

Senior Phase

S4/S5 into S5/S6

Personalisation and Choice

A Guide for Pupils, Parents and Carers



FIDELIS · JUSTUS · PRUDENS

St. Joseph's Academy

Inspire and Transform

January 2021

Dear Pupil,

In the coming weeks, you will take part in a programme to help you make informed choices about your learning in S5 or S6.

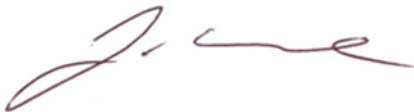
Through this programme you will have an opportunity to reflect on the following:

- your own strengths and interests
- the importance of keeping an open mind about possible pathways
- how to find and use career resources in school

On **Monday 1st February** we will upload a support video for you and your parents/carers. We will describe the personalisation and choice process and provide a link to a glow form which will allow you to ask any questions. Staff will respond as soon as possible. Your options will be captured online this session with follow up telephone calls from Pastoral and SLT staff for each pupil.

You should enter your options choices on the Glow Form by **Wednesday 10th February**.

Yours sincerely

A handwritten signature in red ink, appearing to read 'J. Kane', is centered on the page.

Mr Kane
Head Teacher

For pupils moving from S5 into S6

The majority of the content contained within this booklet relates to progression from S4 to S5. While much of the content is still relevant to you, you can find information that is specific to next year's S6 pupils on pages 13, 14 and 15 and from page 21 onwards. There is also a section on the SCQF framework, which may be of interest. The SCQF section starts on page 5.

For pupils moving from S4 into S5

By this stage, you will have an idea of your presentation levels in each of your S4 subjects. You may also have an idea of what you would like to take next session and may be starting to form ideas of the pathway you would like to follow after school.

Understanding S4 Presentation Levels

National 3

This qualification continues at the level of content covered at third level in the Broad General Education. There are no final exams and all of your work is marked in school. You will either pass or fail a National 3 course.







National 4

There is no exam in a National 4 course. Your work is assessed in school and you can either pass or fail a National 4 course. If you pass a National 4 course in S4 then you may progress to the National 5 course in that subject during S5. In some cases progression to National 5 in the same subject may not be the best course of action. Sometimes, alternative SCQF courses or supplementary National 4 qualifications may be better suited to your needs. Each case can be examined and discussed with pastoral care and principal teachers on a pupil-by-pupil basis.

National 5

National 5 courses are on offer in all subjects. In nearly every subject you will sit an exam at the end of S4. The marks you gain in this exam will be added to coursework tasks to determine your final grade. The course is graded using the letters A, B, C, D and F. Progression from an 'A' or 'B' at National 5 will usually allow pupils to undertake Highers in S5.

Progression

S4	S5	S6
National 3 	National 4 or SCQF Courses 	National 5 or SCQF courses
National 4 	National 5 Or SCQF Courses 	Higher or SCQF Courses
National 5 	Higher 	Additional Highers or Advanced Higher

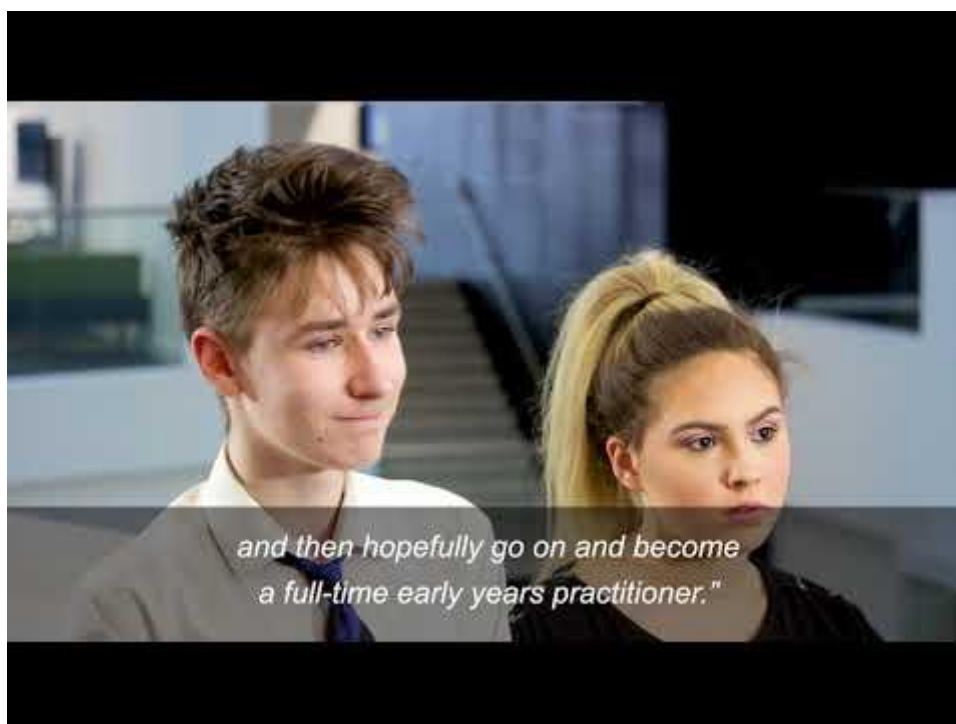
Pathways

SCQF Qualifications v National 4, National 5 and Higher

We are keen that parents/carers have an awareness of the range of qualifications on offer over and above traditional National 4, National 5 and Higher courses.

SCQF stands for Scottish Credit and Qualifications Framework and is designed to help individuals understand and compare qualifications in Scotland.

While most people may think SQA courses are the only SCQF courses on offer at school, this is not the case. There are several courses that sit on the same SCQF level as National 4, National 5 and Higher courses. This information video can help pupils and parents/carers better understand the variety of courses on offer within the SCQF framework.



Later in this booklet you will find more information on the range of additional courses we are offering against the SCQF framework. The rest of this section provides examples of what you may wish to consider if you have a progression pathway in mind.

I wish to attain five Highers in S5 so that I can apply for University

In order to sit five Highers in S5, you must have at least five National 5 passes in S4. To maximise your chances of attaining five Highers, you will often need to attain at least a grade 'B' in five subjects in S4 that you then progress with in S5.

Example

S4 Attainment

N5	English	B
N5	Maths	B
N5	Chemistry	A
N5	PE	No award
N5	Design and Manufacture	A
N5	Physics	B
N5	Modern Studies	C

S5 Choices

Higher English

Higher Maths

Higher Physics

Higher Chemistry

Higher Design and Manufacture




While the above example is purely illustrative, progression in PE in S5 would not make sense if you were unable to pass the course in S4.

We recommend you prioritise subjects in the order shown below (presuming you have passed N5 courses in S4):

- Those subjects listed as entry requirements for the university course(s) of your choice
- Those subjects where you are predicted to attain an 'A' or a 'B' pass at National 5 level
- Those subjects you are good at
- Those subjects you enjoy

Do I need to attain to a particular level at N5 to start a Higher course in S5?

The answer to this question is not always the same for every pupil. However, experience shows that for most pupils, it is necessary to attain to the levels shown below to have a *realistic* chance of progressing at the next level.

S4	S5
National 5 A or B Pass 	Higher Course
National 5 C 	1 to 1 Interview for Higher course or select an alternative, either a National 5 course or an SCQF course
National 5 D or No Award 	Repeat National 5 course or select an alternative N5 course or an SCQF course

In general, we advise those pupils studying National 5s prioritise taking subjects that they are predicted to attain an 'A' or a 'B' in by the end of S4. This will protect against the risk of trying to progress to a level that may not suit your needs or talents.

Striking the right balance between supporting young people and providing advice that will be in their best interests is important and central to our personalisation and choice process.

What is the advice about requiring an 'A' or 'B' at National 5 based upon?

The latest robust SQA progression statistics for those moving from a 'C' at N5 to Higher is shown on the next page. In some subjects, such as Art, Music, PE and Geography, those with a 'C' at N5 have a good chance of passing the Higher course. However, in Maths, Biology, Chemistry, Spanish and Computing, progression is more of a challenge, whereby pupils with a 'C' in S4 have less than a 30% chance of progressing to a pass at Higher.

S4 'C' Pass at National 5	Progression to an 'A' to 'C' pass at Higher
Art and Design	53%
Biology	28%
Business Management	45%
Chemistry	26%
Computing	22%
Design and Manufacture	38%
English	34%
French	34%
Geography	57%
Graphics	55%
History	43%
Maths	23%
Modern Studies	51%
Music	59%
Music Technology	57%
PE	66%
Physics	32%
RMPS	39%
Spanish	21%

* Statistics shown are the latest available from the SQA and refer to data released in 2019. The percentage is broadly similar in all subject areas regardless of year selected.

Parents/Carers and pupils should consider the above statistics when considering subject choices for those wishing to secure places at University.

The above is by no means to suggest that progress from a 'C' is not at all possible when percentages are low, but it is important to consider the SQA data when making decisions. In some subjects, moving from a 'C' to a Higher pass is extremely challenging.

I wish to attain a mixture of Highers and National 5s in S5

Some pupils may decide that they have a better chance of attaining the grades needed for a university course over two years. Others may wish to build a portfolio of qualifications over two years before applying for College courses.

For this reason, you may wish to focus on a mixture of National 5 and Higher courses next session. Please note that some University courses will prioritise attainment in S5, but there are pathways available that support Higher level attainment over two years.

Example

S4 Attainment

N5 Maths D
N5 English B
N5 History A
N5 Art C
N4 Biology Pass
N5 Chemistry C
N4 Music Pass

With similar attainment to the above, you may feel that attempting five Highers in one sitting next year would cause stress and lead to lower attainment across all five subjects. You may then decide to take:

Higher English
Higher History
Higher Art
N5 Maths (Repeat)
N5 Music or Biology or Chemistry

You could then plan to sit additional Highers in S6, including Higher Maths and Higher Chemistry should you pass National 5 in S4.

I want to stay in school in S5, but don't think University is the right pathway for me, what are my options?

Where your attainment in S4 could lead to the possibility of attaining Highers, we recommend that you progress to sit Highers. However, in some cases, you may not feel that progression to University is in your best interests or possible in the short term.

You could decide to take a mixture of Highers and National 5s as outlined above, or you could decide to apply for college courses, whereby you sit four subjects in school and a college course. This can open up pathways to courses at College after school.

Example

S4 Attainment

National 4 Maths Pass
National 4 English Pass
National 4 Biology Pass
National 4 PE Pass
National 4 Music Pass
National 5 Art B
National 4 Computing Pass

Choices in S5

National 5 Maths
National 5 English
Creative Industries
Higher Art
College Provision related to Music, Computing or Biology or N5 Music,
Computing or Biology

Can I take college courses in S5?

Yes, for some pupils, college courses are the correct pathway in S5. For SCQF4, SCQF5 and SCQF6 courses, you would generally attend College on Tuesday and Thursday afternoons. For Foundation Apprenticeships, you can spend as much as two days out of school. However, this would impact upon the number of courses you could realistically sit when in school.

SCQF Level 4 Courses – Tuesday and Thursday afternoons			
Course	Prior Attainment	SCQF Level	Location
Steps to Work Award - Hair and Beauty	-	4	Kilmarnock
SfW Uniformed Services	-	4	Kilmarnock
NPA Professional Cookery	-	4	Kilmarnock
SfW Early Education & Childcare	-	4	Kilmarnock
NPA Software Development	-	4	Kilmarnock
SVQ Performing Engineering Operations	-	4	Kilmarnock
Skills for Work: Automotive Skills	-	4	Kilmarnock
SCQF Level 5 and Level 6 Courses – Tuesday and Thursday afternoons			
Course	Prior Attainment	SCQF Level	Location
Mental Health & Wellbeing Award	-	4/5	Kilmarnock
SfW Early Learning and Childcare	N5 English, or sitting N5 English	5	Kilmarnock
Advanced Woodwork (units only)	B – N5 Practical Woodwork	5	Kilmarnock
NPA Digital Media (Film Making)	Four National 4 awards	5	Ayr
NPA Sport and Fitness (Football)	Aptitude in playing football	5	Kilmarnock
Introduction to Criminology	N5 English and an N5 in a social subject. Science also advantageous at N5 level.	6	Kilmarnock
Caring for People with Dementia	-	6	Online Learning
NPA Youth Work	-	6	Online Learning
NPA Acting and Performance	N5 English or Drama	6	Ayr
NPA Exercise and Fitness Leadership	-	6	Kilmarnock
NPA Software Development	NPA at SCQF 4 in Software Development or N5 Computing	6	Kilmarnock

NPA Sound Production - Recording	Useful to be able to play an instrument	6	Ayr
One Year Foundation Apprenticeships			
Scientific Technologies (Laboratory Skills)	N5 Chemistry, English and Maths	6	Kilwinning
Social Services, Children and Young People	Over 16, Four National 5 Awards including English, PVG Check	6	Kilmarnock Academy
Two Year Foundation Apprenticeships			
<i>Please note, the time assigned to external provision of Foundation Apprenticeships is more extensive, and will mean more time at college with less scope to sit as many subjects in school.</i>			
Civil Engineering	N5 Maths, either passed in S4 or sitting in S5	6	Ayr
Engineering	N5 Maths necessary N5 Physics recommended	6	Kilmarnock, Ayr and Irvine
Financial Services	N5 Maths and N5 English	6	Kilwinning
Social Services, Children and Young People	Four National 5 Awards including English, PVG Check	6	Kilwinning

Please note, SCQF4 courses are broadly equivalent to National 4 school courses, SCQF5 courses are broadly equivalent to National 5 school courses and SCQF6 courses are broadly equivalent to Higher level.

S4 into S5 pupils interested in selecting one of the courses shown must circle 'College Provision' on their options form.

Ayrshire College Application Process

School staff will provide support and guidance in relation to the application process. You may be invited for interview and Ayrshire College will decide who is accepted on to each course.

If you wish to take any of the courses listed above, then please select the College Provision option on your options form. You should also choose a backup school based option to College in the event that your application is unsuccessful.

School Based SCQF alternatives to traditional National 5 and Higher Courses in S5 or S6

The subjects listed below sit on the SCQF framework but are not 'traditional' N4 or N5 courses.

For these subjects in particular, viability is a real consideration in that they can only run if a certain number of pupils elect to take the subject. These courses can be used to supplement National 5 and Higher awards and as alternatives to College in the event that applications to study college courses are unsuccessful.

NPA Computer Games Development

NPA Cyber Security

NPA Digital Media

NPA Art and Design

Mental Health and Wellbeing

Scottish Studies

NPA Football (viability not yet confirmed)

Personal Finance

Creative Industries

Sport and Recreation

Health Sector

Overviews of the content covered in the courses listed above can be found with subject-by-subject information at the end of this booklet.

College in S6

In addition to the SCQF4 and SCQF5 qualifications on offer next session, Ayrshire College will also offer courses at SCQF6 (Higher equivalent). Some of these courses are Foundation Apprenticeships (see page 21). SCQF6 and SCQF7 courses are generally offered to S6 pupils and would involve splitting time between school and college.

If you would like to consider SCQF4 or SCQF5 college courses, please see the 'College in S5' section on page 12.

Course	Prior Attainment	SCQF Level	Location
Introduction to Criminology	N5 English and an N5 in a social subject. Science also advantageous at N5 level.	6	Kilmarnock
Caring for People with Dementia	-	6	Online Learning
NPA Youth Work	-	6	Online TBC
NPA Acting and Performance	N5 English or Drama	6	Ayr
NPA Exercise and Fitness Leadership	-	6	Kilmarnock
NPA Software Development	NPA at SCQF 4 in Software Development or N5 Computing	6	Kilmarnock
NPA Sound Recording	Useful to be able to play an instrument	6	Ayr
Art Portfolio including Life Drawing and Print Making	Higher Art	6	Ayr
One Year Foundation Apprenticeships			
Scientific Technologies (Laboratory Skills)	N5 Chemistry, English and Maths	6	Kilwinning
Social Services, Children and Young People	Over 16, Four National 5 Awards including English, PVG Check	6	Kilmarnock Academy

Please note, for the courses listed below, the time you spend out of school is extensive, and as such may have an impact on what you can realistically attain when also completing a number of school based courses.

Course	Prior Attainment	SCQF Level	Location
Digital Skills for Business	Higher English	7	Ayr
HNC Applied Science	Higher 'C' pass preferably in Biology and Chemistry	7	Kilmarnock, Ayr, Kilwinning
HNC Architectural Technology	Higher English	7	Ayr
HNC Construction Management	Higher English or Higher Maths or a Higher Science	7	Ayr
HNC Cyber Security	Higher Maths and one other Higher	7	Kilwinning
HNC Electrical Engineering	Higher C Pass in either Maths or Physics	7	Kilwinning
HNC Fitness, Health and Exercise	Two Highers and School Reference	7	Kilmarnock Academy

Ayrshire College Application Process

School staff will provide support and guidance in relation to the application process. You may be invited for interview and Ayrshire College will decide who is accepted on to each course. Should your application be rejected, you will need to select at least four subjects to study in school in S6.

If you wish to take any of the courses listed above, then please circle the College Provision option on your options form.

Can I take a subject I have not studied in S4 when I move into S5?

We do not generally advise that young people moving into S5 crash school-based subjects. Courses in S5 build upon prior learning in S4. In a small number of cases, senior staff may advise that you do take on a new subject as a form of sideways progression (e.g., to attain an N5 award in another subject where progression to Higher is not advisable).

The exception would be if taking on an SCQF course in S5.

Is there any advice that I should follow when choosing my subjects?

Yes, this is an important time of your school life and you should speak to your teachers, family and our careers adviser (Miss Faulds) about your thoughts and ideas. In general, it is important to consider the following when making your choices:

Your skills, talents and interests

You should think carefully about your own God given skills and talents. Some of us are very creative, others very sporty, some enjoy problem solving, others reflective writing or number processing. Think about what you are naturally good at. It is also important to think about subjects that capture your attention or interest out with school.

Your family

Your family know you best and always have your best interests at heart. The advice that you receive from your family plays an important role in the subject choices that you make. Take time to talk to your family about your choices. Ask those at home to help you decide if you are not sure. Your family will also have an idea of your progress based upon your homework and school reports. Often the advice that your family can provide is crucial at this time of your life.

There are some great resources available to families as they help their son/daughter make their subject choices.

Parentzone

<https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>

This website has been designed by Education Scotland to support parents and carers as they strive to understand the new curriculum and qualifications.

My World of Work

<http://www.myworldofwork.co.uk/subjectchoices>

My World of Work is a Skills Development Scotland service that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work. You can also access My World of Work from Glow. There are already a number of MYWoW ambassadors within our current S3 cohort who will be available to help S5/S5 pupils to access the site during lunchtimes next week. We strongly encourage parents/carers to use this site with pupils.

My Kid's Career

<http://mykidscareer.com>

This is a new website designed to assist parents/carers to understand growth industries and potential career paths in 2019 and beyond.

National Parent Forum for Scotland

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

The National Parent Forum for Scotland website contains a series titled 'Nationals in a Nutshell'. The online guides can be used to find out more about National 4, National 5 and Higher qualifications.

Your friends

Friends are important people in your lives and you will often share similar interests. However, it is important to remember that your friends may have skills and talents that are different to yours.

Sometimes this means that you won't choose to take the same subjects as your friends. Even if you pick the same subject as your friend, there is no guarantee that you would end up in the same class. Be careful that you don't pick a subject just because your friend has taken it. You could end up studying a course that doesn't make best use of your talents and skills.

Your teachers

All of your teachers are highly professional and strive to offer you a first class education. Naturally, you may have teachers that you get on with very well or who bring subject content to life and inspire you. In a similar way to the influence of your friends, this is an important part of school life. However, you do not know if your teacher will be able to take your class in S5. The relationship that you have with your teacher is very important but it should not be the only factor that you consider when taking a subject on.

Your future

Some pupils will have a clear idea about what they want to do when they leave school. Other pupils will not yet have thought about the future or have not decided on a pathway. If you have a clear idea about what you would like to do then talk to your Pastoral Care teacher or our Careers Adviser about what you need to take on in S5/6. If you are undecided then don't worry. Think about your skills and talents and make choices that will bring out the best in you.

Will I definitely get to study my first-choice subjects?

We always aim to ensure that all pupils get to study their preferred subjects in S5/6. However, sometimes courses do not run because of low uptake or due to timetabling constraints. Unfortunately, we do not have an infinite amount of teaching time available and cannot always guarantee that a course will run. Generally, a National 5 or Higher course needs at least ten pupils to run.

By way of reassurance, not being able to take subjects in S5 is rare, with a 95% return rate usually guaranteed across a year group. Where combinations do not clearly articulate with College or University requirements, you may find that you cannot take certain subjects.

Example

You wish to apply for a University course and the entry requirements stipulate that you need to take Maths, English, Chemistry and Biology. Your attainment in S4 was as follows:

N5 Maths	A
N5 English	A
N5 Biology	A
N5 Chemistry	B
N5 Computing	B
N5 History	B
N5 Music	B

As an example, the school confirm that we are able to offer you Higher Maths, Higher English, Higher Chemistry and Higher Biology. You would like to take Higher Computing next year, but the school are unable to offer Higher Computing, or the course is oversubscribed with pupils intending to take Computing at college or university.

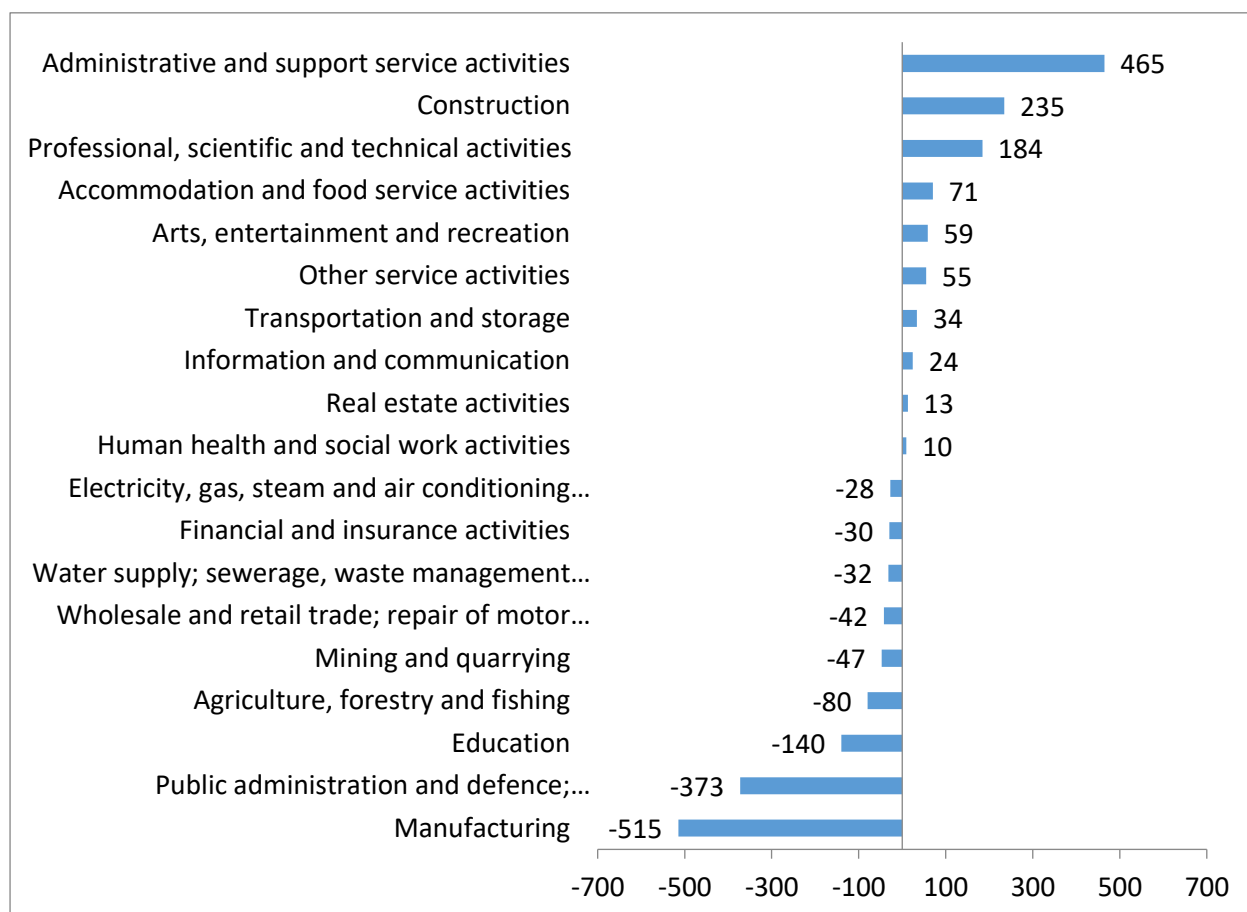
In this case we would recommend you study either History or Music, as we need to prioritise provision to best meet the needs of all learners. The subjects you require for University would still be open to you.

Labour Market Intelligence and Regional Skills Assessments

Skills Development Scotland release data every year which identifies trends in the 'labour market'. This means that they look at employment opportunities in a geographical area and provide advice about where there may be opportunities for work.

This intelligence is a critical part of the decision making process when you begin to think about your future. Take time to sit with your parents or carers to look at this information.

The graph shown below highlights the fact that in Ayrshire (between 2016 and 2027), the Scottish Government predict that employment opportunities will grow in sectors such as Administration, Construction, Professions (law, medicine, teaching, etc), Arts + Entertainment and Health and Social Work.



In Finance, wholesale trade, manufacturing and public administration/education administration, projections show a downturn.

S5 pupils moving into S6

The previous page contains important labour market intelligence that you may wish to consider before making decisions about what you would like to take in S6.

As you come to the end of S5, you have important decisions to make. For some of you, it may now be time to consider leaving school, for others you may wish to stay on to increase the portfolio of qualifications that you will leave school with. Others will wish to take Advanced Highers.

There is no doubt that S6 will also afford pupils the opportunity to develop leadership skills as part of the Senior Pupil Leadership Team. Some pupils in S5 may feel that another year at school will allow them to mature before moving on to college, university or employment.

Deciding to stay on in S6 is not a decision that you should take lightly. As a school, we are delighted when a young person chooses to stay with us, but there are also expectations of pupils in S6 as senior ambassadors for St. Joseph's Academy.

Our expectations are as follows:

- Complete support for the uniform policy, including blazer
- Attendance in core PSE and core RE lessons is mandatory
- Commitment to ensure 100% attendance where possible
- Desire to demonstrate leadership by example via mentoring opportunities
- Commitment to support school events and activities

If you are unable to commit to the above, we would have concerns about your willingness to play your part in taking our school community forward, and of your maturity as senior pupil leaders. Our school needs committed, focussed S6 pupil leaders to set an example in relation to attendance, uniform, conduct and learning. If you are sure that you are prepared to commit to the wider life of the school, and the development of our ethos and culture then we recommend that you consider staying on. In relation to uniform, we will provide financial and material support where necessary and in complete confidence.

Pathways in S6

While not exhaustive, the following scenarios detail advice in relation to what we believe may be best in a number of different scenarios and should be considered before making a decision about whether or not you wish to be part of the S6 cohort next session.

I know that I need to stay on so that I can gain enough qualifications to apply for college, employment or university next year (excluding Advanced Highers which are addressed later in this guide)

If you are starting S6 with a need to increase your portfolio of attainment, we would highly recommend that you study four or five subjects in S6. Our experience shows that when requiring specific qualifications in S6 to secure entry to college or university, you are more likely to attain well if you study as many subjects as possible. The routine of classes and rigour of assessment are not lost on a timetable filled with four or five subjects. If you intend to return to study three subjects, we would recommend a meeting with the careers adviser to ensure that you are still able to attain the qualifications you require from a narrower starting point.

It would be highly unusual and not recommended for a young person who needs to enhance their portfolio of National 5 or Higher courses to study any less than four subjects.

I have accumulated the qualifications I need to secure a college place already

In our experience, if you have decided upon a college pathway and you have already attained what you require to begin your course, you may benefit from moving onto college at the end of S5. College provision can prepare you well for the world of work and open pathways to HNC or HND qualifications that are not possible in school. You should make an appointment with Miss Faulds as soon as possible.

Should you decide to stay on, you must be sure that you have the motivation levels necessary to attend classes on a timetable that may only be comprised of three subjects. Should you decide to apply for a full time College place, please check <http://www1.ayrshire.ac.uk/find-a-course/all-courses/> to find the courses on offer next year.

I have already accumulated the qualifications I need to secure a university place

We understand that moving on to University happens at the end of S6 for many young people, even if they have already attained the grades necessary to secure a place at University. We know that it is not unusual to stay on to accumulate additional Highers, Advanced Highers or leadership experience.

Sometimes there is a danger that with qualifications and unconditional offers already secured, pupils take the view that school is a part time setting. This is not the case. S6 pupils must study four subjects (including college if relevant). If studying at AH level, this may be reduced to three pending discussion with your year head.

Other Advice

Advanced Highers

How do universities view Advanced Highers?
(extract from www.thecompleteuniversityguide.co.uk)

In Scottish universities Advanced Highers are not usually required for entry, and, generally, it is more important to achieve the Highers required for entry level first before considering Advanced Highers.

