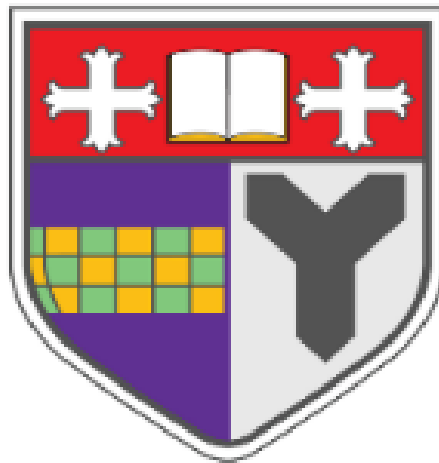


# Broad General Education

## S2 into S3 Personalisation and Choice

A Guide for Pupils, Parents and Carers



FIDELIS · JUSTUS · PRUDENS

## St. Joseph's Academy

January 2024

Dear Pupil,

In the coming weeks, you will take part in a programme of events to help you make informed choices about your learning in S3.

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 at home

After considering the content we will share with you, we expect you to access the My World of Work website with your parent/carer. During January, every pupil in S2 will take part in an interview with a member of the Pastoral Care Team where your options will be finalised.

Yours sincerely

A handwritten signature in dark red ink, appearing to read 'J. Kane', is centered within a light gray rectangular box.

Mr Kane  
Head Teacher

## **Broad General Education**

During S1 and S2 you have had the opportunity to study subjects from across the eight curricular areas.

### **Our S1 and S2 Curriculum**

#### **Language and Literacy**

English  
French and/or Spanish

#### **Numeracy**

Maths

#### **Social Studies (Integrated course)**

History  
Geography  
Modern Studies

#### **Technologies**

Business and IT  
Computing Science  
Technical

*Integrated Course covering*

- Construction Crafts
- Graphic Communication

#### **Religious and Moral Education (RC Schools)**

RE

#### **Expressive Arts**

Art and Design  
Drama  
Music

#### **Health and Wellbeing**

PE  
Practical Cookery  
PSE

#### **Sciences (integrated course)**

Biology  
Chemistry  
Physics

### **S3 – Part of the ‘Broad General Education’**

Courses in S3 are still part of the Broad General Education. You will build on what you have learned in S1 and S2. You will usually be working at what is known as fourth level. Many pupils will have completed third level work by the end of S2.

### **S4 – Part of ‘The Senior Phase’**

During the latter part of S3, you will undertake another personalisation and choice programme where you will select the seven subjects you wish to study in S4. It is important to consider the pathway you wish to follow in S4 when making your choices for S3.

#### **National 3 or SCQF Level 3**

This qualification continues at broadly the same 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 or SCQF Level 4**

This qualification continues at broadly the same level of content covered at fourth level in the Broad General Education. There is no exam within a National 4 course. Your work is assessed in school, and you can either pass or fail.

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 qualifications may be better suited to your needs. Each case can be examined and discussed with pastoral care and principal teachers on a pupil-by-pupil basis.

#### **National 5 or SCQF Level 5**

National 5 courses cover content at a level beyond that in the Broad General Education. 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.

## **How many subjects will I study in S3?**

In total, you will study fourteen subjects in S3. Six of the fourteen are core subjects that you must study. The other eight are choices that you make from within curricular areas.

### **Core Subjects**

All pupils must study:

- Maths (4 periods per week)
- English (4 periods per week)
- Modern Languages (3 periods per week)
- PE (2 periods per week)
- RE (2 periods per week)
- PSE (1 period per week)

### **Modern Languages**

Modern Languages is compulsory in S3. You will choose to study either one of French, Spanish and German or two of French, Spanish and German.

You choose one of the following options.

- French
- Spanish
- German
- French and Spanish
- Spanish and German
- German and Spanish

If you take two Modern Languages, you cannot elect to take a College Course in S3.

### **PE**

All pupils study PE as a core subject in S3 and S4. However, some pupils will also wish to take PE as an elective subject at National 4 or National 5 level in S4. Pupils who think they may consider taking National 4 or National 5 PE in S4 must select PE in the Arts and Wellbeing column.

## Personalisation and Choice

Once you have selected your Modern Language(s), you will then choose to study two subjects from each of the columns shown below. You will attend each subject twice per week.

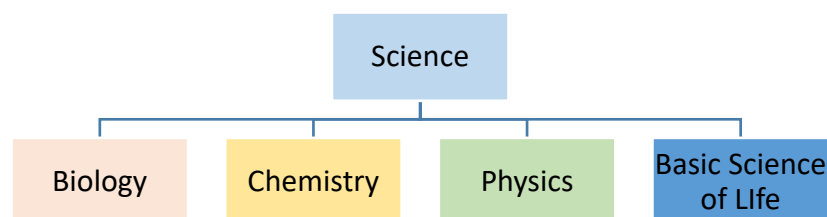
Social Studies	Science	Arts and Wellbeing	Technologies
Geography History Modern Studies Travel and Tourism	Basic Science of Life Biology Chemistry Physics	Art and Design Drama Practical Cookery Music PE (Team Sports) <b>OR</b> PE (Aesthetic)	Business Computing Science Graphic Communication Music Technology Practical Woodworking College/DYW  For College/DYW, one of:  Early Education (Childcare) Barista/Hospitality Hair and Makeup Bike Maintenance Construction
<i>Choose two of the subjects listed above</i>	<i>Choose two of the subjects listed above</i>	<i>Choose two of the subjects listed above</i>	<i>Choose two of the subjects listed above</i>

### Are there any new subjects on offer in S3?

Yes, because some of the subjects that you study in S1 and S2 are split into several different subjects in S3.

### Science

In S1 and S2 you study Science as one integrated subject. In S3 you can study two of the three traditional Sciences or one traditional Science with Health Sector. In total you must select two of the four subjects shown below.



## **Science Combinations**

It is not possible to select three Science subjects at the end of S2. Only one very specific University course states 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.

Pupils wishing to study Medicine, Dentistry, Veterinary Studies or Optometry at University should select Biology and Chemistry. Pupils wishing to study courses related specifically to Physics or Engineering Science are advised to study Chemistry and Physics in S3.

