



Boroughmuir High School Assessment summary

National 3

National 4

National 5

A parent and student guide

The purpose and aim of this document is:

To summarise the main internal and external assessments for all subjects in S4.

To give you and your son/daughter an overview of all their subjects.

To allow you to support your son/daughter in preparing for each of these assessments.

To provide a starting point for planning revision.

| Mathematics (Lifeskills Maths) – National 3 | | |
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| Internal assessment | format | |
| 1 - Numeracy | Case Study | |
| 2 – Shape, Space, Measure | Case Study | |
| 3 – Manage Money and Data | Case Study | |
| <i>External assessment</i> | <i>n/a</i> | |
| National 4 Numeracy | Case Study | |
| Mathematics – National 4 | | |
| 1 – Numeracy | Assessment | |
| 2 – Expressions and Formulae | Assessment | |
| 3 – Relationships | Assessment | |
| Added Value Unit | A - non-calculator 20 mins B - calculator – 40 mins | |
| <i>External assessment</i> | <i>n/a</i> | |
| Mathematics – National 4 + | | |
| 1 – Numeracy | Assessment | |
| 2 – Expressions and Formulae | Assessment | |
| 3 – Relationships | Assessment | |
| Added Value Unit | A - non-calculator 20 mins B - calculator – 40 mins | |
| <i>External assessment</i> | <i>n/a</i> | |
| National 5 Numeracy | Case Study | |
| Mathematics – National 5 | | |
| 1 - Elements of Expressions and Formulae, Relationships and Applications | Assessment | |
| 2 - Elements of Expressions and Formulae, Relationships and Applications | Assessment | |
| 3 - Elements of Expressions and Formulae, Relationships and Applications | Assessment | |
| <i>All students complete Unit 1: Numeracy and the Added Value Unit from National 4.</i> | | |
| <i>External assessment</i> | A - non-calculator 1 hour B - calculator – 1 hour 30m | |

| English - National 4 | | |
|--|--|--|
| Internal assessment | format | |
| 1 – Analysis and Evaluation unit (reading and listening) | Close Reading assessment Listening assessment | |
| 2 – Creation and Production unit (writing and talking) | Writing assessment Talking (solo talk +group discussion) | |
| 3. Literacy unit | Reading assessment Writing assessment Talking assessment Listening assessment (will be some overlap with above assessments i.e. same piece can count for both units) | |
| <i>Added Value Unit</i> | <i>Research project using two texts and evaluating their effectiveness at giving information.</i> | |
| <i>External assessment</i> | <i>n/a</i> | |
| English – National 5 | | |
| 1 – Analysis and Evaluation unit (reading and listening) | Close Reading assessment Listening assessment | |
| 2 – Creation and Production unit (writing and talking) | Writing assessment Talking (solo talk +group discussion) | |
| <i>Writing folio</i> | <i>2x writing pieces, one discursive and one creative.</i> <i>Same piece may be used for writing assessment above</i> | |
| <i>External assessment</i> | <i>Paper 1: read passage and answer questions showing understanding and analysis of language used</i> <i>Paper 2: write one critical essay and answer questions on an extract from a Scottish text studied during the course.</i> | |

| French/German/Spanish National 4 | | |
|--|---|--|
| Internal assessment | format | |
| 1 – Understanding Language Contexts – Society / Culture / Learning & Employability | One reading assessment One listening assessment | |
| 2 – Using Language Contexts – Society / Culture / Learning & Employability | One talking assessment One writing assessment | |
| Added Value Unit – a personal research project in the contexts of Culture and Society. | Research project including a presentation, conversation and reading analysis. The project focusses on skills development. | |
| <i>External assessment</i> | <i>n/a</i> | |
| French/German/Spanish – National 5 | | |
| 1 – Understanding Language Contexts – Society / Culture / Learning & Employability | One reading assessment One listening assessment | |
| 2 – Using Language Contexts – Society / Culture / Learning & Employability | One talking assessment One writing assessment | |
| <i>External assessment</i> | Yes | |