For more competitive programmes, for example, medicine, dentistry or veterinary science, students are likely to need five Highers achieved in the fifth year, and then two advanced Highers and an additional Higher in the sixth year sitting.

In certain cases (particularly with science programmes) Advanced Highers may give you direct entry to a second year of a university programme.

It is also worth noting that if you don't get the set of Highers you want in fifth year then Advanced Highers (or a mixture of Highers and Advanced Highers) may make it more likely that a conditional place at university could be offered.

For instance, if you are wanting to compensate for a low Higher grade in a subject, a university may regard a C grade Advanced Higher as equal to a B grade Higher, and a B grade Advanced Higher as equal to an A grade Higher.

It is extremely important to always check specific entry requirements and talk directly to the universities if you have any doubts or questions about the Advanced Higher(s) or the combination of Highers and Advanced Highers you are considering in your sixth year.

Some Universities in England, Wales and Northern Ireland accept Highers for entry to their degree programmes, but many other institutions will, in addition, ask for up to three Advanced Highers. It is crucial to check entry requirements as early as possible with each university you are considering.

Our Advanced Higher Provision – 2021/22

Within East Ayrshire, it is common for each school to take on overall responsibility for at least one Advanced Higher. In recent years, we have offered Advanced Higher Languages (French and/or Spanish) and Advanced Higher Physics and have welcomed pupils from across East Ayrshire during class contact time. We have also managed to offer Advanced Higher Maths, Art, History and Music internally and where the timetable has allowed.

Advanced Highers are a valued part of our school curriculum. However, on an annual basis we need to review our Advanced Higher provision in light of the legal obligation we have to deliver the BGE (S1-S3 curriculum) and to provide S4-S5 pupils with the chance to sit National 5 and Higher qualifications. We had to follow the same process to ensure that we could deliver the S1-S5 curriculum during your time in S1-S5.

As we need to wait until we have captured all options, and create a timetable schematic, final decisions on Advanced Higher provision will not be taken until much later in the session, usually May.

We also need to wait for all other schools to confirm their intentions before we will be in a position to notify next year's S6 students of the Advanced Higher courses on offer here and across East Ayrshire. We will pass this information on to pupils and parents/carers as soon as possible and hope to offer an interim update shortly after the Easter break.

As schools across East Ayrshire move to a new timetable at different times, it is not unusual for Advanced Higher courses to begin in August as opposed to May or June. It is also not unusual for class contact time to sit at three periods

per week, with three self-directed periods of study (as an alternative to being unable to offer an Advanced Higher across six periods).

Advanced Higher Art will often run 'off timetable', meaning that pupils will be given access to an Art room throughout the week, with teaching support made available as and when necessary.

UCAS

While you may have applied via UCAS in S5, you may reapply or apply for the first time in S6. UCAS is the management system used to process applications for college and university courses. You will receive support early in the session from your Pastoral Care teacher and will have to write a personal statement. More information will be shared with you at the start of next session. In the interim, it may be a good idea to start to collate your personal statement, drawing on experience of leadership and participation both within and outwith school.

The school will also be asked to provide input in the form of a reference. We will include comment on your commitment to the wider life of the school and would stress the importance of the expectations detailed earlier.

We can guarantee a wide range of opportunities in relation to pupil leadership, work experience, intergenerational projects, parish partnerships, community action plan input and Duke of Edinburgh opportunities. You should aim to take up as many leadership opportunities as you can to enhance your UCAS application. We caution against signing up for leadership roles but not fulfilling the obligations of the role. While we will do all we can to support you, we will not make false statements about your commitment to the school, leadership, attendance, uniform and ethos. We will draw on your dedication and commitment to the school to ensure that we provide an accurate, honest and full reference.

Foundation Apprenticeships

Foundation Apprenticeships are a Skills Development Scotland (SDS) initiative, providing new, work-based learning opportunities for learners in their senior phase of secondary education. Foundation Apprenticeships enable young people to complete elements of a Modern Apprenticeship while still at school.

In the past, pupils had to access college provision to complete a Foundation Apprenticeship. Next session (2021/22). However, some are now on offer within schools.

These courses are mainly aimed at S6 pupils, but consideration can be given to S5 pupils. While there are no entry requirements, pupils should be prepared to work at around Higher level (SCQF6). Universities are now recognising the completion of a Foundation Apprenticeship as equivalent to a Higher qualification. Progression **can** lead to a Modern Apprenticeship, whereby you take up employment upon leaving school and have the chance to complete accredited work-based qualifications.

Should you wish to undertake a Foundation Apprenticeship, you will be out of school for two days per week. As you would be out of school for two days per week, you would likely miss out on significant elements of internal courses. You need to carefully consider the impact that missing two days of school every week will have on your ability to complete courses in school. Nevertheless, this is a fantastic opportunity for pupils who know that they wish to pursue a career in the areas mentioned above.

Information on Foundation Apprenticeships delivered by Ayrshire College can be found within the college section earlier in this document. If interested in a Foundation Apprenticeship offered by Ayrshire College, you would need to apply to Ayrshire College. We can support you with your application.

What happens next?

If you are currently in S4 and skipped the section for S5 into S6 pupils, please read the previous page on Foundation Apprenticeships. The rest of this booklet provides you with information on each subject on offer in S5/6. Please take time to read all pages carefully. Teachers have provided as much information as possible. Once you have read this booklet take some time to talk to your family.

Who will help me?

- Subject teachers will clarify the different learning pathways open to you in each department
- The PSE Programme will include a visit from the Careers Adviser, Miss Faulds who will talk to you about planning for the future
- You will complete your options form in discussion with your parents or carers
- S3 My World of Work Ambassadors will be on hand to offer support next week to pupils currently in S4 and S5 who require access to the MyWoW website
- A member of the Senior Leadership or Pastoral Care team will carry out personalisation and choice interviews and talk to you about the decisions that you intend to make after you submit your online options form.

The process will largely take place online this session as we are still within a period of building closure. The options form will go live a few days after this booklet and support videos are shared with you. The form shown overleaf does not need to be submitted as an online version will be used this year, but it does show the options open to you.

S4/5 into S5/6 Personalisation and Choice Form – **To be completed online via Microsoft Forms**



Pupil Name:

Career Aspiration:

School Based Courses – Read Guidance box and tick your choices.

National 4 Courses	Higher Courses	Other SCQF Courses	Advanced Higher Courses (TBC in May 2021)
Application of Maths	Art and Design	NPA Computer Games Development	Art and Design
	Biology	NPA Cyber Security	Biology
National 5 Courses	Business Management	NPA Digital Media	Chemistry
Art and Design	Chemistry	NPA Art and Design	English
Biology	Computing Science	Mental Health and Wellbeing	French
Chemistry	English	Scottish Studies	History
Computing Science	French	NPA Football	Maths
English	Geography	Personal Finance	Music
French	German (S6 Only)	Creative Industries	Physics
Geography	Graphic Communication	Sport and Recreation	Spanish
German (S6 Only)	History	Health Sector	
History	Maths	College Course or Foundation Apprenticeship (Enter course name):	
Maths	Modern Studies		
Modern Studies	Music		
Music	PE		
PE	Physics	Caritas Yes or No (circle choice)	
Physics	Politics (S6 Only)	Guidance	
RMPS	RMPS	S4 into S5 – Either 5 subjects or 4 subjects and College	
Spanish	Spanish	S5 into S6 – Minimum of 4 subjects including College (if relevant) unless studying three Advanced Higher courses	

Pupil Signature:

Parent/Carer Signature:

SLT Signature:

Caritas Award: Guide for Parents and Carers



This information sheet is to assist parents & carers to support young people who might wish to choose to take part in the Caritas Award.

Caritas Course Information

The Caritas Award is a programme that was set up following the visit of Pope Benedict to Scotland. It's aim is to engage senior pupils in the study of and the practice of charity as described by the Pope in his letter to the church "Deus Caritas Est" (God is Love).

While the Caritas Award is a faith award it is open to students of all faiths and none. Each student reflects on the Pope's teachings and the passages of scripture from their own perspective. As such, the Caritas Award requires students to approach the texts with an open mind and heart.

For many the most challenging part of the Caritas Award can be find the time and motivation to complete the voluntary work element if the course.

Caritas candidates work on their award during core R.E. classes two periods per week.

Pupils are assessed by three components:

- The completion of four written pieces called "Gathering Points". These are pieces of averaging around 500–700 words.
- The completion of 40 hours (total) of voluntary work both in school and in the parish/local community. The details and of these are recorded on logsheets that are submitted as part of the evidence of completion
- A final report (normally written) of about 1000–1200 words although other options are available to them e.g.
 - a recorded audio interview or podcast;
 - a video 'diary' or interview
 - a PowerPoint presentation
 - a spiritual journal

Submission of work is normally the end of February

Sep	Gathering Point 1
Oct	Gathering Point 2 Log Sheets begun
Nov	Gathering Point 3 Log Sheets Continuing
Dec	Log sheets Continuing
Jan - Feb	Gathering Point 3 Log Sheets completed Final Report completed

Caritas in class

In class Caritas pupils study and reflect on extracts from Pope Benedicts encyclical to the Church: Deus Caritas Est (God is Love) and selected passages of scripture. These are divided into four Gathering Points. At the end of each of these pupils have to complete a written assessment of approximately 400 to 500 words. These will be issued by class teachers and details posted on Show My Homework. While these will very often be started during class time pupils will be expected to complete them for homework.

Caritas in school, parish and local community

As part of the Caritas programme pupils are asked to complete 40 hours of "faith witness" or voluntary work in the school, parish and local community.

They will be assisted in identifying opportunities for their voluntary work by their teacher and by the school chaplain, Fr. Chambers.

However, the expectation is that they will also show their own initiative in this respect and cannot expect their teacher or the chaplain to provide them with all the activities they will need to complete their hours of service.

In school pupils can help with:

- Christmas parcels
- Help with school religious services
- The SCIAF campaign
- Supporting junior pupils

In the Parish/Local Community pupils can:

- Help the Local foodbank
- Help in their local parish
- Help with the work of local charities

The Final Report

The final report is a reflection on what is often referred to as the pupils Caritas Journey. Looking back over the year at what they have learned and what they have done and reflecting on how their learning and experiences have impacted on others and on themselves.

These can be very personal and thought provoking pieces of writing and often reflect the real spiritual growth that has taken place. Pupils often talk about how they find the demands of the course challenging but also extremely rewarding.

Useful Resources

- <https://sces.org.uk/>
- <https://www.sciac.org.uk/>
- <https://www.justiceandpeacescotland.org.uk/>
- <https://acnuk.org/>

N4 Applications: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the N4 Applications course for Session 2020/21.

N4 Applications Course Information

N4 Applications candidates attend classes 6 periods per week. This course is designed for students who have passed N4 Maths and are looking to gain an additional Maths award at the same level.

Pupils study three units throughout the year:

- Numeracy
- Managing finance and statistics.
- Geometry and measure.

Pupils will also sit an added value exam to gain the full award.

Added value consists of two papers.

Paper 1 is non-calculator

Paper 2 is calculator.

These assessments are internally assessed. This means that the class teacher will mark all work.

Assessment

Candidates will be assessed by teachers in a number of ways including:

- Unit assessments
- Added value

Pupils will always have advanced knowledge of these. Specific pupil assessment dates will be given by class teachers.

Homework, Supported Study and Revision

All candidates studying N4 Applications of Maths should have enough time to complete the course-work during class time. Candidates will need to revise prior to unit assessments at home to be fully prepared for these.

Supported Study is offered by the department most nights during the week. Pupils who regularly attend supported study generally perform better in the final SQA examinations. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

Pupils must carry out regular revision at home. This could take many forms including:

- Reading over class notes and practicing questions.
- Revisiting homework exercises and doing corrections.
- Completing practice papers at home

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any practice paper questions completed at home may be submitted to class teachers for feedback/marking.

Useful Resources

- www.bbc.com/bitesize
You Tube
- Andrew Gibson maths
- DLB maths

@stjoacadmaths (Maths dep twitter)



Best Advice: Take advantage of after school support and attempt as many practice papers as you can. Make sure your attendance is excellent.

National 5 Art and Design: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Art and Design course for Session 2018/19.

National 5 Art and Design Course Information

National 5 art candidates attend classes four periods per week. Pupils study three units throughout the year:

- Expressive Folio drawing/painting
- Design Folio
- Critical studies

Pupils are assessed by three components:

- Expressive folio worth 100 marks externally assessed.
- Design folio worth 100 marks externally assessed
- Critical studies- 2 hour written examination worth 50 marks and externally assessed

The Art and Design SQA Exams will take place on: 28th May 2019

Assessment

Candidates will be assessed by teachers in a number of ways including:

- Timed past paper questions
- Knowledge Tests

Pupils will always have advanced knowledge of these. The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	<i>Critical studies starts. Design R&I</i>	Jan	<i>Prelim Expressive R&I</i>
Sep	<i>Design initial ideas</i>	Feb	<i>Expressive Dev</i>
Oct	<i>Design Dev</i>	Mar	<i>Expressive folio deadline</i>
Nov	<i>Design folio deadline</i>	Apr	<i>Exam Prep</i>
Dec	<i>Expressive folio R&I</i>	Key R&I	Research and investigation

Homework, Supported Study and Revision

All candidates studying National 5 Art and design will always have tasks they should be working on at home. The majority of homework will take the form of research and analysis of specific artists or designers work, preparing for timed past papers and knowledge tests. Ongoing practical coursework will also be expected. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the National 5 Art and design course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising or developing coursework. This could take many forms including:

Past papers, reading, questioning etc.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

National 5 Art and design pupils will -

In the *Expressive Activity* pupils develop their personal thoughts and ideas in visual form and experiment with media

In the *Design Activity* pupils will plan, research and develop creative design proposals. This will help to develop their creativity, problem-solving and critical thinking skills.

Candidates must produce critical research evidence on selected artists and designers part of the course. This research forms part of the required knowledge for the exam worth 60 marks. This will require a considerable amount of a candidate's own time in order to progress.

Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- @stjoacss (Art and Design Department Twitter)



Other out of school activities which will benefit Higher Art and Design students include:

- Watching films/ documentaries relating to the relevant artists and designers
- Making quality art and design work relating to coursework
- Visiting museums and galleries

National 5 Biology: Guide for Parents and Carers



November 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Biology course for Session 2018/19.

National 5 Biology Course Information

National 5 Biology candidates attend classes 4 periods per week if in S4 and 6 periods a week if in S5/S6 Pupils study three units throughout the year:

- Cell Biology
- Multicellular Organisms
- Life on Earth

Pupils are assessed by two components:

- Exam Question Paper (100 marks / 2 hours 30 minutes)
- The Assignment— A report researched and written in class under exam conditions which is sent to SQA to be marked (20 marks / 1 hour 30 minutes)

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions.
- Mid unit and end of unit assessment.

Pupils will always have advanced knowledge of these. The mid unit and end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Unit 3 end of unit assessment	Jan	Prelim
Oct	Unit 1 mid unit assessment	Feb	Unit 2 Mid-unit assessment
Nov	Assignment Research and communication (up to 8 hours of class time)	Mar	Unit 2 end of unit assessment
Dec	Unit 1 end of unit assessment	Apr	Final exam

Homework, Supported Study and Revision

All candidates studying National 5 Biology will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. These will be issued by class teachers and details posted on 'Show My Homework'. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school program. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. There is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
 - Creating mind maps/ spider diagrams/ flash cards of classwork
 - Completing Past Papers at home
 - Working with a peer to create questions & answers on a key topic
 - Using the resources on SCHOLAR/QUIZIZZ/QUIZLET and CRAM to practice key ideas.
- Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out.** This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All National 5 Biology pupils will complete an assignment report which contributes 20% of their final grade. The assignment assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills. The assignment has two stages:

- The research stage must involve experimental work which allows measurements to be made. Candidates must also gather data/information from the internet, books or journals. The research stage will be conducted in lessons with support from the class teachers, it is vital pupils utilise this support effectively.
- The report stage is conducted under exam conditions and pupils will have a maximum of 1hr and 30 minutes to complete their report.

Useful Resources

- Science glow blog — <https://blogs.glowscotland.org.uk/ea/scienceresources/national-5/biology-n5/>
- SQA — <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- QUIZIZZ—<https://quizizz.com/admin/search/Stjosephsbiology>
- BBC bitesize—<http://www.bbc.co.uk/education/subjects/zync87h>
- Oronsay—<http://www.oronsay.org/Nat5.htm>
- Revision in a nutshell—http://www.npfs.org.uk/wp-content/uploads/2015/03/nutshells_revision_N5_biology.pdf
- E-Textbook — <https://sites.google.com/a/edubuzz.org/nat5biopl/home>

HIGHER BUSINESS MANAGEMENT: Guide for Parents and Carers

January 2021



This information sheet is to assist parents & carers in supporting young people who may be considering Higher Business Management

**ENTRY REQUIREMENTS**

Pupils undertaking Business Management at Higher level are expected to have achieved a Grade A or B at National 5 level. Alternatively, pupils may be considered suitable if they have already achieved Higher English at Grade A or B in S5. This will be discussed on an individual basis, in conjunction with the class teacher and Principal Teacher.

MONITORING PROGRESS

Candidates will be assessed by the teacher in a number of ways including:

- Knowledge Tests at the end of each unit
- Homework Tasks issued weekly
- Case Studies

Homework may take the form of:

- Completing regular teacher-set tasks.
- Self-directed study of course notes.

Specific pupil assessment dates will be given by class teachers but they should roughly follow the schedule below:

Aug		Jan	<i>Prelim</i>
Sep	<i>Understanding Business</i>	Feb	
Oct		Mar	<i>Managing People & Finance</i>
Nov	<i>Marketing & Operations</i>	Apr	
Dec			

COURSE STRUCTURE

Broadly speaking, this course covers the same topics as National 5. However, each topic is studied at a more in-depth level, requires more reading and more detailed responses from pupils.

In addition, new topics are included in each unit as shown below:

- In Understanding Business PLCs, multinationals and franchises are studied, along with methods of growth, organisational structures, and types of business decision.
- In addition to the 4Ps of Marketing (product, price, place and promotion), process and physical evidence are included.
- In Operations, inventory control is analysed in more detail.
- In Management of People, employee relations are introduced.
- In Finance, pupils are expected to carry out ratio analysis, which requires good numeracy skills.

COURSE ASSESSMENT

The course assessment for Higher Business Management consists of the following 2 parts:

- 1) Assignment—worth 30 marks of the course assessment and should be completed in 8 hours.
- 2) Question Paper—worth 90 marks of the course assessment, made up of one 30 mark Case Study and 4 x 15 mark extended response questions. This exam lasts 2hrs 45mins.

Assignment The assignment requires pupils to prepare a 2,000 word business report on a specific area of a business they have chosen. Pupils have to show that they can plan, research, analyse and interpret their findings when undertaking the assignment, and use different sources of information.

Question Paper This is an end-of-course exam. The exam is set and marked by the SQA. It is a closed-book exam and pupils will not know in advance which topics will be assessed so they must be prepared to answer questions on all topics included in the course.

Out of school activities which benefit Higher Business Management include:

- Using Bitesize for self-directed revision
- Watching business-related TV programmes and documentaries

National 5 Chemistry: Guide for Parents and Carers



November 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Chemistry course for Session 2018/19.

National 5 Chemistry Course Information

National 5 Chemistry candidates attend classes 4 periods per week if in S4 and 6 periods a week if in S5/S6 Pupils study three units throughout the year:

- Chemical changes and structure
- Natures chemistry
- Chemistry in society

Pupils are assessed by two components:

- Exam Question Paper (100 marks / 2 hours 30 minutes)
- The Assignment— A report researched and written in class under exam conditions which is sent to SQA to be marked (20 marks / 1 hour 30 minutes)

The Chemistry SQA Exams will take place on:

Monday 10th May 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions.
- End of unit assessments

Pupils will always have advanced knowledge of these. The end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Oct	Mid course assessment	Jan	Prelim
Dec	End of unit assessment	Mar	Unit 3 assessment
Jan	Assignment Research and communication (up to 8 hours of class time)	May	Final exam

Homework, Supported Study and Revision

All candidates studying National 5 Chemistry will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. These will be issued by class teachers and details posted on 'Show My Homework'. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school program. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. There is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities. Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All National 5 Chemistry pupils will complete an assignment report which contributes 20% of their final grade. The assignment assesses the application of skills of scientific inquiry and related chemistry knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The assignment has two stages:

- The research stage must involve experimental work which allows measurements to be made. Candidates must also gather data/information from the internet, books or journals. The research stage will be conducted in lessons with support from the class teachers, it is vital pupils utilise this support effectively.
- The report stage is conducted under exam conditions and pupils will have a maximum of 1hr and 30 minutes to complete their report.

Useful Resources

- Science glow blog — <https://blogs.glowscotland.org.uk/ea/scienceresources/national-5/chemistry/>
- SQA — <https://www.sqa.org.uk/sqa/47428.html> (all SQA Past Papers)
- Evan2Chem - <https://www.evans2chemweb.co.uk/>
- Username: stjosephs Password: initial
- BBC bitesize—<https://www.bbc.com/bitesize/subjects/zmnp34j>
- Revision in a nutshell—<https://www.npfs.org.uk/downloads/chemistry-national-5/>

National 5 Computing Science: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Computing Science course for Session 2018/19.

N5 Computing Science

National 5 Computing Science candidates attend classes four periods per week. Pupils study four main units throughout the year:

- Software Design and Development
- Computer Systems
- Database Design and Development
- Web Design and Development

Pupils are assessed by two components:

- Practical Assignment (60 marks)
- Question paper (110 marks)

Both the assignment and the question paper will be set and externally marked by the SQA.

The N5 Computing Science SQA Exam will take place on:

Wednesday 22nd May 2019 at 09:00

Assessment

Unit Assessments are no longer included within the course which means that candidates will be assessed by teachers in a number of ways including:

- Knowledge Tests
- Homework Tasks
- Practical Tasks

Pupils will always have advanced knowledge of these. The knowledge tests and practical skills in particular will determine a candidate's ability to cope with the demands of the final exam and assignment.

Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	<i>Prelim</i>
Sep	<i>Systems</i>	Feb	<i>Assignment</i>
Oct		Mar	
Nov	<i>Software Development</i>	Apr	
Dec	<i>Database and Website Development</i>		

Homework, Supported Study and Revision

Pupils will be set homework by their class teacher to complete or revise the different topics within the course and to prepare them for the assignment and exam at the end of the year. These tasks will cover the following topic areas:

- Computer Architecture
- Security Methods
- Writing and Explaining Programs
- Testing and Evaluation Methods
- The Software Development Process
- Legal Implications
- Website Creation
- Entity Relationship Diagrams
- Searching and Sorting Information

Pupils should be doing regular homework or home study every week, which will include the following:

- Undertaking teacher-set homework tasks.
- Self-directed study of course notes.

Supported Study is offered by the department as part of the whole school program. Details of Supported Study sessions will be issued to parents by the school.

The Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from across the Course to develop a solution to an appropriately challenging computing science problem. It will assess learners' skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.

The assignment will have 50 marks out of a total of 160 marks. This is 31% of the overall marks for the Course assessment. Marks are distributed across three distinct tasks as follows:

- Software Design and Development (25 marks)
- Database Design and Development (10 - 15 marks)
- Web Design and Development (10 - 15 marks)

Marks are distributed across the five skills covered by the assignment as follows:

- Analysis (5 marks)
- Design (5 marks)
- Implementation (30 marks)
- Testing (5 marks)
- Evaluation (5 marks)

Pupils will be working on this from January 2019.

Useful Resources

Learners can use the available course note textbooks in the department before school, break and lunchtime. Additional resources can be found below:

- BBC Bitesize
- National5computing.co.uk
- w3schools.com
- Class Resources (on *Show my Homework*)

Other out of school activities which will benefit N5 Computing Science include:

- Watching programs such as...

National 5 English: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 English course for Session 2018/19.

N5 English Course Information

N5 English candidates attend classes four periods per week if in S4, and 6 periods a week if in S5/6. Pupils study and develop skills in:

- Reading for Understanding, Analysis and Evaluation (RUAЕ)
- Critical Reading of Literature from at least two different genres
- Writing a portfolio
- Listening and talking

Pupils are assessed by three components:

- Question Paper 1—an RUAЕ paper where pupils read one passage and answer 30 marks worth of questions (1h)
- Question Paper 2—a Critical Reading paper that entails writing a critical essay and analysing a set text equating to 40 marks (1h 30mins)
- The Portfolio—two pieces of writing are completed and submitted to the SQA, totaling 30marks.

The English SQA Exams will take place on:

Thursday 9th May 2019 at 9am

Assessment

One internal Unit Assessment within N5 English is the Spoken Language Unit which is assessed through solo talk or group discussion where a pupil will also need to answer questions.

Other assessments throughout the year will take the form of:

- Timed essays
- Timed textual analysis
- Timed RUAЕ papers
- Assessment of memory work
- Homework

Pupils will always have advance notice of these. Each assessment is used to ensure pupils are revising and are fully prepared for the demands of the final exam. The skills a pupil develops will be built on before the pressures of time are added.

Homework, Supported Study and Revision

All candidates studying N5 English will always have tasks they should be working on at home. The majority of homework will take the form of revising key quotations or preparing for timed essays. Pupils will also practice their RUAЕ skills through homework exercises and be instructed to work on their folios. These exercises will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study may be offered by individual class teachers. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study/drop-in sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the N5 English course leaves little time for consolidation in class, therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers
- Working with a peer to create questions & answers on a key piece of literature

It is important that pupils learn quickly which study method works best for them. This can only be achieved through trying out different methods, such as the ones stated above, until a pupil finds something that enables them to study effectively.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Portfolio

All N5 English candidates must produce two pieces of writing no more than 1000 words each. One should be broadly creative; the other persuasive/discursive. The Folio is worth 30 marks and must be produced with some supervision and control by class teachers who will have a supporting role. The candidate should therefore take initiative in planning, management and completion of the task.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research once a suitable topic has been chosen
- Plan and write the essay
- Create a bibliography

Pupils will be working on this from June 2018.

Useful Resources

- <https://www.bbc.com/bitesize/subjects/zqxhfg8>
- <https://www.sqa.org.uk/sqa/47904.html>
- Dictionary apps such as Merriam-Webster
- @Stjoacadeng (English Department Twitter)



Progression Routes

- RUAЕ is the most challenging element of the National 5 course. In order for pupils to prepare themselves for the sophisticated language encountered in the RUAЕ exam they must be reading non-fiction articles from top quality newspapers. Pupils can access these online and download apps such as BBC News for free.

National 5 Modern Languages: Guide for Parents and Carers



This information sheet is to assist parents & carers in supporting young people with the National 5 Modern Languages courses

N5 Modern Languages Course Information National 5 candidates attend classes four periods per week. Pupils study two units throughout the year which cover the four contexts of Society, Employability, Learning and Culture.

- Understanding Language—Reading and Listening
 - Using Language—Talking and Writing
- Pupils are assessed by four components:
- 1) Question Paper 1—Reading and Writing(1h 30 mins). 50 marks
 - 2) Question Paper 2—Listening 20 marks
 - 3) The Assignment—a 20 mark essay pupils write in class under exam conditions which is sent to SQA to be marked.
 - 4) Talking exam—completed in school under exam conditions—30 marks

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- ◆ Listening and Reading Assessments
- ◆ Talking and Writing practice
- ◆ Writing under exam conditions
- ◆ Grammar and vocabulary tests

Pupils will always have advanced knowledge of these. Pupils are expected to spend considerable time at home on memorizing grammar rules and key vocabulary for each topic. Formal assessments will take place roughly at the following times in the school year:

Oct	<i>Spanish Reading and Listening</i>
Nov	<i>French Reading and Listening</i>
Dec	<i>Spanish Listening and Talking</i> <i>German Listening and Reading</i>
Jan	<i>French Talking and Writing</i>
Feb	<i>Writing Assignment</i> <i>Performance—Talking</i> <i>German Talking and Writing</i>

Homework, Supported Study and Revision

All candidates studying N5 Modern Languages will always have a range of tasks to be working on at home. Key to success at N5 is to be familiar with the grammar and structure of the foreign language and be able to recognise a range of tenses in the spoken and written language. Pupils should spend time revising these using their notes and online resources. Most homework tasks will be for reading where students should show their understanding of the foreign language and their ability to express this comprehension clearly in English. As the course progresses pupils will focus on their writing skills, particularly those required for the job application part of the exam.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers. Targeted supported study closer to the final Talking exam will be available after school in February.

Regular revision at home is essential for pupils to achieve passes in N5 Modern Languages. They can do this in a variety of ways:

- Reading over class notes for grammar points, particularly verb tense
- Making lists of key topic vocabulary
- Using iTunes U to access past papers including listening papers
- Preparing thoroughly for the externally assessed part of the course, namely the Talking and Writing submissions.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

The Assignment

The assignment allows candidates to produce a piece of writing in the modern language based on one of four contexts using detailed and complex written language, in the modern language, as part of a coursework writing task on a chosen topic.

