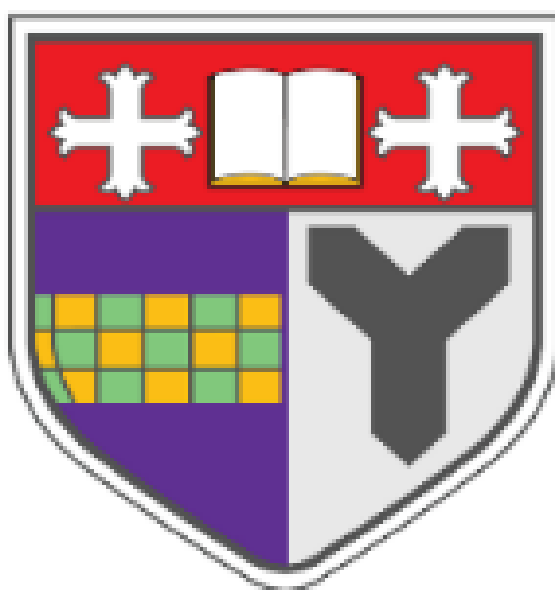


# **Senior Phase**

## **S3 into S4**

### **Personalisation and Choice**

**A Guide for Pupils, Parents and Carers**



**FIDELIS · JUSTUS · PRUDENS**

**St. Joseph's Academy**

**January 2023**

Dear Pupil,

In the coming weeks, you will take part in a programme to help you make informed choices about your learning in S4.

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 career choices
- how to find and use career resources

We will share links to a variety of support files and presentations via Glow.

After attending the information evening and/or viewing the presentations online, we expect you to access the My World of Work website with your parent/carer. During January, every pupil in S3 will take part in an interview with a member of the Pastoral Care or Senior Leadership Team, during which your options will be finalised.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'J. Kane', written in a cursive style.

Mr Kane  
Head Teacher

## **Senior Phase**

S4 marks the beginning of what is known as the Senior Phase. In S4, you are usually presented at one of three 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 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 supplementary National 4 qualifications or alternative SCQF5 awards 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.

### **How many subjects will I study in S4?**

In total, you will study seven examinable subjects plus core RE, PE and PSE. All pupils are obliged to study Maths and English until the end of S4. This means that you will select five subjects during the options process.

## **Personalisation and Choice**

There are three conditions when selecting subjects:

- You cannot select a subject that you did not study in S3
- You cannot select all three traditional Science subjects (Biology, Chemistry, Physics)
- You cannot select both PE (Team Sports) and PE (Aesthetics – Dance) as they are assessed against the same National 5 PE curriculum, but branch based on personal interest. If you wish to study PE, you select one or the other

## **Application of Maths**

N5 Application of Maths will not appear on the options form but will be offered as a potential additional subject to some pupils. Mr Johnston will speak to pupils about this in June. There is a guide which provides more detail on the content of this course within this booklet.

## **Science Combinations**

It is not possible to select three Science subjects at the end of S3. 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.

In general, pupils wishing to study engineering would select Physics alongside Chemistry, and those wishing to study Medicine, Dentistry etc. would take Biology alongside Chemistry.

## **ESOL**

Some pupils speak English as an additional language. Those pupils are eligible to sit ESOL – (English for Speakers of Other Languages). During the session, Mrs Hoy and Mrs Lloyd will work with you and your English teacher to decide whether you will sit ESOL, English or both ESOL and English. This only applies where English is not your first language.

## **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 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 outwith 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. 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 sons/daughters make 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**

<https://www.myworldofwork.co.uk/my-career-options/where-can-option-choices-take-you>

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 pupil ambassadors who will be available to help you access the site during lunchtimes in the coming days and weeks. We strongly encourage parents/carers to use this site with pupils.

## **National Parent Forum for Scotland**

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/>

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 and National 5 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. We always advise you to make choices that provide you with the opportunity to study subjects that you enjoy.

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

## **Your teachers**

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 S4. 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. In either case, it is important to speak to your Pastoral Care teacher and Miss Faulds (SDS careers adviser) to discuss your plans and thoughts.

## **Will I get to study my first-choice subjects?**







We always aim to ensure that all pupils get to study their preferred subjects in S4. However, sometimes courses do not run because of low uptake or due to timetabling constraints. Generally, a course needs at least ten pupils to run. If a course is oversubscribed, we may also have to look at your intended career path before coming to a decision about whether we should allocate a space to you. If this were the case, we would work closely with you and your parents/carers to find a solution.

## Progression to S5 and S6

Remember that the choices you make now will have an influence on what you can study in S5 and S6. At this stage, you will simply select subject preferences. Your working levels will not be set until courses begin, but information shared via your S3 report (released around Friday 27<sup>th</sup> January 2023) will provide an insight into your current and projected working levels.

### Consider the future

The progression pathways are shown below.

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

Sometimes pupils do not progress from one level to the next. This table is illustrative of the desired progression route 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. However, it is always our view that you should aim to attain qualifications in a progressive manner (i.e., attain at a level in S4 and progress to choices in S5 that will allow you to attain at the next level).

For subject or career specific pathways, please speak to our Careers adviser, your pastoral care teacher, or a member of the Senior Leadership team.



### College Provision - Can I take college courses in S4?

Yes, for some pupils, college courses mixed with in-school courses are the correct pathway in S4. For SCQF4 and SCQF5 courses, you would generally attend College on Tuesday and Thursday afternoons. You would then select four subjects to study in school rather than five (Maths and English are compulsory). SCQF4 broadly equates to National 4 level, SCQF5 broadly equates to National 5 level.

School-College Partnership Programmes	SCQF Level	Location	Day (s)	Times
Steps to Work: Hair and Beauty	4	Kilmarnock	Tue/Thu	2pm-4pm
Skills for Work: Automotive Skills	4	Kilmarnock	Tue/Thu	2pm-4pm
Introduction to the Construction Industry	4	Kilmarnock	Tue/Thu	2pm-4pm
Skills for Work: Early Education & Childcare	4	Kilmarnock	Tue/Thu	2pm-4pm
SVQ Performing Engineering Operations	4	Kilmarnock	Tue/Thu	2pm-4pm
NPA Software Development	4	Kilmarnock	Tue/Thu	2pm-4pm
Skills for Work: Uniformed Services	4	Kilmarnock	Tue/Thu	2pm-4pm
NPA Professional Cookery	4	Kilmarnock	Tue/Thu	2pm-5pm
NPA Hospitality	5	Kilmarnock	Tue/Thu	2pm-4pm
NPA Sports & Fitness (Team Sports - Football)	5	Kilmarnock	Tue/Thu	2pm-4pm
Skills for Work: Early Education & Childcare	5	Kilmarnock	Tue/Thu	2pm-4pm
SVQ 2 Performing Engineering Operations (Robert Burns Academy) - Joint delivery with College staff	5	Kilmarnock	Tue/Thu	2pm - 5pm
Performing Engineering Operation (Full Award)	5	Kilmarnock	Tue/Thu	TBC
Mental Health & Wellbeing Award	5	Kilmarnock	Tue/Thu	2pm -4pm

### College Provision - Can I take college courses in S4?

A small number of courses are also offered at the Ayr and Kilwinning Campuses. We would only recommend pursuit of a place on one of these courses where there was a clear educational rationale for increased travel time which would likely have a definite detrimental impact on potential attainment in school courses that would need to be missed (in part) to get to either Ayr or Kilwinning. Some of these courses may not run on Tuesday and Thursday afternoons, and we will advise on timings where relevant and when known. If not on Tuesday and Thursday afternoons, the likely impact on in-school courses would be significant.