| Business - National 4 | | |
|--|--|--|
| Internal assessment | format | |
| 1 – Business in Action | Case Study and questions | |
| 2 – Influences on Business | Case Study and questions | |
| Added Value Unit | <i>Research on a business focusing on a specific aspect</i> | |
| <i>External assessment</i> | <i>n/a</i> | |
| Business Management – National 5 | | |
| 1 – Understanding Business | Case Study and questions | |
| 2 – Management of Marketing and Operations | Case Study and questions | |
| 3 – Management of People and Finance | Case Study and questions | |
| <i>Assignment</i> | <i>Research on a business focusing on a specific aspect</i> | |
| <i>External assessment</i> | <i>A – 6 x 10 mark questions based on range of topics</i> <i>B – 4 x 10 mark questions on specific topics</i> | |

| Computing Science - National 4 | | |
|---|---|--|
| Internal assessment | format | |
| 1 – Information System Design and Development | Case Study and questions | |
| 2 – Software Design and Development | Case Study and questions | |
| Added Value Unit | analyse and solve an appropriate challenging computing science problem. | |
| <i>External assessment</i> | <i>n/a</i> | |
| Computing Science – National 5 | | |
| 1 – Information System Design and Development | Portfolio, short answer questions | |
| 2 – Software Design and Development | Portfolio, short answer questions | |
| <i>Assignment</i> | <i>Investigation (40% of overall mark) based on a scenario requiring:</i> <ul style="list-style-type: none"> - Analyse problem - Build a solution - Report on solution | |
| <i>External assessment</i> | 1 – short answer questions on course content 2 – extended answer questions based on real-life contexts. | |

| Economics National 5 | | |
|----------------------------|------------------------|--|
| Internal assessment | format | |
| Economics of the Market | End of Unit Assessment | |
| UK Economic Activity | End of Unit Assessment | |
| Global Economic Activity | End of Unit Assessment | |
| <i>Assignment</i> | 30% of grade | |
| <i>External assessment</i> | 70% of grade | |

| Music - National 3 | | |
|-------------------------|---|--|
| Internal assessment | format | |
| 1 – Performing | Learn and perform a variety of pieces of music on 2 instruments (or instrument and voice). Minimum Grade 1 standard. | |
| 2 – Composing | Create a folio of original pieces in a variety of styles demonstrating awareness and understanding of musical concepts appropriate to level of study. | |
| 3 – Understanding Music | Listen to a range of musical styles and comment on elements heard (including concepts, stylistic features, cultural influences etc.). | |

| Music - National 4 | | |
|----------------------------|---|--|
| Internal assessment | format | |
| 1 – Performing | Learn and perform a variety of pieces of music on 2 instruments (or instrument and voice). Minimum Grade 2 standard, 8 minute programme in total. | |
| 2 – Composing | Create a folio of original pieces in a variety of styles demonstrating awareness and understanding of musical concepts. | |
| 3 – Understanding Music | Listen to a wide range of musical styles and comment on elements heard (including concepts, stylistic features, cultural influences etc.). | |
| Added Value Unit | Performance in front of an audience on two instruments (or instrument and voice). Minimum Grade 2 standard, 8 minute programme in total. | |
| <i>External assessment</i> | <i>n/a</i> | |

| Music – National 5 | | |
|-------------------------|---|--|
| Internal assessment | format | |
| 1 – Performing | Learn and perform a variety of pieces of music on 2 instruments (or instrument and voice). Minimum Grade 3 standard, 8 minute programme in total. | |
| 2 – Composing | Create a folio of original pieces in a variety of styles demonstrating a sound understanding of musical concepts. | |
| 3 – Understanding Music | Listen to a wide range of musical styles and comment on elements | |