There are too many specific courses to provide an absolute overview in this booklet. If you would like more specific advice, then please speak to your Science teacher or Miss Faulds, our careers adviser. While you are only able to study two Sciences in S3-S5, it is possible to leave school with a wide range of Science qualifications, including all three Higher Sciences. For example:

N5 Chemistry (S4)

N5 Physics (S4)

Higher Chemistry (S5)

Higher Physics (S5)

Higher Biology (S6 crash, dependent upon appropriate attainment in the other Sciences)

Advanced Higher Chemistry and/or Advanced Higher Physics (S6)

## **Basic Science of Life (S3) leading to Health Sector (S4)**

This course is a 1-year course which offers candidates the chance to secure a N3 Biology qualification. Pupils will study 3 topics: Cell Biology, Multicellular Organisms and Life on Earth. Pupils can choose to study this subject alongside Biology to support them further, or alongside Chemistry or Physics if they wish. This subject would be ideal for candidates who would like extra help with their learning in Biology or who have an interest in learning about the basic science of living things. Candidates will learn about how our body defends us against disease, the role of vaccines, how embryo development can be affected and many more interesting topics! Upon completion of this course, pupils can choose to study Health Sector at N4 level if they wish to continue studying a science subject in S4.

## Health Sector (S4)

Pupils taking Basic Science of Life in S3 can progress to Health Sector in S4.

Health Sector is not directly covered in S1 or S2. The course introduces pupils to the Health Sector. Candidates will investigate the different types of services provided and the roles and responsibilities of those working in a type of health provision. They will also investigate career opportunities in the Health Sector.

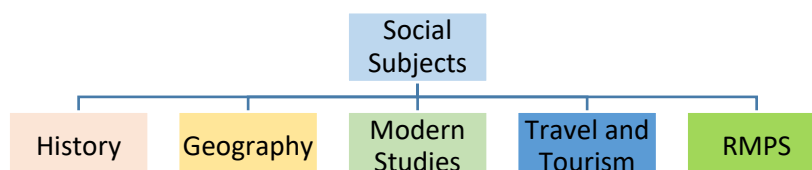
Pupils considering a career as a carer, dental nurse, early learning and childcare worker, midwife or nurse may find this course beneficial alongside Biology. Central to the course is developing the employability skills valued by employers in general and necessary for effective work in the health sector. These skills are embedded in the different units providing learners with the opportunity to practise and develop these skills throughout the course.

## Science across the Curriculum

It is also important for pupils and parents to consider that subjects in other areas of the curriculum can help develop scientific thinking without the need to study three or four Sciences at this early stage of education. Maths, Graphic Communication, Geography and Computing Science provide opportunities to develop scientific awareness and problem-solving ability without narrowing choices too early.

## Social Subjects

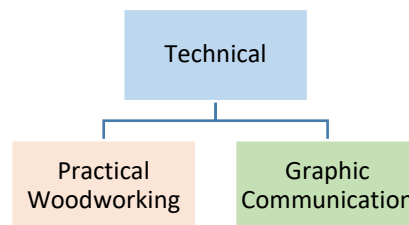
In S1 and S2, you study Social Subjects as one integrated subject. You also study core RE at all stages of S1-S6, but between S3 and S6 you can choose to take Religious, Social, Moral and Philosophical Education (RMPS) as an SQA course. RMPS is within the Social Subjects column in S3. In S3, you must choose to study two of the following five subjects.





## Technical

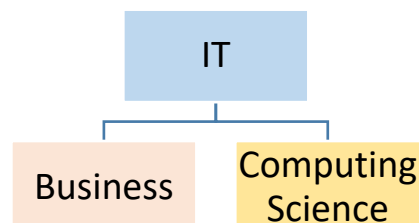
In S1 and S2, you study Technical as one integrated subject. In S3 you can choose to study no Technical strands, one Technical strand or two Technical strands.



Practical Woodworking and Graphic Communication are in the same column as Music Technology, Computing Science, College and Business. You will select two of these six subjects.

## IT

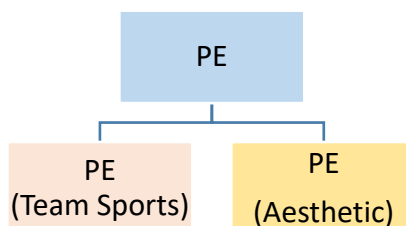
In S1 and S2 you study IT as one integrated subject. In S3 you can choose to study no IT strands, one IT strand or two IT strands. This year you may have studied one period of Business and one of Computing Science.



Computing Science and Business are in the same column as Practical Woodworking, Graphic Communication, College and Music Technology. You will select two of these six subjects. More information in relation to the content of the above courses can be found at the end of this booklet in the subject guidance section.

## PE

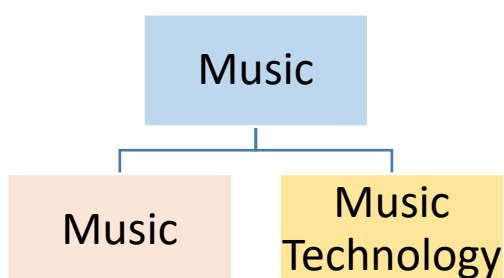
All pupils are obliged to take core PE. In S3, you can elect to study an additional two periods of PE (Team Sports) or PE (Aesthetic).



PE Team Sports focuses on activities such as football, basketball, volleyball and handball. PE Aesthetics focuses on Dance and Gymnastics. If you elect PE (Team Sports) in S3, your SQA assessment of PE (should you select PE in S4) will focus on Team Sports. If you elect PE (Aesthetics) in S3, your SQA Assessment of PE (should you select PE in S4) will focus on Dance or Gymnastics.

## Music

Music in the traditional sense is available to select from within the Arts and Wellbeing column. In addition, you can elect to take Music Technology from within the Technology column.



## **Flexible Period**

One period per week is set aside as a 'flexible period'. This period allows us to offer some combinations that would otherwise be impossible. In the case of those wishing to study two languages in S3, we utilise the additional flexible period to take your contact time in Modern Languages to four periods per week. We would then split the four periods evenly between Spanish and French. Those young people wishing to utilise the flexible period to take two languages are locked into this decision for the entire academic year and cannot access any of the other provision within the flexible column.

The nature of timetabling means that options in this column cannot be released to pupils and parents/cares until late April 2024. The list below is not a guarantee, nor is it exhaustive, but it does offer an insight into how this period could be used.

- College provision (explained overleaf)
- Second language (mandatory if taking two Modern Languages)
- Additional Numeracy for targeted pupils
- Additional Literacy for targeted pupils
- Pupil Leadership Group/Learner Participation

Other than in the case of College provision and Modern Languages, we will only be able to confirm the offering in this column once we have processed all options and drafted the school timetable for every year group.

## **College Partnerships and Flexible Curriculum**

Within our curricular model in S3, we also offer some young people the chance to work with Ayrshire College. The courses on offer are delivered via a mixture of direct teaching from our staff, input from College staff and practical activity.