School-College Partnership Programmes	SCQF Level	Location	Day (s)	Times
NPA Digital Media with Film Making	5	Ayr	Tue/Thu	2pm-4pm
Sustainable Energy	5	Kilwinning	TBC	TBC
Advanced Woodwork	5	Kilwinning	Tue/Thu	2pm-4pm

## Labour Market Intelligence and Regional Skills Assessments

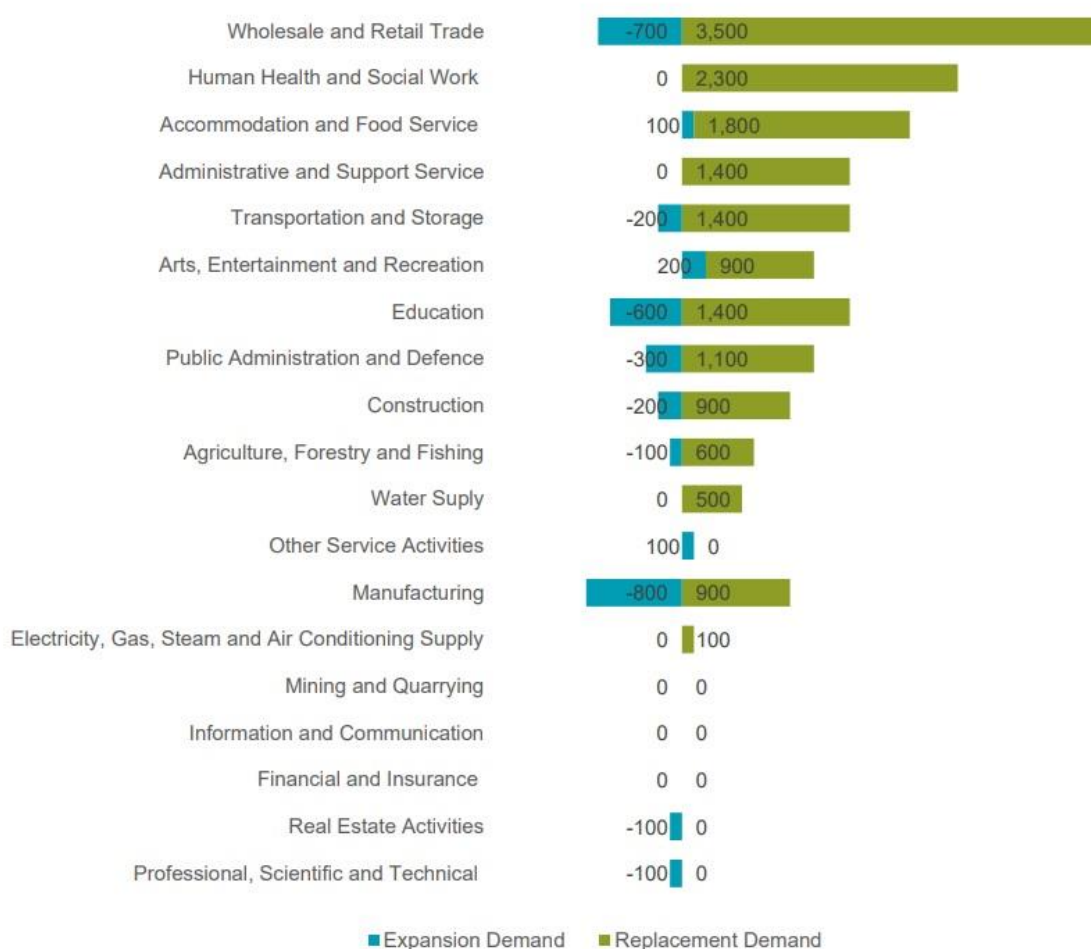
Skills Development Scotland release data every year which identifies trends in the 'labour market'. This means that they look at employment opportunities in a geographical area and provide advice about where there may be opportunities for work.

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. Parents/Carers may find the Ayrshire Regional Skills Assessment of particular interest. It can be found via the link shown below.

<https://www.skillsdevelopmentscotland.co.uk/media/49100/rsa-ayrshire.pdf>

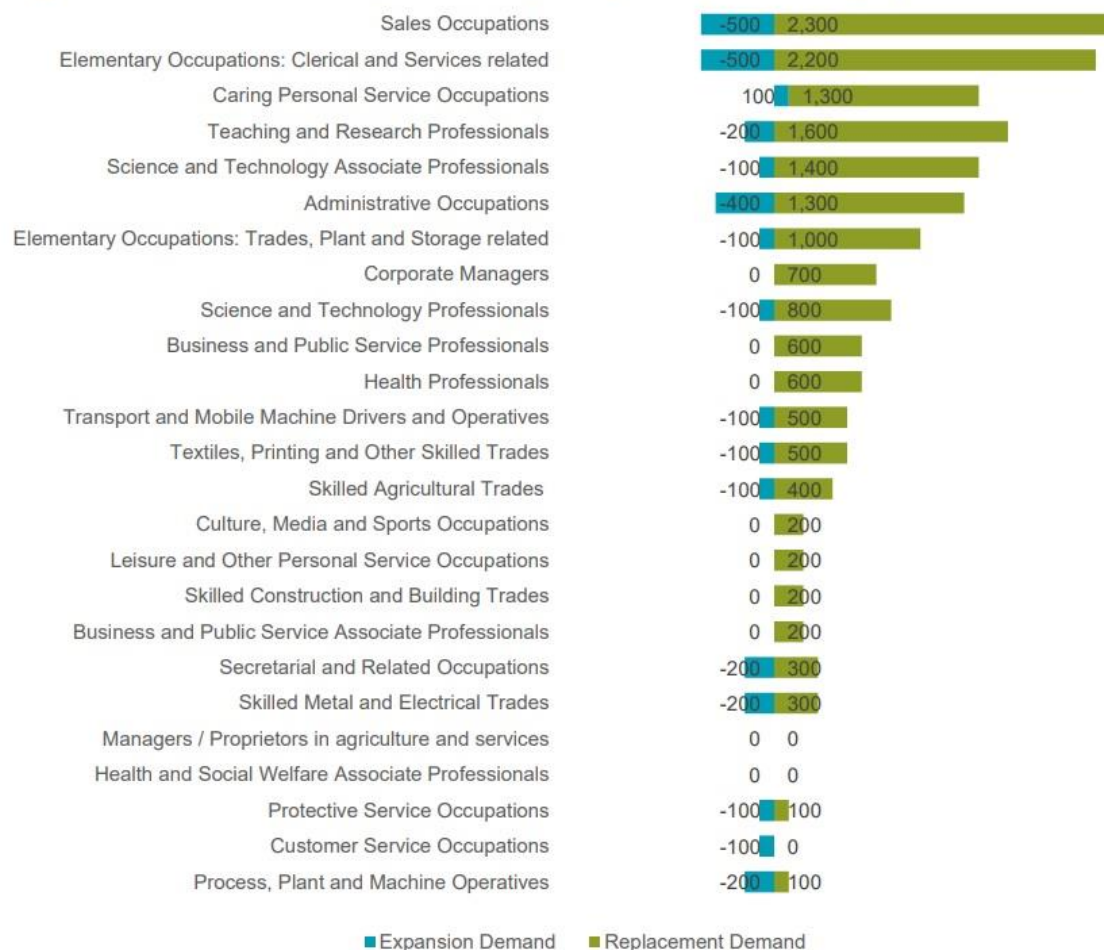
The graph shown below highlights the fact that in Ayrshire, the Scottish Government predict that employment opportunities up to 2025 will grow in industries such as Wholesale and Retail, Human Health and Social Work, Accommodation and Food Service and Administrative and Support Services.