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| | heard (including concepts, stylistic features, cultural influences etc.). | |
| <i>External assessment</i> | Performance on 2 instruments in front of an SQA examiner (Feb/March). Listening paper sat in May. | |

| Drama - National 4 | | |
|----------------------------|--|---|
| Internal assessment | format | |
| 1 – Drama Skills | <p>Responding to stimuli, including text to develop ideas for drama. Develop use of drama skills and techniques Evaluation Exploration of cultural influences on drama Form, structure and style. This is assessed on an ongoing basis throughout the course.</p> | |
| 2 – Production Skills | <p>Generating ideas for 2+ production areas. Exploration of Production Skills Application of Production Skills Interpreting text for performance Research skills Presentation skills Evaluation Practical performance of two production skills, followed by a structured evaluation. This is then assessed on an ongoing basis throughout the course.</p> | |
| Added Value Unit | <p>Develop a drama from a stimulus or text Perform the appropriate role in front of an audience. Maintain a Drama logbook throughout the process. Internal assessment.</p> | |
| <i>External assessment</i> | Written paper | |
| Drama – National 5 | | |
| 1 – Drama Skills | <p>Responding to stimuli, including text to develop ideas for drama. Develop use of drama skills and techniques Evaluation Exploration of cultural influences on drama Form, structure and style. This is assessed on an ongoing basis throughout the course.</p> | . |

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| 2 – Production Skills | <p>Generating ideas for 2+ production areas. Exploration of Production Skills Application of Production Skills Interpreting text for performance Research skills Presentation skills Evaluation Practical performance of two production skills, followed by a structured evaluation.</p> <p>This is then assessed on an ongoing basis throughout the course.</p> | |
| 3 –Performance | <p>Research into given text Present ideas for given text in specialised production area. Design, plan, edit production roles Rehearse and develop a character Perform the tasks for chosen production role including preparation for performance.</p> <p>March 60% of final grade – visiting assessor marks a sample of students along with the centre assessor. The centre assessor marks the remainder.</p> | |
| <i>External assessment</i> | Written Paper sat in May, 40 marks. | |

| Media Studies - National 4 | | |
|-----------------------------------|--|--|
| Internal assessment | format | |
| 1 Analysing media content | Describing media content and media contexts in some detail. Describing the relationship between media content and context. Applying knowledge of the relevant key aspects of media literacy. | |
| 2 Creating media content | Planning and developing ideas in response to a negotiated brief. Using production skills appropriate to the media content and context. Commenting on the production process. Applying knowledge of relevant key aspects of media literacy. | |
| Added value unit | Individual task: researching, analysing, creating and evaluating. | |
| External assessment | n/a | |
| Media Studies - National 5 | | |
| 1 Analysing media content | Identifying and explaining media content and media contexts in detail. Explaining the relationship between media content and context. Identifying and explaining the role of media. Applying knowledge and understanding of the relevant key aspects of media literacy. | |
| 2 Creating media content | Planning and developing ideas in response to a negotiated brief. Applying production skills appropriate to the media content and context. Evaluating the production process. Applying detailed knowledge and understanding of relevant key aspects of media literacy. | |
| Assignment | Individual task: researching, analysing, creating and evaluating. 50% of final mark. | |
| External assessment | SQA written paper: 50% of final mark. | |

| Physical Education - National 4 | | |
|--|----------------------------|--|
| Internal assessment | format | |
| 1 – Factors Impacting on Performance | Assessed in One Activity | |
| 2 – Performance Skills | Assessed in Two Activities | |
| Added Value Unit (Internal Assessment) | Assessed in One Activity | |
| <i>External assessment</i> | <i>n/a</i> | |
| Physical Education – National 5 | | |
| Internal assessment | format | |
| 1 – Factors Impacting On Performance | Assessed in One Activity | |
| 2 – Performance Skills | Assessed in Two Activities | |
| Assessment | | |

