

St. Joseph's Academy
SQA Presentation Policy
Updated October 2022



PURPOSE

Education remains, by far, the most effective means we have to improve the life chances of all of our young people. National Improvement Framework 2018

The purpose of this policy is to ensure that procedures relating to course choice, presentation for examinations and course/level changes are clear and consistently followed in our school. The presentation policy is designed to ensure that we have the highest expectations and aspirations for our learners. Presentation in the Senior Phase should build on the secure foundations of the Broad General Education and should always allow young people to achieve at the highest possible level.

AIMS

- To ensure that learners have the opportunity to gain qualifications at an appropriate level.
- To raise attainment and achievement for young people and ensure that every learner in our school uses their God given talents to maximise their potential
- To ensure that staff support and encourage our young people as possible
- To minimise the possibility of any young person leaving our school without qualifications
- To contribute to effective communication with, and involvement of, parents, carers and learners in the decision-making processes around National Qualifications (NQs)
- To establish procedures to ensure learners have every opportunity to meet course requirements and inform parents/carers timeously if there are changes in presentation levels.
- To ensure that the school and authority frameworks will deliver the above aims.

POLICY IN PRACTICE

OUR CURRICULUM AND SUBJECT CHOICES

CfE Broad General Education (BGE) finishes at the end of S3; this is the main transition point where pupils select their subjects for their Senior Phase. All pupils are encouraged and supported in planning for relevant pathways through the Senior Phase and beyond. This experience is in line with our Vision and Values, which encourages all young people to succeed.

All pupils in S4 sit seven National Courses (NCs); in S5, five NCs; and in S6, four NCs or if appropriate 3 Advanced Higher Courses.

PLANNING FOR CHOICES AND CHANGE

At transition points, young people at St Joseph's are encouraged to consider the following in taking subject options for the Senior Phase;

- Their own skills, God given skills and talents
- View of parents & carers
- Future career plans and aspirations
- Resources such as My World of Work
- Advice from teachers

We encourage all young people to select the subjects which will provide the chance for them to succeed at the highest level possible. The potential levels of achievement for every child will be

different. This approach allows us to help young people maximise their potential and in time, achieve a positive destination when leaving our school.

Consider the future

The progression pathways are shown below. Our key focus for all young people is to support them in progression. This means that young people should aim to follow pathways which give them the best chance of achieving a course award at the next level.

S4	S5	S6
National 3	National 4	National 5
National 4	National 5	Higher
National 5	Higher	Additional Higher qualifications or Advanced Higher

In a small number of cases, pupils do not progress from one level to the next. This table is illustrative of the desired progression routes for pupils. Each pupil is different and sometimes progression takes the form of adding supplementary qualifications at the same level of study but in a different subject area. Pupils, parents & carers can find out more information about the National Qualifications (NQs) available at <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/qualifications/what-are-national-qualifications/>

All of the Qualifications offered at St Joseph’s Academy are part of the Scottish Credit and Qualifications Framework (SCQF) as illustrated below.

SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12		Doctoral Degree	Professional Apprenticeship
11		Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10		Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Graduate Apprenticeship Technical Apprenticeship SVQ
8	Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher		Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5		Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	SVQ
3	National 3, Awards, Skills for Work National 3	National Progression Award	
2	National 2, Awards		
1	National 1, Awards		

You can find more information on the SCQF at <https://scqf.org.uk/>

PRESENTATION LEVELS

It is important that young people are aware of the level that their teachers and school staff believe they are capable of when considering subject choices for the future. At St Joseph's Academy, departments will focus on this in the week preceding options interviews to ensure young people are able to discuss their options with a subject specialist. This should also include a learner conversation with young people from each subject teacher about their options choices in each subject.

In addition to this, Options Evenings will take place for each year group planning for choices and change which will allow parents & carers to find out more about options choices and the options process.

Year Group	Departmental planning for Options activities	Personalisation and Choice information Evening	Options Interviews Begin
S3 moving into S4	December 2022	12/01/2023	January 2023
S4 moving into S5 S5 moving into S6	December 2022	19/01/2023	January 2023
S2 moving into S3	December 2022	17/01/2023	January 2023

The deadline for all Options choices is Friday 3rd February 2023.