Some young people would benefit from taking on a college course in S3 with a view to continuing with College input in S4. At the time of writing, courses on offer next session are (subject to change):

- Early Education (Childcare)
- Hospitality/Barista
- Construction

College courses require three periods per week, so two will be taken from the technologies column and one from the flexible period column.

If electing to take a College course, you select only one other Technology.

## **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 out with school.

### **Your family**

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

There are some great resources available to families as they help their child make his or her subject choices.

### **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.

## **Parentzone**

<https://education.gov.scot/parentzone/curriculum-in-scotland/>

This website has been designed by Education Scotland to support parents and carers as they strive to understand the new curriculum and 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 won't choose to take the same subjects as your friends. Even if you pick the same subject as your friend, there is no guarantee that you would end up in the same class. Be careful that you don't pick a subject just because your friend has taken a subject. You could end up studying a course that doesn't make best use of your talents and skills.

Some of our S5 pupils are trained MyWoW (My World of Work) ambassadors and can help you access the My World of Work website and associated resources (Please note, the above is difficult this session given school building closure).

## **Your teachers**

All of your teachers are highly professional and strive to offer you a first-class education. Naturally, you may have teachers that you get on with very well and 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 S3. 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 class teachers should, from time to time, share with you your current working level within the BGE. Progression is not always linear, and it is not unusual to be working at different levels across each curricular area or subject.

BGE levels (notionally) operate as follows:

Early Level	Pre-School and P1
First Level	P2 – P4
Second Level	P5 – P7
Third Level	S1 and part of S2
Fourth Level	part of S2 and S3

It can be the case that a young person is working at First or Second Level when of Secondary School age. A young person may progress through the levels in one curricular area at a faster rate than in another.

### **Your future**

Some pupils will have a clear idea about what they want to do when they leave school. Other pupils will not yet have thought about the future or have not decided on a pathway. If you have a clear idea about what you would like to do, then talk to your Pastoral Care teacher or our Careers Advisor about what you need to take on in S3. If you are undecided, then don't worry. Think about your skills and talents and make choices that will bring out the best in you.

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

We always aim to ensure that all pupils get to study their first-choice subjects in each column.

In general, we work to guarantee your first choice in each column. If a course is oversubscribed, we may need to look at your second-choice subject in each column. If we need to look at your second choice, we will ask you to complete the process a second time and we will talk to your parents and carers about the choices that are available to you. In our experience, only a very small number of pupils are impacted by over-subscription in second choice subjects, and our return of both choices is around 98% in the past three sessions.

## Progression to S4, S5 and S6

Remember that the choices you make now will have an influence on what you can study in S4, S5 and S6. You cannot take a subject in S4 that you did not study in S3. This is because the S4 curriculum builds upon the skills and knowledge developed in S3.

### Consider the future

When you are making your choices, remember that you will not be able to take a subject in S4 if you have not studied it in S3. Progression pathways are shown below.

S4	S5	S6
National 3/SCQF3 →	National 4/SCQF4 →	National 5/SCQF5
National 4/SCQF4 →	National 5/SCQF5 →	Higher/SCQF6
National 5/SCQF5 →	Higher/SCQF6 →	Additional Highers or Advanced Higher (SCQF7)

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 (there are some specific alternative courses not on offer in S3 that can be taken 'cold' in S4).



## Labour Market Intelligence and Regional Skills Assessments

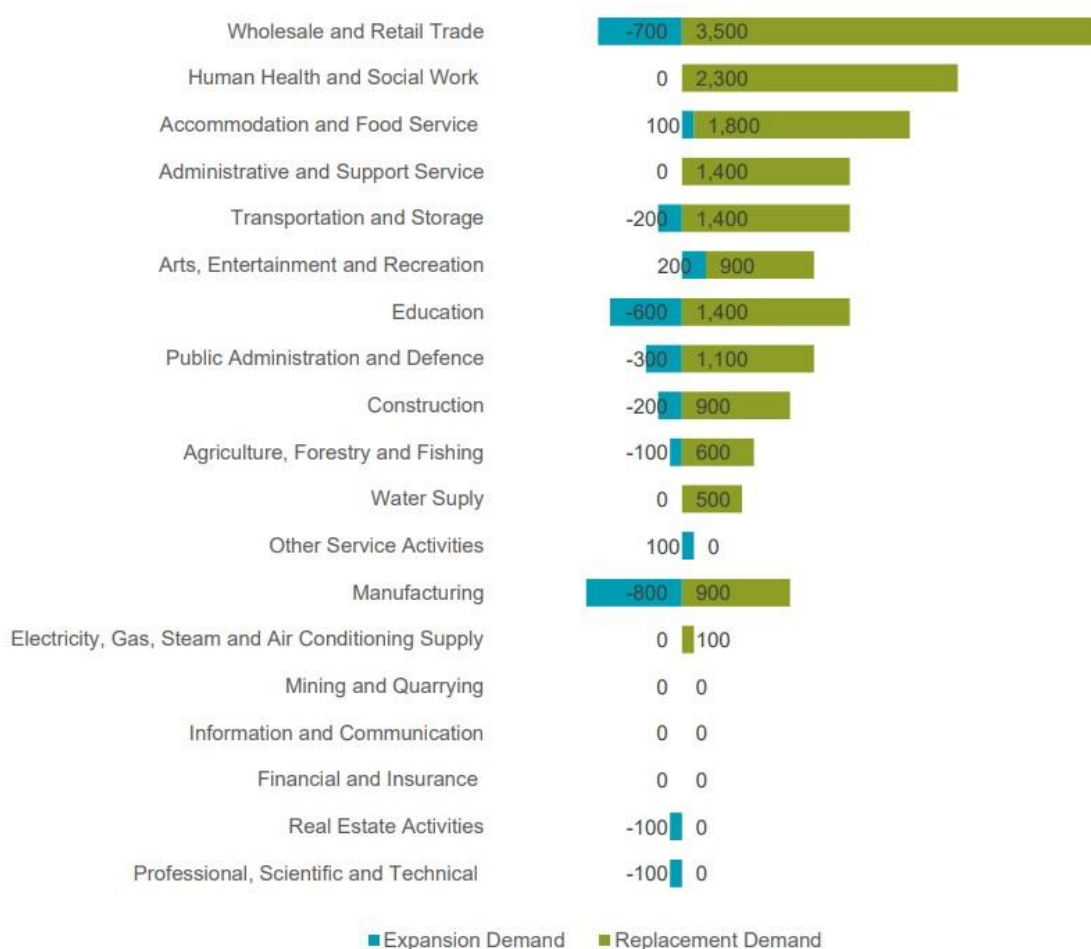
Skills Development Scotland release data every year which identifies trends in the 'labour market'. This means that they look at employment opportunities in a geographical area and provide advice about where there may be opportunities for work.