**Figure 10: Forecast total requirement by industry (2022-2025), Ayrshire**



The data above focuses on industry level trends. In terms of specific occupations, the anticipated trend to 2025 is shown below. By occupation, Sales, Clerical Services, Teaching/Research and Care sector employment are occupations where the greatest number of employees will be required.

**Figure 11: Forecast total requirement by occupation (2022-2025), Ayrshire**



## **SCQF Courses**

As well as SQA courses, schools are able to offer other courses of equivalent merit. These are often referred to as SCQF courses. In S4, the following SCQF course will be offered.

- Creative Industries

You do not have to have studied the above course in S3. A wider range of SCQF courses are accessible via S4 College provision and within the S5/6 options structure. In recent years we offered more SCQF provision in S4, but uptake was low to the point that courses were non-viable. For this reason, our emphasis in terms of non-SQA SCQF courses is evident in S5/6.

## **Who will help me make my choices?**

- 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, Kate Faulds who will talk to you about planning for the future
- S3 My World of Work Ambassadors will be on hand to offer support next week
- Your Year Head or Pastoral Care teacher will carry out personalisation and choice interviews to talk to you about the decisions that you have made and will enter your options on our electronic system

What happens after you make your choices?

- Those selecting College courses may need to complete a separate application later in the term. The school cannot control who does or does not receive a place on College courses
- We need to factor in options choices across the entire school, after which we will be able to confirm whether or not you have secured a place in the courses of your choice. This process often runs into early April
- Where there is need for re-interview due to College rejection, lack of viability or other clashes across your choices, we will communicate this to you and to your parents/carers as soon as possible between now and early April

## **Your choices**

The rest of this booklet provides you with information on each subject on offer in S4. 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.

Finally, notwithstanding potential re-interview due to viability issues, the outcome of College course applications or subject clashes, there will be an opportunity to amend your choices following the issue of your report near the end of January. However, we do need to begin the interview process now and interviews will commence as soon as possible.

**S3 into S4 – Personalisation and Choice**

**Pupil Name:**

**Career Aspiration:**

**Completed during one-to-one interview with Pastoral Care staff.**

All pupils will study:

Maths      English/ESOL      Core PE      Core PSE      Core RE

You should then **select five** subjects to study in S4. There are three conditions:

- You cannot select a subject that you did not study during S3 unless it is an NPA, College or SCQF course
- You cannot select three Science subjects (maximum of two from Biology, Chemistry, Health Sector and Physics)
- You cannot select both PE (Teams Sports) and PE (Aesthetics – Dance)

Please **circle** the five subjects you wish to take next year.

History	PE (Team Sports)	PE (Aesthetics – Dance)	Computing Science	Graphic Communication
Geography	Biology	French	College Course	Art and Design
Modern Studies	Chemistry	Spanish	Travel and Tourism	Drama
Music	Physics	Music Technology	Business Management	Practical Cookery
Health Sector	Creative Industries			

If you wish to apply for a place on a College Course, please state the name of the course here:

Pupil Signature:

Parent/Carer Signature:

Pastoral Signature:



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## 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

## 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.

## 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

## 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 4 Art &amp; Design: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 4 Art & Design Course for Session 2018/19.

## National 4 Art &amp; Design Course Structure

National 4 Art & Design candidates attend classes four periods per week. There are 2 Mandatory Units – *Expressive Activity and Design Activity*.

In *Expressive Activity* pupils will develop their personal thoughts and ideas in visual form and experiment with media in either 2D or 3D.

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

At National 4 level there is an additional *Added Value Unit* in *Art and Design Practical Activity*.

## Assessment

Assessment will be conducted by means of continuous assessment carried out throughout the year at specific times. National 4 work is not required to be sent to SQA for external formal assessment and is marked within the Art & Design Department by Art & Design staff.

The work is ungraded and is marked either pass or fail. If candidates have not completed their work to the required standard to merit a pass, they will be informed at a stage early enough to allow remediation. However, failure to remedy this by not completing the work to an acceptable standard and an adequate volume, will result in the candidate being re-levelled.

Key assessment dates and information are outlined below.

JUNE - END of NOVEMBER	
Design	CRITICAL
<b>Product, Jewellery, Fashion, Graphics, Textiles</b>	Each staff member will teach this element according to unit and personal preferences
• Research	
• 4 Developments based on research each with annotations & sketchmodels	
• Final Model	
• Evaluation	
Research & Initial Ideas 1st week September	
Development Deadline 2nd week October	
Final Piece/Design + Evaluation last week in November	
DECEMBER - END of MARCH	
Expressive	CRITICAL
<b>Still Life/Portrait/Landscape</b>	Each staff member will teach this element according to unit and personal preferences
• 3 Initial Resource Drawings	
• 3 - 4 Developments/Compositions with annotations	
• Final Expressive Piece	
• Evaluation	
Final sheet should also include information on 1 inspirational artist and examples of their work.	
3 Initial Drawings - 2nd week January (Xmas H/W)	
Developments/compositions - Feb half term	
Draw up final piece over Feb Hols	
FINAL DEADLINE + Evaluation - Last week March	

## Art and Design Course Information

In the Senior Phase, at all levels, we continue to build on pupils' prior learning and experiences in Art and Design. Courses delivered enable pupils to communicate personal thoughts, feelings and ideas using art and design media, materials, techniques and/or technologies; to demonstrate knowledge, understanding and appreciation of art and design practice; to work imaginatively and develop individual creativity, problem-solving and critical thinking and reflective practice.

We continue to use the methodologies from the BGE but with more emphasis on pupil autonomy and independent learning. Homework continues to be an important part of courses, and pupils are expected to, on a regular basis, continue with practical coursework at home.

## Homework, Supported Study and Revision

All candidates studying National will always have tasks they should be working on at home.

The majority of homework will take the form of practical work in both areas of Expressive and Design. 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 practical work at home. The pace of the National 4 Art & 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 on practical work. This could take many forms including:

- Developing design ideas and annotating work.
- Working on design solution/final model or individual parts to be constructed later.
- Working on initial expressive drawings according to the chosen theme.
- Developing expressive ideas and compositions along with annotations.
- Working on the final expressive piece with their chosen media/materials,

All practical work must be completed with an emphasis on QUALITY, and must also be completed within the specified time scale according to Departmental assessment deadlines.