OPTIONS COMBINATIONS AND PLANNING FOR PROGRESSION

Timetabling for the large numbers of pupils in a secondary school is a very complex process and our young people have benefitted from a 'free choice' model in recent years which aims to maximise pupil engagement and attainment. However, there may be rare occasions where young people cannot take all the subjects they choose. These include but are not limited to;

- **Taking all three sciences in one year.** Very few, if any, University level courses state the need for three Sciences as an entry requirement. The overwhelming majority of courses seeking a Science qualification from school leavers will state Chemistry as a necessary Science. All young people staying until S6 would be able to achieve three sciences at Higher, and potentially Advanced Higher, if necessary.
- **If a subject cannot run due to staffing or uptake.** Sometimes it is not viable for a subject to run if uptake is low. Staffing decisions are made at local level and sometimes dictate which subjects we can/ cannot offer year on year
- **If two subjects a pupil wishes to take are running at the same time.** In some subjects where we only have one teacher delivering or part time staff, we are limited in how we can timetable these subjects.

- **If the Principal Teacher (PT) advises that a young person is unlikely to progress any further in a subject area.** Sometimes, a PT of a department may advise that a young person has achieved the highest level possible in a subject and we would not advise taking the subject at a higher level. Although this may be disappointing for the pupil, it is necessary in order to allow them to progress and develop in their learner journey. In these cases we would always strive to provide an alternative subject choice or if this is not possible, a sideways progression route.

In options choices in S2-5, pupils must select subjects they have previously studied to allow for progression. In S6, there may be an option for some pupils to take a 'crash' Higher i.e. in a subject they have not previously studied. This is always at the discretion of the subject PT and pupils considering this should check Appendix 4 – Recommended Prior Attainment to ensure they have the entry requirements.

COURSING

As a school we celebrate the uniqueness of every learner and understand that each has their own talents and skills. While some young people may be academically able, others may be more suited to vocational courses or alternative methods of learning. As part of the Options process, teachers will explore these options with young people and may suggest some of the following options as well as/ in place of 'traditional' National 5 and Higher courses;

- School/ college courses at level 4 and 5
- Skills for Work courses such as Health Sector, Travel & Tourism, Creative Industries and Sports and Recreation
- National Progression Awards (NPAs) such as those in Cyber Security and Team Sports (Football)
- Other SCQF Level 4 and 5 Senior Phase courses such as People & Society and Mental Health & Wellbeing
- Work placements or employability programmes delivered via Partner agencies, such as SL33

PRESENTATION DECISIONS AND CHANGES OF LEVEL

When a young person embarks on a new course it is important they are aware of the level they are working at. Decisions on the appropriate level for each child will be based on, but not limited to, the following;

- Tracking and assessment data from the BGE
- Prior attainment in the subject and/ or curricular areas
- Learner conversations and Target setting
- Regular assessment (formative and summative) throughout National Courses
- Other factors such as attendance, effort and homework submission

Decisions about presentation levels should always be positive and aspirational. All staff should encourage young people to aim high and maximise their potential and our decision-making around levels should reflect this.

As a young person progresses through a course, it may become evident that they are not working at the appropriate level. This may mean that a young person is doing better than expected and could cope with work at the next level, or that young people may be more likely to achieve at an alternative level.

Any decisions made about re-leveling **must be agreed by the pupil, parent or carer and the SQA Coordinator.**

A brief timeline of the process is detailed below;

Month	Activity related to levels/ presentation in the Senior Phase
April/ May	Candidates begin NCs at timetable change Learner conversation take place between pupil/ class teacher re. targets and aspirational level Early identification of pupils in new S4 who are at risk of not achieving (ARONA)
May/ June	Class teachers gather evidence of pupil progress on new NQ courses
August/ September	Some S5/6 Options changes based on SQA Results Identify S5/6 ARONA pupils based on S4/5 performance Early Intervention re-levels – ARONA pupils only ARONA Tracking 1 Late options change deadline
October	ARONA Meeting 1 S4-6 Candidate levels confirmed with SQA
November	Confirmation of candidate SQA levels for prelim planning
December	Final confirmation of N5-AH Levels before prelim diet ARONA Tracking 2
January	Prelim Diet ARONA Meeting 2 Prelim Results issued
February	Post prelim SQA re-levels (agreement of pupil, parent and link DHT must be sought) ARONA Tracking & Meeting 3
March	SQA Closing date for Entries, Withdrawals and Changes of Level

April	SQA Exams begin
May	SQA Closing date for unit entries (Freestanding Units & those which make up SCQF courses without a final exam)

Paperwork related to changes of level can be found in the appendices.