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.

[PowerPoint Presentation - RSA \(skillsdevelopmentscotland.co.uk\)](https://skillsdevelopmentscotland.co.uk)

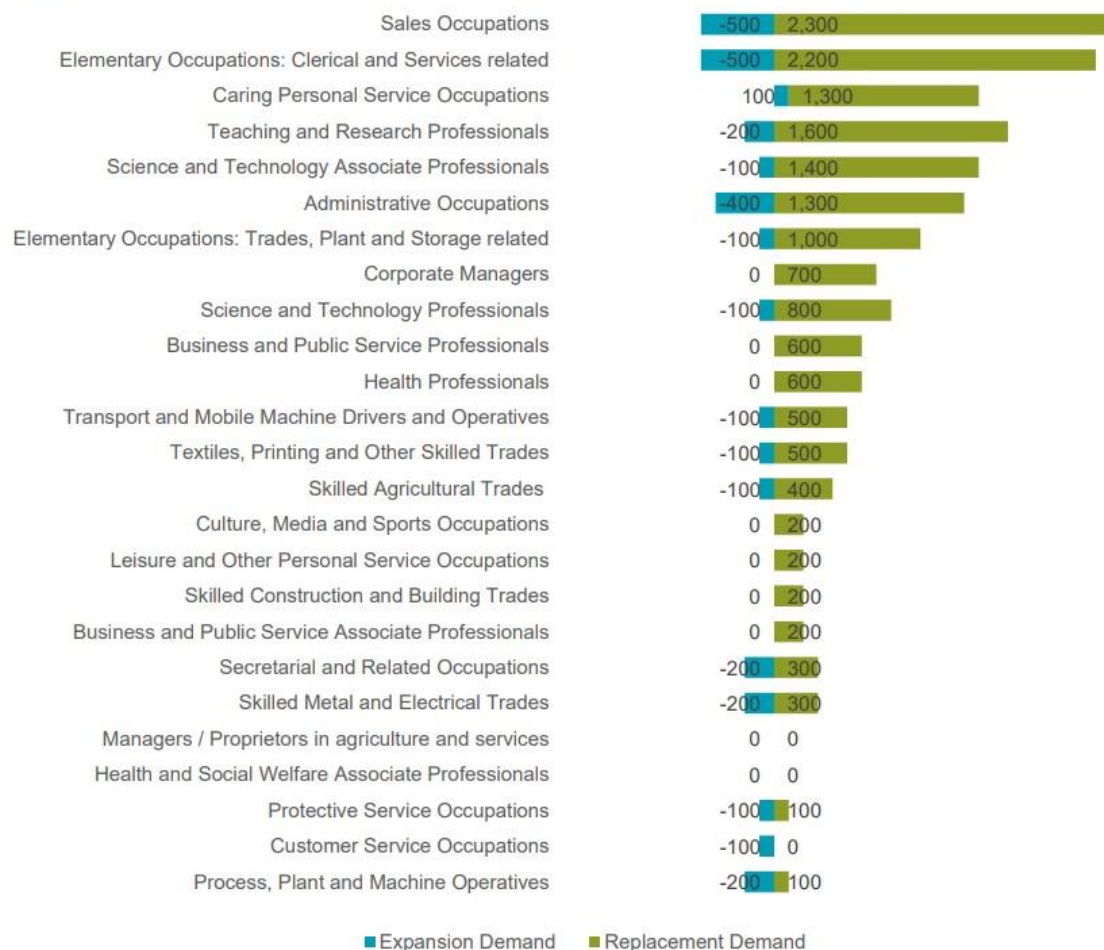
The graph shown below highlights the fact that in Ayrshire, the Scottish Government predict that employment opportunities up to 2025 will grow in industries such as Wholesale and Retail, Human Health and Social Work, Accommodation and Food Service and Administrative and Support Services.

**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**



## Your choices

The rest of this booklet provides you with information on each subject on offer in S3. Please take time to read all pages carefully. Teachers have provided as much information as possible. Once you have read this booklet take some time to talk to your family.

## **Who will help me?**

- Subject teachers will clarify the different learning pathways and course choices that are open to you in each department
- The PSE Programme will include a visit from the Careers Advisor, Kate Faulds who will talk to you about the planning for the future
- S3 My World of Work Ambassadors will be on hand to offer support next week
- A member of the Pastoral Care Teams will carry out personalisation and choice interviews to talk to you about the decisions that you have made

## S2 into S3 Personalisation and Choice Form – Completed during one-to-one interview

Pupil Name:

Career Aspiration:



Modern Languages	Social Subjects (Circle two)	Science (Circle two)	Arts and Wellbeing (Circle two)	Technologies (Circle either two school courses, or one school course plus one college course)	Flexible Period (Select one)
French <b>OR</b> Spanish <b>OR</b> German <b>OR</b> Both French and Spanish <b>OR</b> Both Spanish and German <b>OR</b> Both German and French	Geography RMPS History Modern Studies Travel and Tourism	Basic Science of Life Biology Chemistry Physics	Art and Design Drama Practical Cookery Music PE (Team Sports) PE (Aesthetic)	<b>School Courses</b> Business Computing Science Graphic Communication Music Technology Practical Woodworking <hr/> <b>College/DYW Programme</b> Early Education (Childcare) Barista/Hospitality Construction  (If you select College/DYW here, you also need to select College/DYW in the flexible period column)	College/DYW Learner Participation  <b>Other</b> If you selected two Modern Languages in the first column, you would study two languages all year and cannot take any option from this column.  Other choices to follow later in term

Pupil Signature:

Parent/Carer Signature:

Pastoral Signature:

# S3 Art & Design: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Art & Design Course for Session 2018/19.

## S3 Art & Design Course Structure

S3 Art & Design candidates attend classes three 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.

Also at S3 level, pupils will also study the work of two designers and two artists as part of the *Critical Studies* element of the course.

## Assessment

Assessment will be conducted by means of continuous assessment carried out throughout the year at specific times. S3 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 S3 Art & Design 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. The S3 homework will be over an extended period of time, i.e. a full term to complete, to ensure depth of study and quality of work.

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 S3 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.
- <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

## Basic Science of Life – A guide for Parents and Carers

January 2022



This information sheet is to assist parents & carers in supporting young people with the Basic Science of Living Organisms course for Session 2022/23.