The assignment has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 12.5% of the overall marks for the course assessment.

Pupils will be working on this from January in class and it would be helpful if parents and carers could support their child in this preparation.

Useful Resources

- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z43cjxs>

iTunes U courses, Show My Homework for Quizlet links

Other out of school activities which will benefit N5 Linguists include:

- * Watching foreign films/ documentaries
- * Reading to improve English vocabulary
- * Listening to radio
- * Watching news/reading newspapers

Nationals Geography: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the Nationals Geography course for Session 2018/19.

Nationals Geography Course Information

National Geography candidates attend classes for four periods per week (or six in S5/6).

Pupils study three units throughout the year:

- Physical Environments
- Human Environments
- Global Issues

National 5 pupils are assessed by two components:

- An exam paper worth 80 marks (2 hrs 20 mins)
- An assignment worth 20 marks (1 hr)

The Geography SQA Exams will take place on:

Tuesday 28th May 2019

National 4 pupils do not sit an external exam. Instead they will sit a unit assessment for each of the three units studied, and also complete a research project.

Monitoring progress

For N5 pupils, Unit Assessments have been removed which means that candidates' progress will be assessed in a number of ways including:

- Prelim exam
- Class tests
- Knowledge tests
- Homework questions

The exam questions in particular will determine a candidate's ability to cope with the demands of the final exam.

Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	<i>Weather</i>	Jan	<i>Prelim</i>
Sep	<i>Urban</i>	Feb	<i>Assignment</i>
Oct	<i>Glaciation</i>	Mar	<i>Health and Coasts</i>
Nov	<i>Climate Change</i>	Apr	<i>Rural Exam prep</i>
Dec	<i>Population</i>		

Homework, Supported Study and Revision

All candidates studying National Geography will have tasks they should be working on at home. The majority of homework will take the form of completing example exam questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that pupils adhere to all deadlines set by class teachers.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, Mrs Fulton offers further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with Mrs Fulton.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Nationals Geography course requires pupils to engage in consolidation work at home therefore there is an expectation that every pupil is spending at least one hour per week revising (and more as exams approach). This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions completed at home may be submitted to class teachers for feedback and marking.

The Assignment

All National 5 Geography candidates must produce a report on a topic of their choice. This is worth 20 marks and must be produced with minimal support from class teachers.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and identify a suitable topic
- Identify suitable methods of gathering data (carry out field work)
- Produce 2, A4 sides of processed information using the data gathered
- Write-up and learn a discussion of findings with conclusions

Pupils will be working on this from November 2018. The final assignment will be written up under exam conditions and pupils have one hour to do this.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/sjan5geography/>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/znbw2hv> (BBC Bitesize N5 Geography—Revision)



@stjoacss (Social Subjects Department Twitter)

Other out of school activities which will benefit National Geography pupils include:

- * Watching geographical films/ documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Nationals History: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the Nationals History course for Session 2018/19.

Nationals History Course Information

Nationals History candidates attend classes for four periods per week. Pupils study three units throughout the year:

- Hitler and Nazi Germany 1918-1939
- Era of the Great War 1900-1928
- Atlantic Slave Trade 1770-1807

National 5 pupils are assessed by two components:

- An exam paper worth 80 marks (2 hrs 20 mins)
- An assignment worth 20 marks (1 hr)

The History SQA Exams will take place on:

Monday 13th May 2019

National 4 pupils do not sit an external exam. Instead they will sit a unit assessment for each of the three units studied, and also complete a research project.

Monitoring progress

For N5 pupils, unit Assessments have been removed which means that candidates' progress will be assessed in a number of ways including:

- Prelim exam
- Class tests
- Knowledge tests
- Homework questions

The exam questions in particular will determine a candidate's ability to cope with the demands of the final exam.

Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Exam question work	Jan	Prelim
Sep	Exam question work	Feb	Assignment
Oct	Nazis test	Mar	Slave trade test
Nov	Exam question work	Apr	Exam question work
Dec	Great War test		

Homework, Supported Study and Revision

All candidates studying Nationals History will have tasks they should be working on at home. The majority of homework will take the form of completing example exam questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that pupils adhere to all deadlines set by class teachers.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at other times. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Nationals History course requires pupils to engage in consolidation work at home therefore there is an expectation that every pupil is spending at least one hour per week revising (and more as exams approach). This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions completed at home may be submitted to class teachers for feedback and marking.

The Assignment

All National 5 History candidates must produce an extended essay on a topic of their choice. This is worth 20 marks and must be produced with minimal support from class teachers.


This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and identify suitable historical sources
- Plan the essay (including creating a 200 word resource sheet)
- Learn and practice the essay

Pupils will be working on this from January 2019. The final assignment will be written up under exam conditions and pupils have one hour to do this.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/stjoacnationalhistory/> (Miss Quigley's Blog)
- <https://mrmarrhistory.wordpress.com/> (Mr Marr's Website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z2phvcw> (BBC Bitesize N5 History—Revision)

 @stjoacss (Social Subjects Department Twitter)
@mrmarrhistory (Mr Marr's Twitter page)

Other out of school activities which will benefit Nationals History pupils include:

- * Watching history films/ documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

N5 Mathematics: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the N5 Maths course for Session 2018/19.

N5 Maths Course Information

N5 Maths candidates attend classes 4 (S4) and 6 (S5/6) periods per week. Pupils study three units throughout the year:

- Expressions and Formulae
- Relationships
- Applications

Pupils are assessed by two components:

- Question Paper 1– 50 marks. 1 hour 15 mins
- Question Paper 2– 60 marks. 1 hour 50 mins

The N5 Maths SQA Exams will take place on:

Friday 3rd May 2019 at 9am

Prelim 1 in December

Prelim 2 in April

Assessment

Candidates will be assessed by teachers in a number of ways including:

- Unit assessments
- Prelim exams
- Formal homework
- End of topic tests

Pupils will always have advanced knowledge of these. Prelims in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	Unit 3 (S4) Unit (S5/6)
Sep	Unit 2 (S4)	Feb	
Oct		Mar	Unit 3 (S5/6)
Nov	Unit 1 (S5/6)	Apr	Prelim 2
Dec	Prelim 1	Key	Final Exam

Homework, Supported Study and Revision

All candidates studying N5 Maths will always have tasks they should be working on at home. The majority of homework will take the form of finishing classwork exercises and formal homework. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department most nights during the week. Pupils who regularly attend supported study generally perform better in the final SQA examinations. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set formal Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the N5 Math course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes and practicing questions.
- Revisiting formal homework exercises and doing corrections.
- Completing Past Papers at home

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions completed at home may be submitted to class teachers for feedback/ marking.

Useful Resources

- www.mathsrevision.com-N5
 - www.bbc.com/bitesize
 - www.national5maths.com
- You Tube
- Andrew Gibson maths
 - DLB maths

Ipads- Pupils should get the course code from their teacher.

@stjoacadmaths (Maths dep twitter)



Best Advice: Take advantage of after school support and attempt as many past papers as you can.

National 5 Modern Studies: Information for parents & carers

September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Modern Studies course for Session 2018/19.



Course information

National 5 candidates attend 4 lessons per week. The course covers 3 units:

- Democracy in Scotland
- Crime & the Law
- World power- USA

Pupils are assessed by two components:

- **Component 1: Question paper-** 80 marks. Worth 80% of overall grade. 2 hours 20 mins. Composed of knowledge and understanding questions & 3 source evaluation questions.
- **Component 2: Assignment-** 20 marks. Worth 20% of overall grade. 1 hour write up

The Nat 5 Modern Studies SQA Exam will take place on:

1st of May 2019

Homework, Supported Study and Revision

All candidates studying National 5 Modern Studies will always have tasks they should be working on at home. The majority of homework will take the form of answering exam questions or preparing for timed knowledge and/ or source questions. These will be issued by class teachers and details posted on Show My Homework and on Glow blogs. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents/carers by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the National 5 course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All National 5 Modern Studies pupils must complete an assignment worth 20 marks. The assignment will take the form of a report with research and findings. Pupils will need to carry out their own research and produce and learn a report. This will be learned by pupils and written up during a 1 hour write up. This is sent to the SQA to be marked. Pupils will be required to:

- Carry out independent reading/ research and identify suitable Modern Studies sources/ data/statistical information
- Plan and write the report
- Create a research sheet no more than two single- sides of A4 paper
- Learn the report & write it up in a 1hr exam setting

Pupils will be working on this from November 2018.

Useful Resources

<https://blogs.glowscotland.org.uk/ea/stjoacseniormodernstudies/> (Miss Gibson's blog)

<https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=Modern+Studies&level=N5> (SQA website very useful for accessing past papers)

<https://www.bbc.com/bitesize/subjects/zxsnb9q> (BBC Bitesize- very useful for revision)



Follow the Social Subjects Department on twitter @stjoacss

- resources/advice & guidance can be found here.

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed questions
- Timed Source Questions
- Knowledge Tests
- Homework K/U questions

Pupils will always have advanced knowledge of these. The timed essays and source questions will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers.

Other out of school activities which will also be beneficial include:

- * Reading a quality newspaper
- * Visiting local library for reading/ research materials
- * Watching The News on TV
- * Watching documentaries and politics programmes i.e. *Question Time*, *The Sunday Politics*

National 5 Music: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Music course for Session 2018/19.

National 5 Music Course Information

N5 Music candidates attend classes four periods per week. Pupils study three units throughout the year:

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

- Performing Exam—programme of 8 minutes on two instruments (scaled to 50 marks)
- Assignment — a composition and review (scaled to 15 marks)
- Understanding Paper—questions based on musical examples (scaled to 35 marks)

The Music Performance exams will take place on a specified date(s) from mid-February to end of March. The Understanding exam will take place on:

Friday 26 April 2019 at 9am

Homework, Supported Study and Revision

All candidates studying National 5 Music will always have tasks they should be working on at home. While written homework may not be given as often as in other subjects, pupils are expected to spend time practising for their performance exams. If pupils do not have access to instruments at home, they can speak to their teacher about borrowing an instrument or using time at lunchtime/ after school etc. for practice. Pupils will also be given music literacy homework and concept-based tasks to complete. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the N5 Understanding Music unit leaves little time for consolidation in class and therefore there is an expectation that every pupil is spending at least 30 minutes per week revising concepts covered in class. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Using BBC Bitesize N5 Music materials

Pupils should not be listening to music (unless part of their Understanding work), using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Regular musical performances
- Composition check-ins
- Knowledge Tests

Pupils will always have advanced knowledge of these. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	<i>Understanding Prelim</i>
Sep	<i>Music Thru the Ages</i>	Feb	<i>Perf. Exam</i>
Oct	<i>20th Century Music</i>	Mar	<i>Perf. Exam</i>
Nov	<i>Vocal Music</i>	Apr	
Dec	<i>Performing Prelim—full 8 min. prog.</i>		

The Performing Exam

All N5 Music candidates must perform an 8-minute programme of pieces on two instruments to an outside examiner in February or March. This accounts for 50% of their overall mark. While teachers will help pupils choose an appropriate programme of pieces, it is ultimately the responsibility of the candidate to ensure they learn their music and give the best performance they can. This requires a great amount of self-discipline and pupils should be devoting a considerable amount of their time to practising for their performance, either in school or at home. Music Practice Rooms are always available at lunchtimes and priority is given to SQA pupils.

The class teacher will regularly check on progress and will suggest changes of pieces or instruments as appropriate if a pupil is struggling with material. Pupils will finalise their programmes by the end of September to give them adequate time to prepare for the prelim (in December) and final exam (in February or March).

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/artmusicresources/>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/zkty4wx>
- (BBC Bitesize National 5 Music—Revision Notes, Quizzes, Video Clips)

@stjoacarts (Art and Music Department Twitter)





National 5 Physical Education: Guide for Parents and

September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Physical Education course for Session 2018/19.

National Physical Education Course Information

- National P.E. candidates attend classes four periods per week. Pupils learning will surround the four factors taught in P.E.
 - Mental
 - Emotional
 - Social
 - Physical

Pupils are assessed by two components:

- Component 1 — a written portfolio marked out of 60 and worth 50% of pupils grade.
- Component 2— Performance assessment (2 performances marked out of 30) total marks awarded up to 60.

All candidates studying National Physical Education will always have tasks they should be working on at home. The majority of homework will take the form of 4 mark portfolio type questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the National P.E. course leaves little time for consolidation given 3 of our 4 sessions will be practical based for the majority of the year therefore, around 1 hour studying per week is encouraged.

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing portfolio type questions at home
- Working with a peer to create questions & answers on a key topic

Any work completed by the pupils that is completed at home may be submitted to class teachers for feedback/ marking.

Assessment

Pupils complete 1 internal unit titled 'Performance Unit'. This is a stand alone unit delivered at the beginning of the course. Pupils must pass in a minimum of two activities to be levelled at National 5.

Pupils will begin with 1 theory a week and as we near completion of the course, classroom time will be increased to two theory lessons or more depending on pupil progress.

The portfolio is split into 3 sections. Section 1 pupils will complete an exam during the prelim diet. This exam is worth 8 marks.

Section 2 and Section 3 are delivered in class but are completed under exam conditions. Pupils will learn the necessary content and then write an answer in response to questions in the portfolio.

Pupils have one attempt at the portfolio and therefore are not entitled to any re-sits or changing of their answers. Their first attempt is their final attempt.

All candidates will be assessed practically on two separate occasions. The first assessment will take place on the Monday 3rd December and Tuesday 4th December and the second assessment will take place on the week beginning 04/03/19. Under SQA guidelines the two activities selected by the candidates must be significantly different and as such demonstrate a broad skill range.

We will support candidates through this decision process to help them select their best activity however the final decision on the assessed activity is confirmed by the candidate. Each performance will be recorded on departmental iPads and not marked live. This will ensure we can look at each candidates performance in more detail.

Unfortunately, we are unable to provide the candidate with their results as they are official SQA marks and will be submitted to them upon the completion of the assessment process.

To support their performance standard candidates will be offered a practical performance preparation period to help them develop their performance further, prior to their assessment.

- P.E. Wordpress accessible via departmental twitter page
stjosephspe.wordpress.com
- P.E. app accessible via pupil iPad



@StJosephsHWB

National 5 Physics: Guide for Parents and Carers



November 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Physics course for Session 2018/19.

National 5 Physics Course Information

National 5 Physics candidates attend classes 4 periods per week if in S4 and 6 periods a week if in S5/S6 Pupils study three units throughout the year:

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

Pupils are assessed by two components:

- Exam Question Paper (135 marks / 2 hours 30 minutes)
- The Assignment— A report researched and written in class under exam conditions which is sent to SQA to be marked (20 marks / 1 hour 30 minutes)

The Physics SQA Exams will take place on:

Monday 15th May 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions.
- End of unit assessment.

The end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers and pupils will always be given advanced notice of these by their teachers.

Homework, Supported Study and Revision

All candidates studying National 5 Physics will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. These will be issued by class teachers and details posted on 'Show My Homework'. It is very important that all deadlines issued by class teachers are adhered to.

Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. There is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All National 5 Physics pupils will complete an assignment report which contributes 20% of their final grade. The assignment assesses the application of skills of scientific inquiry and related Physics knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The assignment has two stages:

- The research stage must involve experimental work which allows measurements to be made. Candidates must also gather data/information from the internet, books or journals. The research stage will be conducted in lessons with support from the class teachers, it is vital pupils utilise this support effectively.
- The report stage is conducted under exam conditions and pupils will have a maximum of 1hr and 30 minutes to complete their report.

Useful Resources

- Science glow blog — <https://blogs.glowscotland.org.uk/ea/scienceresources/national-5/physics/>
- SQA — <https://www.sqa.org.uk/sqa/47430.html> (all SQA Past Papers)
- BBC bitesize—<https://www.bbc.com/bitesize/subjects/z6fsgk7>
- Revision in a nutshell—<https://www.npfs.org.uk/downloads/physics-national-5/>
-

National 5 RMPS: Guide for Parents and Carers



This information sheet is to assist parents & carers to support young people with the National 5 RMPS course.

National 5 RMPS Course Information

National 5 RMPS candidates attend classes six periods per week. Pupils study three units throughout the year:

1. World Religion: Christianity
2. Morality & Belief: Justice
3. Philosophy: Existence of God

Pupils are assessed by two components:

- The Exam: – an essay exam paper based on all 3 units worth 80 marks (2h 20mins)
- The Assignment – a 20 mark essay pupils write in class (1hour) under exam conditions that is sent to SQA to be marked

The RMPS SQA Exam normally takes place in late May.

Assessment

Unit Assessments have been removed which means that candidates progress will be assessed by teachers in other ways including:

- Timed essays (TE)
- Knowledge Tests
- Homework essays

Pupils will always have advanced knowledge of these. The timed essays will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Existence of God TE	Jan	Prelim
Sep	Existence of God TE	Feb	Assignment Christianity TE
Oct	Justice TE	Mar	Christianity TE
Nov	Justice TE	Apr	Various TEs
Dec	Existence of God and Justice Past Paper	Key	TE (Timed Essay)

Homework, Supported Study and Revision

All candidates studying National 5 RMPS will always have tasks they should be working on at home. The majority of homework will take the form of writing essays or preparing for timed essays or preparing for their assignment. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the National 5 RMPS course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from textbooks
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

External distraction can adversely affect revision and homework. Pupils are advised to avoid using mobile phones or watching television while revision activities are carried out.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All National 5 RMPS candidates must produce an extended essay on a topic of their choice as part of the course. This is worth 20 marks and must be produced with minimal support from class teachers.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable sources
- Plan and write the essay
- Create a 200 word resource sheet
- Learn the essay

Pupils will be working on this from November onwards.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/resources> (follow the links to National 5 RMPS)
- <https://www.youtube.com/channel/UCtOLJIWPWAcxFa37iQOUTOA>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z782fg8>



@StJoAcadRE (R.E. Department Twitter)

Other out of school activities which will benefit National 5 RMPS students include:

- * Watching subject related documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Higher Art and Design: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Art and Design course for Session 2018/19.

Higher Art and Design Course Information

Higher art candidates attend classes six periods per week. Pupils study three units throughout the year:

- Expressive Folio drawing/painting
- Design Folio
- Critical studies

Pupils are assessed by three components:

- Expressive folio worth 100 marks externally assessed.
- Design folio worth 100 marks externally assessed
- Critical studies- 2 hour written examination worth 60 marks and externally assessed

The Art and Design SQA Exams will take place on: 28th March 2019

Assessment

Candidates will be assessed by teachers in a number of ways including:

- Timed past paper questions
- Knowledge Tests

Pupils will always have advanced knowledge of these. The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Critical studies starts. Design R&I	Jan	Prelim Expressive R&I
Sep	Design initial ideas	Feb	Expressive Dev
Oct	Design Dev	Mar	Expressive folio deadline
Nov	Design folio deadline	Apr	Exam Prep
Dec	Expressive folio R&I	Key R&I	Research and investigation

Homework, Supported Study and Revision

All candidates studying Higher Art and design will always have tasks they should be working on at home. The majority of homework will take the form of research and analysis of specific artists or designers work, preparing for timed past papers and knowledge tests. Ongoing practical coursework will also be expected. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Art and design course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising or developing coursework. This could take many forms including:

Past papers, reading, questioning etc.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

Higher Art and design pupils will -

In the *Expressive Activity* pupils develop their personal thoughts and ideas in visual form and experiment with media

In the *Design Activity* pupils will plan, research and develop creative design proposals. This will help to develop their creativity, problem-solving and critical thinking skills.

Candidates must produce critical research evidence on selected artists and designers part of the course. This research forms part of the required knowledge for the exam worth 60 marks. This will require a considerable amount of a candidate's own time in order to progress.

Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- @stjoaccs (Art and Design Department Twitter)



Other out of school activities which will benefit Higher Art and Design students include:

- Watching films/ documentaries relating to the relevant artists and designers
- Making quality art and design work relating to coursework
- Visiting museums and galleries

Higher Biology: Guide for Parents and Carers



November 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Biology course for Session 2018/19.

Higher Biology Course Information

Higher Biology candidates attend classes six periods per week. Pupils study three units throughout the year:

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence

Pupils are assessed by three components:

- Question Paper 1— Multiple Choice questions (25 marks / 40 minutes)
- Question Paper 2— Restricted response and extended response (95 marks / 2 hours and 20 minutes)
- The Assignment— A report researched and written in class under exam conditions which is sent to SQA to be marked (20 marks / 2 hours)

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions
- Mid unit and end of unit assessment
- Timed essays in class.

Pupils will always have advanced knowledge of these. The mid unit and end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	<i>Unit 1 Mid unit assessment</i>	Jan	<i>Prelim</i>
Oct	<i>Unit 1 end of unit assessment</i>	Feb	<i>Unit 3 Mid-unit assessment</i>
Nov	<i>Unit 2 mid-unit assessment</i>	Mar	<i>Unit 3 end of unit assessment</i>
Dec	<i>Assignment</i> <i>Research and communication (up to 8 hours of class time)</i>	Apr	<i>Final exam</i>

Homework, Supported Study and Revision

All candidates studying Higher Biology will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. These will be issued by class teachers and details posted on 'Show My Homework'. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school program. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Biology course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic
- Using the resources on SCHOLAR/QUIZZ/QUIZLET and CRAM to practice key ideas.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Higher Biology students will complete an assignment report which contributes 20% of their final grade. The assignment assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills. The assignment has two stages:

- The research stage must involve experimental work which allows measurements to be made. Candidates must also gather data/information from the internet, books or journals. The research stage will be conducted in lessons with support from the class teachers, it is vital pupils utilise this support effectively.
- The report stage is conducted under exam conditions and pupils will have a maximum of 2 hours to complete their report.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/scienceresources/higher/biology/>
- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- All pupils will be given access to SCHOLAR online and iTunesU courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/class/2880544/>
- Quizizz online quizzes: <https://quizizz.com/profile/5b279dc35d6073001972625f>

Higher Chemistry: Guide for Parents and Carers



November 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Chemistry course for Session 2018/19.

Higher Chemistry Course Information

Higher Chemistry candidates attend classes six periods per week. Pupils study four units throughout the year:

- Chemical changes and structure
- Nature's chemistry
- Chemistry in society
- Researching chemistry

Pupils are assessed by three components:

- Question Paper 1— Multiple Choice questions (25 marks / 40 minutes)
- Question Paper 2— Restricted response and extended response (95 marks / 2 hours and 20 minutes)
- The Assignment— A report researched and written in class under exam conditions which is sent to SQA to be marked (20 marks / 2 hours)

The Biology SQA Exams will take place on:

Monday 10th May 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions
- End of unit assessments

Pupils will always have advanced knowledge of these. The unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Sept	Unit 1 assessment	Jan	Prelim
Dec	Unit 3 assessment	Mar	Unit 2 assessment
Dec	Assignment <i>Research and communication (up to 8 hours of class time)</i>	May	Final exam

Homework, Supported Study and Revision

All candidates studying Higher Chemistry will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. These will be issued by class teachers and details posted on 'Show My Homework'. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school program. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Chemistry course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities. Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Higher Chemists will complete an assignment report which contributes 20% of their final grade. The assignment assesses the application of skills of scientific inquiry and related chemistry knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The assignment has two stages:

- The research stage must involve experimental work which allows measurements to be made. Candidates must also gather data/information from the internet, books or journals. The research stage will be conducted in lessons with support from the class teachers, it is vital pupils utilise this support effectively.
- The report stage is conducted under exam conditions and pupils will have a maximum of 2 hours to complete their report.

Useful Resources

- Science Glow blog—<https://blogs.glowscotland.org.uk/ea/scienceresources/higher/higher-chemistry/>
- SQA—<https://www.sqa.org.uk/sqa/47913.html> (all SQA Past Papers)
- Evan2Chem - <https://www.evans2chemweb.co.uk/>

Username: stjosephs Password: initial

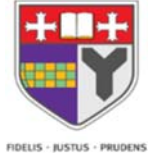
- BBC Bitesize—<https://www.bbc.com/bitesize/subjects/zjmtsbk>
- Revision in a nutshell—<https://www.npfs.org.uk/downloads/higher-chemistry/>

Higher Computing Science: Guide for Parents and Carers

January 2020



This information sheet is to assist parents & carers in supporting young people with the Higher Computing Science course for Session 2020/21.



Higher Computing Science Course Information

Higher Computing Science candidates attend classes 6 periods a week.

Pupils will study 4 main units throughout the year.

- Computer Systems
- Software Design & Development
- Database Design & Development
- Web Design & Development

Assessment

In addition to frequent class tests and activities, there are 2 formally assessed components of the course:

- Practical Assignment (50 marks)
- Question paper (110 marks)

Both the assignment and question paper will be set and externally marked by the SQA.

Specific coursework timings will be given by class teachers however should roughly follow the schedule below:

Aug	<i>Computer Systems</i>	Jan	<i>Prelim</i>
Sep		Feb	<i>Assignment</i>
Oct	<i>Web Development</i>	Mar	
Nov	<i>Database Development</i>	Apr	
Dec	<i>Software Development</i>		

Course Overview

Computing Systems- Candidates will learn how computer data is stored in binary form and factors affecting system performance. They will gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Software Design and Development- Candidates will develop knowledge and understanding of advanced computational constructs and problem-solving skills. They will build upon their skills from the N5 course to design, create and test efficient computer programs using Visual Basic.

Database Design and Development- Candidates will build upon their knowledge of relational databases through the design and creation of databases with multiple tables. They will use the database language SQL to implement and query the database.

Web Design and Development- Candidates will design and create multi-page websites using HTML, CSS and JavaScript. They will develop their skills from N5 and be introduced to advanced concepts.

The Assignment

The purpose of the assignment is to assess the practical application of knowledge and skills from across the course in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.

The assignment will have 50 marks out of a total of 160 marks. This is 31% of the overall marks for the Course assessment. Marks are distributed across three distinct tasks as follows:

- Software Design and Development (25 marks)
- Database Design and Development (10 - 15 marks)
- Web Design and Development (10 - 15 marks)

Marks are distributed across the five skills covered by the assignment as follows:

- Analysis (5 marks)
- Design (5 marks)
- Implementation (30 marks)
- Testing (5 marks)
- Evaluation (5 marks)

Useful Resources

Learners can use the available course note textbooks in the department before school, break and lunchtime. Additional resources can be found below:

- BBC Bitesize
- W3schools.com
- Class Resources (on *Show My Homework*)

Other out of school activities which will benefit Higher Computing Science include:

- Creating and developing computer programs and websites

Higher English: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher English course for Session 2018/19.

Higher English Course Information

Higher English candidates attend classes six periods per week. Pupils study and develop skills in:

- Reading for Understanding, Analysis and Evaluation (RUAЕ)
- Critical Reading of Literature from at least two different genres
- Writing a portfolio
- Listening and talking

Pupils are assessed by three components:

- Question Paper 1—an RUAЕ paper where pupils read two passages and answer 30 marks worth of questions (1h 30mins)
- Question Paper 2—a Critical Reading paper that entails writing a critical essay and analysing a set text equating to 40 marks (1h 30mins)
- The Portfolio—two pieces of writing are completed and submitted to the SQA, totaling 30marks.

The English SQA Exams will take place on:

Wednesday 8th May 2019 at 9am

Assessment

One internal Unit Assessment within Higher English is the Spoken Language Unit which is assessed through solo talk or group discussion where a pupil will also need to answer questions.

Other assessments throughout the year will take the form of:

- Timed essays
- Timed textual analysis
- Timed RUAЕ papers
- Assessment of memory work
- Homework

Pupils will always have advance notice of these. Each assessment is used to ensure pupils are revising and are fully prepared for the demands of the final exam. The skills a pupil develops will be built on before the pressures of time are added.

Homework, Supported Study and Revision

All candidates studying Higher English will always have tasks they should be working on at home. The majority of homework will take the form of revising key quotations or preparing for timed essays. Pupils will also practice their RUAЕ skills through homework exercises and be instructed to work on their folios. These exercises will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study may be offered by individual class teachers. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study/drop-in sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher English course leaves little time for consolidation in class, therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers
- Working with a peer to create questions & answers on a key piece of literature

It is important that pupils learn quickly which study method works best for them. This can only be achieved through trying out different methods, such as the ones stated above, until a pupil finds something that enables them to study effectively.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Portfolio


All Higher English candidates must produce two pieces of writing no more than 1300 words each. One should be broadly creative; the other persuasive/discursive. The folio is worth 30 marks and must be produced with some supervision and control by class teachers who will have a supporting role. The candidate should therefore take initiative in planning, management and completion of the task.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research once a suitable topic has been chosen
- Plan and write the essay
- Create a bibliography

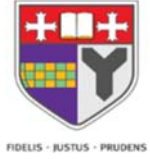
Pupils will be working on this from June 2018.