OPTION CHANGES

We understand that young people may sometimes wish to change subject choices they have made. This is usually due to one of two factors;

- SQA Results dictating that a pupil cannot progress with a subject or needs to re-sit a subject for college or university entry
- A change in career or university course choice meaning a subject is no longer required/ another subject is now required

Providing that a pupil notifies us of their wish to change options as early as possible and there is space for the pupil in the new subject/ column/ class then we would try to accommodate these requests. Maximum class capacities are decided at national level and are outside our control.

More information on maximum class capacity in Scotland can be found at https://www.snct.org.uk/wiki/index.php?title=Appendix_2.9

Any options choice changes based on the factors above would be expected to be reported via the electronic form issued to pupils on results day or discussed with SLT **as soon as pupils return to school in August** after the summer break. **No Senior Phase options choice changes will be considered after the September Weekend Holiday.** By this point in our school year it would be unmanageable for any young person to catch up on the amount of course content covered and changing courses at this point would undoubtedly be detrimental to a young person's attainment

It is not possible for young people to change a subject option in the Senior Phase based on the following;

- Friendship groups/ class makeup
- Peer issues
- Staff member(s) taking the class

Young people must be aware that any options change may affect their ability to continue with other subjects or remain in their current classes due to the complex nature of timetabling a free choice model in a secondary school.

WITHDRAWALS

In our pursuit of the highest quality learning experience for every pupil at St Joseph's Academy, there is no option for young people to 'drop' or withdraw from any subject completely. Our aim to maximise the attainment and achievement of every pupil and allow them to reach their potential means that we expect every young person to attain positively in every subject they choose. The curriculum entitlement of our young people is decided at a National level and our options choice structure reflects

this. Where a young person is struggling with the academic demands of a National Course, an intervention would take place at departmental level, which may involve a change of presentation level. In exceptional circumstances, bespoke learning plans¹ can be put in place in any subject to ensure that a young person can still attain in each of their subject areas at the end of the session. If a young person is experiencing issues outside of school which are affecting their progress, parents & carers should contact their child's Pastoral Care teacher in the first instance to ensure the school can put supports in place.

Pupils choosing to return for S6 at St. Joseph's Academy have one study column, which equates to six periods of independent private study. This should take place on our school campus unless an alternative arrangement is in place which would require agreement from parents & carers and the S6 Year Head. There are no 'free' periods for any pupil at any stage in S1-6. In exceptional circumstances, usually where a young person is taking three subjects at Advanced Higher level, they may have two study columns. This is at the discretion of the S6 Year Head, and due to the challenge involved in studying three qualifications at SCQF Level 7.

Dependent on a young person's subject choices, the S6 Year Head may believe that a study column is not required or not in the best interests of a young person. In this case, S6 pupils would select five subjects.

SQA UNIT ASSESSMENTS AND VERIFICATION

All units from National 3 to Advanced Higher, and Freestanding Units, are subject to verification by the SQA. The following procedures should be followed to ensure that SQA guidelines are adhered to.

All courses should adhere directly to the most recent SQA course and unit specifications and all learning, teaching and assessment should reflect this. It is the responsibility of the class teacher to ensure that they are using the most up-to-date course and unit specifications.

It is the responsibility of the member of staff administering the assessment to ensure that the instrument of assessment and marking scheme are both current. All instruments of assessments used should be either published by SQA or be prior verified. Unit Assessment Support Packs (UASPs) are available from the SQA Secure area and access details are available from the SQA Coordinator. Quality Assurance of assessment & SQA unit assessments is carried out by Principal Teachers of departments.