### Basic Science of Living Organism Information

Basic Science of Living Organisms candidates attend classes 2 periods per week in S3. This subject can only be taken in S3 and is not offered for S4-S6. Pupils study three units throughout the year:

- Cell Biology
- Multicellular Organisms
- Life on Earth

This course is National 3 level Biology and would be ideal for candidates who would benefit from further support in their Biology lessons. It can be chosen alongside Biology or any other science subject.

However, candidates must be aware that if chosen alongside another science, other than Biology, they cannot choose Biology in S4.

The route of progression from Basic Science of Living Organisms would be to choose Health Sector in S4.

### Homework, Supported Study and Revision

All candidates studying Basic Science of Living Organisms will always have tasks they should be working on at home. The majority of homework will take the form of a written task or online through a google form. 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.

### Assessment

There is no external exam to complete this course.

Pupils are assessed by two components:

- A Unit assessment for each Unit
- An 'Outcome 1' which involves pupils completing and reporting on an experimental task.

Successful completion of these tasks would result in pupils being awarded with a PASS in a National 3 Biology qualification from the SQA.

### Progression

After successful completion of this course, pupils can choose Health Sector in S4 where there is opportunity to gain a National 4 qualification

### Useful Resources

- Science glow blog – <https://blogs.glowscotland.org.uk/ea/scienceresources>
- QUIZZ – <https://quizizz.com/admin/search/Stjosephsbiology>
- BBC bitesize – <https://www.bbc.co.uk/bitesize/subjects/z3ykjxs>
- SQA website – <https://www.sqa.org.uk/sqa/48581.html>



## BGE Biology: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the BGE Biology course for Session 2019/20.

## BGE Biology Course Information

BGE Biology candidates attend classes two periods per week. Pupils study five topics throughout the year:

- Biodiversity
- Sampling Techniques
- Energy in Ecosystems
- Impacts of a Growing Population
- Adaptation and Evolution

Pupils are assessed by three components:

- End of topic tests.
- An S3 exam.
- An assignment— A practical investigation carried out by the pupils and re-search used to write a report.

Monday 30th April 2019

## Assessment

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

- Homework questions
- End of topic tests
- S3 exam
- Assignment
- Activities and tasks in class.

Pupils will always have advanced knowledge of end of topic tests. The topics tests, assignment and S3 exam will contribute to a candidate's ability to cope with the demands of Biology in S4. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

June	<i>Biodiversity Test</i>
Sept	<i>Sampling Techniques Test</i>
Nov	<i>Energy in Ecosystems Test</i>
Jan	<i>Impacts of a Growing Population Test</i>
Mar	<i>Adaptation and Evolution Test</i> <i>S3 Exam</i>
Apr	<i>Assignment</i>

## Homework, Supported Study and Revision

All candidates studying BGE Biology will always have tasks they should be working on at home. The majority of homework will take the form of questions from a homework booklet. 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. There is an expectation that every pupil is spending at least fifteen minutes, four times a week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Working with a peer to create questions & answers on a key topic
- Using the resources on the school website, 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 extra work completed at home may be submitted to class teachers for feedback/ marking.

## Useful Resources

- <https://blogs.glowscotland.org.uk/ea/scienceresources/BGE/biology/>
- 

## Other out of school activities which will benefit Biologists include:

- \* Reading
- \* Visiting local library for reading/ research
- \* Watching news/ reading newspapers
- \* Watching documentaries relevant to their topics

## S3 Business Management: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Business Management course during Session 2019/20.

### S3 Business Management

S3 Business Management pupils will attend classes 3 periods per week.

After a basic unit on Understanding Business pupils will learn about 4 main functional areas of business throughout the year:

- Marketing
- Methods of Production
- Management of People
- Management of Finance

- An exam-style question paper

### Assessment

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

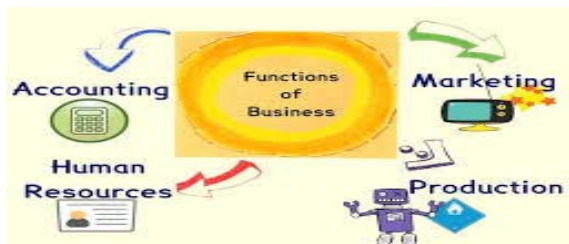
- Knowledge Tests
- Homework Tasks
- SMHW Quizzes
- Presentations

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

Aug		Jan	
Sep		Feb	<i>Methods of Production</i>
Oct	<i>Understanding Business</i>	Mar	<i>Management of People</i>
Nov		Apr	
Dec	<i>Marketing</i>	May	<i>Management of Finance</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 assessment at the end of the year.



These cover topic areas:

- Types of Business Organisation
- Market research
- Marketing mix
- Job, batch and flow production
- Recruitment and Selection
- Sources of Finance
- Cash Budgeting

tasks will the following

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



### Useful Resources

Additional resources can be found below:

- BBC Bitesize

### Other out of school activities which will benefit S3 Business include:

- Watching TV programmes such as Dragon's Den and The Apprentice



## BGE Chemistry: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the BGE Chemistry course for Session 2019/20.

## BGE Chemistry Course Information

BGE Chemistry candidates attend classes two periods per week. Pupils study four topics throughout the year:

- Introduction and Safety in Chemistry
- Chemical Reactions
- Atomic Theory and Nuclear Chemistry
- Acids and Bases

Pupils are assessed by three components:

- End of topic tests.
- An S3 exam.
- An assignment— A practical investigation carried out by the pupils and research used to write a report.

Monday 30th April 2019

## Assessment

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

- Homework questions
- End of topic tests
- S3 exam
- Assignment
- Activities and tasks in class.

Pupils will always have advanced knowledge of end of topic tests. The topics tests, assignment and S3 exam will contribute to a candidate's ability to cope with the demands of Chemistry in S4. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

June	Introduction and Safety in Chemistry
Sept	<i>Chemical Reactions Test</i>
Oct	<i>Assignment</i>
Dec	Atomic Theory and Nuclear Chemistry test
Mar	<i>Acids and Bases Test</i>
April	<i>S3 exam</i>

## Homework, Supported Study and Revision

All candidates studying BGE Chemistry will always have tasks they should be working on at home. The majority of homework will take the form of questions from a homework booklet. 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. There is an expectation that every pupil is spending at least fifteen minutes, four times a week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Working with a peer to create questions & answers on a key topic
- Using the resources on the school website

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 extra work completed at home may be submitted to class teachers for feedback/ marking.