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| Performance 60% (Internally Assessed) <ul style="list-style-type: none"> • 10% Preparation for Performance • 40% Performance • 10% Evaluation of Performance | Assessed in One Activity | |
| Folio 40% (Externally Assessed) | Assessed in One Activity | |

| Health And Food Technology – National 5 | | |
|--|---|--|
| Internal assessment | format | |
| 1–Food for Health | Assessment ongoing | |
| 2 – Food Product Development | Assessment ongoing | |
| 3 – Contemporary Food Issues | Assessment ongoing | |
| Assessment | | |
| Nat 5 Assignment- 50 Marks – externally marked | Assignment – | |
| Final exam - 50 Marks – externally marked | Plan, research, make, test and evaluate a product for a given brief- Grades externally assessed | |
| | Final exam – written exam | |

| Health And Food Technology – National 4 | | |
|--|---|--|
| Internal assessment | format | |
| 1–Food for Health | Assessment ongoing | |
| 2 – Food Product Development | Assessment ongoing | |
| 3 – Contemporary Food Issues | Assessment ongoing | |
| Assessment | | |
| National 4 Added Value Unit | AVU – | |
| | Plan, research, make, test and evaluate a product for a given brief- Grades Internally assessed | |

| Fashion and Textiles - National 5 | | |
|---|--|--|
| Internal assessment | format | |
| 1 - Fashion / Textile Item Development | Assessment ongoing Plan, make and evaluate fashion / textile item. | |
| 2 – Fashion and Textile Choices | Assessment ongoing Plan, make and evaluate fashion / textile item. | |
| 3 – Textile Technologies | Assessment ongoing Plan, make and evaluate fashion / textile item. | |
| Final practical assessment – internally assessed. | Working to a given brief - Plan, make and evaluate fashion / textile item- using a range of construction and finishing skills. | |

| Fashion and Textiles - National 4 | | |
|--|--|--|
| Internal assessment | format | |
| 1 - Fashion / Textile Item Development | Assessment ongoing Plan, make and evaluate fashion / textile item. | |
| 2 – Fashion and Textile Choices | Assessment ongoing Plan, make and evaluate fashion / textile item. | |
| 3 – Textile Technologies | Assessment ongoing Plan, make and evaluate fashion / textile item. | |
| Added Value Unit– internally assessed. | Working to a given brief - Plan, make and evaluate fashion / textile item- using a range of construction and finishing skills. | |

| Practical Cake Craft -National 5 | | |
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| Internal assessment | format | |
| 1–Cake Baking | Assessment ongoing Prepare, bake and test a range of cakes | |
| 2 – Cake Finishing | Assessment ongoing Prepare cakes for finishing Apply a range of finishing techniques | |
| National 5 Assessment Task- 100 Marks | Assignment – Plan, research, make, test and cool a cake for a celebration. Cover, decorate showing a range of techniques and evaluate a cake Grades externally assessed | |

| Hospitality - National 5 | | |
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| Internal assessment | format | |
| 1 – Cookery Skills, Techniques and Processes | Evidenced in Log throughout year. Plan, cook, garnish and evaluate dish. | |
| 2 – Organisational Skills for Cooking | Plan, cook, garnish and evaluate a two course meal. | |
| 3 – Understanding and Using Ingredients | Plan, cook, garnish and evaluate a two course meal. | |
| Hospitality - National 4 | | |
| Internal assessment | format | |

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|--|--|--|
| 1 – Cookery Skills, Techniques and Processes | Evidenced in Log throughout year. Combined assessment with other internal units in one activity – choose recipes to plan, cook, garnish and evaluate a two course meal. | |
| 2 – Organisational Skills for Cooking | Combined assessment with other internal units in one activity – choose recipes to plan, cook, garnish and evaluate a two course meal. | |
| 3 – Understanding and Using Ingredients | Combined assessment with other internal units in one activity – choose recipes to plan, cook, garnish and evaluate a two course meal. | |
| Added Value Unit | Assessment 1hour 30 minutes to complete a planning booklet and cook, finish and serve a 2 course meal | |

Design and Manufacture - National 4

| Internal assessment | format | |
|---------------------------------|--|--|
| 1 Design | Assessments: Evaluate a familiar product. Design a shelf and plan for manufacture. | |
| 2 – Materials and Manufacturing | Design and manufacture a lamp. Design and manufacture a pen holder. | |
| Added Value Unit | Project | |
| <i>External assessment</i> | <i>n/a</i> | |