Useful Resources

- <https://www.bbc.com/bitesize/subjects/zqxhfg8>
- <https://www.sqa.org.uk/sqa/47904.html>
- Dictionary apps such as Merriam-Webster
- @Stjoacadeng (English Department Twitter) 

Progression Routes

- RUAЕ is the most challenging element of the course and at Higher pupils are not rewarded marks for simply stating techniques. In order for pupils to prepare themselves for the sophisticated language encountered in the RUAЕ exam they must be reading non-fiction articles from top quality newspapers. Pupils can access these online and download apps such as BBC News for free.



Higher Modern Languages: Guide for Parents and Carers



This information sheet is to assist parents & carers in supporting young people with the Higher Modern Languages courses.

Higher Modern Languages Course Information

Higher languages candidates attend classes six periods per week. Pupils study two units throughout the year which cover the four contexts of Society, Employability, Learning and Culture.

- Understanding Language—Reading and Listening
- Using Language—Talking and Writing

Pupils are assessed by four components:

- 1) Question Paper 1—Reading and Directed Writing (2 hours).
- 2) Question Paper 2—Listening (30 mins).
- 3) The Assignment—a 20 mark essay pupils write in class under exam conditions which is sent to SQA to be marked.
- 4) Talking exam—conversation in school under exam conditions—30 marks

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- ◆ Listening and Reading Assessments
- ◆ Talking and Writing practice
- ◆ Writing under exam conditions
- ◆ Grammar and vocabulary tests

Pupils will always have advanced knowledge of these. Pupils are expected to spend considerable time at home on memorizing grammar rules and key vocabulary for each topic. Formal assessments will take place roughly at the following times in the school year:

Sep	<i>French Listening</i> <i>Spanish Reading and Writing</i>
Oct	<i>French Reading</i>
Dec	<i>Spanish Listening and Talking</i> <i>French Writing Assignment</i> <i>French Talking and Writing</i> <i>German Listening and Reading</i>
Jan	<i>Prelims</i>
Feb	<i>Spanish Writing Assignment</i> <i>German Writing Assignment</i> <i>German Talking and Writing</i> <i>Talking Exams</i>

Homework, Supported Study and Revision

All candidates studying Higher Modern Languages will always have a range of tasks to be working on at home. Key to success at Higher is to be familiar with the grammar and structure of the foreign language and be able to use a range of tenses in the spoken and written language. Pupils should spend time revising these using their notes and online resources. Most homework tasks will be for reading where students should show their understanding of the foreign language and their ability to express this comprehension clearly in English. As the course progresses pupils will focus on their writing skills, particularly those required for directed writing and the course workbooks have a huge range of practice pieces.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers. Targeted supported study closer to the final Talking exam will be available after school from January.

Regular revision at home is essential for pupils to achieve passes in Higher Modern Languages. They can do this in a variety of ways:

- Reading over class notes for grammar points, particularly verb tense
- Making lists of key topic vocabulary
- Using iTunesU to access past papers including listening papers
- Developing a range of phrases and structures for essay writing
- Scholar

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

The Assignment

The assignment allows candidates to produce a Discursive piece of writing in the modern language based on one of four contexts using detailed and complex written language, in the modern language, as part of a course-work writing task on a chosen topic.

The assignment has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 12.5% of the overall marks for the course assessment.

Useful Resources

- <https://courses.scholar.hw.ac.uk/vle/scholar/> - PUPILS HAVE PASSWORDS
- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://language-gym.com/#/>

Other out of school activities which will benefit Higher Linguists include:

- * Watching foreign films/ documentaries
- * Listening to radio
- * Reading to improve English vocabulary
- * Watching news/ reading newspapers

Higher Geography: Guide for Parents and Carer



September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Geography course for Session 2018/19.

Higher Geography Course Information

Higher Geography candidates attend classes six periods per week. Pupils study four units throughout the year:

- Human Environments
- Physical Environments
- Global Issues
- Applications of Geographical Skills

Pupils are assessed by three components:

- Question Paper 1—covering Human and Physical Environments worth 100 marks (1 hour 50 mins)
- Question Paper 2—Global Issues and Geographical Skills worth 60 marks (1 hour 10 minutes)
- The Assignment—a 30 mark write up of a report which pupils write in class under exam conditions which is sent to SQA to be marked

The Geography SQA Exams will take place on:

Tuesday 28th May 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed exam style questions
- End of topic tests
- Knowledge tests
- Homework tasks

Pupils will always have advanced knowledge of these. The timed exam style questions and end of topic tests in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Population	Jan	Prelim
Sep	Hydro-sphere	Feb	Assignment
Oct	Lithosphere	Mar	Rural and Biosphere
Nov	Urban	Apr	River Basin Management
Dec	Atmosphere and Climate Change	Apr	Timed exam questions Exam Prep

Homework, Supported Study and Revision

All candidates studying Higher Geography will always have tasks they should be working on at home. The majority of homework will take the form of answering exam style questions or writing reports. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, Mrs Fulton further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with Mrs Fulton.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Geography course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Higher Geography candidates must produce a report on a topic of their choice as part of the course. This is worth 30 marks and must be produced with minimal support from class teachers.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify a suitable hypothesis
- Identify suitable methods of gathering data (carry out field work)
- Produce two A4 sides of processed information using the data gathered
- Write-up and learn a discussion of findings with conclusions

Pupils will be working on this from November 2018.

Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/zmhs34j> (BBC Bitesize Higher Geography—Revision Notes, Quizzes, Video Clips)
- <https://blogs.glowscotland.org.uk/ea/stjoachighergeography/>



@stjoacss (Social Subjects Department Twitter)

Other out of school activities which will benefit Higher Geographers include:

- * Watching geographical films/ documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Higher Graphic Communication: Guide for Parents and Carers

January 2021



This information sheet is to assist parents & carers in supporting young people with the Higher Graphic Communication course for Session 2020/21.



Higher Graphic Communication Course Information

Higher Graphic Communication candidates attend classes 6 periods per week.

Pupils will study 2 main units throughout the year.

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Assessment

In addition to frequent class tests and activities, there are 2 formally assessed components of the course:

- Practical Assignment (50 marks)
- Question paper (90 marks)

Both the assignment and question paper will be set and externally marked by the SQA.

Specific coursework timings will be given by class teachers however should roughly follow the schedule below:

Aug	2D Graphic Communication	Jan	Prelim
Sep	2D Graphic Communication	Feb	Assignment
Oct	3D and Pictorial Graphic Communication	Mar	
Nov	3D and Pictorial Graphic Communication	Apr	
Dec	3D and Pictorial Graphic Communication		

Course Overview

In the two units candidates will develop skills in the following areas:

2D Graphic Communication

- Production and interpretation of 2D orthographic sketches and drawings
- Production of 2D CAD production drawings
- Production of preliminary 2D designs and illustrations for multi-page promotional documents
- Creation of multi-page 2D promotional publications and a project set of promotional publications

3D and Pictorial Graphic Communication

- Production and interpretation of pictorial sketches and drawings
- Production of 3D CAD models and associated production drawings
- Production of pictorial and 3D illustrations of everyday objects
- Planning and production of promotional publications incorporating pictorial and/or 3D models.

The Assignment

The purpose of the assignment is to assess the practical application of knowledge and skills from across the course.

The assignment will have 50 out of a total of 140 marks. This is 36% of the overall marks for the Course Award. Marks are distributed across three distinct tasks as follows:

- Preliminary graphics 5-15
- Production graphics 10-25
- Promotional graphics 10-25

The Question Paper

The question paper gives candidates the opportunity to demonstrate skills, knowledge and understanding from across the course.

The question paper will have 90 out of a total of 140 marks. This is 64% of the overall marks for the Course Award. Marks are distributed across give areas as follows:

- Computer-aided design techniques 20-30
- Interpretation of graphic items 12-30
- Digital technology in graphic communication 4-12
- Drawing standards, protocols and conventions 7-14
- Desktop-publishing features, design elements and principles 20-30

Higher History: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher History course for Session 2018/19.

Higher History Course Information

Higher History candidates attend classes six periods per week. Pupils study three units throughout the year:

- British: Britain 1851–1951
- European & World: Nazi Germany & The Cold War
- Scottish: Migration & Empire

Pupils are assessed by three components:

- Question Paper 1—an essay based exam paper worth 44 marks (1h 30 mins)
- Question Paper 2—a source based exam paper worth 36 marks (1h 30 mins)
- The Assignment—a 30 mark essay pupils write in class under exam conditions which is sent to SQA to be marked

The History SQA Exams will take place on:

Monday 13th May 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed essays
- Timed Source Questions
- Knowledge Tests
- Homework essays

Pupils will always have advanced knowledge of these. The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Women TE	Jan	Prelim
Sep	Nazis 1 & Liberals 1 TE	Feb	Assignment
Oct	Nazis 2 & Liberals 2 TEs	Mar	Scottish TS
Nov	Cold War TEs	Apr	Various TE/ TS
Dec	Labour TEs/ Scottish TS	Key	TE (Timed Essay) TS (Timed Source Questions)

Homework, Supported Study and Revision

All candidates studying Higher History will always have tasks they should be working on at home. The majority of homework will take the form of writing essays or preparing for timed essays or source questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher History course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Higher History candidates must produce an extended essay on a topic of their choice as part of the course. This is worth 30 marks and must be produced with minimal support from class teachers.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable historical sources
- Plan and write the essay
- Create a 250 word resource sheet
- Learn the essay

Pupils will be working on this from January 2019.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/stjoachigherhistory/> (*Miss Quigley's Blog*)
- <https://mrmarrhistory.wordpress.com/> (Mr Marr's Website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/zxpf9b9q> (BBC Bitesize Higher History—Revision Notes, Quizzes, Video Clips)



@stjoacss (Social Subjects Department Twitter)
@mrmarrhistory (Mr Marr's Twitter page)

Other out of school activities which will benefit Higher Historians include:

- * Watching history films/ documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Higher Mathematics: Guide for Parents and Carers

September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Maths course for Session 2018/19.



Higher Maths Course Information

Higher Maths candidates attend classes six periods per week. Pupils study three units throughout the year:

- Relationships and Calculus
- Expressions and Functions
- Applications

Pupils are assessed by two components:

- Question Paper 1— 70 marks. 1 hour 30 mins
- Question Paper 2— 80 marks. 1 hour 45 mins

The Higher Maths SQA Exams will take place on:

Thursday 2nd May 2019 at 9am

Assessment

Candidates will be assessed by teachers in a number of ways including:

- Class assessments
- Prelim exams
- Formal homework

Pupils will always have advanced knowledge of these. Prelims in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	<i>Expressions and Functions unit</i>
Sep	<i>September progress Test</i>	Feb	
Oct	<i>Relationships and Calculus unit assess.</i>	Mar	<i>Applications unit assess.</i>
Nov	<i>November progress test.</i>	Apr	<i>Prelim 2</i>
Dec	<i>Prelim 1</i>	Key	Final exam

Homework, Supported Study and Revision

All candidates studying Higher Maths will always have tasks they should be working on at home. The majority of homework will take the form of finishing classwork exercises and formal homework. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department most nights during the week. Pupils who regularly attend supported study generally perform better in the final SQA examinations. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set formal Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Math course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes and practicing questions.
- Revisiting formal homework exercises and doing corrections.
- Completing Past Papers at home

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions completed at home may be submitted to class teachers for feedback/ marking.

Useful Resources

- www.mathsrevision.com-Higher
- www.bbc.com/bitesize
- www.highermathematics.co.uk

You Tube

- Andrew Gibson maths
- DLB maths

@stjoacadmaths (Maths Department Twitter)



Best Advice: Take advantage of after school support and attempt as many past papers as you can.

Higher Modern Studies: Guide for Parents and Carers

September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Modern Studies course for Session 2018/19.



Higher Modern Studies Course Information

Higher Modern Studies candidates attend classes six periods per week. Pupils study three units throughout the year:

- Democracy in Scotland and the United Kingdom
- Social Inequality in the UK
- World Powers: The USA

Pupils are assessed by three components:

- Question Paper 1—an essay based exam paper worth 52 marks (1h 45 mins)
- Question Paper 2—a source based exam paper worth 28 marks (1h 15 mins)
- The Assignment—a 30 mark report pupils write in class under exam conditions which is sent to SQA to be marked

The Modern Studies SQA Exams will take place on: **Wednesday 1st May 2019**

Homework, Supported Study and Revision

All candidates studying Higher Modern Studies will always have tasks they should be working on at home. The majority of homework will take the form of writing essays or preparing for timed essays or source questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime or after school. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Modern Studies course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music or using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities. *Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.*

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed essays
- Timed Source Questions
- Knowledge Tests
- Homework essays

Pupils will always have advanced knowledge of these. The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Voting Essay 1	Jan	Prelim
Sep	Voting Essay 2	Feb	Assignment & Social Inequalities
Oct	MSPs Essay & Pressure Groups Essay	Mar	Social Inequalities Essay 2 & 3
Nov	USA Essay 1 & 2	Apr	Various Revision Essays
Dec	USA Essay 3	Source Qs will be assessed throughout the course of the year	

The nature of Modern Studies means that Higher Modern Studies pupils are expected to remain up-to-date with national and international news on an ongoing basis. All pupils should be reading 3-4 articles from a broadsheet newspaper each week and watching a news programme such as BBC News, ITV News or Channel 4 News at least 3 times per week.

The Assignment

All Higher Modern Studies candidates must produce an extended report on a topic of their choice as part of the course. This is worth 30 marks and must be produced with minimal support from class teachers. This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable factual sources
- Plan and write the report
- Create a clearly referenced resource sheet
- Learn the report

Pupils will be working on this from November 2018.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/stjoacsseniormodernstudies/> (Miss Devanney's Blog)
- <https://www.bbc.co.uk/news> (BBC News website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/ztsvr82> (BBC Bitesize Higher Modern Studies—Revision Notes, Quizzes, Video Clips)



@stjoacss (Social Subjects Department Twitter)

Other out of school activities which will benefit Higher Modern Studies pupils include:

- * Watching documentaries and weekly news programmes e.g Panorama & BBC Question Time
- * Reading a good quality newspaper

Higher Music: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Music course for Session 2018/19.

Higher Music Course Information

Higher Music candidates attend classes six periods per week. Pupils study three units throughout the year:

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

- Performing Exam—programme of 12 minutes on two instruments (scaled to 50 marks)
- Assignment — a composition and review (scaled to 15 marks)
- Understanding Paper—questions based on musical examples (scaled to 35 marks)

The Music Performance exams will take place on a specified date(s) from mid-February to end of March. The Understanding exam will take place on:

Friday 26 April 2019 at 1pm

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Regular musical performances
- Composition check-ins
- Knowledge Tests

Pupils will always have advanced knowledge of these. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	<i>Understanding Prelim</i>
Sep	<i>Renaissance Test</i>	Feb	<i>Perf. Exam</i>
Oct	<i>Baroque Test</i>	Mar	<i>Perf. Exam</i> <i>Assignment Deadline</i>
Nov	<i>Classical Test</i>	Apr	
Dec	<i>Performing Prelim—full 12 min. prog.</i>		

Homework, Supported Study and Revision

All candidates studying Higher Music will always have tasks they should be working on at home. While written homework may not be given as often as in other subjects, pupils are expected to spend time practising for their performance exams. If pupils do not have access to instruments at home, they can speak to their teacher about borrowing an instrument or using time at lunchtime/ after school etc. for practice. Pupils will also be given music literacy homework and concept-based tasks to complete. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Understanding Music unit leaves little time for consolidation in class and therefore there is an expectation that every pupil is spending at least one hour per week revising concepts covered in class. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Using BBC Bitesize Higher Music materials

Pupils should not be listening to music (unless part of their Understanding work), using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

The Performing Exam

All Higher Music candidates must perform a 12-minute programme of pieces on two instruments to an outside examiner in February or March. This accounts for 50% of their overall mark. While teachers will help pupils choose an appropriate programme of pieces, it is ultimately the responsibility of the candidate to ensure they learn their music and give the best performance they can. This requires a great amount of self-discipline and pupils should be devoting a considerable amount of their time to practising for their performance, either in school or at home. Music Practice Rooms are always available at lunchtimes and priority is given to SQA pupils.

The class teacher will regularly check on progress and will suggest changes of pieces or instruments as appropriate if a pupil is struggling with material. Pupils will finalise their programmes by the end of September to give them adequate time to prepare for the prelim (in December) and final exam (in February or March).

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/artmusicresources/>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z8hv9j6>
- (BBC Bitesize Higher Music—Revision Notes, Quizzes, Video Clips)
- www.mymusiconline.co.uk (My Music Online)
- www.ataea.co.uk (Musipedia—specifically created for the SQA NQ Music Courses)



@stjoacadarts (Art and Music Department Twitter)

Higher Physical Education: Guide for

September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Physical Education course for Session 2018/19.



Higher Physical Education Course Information

- Higher P.E. candidates attend classes six periods per week. Pupils learning will surround the four factors taught in P.E.
 - Mental
 - Emotional
 - Social
 - Physical

Pupils are assessed by two components:

- Component 1 – an exam lasting 2h 30 mins that will be split into three sections, worth 50 marks.
- Component 2– Performance assessment (2 performances marked out of 30) total marks awarded up to 60.

Higher Exam— Thursday 25th April 9:00-11:30am

Homework, Supported Study and Revision

All candidates studying Higher Physical Education will always have tasks they should be working on at home. The majority of homework will take the form of 4-8 mark exam type questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher P.E. course leaves little time for consolidation given 4 of our 6 sessions will be practical based for the majority of the year therefore, around 1 hour studying per week is encouraged.

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed questions
- Knowledge Tests
- Homework tasks

Pupils will always have advanced knowledge of these. The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	Prelim
Sep	Factors Unit Test	Feb	
Oct	Gathering Information Unit Test	Mar	Mock Exam and Performance assessment
Nov	H/W Approaches	Apr	Exam
Dec	SQA Performance Assessment	Key	H/W— homework

Practical Assessment

All candidates will be assessed practically on two separate occasions. The first assessment will take place on the week beginning 03/12/18 and the second assessment will take place on the week beginning 04/03/19. Under SQA guidelines the two activities selected by the candidates must be significantly different and as such demonstrate a broad skill range.

We will support candidates through this decision process to help them select their best activity however the final decision on the assessed activity is confirmed by the candidate. Each performance will be recorded on departmental iPads and not marked live. This will ensure we can look at each candidate's performance in more detail.

Unfortunately we are unable to provide the candidate with their results as they are official SQA marks and will be submitted to them upon the completion of the assessment process.

To support their performance standard candidates will be offered a practical supported study period to help them develop their performance further, prior to their assessment.

Useful Resources

- P.E. Wordpress accessible via departmental twitter page stjosephspe.wordpress.com
- P.E. app accessible via pupil iPad
- SQA Higher P.E. Past Paper



@StJosephsHWB

Higher Physics: Guide for Parents and Carers



November 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Physics course for Session 2018/19.

Higher Physics Course Information

Higher Physics candidates attend classes six periods per week. Pupils study three units throughout the year:

- Our dynamic universe
- Particles and waves
- Electricity

Pupils are assessed by three components:

- Question Paper 1— Multiple Choice questions (25 marks / 45 minutes)
- Question Paper 2— Restricted response and extended response (130 marks/ 2hours and 15 minutes)
- The Assignment— A report researched and written in class under exam conditions which is sent to SQA to be marked (20 marks / 2 hours)

The Biology SQA Exams will take place on:

Monday 15th May 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions
- End of unit assessment

The end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers and pupils will always be given advanced notice of these by their teachers.

Homework, Supported Study and Revision

All candidates studying Higher Physics will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. These will be issued by class teachers and details posted on 'Show My Homework'. It is very important that all deadlines issued by class teachers are adhered to.

Class teachers offer supported study sessions at lunchtime, this additional support for any pupil who requires must be arranged with individual class teachers.

As well as set pieces of homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Physics course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities. Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Higher Physics pupils will complete an assignment report which contributes 20% of their final grade. The assignment assesses the application of skills of scientific inquiry and related physics knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The assignment has two stages:

- The research stage must involve experimental work which allows measurements to be made. Candidates must also gather data/information from the internet, books or journals. The research stage will be conducted in lessons with support from the class teachers, it is vital pupils utilise this support effectively.
- The report stage is conducted under exam conditions and pupils will have a maximum of 2 hours to complete their report.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/scienceresources/higher/physics/>
- <https://www.sqa.org.uk/sqa/47916.html> (all SQA Past Papers)

Higher Politics: Guide for Parents and Carers

September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher Politics course for Session 2018/19.



Higher Politics Course Information

Higher Politics candidates attend classes six periods per week. Pupils study three units throughout the year:

- Political Theory
- Political Systems
- Political Parties & Elections

Pupils are assessed by three components:

- Question Paper 1—an essay based exam paper worth 52 marks (1h 45 mins)
- Question Paper 2—a source based exam paper worth 28 marks (1h 15 mins)
- The Assignment—a 30 mark essay pupils write in class under exam conditions which is sent to SQA to be marked

The Modern Studies SQA Exams will take place on: **Monday 29th April 2019**

Homework, Supported Study and Revision

All candidates studying Higher Politics will always have tasks they should be working on at home. The majority of homework will take the form of writing essays or preparing for timed essays or source questions. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher Modern Studies course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music or using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home should be submitted to class teachers for feedback/ marking.

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed essays
- Timed Source Questions
- Knowledge Tests
- Homework essays

Pupils will always have advanced knowledge of these. The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	<i>P. Systems E 1</i>	Jan	<i>Prelim</i>
Sep	<i>P. Theory 1, P. Systems 2 & SQ 1</i>	Feb	<i>P. Parties & Elections 2 & SQ 4</i>
Oct	<i>P. Systems 3 & SQ 2</i>	Mar	<i>P. Parties & Elections 3, SQ 5</i>
Nov	<i>P. Parties & Elections 1</i>	Apr	<i>Various Revision Essays & SQ</i>
Dec	<i>SQ 3</i>		

The Assignment

All Higher Politics candidates must produce an extended report on a topic of their choice as part of the course. This is worth 30 marks and must be produced with minimal support from class teachers. This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable factual sources
- Plan and write the report
- Create a 250 word resource sheet
- Learn the essay

Pupils will be working on this from January 2019.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/stjoachigherpolitics/> (Class Blog)
- <https://www.bbc.co.uk/news> (BBC News website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <http://simplepolitics.co.uk/> (Simple Politics— up-to-date information on world politics)



@stjoacss (Social Subjects Department Twitter)

Other out of school activities which will benefit Higher Politics pupils include:

- * Watching documentaries and weekly news programmes e.g Panorama & BBC Question Time
- * Visiting local library for reading/ research
- * Reading a broadsheet newspaper

Higher RMPS: Guide for Parents and Carers



This information sheet is to assist parents & carers to support young people with the Higher RMPS course

Higher RMPS Course Information

Higher RMPS candidates attend classes six periods per week. Pupils study three units throughout the year:

1. World Religion: Christianity
2. Morality & Belief: Morality, Medicine and the human body
3. Philosophy: Origins

Pupils are assessed by three components:

- Paper 1: – an essay exam paper based on Units 1 & 2, worth 60 marks (2h 15mins)
- Question Paper 2—a essay exam paper based on unit 3, worth 20 marks (45 mins)
- The Assignment— a 30 mark essay pupils write in class (1h 30m) under exam conditions that is sent to SQA to be marked

The RMPS SQA exam tends to take place towards the end of the exam schedule, on or around the 25th May.

Assessment

Unit Assessments have been removed which means that candidates progress will be assessed by teachers in other ways including:

- Timed essays under exam conditions
- Knowledge Tests
- Homework essays

Pupils will always have advanced knowledge of these. The timed essays will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	Christianity & Origins TE	Jan	Prelim
Sep	Science & Origins TE	Feb	Assignment 1st Christianity TE
Oct	Organ Donation TE	Mar	2nd Christianity TE
Nov	Full Origins TE	Apr	Various TEs
Dec	Use of embryos TE	Key	TE (Timed Essay)

Homework, Supported Study and Revision

All candidates studying Higher RMPS will always have tasks they should be working on at home. The majority of homework will take the form of writing essays or preparing for timed essays or preparing for their assignment. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Higher RMPS course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes/ materials from textbooks
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

External distraction can adversely affect revision and homework. Pupils are advised to avoid using mobile phones or watching television while revision activities are carried out.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Higher RMPS candidates must produce an extended essay on a topic of their choice as part of the course. This is worth 30 marks and must be produced with minimal support from class teachers.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable sources
- Plan and write the essay
- Create a 250 word resource sheet
- Learn the essay

Pupils will be working on this from November onwards.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/resources> (follow the links to Higher RMPS)
- <https://www.youtube.com/channel/UCtOLJIWPWAcxFa37iQOUTOA>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z782fg8>

Other out of school activities which will benefit Higher RMPS students include:

- * Watching subject related documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

NPA Computer Games Development (SCQF Level 4 & 5): Guide for Parents and Carers

January 2021



This information sheet is to assist parents & carers in supporting young people with the Computer Games Development course for Session 2021/22.



Computer Games Development Course Information

Computer Games Development candidates attend classes 4 periods per week.

Pupils will study 3 main units throughout the year.



Computer Games: Design

Computer Games: Media Assets

Computer Games: Development

Assessment

Candidates are initially taught and assessed on the relevant theory required to complete the course. The majority of course assessment comes in the form of a project which encapsulates the three aforementioned units. Candidates will create a Computer Game with their own media assets and with a reasonable degree of complexity. The creation of this game is documented and various additional content such as marketing materials are produced.



3 x Multiple Choice Tests for each unit. (Pass/Fail)



Game Development Project (Pass/Fail)

All content is internally assessed by the class teacher, and quality assured.

Aug	Course Introduction	Jan	Game Development
Sep	CGD: Design Theory CGD: Media Assets Theory	Feb	Game Development
Oct	CGD: Development Practice	Mar	Game Development
Nov	Project Planning & Media Creation	Apr	Final Game Submission and Evaluation
Dec	Media Creation & Development Practice		

Course Overview

Computer Games: Design

Candidates will explore the process of planning the development of a video game. In this stage candidates conduct research on different types of video games, create a design proposal for the game they want to make, and finally create a design document detailing the game they are making.

Computer Games: Media Assets

Candidates will research the process of creating and implementing media assets for a game. These assets will include sprites, backgrounds, audio, and other suitable files. Candidates will then produce their own media assets for the game they are making.

Computer Games: Development

Candidates will develop their game. This involves following their design document and using the media assets they have created. When the game is complete, candidates will test it and write an evaluation of their final product.

The Project:



The purpose of the project and overall NPA is to allow candidates to experience the game development process in full. This also gives candidates a taste of the individual job roles within Computer Game Development (Game Designer, Game Programmer, Game Tester, Game Artist, etc).



The project assesses candidates in each different unit area, and looks for them to display a robust understanding of the requirements within each area.



Level of complexity, self-guided approaches, and literacy are the main distinctions between SCQF Level 4 and 5. Candidates at both levels complete the same project, but a level 5 project is expected to be more complex and autonomously developed than a level 4.

Information for Candidates:



The Computer Game Development NPA is very interesting and engaging, but also requires a lot of work! You will need to develop your skills in researching, media creation, programming, and documenting in order to meet the requirements!



The course is best suited for those with an interest in Computing Science, especially candidates taking (or who have taken) National 4/5/Higher Computing Science. At SCQF Level 4 and 5 this is **not a requirement**, but is worth considering.

Course Requirements:

At present, all required Software is supplied using the St Joseph's Academy ICT suite. In order to best participate in the course, the following requirements should be considered:



Candidates should have an external storage device (USB Stick or External Hard Drive) with at least 4GB available.



Candidates should have some familiarity with video games, and the current hardware they run on.



Candidates should have an interest in video games, and the process of developing them!



NPA Cyber Security (SCQF Level 4 & 5): Guide for Parents and Carers



January 2021



This information sheet is to assist parents & carers in supporting young people with the Cyber Security course for Session 2021/22.

Cyber Security Course Information

Cyber Security candidates attend classes 4 periods per week.

Pupils will study 3 main units throughout the year.

- Data Security
- Ethical Hacking
- Digital Forensics

Assessment

Each unit has two assessment elements: a practical task and a multiple choice theory test.

There is no final exam for Cyber Security. Candidates who are successful in passing all three units will achieve the course award at Pass/Fail.

Specific unit timings will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	
Sep	<i>Data Security</i>	Feb	
Oct		Mar	<i>Digital Forensics</i>
Nov		Apr	
Dec	<i>Ethical Hacking</i>		

Course Overview

Data Security- Candidates will learn the real world implications of data security in both personal and corporate environments. They will build upon their knowledge of ethical considerations and practical techniques to keep data secure.

Ethical Hacking- Candidates will develop knowledge and skills surrounding common techniques used by hackers. They will not only learn how each tool works, but also be able to implement techniques in a controlled environment.

Digital Forensics- Candidates will learn the process of capturing and examining digital evidence from various different devices. By the end of the unit, they will be able to analyse, interpret and record any evidence they have found.

Information for Candidates

Cyber Security is an exciting area of Computing Science that is growing exponentially.

