “Existence of God” philosophy unit, which critiques the cosmological and teleological arguments for God’s existence. The RMPS course is assessed in two components. The first is the assignment, an essay whose topic is chosen by the student and worth 20% of the overall grade, and the written exam, worth the remaining 80%.

### **Science / Princes Trust Award**

Pupils have been working on topics such as materials, health and electronics to gain a National Science course award. In addition to this they have been given the opportunity to undertake a qualification in Personal Development and Employability Skills, supported by Princes Trust Scotland. During this award they have completed a community project as well as units on enterprise, goal setting and teamwork.