Design and Manufacture – National 5

| | | |
|---------------------------------|--|--|
| 1 – Design | Assessments: Evaluate a familiar product. Design a shelf and plan for manufacture. | |
| 2 – Materials and Manufacturing | Design and manufacture a lamp. Design and manufacture a pen holder. | |
| <i>Assignment</i> | <i>Project</i> | |
| <i>External assessment</i> | 1hour 30minute paper | |

Graphic Communication - National 4

| Internal assessment | format | |
|------------------------------|---|--|
| 1 – 2D Graphic Communication | Assessments combine the units: 3D Cinema glasses case Mobile phone wall charging device | |

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| 2 – 3D and Pictorial Graphic Communication | Child's toy Wall display Healthy living statistical graph | |
| Added Value Unit | Graphic Project | |
| <i>External assessment</i> | <i>n/a</i> | |

| Graphic Communication – National 5 | | |
|--|---|--|
| Internal assessment | format | |
| 1 – 2D Graphic Communication | Assessments combine the units: 3D Cinema glasses case Mobile phone wall charging device | |
| 2 – 3D and Pictorial Graphic Communication | Child's toy Wall display Healthy living statistical graph | |
| Assignment | 50% final award | |
| <i>External assessment</i> | 50% final award | |

| Engineering Science – National 4 | | |
|----------------------------------|---------------------------|--|
| Internal assessment | format | |
| Context and Challenges | Internal Project | |
| Electronics and Control | Internal Project | |
| Mechanisms and Structures | Internal Project | |
| Assignment | Internal 100% final award | |
| <i>External assessment</i> | <i>n/a</i> | |

| Engineering Science – National 5 | | |
|----------------------------------|------------------|--|
| Internal assessment | format | |
| Context and Challenges | Internal Project | |
| Electronics and Control | Internal Project | |
| | | |

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|----------------------------|--------------------------|--|
| Mechanisms and Structures | Internal Project | |
| Assignment | Internal 40% final award | |
| <i>External assessment</i> | exam | |

| Art and Design - National 4 | | |
|-----------------------------|---|--|
| Internal assessment | format | |
| 1 – Expressive Activity | Assessment: Research & Investigation Development Knowledge and understanding of expressive artists and art practice will also be assessed. Evaluation of unit | |
| 2 – Design Activity | Assessment: Research & Investigation Development Knowledge and understanding of designers and design practice will also be assessed. Evaluation of unit | |
| Added Value Unit | Comprises one Final Outcome for both Design and Expressive Activities Expressive Activity Final Outcome Design Activity Final Outcome | |

| Art and Design – National 5 | | |
|-----------------------------|---|--|
| Internal assessment | format | |
| 1 – Expressive Activity | Assessment: Research & Investigation Development Knowledge and understanding of expressive artists and art practice will also be assessed. Evaluation of unit | |
| 2 – Design Activity | Assessment: Research & Investigation Development Knowledge and understanding of designers and design practice will also be assessed. Evaluation of unit | |

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|----------------------------|--|--|
| <i>Added Value Unit</i> | Comprises one Final Outcome for both Design and Expressive Activities Expressive Activity Final Outcome Design Activity Final Outcome | |
| <i>External assessment</i> | Examination of Art & Design Studies (written element) | |

| Geography - National 3 | | |
|--|--|--|
| Internal assessment | format | |
| 1 – Physical Environments | Written response to questions | |
| 2 – Human Environments | Written response to questions | |
| 3 – Global Issues | Source interpretation task | |
| <i>External assessment</i> | <i>n/a</i> | |
| Geography - National 4 | | |
| 1 – Physical Environments | Extended written task using mapping skills / Project | |
| 2 – Human Environments | Written response to questions: class assignment | |
| 3 – Global Issues | Source interpretation task | |
| + Added Value Unit: Geography Assignment | Research Geographical issue | |
| <i>External assessment</i> | <i>n/a</i> | |
| Geography – National 5 | | |
| 1 – Physical Environments | Extended written task using mapping skills / Project | |
| 2 – Human Environments | Presentation of comparisons | |
| 3 – Global Issues | Source interpretation task | |
| + Assignment | <i>Write-up an evaluation of research and conclusions that relate to a Geographical issue (under exam conditions).</i> | |
| + External assessment: Exam Question Paper | 60 marks (20 per unit) | |
| S4 prelim | 60 mark (20 per unit) | |