All SQA centres are responsible for the internal verification of their assessments. This means that centres should have an internal verification system with high quality checks in place that are operated throughout the centre. Effective internal verification is an ongoing process. It allows good practice to be shared, and can help identify problems at an early stage. Each member of staff who is responsible for the assessment of candidates and/or the internal verification of candidate material should comply with the procedures.

A record of all candidates' results should be retained until the end of the academic year for which they are being presented. This should be stored with the candidate's responses. Candidate assessment evidence should be stored securely at departmental level and be retained for at least six months after certification.

¹ Subject to discussion with pupil, parent & carers, department staff and SQA Coordinator

More information on Internal Verification can be found in our SJA Internal Verification Policy.

LITERACY AND NUMERACY

All candidates should be entered for Literacy and Numeracy freestanding units in addition to their English and Maths qualifications. In line with Saint Joseph's Academy's aspirational presentation policy it would be expected that, where possible, articulation should be as follows:

English & Literacy

English Course Award	Literacy Freestanding Unit
National 5	National 5
National 4	National 4 or National 5
National 3	National 3 or National 4

Mathematics & Numeracy

Mathematics Course Award	Numeracy Freestanding Unit
National 5 Maths	National 5
National 4 Maths	National 4 or National 5
National 5 Applications of Maths	National 5
National 4 Application of Maths	National 4 or National 5
National 3 Application of Maths	National 3 or National 4

RECOGNISING POSITIVE ACHIEVEMENT

Recognising Positive Achievement is no longer available to candidates where they were able to be awarded a N4 Pass if they failed to pass N5 but had demonstrated achievement of N4 outcomes.

Teaching staff are highly skilled in using assessment evidence to determine the working levels of pupils studying National Courses. Given that is impossible to predict the content of SQA exams, or how a young person will cope with an exam, we strive to recognise the effort made throughout the academic year by entering our S4-6 pupils for freestanding literacy & numeracy qualifications and SQA units in some core subjects such as Religious Education.

It is possible for candidates to be entered for both a Course Award and Freestanding Units where there is concern that the candidate may not pass the final exam. Class Teachers and PTs should work together to identify these candidates following the prelim diet. Details of these candidates should be entered on a Request for Freestanding Units form (see Appendix 2) and passed to the SQA coordinator. This is the recommended pathway for any candidate who is at risk of not achieving a pass in a final exam.

SUPPORTING PUPILS TO ACHIEVE THEIR POTENTIAL

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners. <https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/>

Children and young people at St Joseph's Academy can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point of a pupil's learner journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Gypsies and Travellers, asylum seekers and those for whom English is not a first language.

To meet the needs of all learners it is important that we have procedures to capture attainment of those young people who are at risk from disengaging from education and not achieving.

It is our aspiration that all young people at St Joseph's Academy leave our school with a minimum of 5 Qualifications at level 3 (National 3).

At St Joseph's we have a range of supports in place to ensure all young people leave school with the minimum qualifications and skills required to ensure they enter a positive destination;

- Support from Class teachers and PT Curriculum
- Pastoral Care Team
- Support for Learning Department
- East Ayrshire Support Team (EAST)
- Mentoring programmes
- Attendance Monitoring programme
- Whole school initiatives i.e. Supported Study, Easter School, Revision days during exam diet
- Inclusion Hub (subject to PEF funding)
- Affiliated colleges
- Partner Agencies i.e. EA Vibrant Communities

At St Joseph's it is vital that all parts of our support network are working collegiately to ensure we can capture attainment. Where a young people is at risk at not achieving (ARONA), it is vital that we implement early intervention procedures to ensure we can capture attainment as early as possible.

EQUITY OF OPPORTUNITY

*We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.'*
National Improvement Framework 2018 <https://www.gov.scot/policies/schools/national-improvement-framework>

It is our policy at St Joseph's Academy that every young person should have the opportunity to reach their potential and no pupil should be disadvantaged by any factor such as (but not limited to);

Social background
Gender
Race
Religion
Nationality
Sexual Orientation

Additional Support Need(s)
Disability

All staff in our school are responsible in ensuring that barriers to learning for all young people are removed as far as possible. St Joseph's Academy is committed to making progress towards closing the poverty-related attainment gap between young people from the least and most disadvantaged communities.