The course is best suited for those with an interest in Computing Science, especially candidates taking (or who have taken) National 4/5/Higher Computing Science. At SCQF Level 4 & 5 this is **not a requirement**, but is worth considering.

The practical element of the course is very technical and it would benefit candidates to have a degree of familiarity and/or interest in computing technology.

Progression

- Cyber Security Level 6
- Cyber Security HNC/D (College)
- Cyber Security/Ethical Hacking degree (University)



NPA Digital Media (SCQF Level 4 & 5): Guide for Parents and Carers

January 2021



This information sheet is to assist parents & carers in supporting young people with the Digital Media course for Session 2021/22.



Digital Media Course Information

Digital Media candidates attend classes 4 periods per week.

Pupils will study 3 main units throughout the year.

- Digital Media: Audio
- Digital Media: Still Images
- Digital Media: Moving Images

Assessment

Candidates are initially taught and assessed on the relevant theory required to complete the course. The majority of course assessment comes in the form of a project which encapsulates audio, images, and video. Candidates demonstrate their ability to capture these forms of media, edit them, and use them to produce a digital media product as the end result.

- 3 x Multiple Choice Tests for Audio, Still Images, and Moving Images (Pass/Fail)
- Digital Media Project(Pass/Fail)

All content is internally assessed by the class teacher and quality assured.

The estimated schedule for the course is shown below:

Aug	Course Introduction	Jan	Project Production
Sep	Still Images Theory Audio Theory	Feb	Project Production
Oct	Moving Images Theory	Mar	Project Production
Nov	Project Planning	Apr	Final Project Submission and Presentation
Dec	Project media acquisition		

Course Overview

Digital Media: Audio - Candidates will learn to identify the hardware and software requirements needed for their project. They will identify appropriate ways to store audio files, edit and save them using suitable file formats. They will also explore potential copyright issues and evaluate the finished product.

Digital Media: Still Images - Candidates will develop their understanding of the hardware and software required to capture still images. This includes exploring the various features of digital cameras, and how to effectively use them. Candidates will learn about the storage of still image files, the process of editing them, appropriate file formats, potential copyright issues, and be able to evaluate finished products.

Digital Media: Moving Images - Candidates will begin to explore the process of capturing and manipulating moving images (video) using suitable hardware and software. Candidates will explore legal implications regarding video, the process of editing video clips, and appropriate storage solutions for video files.

The Assignment

- The purpose of the assignment is to assess pupils in both their knowledge of the three different forms of Digital Media, and their ability to practically capture, edit, and evaluate a project featuring audio, images, and video.
- Candidates must produce a Digital Media project following a specified brief, however the acquisition, presentation, and chosen editing techniques are all chosen by the candidate. Candidates have a high degree of autonomy in how they approach the project, and although there is a minimum expectation, candidates are able to increase the scope if they desire.
- Candidates are expected to keep a logbook tracking and detailing each stage of their production process. This follows the project from the planning stage through acquisition, editing, production, and evaluation. This is a detailed logbook and a key requirement for candidates to complete the course.
- The Digital Media project should involve all the media elements presented in a format chosen by the candidate. This could be in the form of a video or slideshow, but is not limited to these options. The candidate should be able to justify their chosen editing techniques and completed project in reference to the brief they were given.

Course Requirements:

At present, all required Software is supplied using the St Joseph's Academy ICT suite. However, candidates will need at the very least the following hardware in order to effectively participate:

- A Smartphone with a working camera and more than 4GB of Storage

OR

- A functioning Digital Camera with either an internal storage card, or a cable for connecting to the computer.
- An external storage device (USB Stick, SD Card, External Hard Drive) with at least 4GB available.

Level 5 Art and Design NPA: Guide for Parents and Carers

December 2020



This information sheet is to assist parents & carers in supporting young people with the Level 5 Art and Design NPA course for Session 2020/21.

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Level 5 Art and Design NPA Course Information

The NPA units will provide candidates with opportunities to undertake structured awards in a range of subject specialisms in Art and Design. National Progression Awards are designed to equip candidates with the skills required for success in current and future employment within the art and design sector or for progression to next level courses.

National Progression Awards in Art and Design comprise of three SQA Units grouped together to provide opportunities for integrated and project-based delivery which can help learners to progressively build and develop key skills in creative subjects, see links between specialisms and promote working practices which are akin to and aligned with contemporary art practice.

The following five National Progression Awards are available:

- NPA Drawing Skills at SCQF level 5
- NPA Art and Design at SCQF level 5
- NPA Visual Communications at SCQF level 5
- NPA Animation at SCQF level 5
- NPA Painting at SCQF level 5

Each NPA is made up of 3 SQA Unit credits. They comprise of 18 SCQF credit points each.

Completion of the NPA's at SCQF level 5 may allow for progression to next level courses such as NC Art and Design (level 6) and subsequent courses of study in further and higher education such as HNC/D and degree level courses.

Assessment

All units are internally assessed and there is no final exam for level 5 NPA's.

Assessment is continuous but formally recorded at the end of each unit work. Candidates will be assessed in their ability and creative responses to each of the outcomes within the individual NPA units.

The work is marked on a pass or fail basis using clearly defined criteria to allow pupils to see progress and where improvements are required.

Homework, Supported Study and Revision

Candidates studying NPA units within Art and Design will often have tasks they should be working on at home. The majority of homework will take the form of researching or planning developments for projects. Researching artists, designers, art and design movements.

- Creating mind maps for visual lines of enquiry, evaluation and reflection.
- Development of a practical idea.
- Creating a design brief.
- Experimenting with materials in a sketchbook.

These will be issued by class teachers and details posted on Show My Homework as well as Teams. It is very important that all deadlines issued by class teachers are adhered to. Additional support for anyone who needs it can easily be arranged with class teacher.

Experiences within Units.

Throughout each of the units pupils shall experience and be encouraged to :

- Experiment with a range of different materials and processes.
- Take part in group discussions and develop communication skills.
- Explore and develop the use of the visual elements within Art and Design.
- Develop a sequence for animation
- Experiment with different graphics packages.
- Experiment with a variety of painting and printing processes.

Useful Resources

- http://www.bbc.co.uk/learning/subjects/art_and_design.shtml
- <https://artsandculture.google.com/>
- <https://www.thisiscoolossal.com/>

Other out of school activities which will benefit Art students include:

Visiting art galleries and museums.

Using websites such as the ones above to inspire and generate ideas

Experiment with a range of materials and processes in sketchbooks at home.

Mental Health & Wellbeing Award SCQF Levels 4 +5



This information sheet is to assist parents & carers in supporting young people with the Mental Health & Wellbeing course at SCQF Levels 4 and 5.

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Course Information

This course was piloted at St Joseph's in session 2020-21 by the English Department as an alternative pathway for individuals with an interest in mental health and wellbeing. The Award was devised by the SQA to support the Scottish Government's Mental Health Strategy 2017-2027. The MHWB Award aims to:

- Reduce stigma surrounding mental health.
- Arm young people with healthy coping strategies.
- Promote knowledge of the impact of mental health on behaviour.
- Dispel myths surrounding mental health.
- Promote understanding of positive and negative impacts on mental health.
- Help individuals to make the right choices.
- Promote understanding of the potential uses and impact of social media and the internet.
- Create resilience.

Candidates will complete three mandatory units:

- Understanding Mental Health Issues
- Influences on Mental Health and Wellbeing
- Coping Strategies and Building Resilience.

Assessment

Pupils will need to pass eight outcomes in total in order to achieve the overall Course Award at Levels 4 and 5.

There is no exam-style assessment for this qualification, and all outcomes completed are open-book.

Assessment evidence for each outcome can be generated in a variety of ways:

- written (presentations/ reports/diagrams/leaflets)
- Oral (presentations/ discussions)
- E-assessment

Useful Links / Resources

<https://www.sqa.org.uk/sqa/83773.html>

https://www.sqa.org.uk/sqa/files_ccc/GP2T44.pdf

https://www.sqa.org.uk/sqa/files_ccc/GP2V45.pdf

https://www.sqa.org.uk/sqa/files_ccc/n4n5-influences-mental-health-wellbeing.pdf

https://www.sqa.org.uk/sqa/files_ccc/n4n5-influences-mental-health-wellbeing.pdf

https://www.sqa.org.uk/sqa/files_ccc/n4n5-coping-strategies-mental-health-wellbeing.pdf

Homework and Revision

While there is no exam for this award, it will be crucial for candidates to consolidate their knowledge of the course on a regular basis.

As well as this, candidates may be required to complete project based research or extended pieces of work, such as presentations or reports, at home.

There will no formal Supported Study provided for this course; however, candidates are encouraged to attend class at lunch times or after school to complete any missed work or for revision purposes.

Progression Routes

The award in Mental Health and Wellbeing may help learners to progress towards employment, training or other qualifications within the area of Health and Social Care.

National 4/5 Scottish Studies: Guide for Parents and Carers

January 2021



This information sheet is to assist parents & carers in supporting young people with the National 4/5 Scottish Studies course for Session 2021/22.



National 4/5 Scottish Studies Course Information

National 4/5 Scottish Studies candidates attend classes for six periods per week in S5/6. Pupils study **four units** throughout the year:

- **Scotland in Focus** and any three of the following four units dependent on staffing:
- Democracy in Scotland
- Travel & Tourism in Scotland
- Scottish Historical Study
- Physical Environments in Scotland

National 4/5 Scottish Studies is a vocational National award and as such pupils do not sit an external exam. Instead they complete a variety of assessed pieces of coursework for each of the four units following time completing classwork and independent research.

Typically the assessed piece of work will take the form of a formal written report, a set of assessed questions or an independent research project, dependent on each specific unit.

Monitoring progress

Candidates' progress is checked regularly throughout the year by the class teacher.

This will usually take the form of one to one discussions during which each pupil will set targets for their own progression moving forward.

Pupils are expected to adhere to all deadlines set by the class teacher, particularly in regards to the completion of the four assessed pieces of work required

Aug	Scotland in Focus unit work	Jan	Unit 3 work
Sep	Scotland in Focus unit work and assessment	Feb	Unit 3 assessment and Unit 4 work
Oct	Unit 2 work	Mar	Unit 4 work
Nov	Unit 2 work and assessment	Apr	Unit 4 work and assessment
Dec	Unit 3 work		

National 4/5 Scottish Studies Course Content and Aims

The main aims of the Scottish Studies Course are to enable learners to develop:

- ◆ a range of skills which will enhance opportunities to engage positively in society
- ◆ knowledge and understanding of historical and contemporary Scottish society and culture
- ◆ straightforward knowledge of key ideas from across social studies and social science disciplines
- ◆ an understanding of significant influences and issues in Scotland both in the past and the present day

During the course of the Scottish Studies course pupils will study a number of contemporary and historical topics, covering a wide range of social science disciplines. Topics include: Scottish independence, Scottish participation in warfare and the Scottish tourism industry. Pupils have the opportunity to choose their own investigation topic for the Scotland in Focus Unit assessment, from an SQA approved list.

Pupils will be asked to discuss and debate many topics in a mature and appropriate manner throughout the year, further developing their interpersonal and communication skills. As such, **pupils are expected to behave in a mature and respectful manner at all times, with the understanding that the opinions of other pupils may be different to their own.**

Pupils will be expected to conduct their own research throughout the course of the year and each candidate must provide a comprehensive list of any sources of evidence used in the completion of any investigative or research projects completed over the course of the year. **It is vital that pupils complete all necessary research on their own, as directed by the class teacher.**

Useful Resources

- <https://www.bbc.co.uk/bitesize/topics/zr7qtfr>
- <https://www.bbc.co.uk/bitesize/topics/zkhtyrd>
- <https://members.historic-scotland.gov.uk/>
- <https://www.parliament.scot/>

Other out of school activities which will benefit National 4 People & Society pupils include:

- Watching contemporary and historical documentaries
- Listening to podcasts
- Visiting local library for reading/ research
- Watching news/ reading newspapers



NPA Sport and Fitness: FOOTBALL



This information sheet is to assist parents & carers in supporting young people with the NPA Sport and Fitness: Team Sport course. This will be a football only course and should only be selected by young people with a keen interest in football as assessment will consider their practical performance in this activity.

NPA Sport and Fitness: Team Sport G9CJ 45

This is a National Progression Award taught at Level 5 and is directed at the senior phase.

NPA Football

- This course will be taught through football and will comprise of mandatory units each worth 2 credits. There will be an additional unit delivered.

Pupils are assessed by 2 units of work:

- Unit 1 Sport and Fitness: Coaching Development**
- Unit 2 Sporting Activity Participation and Performance: Association Football**
- Unit 3 Sports officiating ad Organising**

Candidates must achieve the minimum requirements of all units to achieve a pass in this course.

This course will be delivered to candidates in a number of forms that will include the following:

Learning through practical experience

Teaching/learning programmes will include some or all of the following:

- Learning in real or simulated settings
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments

All candidates will be equipped with the necessary skills to complete each unit successfully. At the end of each unit the class teacher will complete an Assessor report and pupils must achieve a satisfactory against all assessment standards present within the unit.

The course is Pass or Fail.

Candidates entering the course would be expected to have a strong interest in football. Given that the sports industry is a public orientated service industry, it is advised that prospective candidates will have strong interpersonal skills and centres may wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

Course Overview:

Unit 1 Sport and Fitness Coaching — This Unit is designed to develop the candidate's ability to assess and address the requirements of participants when planning sports coaching sessions. The candidate is required to develop this ability while considering legal obligations in terms of health and safety, data protection, and participant care. The candidate will be required to develop, deliver and evaluate a progressive sequence of sessions

Unit 2 Sporting Activity Participation and Performance — This Unit is primarily practical based, where the candidate will be given the opportunity to participate and perform in a series of sessions within the sporting activity. The candidate will also be given the opportunity to understand the required skill related techniques of the sporting activity and the importance of appropriate sporting behaviour and attire in enhancing sporting activity participation and performance. In addition to this, the candidate will also be given the opportunity to monitor and evaluate personal performance in the participated sporting activity and provide recommendations designed to enhance future personal performance in the sporting activity.

Unit 3 Sports Officiating ad Organising—This unit is designed to allow candidates to develop knowledge, understanding and practical ability of both officiating and organising sports related tournaments in the context of a single sporting activity at a less than formal level.

Personal Finance SCQF level 4: Guide for Parents and Carers



December 2020



This information sheet is to assist parents & carers in supporting young people with the Personal finance course for Session 2020/21.

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Personal finance Course Information

We offer this course as an elective for pupils. Pupils will attend the class once a week over a ten week period.

The Personal Finance Awards at SCQF level 4 & 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

Homework, Supported Study and Revision

The majority of work will be covered in class. There may be an opportunity for some online research at home in preparation for lessons and assessments.

Useful Resources

Assessment

Assessment is in the form of an online test and an award will be gained for a score over 50%.

Youtube
Moneysupermarket
Gocompare

Best Advice: Take advantage of after school support and attempt as many practice papers as you can. Make sure your attendance is excellent.

National 5 Creative Industries: Guide for Parents and Carers

September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Personal Development in the Creative Industries course for Session 2018/19.

National 5 Creative Industries Course Information

Personal Development within the creative industries is an introductory qualification which develops the knowledge and skill required for employment or further study in the creative industries. Throughout the course pupils will gain an awareness of the opportunities and jobs in the different creative sectors.

The course is split into 4 different units—

- Self awareness
- Self in work
- Self in Community
- Practical Abilities

Assessment

Candidates will be assessed by teachers in a number of ways including:

- On going assessment
- Pupil/Teacher review

Pupils will always have advanced knowledge of these. Pupils will fill in individual logs which will be reviewed by the class teacher. Students will be assessed on skill level and work ethic. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	<i>Self Awareness unit starts</i>	Jan	<i>Practical Unit starts—ongoing assessment</i>
Sep	<i>Self Awareness Teacher Log book review</i>	Feb	<i>Self in community Unit starts</i>
Oct	<i>Self in Work unit starts</i>	Mar	<i>Log book review/ Teacher/ pupil re-view</i>
Nov	<i>Self in work Teacher log book re-</i>	Apr	
Dec			

Homework, Supported Study and Revision

All candidates studying National 5 Creative Industries will often have research tasks they should be working on at home. The majority of homework will take the form of research and analysis of specific jobs within the creative industries. Ongoing practical coursework will also be expected. These will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

The Unit Outline

• The course is split into 4 Units. Students can work to achieve a single unit or all units for the full National 5 course Award

• All units will run simultaneously so that students experience a good mix of practical and theory work.

• Students will work through a series of projects and outcomes that will enable them to evaluate and develop their own personal and technical skills for the world of work within the Creative Industries.

• At the beginning of the course students will be introduced to their Project Aim for the Year. They will work on this through a mix of collaborate and independent learning depending on the area of the Creative Industries that they have chosen to study.

• Each year pupils will be given a 'theme' that the work must be based around allowing the pupils to really push their creative thinking.

• Throughout the course, students will research what areas of the Creative Industries would be required in order to achieve their project aim.

• Pupils must identify an area that interests them, research that field and then apply it to the Project.

• Each student will be responsible for their own field and what would be required in order to achieve the Project Aim. This will enable students to experience a true sense of working within the Creative Industries as well as relying on a team of individuals from different specialisms.



Other out of school activities which will benefit Creative Industries students include:

- Watching films/ documentaries relating to the relevant artists and designers
- Making quality art and design work relating to coursework
- Visiting museums and galleries

National 5 Sport and Recreation: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 5 Sport and Recreation course for Session 2018/19.

Sport and Recreation Course

- Sport and Recreation candidates attend classes six periods per week. Pupils learning will surround Skills for Work material that will support them should they seek employment in the sporting industry.

Pupils are assessed by 4 units of work:

- **Unit 1 Assist with a component of an Activity Session**
- **Unit 2 Employment Opportunities in the Sport and Recreation Industry**
- **Unit 3 Assist with Fitness Programming**
- **Unit 4 Assist with Daily Centre Duties**

Candidates must achieve the minimum requirements of all units to achieve a pass in this course.

Course Overview:

Unit 1 Assist with a component of an Activity Session — learners will assist in the planning and delivery of a component within activity sessions for both a group and a single client, with their class teacher. Learners will carry out risk assessments and health and safety procedures laid out for the activity sessions. Learners will also assist in reviewing the activity session with other learners and the class teacher and use this review to inform the planning of future activity sessions. Learners will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

Unit 2 Employment Opportunities in the Sport and Recreation Industry— In this unit, learners will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.

Unit 3 Assist with Fitness Programming—In this unit learners, working with the class teacher will learn how to develop and organise a physical training plan for a client. Learners will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will work with the class teacher to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.

Unit 4 Assist with Daily Centre Duties—In this unit, learners will gain experience in setting up and dismantling and storing equipment.

This course will be delivered to candidates in a number of forms that will include the following:

Learning through practical experience

Teaching/learning programmes will include some or all of the following:

- Learning in real or simulated workplace settings
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes will include some or all of the following:

- Preparing and planning for the experience
- Taking stock throughout the experience, reviewing and adapting as necessary
- Reflecting after the activity has been completed, evaluating and identifying learning points

All candidates will be equipped with the necessary skills to complete each unit successfully. At the end of each unit the class teacher will complete an Assessor report and pupils must achieve a satisfactory against all assessment standards present within the unit.

The course is Pass or Fail.

Skills for work: Health Sector. A Guide for Parents and Carers

January 2020



This information sheet is to assist parents & carers in supporting young people with the Health Sector course for the session 2020/2021



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Health Sector Course Information

The Health Sector course covers five units which are taught over 2 years. By the end of S3, pupils should already have completed units in "Health Sector: An introduction" and "Health Sector: Roles and Responsibilities". In S4, pupils will complete the remaining 3 units over 2 periods per week. A summary of what is learnt in each unit is detailed below:

Health Awareness

You will be given the opportunity to work as members of a team to produce health promotion advice. You will learn about the main body systems to inform the production of health promotion advice. Effective team-working is an essential element of working in the health sector. You will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector.

Working safely

You will assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

Life sciences industry

You will learn how to participate in a practical activity to take a physiological measurement. You will be introduced to the range of product types made by the life sciences industry and will participate in a practical activity to demonstrate the use of a biomedical device, e.g. assessing temperature, pulse and blood pressure.

The course also aims to develop employability skills needed for success in the workplace through a variety of practical experiences in the health sector.

Successful learners may progress to:

- SVQs in Health and Social Care
- National Courses or Units
- Further/higher education
- vocational training
- employment

Assessment

There is no external assessment but pupils will have to complete a range of assessments in each unit to complete the course. These assessments will take the form of:

- learner portfolio of work
- observation of practical activities
- group or individual presentation
- peer review
- research activities
- case study
- health sector scenarios
- poster or other display approaches
- written or verbal communication with teachers and role play.

Advanced Higher Art and Design: Guide for



February 20219



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Art and Design course for Session 2019/20.

Advanced Higher Art and Design Course Information

Advanced Higher art candidates attend classes six periods per week but work independently upon a personal project. The teacher acts as the facilitator and will provide regular support and tutorials.

Pupils prepare either a Design or an Expressive unit throughout the year which is linked with a Contextual studies unit all linked to the practical folio. There is no examinations.

Pupils are assessed in one practical component:

- Expressive folio worth 100 marks 16(A1) Sheets
- or a Design folio worth 100 marks 16(A1) sheets all externally assessed.
- Contextual studies consisting of 2000 words
- A 400 word evaluation all externally assessed.

Assessment

Candidates will be assessed by teachers in a number of ways including:

Personal tutorials, and Peer tutorials relating SQA Requirements to the candidates work.

At the end of May all work is sent for assessment to Edinburgh.

Aug	R & I	Feb	Final
Sep	R & I	Mar	Final
Oct	R & I	Apr	Final
Nov	Dev	May	Final Work to SQA
Dec	Dev		
Jan	Dev	R & I Dev	Research & investigation Development

Homework and Supported Study

All candidates studying Advanced Higher Art and design will always have tasks they should be working on at home. Homework will take the form of personal research and analysis of specific artists or designers work that links to there practical coursework folio.

Supported Study is offered by the department as part of the whole school program. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

The pace of the Advanced Higher Art and design course is intense as pupils are expected to create a lot of work and there is an expectation that every pupil during some free lesson will be working in the Art Department as well as spending at least two hours per week developing coursework in there own time.

The Assignment

Advanced Higher Art and design pupils will -

In the *Expressive Folio* pupils develop their personal thoughts and ideas in visual form and experiment with media. This can incorporate printing, sculpture, clay, painting, mixed media, photography etc.

In the *Design Activity* pupils will plan, research and develop creative design proposals. This will help to develop their creativity, problem-solving and critical thinking skills. Students can explore textiles, jewellery, graphics, costume design etc.

Advanced Higher candidates need to be aware that the course require a considerable amount of a candidate's own time in order to progress.

Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)



@stjoacss (Art and Design Department Twitter)

Other out of school activities which will benefit Higher Art and Design students include:

- Watching films/ documentaries relating to the relevant artists and designers
- Making quality art and design work relating to coursework
- Visiting museums and galleries

Advanced Higher Biology: Guide for Parents and Carers



February 2019



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Biology course for Session 2019/20.

Advanced Higher Biology Course

Information

Advanced Higher Biology candidates attend college four periods a week and two periods allocated to study the subject in school (tbc). Pupils study three units throughout the year:

- Cells and proteins
- Organisms and evolution
- Investigative biology

Pupils are assessed by two components:

- Question Paper – Multiple Choice questions (20 marks), Structured items (80 marks).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (30 marks scaled to 40 marks)

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions
- Mid unit and end of unit assessment
- Timed essays in class.

Pupils will usually have advanced knowledge of these. The mid unit and end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers.

Homework, Supported Study and Revision

All candidates studying Advanced Higher Biology will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. It is very important that all deadlines issued by class teachers are adhered to.

As well as set pieces of Homework which require a submission, pupils must carry out regular revision at home. The pace of the Advanced Higher Biology course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic
- Using the resources on SCHOLAR/QUIZZ/QUIZLET and CRAM to practice key ideas.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Project

All Advanced Higher Biology candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 3000 and 3600 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

Other out of school activities which will benefit Advanced Higher Biologists include:

- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Advanced Higher Chemistry: Guide for Parents and Carers



February 2019



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Chemistry course for Session 2019/20.

Advanced Higher Chemistry Course

Information

Advanced Higher Chemistry candidates attend college four periods a week and two periods allocated to study the subject in school (tbc). Pupils study three units throughout the year:

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

Pupils are assessed by two components:

- Question Paper – Multiple Choice questions (25 marks), restricted and extended response questions (85marks).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (25 marks scaled to 40 marks).

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions
- Mid unit and end of unit assessment

Pupils will usually have advanced knowledge of these. The mid unit and end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers.

Homework, Supported Study and Revision

All candidates studying Advanced Higher Chemistry will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. It is very important that all deadlines issued by class teachers are adhered to.

As well as set pieces of Homework which require a submission, pupils must carry out regular revision at home. The pace of the Advanced Higher Chemistry course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic
- Using the resources on SCHOLAR/QUIZZ/QUIZLET and CRAM to practice key ideas.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Project

All Advanced Higher Chemistry candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 2500 and 4500 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

Other out of school activities which will benefit Advanced Higher Chemists include:

- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers



Advanced Higher English: Guide for Parents and Carers

September 2018



This information sheet is to assist parents & carers in supporting young people with the Higher English course for Session 2018/19.

Advanced Higher English Course Information

Advanced Higher English candidates study and develop skills in:

- Textual Analysis
- Critical Reading of Literature from at least two different genres
- Writing a portfolio
- Planning and creating a dissertation

Pupils are assessed by three components:

- question paper1: where learners will write a critical essay on drama, poetry, prose fiction or prose non fiction,
- and undertake a textual analysis on drama, poetry, prose fiction or prose non fiction, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)
- The Portfolio—two pieces of writing are completed and submitted to the SQA
- Completing a Project-Dissertation

Internal Assessment

Currently Unit Assessments still need to be completed in Advanced Higher English:

- Analysis and Evaluation of literary texts
- Creation and Production

Other assessments throughout the year will take the form of:

- Timed essays
- Timed textual analysis
- Assessment of memory work
- Homework

Pupils will always have advance notice of these. Each assessment is used to ensure pupils are revising and are fully prepared for the demands of the final exam. The skills a pupil develops will be built on before the pressures of time are added.

Homework, Supported Study and Revision

All candidates studying Advanced Higher English will always have tasks they should be working on at home. The majority of homework will take the form of revising key quotations or preparing for timed essays. All exercises will be issued by class teachers and details posted on Show My Homework. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study may be offered by individual class teachers. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study/drop-in sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home; a great deal of independent study is required at AH level as the pace of the course leaves little time for consolidation in class, therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers
- Working with a peer to create questions & answers on a key piece of literature

It is important that pupils learn quickly which study method works best for them. This can only be achieved through trying out different methods, such as the ones stated above, until a pupil finds something that enables them to study effectively.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Portfolio/Dissertation

All AH English candidates must produce two pieces of writing of at least 1000 words each. One should be broadly creative; the other persuasive/discursive. The folio is worth 30 marks and must be produced with some supervision and control by class teachers who will have a supporting role. The candidate should therefore take initiative in planning, management and completion of the task.

This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research once a suitable topic has been chosen
- Plan and write the essay
- Create a bibliography

The Dissertation is also worth 30% of the final mark. This Added Value consists of challenge and application: the candidates will build on the skills they have acquired in the *Analysis and Evaluation of Literary Texts* Unit and apply them with greater independence. The dissertation should be between 2,500-3,000 words, including quotations but excluding footnotes and bibliography.

This assessment has three stages:

- A planning stage which should be completed over a period of time.
- A development/research stage which should be completed over a period of time.
- A writing stage which should be completed over a period of time.

AH Modern Languages: Guide for Parents



February 2019



This information sheet is to assist parents & carers in supporting young people with the AH Languages courses for Session 2019/2020

AH Modern Languages Course Information

AH candidates attend classes around three periods per week. Pupils study three units throughout the year which cover the four contexts of Society, Employability, Learning and Culture.

- Understanding Language—Reading and Listening
- Using Language—Talking and Writing
- Literature Study

Pupils are assessed by four components:

- 1) Question Paper 1—Reading and translation(1h 30 mins). 50 marks
- 2) Question Paper 2—Listening and Discursive Essay (1 h 20 mins) 70 marks
- 3) Portfolio—a 30 mark critical essay written in English on literature study
- 4) Performance (Talking) A 20 minute conversation with a Visiting Assessor worth 50 marks

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- ◆ Listening and Reading Assessments
- ◆ Talking and Writing practice
- ◆ Writing under exam conditions
- ◆ Grammar and vocabulary tests

Pupils will always have advanced knowledge of these. Pupils are expected to spend considerable time at home on memorizing grammar rules and key vocabulary for each topic. Formal assessments will take place roughly at the following times in the school year:

Oct	<i>Spanish Reading and Listening</i>
Nov	<i>French Reading and Listening</i>
Dec	<i>Spanish Writing and Talking</i>
Jan	<i>French Talking and Writing</i>
Feb	<i>Portfolio submission</i> <i>Performance—Talking</i>

Homework, Supported Study and Revision

All candidates studying AH Modern Languages will always have a range of tasks to be working on at home and the key to success at AH is to be able to be self motivated to undertake a significant degree of work independently. Pupils should be very familiar with complex grammar and structure of the foreign language and be able to recognise a range of tenses in the spoken and written language. Pupils will study a literary topic, either a short story, novel, poetry or film or a combination of these in the foreign language and write a critical response in English.