## Useful Resources

- <https://www.youtube.com> For various instructional videos on all things creative and art-based.
- <https://www.pinterest.co.uk/> Excellent resource for images and subjects of all sorts with valuable links to other invaluable resources.
- <https://www.sqa.org.uk/sqa/47385.html> Relevant National 4 Course materials can be found here.
- <http://www.design-training.com/graphic-design/art-and-design-resources-for-students-and-teachers.html>

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

- \* Watching art & design related films and documentaries
- \* Visiting galleries & exhibitions
- \* Visiting local library for reading/research
- \* Attending Art School open days & degree shows

## 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/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 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)
- QUIZZ — <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](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>

## National 5 Business Management: Guide for Parents and Carers

January 2020



This information sheet is to assist parents & carers in supporting young people with the National 5 Business Management course.



### N5 Business Management Course Information

National 5 Business Management candidates will attend classes 4 periods per week.

Pupils study 3 units:

- Understanding Business
- Management of Marketing and Operations
- Management of People and Finance

### Monitoring Progress

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

- Knowledge Tests
- Homework Tasks
- Case Studies

Pupils will always have advanced knowledge of these.

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

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

### Course Structure

The following topic areas will be covered throughout the year:

- Understanding Business - the role of different types of business organisations in society, internal and external business environments and the role of stakeholders.
- Marketing - processes to maintain competitiveness, communicate effectively with consumers and maximise customer satisfaction.
- Operations - procedures used to maintain quality through the effective management of suppliers and inventory, and methods of production.
- People - concepts and processes relating to human resource management, and how employees contribute to the success of organisations.
- Finance - preparing and interpreting information to solve financial problems facing business organisations.

Homework may take the form of:

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

### Course Assessment

The course assessment for National 5 Business Management consists of 2 parts:

- 1) Assignment is worth 30 marks of the course assessment
- 2) Question Paper is worth 90 marks of the course assessment

### Assignment

The assignment requires pupils to prepare a short report on a specific area (eg technology, finance, quality, recruitment) of a business they have chosen. Pupils have to show that they can plan, research and make decisions 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. The exam will last 2 hours.

### Out of school activities which benefit N5 Business Management include:

- Using Bitesize
- Watching business-related TV programmes

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

## 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 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 Drama: Guide for Parents and Carers



January 2021



This information sheet is to assist parents & carers in supporting young people with the National 5 Drama course for Session 2021/22.

## National 5 Drama Course Structure

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

- DRAMA SKILLS
- DRAMA: PRODUCTION SKILLS
- PERFORMANCE (Acting or production role)

## Pupils are assessed by two components:

- Question paper worth 60 marks and 40% of the overall award. The paper is in two parts: Evaluation (20 marks) and response to a stimulus (40 marks). The paper lasts 1 hour and 30 minutes and is externally assessed.
- The performance is worth 60 marks (60% of overall mark).

## Drama Course Information

This purpose of the National 5 Drama course is to enable candidates to develop and use a range of drama skills and production skills. Candidates develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

**DRAMA SKILLS:** Candidates will work with others to respond to a stimuli—including text- to generate ideas for drama and devise performances. Candidates will experiment with drama skills to: communicate ideas to an audience, use a range of characterisation and acting techniques, explore form, genre, structure and style and gain experience of evaluating their own work and that of others.

**DRAMA PRODUCTION SKILLS:** Candidates will have the opportunity to learn about a variety of production roles and how they contribute to a performance. They will be required to work with others to generate ideas for a production concept and to analyse and apply a range of production skills. These could include lighting, costume, sounds, props, set and design and make-up.

The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification highly accessible as it can be contextualised to suit a diverse range of candidates' needs and aspirations

## Assessment

The National 5 Drama course is externally assessed through a question paper and a performance.

The purpose of the question paper is to assess application of knowledge and skills from across the course. It allows candidates to demonstrate their ability to interpret questions and respond in an informed way.

The question paper is in two parts:

**EVALUATION**—involves answering questions to evaluate a candidates contribution to a production they have been part of.

**RESPONSE TO STIMULUS**—involve candidates creating ideas from a dramatic performance inspired by one of the given stimuli. There is a choice of stimuli which could include a photograph, phrase, newspaper headline, an object or extract of text.

**PERFORMANCE**—Pupils will be assessed on the preparation and performance of an extract of text for an audience. Pupils can choose and acting or production role.

Candidates will be assessed internally by teachers in a number of ways throughout they year including:

- Timed past paper questions
- Knowledge Tests
- Practical performance tasks

Pupils will always have advanced knowledge of these. The timed questions in particular will determine a candidate's ability to cope with the demands of the final exam.

## Homework, supported study and Revision

All candidates studying National 5 Drama will always have tasks they should be working on at home. The majority of homework will take the form of research, character development, analysing performances and theatre, line learning, 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/ TEAMS. 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 specific tasks, candidates will be expected to engage with ongoing revision ensuring they learn and understand terminology required for use in exams. Candidates will be encouraged to make use of revision materials available with TEAMS, pass papers and BBC bitesize to ensure they fully understand and can use terms effectively.

## Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.co.uk/bitesize/subjects/zrs3kqt>

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

- Watching films/ documentaries relating to specific texts and plays
- Theatre trips to view and evaluate professional performances
- Showcase of performances in school

## 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 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.

## National 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.

## 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)

## 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	Weather	Jan	Prelim
Sep	Urban	Feb	Assignment
Oct	Glaciation	Mar	Health and Coasts
Nov	Climate Change	Apr	Rural Exam prep
Dec	Population		

## 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

## National 5 Graphic Communication: Guide for Parents and Carers



September 2018



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

### N5 Graphic Communication Course Information

National 5 Graphic Communication candidates attend classes four periods per week. Pupils study two main units throughout the year:

- 2D Graphics
- 3D Graphics

Pupils are assessed by two components:

- Assignment (40 marks)
- Question paper (80 marks)

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

The Graphic Communication SQA Exam will take place on:

Tuesday 21st May 2019 at 13:00

### Assessment

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

- Knowledge Tests
- Homework Tasks
- Portfolio of 2D and 3D Graphics

Pupils will always have advanced knowledge of these. The knowledge tests and their portfolio 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	Lamp Shade	Jan	Prelim
Sep	Led Keyring	Feb	Assignment
Oct	Sporting Life	Mar	
Nov	Candle Diffuser	Apr	
Dec	Point of Sales		

### 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:

- Preliminary Drawings, Production Drawings & Promotional Graphics
- Manual Drawing - Rendering, shading use a range of graphics media
- CAD - Creating and variety of drawings
- International Drawing Standard
- Orthographic Drawing .
- Architectural Drawing -.
- CAG - using software programs that would show shading, shadow, reflection, tone, texture and display technique.
- DTP - Creating leaflets, flyers, posters, product advertisements using computer techniques.
- Use of appropriate software

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

- Completing outstanding folio work.
- 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 assignment assesses the ability to apply graphic communication skills and knowledge developed and acquired during the course in the context of defined tasks, which require candidates to respond to a problem or situation.

It is completed in class over 8 working hours. It is completed individually as a closed booked assignment, without the use of the internet or other learning materials to support. Classes will be scheduled as normal but the assignment will be completed in one block with no interruptions for class teaching in between, until 8 working hours have passed in class.