| Geography - National 3 | | |
|-------------------------------|--|--|
| Internal assessment | format | |
| 1 – Physical Environments | Written response to questions | |
| 2 – Human Environments | Written response to questions | |
| 3 – Global Issues | Source interpretation task | |
| <i>External assessment</i> | <i>n/a</i> | |
| Geography - National 4 | | |
| 1 – Physical Environments | Extended written task using mapping skills / Project | |
| 2 – Human Environments | Written response to questions: class assignment | |

| | | |
|--|--|--|
| 3 – Global Issues | Source interpretation task | |
| + Added Value Unit: Geography Assignment | Research Geographical issue | |
| <i>External assessment</i> | <i>n/a</i> | |
| Geography – National 5 | | |
| 1 – Physical Environments | Extended written task using mapping skills / Project | |
| 2 – Human Environments | Presentation of comparisons | |
| 3 – Global Issues | Source interpretation task | |
| + Assignment | <i>Write-up an evaluation of research and conclusions that relate to a Geographical issue (under exam conditions).</i> | |
| + External assessment: Exam Question Paper | 60 marks (20 per unit) | |
| S4 prelim | 60 mark (20 per unit) | |

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| Current S3 (2013-2015) | | |
| History - National 3 | | |
| Internal assessment | format | |
| 1 – Scottish: The Era of the Great War | Research activity | |
| 2 – British: The Atlantic Slave Trade | Historical Report | |
| 3 – European & World: Red Flag: Lenin and the Revolution 1894-1921 | Comment & Conclusions task | |
| <i>External assessment</i> | <i>n/a</i> | |
| Current S4 (2012-2014) | | |
| History - National 3 | | |
| 1 – Scottish: The Era of the Great War | Research activity | |
| 2 – British: The Atlantic Slave Trade | Historical report | |
| 3 – European & World: European & World: Red Flag: Lenin and the Revolution 1894-1921 | Comment & Conclusions task | |
| + Assignment | <i>Write-up an evaluation of research and conclusions that relate to an issue in History (under exam conditions).</i> | |
| + External assessment: Exam Question Paper | | |

Current S4 (2012-2014)**History - National 3**

| Internal assessment | format | |
|--|---|--|
| 1 – Scottish: Migration and Empire 1830-1939 | Source Analysis | |
| 2 – British: The Atlantic Slave Trade | Historical Report | |
| 3 – European & World: Red Flag: Lenin and the Revolution 1894-1921 | Comment & Conclusions task | |
| <i>External assessment</i> | <i>n/a</i> | |
| | | |
| 1 – Scottish: Migration and Empire 1830-1939 | Source Analysis and Questions | |
| 2 – British: The Atlantic Slave Trade | Historical Report | |
| 3 – European & World: Red Flag: Lenin and the Revolution 1894-1921 | Comment & Conclusions task | |
| + Added Value Unit: | <i>Research an historical issue</i> | |
| <i>External assessment</i> | <i>n/a</i> | |
| | | |
| 1 – Scottish: : Migration and Empire 1830-1939 | Source Analysis Presentation | |
| 2 – British: The Atlantic Slave Trade | Historical Report | |
| 3 – European & World: European & World: Red Flag: Lenin and the Revolution 1894-1921 | Comment & Conclusions task | |
| S3 End of Unit: Atlantic Slave Trade | Exam skills test | |
| Internally Assessed Prelim Units 1&2 | Exam Style Questions | |
| Internally assessed Prelim Unit 3 | Exam Style Questions | |
| + Assignment | <i>Write-up an evaluation of research and conclusions that relate to an issue in History (under exam conditions).</i> | |
| + External assessment: Exam Question Paper | | |