The course will continue to cover the four contexts pupils are familiar with from their Higher course but there will be a developed approach to understanding controversial topics and develop their opinions on current affairs.

Some topics discussed may be: Environmental Issues, The Role of Women in Society/the Workplace, Immigration, Current Political Events, Employability, Media & Technology, Lifestyles, Relationships and World Cultures.

The Performance or Talking assessed element of the course will consist of a 20 minute conversation with a Visiting Assessor usually in late February or early March. Pupils will sustain a natural conversation and discuss some of the topics covered in the course as well as the literature studied in class.

To achieve the best grade possible pupils should follow the following strategies:

- Organise each topic into key vocabulary
- Practice grammar using grammar booklets and online resources
- Memorise a range of good essay and talking phrases appropriate to AH
- Follow guidance and meet deadlines for folio submission

The Languages Baccalaureate

If a pupil is following two AH languages courses and has achieved a pass at Higher English they are eligible to work towards the achievement of the Languages Baccalaureate.

Pupils can choose a language related topic of their choice and carry out a mini interdisciplinary research project following the templates issued by the SQA. This is a very useful process for pupils intending to go to university as it allows them to develop independent research skills.

If a pupil is only pursuing the study of one AH in a Modern Language, they are still eligible to complete the project element of this award.

Useful Resources

- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)

iTunes U courses, Show My Homework for Quizlet links
@stjoacmodlan Modern Languages Department Twitter



Other out of school activities which are essential for AH language learners

- * Watching foreign films/ documentaries
- * Reading to improve English vocabulary
- * Listening to radio
- * Watching news/reading newspapers

Advanced Higher History: Guide for Parents and Carers



January 2020



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher History course for Session 2020/21.

Advanced Higher History Course Information

- Advanced Higher History candidates attend classes six periods per week.
- Pupils study one broad topic over the course of the year - **Germany: From Democracy to Dictatorship.**

Pupils are assessed by two components:

- Exam Paper**— one 3 hour exam paper during the April/May exam diet. Pupils answer two essays questions from a choice of five and three source questions. This accounts for 64% of the overall course award.
- Dissertation:** pupils complete a 4000 word dissertation on a topic of their choosing based on the wider Germany unit studied in class. This is completed over the course of the school year and sent to the SQA for external marking. This accounts for 36% of the overall course award.

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Timed essays
- Timed Source Questions
- Knowledge Tests
- Homework essays

The timed essays and source questions in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug	<i>Weimar Republic/ Dissertation work</i>	Jan	<i>Prelim and Revision work</i>
Sep	<i>How the Nazis gained power</i>	Feb	<i>Nazi persecution of minorities</i>
Oct	<i>Dissertation and Source Question work</i>	Mar	<i>Dissertation completion/ Source work</i>
Nov	<i>Nazi Social and economic policies</i>	Apr	<i>Resistance to Nazi rule in Germany</i>
Dec	<i>Dissertation work</i>		

Classwork, Homework and Studying

Advanced Higher History is a university preparatory course and, as such, requires pupils to have the drive and discipline to complete self-study and revision at home each week, with direction from the class teacher. The majority of self-study will take the form of formal reading and essay based work —reading journal articles and historical textbooks; essay preparation; dissertation research and source question practice.

Candidates studying Advanced Higher History will always have tasks they should be working on at home. **Set pieces of homework which require a submission to teachers will be issued regularly however, all Advanced Higher History pupils must be prepared to carry out extensive reading and preparation work of their own.** The pace of the Advanced Higher History course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least two—three hour per week revising. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities and does not reflect exam conditions.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Assignment

All Advanced Higher History candidates must produce a 4000 dissertation, in the form of an extended essay, on a topic of their choice as part of the course. This is worth 50 marks and must be produced with minimal support from class teachers. This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable historical sources
- Complete the dissertation including referencing as required.

Pupils will be working on this from June 2020 and it is anticipated that pupils will spend one day at the University of Glasgow, accompanied by their class teacher, completing primary source research in either June, August or September depending on library availability.

Useful Resources

- <https://mrmarrhistory.wordpress.com/> (Mr Marr's Website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- @mrmarrhistory (Mr Marr's Twitter page)

Other out of school activities which will benefit Advanced Higher Historians include:

- * Watching history films/ documentaries
- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Advanced Higher Mathematics: Guide for Parents and Carers

February 2019



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Maths course for Session 2019/20



Advanced Higher Maths Course Information

Advanced higher maths is a challenging course which will help to prepare students for University. Many topics will be found in a 1st year University maths course.

Advanced Higher Maths candidates attend classes six periods per week. Pupils study three units throughout the year:

- Relationships and Calculus
- Expressions and Functions
- Applications

Pupils are assessed by two components:

- Question Paper 1— Non-Calculator. 35 marks, 1 hour
- Question Paper 2— Calculator 80 marks, 2 hours 30 mins.

Assessment

Candidates will be assessed by teachers in a number of ways including:

- Class assessments
- Prelim exams

Pupils will always have advanced knowledge of these. Prelims in particular will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	
Sep	<i>September progress test.</i>	Feb	<i>Prelim 1</i>
Oct		Mar	
Nov	<i>November progress test.</i>	Apr	<i>Prelim 2</i>
Dec	<i>December progress test.</i>	Key	Final exam

Homework, Supported Study and Revision

All candidates studying Advanced Higher Maths will always have tasks they should be working on at home. The majority of homework will take the form of finishing classwork exercises and personal study. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department most nights during the week. Pupils who regularly attend supported study generally perform better in the final SQA examinations. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

Pupils must carry out regular revision at home. The pace of the Advanced Higher Math course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least seven hours per week revising. This could take many forms including:

- Reading over class notes and practicing questions.
- Completing Past Papers at home

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions completed at home may be submitted to class teachers for feedback/marking.

Please note that this course is being updated for session 2018-19.

Useful Resources

- www.advancedhighermaths.co.uk
- Dynamic maths.
- www.bbc.com/bitesize
- You Tube
- DLB maths

@stjoacadmaths (Maths Department Twitter)



Best Advice: Take advantage of after school support and attempt as many past papers as you can.

Advanced Higher Music: Guide for Parents and Carers



February 2019



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Music course for Session 2019/20.

Advanced Higher Music Course Information

Higher Music candidates attend classes six periods per week. Pupils study three areas throughout the year:

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

- Performing Exam—programme of 18 minutes on two instruments (scaled to 50 marks/50%)
- Assignment — a composition with review and musical analysis (scaled to 15 marks)
- Understanding Paper—questions based on musical examples (scaled to 35 marks)

The Music Performance exams will take place on a specified date(s) from late April to mid May. The Understanding exam will take place in:

May 2020—Date TBC

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Regular musical performances
- Composition check-ins
- Knowledge Tests

Pupils will always have advanced knowledge of these. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Aug		Jan	<i>Understanding Prelim</i>
Sep	<i>Performance Checkin</i>	Feb	
Oct	<i>Analysis Task</i>	Mar	<i>Assignment Deadline</i>
Nov		Apr	
Dec	<i>Performing Prelim—50% of programme</i>	May	<i>Perf. Exam</i>

Homework, Supported Study and Revision

All candidates studying Advanced Higher Music will always have tasks they should be working on at home. While written homework may not be given as often as in other subjects, pupils are expected to spend time practising for their performance exams. If pupils do not have access to instruments at home, they can speak to their teacher about borrowing an instrument or using time at lunchtime/after school etc. for practice. Pupils will also be given music literacy homework and concept-based tasks to complete. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school. In addition to this, some class teachers may offer further supported study sessions at lunchtime. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as set pieces of Homework which require a submission to teachers, pupils must carry out regular revision at home. The pace of the Advanced Higher Understanding Music unit leaves little time for consolidation in class and therefore there is an expectation that every pupil is spending at least one hour per week revising concepts covered in class. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Using BBC Bitesize N5 Music materials

Pupils should not be listening to music (unless part of their Understanding work), using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

The Performing Exam

All Advanced Higher Music candidates must perform a 18-minute programme of pieces on two instruments to an SQA examiner in May. This accounts for 50% of their overall mark. While teachers will help pupils choose an appropriate programme of pieces, it is ultimately the responsibility of the candidate to ensure they learn their music and give the best performance they can. This requires a great amount of self-discipline and pupils should be devoting a considerable amount of their time to practising for their performance, either in school or at home. Music Practice Rooms are always available at lunchtimes and priority is given to SQA pupils.

The class teacher will regularly check on progress and will suggest changes of pieces or instruments as appropriate if a pupil is struggling with material. Pupils will finalise their programmes by the end of February to give them adequate time to prepare for the final exam (in May). A prelim (50% of programme) will be held in December.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/artmusicresources/>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- www.mymusiconline.co.uk (My Music Online)
- www.ataea.co.uk (Musipedia—specifically created for the SQA NQ Music Courses)

@stjoacarts (Art and Music Department Twitter)



Advanced Higher Physics: Guide for Parents and Carers



February 2019



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Physics course for Session 2019/20.

Advanced Higher Physics Course

Information

Advanced Higher Physics candidates attend classes six periods per week. Pupils study three units throughout the year:

- Quanta and Waves
- Electromagnetism
- Investigating Physics

Pupils are assessed by two components:

- Question Paper — 155 marks (scaled to 120 marks, 3 hours).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (30 marks scaled to 40 marks).

Assessment

Unit Assessments have been removed which means that candidates will be assessed by teachers in a number of ways including:

- Homework exam questions
- Mid unit and end of unit assessment

Pupils will usually have advanced knowledge of these. The mid unit and end of unit tests will determine a candidate's ability to cope with the demands of the final exam. Specific pupil assessment dates will be given by class teachers.

Homework, Supported Study and Revision

All candidates studying Advanced Higher Physics will always have tasks they should be working on at home. The majority of homework will take the form of practicing past paper exam questions. It is very important that all deadlines issued by class teachers are adhered to.

As well as set pieces of Homework which require a submission, pupils must carry out regular revision at home. The pace of the Advanced Higher Physics course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least one hour per week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Completing Past Papers at home
- Working with a peer to create questions & answers on a key topic
- Using the resources on SCHOLAR/QUIZZ/QUIZLET and CRAM to practice key ideas.

Pupils should not be listening to music, using mobile phones or watching television while revision activities are carried out. This could impact on the effectiveness of revision activities.

Any past paper questions/ essays/ example paragraphs completed at home may be submitted to class teachers for feedback/ marking.

The Project

All Advanced Higher Physics candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 2500 and 4500 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

Other out of school activities which will benefit Advanced Higher Physicists include:

- * Reading
- * Visiting local library for reading/ research
- * Watching news/ reading newspapers

Course Title	Local Authority	Location/Day/Time
Steps to Work – Beauty & Hair, Level 4	East and North Ayrshire,	Kilmarnock – Tues / Thur Kilwinning – Mon / Wed 2:00 – 4:00 pm
Who is the course for?		
<p>This course will interest you if you enjoy using your creative ideas in a practical way. You should also like working with other people and discussing how best to produce the looks you want to achieve. You should be prepared to participate as a model for fellow students which will require you to remove your own make-up before class.</p>		
What is the Course About?		
<p>The aim of this course is to give you the experience of a salon environment and the opportunity to learn about the different roles and responsibilities in Beauty Therapy and Hairdressing. You will gain practical experience of general salon duties including assisting with customer care.</p> <p>Beauty specific skills include facials and nail finishes. Hairdressing specific skills include shampooing, conditioning and drying hair.</p> <p>Throughout the course emphasis is on the development of employability skills and attitudes valued by employers. You will study 2 SQA credits in total each semester; 1 credit from work related units and remainder from person centred units.</p>		
Work Related		
Cosmetology: Beauty Practical Skills F0FE 10 - 1 credit		
Cosmetology: Hairdressing Practical Skills F0FA 10 - 1 credit		
Person Centred		
Practical Abilities H18W		
Self in Community H18N		
What do I Need?		
<p>There are no formal entrance requirements, to get the best out of this course you should enjoy working in a creative environment and have a real interest in the Beauty and hair industry. You should also relish the challenge of getting to know new people and you must be able to commit to consistent, full attendance throughout the course.</p>		
How will I be assessed?		
<p>You will be assessed mainly on a range of practical activities carried out in a salon environment. You will also research and write up a project on a relevant topic such as nail finishes or make up.</p>		
Next Steps?		
<p>Course may provide you with opportunities to progress to:</p> <ul style="list-style-type: none"> • A Level 4 or 5 Beauty or Hairdressing course. • An SVQ 2 course in Nails 		

Course Title	Local Authority	Location/Day/Time
Skills for Work Uniformed and Emergency Services Level 4 1 Year	East, North and South Ayrshire	Ayr Campus Mon/Wed 2.00 -4.00 pm Kilmarnock Tues/Thur – 2.00 – 4.00 pm Kilwinning TBC
Who is the Course for?		
The course will be of interest to you if you want to work in the Army, Navy, Air Force or Emergency services. The course will also be great for someone looking for a career that involves physical activity, team work, sport, community development and fitness.		
What is the Course About?		
<p>This course is designed to introduce and develop the key skills needed to work with the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines and the Ambulance Service, Coastguard, Fire and Rescue and Police. You will develop a high level of physical fitness through various activities and this is a really important part of this course. The course will have a lot of practical activities and will develop physical health, team work, sports coaching and community development.</p> <p>SQA Course Units</p> <ul style="list-style-type: none"> • Uniformed and Emergency Services: An Introduction • Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing • Uniformed and Emergency Services: Engaging with the Community • Uniformed and Emergency Services: Working in Teams 		
What do I Need?		
No formal entry requirements. Pupils will be interviewed and will need to demonstrate a commitment to team working and willingness to engage in physical activity/sport, ability to work in the community, have a real interest in the area and be committed to consistent and full attendance throughout the course.		
How will I be assessed?		
Assessments are a mixture of practical and written work and focus on the ideas and theories learned during class time.		
Next Steps?		
<p>There are a variety of possible progression routes at the end of this course:</p> <ul style="list-style-type: none"> • Successful completion of this course will provide a good foundation for those who want to study at SCQF Level 5 in Health, Sport and Fitness and Social Science. • A career in the uniformed or emergency services. 		
What do current students say?		
<p><i>'This course is 100% perfect, I really love it'. 'I'm going to join the army after I leave school this year and this course has given me a good idea of the skills I'll need there'. 'This course is tough. It's all about discipline, team working and keeping fit but it's my favourite subject this year by a mile'.</i></p>		

Course Title	Local Authority	Location/Day/Time
NPA Professional Cookery (Level 4)	East/North/South Ayrshire This course is for school pupils only	Ayr - Monday and Wednesday TBC Kilmarnock - Tuesday and Thursday 2pm - 4pm
Who is the course for?		
If you are interested in cookery (or think you might be) and want to learn from the professionals, then this is the course for you.		
What is the Course About?		
<p>This course will help you develop skills in cookery and teach you about working in an industrial kitchen. You'll increase your knowledge of food products, you will learn a variety of food preparation techniques and cookery processes ranging from home baking to preparing healthy dishes. This course also includes cake decoration where you will learn, for example, coating, piping, and modelling.</p> <p>You are required to wear appropriate clothing to meet current food safety laws when in the kitchen. You will need to bring this with you for every class or you will not be allowed to participate in the class. These will be provided to you, but you will need to wash these ready for the next class</p>		
What do I Need?		
<p>There are no formal entrance requirements, but to get the best out of this course you should enjoy working in a practical environment, have a real interest in the hospitality industry and not be afraid to stand for periods of time! You should also enjoy the challenge of getting to know new people. You also need to wear a protective uniform in the kitchen and bring something to take the food you make home.</p> <p>You should also enjoy the challenge of getting to know new people. You need to be committed to attending all the classes.</p>		
How will I be assessed?		
Most of the assessment will be practical, and some will take place in the classroom.		
Next Steps?		
On successful completion of this course you will have the opportunity to apply for: Introduction to Professional Cookery and Hospitality Level 4.		
What do current students say?		
<p>““I really loved the course, and it was brilliant being in a real professional kitchen – it helped me to decide this is what I want to do when I leave school.””.</p>		

Course Title	Local Authority	Location/Day/Time
Skills for Work Early Learning & Childcare Level 4 1 Year	EAC SAC	Ayr campus – Mon / Wed Kilmarnock Campus - Tue/Thu 2:00 pm-4:00 pm
Who is the Course for?		
<p>SCQF level 4 Skills for Work: Early Learning and Childcare is an introductory qualification that will help you to understand some of the demands and responsibilities of working in the early learning and childcare sector. This is a great course if you enjoy the practical skills required to understand and care for young children, but there is an element of theory based learning too.</p>		
What is the Course About?		
<p>At SCQF level 4, you will cover basic issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and develop transferable employability skills, including:</p> <ul style="list-style-type: none"> • an understanding of the workplace and the employee’s responsibilities (e.g. time-keeping, appearance) • self-evaluation skills • positive attitude to learning • flexible approaches to solving problems • adaptability and positive attitude to change • confidence to set goals, reflect and learn from experience • skills to become effective job-seekers and employees <p>At SCQF level 4, you work alone or with others on straightforward tasks with support.</p> <p>Units studied:</p> <ul style="list-style-type: none"> • Child Development • Working in Early Learning and Childcare • Play in Early Learning and Childcare • Maintenance of a safe environment <p>To achieve the Course award you must successfully achieve all the Units which make up the Course.</p>		
What do I Need?		
<p>There are no formal entrance requirements, you need to be able to work at SCQF Level 4 and have a real interest in Early Learning and Childcare and in learning new skills, you should also be committed to consistent and full attendance throughout the course.</p> <p>Selection for a place on this course is based on pupils meeting the above requirements and completing a Microsoft Forms task which will be emailed to you; your personal statement and task content will be used to assess your suitability for this course.</p>		
How will I be assessed?		
<p>The assessments used in this Course will allow you to show that you understand the ideas and theories and practical skills that you need to go further in the early education and childcare sector.</p> <p>Assessment approaches will include closed book tests and project based activities.</p>		
Next Steps?		
<p>Successful completion of this course will provide a good foundation for progression into SCQF level 5 programmes in Early Learning & Childcare, Health Care and Social Care.</p>		
What do current students say?		
<p><i>‘I’ve wanted to work in a nursery from a young age. This course has let me understand what skills and qualifications I’ll need to make that happen.’</i></p>		

Course Title	Local Authority	Location / Day / Time
National Progression Award Software Development Level 4 1 Year	East Ayrshire Schools	Kilmarnock Campus Tues/Thu 2pm-4pm
Who is the Course for?		
This course will interest you if you enjoy working with computers, creating digital content or generally enjoy solving problems.		
The NPA in Software Development is suitable for a wide range of candidates with basic computing ability who wish to develop the fundamental knowledge and skills required to solve problems by developing computer programs in a high level language.		
What is the Course About?		
The NPA in Software Development at SCQF Level 4 is intended to prepare you for progression to further study in a variety of computing disciplines.		
During the award you will learn all about the basic programming concepts and how to write short programs using a software development language and environment. After the basics are covered you will develop further programming skills and eventually the knowledge and understanding required to devise a solution to a problem in software development. By the end of this course you will have developed practical skills in software development through the use of a high level language.		
These courses will give you the opportunity to develop:		
<ul style="list-style-type: none"> • Understanding of the principles of software development, software development languages and environments • Entry level skills using a high level programming language • Industry-standard software and principles • Core Skills in problem solving in relation to software development. • Analytical and other transferable skills. 		
The Course includes the following Units:		
<ul style="list-style-type: none"> • Computing: Programming in a High-level Language: Fundamentals SCQF level 4 • Software Development SCQF level 5 • Problem Solving SCQF level 4 		
What do I Need?		
You need to have a basic level of skills in Microsoft Word and understand the general operation/navigation of a Windows based PC. You must possess an interest in at least one of the following: art, programming, audio or design. It would be good if you have played different games and consoles/platforms but not essential as we will discuss a variety of examples throughout. Some previous experience of coding using platforms like Scratch and AppInventor would be good though not essential.		
How will I be assessed?		
You will be expected to create a portfolio of your work. The portfolio may be paper or electronic (digital) and should be completed over the period of the course, with you contributing material to the portfolio on an ongoing basis.		

Next Steps?

Successful completion of the Level 4 course may allow you to progress to:

- NC Computing at level 5
- NC Games and Software Development
- Foundation Apprenticeship in Information Technology: Software Development

What do current students say?

"Honestly, the College turned out to be really enjoyable. Very flexible but I'm still able to work on and complete tasks. The very flexible approach allows me to work at my own pace and still get it completed in time."

Course Title	Local Authority	Location/Day/Time
Scottish Vocational Qualification Performing Engineering Operation Level 4 1 year	East Ayrshire	Kilmarnock Campus Tues/Thurs 2 pm - 4pm
Who is the Course for?		
<p>This course is for anyone who has an interest in Engineering, enjoys practical hands-on work in a workshop environment, can problem solve and wishes to gain relevant practical experience within this industry to possibly gain an apprenticeship. You will populate and develop a portfolio which can be used to show employers during interviews. You need to be able to work safely and be very responsible about Health & Safety.</p>		
What is the Course About?		
<p>This course provides a basic introduction to practical Engineering. Students will learn vocational skills in Engineering including:</p> <ul style="list-style-type: none"> • Making Components Using Hand Tools and Fitting Techniques • Using Semi-automatic MIG or MAG welding equipment • Complying With Statutory Regulations and Organisational Safety Requirements • Working Efficiently and Effectively in Engineering • Using and Communicating Technical Information 		
What do I Need?		
<p>There are no formal entrance requirements but if you want to take engineering further you should be studying Maths and Physics is helpful too.</p>		
How will I be assessed?		
<p>Assessments are practical and focus on the attainment of new skills as and when you acquire them. You will be required to complete paperwork to support your practical learning.</p>		
Next Steps?		
<p>Successful completion of this Course may provide you with opportunities to progress to a full time Engineering College course. If you want to study Engineering, the PEO is a great addition to your National Qualifications evidencing your practical experience.</p>		
What do current students say?		
<p><i>"I enjoy being at College, with different students from other schools. I spend a lot of time in the workshop. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".</i></p>		

Course Title	Local Authority	Location/Day/Time
Skills for Work Automotive Level 4 1 year	East, North and South Ayrshire pupils	Kilmarnock and Kilwinning Campus Tue/Thur 2.00pm – 4.00pm
Who is the Course for?		
<p>If you want to know about working in the automotive industry, the occupations within it and the skills and knowledge required, can problem solve and enjoy hands-on practical tasks, this course ticks the boxes for you. Assessment across the units in this Course will mostly test your practical skills but will also test the wider knowledge and understanding you need to work in automotive job roles including knowledge and understanding of tools and equipment and awareness of Health & Safety legislation.</p>		
What is the Course About?		
<p>The Course provides a broad introduction to the automotive industry and will introduce you to basic vocational skills, knowledge and understanding. Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removal and replacement of components and mechanisms.</p> <p>The overall purpose of the Course is to make sure that you develop practical skills, knowledge and understanding needed within this industry as well as developing the skills employers are looking for. For example, team working, following instructions and good customer service. Course Units:</p> <ul style="list-style-type: none"> • Automotive Skills: The Garage • Automotive Skills: The Technician • Automotive Skills: The Car • Automotive Skills: The Vehicle Modification Project 		
What do I Need?		
There are no formal entrance requirements.		
How will I be assessed?		
<p>Assessment across the units in this Course will mostly test practical skills but will also address the wider knowledge and understanding associated with working in automotive job roles including knowledge and understanding of tools and equipment and awareness of health and safety legislation.</p>		
Next Steps?		
<p>This Course fills an identified need in the automotive sector for an introductory course for school candidates and supports progression into appropriate further education or work based learning. Successful completion of this Course may provide you with opportunities to progress to:</p> <ul style="list-style-type: none"> • Scottish Vocational Qualifications (SVQs) and Modern Apprenticeships in Automotive areas • Full time National Certificate Courses • Full time Institute of the Motor Industry courses at Ayrshire College • Training/employment 		
What do current students say?		

“This course is really good, I get to work with the vehicles to find and repair faults. Some tasks are easier than others and take a bit more time to understand but I get there and enjoy problem solving”.

Course Title	Local Authority	Location/Day/Time
Mental Health & Well Being Award	North, East Ayrshire & South Ayrshire	Kilwinning and Kilmarnock Tues and Thursday 2 – 4 pm
Who is the course for?		
The award is relevant for those looking to enhance their skills portfolio and anyone who is considering a career within Health and Social Care. The award provides learners with pertinent and valuable skills which can be applied in many living contexts.		
What is the Course About?		
<p>These qualifications aim to address gaps in knowledge and to improve understanding of mental health questions in young people. The inaccuracies surrounding perceptions of mental healthcare are addressed and this course will provide information to promote understanding and equip learners with positive coping strategies to improve and maintain mental health and wellbeing.</p> <p>The award aims to reduce stigma surrounding mental health, arm young people with healthy coping strategies, promote knowledge of the impact of mental health on behaviour, dispel myths surrounding mental health, promote understanding of positive and negative impacts on mental health, help individuals to make the right choices, promote understanding of the potential uses and impact of social media and the internet and create resilience.</p>		
What do I Need?		
There are no set pre-entry requirements for this award		
How will I be assessed?		
Written/oral/ e-assessment		
Next Steps?		
Successful completion of this course may provide you with opportunities to progress to: Access to Health and Social Care National 5 Health and Social Care SVQ Level 2 Social Services and Health Care		

Course Title	Local Authority	Location/Day/Time
Skills for Work Early Learning & Childcare Level 4 1 Year	EAC SAC	Ayr campus – Mon / Wed Kilmarnock Campus - Tue/Thu 2:00 pm-4:00 pm
Who is the Course for?		
<p>SCQF level 4 Skills for Work: Early Learning and Childcare is an introductory qualification that will help you to understand some of the demands and responsibilities of working in the early learning and childcare sector. This is a great course if you enjoy the practical skills required to understand and care for young children, but there is an element of theory based learning too.</p>		
What is the Course About?		
<p>At SCQF level 4, you will cover basic issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and develop transferable employability skills, including:</p> <ul style="list-style-type: none"> • an understanding of the workplace and the employee’s responsibilities (e.g. time-keeping, appearance) • self-evaluation skills • positive attitude to learning • flexible approaches to solving problems • adaptability and positive attitude to change • confidence to set goals, reflect and learn from experience • skills to become effective job-seekers and employees <p>At SCQF level 4, you work alone or with others on straightforward tasks with support.</p> <p>Units studied:</p> <ul style="list-style-type: none"> • Child Development • Working in Early Learning and Childcare • Play in Early Learning and Childcare • Maintenance of a safe environment <p>To achieve the Course award you must successfully achieve all the Units which make up the Course.</p>		
What do I Need?		
<p>There are no formal entrance requirements, you need to be able to work at SCQF Level 4 and have a real interest in Early Learning and Childcare and in learning new skills, you should also be committed to consistent and full attendance throughout the course.</p> <p>Selection for a place on this course is based on pupils meeting the above requirements and completing a Microsoft Forms task which will be emailed to you; your personal statement and task content will be used to assess your suitability for this course.</p>		
How will I be assessed?		
<p>The assessments used in this Course will allow you to show that you understand the ideas and theories and practical skills that you need to go further in the early education and childcare sector.</p> <p>Assessment approaches will include closed book tests and project based activities.</p>		
Next Steps?		
<p>Successful completion of this course will provide a good foundation for progression into SCQF level 5 programmes in Early Learning & Childcare, Health Care and Social Care.</p>		
What do current students say?		
<p><i>‘I’ve wanted to work in a nursery from a young age. This course has let me understand what skills and qualifications I’ll need to make that happen.’</i></p>		

Course Title	Local Authority	Location/Day/Time
Advanced Woodwork (SCQF Level 5) 1 year	East Ayrshire	Kilmarnock Campus Tue/Thurs 2-4pm
Who is the Course for?		
This course is suitable for pupils who want to further develop their woodwork skills. Pupils need to be over the age of 16 to commence this course due to the machine work involved.		
What is the Course About?		
<p>This course will give you the opportunity to construct furniture items.</p> <p>You will develop:</p> <ul style="list-style-type: none"> • An understanding of the relevant health and safety considerations. • Critical thinking capacity and reflective evaluation skills within a woodworking environment. • Your employability skills for woodworking and furniture manufacture. <p>You will also develop your communication skills, team working and critical thinking skills in the context of woodworking.</p> <p>Units include, wood machining, workshop practice, making a chair and making a small box or cabinet.</p> <p>The course will provide you with skills and knowledge of the woodworking industry so that you can consider this area for employment or future study.</p>		
What do I Need?		
<p>You need to have completed National 5 Practical Woodwork with a grade of B or above.</p> <p>You need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course. You need a positive attitude with a desire to succeed.</p>		
How will I be assessed?		
<p>Assessment of this course is through a series of theoretical and practical assessments or tasks. Some assessments will be carried out under supervised open-book conditions, others under supervised closed-book conditions.</p>		
Next Steps?		
<p>This course may provide progression opportunities to:</p> <ul style="list-style-type: none"> • Employment in woodworking sector/ carpentry and joinery • A relevant fulltime college course • Apprenticeship or trainee position as a cabinet maker. 		