## Useful Resources

Science glow blog — <https://blogs.glowscotland.org.uk/ea/scienceresources/s3/s3-bge-chemistry/>

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/>

## Other out of school activities which will benefit Chemists include:

- \* Reading
- \* Visiting local library for reading/ research
- \* Watching news/ reading newspapers
- \* Watching documentaries relevant to their topics

## S3 Computing Science: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Computing Science course for Session 2019/20.

### S3 Computing Science

S3 Computing Science candidates attend classes three 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:

- Unit Tests
- Practical Projects

### Assessment

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.

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

Aug		Jan	
Sep	Computer Systems	Feb	Database Development
Oct		Mar	
Nov	Web Development	Apr	Software Development
Dec	Game Development competition		

### 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 Programs
- The Software Development Process
- Legal Implications
- Website Creation
- Searching and Sorting Information



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

include the following:

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



### Useful Resources

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

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

**Other out of school activities which will benefit S3 Computing Science include:**

- Creating and testing games

## S3 Drama: Guide for Parents and Carers



January 2020



This information sheet is to assist parents & carers in supporting young people with the S3 Drama Course for Session 2019/20.

### S3 Drama Course Structure

S3 Drama candidates attend classes two periods per week.

In compiling the Curriculum, provision has been made for most topics to be covered by a number of different, but equally valid, approaches. This provides the teacher with an element of choice within each topic area enabling them to bring their own special qualities to the lessons they teach.

### Example Units

**Drama Skills to develop Characters:** In this unit of work pupils will develop a wider range of drama skills and conventions to develop characters.

**Working with script:** In this unit pupils will use all the skills they have been taught to perform a script. They will learn dialogue, rehearse and perform characters using accurate voice & movement techniques.

**Stimuli:** In this unit pupils will use a variety of stimuli to develop pieces that use the skills they have learnt. They will experiment with genre, form, structure and style.

**Improvisation:** The improvisation unit develops and consolidates skills from S1 and S2. Focus is on creating characters, relevant use of voice and movement and the ability to discuss the themes/issues explored.

**Theatre Production Skills:** In this unit pupils will use Theatre Production Skills to develop performances. Pupils will be given the opportunity to use props, costume, set, lighting and sound and be taught how to apply stage make.

**Direction:** In this unit pupils will learn the rudiments of directing other pupils. Pupils will be taught how to use specific drama terminology and how to lay out and director dramatic commentary. Drawing ground plans and considering audience needs will also be included. Pupils will plan a short extract to direct and work in pairs to direct another pair for performance.

### Assessment

Assessment is continuous but formally recorded at the end of each unit work. Candidates will be assessed in 3 main areas within each unit: Creating, performance and Evaluation.

S3 work is not required to be sent to SQA for external formal assessment and is marked within the Drama department by staff. The work is ungraded but marked using clearly defined criteria to allow pupils to see progress and where improvements are required.

### Drama Course Information

The aim of the S3 course is to extend on the skills learnt in S1 & S2 through greater depth and prepare pupils with all the skills they require to be successful in the National Qualifications that they will sit in the senior phase. Candidates to develop practical skills creating and presenting drama as well as 'Theatre production skills'. Candidates are encouraged to exercise imagination and creativity. They will develop important skills, attitudes and attributes of the four capacities, including creativity and adaptability, enthusiasm, a willingness to learn and confidence. Learning through drama allows candidates to appreciate cultural values, identities and ideas.

In BGE courses are practically-based, so that pupils gain confidence in using a creative and problem solving process. As pupils progress, the level of choice and independent working increases accordingly. All pupils will regularly evaluate class work and will be involved in peer and self evaluation.

Candidates will be involved in completing a reflective diary which will enable them to set targets and next steps in their learning. Staff will discuss these with pupils around tracking times to help pupils progress in their learning. In S3 pupils will be made aware at an early stage of their level and likely progression into S4. This will be shared with the pupils and also what they would have to do in order to achieve a higher level.

### Homework, Supported Study and Revision

Home learning is an essential part of the course and will relate directly to the skills and work being taught in class. Home learning will include tasks like;

- Learning lines
- Research – topic related themes, character development, historical events
- Evaluate and analyse recorded drama performances
- Script writing and storyline development
- Production theatre – set design, costume, lighting plots, direction
- 

All tasks will be issued by class teacher and details posted on Show My Homework. Candidates may have to attend extra rehearsals at lunchtimes or after school for particular projects they are working on. Additional support for any pupil who requires it can be arranged.

### Useful Resources

- <https://www.youtube.com> For various videos to watch and analyse/
- <https://www.pinterest.co.uk/> Excellent resource for stimulus materials
- <https://www.bbc.co.uk/bitesize/levels> Good for revising and exploring drama terms

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

- \* Drama related films and documentaries
- \* Theatre visits—production
- \* In school specialist workshops
- \* Attending plays & shows
- \* After school Theatre
- \* School productions

## S3 English: Guide for Parents and Carers



January 2019



This information sheet is to inform parents and carers of the S3 English course.

### S3 English Course Outline

S3 English pupils attend classes four periods per week. Pupils study and develop skills in:

- Reading for Understanding, Analysis and Evaluation (RUAE)
- Critical Reading of Literature (from at least two different genres)
- Writing a discursive/persuasive piece and a creative/personal piece
- Listening and Talking

Pupils are assessed by five components:

- RUAE and Textual Analysis
- Critical Evaluation
- Writing
- Listening
- Talking (solo and/or group discussion)

### Course Information

S3 pupils build on the skills taught throughout S1/2 in order to prepare them for the challenges of S4. It is during this time that teachers will gather evidence which demonstrates the pupil's ability, enabling them to place a child at the correct level in S4: N3/4/5 English. Regular attendance and hard work both at home and in class are therefore essential if a pupil is to demonstrate their full potential.

### Preparation for National Qualifications

Pupils who are preparing for National 5 will have the opportunity to study an element of the Scottish Set Text syllabus. This will help pupils to build on skills already established in Broad General Education (BGE) but in a more sophisticated/challenging context.

### S3 Exam

At the end of S3 pupils will sit a mock exam in English in the month of May. This exam will involve the completion of an RUAE paper and a piece of transactional writing. The exam will give pupils experience of writing under timed conditions in the exam hall and help prepare them for the demands of S4.



*working together makes great learning*

December 2023

## S3 Options in Modern Languages: French



This information sheet is to assist parents & carers in supporting young people in S3 with options choices at St Joseph's Academy. All students will have the option to study French, Spanish or German. Or Study 2 languages.