ADDITIONAL SUPPORT NEEDS – ADDITIONAL ASSESSMENT ARRANGEMENTS

Additional Assessment Arrangements (AAA) allow candidates who are disabled, and/or have been identified as having additional support needs, appropriate arrangements to access the assessment without compromising its integrity.

Where a pupil with Additional Support Needs requires AAA for SQA examinations it **is the responsibility of the class teacher to gather sufficient evidence to support this request**. In order that adequate evidence can be provided, evidence gathering should begin as soon as a pupil enters the senior phase, if not sooner.

The Principal Teacher of Support for Learning will oversee the process of gathering evidence, quality assurance and submission to the AAR System. However, the responsibility for gathering and documenting evidence for submission is at class teacher level. Relevant school paperwork should be completed by the class teacher for submission with the evidence.

When submitting a request for Additional Assessment Arrangements, East Ayrshire Council Policy must be followed.

See *SQA Additional Assessment Arrangements* <https://www.sqa.org.uk/sqa/14976.html> for more details.

We also have a separate policy which outlines our processes & procedures for AAA at St. Joseph's Academy.

SUPPORT FOR PARENTS AND CARERS

'Research shows that when parents and carers engage in their children's learning, and when children and young people live in a supportive home learning environment, it improves children and young people's attainment and achievement.' National Improvement Framework 2018
<https://www.gov.scot/policies/schools/national-improvement-framework/>

In order that St Joseph's Academy can support parents/ carers through the senior phase, and particularly through SQA examinations and coursework, the following supports are in place:

- Parents/ carers will receive one full report per academic session. These will provide detailed information on individual progress towards target grades identified at the beginning of the session. Parents/ carers are encouraged to contact the school to discuss any matters arising from these reports.

- Principal Teachers (Curriculum) will track pupil progress in each subject area regularly and stage interventions where necessary. Parents and Carers of candidates off track will be contacted and supports put in place.
- There will be enhanced tracking and monitoring procedures for those in the ARONA group. Principal Teachers of Pastoral Care will have regular check-ins with pupils, parents & carers in order to support pupils to achieve their potential.
- Parents/ carers should attend Parents Evenings where there will be an opportunity to engage in dialogue with class teachers about their child's progress towards SQA examinations.
- Mentoring programmes will be in place each year to support targeted attainment groups. Parents and carers of learners in these groups will be contacted by mentors on a regular basis.
- All information relating to SQA exams will be shared regularly with S4-6 pupils via email, assemblies and the school PSE programme.
- Parents will be consulted on any change of level relating to their child. No change of level will be made without parental agreement.
- Use of whole school/ departmental strategies to inform and engage parents i.e. school app
- The structure, assessment & content of each National Course delivered by the school is detailed in our Options guides for pupils, parents & carers which are issued in advance of options decisions

PRELIM AND EXAM DIET

Prelims will take place during the first two weeks in January for all subjects. This allows candidates to experience a realistic simulation of SQA Exams.

Pupils will not be granted study leave during the prelim exams and should attend all classes as normal when not in an exam.

National 3 and 4 pupils should attend classes as normal and complete tasks linked to their N3/4 coursework to prepare them for standard exam procedures in S5 thus ensuring there is equity of provision for both N4 and N5 pupils in terms of exam practice.

Exam Leave will be granted during the SQA Exam diet with arrangements for this being clearly communicated to parents and pupils. Masterclasses or Revision Days will be provided for each subject that has a formal exam providing extra support for pupils during this time to prepare for the exam.

All pupils are welcome to, and encouraged to, attend school during the SQA Exam diet on days where they do not have an examination. This ensures candidates are able to maintain a routine and have a quiet and purposeful environment in which to study. Staff should be available during normal teaching hours for Senior Phase pupils requiring support. A quiet area can be provided during the SQA diet for pupils who wish to study in school and/or to access teacher assistance. School transport will continue as normal for all Senior Phase pupils during the exam diet.