Course Title	Local Authority	Location/Day/Time
NPA Digital Media with Film-making (level 5)	East/North/South Ayrshire This course is for school pupils only	Ayr Campus Tuesday and Thursday 2pm – 4pm
Who is the course for?		
<p>Wannabe Film/TV writers, radio producers, boom operators, directors, key grips, camera operators, gaffers, editors or even assistant editors!</p> <p>Anyone with a view to making a career in the media, with the primary focus on film, TV and radio. This course is a great mix of theory to focus your knowledge and practical projects to hone your technical and team working skills.</p>		
What is the Course About?		
<p>Building media knowledge and your ability to critically analyse media. You'll look at video and audio production, challenging your technical and critical ability, through practical projects. Developing skills and knowledge that can be built upon to drive you on through further work, study and practice, building your confidence, potential and desire to work in the highly competitive world of media production.</p>		
What do I Need?		
<p>Energy, communication skills, creativity, an innate ability to press buttons, but more importantly a desire to do so...and 4 National 4s or equivalent. English is a desirable qualification, particularly if you are looking to progress onto one of our other full-time media courses.</p>		
How will I be assessed?		
<p>Assessment will be continuous throughout the run of the course and undertaken by various means: You will produce video and sound projects, you will undertake short verbal presentations, produce production paperwork and written reports – all the good stuff. NO EXAMS!!!</p>		
Next Steps?		
<p>This course would be a perfect lead into our Lvl6 Film and Broadcasting course that further develops your creative skills and practice. From there you can potentially move onto our HNC Media Analysis and Production course and on into employment or Higher Education.</p>		
What do current students say?		
<p><i>I enjoy working in groups; I like the people and the tasks we do; we get to film with professional equipment; Being able to work with others in group projects makes it more fun.</i></p>		

Course Title	Local Authority	Location / Day / Time
NPA Sport and Fitness - Team Sports (Football)	East/North/South Ayrshire	Kilmarnock Campus Tuesday/Thursday 2pm - 4pm
Who is the Course for?		
<p>This course is for you if you have an interest in, or wish to develop, valuable skills in the areas of football coaching and playing football. This course will run over one year.</p> <p>We anticipate that the applicants will have a strong interest in football and will currently be involved in either playing or coaching.</p>		
What is the Course About?		
<p>The NPA in Sport and Fitness provides the basic knowledge and skills in the theoretical and practical elements of football.</p> <p>As the course is focused on football there will be a high level of practical both playing and coaching. The sessions will be led by fully qualified football coaches and delivered in partnership with Ayr United Football Academy and Kilmarnock Football Club.</p> <p>SQA Course Units:</p> <ul style="list-style-type: none"> • Sport and Fitness: Coaching Development • Sports Officiating and Organising – Recreational: Association Football • Sports Activity Participation and performance: Association Football 		
What do I Need?		
<p>Pupils should have an aptitude in football, a desire to learn new skills and show a commitment to consistent attendance.</p>		
How will I be assessed?		
<p>Assessment across the units will be a mixture of theory and practical and will test knowledge and understanding gained during class time.</p>		
Next Steps?		
<p>This Course may provide candidates with an opportunity for progression to a range of relevant NC courses.</p>		
What do current students say?		
<p>'I really enjoyed the opportunity to work with professional coaches to improve my ability, one of the real highlights was working at the SFA coaching course where we worked with some of the best coaches in the country.'</p>		

Course Title	Local Authority	Location/Day/Time
Introduction to Criminology (level 6)	East, North and South Ayrshire schools This course is for school pupils only	Ayr, Kilwinning and Kilmarnock Campus Tuesday and Thursday 2pm to 4pm
Who is the course for?		
<p>This course is aimed at learners who wish to develop their knowledge of the fascinating discipline of Criminology.</p> <p>This course offers you the opportunity to develop your knowledge and skills while you learn about the various areas that Criminologists explore.</p> <p>NB The nature of criminology is challenging and includes sensitive topics such as domestic violence and sexual abuse. All applicants need to consider this when applying for the course.</p>		
What is the Course About?		
<p>You will develop an understanding of the different types of physical evidence available at a crime scene and how this evidence is utilised. You will learn about the role of forensic psychology in the police, prison and court systems. Through the use of famous cases you will develop an understanding of forensic psychology and profiling.</p> <p>You will develop an understanding of the different types of crimes that are committed with the local community. In addition, this course will introduce you to the different ways that members of the community perceive crime and the role of the mass media in perceptions of crime. You will also learn about the various measures introduced to tackle crime and whether they are helping or hindering the community.</p>		
What do I Need?		
<p>An interest in Criminology, the nature of crime and theories of its causes and solutions.</p> <p>Students should have a National 5's in English and or a Social subject (pass A-C)</p> <p>No formal social science qualifications are required but advantageous</p>		
How will I be assessed?		
<p>Assessment is continuous throughout the course and consists of 2 open book and 1 closed book assessments.</p>		
Next Steps?		
<p>On successful completion of the course you may wish to apply for NC Social Science, NC Higher Social Sciences or HNC Social Science (depending on other qualifications).</p>		

Course Title	Local Authority	Location/Day/Time
Caring for People with Dementia	All	Online distance learning. Live induction sessions will take place online in June. Dates TBC
Who is the course for?		
This Unit is designed to develop knowledge and understanding of Dementia and the effects it has on the individual and their Carers. It will also be interesting to students who wish to develop awareness of the skills and strategies necessary for the support and care of people with Dementia and their Carers.		
What is the Course About?		
Among the ageing population, dementia is the leading chronic disorder and contributor to disability and need for care. An expanding ageing population means that the number of people with dementia is continuing to grow. Dementia can affect every area of human thinking, feeling and behaviour, but each person with dementia is different - how the illness affects someone depends on which area of their brain is damaged. They will also enable develop awareness of the skills and strategies necessary for the support and care of people with Dementia and their Carers. Also explored are the role of statutory, voluntary and self help organisations who support those affected by Dementia. In this programme Learners will be asked to investigate dementia and its effects on the individual and the carers and how they are supported in coping with this condition.		
What do I Need?		
While entry is at the discretion of the centre, candidates would normally benefit from having some knowledge and understanding of mental health issues		
How will I be assessed?		
<p>The unit caring for people includes the following outcomes:</p> <ul style="list-style-type: none"> • Describe the types, causes and progress of dementia. • Identify the strategies and skills required to meet the needs of people with dementia. • Explain the ways to assist the carer in coping with the stresses associated with caring for people with dementia <p>A variety of approaches to assessment will be used in order to build a portfolio of evidence throughout the course.</p>		
Next Steps?		
Help support with applications to Health & Social care subjects.		
What do current students say?		
<i>First time we are running the course for school groups</i>		

Course Title	Local Authority	Location/Day/Time
NPA Theory and Approaches to Youth Work (SCQF Level 6)	All	Online distance learning. Live induction sessions will take place online in June. Dates TBC
Who is the course for?		
Completion of the award will give a foundation for progression to further study and provide appropriate skills and knowledge for those who wish to progress to employment in Youth Work, Community Work or related sectors.		
What is the Course About?		
This National Progression Award (NPA) has been designed to develop underpinning knowledge and understanding of Youth Work. The principal aim of the qualification is to enable learners to gain a broad overview of youth work, its purpose and the impact it has on young people.		
Specific aims of the qualification		
1 To enable the learners understanding of the development and purpose of youth work.		
2 To develop learners knowledge of the current issues affecting young people and the types of appropriate support available.		
3 To develop the learners knowledge and understanding of the approaches to engagement with young people.		
4 To develop the learners knowledge and understanding of the current methods and practices in youth work.		
5 To develop an understanding of the communication and interpersonal skills required to work effectively with young people.		
What do I Need?		
Although there are no pre-entry requirements for this NPA, learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:		
1. NQ Unit(s) at SCQF level 5 in Communication or other equivalent qualification(s)		
2. A positive attitude towards other young people and a mature respect for the boundaries required in youthwork		
How will I be assessed?		
The NPA involves completing 2 units two Units:		
<ul style="list-style-type: none"> • Youth Work: Engaging with Young People • Working with Communities: Youth Work 		
Assessments may include an investigative report, reflective statements and perhaps case studies or question sheets.		
Next Steps?		
Learners will have an underpinning knowledge of Youth Work and will also have developed transferable workplace skills. For example, not only will they have gained knowledge of current youth work methods and practice, they will also have developed their interpersonal and communication skills and be able to work independently or as part of a team.		
What do current students say?		
Last year's students felt that the course gave them the skills and confidence in their own abilities to be able carry out youthwork. The units were varied and interesting to study and students appreciated understanding the work they are already doing within a professional framework. The course can be challenging but the group said that the supportive		

and encouraging atmosphere made these a positive experience. They found the staff supportive and helpful and college was a positive learning experience.

Course Title	Local Authority	Location/Day/Time
NPA Acting and Performance Level 6 1 year	East, North and South Ayrshire	Tuesdays and Thursdays 2.00 – 4.00
Who is the Course for?		
<p>This course offers different things to different people. It is the course for you if you are either already involved in youth theatre or always wanted the opportunity to perform. It is the course for you if you are interested in a career in the performing arts and want to get started on the progression pathway. It is also the course for you if you are keen to build your confidence and communication skills to prepare you for your next steps after leaving school.</p>		
What is the Course About?		
<p>You will spend most of your time on this course preparing for and working towards a performance in front of a live audience. This means working creatively with text and developing skills in voice, movement, acting and stagecraft. You will learn to work cooperatively in teams, to respond to direction and, in so doing, also develop self-awareness and a professional attitude.</p>		
What do I Need?		
<p>In addition to a A-C pass at Nat 5 English or Drama, an interest in the performing arts and a willingness to commit to rehearsals and final performance is crucial.</p>		
How will I be assessed?		
<p>Theatre Skills in Performance: you will study the roles of the director and actor and be introduced to stagecraft. Your knowledge will be assessed by restricted response. You will then apply the skills and knowledge in a production in front of an audience. You will then evaluate the process.</p> <p>Professional Theatre in Context: You will investigate two styles/genres of professional theatre and investigate the elements within them. You will explore the role of the theatre production team in creating a production i.e. Director, producer etc. You will evaluate the effectiveness of two contrasting professional theatrical productions.</p>		
Next Steps?		
<p>You may progress to: HNC Acting and Performance</p>		
What do current students say?		
<p>n/a</p>		

Course Title	Local Authority	Location/Day/Time
NPA Exercise and Fitness - Leadership	East/North/South Ayrshire This course is for school pupils only	Kilmarnock and Kilwinning - Tuesday/Thursday - 2.00pm to 4.00pm Ayr - Monday/Wednesday - 2.00pm to 4.00pm
Who is the course for?		
<p>This course is for you if you have an interest in, or wish to develop, valuable skills in the Exercise and Fitness industry. If you are thinking about a career or further study in sport, exercise, health or fitness this course would be of great benefit. As much of the course is practical the NPA will allow you to develop your personal leadership qualities and to develop your own knowledge and skills through the delivery of and participation in exercise and fitness.</p> <p>The Award will provide:</p> <ul style="list-style-type: none"> • A chance to learn about exercise in fitness in a practical innovative way. • A choice of vocational pathways to be followed within the health and fitness industry • Flexible approaches to learning within a national framework. • Articulation to existing HNC/HND courses available at Ayrshire College • Articulation with SVQ in Instructing Exercise and Fitness at SVQ level 2 and beyond. • A focus on the current working practices being demanded by the industry. 		
What is the Course About?		
<p>The NPA in Exercise and Fitness: Leadership provides pupils with knowledge and skills in the theoretical and practical elements of exercise and fitness training. Applicants must note that there is a strong practical component to this course and participation is linked to the assessments. To gain the award pupils must pass three of the following five SQA units.</p> <p>SQA Course Units:</p> <ul style="list-style-type: none"> • Exercise and Fitness: Cardiovascular Training • Exercise and Fitness: Fixed Weight Training • Exercise and Fitness: Free Weight Training • Exercise and Fitness: Circuit Training • Exercise and Fitness: Exercise to Music 		
What do I Need?		
It should be acknowledged that as the course is at level 6 applicants will need to commit to their attendance and studies to pass this exciting programme		
How will I be assessed?		
Assessment across the units will be a mixture of theory and practical and will test knowledge and understanding gained during class time.		
Next Steps?		
The award is designed to articulate with Ayrshire Colleges current HNC/D Fitness, Health and Exercise and Applied Sport and Exercise Science HND provision. Pupils who pass this course would be able to articulate onto these courses and follow this particular pathway. The course would also be useful to those wishing to attend university to study a sport/fitness related degree and those seeking employment within the health/fitness/exercise industry.		
What do current students say?		
<p><i>I am really enjoying the course as we get to use the equipment in the college gym. I am particularly enjoying working with free weights. I think the course will really help me with my future career plans to become a personal trainer.</i></p> <p><i>More chilled out than being in a classroom all the time.</i></p> <p><i>Doing workshops helps with theory and improves understanding.</i></p> <p><i>We are able to create fitness circuits and gym sessions which are specific to our skills and abilities which makes it more beneficial.</i></p> <p><i>Further education which usually wouldn't get taught in school makes it interesting.</i></p>		

Course Title	Local Authority	Location / Day / Time
National Progression Award Software Development Level 6 1 Year	East Ayrshire Schools	Kilmarnock Campus Tues/Thu 2pm-4pm
Who is the Course for?		
<p>This course will interest you if you enjoy working with computers, creating digital content or generally enjoy solving problems.</p> <p>The NPA in Software Development is suitable for a wide range of candidates with basic computing ability who wish to develop the fundamental knowledge and skills required to solve problems by developing computer programs in a high level language.</p>		
What is the Course About?		
<p>The NPA in Software Development at SCQF level 6 introduces learners to techniques that are important in the IT sector such as Computing Applications Development, Computing: Authoring a Website, and Software Design and Development.</p> <p>The principal aim of the qualification is to provide learners with programming skills and prepare them for employment as entry-level computer programmers.</p> <p>As the title indicates, this NPA is entirely focused on software development, including applications and websites.</p> <p>As part of this qualification you will:</p> <ul style="list-style-type: none"> • Develop knowledge and skills relating to software development • Develop computational thinking skills including problem solving • Develop transferable skills including Core Skills • Develop employment skills • Develop an appreciation of the contemporary IT sector <p>You will study the following units:</p> <ul style="list-style-type: none"> • Computing: Applications Development • Computing: Authoring a Website • Software Design and Development 		
What do I Need?		
<p>You need to have a basic level of skills in Microsoft Word and understand the general operation/navigation of a Windows based PC. You must possess an interest in at least one of the following: art, programming, audio or design. It would be good if you have played different games and consoles/platforms but not essential as we will discuss a variety of examples throughout. You should have completed the NPA in Software Development at SCQF level 4 or be able to demonstrate a similar skill level in coding.</p>		
How will I be assessed?		
<p>You will be expected to create a portfolio of your work. The portfolio may be paper or electronic (digital) and should be completed over the period of the course, with you contributing material to the portfolio on an ongoing basis.</p>		

Next Steps?

Successful completion of the Level 4 course may allow you to progress to:

- NC Computing at level 6
- NC Games and Software Development
- Foundation Apprenticeship in Information Technology: Software Development

What do current students say?

"Honestly, the College turned out to be really enjoyable. Very flexible but I'm still able to work on and complete tasks. The very flexible approach allows me to work at my own pace and still get it completed in time."

Course Title	Local Authority	Location/Day/Time
NPA Sound Production - Recording (Level 6)	East, North and South Ayrshire This course is for school pupils only	Ayr Campus Tuesday and Thursday 2pm – 4pm
Who is the course for?		
This course will interest you if you are interested in music and / or sound production and want to learn how to use industry standard software, such as Pro Tools, Ableton and Native Instruments, to create and manipulate tracks.		
What is the Course About?		
<p>This National Progression Award (NPA) is designed to equip you with the knowledge, understanding and skills you will need to succeed within the creative industries sector or to progress to further study. It is designed to bridge the gap between entry level education and professional career development. The NPA will allow you to develop a skill-set, linked to National Occupational Standards for Sound, which has a thorough grounding in audio recording practice and also allows individual and personalised skills development through the optional Units.</p> <p>SQA Course Units:</p> <ul style="list-style-type: none"> • Sound Engineering and Production • Sound: Understanding the Signal Path • Sound Reinforcement • Music Remixing 		
What do I Need?		
There are no formal entrance requirements. It's useful (not vital) to own and play an instrument. You should be committed to consistent and full attendance throughout the course.		
How will I be assessed?		
The majority of assessment is practical. You will have plenty of opportunities to develop competence and skills through formative work prior to any assessment.		
Next Steps?		
Successful completion of this NPA may provide opportunities for you to be considered for entry to other courses, e.g. HNC Sound Production or where appropriate the full National Certificate Sound Production SCQF level 6. You may also be able to be considered for HNC Technical Theatre.		
What do current students say?		
"Like the hands on practical elements of the course best and enjoy using up to date software."		

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship in Scientific Technologies (Laboratory Skills) 1 year	East, North and South Ayrshire	Kilwinning Campus - College attendance on a Tuesday 9:00 – 4:00 plus one day per week work placement
Who is the Course for?		
<p>The science laboratory is a unique learning environment that enables and combines "learning through doing". Some of the world's most amazing discoveries have been made by people working in laboratories.</p> <p>A Foundation Apprenticeship in Scientific Technologies offers you the opportunity to enhance your understanding of putting theory into practice, improve your reasoning skills, and develop practical skills in laboratory work.</p> <p>If you can see yourself working in the sciences, particularly in a laboratory, this course is for you.</p> <p>You can choose a Foundation Apprenticeship in Scientific Technologies as one of your school subject choices. The course takes 2 years to complete, starting in S5 and finishing at the end of S6.</p> <p>You'll spend part of your week at college and also go out on work experience. Arrangements for work placements will be organised in accordance with COVID government guidance. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.</p>		
What is the Course About?		
<p>This course lets you find out what a career in scientific technologies would really be like - and if it's right for you.</p> <p>It Includes:</p> <ul style="list-style-type: none"> • A National Progression Award (NPA) in Applied Sciences at SCQF level 6 • Three SVQ units of an SCQF level 6 in Laboratory and Associated Technical Activities (Industrial Science) • A substantial work placement <p>Example of course units include:</p> <p>NPA</p> <ul style="list-style-type: none"> - Laboratory safety - Mathematics for science - Fundamental Chemistry - Experimental Procedures in Science <p>SVQ</p> <ul style="list-style-type: none"> - Prepare compounds and solutions for scientific or technical use - Carry out simple scientific or technical tests using manual equipment - Follow Health and Safety procedures for scientific or technical activities 		
What do I Need?		

For a place on this course, you'll need: a pass at National 5 in Chemistry (C or above), Maths and English.

How will I be assessed?

A mixture of: ongoing workplace assessment, assessed practical activities and written tests.

Next Steps?

You may progress to:

- Modern Apprenticeship
- HNC at College
- University

What do current students say?

"During the course I found that even within topics I thought I already knew, my understanding was broadened and some gaps in my knowledge were filled." "This college course is very useful for my progression into further education. I would definitely recommend this course to others who have an interest in science. Through the full day at college and full day at a work placement weekly, I have learned far more than I would within a classroom." "I feel that I've learned a lot more than being at school as the work placement show how everything you learn is relevant within industry."

Course Title	Local Authority	Location/Days/Time
Foundation Apprenticeship: Social Services, Children & Young People level 6 1 years	East, North and South Ayrshire	Kilmarnock Academy (1year) Must be over the age of 16 to apply. Tuesday – 8:50 –3:35 Wednesday – Full day work placement
Is this course for me?		
<p>You can work with children and young people in a range of careers from Early Years Practitioner to a Social Worker.</p> <p>Early year's provision has changed significantly over the years. Today effective early learning and childcare experiences are recognised as playing a key role in future life chances and achievement for children.</p> <p>Social Service workers provide support and help to people who need it, helping them to live full and valued lives in the community. In particular, they help make sure children have the best start in life, so they grow up to be happy, healthy and secure.</p> <p>This course will help you gain the knowledge and understanding you'll need to work successfully in early learning and childcare. It will also develop your knowledge, practical skills and qualities for working with children and young people.</p> <p>This course is aimed at S6 pupils and is studied as one of your school subjects. The course takes 1 year to complete.</p> <p>You'll spend part of your week at college and also go out on work experience. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.</p>		
What's this course about?		
<p>This course lets you find out what a career in social services would really be like - and if it's right for you.</p> <p>It includes:</p> <p>The new National Progression Award (NPA) in Social Services: (Children and Young People) The Scottish Vocational Qualification (SVQ) Social Services (Children and Young People). Here's a bit more on what's involved:</p> <p>NPA</p> <p>The NPA will give you the knowledge you need for the SVQ, along with the practical skills required for delivering early learning and childcare opportunities for children.</p> <p>Units include:</p> <p>Safeguarding Children & Young People Play for Children & Young People Communication with Children & Young People Development of Children & Young People Promoting Wellbeing of Children & Young People</p>		

SVQ

You'll have the opportunity to undertake 6 units to achieve the full SVQ Level 2 Social Services (Children and Young People).

You must complete these 4 mandatory Units:

Support effective communication
 Support the Health & Safety of yourself and individuals
 Develop your own knowledge and practice
 Support the safeguarding of children
 Support the development of children and young people
 Support children's learning through play
 Work Experience

You will be on a work placement one day per week during the year. This placement will be in early learning and childcare and/or early primary school.

What do I need to apply?

Qualifications

For a place on this course, you'll need:

- To have, or be working towards, at least 4 National 5 qualifications including English or Literacy.
- To be capable of working at SCQF Level 6 (Higher level). Your Guidance Teacher can advise you on this.
- A Protection of Vulnerable Groups (PVG) scheme record.
- To be able to complete all the necessary hours in a work placement (10 days or equivalent in Year 1, one full day a week in Year 2).

Skills

Working in social services setting means you also need to be able to:

- Interact and communicate respectfully with children and staff
- Work with others
- Problem solve.

Values

A commitment to appropriate values is very important. If you're interested in a career in social services you can use the interactive resource [a question of care: a career for you](#). Here, you'll answer a series of questions and receive a detailed personal profile at the end. A commitment to appropriate values is necessary and you can demonstrate this partly through responses in this resource.

How will I be assessed?

The NPA Units are assessed in college and the SVQ Level 2 units are assessed in the workplace. These assessments are a mixture of written reflective accounts & practical application – you'll carry out tasks and your assessor will observe you and say when you have shown that you can do them to the require occupational standard.

You'll also keep a reflective log and produce accounts of practice to demonstrate your knowledge of related legislation, policies, theories, professional values and practical skills.

Your SVQ Assessor will visit you regularly to make sure you're doing well and on track with your vocational qualification.

Next steps?

Successful completion of this Foundation Apprenticeship includes Scottish Social Services Council registration eligibility for support worker in day care of children services. Most jobs in day care of children services are at practitioner level and certification for these roles is at SVQ 3, but some employers use SVQ 2 as entry to SVQ 3.

Once you've achieved this Foundation Apprenticeship, you'll have an industry recognised qualification and extensive work experience which will really help in your future career. It will support your progress whether you plan to study at college on the HNC Childhood Practice or enrol on a Modern Apprenticeship or go straight into work.

You'll have a solid basis for moving onto a Modern Apprenticeship in Social Services (Children and Young People). This will qualify you as a support worker and practitioner in a range of services across the sector, such as day care services or out of school care as a nursery assistant, play leader or nursery officer.

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship -Civil Engineering Level 6 - 2 years	East, North and South Ayrshire	Ayr Campus Tue/Thurs 2-5pm
Who is the Course for?		
<p>Can you see yourself creating, planning and overseeing the construction of buildings and infrastructure; from roads, bridges and canals, to some of the tallest buildings in the world?</p> <p>Do you enjoy problem solving and finding out how things work?</p> <p>Why not think about a course in Civil Engineering? There is a constant need for Civil Engineers in Scotland and internationally.</p>		
What is the Course About?		
<p>You can choose a Foundation Apprenticeship as one of your subject choices while still at school. The course takes 2 years to complete, starting in S5 and finishing end of S6. Transport to and from college/employer will be organised and paid for.</p> <p>A Foundation Apprenticeship (Group Award) in Civil Engineering includes:</p> <ul style="list-style-type: none"> • A National Certificate in Civil Engineering (at SCQF Level 6) • At least one unit from the SVQ3 in Civil Engineering (at SCQF Level 6) <p>Arrangements for work placements will be organised in accordance with COVID government guidance.</p>		
What do I Need?		
<p>You should have or be working towards National 5 qualifications in Mathematics during S5. Your guidance teacher should think you are capable of working at SCQF Level 6, the same level as a Higher qualification.</p>		
How will I be assessed?		
<p>Assessment is on an ongoing basis and will include practical sessions as well as a civil engineering project, using the new skills you've learned throughout the course.</p>		
Next Steps?		
<p>If you achieve the Foundation Apprenticeship, you will have a solid basis for progression to a Modern Apprenticeship or a Higher National Certificate in a range of construction or civil engineering careers specialisms like:</p> <ul style="list-style-type: none"> • Construction Management • Architectural technology • Quantity Surveying • Building Surveying 		

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship in Engineering Level 6	East, North and South Ayrshire	Irvine Royal Campus, Kilmarnock campus and Ayr Campus Tues and Thur - 2.00 – 5.00 pm
Who is the Course for?		
<p>The Foundation Apprenticeship (FA) in Engineering aims to give pupils the opportunity to develop the skills and knowledge to enter into a career in Engineering and the Advanced Manufacturing sector and other Engineering related industries. The programme is designed to provide participants with theory, practice and related work experience. The FA in Engineering is aimed at pupils in S5 and S6 and will take 2 years to complete. It also contributes directly to achievement of the Modern Apprenticeship in Engineering by attainment of the core units of the MA qualification.</p> <p>Ayr Campus - Focusing on Aeronautical engineering</p> <p>Kilmarnock Campus - Focusing on Machining, Manufacturing engineering and welding</p> <p>Kilwinning Campus - Focusing on Electrical and Electronic Engineering</p>		
What is the Course About?		
<p>Year 1</p> <p>In S5 pupils will attend College on a Tuesday and Thursday afternoon and are expected to work towards their identified Performing Engineering Operations (PEO) level 2 units (SCQF level 5) and also a proportion of the core or restricted core units from an Engineering related National Certificate (NC) at SCQF level 6.</p> <p>Other activities in S5 will include introducing pupils to the employer context in which engineering roles exist and how engineering skills are utilised in the workplace; this will involve industrial visits to employers and talks from industry professionals.</p> <p>Year 2</p> <p>In S6 pupils will attend college on a Tuesday and Thursday afternoon. Pupils will complete any outstanding Performing Engineering Operations (PEO) units (SCQF Level 5) 5 units including 3 mandatory, and the remainder of any core / restricted core and optional units for the chosen National Certificate programme. The majority of work-related experience will be gained in S6 through a work placement and/or an industry challenge. The work-based competence units will be delivered and assessed in the workplace.</p> <p>Arrangements for work placements will be organised in accordance with COVID government guidance.</p> <p>This course provides a basic requirement for a Modern Apprenticeship. Students will learn vocational skills in Engineering. Depending on campus units may include:</p> <ul style="list-style-type: none"> • Using and Communicating Technical Information • Working Efficiently and Effectively in Engineering • Working Safely in an Engineering Environment • Producing Components Using Hand Fitting Techniques • Producing Mechanical Engineering Drawings Using a CAD System • MIG Welding Skills 		

- Preparing and Using Lathes for Turning Operations
- Preparing and Using Manual Metal Arc Welding Equipment
- Carrying out aircraft detail fitting activities
- Installing aircraft mechanical fasteners
- Producing aircraft detail assemblies
- Using Computer Software Packages to Assist with Engineering Activities
- Assembling and testing electronic circuits
- Forming and assembling electrical cable enclosure and support system
- Wiring and Testing Electrical Equipment and Circuits

What do I Need?

Candidates should have National 5 Mathematics at the start of S5. A Physics qualification would be useful also.

How will I be Assessed?

Assessments are a mixture of practical, which focus on the attainment of new skills as and when you acquire them, and theoretical. Assessment is on an ongoing basis.

Next Steps?

At the end of the 2 years you will complete a combination of Performing Engineering Operations units and an NC Engineering incorporating work placement, achieving a Foundation Apprenticeship in Engineering. You could progress to an HNC in Engineering or into employment or a Modern Apprenticeship.