FIDELIS - JUSTUS - PRUDENS

## S3 French Course Information

S3 French candidates attend classes for three periods per week and will focus on 4 main skills:

- Listening
- Reading
- Talking
- Writing

Pupils will study a variety of topics which will help prepare them for the demand of National 5:

- Relationships— Family & Friends
- Free-time
- Town & Environmental Issues
- Languages for Life & Work Award

## Learning &amp; Teaching / Assessment

Pupils taking French in S3 can expect to be assessed in a number of ways including but not limited to:

- Individual presentations
- Paired conversations
- An academic poster
- Essays using the structure and expectations required at National 4 and 5.

The S3 French course helps prepare pupils for the demand of National courses in S4 therefore there is an expectation that every pupil is spending at least an hour per week revising (and more as assessments approach). 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.

Throughout the year, pupils will also complete ongoing assessment activities such as presentations and essays and feedback will be provided on these pieces. All pupils have a folio of key pieces of work which teachers use to measure progress and report to parents and carers.

## Pearson Active Learn

All pupils have access to the online learning and teaching resource Pearson Active Learn. All pupils have a personal account that can track progress through the course. This will be used in class, set as homework and is an excellent revision tool, especially in the run up to an assessment.

## Progression &amp; Career Opportunities

Pupils taking French in S3 may progress to the following:

- Study of National 4 or National 5 French in S4 and potentially Higher French and Advanced Higher French in S5/6
- Study of Spanish and German - once you have studied one language, another becomes easier
- Further Study of French at College or University
- Careers in law, medicine, business, journalism, research, tourism, catering, writing, politics, education & teaching, presenting and broadcasting, acting, travel agency and many more

## SQA: Languages for Life &amp; Work Award

All S3 French candidates will have the chance to obtain an **SQA languages & Employability qualification**. It is split into 3 units:

- Building Employability Skills
- Languages for Life
- Languages for Work

These will develop key skills with regards to:

- Focusing on their strengths, likes & potential career paths
- Creating CVs
- Developing Interview techniques
- Listening, Reading, Writing & Talking the foreign language

Pupils will study either Level 3 or Level 4 and hopefully achieve the award and 15 SCQF points. This course helps prepare pupils for the demand of National courses in S4, especially the N5 Job Application written exam.



## Homework and Revision

All candidates studying Modern Languages will always have a range of tasks to be working on at home. All students will have a homework booklet and a vocabulary support guide.

Key to success at is to be familiar with the grammar of the foreign language and be able to recognise a range of structures 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. Most homework will be shared on Satchel:One and is available on TEAMS As the course progresses pupils will focus on their talking and writing skills.

Regular revision at home is essential for pupils to progress. They can do this in a variety of ways:

- Reading over class notes for grammar points, particularly verbs
- Making lists of key topic vocabulary
- Using TEAMS to access class and additional resources

## Useful Resources

TEAMS, Satchel:One, Quizlet classes, Pearson Active Learn

@stjoacadmodlang Modern Languages Department Twitter



## Other out of school activities which will benefit enthusiastic linguists include:

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





September 2018

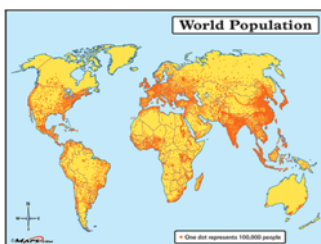


This information sheet is to assist parents & carers in supporting young people in S3 with options choices at St Joseph's Academy



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## S3 Options. Social Subjects: Geography



@stjoacss (Social Subjects Department Twitter)



### S3 Geography Course Information

S3 Geography candidates attend classes for two periods per week. Pupils study the Unit 'Population'.

This course consists of a number of topics including;

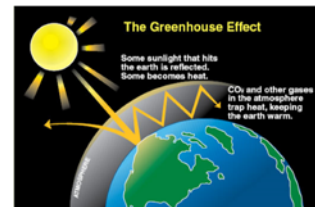
- Distribution
- Urban and rural
- Population change
- Demographic transition model



Pupils will also study a Unit on 'Climate Change'.

This course consists of the following:

- Human causes
- Physical causes
- Effects
- Solutions



### Learning activities/ Assessment in S3 Geography

Pupils taking Geography in S3 can expect to be assessed in a number of ways including;

- A Report on a chosen county's population
- Geography Skills Questions such as Describe... Explain... Give map evidence...What are the advantages and disadvantages of...Give reasons for...
- A group debate
- End of Unit assessment
- A Short Essay on Why Women received the Vote in 1918

### Homework, Revision and Assessment

All pupils studying S3 Geography will receive written homework, roughly each fortnight. These tasks will be issued by class teachers and details posted on Show My Homework.

The S3 Geography course helps prepare pupils for the demand of Nationals Geography courses in S4 therefore there is an expectation that every pupil is spending at least an hour per week revising (and more as assessments approach). 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.

At the end of the year pupils will complete a formal written assessment made up of written questions. Throughout the year, pupils will also complete ongoing assessment activities such as presentations and debates and feedback will be provided on these folio pieces. All pupils have a folio of key pieces of work which teachers use to measure progress and report to parents and carers.

### Is Geography the right subject for me?

If you enjoy the following activities then Geography is likely to be a subject you would enjoy and do well in;

- Reading & Writing
- Learning about topical issues like Health, Weather and Climate Change
- Studying Geography in S1 and S2—Mapping and the Natural Environment
- Subjects like Science and Maths

### Progression & Career Opportunities

Pupils taking Geography in S3 may progress to the following;

- Study of National 5 or National 4 Geography in S4 and potentially Higher Geography in S5/6
- Study of another Social Subject in S5 such as Modern Studies, History or Politics
- Further Study of Geography at College or University
- Careers in Engineering, Marine Biology, Climatology, Architecture, Town Planning, Cartography, Demography, Environmental Management and many more

### Useful Links

<https://blogs.glowscotland.org.uk/ea/socsubjectsresources/> (Department Website)

December 2023

## S3 Options in Modern Languages: German



This information sheet is to assist parents & carers in supporting young people in S3 with options choices at St Joseph's Academy.



### S3 Beginners' German Course Information

S3 German candidates attend classes for three periods per week and will focus on 4 main skills:

- Listening
- Reading
- Talking
- Writing

Pupils will study a variety of topics at a fast and challenging pace which will help prepare them for the demand of National 5.

- You & Your Family
- Sports & Hobbies
- School
- Town
- Holidays
- Healthy Lifestyle

### Learning & Teaching / Assessment

Pupils taking German in S3 can expect to be assessed in a number of ways including but not limited to:

- Individual presentations
- Paired conversations
- An academic poster
- Essays using the structure and expectations required at National 4 and 5.