Pupils who do not have any final exams at N5-AH level should continue to attend school as normal. This provides time to complete any outstanding coursework for N3/4 Qualifications and begin work at the next level for the following academic year where appropriate. PTs and class teachers should utilise the time during study leave to ensure all young people presented for NQs have completed all necessary coursework.

POST RESULTS SERVICE

NB Due to the alternative certification models in place since 2019/20, the SQA post Results Service has not operated since 2019.

The Post Results Service can be used where there is clear disparity between a candidate's performance throughout the session and their final examination result. Where concern has arisen, a clerical check and/or a marking review of the script can be requested.

A request will be submitted only where there is clear and compelling evidence that there is a reasonable possibility that an error may have occurred with the marking or totalling of marks in a candidate's script. **Candidates and Parents and Carers should be aware that candidate grades can be moved up or down should a clerical check/ marking review take place.**

It is not sufficient for a candidate's final award to be below the level anticipated by any estimate submitted to SQA or that achieved in the Prelim examination. The expectation is that there will be compelling evidence from all aspects of assessment: class tests, Unit tests, coursework and the Prelim exam.

In particular, a clerical check and/or marking review will not be requested where:

- the candidate's final award is in line with the teacher estimate previously submitted to SQA
- the final award is within the same grade as that predicted by the assessment evidence held by us
- the candidate's performance has shown inconsistencies during the year such that the final award falls within the range of performance evidenced
- the candidate's original estimate is found to be overly optimistic in the light of the actual performance of the cohort in the course assessment.

It must be remembered that **only the school** can submit a request to SQA. Parents and candidates cannot submit requests. All requests must be submitted within the submission window publicised by SQA.

If the PT curriculum considers that a Post Results Service request should be considered this should be discussed with the SQA Coordinator who will make the final decision and complete the SQA – Permission for Review form (*Appendix 3*). Once approval has been granted a Post Results Service request will be submitted on behalf of the candidate.

Appendices

APPENDIX 1 Pathway Change Request Form **please note that an electronic form is now issued by the SQA Coordinator for the bulk of pathway change requests*

APPENDIX 2 Freestanding Unit Request Form **please note that an electronic form is now issued by the SQA Coordinator for the bulk of freestanding unit entry requests*

APPENDIX 3 Post Certification Review Form **please note that the post results service has not operated in it's previous form since 2019 due to alternative certification models since 2019/20*

APPENDIX 4 Recommended Prior Attainment for entry to SQA Higher courses



SQA PATHWAY CHANGE REQUEST

No level change should be discussed with pupils/parents & carers until approval is given by SQA

Coordinator

Section 1 – to be completed by Class Teacher

Pupil Name _____ Class _____

Subject _____

Current Pathway N3 N4 N5 H AH

Proposed Pathway N3 N4 N5 H AH

Alternative (please detail)

Class Teacher Interventions already implemented

Has the Pupil achieved any units at the current level? *Please circle* **Yes** **No**

If yes please give details so these can be entered on the system.

Evidence for change
of pathway including prelim &
assessment results

|

Section 2 – to be completed at the SMT Link Meeting

Has the potential new pathway been agreed by your SMT Link? Yes No

Request for Pathway Change Approved Declined

Depute Head Teacher _____

Date _____

Section 3 – Principal Teacher Actions

Will the pupil have a new class teacher? Yes No

If yes, please state who.

Has the pathway change been discussed and agreed with the pupil? *Please circle.* **No** **Yes**

Pupil Signature _____ Date _____

Has the pathway change been discussed and agreed with the parent/ carer?

Date of parental phone call

Principal Teacher signature _____

Date _____

This form should now be passed to the SQA Coordinator

SQA COORDINATOR

Processed on Click & Go



SQA Coordinator

Date

REQUEST FOR FREESTANDING UNITS COLUMN (N5/H/AH)



To be completed by Principal Teacher

Course Title <i>e.g Mathematics</i>	
Level <i>(N5/H/AH)</i>	
Current Column	

Units to be added to column

Unit Name <i>e.g. Mathematics: Expressions and Formulae</i>	Level e.g. 75/76/77	J Code e.g. J287

Pupils who should be entered in this Unit column. (*Alternatively, Seemis registers with ticks can be attached*)

Pupils should not be entered for Freestanding Units without a course award unless discussed with your link DHT.