| Modern Studies - National 3 | | S3 (2013-15) |
|---|--|--------------|
| Internal assessment | format | |
| 1 – POLITICAL: Democracy in Scotland & the UK | Accuracy & Bias - Political Issue task Written task | |
| 2 – SOCIAL: Social Issues in the UK. Health & Wealth Inequalities | Decision Making task Written task | |
| 3 – INTERNATIONAL: World Power: USA | Draw & support conclusions task Written task | |
| <i>External assessment</i> | <i>n/a</i> | |
| | | |
| 1 – POLITICAL: Democracy in Scotland & the UK | Accuracy & Bias – Political Issue task | |

| | | |
|--|--|--|
| | Written Task | |
| 2 – SOCIAL: Social issues in the UK: Health & Wealth. Inequalities | Decision Making task Report writing Skills | |
| 3 – INTERNATIONAL: World Power : USA | Draw & support conclusions writing task | |
| | | |
| + Added Value Unit: Modern Studies assignment | Research Modern Studies issue Project | |
| <i>External assessment</i> | <i>n/a</i> | |
| | | |
| 1 – POLITICAL: Democracy in Scotland & the UK | Selectivity & Bias – Political Issue task Written task | |
| 2 – SOCIAL: Issues in the UK; Health & Wealth ; Inequalities | Decision Making task: report writing task. | |
| 3 – INTERNATIONAL: World Power : USA | Draw & support conclusions task Writing Task | |
| + Assignment | <i>Write-up an evaluation of research and conclusions that relate to a Modern Studies issue (under exam conditions). Extended writing task</i> | |
| + Internal prelim assessment: Exam Question Paper | 60 marks (20 per unit) | |
| + External assessment: Exam Question Paper | 60 marks (20 per unit) | |
| End of S3 Test Written task May 2014 | | |

| Modern Studies - National 3 | | S4 (2012-14) |
|---|---|--------------|
| Internal assessment | format | |
| 1 – POLITICAL: Democracy in Scotland & the UK | Accuracy & Bias - Political Issue task Written task | |
| 2 – SOCIAL: Social Issues in the UK. Health & Wealth Inequalities | Decision Making task Written task | |
| 3 – INTERNATIONAL: World Power: USA | Draw & support conclusions task Written task | |
| <i>External assessment</i> | <i>n/a</i> | |
| | | |
| 1 – POLITICAL: Democracy in Scotland & the UK | Accuracy & Bias – Political Issue task Written Task | |

| | | |
|--|---|--|
| 2 – SOCIAL: Social issues in the UK: Health & Wealth. Inequalities | Decision Making task Report writing Skills | |
| 3 – INTERNATIONAL: World Power : USA | Draw & support conclusions writing task | |
| End of S3 Test Written task May 2014 | | |
| + Added Value Unit: Modern Studies assignment | Research Modern Studies issue Project | |
| <i>External assessment</i> | <i>n/a</i> | |
| | | |
| 1 – POLITICAL: Democracy in Scotland & the UK | Selectivity & Bias – Political Issue task Written task | |
| 2 – SOCIAL: Issues in the UK; Health & Wealth ; Inequalities | Decision Making task: report writing task. | |
| 3 – INTERNATIONAL: World Power : USA | Draw & support conclusions task Writing Task | |
| + Assignment | <i>Write-up an evaluation of research and conclusions that relate to a Modern Studies issue (under exam conditions).Extended writing task</i> | |
| + Internal prelim assessment: Exam Question Paper | 60 marks (20 per unit) | |
| + External assessment: Exam Question Paper | 60 marks (20 per unit) | |

Biology – National 4

| Internal assessment | Format | |
|-------------------------------------|---|--|
| 1 – Cell Biology | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| 2 – Multicellular Organisms | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| 3 – Life on Earth | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| Added Value Unit | A research and/or experiment activity that takes approximately 6-12 hours to complete. Pupils will complete a written report. | |
| Experimental Investigation Write Up | A written report of a practical experiment completed in class | |
| Unit Research Report | Short written task to highlight an important application of Biology and its effect on the | |