What do current students say?

“I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is class room based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship”.

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship: Financial Services	East, North and South Ayrshire	Kilwinning Campus, Tuesday, 9 – 4 plus equivalent of 1 day work placement
Who is the course for?		
<p>The financial services sector remains one of the most important industries in Scotland and the rest of the UK. Financial services contributed £8.8 billion to the Scottish economy in 2010 – more than 8% of Scottish onshore economic activity. The sector directly employs 85,000 people in Scotland and a further 100,000 indirectly – around 7% of total Scottish employment.</p> <p>You can choose a Foundation Apprenticeship in Financial Services as one of your school subject choices. The course takes 1 year to complete, in S5 or S6.</p> <p>You'll spend part of your week at college and also go out on work experience. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.</p>		
What is the Course About?		
<p>This Foundation Apprenticeship is made up of three components:</p> <ul style="list-style-type: none"> • National Progression Award (NPA) in Financial Services • SVQ 3 in Providing Financial Services at SCQF level 6 (mandatory Units only) • Work placement <p>The NPA is designed to support the underpinning knowledge of the SVQ in Providing Financial Services at SCQF level 6. The NPA contains 6 units. These are delivered and assessed by the college.</p> <p>NPA in Financial Services will cover the following topics:</p> <ul style="list-style-type: none"> • Financial Services: An Introduction • Financial Services: The Regulatory Framework • Financial Services: Communication • Financial Services: Promoting Positive Customer Relationships • Financial Services: Personal Finance Awareness • Work Placement <p>You'll complete the units of your SVQ in Financial Services mainly in the workplace, as part of your placement. You'll learn how to:</p> <ul style="list-style-type: none"> • Develop Yourself to Improve and Maintain Workplace Competence in a Financial Services Environment • Develop Productive Working Relationships in a Financial Services Environment • Comply with Regulations in the Financial Services Environment <p>Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:</p> <ul style="list-style-type: none"> • Communication • Problem solving • Working with others • Time management <p>These transferrable skills are necessary for working in a range of other related jobs.</p>		

What do I Need?
<p>For a place on this course, you'll need:</p> <ul style="list-style-type: none"> • National 5 Maths and English • An interest in working in the Financial Services sector
How will I be assessed?
<p>The NPA Units are assessed in college and the SVQ units are assessed in the work placement. These assessments are practical – you'll carry out tasks and your assessor will observe you and say when you have shown that you can do them out correctly. You'll also keep a logbook. Your Assessor will visit you regularly to make sure you're doing well and on track with your tasks.</p>
Next Steps?
<p>You may progress to:</p> <ul style="list-style-type: none"> • HNC at College • University • Modern Apprenticeship
What do current Foundation Apprenticeship students say?
<p><i>"After a month of being in my work placement one day a week I was asked if I wanted to do extra hours at the weekend on a paid basis. I have now been working there for 2 months and am really enjoying it."</i></p> <p><i>"The course will give me the skills that I need to complete tasks and jobs similar to this in the future, it gives me experience that I wouldn't get from sitting in the classroom at school which will be great for my CV."</i></p> <p><i>"Being at the college one day a week has been good for making new friends and relationships, it's a great bunch of people from different schools and we all get on well."</i></p> <p><i>"The course will give me the skills that I need to complete tasks and jobs similar to this in the future, it gives me experience that I wouldn't get from sitting in the classroom at school."</i></p> <p><i>"I feel this apprenticeship has helped me a lot as I wasn't very confident when I was in school before and I struggled to talk to different people but after the few weeks that I've been in the course it's really helped boost my confidence. I've had to speak to people over the phone, via email and in the office. My communication skills have really improved."</i></p> <p><i>"The course is good fun and you get a lot out of it so I would recommend doing it. It's so different to school but you also learn loads from others about the world of work."</i></p> <p><i>"I would like to do a Modern Apprenticeship and I feel that this course would help give me the skills and knowledge that I will need to complete one."</i></p>

Course Title	Local Authority	Location/Days/Time
Foundation Apprenticeship: Social Services, Children & Young People level 6 2 years	East, North and South Ayrshire	Kilwinning Campus & Ayr Campus Year 1: Tue/Thu 2:00 - 4:00 pm in College. Year 2: Work placement – ONE full day (Thursday) plus college attendance on a Tuesday from 2:00- 4:00 pm

Is this course for me?

You can work with children and young people in a range of careers from Early Years Practitioner to Social services.

Early year's provision has changed significantly over the years. Today effective early learning and childcare experiences are recognised as playing a key role in future life chances and achievement for children and young people.

Social Service workers provide support and help to people who need it, helping them to live full and valued lives in the community. In particular, they help make sure children have the best start in life, so they grow up to be happy, healthy and secure.

This course will help you gain the knowledge and understanding you'll need to work successfully in early learning and childcare. It will also develop your knowledge, practical skills and qualities for working with children and young people.

You can choose a Foundation Apprenticeship in Social Services, Children & Young People as one of your school subject choices. The course takes 2 years to complete, starting in S5 and finishing at the end of S6.

You'll spend part of your week at college and have the opportunity to get involved in sport, play and learn sessions with local early learning and childcare service. In year two you will go out on work experience so that your occupational competencies can be assessed. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.

What's this course about?

This course lets you find out what a career in social services would really be like - and if it's right for you.

It includes:

- The National Progression Award (NPA) in Social Services: (Children and Young People)
- The Scottish Vocational Qualification (SVQ) Social Services (Children and Young People).

Here's a bit more on what's involved:

NPA

The NPA will give you the knowledge you need for the SVQ, along with the practical skills required for delivering early learning and childcare opportunities for children.

Units include:

- Safeguarding Children & Young People
- Play for Children & Young People
- Communication with Children & Young People

- Development of Children & Young People
- Promoting Wellbeing of Children & Young People

SVQ

You'll have the opportunity to undertake 6 units to achieve the full SVQ Level 2 Social Services (Children and Young People).

You must complete these units:

- Support effective communication
- Support the Health & Safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children
- Support the development of children and young people
- Support children's learning through play

Work Experience - Arrangements for work placements will be organised in accordance with COVID government guidance.

As well as formal college tuition, you'll also gain work related experience, such as work placements, work shadowing, industry visits, an industry challenge and training.

In Year 1, you need to do this for at least 10 days (or equivalent hours) – we'll help you find a placement that you can fit in around your school and college classes. This could be in out of school care services.

In Year 2, you'll be out on placement for one full day per week usually Thursday. Ideally, this placement will be in an early learning and childcare centre or early primary placement.

What do I need to apply?

Qualifications

For a place on this course, you'll need:

- To have at least 4 National 5 qualifications including English or Literacy.
- To be capable of working at SCQF Level 6 (Higher level), your Guidance Teacher can advise you on this.
- Eligible for Protection of Vulnerable Groups (PVG) scheme.
- To be able to complete all the necessary hours in a work placement (10 days or equivalent in Year 1, one full day a week in Year 2). **Arrangements for work placements will be organised in accordance with COVID government guidance.**
- Selection for a place on this course is based on pupils meeting the above requirements and completing a Microsoft Forms task which will be emailed to you; your personal statement and task content will be used to assess your suitability for this course.

Skills

Working in social services setting means you also need to be able to:

- Interact and communicate respectfully with children and staff
- Work with others
- Problem solve.

Values

A commitment to appropriate values is very important. If you're interested in a career in social services you can use the interactive resource [a question of care: a career for you](#). Here, you'll answer a series of questions and receive a detailed personal profile at the end. A commitment to appropriate values is necessary and you can demonstrate this partly through responses in this resource.

How will I be assessed?

The NPA Units are assessed in college and the SVQ Level 2 units are assessed in the workplace. These assessments are a mixture of written reflective accounts & practical application – you'll carry out tasks and your assessor will observe you and say when you have shown that you can do them to the require occupational standard.

You'll also keep a reflective log and produce accounts of practice to demonstrate your knowledge of related legislation, policies, theories, professional values and practical skills.

Your SVQ Assessor will visit you regularly to make sure you're doing well and on track with your vocational qualification.

Next steps?

Successful completion of this Foundation Apprenticeship includes Scottish Social Services Council registration eligibility for support worker in day care of children services. Most jobs in day care of children services are at practitioner level and certification for these roles is at SVQ 3, but some employers use SVQ 2 as entry to SVQ 3.

Once you've achieved this Foundation Apprenticeship, you'll have an industry recognised qualification and extensive work experience which will really help in your future career. It will support your progress whether you plan to study at college on the HNC Childhood Practice or enrol on a Modern Apprenticeship or go straight into work.

You'll have a solid basis for moving onto a Modern Apprenticeship in Social Services (Children and Young People). This will qualify you as a support worker and practitioner in a range of services across the sector, such as day care services or out of school care as a nursery assistant, play leader or nursery officer.

Course Title	Local Authority	Location/Day/Time
Portfolio Work (including Life Drawing and Printmaking) Level 6, 1 Year	East, North and South Ayrshire	Ayr Campus Tue/Thu - 2.00pm – 4.00pm
Who is the Course for?		
<p>This course will interest you if you are applying to art school and would like to supplement your portfolio with Life Drawing, Printmaking and Sketchbook Development Skills. You should be comfortable discussing your ideas with other students and lecturers and working with unclothed life models.</p>		
What is the Course About?		
<p>The course is about broadening your artistic skills by providing you with an opportunity to develop key life drawing skills, to experiment with printing in a range of media including textiles and to learn how to use a sketchbook to develop your ideas and concepts.</p> <p>The Printmaking Unit will introduce you to printmaking skills by allowing you to experiment with different methods. You will produce a portfolio of experimental prints, and plan, produce and present finished prints. This unit will be delivered along with a Design for Print unit, where you will develop skills and techniques which will allow you to investigate the commercial print process. You will research, develop, produce and present a design for print to a given brief.</p> <p>The Life Drawing unit will focus on drawing the human form and take you from the fundamentals of drawing through a variety of linear and tonal exercises to experimenting with media and reacting to shifting poses and movement. You will accumulate a large body of experimental and resolved work, through which you will flex your creative muscle and become confident in drawing the human body.</p> <p>Sketchbooks are a vital component of the creative process, enabling students to visualise emerging and evolving ideas. In the sketchbook unit, students will have the opportunity to expand on themes and concepts arising in their portfolio and, through practical workshops and demonstrations, they will develop a substantial body of sketchbook work.</p>		
What do I Need?		
<p>You should already have achieved a Higher Art; within your personal statement please tell us in a couple of paragraphs about your career plans which should include applying to art school or to study art at college.</p> <p>Once your application has been approved by your school we will contact you to ask you to email us between 6 and 10 Jpegs showcasing a variety of your recent work which, along with your personal statement, will form the basis of our selection process for the course.</p>		
How will I be Assessed?		
<p>The life drawing unit will be assessed on the overall success of your folio of life drawings, which will include a range of durations, experiments, partial studies, full studies and resolved final drawings.</p> <p>The sketchbook unit will be assessed on the thorough creative expansion of your chosen theme and the range of creative ideas explored throughout the sketchbook.</p> <p>The Design and Printmaking units require you to produce a folio of work which includes annotated research and development of ideas, a series of experimental prints using a variety of techniques and a minimum of two finished prints.</p>		
Next Steps?		
<p>Successful completion of this course may allow you to progress onto our level 6 or HNC Art & Design full time course, as well as supporting any application you make to Art School.</p>		
What do Current Students Say?		
<p><i>This course is making my current portfolio strong and has helped me show my thought process; it has added a lot to my portfolio and has helped me to explore different techniques; it's really enhancing my portfolio with loads of different media and techniques; I feel the life drawing will be a crucial part of my portfolio to art school; I feel I am becoming a better artist</i></p>		

Course Title	Local Authority	Location/Day/Time
Digital Skills for Business	South Ayrshire	Ayr - Tuesday, Thursday 2 pm – 4 pm (one session in campus, one session live online)
Who is the course for?		
<p>This course is for anyone who is interested in developing their skills in the use digital technology to support administrative functions, using social media to maximise the marketing reach of a project/business/campaign, increasing their understanding of the role of digital media in contemporary marketing communications and who may wish to start their own business, or wish to understand the process involved in the initial preparations of starting a business.</p> <p>If you're interested in a career in a vibrant, contemporary business environment, digital marketing or in starting your own business, this course will help you on your way.</p>		
What is the Course About?		
<p>This course entails studying the following 4 units at SCQF level 7:</p> <ul style="list-style-type: none"> • Digital Technologies for Administrators • Visual Communication: Social Media • Digital Marketing Communications: An introduction • Preparing to Start a Business <p>Some of the topics you will study are as follows:</p> <ul style="list-style-type: none"> • The effective use of ICT networks and social media in the modern business environment • Techniques and strategies used to maximise social media marketing campaigns • The digital landscape and communication tools within marketing communications <p>You will also create and evaluate a social media marketing campaign in response to a project brief and develop an business plan.</p>		
What do I Need?		
<p>For entry to this course you'll need:</p> <ul style="list-style-type: none"> • A real interest in the modern, digital business environment • A minimum of 1 Higher, preferably English 		
How will I be assessed?		
<p>Assessment will cover a variety of knowledge and practical skills as well as the more intellectual skills of planning and evaluating. These together with the Core Skills mean that a large number of different methods are employed to ensure that you can do what you are supposed to do as well as know what you are supposed to know.</p>		
Next Steps?		
<p>You may progress to:</p> <ul style="list-style-type: none"> • A relevant HNC course in Business or Administration • Relevant degree course at university • Start your career with employment in a modern business environment 		

Course Title	Local Authority	Location/Day/Time
HNC Applied Science Level 7 1 year	East, North and South Ayrshire	Kilwinning Campus Ayr Campus Kilmarnock campus Days TBC
Who is the Course for?		
<p>The life sciences industry in Scotland is thriving, offering exciting opportunities to collaborate, bring new concepts to life and life-changing products to market. A key part of this is biomedical science, which focuses on how the human body works, and how to treat or cure it from disease. Biomedical scientists usually work in a laboratory, carrying out tests related to screening, analysis or diagnosis. This ranges from common blood tests and tissue samples, to specialist procedures to detect cancer.</p> <p>If you're looking for a career in the biomedical sector, this course is ideal. Alternatively, it may also help your entry to future nursing or midwifery studies.</p>		
What is the Course About?		
<p>This course focuses on biology and chemistry theory, but with the underpinning practical skills required to be a successful and employable scientist - be prepared to spend plenty of time in the lab conducting experiments and processing your results!</p> <p>Firstly, on the theory side, you'll look at fundamental chemistry, beginning with atomic structure and moving onto topics such as chemical formulae, organic chemistry and chemical equilibrium.</p> <p>You'll study the human body and its physiological processes such as the nervous, cardiovascular, respiratory and digestive systems.</p> <p>You'll look at cell biology, including cell membrane, proteins and cellular communication. You'll then explore at the fascinating area of DNA and genetics, including key aspects of the cell cycle, genes, inheritance and applications of DNA technology.</p> <p>In microbiology, you'll focus on the different types of micro-organisms (prokaryotic, eukaryotic and akaryotic), while in biochemistry you'll learn about the key aspects of biological molecules, enzymes and energy production within cells.</p> <p>Finally, you'll look at biotechnology, including genetically modified organisms, production techniques in biotechnology products, applications such as genetically modified plants and animals, and ethical issues.</p>		
What do I Need?		
<p>For entry to this course you'll need:</p> <ul style="list-style-type: none"> • A real interest in science • A minimum of one relevant Higher at Grade C or above, preferably Biology, Human Biology or Chemistry 		
How will I be assessed?		
<p>Theory based Outcomes are assessed holistically by means of an end of Unit closed-book assessment under controlled conditions. Practical Outcomes are evidenced by a variety of means, including laboratory work. There is also a Graded Unit element to the course which is assessed by the use of a scientific report.</p>		
Next Steps?		
<p>You may progress to:</p> <ul style="list-style-type: none"> • HND Biomedical Science (SCQF Level 8) or HND Industrial Biotechnology (at Glasgow Kelvin College) • Degree course at university, via our articulation arrangements, such as BSc Biomedical Science at UWS or Glasgow Caledonian University (direct entry to year 2) • Start your career with employment, such as a technical level post in NHS 		

Course Title	Local Authority	Location/Day/Time
HNC Architectural Technology	East, North and South Ayrshire schools	Ayr campus Mon / Wed 9.00 – 4.00 pm
Who is the course for?		
This course is highly contemporary and will give you the skills and knowledge you need to work successfully in an architectural technician's role.		
What is the Course About?		
<p>Here's just some of what you'll be doing:</p> <p>You'll develop skills in architectural design sketching and drawing. You'll produce sketches of old and new buildings, and learn about scale, proportion, form, function and mass – all vital skills for architecture.</p> <p>You'll focus on the BIM process, using advanced CAD and ICT collaboration cloud based platforms, and discovering how digital technologies are integrated with the project lifecycle.</p> <ul style="list-style-type: none"> • You'll learn how architectural design companies operate, including the architect's duties and procedures to control construction costs. • You'll look at substructure, from site investigations through to ground improvements and building foundations. • You'll focus on construction technology, exploring techniques to build to specification for domestic and commercial construction, including walls, floors and roofs. • You'll learn about structural design and behaviour, as well as the statutory and legislative constraints to the design of buildings and the built environment. • You'll look at common building services in commercial, industrial and high rise buildings. This includes installation techniques for hot and cold water supply, electricity, HVAC, fire prevention and lift installations. • You'll carry out practical tasks, such as testing materials and conducting a levelling survey between two known benchmarks. <p>You may also have the chance to:</p> <ul style="list-style-type: none"> • Go on a work placement, via our links with industry employers such as LMA Architects or Denham Benn. • Go on site visits, such as the Construction Scotland Innovation Centre. 		
What do I Need?		
<p>For entry to this course you'll need: A minimum of one relevant Higher, ideally English, Math or a Science subject OR a relevant NC course at SCQF Level 6, or Foundation Apprenticeship in Civil Engineering, or equivalent</p> <p>If you don't have any formal qualifications, but have appropriate experience or other training, we'll also consider you for a place, so please call us for a chat.</p>		
How will I be assessed?		
Assessment is on an ongoing basis and will include practical sessions as well as theory, using the new skills you've learned throughout the course.		
Next Steps?		
<p>When you successfully complete this course, you'll have the choice of:</p> <ul style="list-style-type: none"> • Moving onto an HND in Architectural Technology. • Moving onto a BSc in Architectural Technology at Napier University, BSc in Construction Management, Quantity Surveying or Building Surveying at Glasgow Caledonian University (all direct entry to year 2). Please note a Grade B in Graded Unit is required for this • Seeking to start your career in employment as an Architectural Technician. 		

Course Title	Local Authority	Location/Day/Time
HNC Construction Management 1 year	East, North and South Ayrshire	Ayr campus Mon / Wed 9.00 – 4.00 pm
Who is the Course for?		
If you'd like to work in a supervisory or management role within the construction industry, this course can help you on your way. Construction Managers (or Site Managers/Agents) are responsible for the safe completion of construction projects, on time and within budget.		
What is the Course About?		
This course will give you the skills and knowledge you'll need to work successfully in a management role in the construction industry. It's mainly theory based, with a small amount of practical work.		
Here's just some of what you'll be doing:		
<ul style="list-style-type: none"> • You'll look at substructure, from site investigations through to ground improvements and building foundations • Construction technology and the techniques to build to specification • Construction planning • Health and Safety. • Administrative processes, contracts and tendering procedures • CAD (Computer Aided Draughting) • Building services • Practical tasks such as: testing materials and conducting a levelling survey between two known benchmarks 		
Pupils will be registered with the Chartered Institute of Building (CIOB) as student members. Student membership gives instant access to a wealth of resources that will support transition to university and a career in a Construction profession.		
What do I Need?		
A minimum of one relevant Higher, ideally English, Maths or a Science subject		
How will I be assessed?		
Assessment is on an ongoing basis and will include practical sessions as well as theory, using the new skills you've learned throughout the course.		
Next Steps?		
You may progress to:		
<ul style="list-style-type: none"> • HND in Construction Management, Quantity Surveying or Building Surveying • A degree course at university, possibly via our articulation arrangements, such as BSc in Construction Management, Quantity Surveying or Building Surveying at Glasgow Caledonian University (direct entry to year 2). Please note a Grade B in projects is required for this. • Seeking to start your career in construction in a role such as Trainee or Assistant Site Agent. 		

Course Title	Local Authority	Location/Day/Time
HNC Cyber Security	East, North and South Ayrshire	Kilwinning campus Tuesday & Thursday 9 – 4 pm
Who is the Course for?		
<p>We live in a digital age where the demand for ICT and digital technology is growing at an incredible pace. With good computing and IT systems now central to every business, organisations are set to become even more driven by technology and data. In addition, modern organisations hold large amounts of data – about their customers and about themselves. But they face many threats to the security of this information, and they have many legal obligations to take care of it. This course will give you many perspectives about data breaches and how to protect against them.</p> <p>In this dynamic and continually evolving sector, there’s already a skills shortage and it’s predicted there could be as many as 11,000 job opportunities each year in Scotland alone. So by investing in digital and IT skills now, you could find yourself highly sought after in the future!</p> <p>If you’re interested in a career in computing and IT systems or the cyber security industry, this course can help you on your way.</p> <p>This course will give you the skills you need to design, implement and support IT systems in a wide range of industries. It focuses on the key areas of software development, databases, and interface design, troubleshooting and cyber security.</p>		
What is the Course About?		
<p>In present day Scotland, the majority of businesses are small to medium sized enterprises many of whom lack the funds to employ a number of specialists. They could, however, employ an individual with good general computing skills. This award covers both the technical and professional skills required for working within the computing industry. A computing professional has to be aware of contemporary legislation, ethical considerations, codes of conduct and professional bodies which would provide opportunities for personal development and support in their career. This qualification covers these topics. The development of software has become a necessary part of many job functions with the industry and is no longer the remit solely of programmers. For example, technical support and networking HNC provides all candidates with the basic skills to design, implement and test simple programs and produce technical documentation. Although hardware and software are continually changing, an understanding of the physical, software and logical elements of a computer is required along with the basic skill of installing and configuring various types of software. This qualification provides this knowledge and experience as well as an appreciation of the interaction between hardware and software and the impact various elements may have on system performance.</p>		
What do I Need?		
<p>For entry to this course you’ll need: A real interest in Computing Science</p> <ul style="list-style-type: none"> • A minimum of 1 Higher, but preferably two • Higher Maths, although we’ll consider a relevant group of National Units in Maths at SCQF Level 6 		

How will I be assessed?

Assessment will cover a variety of knowledge and practical skills as well as the more intellectual skills of planning and evaluating. These together with the Core Skills mean that a large number of different methods are employed to ensure that you can do what you are supposed to do as well as know what you are supposed to know.

Next Steps?

You may progress to:

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|---|
| <ul style="list-style-type: none">• HND Computer Science or HND Technical Support (SCQF Level 8)• Relevant degree course at university• Start your career with employment in the computing industry |
|---|

What do current students say?

Course Title	Local Authority	Location/Day/Time
HNC Electrical Engineering (Infill) Level 7 1 year	North Ayrshire	Kilwinning Campus Wed / Thu 9.00 - 4.00pm
Who is the Course for?		
<p>This course is for anyone who has an interest in Electrical Engineering and who wishes to progress to University or to employment through a modern apprenticeship.</p> <p>Electrical Engineering is an exciting field of study with many opportunities within both an industrial and domestic setting such as production and process plants, maintenance, design, domestic wiring and testing and within the rail network.</p>		
What is the Course About?		
<p>The Course covers theory and practical aspects of Electrical Engineering. You will cover basic electrical safety, Mathematics to assist you with performing electrical calculations and problem solving.</p> <p>Electrical installation will allow you to develop hand and problem solving skills. You will learn how to plan a job and then complete it. Lighting circuits and wiring of electrical sockets will be explored. You will learn how to use electrical and electronic test instruments to test your circuits.</p> <p>You will be introduced to Programmable Logic controllers and learn to programme a PLC using ladder logic.</p> <p>The course may include the following units:</p> <ul style="list-style-type: none"> • DC and AC Principles • Applications of Programmable Logic Controllers • Business Awareness and Continuing Professional Development • Engineering Mathematics 2 • Electrical Engineering • Electrical Machine Principles • Electricity Power Systems • Engineering Mathematics 1 • Three Phase Systems • Electrical Installation Skills • Electrical Safety • Information Technology: Applications Software 1 • Electrical Engineering: Graded Unit 1 • Application of Electrical and Electronic Instruments • Communication: Practical Skills 		
What do I Need?		
<p>For entry to this course you'll need:</p> <ul style="list-style-type: none"> • A real interest in electrical Engineering • A minimum of one relevant Higher at Grade C or above, preferably Mathematics or Physics 		
How will I be assessed?		

Continual assessment
Next Steps?
You may progress to: <ul style="list-style-type: none">• Degree course at university, via our articulation arrangements, at UWS or Glasgow Caledonian University• Start your career with a technical level post or an apprenticeship

Course Title	Local Authority	Location/Day/Time
HNC Fitness, Health and Exercise Level 7 1 year	Pan Ayrshire	Kilmarnock Academy Tuesday and Thursday
Who is the course for?		
<p>This is a bespoke course designed for school pupils in Ayrshire who would like to gain an HNC in Fitness, Health and Exercise.</p> <p>This course would be useful if you are considering applying for a University course in Sports Science, PE teaching, Sports Coaching or Health and Fitness. Successful completion of this course would assist any University application and in some cases allow advanced entry (into year 2).</p> <p>Successful completion of this course would allow for the pupil to access the HND Sport and Exercise Science and the HND in Fitness, Health and Exercise courses at Ayrshire College.</p> <p>Alternatively if you'd like to work in the fitness industry, this is also the course for you, as it covers all the key aspects of fitness, health and exercise.</p> <p>On successful completion, you'll meet the required industry standard to become REPS (Register of Exercise Professionals) Level 2 accredited, effectively providing you with the qualification for working within any gym/exercise facility.</p> <p>Due to the practical nature of this course, the fitness elements, work experience and team working would be beneficial for anyone looking to develop their skills for a career in the Police, Fire Service, Paramedic, Army, Royal Navy and Royal Air Force.</p>		
What is the Course About?		
<p>You'll spend time in the fitness suites and facilities, learning how to safely and competently instruct your clients within a gym environment. However, there's also a substantial amount of theory and written elements, so be prepared to spend time in the classroom as well as self-study.</p> <p>You'll have the chance to gain hands on, industry led experience, through a weekly placement with a community partner (eg local gyms, Active Schools, community initiatives). You'll hone your skills learning about the exercise and fitness environment, helping others make the most of active lifestyle choices. Working with our key partners you will learn top tips for success from people who work in the industry, such as Leisure Trusts and private gym/performance facilities.</p> <p>You'll also be encouraged to extend your industry work and volunteering out with college, to maximise your chances of networking and employment.</p> <p>Here's some more on what you'll be doing:</p> <ul style="list-style-type: none"> • Health Screening – Identifying health and fitness based indicators for health • Working Effectively and Safely with Clients – Developing your skills to work with various client groups • Exercise and Fitness: Health and Safety Management • Nutrition for Fitness, Health and Exercise – How your food and drink intake impacts on performance • Exercise Physiology and Anatomy - you'll learn how the body works so you can help your clients get the best results. 		

- Exercise Physiology and Anatomy – How the body works and develops
- Exercise Principles and Programming – A practical class that focuses on the key factors relating to exercise and fitness
- First Aid for Sport and Fitness- you'll learn how to deal with numerous emergencies and save a life if needs be.
- Fitness, Health and Exercise: Graded Unit 1
- Plan, Teach and Evaluate Gym Based Exercise Sessions - the gym will become your second home, as you learn to plan, teach and evaluate sessions, to give your clients the best service possible.
- Work Placement – gaining real life practical experience
- Managing a Sport or Fitness Related Event - you'll work with your team to design your own fun fitness event.

What do I Need?

A real interest in sport and fitness and in particular the idea of leading/instructing within the fitness industry.

Two Highers and a supporting reference from the school

How will I be assessed?

You will be fully supported throughout the year and will receive practical assessments, written assessments and assignments that will look at key aspects of the course. We will also assess your leadership within the gym from the point of view of planning, doing and evaluating your sessions. Assessment is ongoing throughout the year so there are no "big exams" to worry about.

Next Steps?

Successful completion of this Course may provide you with opportunities to progress to a full time HND year 2 course in Fitness Health and Exercise or Applied Sport and Exercise Science. This means you could complete the full HND (your choice) just 1 year after leaving school. So if you are keen on the HND in Sport Science or the HND Fitness Health and Exercise qualification you could achieve this one year after leaving school. With a HND many of our students enter third year at University. With the right motivation this results in a great fast track route.

What do current students say?

"Doing and HNC while at school is giving me something different to put on my UCAS form that will help me stand out from the crowd"

"This course will help me get into second year of a Sports Coaching course at UWS. When I leave school I can go straight into second year"

"I am doing the equivalent of a first year at university while I am still at school, I am really enjoying it and the lecturers are great"