Name	Year Group

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This form should now be passed to the SQA Coordinator

SQA COORDINATOR

Processed on Click & Go

SQA Coordinator

Date



**Post-Certification Review
SQA Awards 2020**

Part 1 – to be completed by the Candidate.

I, (*pupil name*) _____ give my consent for St Joseph's Academy to submit a post- certification review for (*subject/ level*) _____.

I understand that the decision made by the SQA could result in my grade being moved up, moved down or remaining at the current grade.

I understand that the SQA will share the outcome of their post-certification review with UCAS and/or the institution to which I have applied have applied to allow their application to progress (*UCAS applicants only*).

Signed _____

Date _____

Part 2 – to be completed by the Candidate's parent or carer.

I, (*parent/ carer name*) _____ give my consent for St Joseph's Academy to submit a post- certification review for (*subject/ level*) _____ for my son/ daughter (*pupil name*) _____.

I understand that the decision made by the SQA could result in my child's grade being moved up, moved down or remaining at the current grade.

Signed _____

Date _____

Part 3 – to be completed by the subject specialist (class teacher or Principal Teacher)

As a subject specialist/ subject leader for (*subject*) _____, I endorse the request to review current and additional assessment evidence provided for the above candidate.

I am confident that the evidence provided to SQA supports my estimate. I have valued the evidence for its own worth and considered issues of potential bias which may affect judgements.

Signed _____

Date _____

APPENDIX 4 – Recommended Prior Attainment for entry to Higher courses / Crash Higher courses



FIDELIS · JUSTUS · PRUDENS

Higher course	Recommended Prior Attainment	Alternative for 'Crash' Higher in S6
Art & Design	N5 Art and Design A-C N5 English A-C	N5 English A-C Knowledge of essential drawing skills from BGE
Biology	N5 Biology A-C	Higher Chemistry A-C N5 Chemistry A-B in S4
Business Management	N5 Business Management A-C	Higher English A-C
Chemistry	N5 Chemistry A-C N5 Maths A-C	Higher Biology/Physics A-C N5 Biology/Physics A-B in S4 N5 Maths A-C
Computing	N5 Computing Science A or B	N5 Maths A or B Higher maths A or C
Drama	N5 Drama A-C	Higher English A-C N5 Drama A-C in S4
Design & Manufacture	N5 Design & Manufacture A or B	Higher Art & Design or English A-C N5 Graphic Communication A or B
English	N5 A-C	N/A – All pupils study English S1-5
Environmental Science	Higher Geography pass A-C Higher Biology A-C	Higher A-C pass in any science subject
French	N/A	Higher French or Spanish A-C N5 French or Spanish in S4 at A-C
Graphic Communication	N5 Graphic Communication A-C	N5 Design & Manufacture A or B
Geography	N5 Geography A-C	Higher Modern Studies/History or Biology N5 A – C Modern Studies or History in S4
German (S6 only)	N/A	Higher French or Spanish A-C N5 French or Spanish in S4 at A-C
History	N5 History A-C	Higher Modern Studies or Higher English A-C

		N5 Modern Studies A-C in S4
Mathematics	N5 Maths A-B	N5 Maths resit
Modern Studies	N5 Modern Studies A-C	Higher History or Higher English A-C N5 History or Geography A-C in S4
Music	N5 Music A-C	BGE knowledge of musical skills and concepts.
Physical Education	N5 PE A-C with minimum performance mark being 48/60 (40% at N5)	Higher English A-C
Physics	N5 Physics A-C N5 Maths A-C	Higher Chemistry A-C N5 Chemistry A-B in S4 N5 Maths A-C
Politics (S6 Only)	A-C Higher History or Higher Modern Studies	Grade A Higher English
RMPS	N5 RMPS A-C	Higher History or Modern Studies A-C Higher English A-C
Spanish	N5 Spanish A - C	Higher French A – C N5 French A – C in S4