It has three areas covering preliminary, production and promotional graphics. These may, or may not, be thematically related and include various tasks that candidates complete.

Marks are awarded as follows to a total of 40 Marks:

Area	Range of Mark
Preliminary Graphics	10-20
Production Graphics	10-20
Promotional Graphics	10-20

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:

- Technologystudent.com
- BBC Bitesize
- Graphic Communication Course notes (on *Show my Homework*)
- Graphic Communication Topic Checklist (on *Show my Homework*)

#### Other out of school activities which will benefit N5 Graphic Communication include:

- Practicing sketching and rendering skill
- Watching programs such as Grand Designs to see how Graphic Communication is used context

# 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.

# 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**

## 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.

## 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

## Useful Resources

- [www.mathsrevision.com-N5](http://www.mathsrevision.com-N5)
  - [www.bbc.com/bitesize](http://www.bbc.com/bitesize)
  - [www.national5maths.com](http://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 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	Spanish Reading and Listening French Talking and Writing
Dec	French Reading and Listening Spanish Listening and Talking German Listening and Reading
Feb	Writing Assignment Performance—Talking German Talking and Writing

## 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 Google Classroom to access resources & past papers including listening papers
- Preparing thoroughly for the externally assessed part of the course, namely the Talking and Writing submissions.

## 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.

## Topics Studied

- |                                  |                                 |
|----------------------------------|---------------------------------|
| ⇒ Family, Friends, Relationships | ⇒ Studies & Future Plans        |
| ⇒ Healthy Lifestyles             | ⇒ World of Work                 |
| ⇒ Technology & Social Media      | ⇒ Holidays & Leisure Activities |
| ⇒ Town & Environment             | ⇒ Transactional Language        |

## 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>

Google Classrooms, Satchel One, Scholar, Quizlet, Zut/Oye/Gut

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

- |   |   |
|---|---|
| * Watching foreign films/ documentaries | * Reading to improve English vocabulary |
| * Listening to music                    | * Watching news/reading news headlines  |



## National 5 Modern Studies: Information for parents &amp; 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/stjoacsseniormodernstudies/> (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 4 Music: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the National 4 Music course for Session 2018/19.

## National 4 Music Course Information

N4 Music candidates attend classes four periods per week. Pupils study three units throughout the year:

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are internally assessed for the above three components and undertake an Added Value Unit which comprises:

- An eight minute performance on two instruments
- Performed in exam conditions
- Internally assessed
- Information on the pieces chosen
- A reflection on their performance

## Homework, Supported Study and Revision

All candidates studying National 4 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 their two instruments. 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 N4 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 N4 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

Each unit will be marked on a pass or fail basis by the school.

- Performing—pupils must prepare at least two pieces/sections on each of their instruments to exam standard
- Understanding—will be assessed in end of unit tests throughout the year
- Composition—will be assessed throughout the year in compositional technique exercises and pupils' own compositions.

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

## The Added Value Unit

All N4 Music candidates must perform an 8-minute programme of pieces on two instruments as part of their Added Value Unit. This is in addition to the three mandatory units of Performing Skills, Composition Skills and Understanding Music. The performance will be set in formal conditions and internally assessed. 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 their music.

## 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/z96fcdm>
- (BBC Bitesize National 4 Music—Revision Notes, Quizzes, Video Clips)

@stjoacarts (Art and Music Department Twitter)





## 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	Understanding Prelim
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)



# N5 Music Technology: Guide for Parents and Carers

September 2018



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

## N5 Music Technology Course Information

N5 Music Technology candidates attend classes 4 periods per week. Learners will develop skills in the use of music technology hardware and software to capture and manipulate audio, and to use music technology creatively in sound production. Learners will also analyse a range of 20th and 21st century musical styles and genres, and develop a broad understanding of the music industry.

Pupils are assessed by two components:

- Question Paper—an essay based exam paper worth 40 marks, scaled to 30% overall mark (1hour)
- Assignment—two separate tasks. Each task is marked out of 50, giving a combined total out of 100, and scaled to 70% overall mark

Music Technology SQA Exams will take place on:

May

## Assessment

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

- Classroom practical tasks
- Logbooks (planning and evaluation)
- Exam style Questions
- Knowledge Tests
- Homework tasks

All assessments 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	Planning	Jan	Revision & Prelim
Sep	Record vocal tracks - Listening	Feb	Catch up/ Finalise Logs
Oct	Add effects to projects - Listening	Mar	Catch up/ Finalise Logs
Nov	Add MIDI & Garageband loops - Listening	Apr	Various Tests
Dec	Peer Assessments	May	Exam: Question paper

## Homework, Supported Study and Revision

All

candidates studying N5 Music Technology will always have tasks they should be working on at home. The majority of homework will take the form of researching production features and technological developments or planning for projects. 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.

- 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
- Sourcing sound effects from the relevant websites

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 Assignments

All N5 Music Technology candidates must produce two separate projects, each in a different context. In each project, candidates must work with different types of hardware and software to demonstrate a range of technical skills. Each production should involve a minimum of five parts, at least two of which should involve the use of a microphone. Finally, each production should be between 1 and 3 minutes long.

## Useful Resources

- <https://www.sqa.org.uk/sqa/56950.html> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/zb97sbk> (BBC Bitesize N5 Music Technology – Video Clips)

**S4 National 5 Physical Education (Team Sports) Guide for Parents and Carers**

This information sheet is to assist parents & carers in supporting young people with the National Physical Education course. Course Code C856 75

### Course Overview

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. Learners on this course will focus on team based activities such as volleyball, handball, basketball and/or football therefore it is an ideal progression for those who have completed our S3 P.E Studies elective as well as those who have a keen interest in sport and team games.

### Course Outline

Candidates will be assessed in two mandatory units. These units will be taught throughout the year.

Your child will receive National Physical Education four times per week. These lessons will be arranged to include a balance of theory and practical lessons. The practical lessons will be taught through a team activity.

Time will be spent developing practical performance in one activity for the purpose of completing a written portfolio. Time will also be spent preparing the learners to complete two assessed practical performances.

### Course Assessment

**Unit 1—Written Portfolio.** This is a 60 mark written assessment worth 50% of your child's final grade. This portfolio will be based on your child's learning in the team activity carried out during practical lessons. This is completed under exam conditions but there will be no final external examination. This portfolio is completed internally throughout the year and is then submitted to SQA for external marking.

**Unit 2—Practical Assessment.** This involves your child completing two assessed performances each worth 30 marks. Performance in this assessment will equate to the remaining 50% of the course award. Your child can select the activity they wish to be assessed in.

**S4 National 5 Physical Education (Aesthetics) Guide for Parents and Carers**

This information sheet is to assist parents & carers in supporting young people with the National Physical Education course. Course Code C856 75



### Course Overview

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. Learners on this course will focus on aesthetic activities such as dance and gymnastics therefore it is an ideal progression for those who have completed our S3 dance elective course as well as those who have a keen interest in dance and/or gymnastics.

### Course Outline

Candidates will be assessed in two mandatory units. These units will be taught throughout the year.

Your child will receive National Physical Education four times per week. These lessons will be arranged to include a balance of theory and practical lessons. The practical lessons will be taught through dance primarily alongside gymnastics input.