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| | environment and/or society (approximately 1 side of A4) | |
| <i>External assessment</i> | <i>n/a</i> | |

| Biology – National 5 | | |
|-------------------------------------|---|--|
| Internal assessment | Format | |
| 1 – Cell Biology | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| 2 – Multicellular Organisms | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| 3 – Life on Earth | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| Assignment | <p>A research and/or experiment activity that takes approximately 6-12 hours to complete. Pupils will complete a written report.</p> <p>This counts for 20% of the overall marks for the course</p> | |
| Experimental Investigation Write Up | A written report of a practical experiment completed in class | |
| Unit Research Report | Short written task to highlight an important application of Biology and its effect on the environment and/or society (approximately 1 side of A4) | |
| External Exam | 80 mark written exam (in May) which contributes 80% of the final National 5 Grade | |

| Chemistry – National 4 | | |
|------------------------------------|---|--|
| Internal assessment | Format | |
| 1 – Chemical Changes and Structure | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |
| 2 – Nature's Chemistry | <ul style="list-style-type: none"> End of section tests (used for providing feedback to pupils) Unit assessments on the key areas – knowledge and problem solving | |

| | | |
|-------------------------------------|---|--|
| 3 – Chemistry in Society | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| Added Value Unit | A research and/or experiment activity that takes approximately 6-12 hours to complete. Pupils will complete a written report. | |
| Experimental Investigation Write Up | A written report of a practical experiment completed in class | |
| Unit Research Report | Short written task to highlight an important chemistry-based application and its effect on the environment and/or society (approximately 1 side of A4) | |
| <i>External assessment</i> | <i>n/a</i> | |

| Chemistry – National 5 | | |
|-------------------------------------|---|--|
| Internal assessment | Format | |
| 1 – Chemical Changes and Structure | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| 2 – Nature's Chemistry | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| 3 – Chemistry in Society | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| Assignment | <p>A research and/or experiment activity that takes approximately 6-12 hours to complete. Pupils will complete a written report.</p> <p>This counts for 20% of the overall marks for the course</p> | |
| Experimental Investigation Write Up | A written report of a practical experiment completed in class | |
| Unit Research Report | Short written task to highlight an important chemistry-based application and its effect on the environment and/or society (approximately 1 side of A4) | |
| External Exam | 80 mark written exam (in May) which contributes 80% of the final National 5 Grade | |

| Physics – National 4 | | |
|----------------------|--------|--|
| Internal assessment | Format | |
| | | |

| | | |
|-------------------------------------|---|--|
| 1 – Electricity and Energy | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| 2 – Waves and Radiation | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| 3 – Dynamics and Space | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| Added Value Unit | A research and/or experiment activity that takes approximately 6-12 hours to complete. Pupils will complete a written report. | |
| Experimental Investigation Write Up | A written report of a practical experiment completed in class | |
| Unit Research Report | Short written task to highlight an important application of Physics and its effect on the environment and/or society (approximately 1 side of A4) | |
| <i>External assessment</i> | <i>n/a</i> | |

| Physics – National 5 | | |
|-------------------------------------|---|--|
| Internal assessment | Format | |
| 1 – Electricity and Energy | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| 2 – Waves and Radiation | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| 3 – Dynamics and Space | <ul style="list-style-type: none"> • End of section tests (used for providing feedback to pupils) • Unit assessments on the key areas – knowledge and problem solving | |
| Assignment | <p>A research and/or experiment activity that takes approximately 6-12 hours to complete. Pupils will complete a written report.</p> <p>This counts for 20% of the overall marks for the course</p> | |
| Experimental Investigation Write Up | A written report of a practical experiment completed in class | |
| Unit Research Report | Short written task to highlight an important application of Physics and its effect on the environment and/or society (approximately 1 side of A4) | |
| External Exam | 80 mark written exam (in May) which contributes 80% of the final National 5 Grade | |