Time will be spent developing practical performance in one activity for the purpose of completing a written portfolio. Time will also be spent preparing the learners to complete two assessed practical performances.

### Course Assessment

**Unit 1—Written Portfolio.** This is a 60 mark written assessment worth 50% of your child's final grade. This portfolio will be based on your child's learning in dance and/or gymnastics. This is completed under exam conditions but there will be no final external examination. This portfolio is completed internally throughout the year and is then submitted to SQA for external marking.

**Unit 2—Practical Assessment.** This involves your child completing two assessed performances each worth 30 marks. Performance in this assessment will equate to the remaining 50% of the course

## 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/>
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## Practical Cookery: Guide for Parents and Carers



This information sheet is to assist parents & carers in supporting young people when making choices in advance of S4.

### S3 Hospitality Course Information

- S4 Practical Cookery. candidates attend classes 4 periods per week. Pupils learning will incorporate practical cooking and related knowledge
  - Food hygiene and safety
  - Cookery skills and techniques
  - Understanding and using ingredients

#### **Pupils are assessed by two methods**

- Component 1 — a written assessment.
- Component 2— a practical skills (cooking) assessment

### Food Hygiene and Safety

#### REHIS Elementary Food Hygiene Level 2

(This course has been independently rated on the Scottish Credit Qualifications Framework (SCQF) at Level 5 with 1 credit.)

Pupils will learn about food safety to a standard that they should be able to achieve a food hygiene certificate.

They will learn about :

- The benefits of high standards of hygiene within the food industry ,
- Where bacteria may be found, how they multiply.
- The ideal conditions for bacterial multiplication to take place and how they can be destroyed
- The incidence of food poisoning and its prevention and the difference between food poisoning and food-borne infection
- Personal hygiene and working habits of the food handler .
- The importance of a well-designed food preparation area.
- Common food pests and their control.
- The advantages of having high standards of cleanliness and disinfection within the food working environment .
- The relationship between hazards and risk and how they are managed.
- The main requirements of laws that guide food safety

### Cookery Skills and Techniques

Pupils will have practical experience to create a food product using a variety of cookery processes and cookery skills. It is expected that on these lessons pupils should bring an airtight container to take away their food from the classroom. During these practical lessons pupils will learn about working in an organised and hygienic manner.

### Understanding and using ingredients

Pupils will learn about local and seasonal food as well as storage instructions of a variety of ingredients.

# Nationals Travel and Tourism: Guide for Parents and Carers



September 2018



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

## Nationals Travel and Tourism Course Information

Nationals Travel and Tourism candidates attend classes for four periods per week. Pupils study four units throughout the year:

- Scotland
- Customer Services
- Employability
- UK and the Wider World

There is no exam for the National 4 and 5 Travel and Tourism course. Pupils will work to build up a portfolio for each of the four units of work.

Each unit has two or three outcomes. These outcomes are the same for both national 4 and national 5. The level worked at will be determined by the degree of quality and detail produced for each of the outcomes.

## Monitoring progress

For N5 and N4 pupils, candidates' progress will be assessed in a number of ways including:

- Class tasks
- Knowledge tests
- Homework tasks (these will usually be to complete pieces of work started in class)

The quality of work produced in class and for submission to portfolio will determine a pupils suitability for either N4 or N5.

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

Aug	Scotland outcome 1	Jan	Employability O2 and 3
Sep	Scotland Outcome 2	Feb	UK and Wider
Oct	Customer Services O1	Mar	UK and Wider World O2
Nov	Customer Services O2 and 3	Apr	UK and Wider World O3
Dec	Employability O1		

## Homework, Supported Study and Revision

All candidates studying Nationals Travel and Tourism will have tasks they should be working on at home. The majority of homework will take the form of completing work set in class. These tasks 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.

Additional support for any pupil who requires it can be arranged with individual class teachers. Pupils may attend the department at lunch and/ or after school if they need more time to work on tasks or their portfolio.

The content of the Nationals Travel and Tourism 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 in preparation of completion of Units. This could take many forms including:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Carry out role play situations / try to gain confidence in verbal communication
- 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.

## The Portfolio

All National 5 Travel and Tourism candidates must produce a portfolio of work covering all four Units.

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

- Carry out required reading and research appropriate to each Unit
- Increase levels of confidence in role play situations
- Be original and imaginative in the presentation of work (e.g. advertising leaflets and posters)

The portfolio must be complete by the end of April.

## Useful Resources

- <https://blogs.glowscotland.org.uk/ea/sjtourism/>
- <https://www.bbc.com/bitesize/subjects/znbw2hv> (BBC Bitesize N5 Geography—Revision—the tourism section in this)



@stjoacss (Social Subjects Department Twitter)

### Other out of school activities which will benefit Nationals T&T pupils include:

- \* Watching travel films/ documentaries
- \* Visiting local library for reading/ research
- \* Gaining part time employment/ work experience
- \* Reading
- \* Talking to friends & family about travel and customer service



Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Steps to Work – Beauty & Hair (Level 4)	Level 4	Kilmarnock	Tuesday and Thursday	2:00 – 4:00	East Ayrshire

#### Who is the course for?

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.

#### What is the Course About?

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.

Beauty specific skills include facials and nail finishes.

Hairdressing specific skills include shampooing, conditioning, and drying hair.

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.

#### 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?

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.

#### How will I be assessed?

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 related to hairdressing and beauty.

#### Next Steps?

Course may provide you with opportunities to progress to:

- A Level 4 or 5 Beauty or Hairdressing course.
- An SVQ 2 course in Nails



Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
SFW Uniformed and Emergency Services (Level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
		Kilwinning Campus	Tuesday and Thursday	2:00 – 4:00	
		Ayr Campus	Monday and Wednesday	2:00 – 4:00	

#### 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, teamwork, sport, community development and fitness.

#### What is the Course About?

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 an important part of this course. The course will have a lot of practical activities and will develop physical health, teamwork, ~~sports coaching~~, and community development.

#### SQA Course Units

- 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. You 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?

There are a variety of possible progression routes at the end of this course:

- 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 or Social Science.
- A career in the uniformed or emergency services.
- Learners may also be considered for progression to full time NQ Uniformed Services Level 6

#### What do current students say?

*'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'.*

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Professional Cookery (Level 4)	Level 4	Kilmarnock Campus	Tuesday Thursday	1 hr remote 2:00-5:00	East Ayrshire
		Ayr Campus	Monday and Wednesday	2:00 – 4:00	North Ayrshire South Ayrshire

#### 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?

This course will help you develop skills in cookery and teach you about working in a professional 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.

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

#### What do I Need?

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.

You should also enjoy the challenge of getting to know new people. You need to be committed to attending all the classes.

#### 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?

““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.””.

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Introduction to Construction Industry (level 4)	Level 4	Kilmarnock Campus OR Nethermain Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire
<b>Who is the Course for?</b>					
<p>This course is suitable for all young people interested in a career within the construction industry. This entrance level course will enable you to develop good basic hand skills whilst gaining an insight into what our industry has to offer. Taking this course could be the start of a career which may allow you to become a Modern Apprentice which is a paid job with the pay increasing whilst you train.</p> <p>Students joining this course will attend college two afternoons each week for one year. During the course, opportunities and information will be provided by the lead industry bodies advising you on how to become an employed Modern Apprentice. If you can give a commitment to attend and give your best this course is achievable and will support progression to multiple opportunities within industry or college. Have a look at these websites:</p> <p><a href="http://www.citb.co.uk/citb-apprenticeships/">http://www.citb.co.uk/citb-apprenticeships/</a>  <a href="http://www.becomeaplumber.com/">http://www.becomeaplumber.com/</a></p>					
<b>What is the Course About?</b>					
<p>The course gives you the opportunity to gain skills in a variety of trades-specific areas such as Electrical, Carpentry &amp; Joinery, Painting &amp; Decorating and Plumbing. In addition, you will develop awareness of health and safety and attitudes that enhance employability within the construction / engineering industry, or other sectors. You will take four City and Guilds Construction Units at SCQF Level 4 in:</p> <ul style="list-style-type: none"> <li>• Electrical</li> <li>• Carpentry and Joinery</li> <li>• Painting &amp; Decorating</li> <li>• Plumbing</li> </ul> <p><b>Please note that these units may be subject to change.</b></p>					
<b>What do I Need?</b>					
There are no formal entrance requirements.					
<b>How will I be assessed?</b>					
Whilst in the workshop you will build practical models which are assessed. Lecturers will provide guidance and support at all times.					
<b>Next Steps?</b>					
<p>There are a variety of possible progression routes at the end of this course:</p> <ul style="list-style-type: none"> <li>• A full time Construction course at SCQF Level 4 or 5</li> <li>• National Progression Award in Construction within a chosen Construction trade</li> <li>• Modern Apprenticeship</li> </ul>					
<b>What do current students say?</b>					
<p><i>"I enjoyed this course as its mainly 'hands-on' practical work that we do, I have enjoyed learning about all the different trades, but I particularly liked the Painting &amp; Decorating and basic Plumbing skills, I have really enjoyed it".</i></p>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Skills for Work Early Learning and Childcare (Level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
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.					
<b>What is the Course About?</b>					
<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"> <li>• an understanding of the workplace and the employee's responsibilities (e.g. time-keeping, appearance)</li> <li>• self-evaluation skills</li> <li>• positive attitude to learning</li> <li>• flexible approaches to solving problems</li> <li>• adaptability and positive attitude to change</li> <li>• confidence to set goals, reflect and learn from experience</li> <li>• skills to become effective jobseekers and employees</li> </ul> <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"> <li>• Child Development</li> <li>• Working in Early Learning and Childcare</li> <li>• Play in Early Learning and Childcare</li> <li>• Maintenance of a Safe Environment</li> </ul> <p>To achieve the Course award, you must successfully achieve all the Units which make up the Course.</p>					
<b>What do I Need?</b>					
<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>					
<b>How will I be assessed?</b>					
<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>					
<b>Next Steps?</b>					
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.					
<b>What do current students say?</b>					
<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>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Software Development (level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
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.					
<b>What is the Course About?</b>					
<p>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.</p> <p>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.</p> <p>These courses will give you the opportunity to develop:</p> <ul style="list-style-type: none"> <li>• Understanding of the principles of software development, software development languages and environments</li> <li>• Entry level skills using a high level programming language</li> <li>• Industry-standard software and principles</li> <li>• Core Skills in problem solving in relation to software development.</li> <li>• Analytical and other transferable skills.</li> </ul> <p>The Course includes the following Units:</p> <ul style="list-style-type: none"> <li>• Computing: Programming in a High-level Language: Fundamentals SCQF level 4</li> <li>• Software Development SCQF level 5</li> <li>• Problem Solving SCQF level 4</li> </ul>					
<b>What do I Need?</b>					
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.					
<b>How will I be assessed?</b>					
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.					
<b>Next Steps?</b>					
<p>Successful completion of the Level 4 course may allow you to progress to:</p> <ul style="list-style-type: none"> <li>• NPA Software Development level 6</li> <li>• NC Computing at level 5</li> <li>• NC Games and Software Development</li> </ul>					
<b>What do current students say?</b>					
<p><i>"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."</i></p>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
SVQ - Performing Engineering Operations (Level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire

### Who is the Course for?

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 responsible for yours and others about Health & Safety.

### What is the Course About?

This course provides a basic introduction to practical Engineering. Students will learn vocational skills in Engineering including:

- Making Components Using Hand Tools and Fitting Techniques
- Turning (using Lathes)
- Complying With Statutory Regulations and Organisational Safety Requirements
- Working Efficiently and Effectively in Engineering
- Using and Communicating Technical Information

### What do I Need?

There are no formal entrance requirements but if you want to take engineering further you should be studying Maths and Physics is helpful too. You will be asked to complete an aptitude test at interview or online.

### How will I be assessed?

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.

### Next Steps?

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.

### What do current students say?

*"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".*

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Skills for Work Automotive (level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire
<b>Who is the Course for?</b>					
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.					
<b>What is the Course About?</b>					
<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. The course may offer a route into a Modern Apprenticeship or continuing motor vehicle studies on a full-time basis. Course Units:</p> <ul style="list-style-type: none"> <li>• Automotive Skills: The Garage</li> <li>• Automotive Skills: The Technician</li> <li>• Automotive Skills: The Car</li> <li>• Automotive Skills: The Vehicle Modification Project</li> </ul>					
<b>What do I Need?</b>					
There are no formal entrance requirements.					
<b>How will I be assessed?</b>					
Assessment across the units in this Course will mostly test practical skills (which will involve some physical work) 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.					
<b>Next Steps?</b>					
<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"> <li>• Scottish Vocational Qualifications (SVQs) and Modern Apprenticeships in Automotive areas</li> <li>• Full time National Certificate Courses</li> <li>• Full time Institute of the Motor Industry courses at Ayrshire College</li> <li>• Training/employment</li> </ul>					
<b>What do current students say?</b>					
<i>“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”.</i>					



Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Mental Health and Wellbeing Award (level 5)	Level 5	Kilwinning Campus OR Kilmarnock Campus OR Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the course for?</b>					
The award is relevant for you if you are looking to enhance your skills portfolio and anyone who is considering a career within Health and Social Care. The award provides you with pertinent and valuable skills which can be applied in many living contexts.					
<b>What is the Course About?</b>					
<p>These qualifications aim to address gaps in your knowledge and to improve an understanding of mental health questions in young people. The inaccuracies surrounding perceptions of mental healthcare are addressed and this course will provide you with information to promote understanding and equip you with positive coping strategies to improve and maintain mental health and wellbeing.</p> <p>The award aims to:</p> <ul style="list-style-type: none"> <li>• reduce the stigma surrounding mental health in young people</li> <li>• provide healthy coping strategies</li> <li>• promote knowledge of the impact of mental health on behaviour</li> <li>• dispelling myths surrounding mental health</li> <li>• promote understanding of positive and negative impacts on mental health</li> <li>• helping individuals to make the right choices</li> <li>• promote an understanding of the potential uses and impact of social media and the internet and create resilience.</li> </ul>					
<b>What do I Need?</b>					
There are no set pre-entry requirements for this award					
<b>How will I be assessed?</b>					
Written/oral/ e-assessment					
<b>Next Steps?</b>					
Successful completion of this course may provide you with opportunities to progress to: Access to Health and Social Care N4 or National 5 Health and Social Care.					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Skills for Work Early Learning and Childcare (Level 5)	Level 5	Kilmarnock Campus Kilwinning Campus Avr Campus	Tuesday and Thursday Monday and	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
The course is designed as an introduction to Early Learning and Childcare at Level 5 and gives you an understanding of the demands and responsibilities of working in the sector. It also provides suitable progression if you have studied the Level 4 Early Learning and Childcare course.					
<b>What is the Course About?</b>					
<p>SCQF level 5 Skills for Work: Early Learning and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for working within the sector, including:</p> <ul style="list-style-type: none"> <li>• an understanding of the workplace and your responsibilities (e.g., timekeeping, appearance)</li> <li>• self-evaluation skills</li> <li>• positive attitude to learning</li> <li>• flexible approaches to solving problems</li> <li>• adaptability and positive attitude to change</li> <li>• confidence to set goals, reflect and learn from experience</li> <li>• skills to become effective jobseekers and employees</li> </ul> <p>You will study four units, and these are: -</p> <ul style="list-style-type: none"> <li>• Development and Wellbeing of Children and Young People</li> <li>• Play in Early Learning and Childcare</li> <li>• Working in Early Learning and Childcare</li> <li>• Care and Feeding of Children</li> </ul> <p>To achieve the Course award, you must successfully achieve all the Units listed above.</p>					
<b>What do I Need?</b>					
<p>You should have:</p> <ul style="list-style-type: none"> <li>• Achieved or be working towards National 5 English</li> <li>• A real interest in Early Learning and Childcare</li> <li>• Be committed to consistent and full attendance throughout the course.</li> </ul> <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>					
<b>How will I be assessed?</b>					
<p>The assessments used in this course will allow you to demonstrate a competence in key knowledge, skills and attitudes required in early education and childcare sector.</p> <p>Assessment approaches will include closed book and project-based activities.</p>					
<b>Next Steps?</b>					
This Course may provide you with opportunities to progress to Early Learning and Childcare (SCQF level 6)					
<b>What do current students say?</b>					
<p><i>'I learned a lot about early education last year on the level 4 course, but we've built on that a lot this year and I'm really sure this the area I'd like to work in'. 'It's been great studying at college this year. I'm coming to do Early Education fulltime next year and being here, getting to know the lecturers and the building has made me a lot more confident about coming to college next year'.</i></p>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Sport and Fitness - Team Sports (Football)-level 5	Level 5	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire South Ayrshire North Ayrshire
		OR  Queen Margaret Academy	Monday and Wednesday	2:00 – 4:00	
Who is the Course for?					
This course is for you if you have an interest in, or wish to develop, valuable skills in the areas of football coaching, development and playing. This course will run over one academic year. We anticipate that the applicants will have a strong interest in football and will currently be involved in either playing or coaching.					
What is the Course About?					
The NPA in Sport and Fitness provides the basic knowledge and skills in the theoretical and practical elements of football. 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 Kilmarnock Football Club. SQA Course Units: <ul style="list-style-type: none"><li>• Sport and Fitness: Coaching Development</li><li>• Sports Officiating and Organising – Recreational: Association Football</li><li>• Sports Activity Participation and performance: Association Football</li></ul>					
What do I Need?					
Pupils should have an aptitude in football, a desire to learn new skills and show a commitment to consistent attendance.					
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?					
his Course may provide candidates with an opportunity for progression to a range of relevant NC courses.					
What do current students say?					
'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.'					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Hospitality (Level 5)	Level 5	Kilmarnock Campus	Tuesday Thursday	2:00-4:00	East Ayrshire South Ayrshire North Ayrshire
		Ayr Campus	Monday and Wednesday	2:00-4:00	

### Who is the Course for?

Anyone who is interested in the hospitality and events sector. This course will help you in getting employment in restaurants, cruise ships, hotels, and conference centres. If you are interested in, or would like to know more about, a career in hospitality, then this course is the one for you. Did you know:

- The hospitality industry in Scotland employs 10% of the overall workforce
- It covers a wide range of businesses of all sizes from hotels, restaurants, cafes, pubs, serviced accommodation, conferences and events to commercial and more institutional settings such as hospitals, the armed services, contract catering, care homes and prisons.
- The industry recruits vast numbers of workers each year but there is a huge skills shortage with Brexit – you will never be out of work in this area!

### What is the Course About?

This course covers all aspects of working in the hospitality industry:

- You will learn about all the different places you can work (from hotels to cruise ships)
- Job roles in hospitality will be looked at and how your career can progress
- Specific hospitality business in detail
- You'll plan, complete and evaluate a period of work experience in the hospitality industry
- You'll learn about customer care and have the practical experience of doing Barista.

### What are the entry requirements?

You need National 4 English and Maths as well as a real interest in learning about the hospitality industry. You will also need to have a strong reference from the school that acknowledges that you are fully aware of the time commitment and breadth of study expected from you. Applicants with a relevant level 4 NC qualification gained at the college can also be considered.

### How will I be assessed?

Assessment will be a mixture of practical observations, projects and assignments. Some parts of the course will be done by remote learning while some parts are practical. Given the nature of the course it is expected that all applicants will have the ability to work remotely.

### What should I expect?

This course is approx. 50% practical and 50% theory. There is planning needed for an event and theory to run side by side the practical elements. Please note that you will need to do work experience as part of this course.

### Next Steps?

This course provides a foundation for those of you interested in progressing to full time college programmes such as Food and Beverage Service at SCQF level 5, Event Management HNC or for those seeking an entry-level position in the industry.

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
SVQ - Performing Engineering Operations	Level 5	Kilmarnock Campus	Tuesday and Thursday	TBC	East Ayrshire

#### Who is the course for?

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 your own and others Health & Safety.

#### What is the course about?

This course provides a basic requirement for a Modern Apprenticeship. Students will learn vocational skills in Engineering including:

- Producing components using Hand Fitting Techniques
- Producing Mechanical Engineering Drawings Using a CAD System
- Wiring and Testing Electrical Equipment and Circuits
- Mig welding
- Turning (using Lathes)
- Using and Communicating Technical Information
- Working Efficiently and Effectively in Engineering
- Working Safely in an Engineering Environment

#### What are the entry requirements?

You should have Nat 4 maths and ideally an engineering qualification. If you want to take engineering further, you should be working at National 5 level in Maths and English, National 5 level Physics is helpful too. You will be required to complete an aptitude test at interview or online.

#### How will I be assessed?

Assessments are practical and focus on the attainment of new skills as and when you acquire them. You will be required to complete a portfolio of evidence

#### What should I expect?

Most of the course involves practical workshop activities as you develop various engineering techniques. There are some computer-based subjects (CAD for example) and some theory classes. All the practical units involve a small amount of paperwork to record your success and provide evidence of your achievement.

#### Next Steps?

Successful completion of this Course may provide you with opportunities to progress to a full time Engineering College NC Course at College and there may also be opportunities for Modern Apprenticeships. If you want to study Engineering, the PEO is a great addition to your National Qualifications because it shows that you have practical experience. Many local engineering companies are now asking for prospective candidates to have or be working towards a PEO Level 5.

Many of our students' secure employment whilst on the PEO course and continue their studies by returning to college on a Day-release basis.