The S3 Beginners' German course helps prepare pupils for the demand of National courses in S4 therefore there is an expectation that every pupil is spending at least an hour per week revising (and more as assessments approach).

**This course is therefore a more challenging and faster-paced course and is only advised for those wishing to continue studying German in S4, advised for those with a genuine interest in German language and culture and advised for those who have previously studied German perhaps in other schools.**

Throughout the year, pupils will also complete ongoing assessment activities such as presentations and essays and feedback will be provided on these pieces. All pupils have a folio of key pieces of work which teachers use to measure progress and report to parents and carers.

### Pearson Active Learn

All pupils have access to the online learning and teaching resource Pearson Active Learn. All pupils have a personal account that can track progress through the course. This will be used in class, set as homework and is an excellent revision tool, especially in the run up to an assessment.

### Progression & Career Opportunities

Pupils taking German in S3 may progress to the following;

- Study of National 4 or National 5 German in S4 and potentially Higher German in S5/6
- Study of French and Spanish - once you have studied one language, another becomes easier
- Further Study of German at College or University
- Careers in law, medicine, business, journalism, research, tourism, catering, writing, politics, education & teaching, presenting and broadcasting, acting, travel agency and many more

### Beginners' German

All S3 French and Spanish candidates will have the chance to obtain an **SQA languages & Employability qualification** however this will **NOT** be possible if studying German as there is not enough time to cover the relevant content to get to the required level.

If studying 2 languages (French & German or Spanish & German), pupils will have the opportunity to achieve the SQA qualification in that language.

As it is a beginners' course, it is therefore a more challenging and faster-paced course and is only advised for those wishing to continue studying German in S4, advised for those with a genuine interest in German language and culture and advised for those who have previously studied German perhaps in other schools.



### Homework and Revision

All candidates studying Modern Languages will always have a range of tasks to be working on at home. All students will have a homework booklet and a vocabulary support guide.

Key to success at is to be familiar with the grammar of the foreign language and be able to recognise a range of structures 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. Most homework will be shared on Satchel:One and is available on TEAMS As the course progresses pupils will focus on their talking and writing skills.

Regular revision at home is essential for pupils to progress. They can do this in a variety of ways:

- Reading over class notes for grammar points, particularly verbs
- Making lists of key topic vocabulary
- Using TEAMS to access class and additional resources

### Useful Resources

TEAMS, Satchel:One, Quizlet classes, Pearson Active Learn

@stjoacadmodlang Modern Languages Department Twitter



### Other out of school activities which will benefit enthusiastic linguists include:

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



### S3 Graphic Communication: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Graphic Communication course for Session 2019/20.

#### S3 Graphic Communication Course Information

S3 Graphic Communication candidates attend classes 3 periods per week. Pupils study two main units throughout the year:

- 2D Graphics
- 3D Graphics
- Computer Aided Design

Pupils are then assessed using the following methods:

- Exam style question paper
- Portfolio of work

#### Assessment

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

- Knowledge Tests
- Homework Tasks
- SMHW Quizzes
- Portfolio of work

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

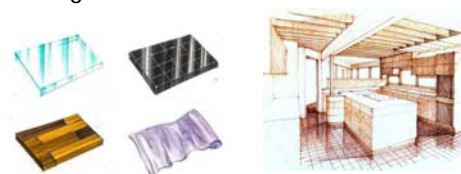
Aug		Jan	
Sep		Feb	
Oct	2d Graphics	Mar	CAD
Nov		Apr	
Dec	3d Graphics		

#### Homework, Supported Study and Revision

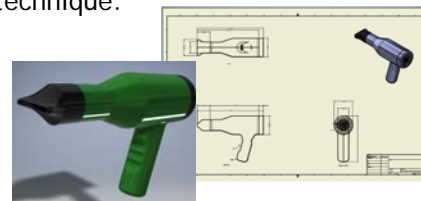
Pupils will be set homework by their class teacher to complete or revise the different topics within the course and to prepare them for the assessment at the end of the year.

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.

#### 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 Graphic Communication include:

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





September 2018



This information sheet is to assist parents & carers in supporting young people in S3 with options choices at St Joseph's Academy

## S3 Options in Social Subjects: History



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



### S3 History Course Information

S3 History candidates attend classes for two periods per week. Pupils study the Unit 'Scotland in the Twentieth Century' with a focus on The Great War.

The course consists of a number of topics including;

- Reasons for 'joining up'
- Life in the trenches
- WWI Battles
- Weapons
- Propaganda Posters
- Rationing
- Women in WWI
- Women & The Vote
- The 1920s



### Learning activities/ Assessment in S3 History

Pupils taking History in S3 can expect to be assessed in a number of ways including;

- A Newspaper Front Page
- History Skills Questions such as Describe... Explain... Evaluate the Usefulness...How Fully does the Source...Compare the Views of...
- A paired presentation on Life in the Trenches
- Propaganda Posters
- A Short Essay on Why Women received the Vote in 1918

### Is History the right subject for me?

If you enjoy the following activities then History is likely to be a subject you would enjoy and do well in;

- Reading & Writing
- Learning about the past and carrying out research using a wide range of sources
- Studying History in S1 and S2—The Scottish Wars of Independence and WWII
- Subjects like English, Modern Studies, RE and Languages

### Progression & Career Opportunities

Pupils taking History in S3 may progress to the following;

- Study of National 5 or National 4 History in S4 and potentially Higher History in S5/6
- Study of another Social Subject in S5 such as Modern Studies, Geography or Politics
- Further Study of History at College or University
- Careers in law, journalism, research, conservation & heritage, writing, politics, education & teaching, presenting and broadcasting and many more

### Homework, Revision and Assessment

All pupils studying S3 History will receive written homework, roughly each fortnight. These tasks will be issued by class teachers and details posted on Show My Homework.

The S3 History course helps prepare pupils for the demand of National 4 History courses in S4 therefore there is an expectation that every pupil is spending at least an hour per week revising (and more as assessments approach). **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.

At the end of the year pupils will complete a formal written assessment made up of written questions. Throughout the year, pupils will also complete ongoing assessment activities such as presentations and a letter from the trenches and feedback will be provided on these folio pieces. All pupils have a folio of key pieces of work which teachers use to measure progress and report to parents and carers.

### Useful Links

<https://blogs.glowscotland.org.uk/ea/socsubjectsresources/> (Department Website)

<https://mrmarrhistory.wordpress.com/> (Mr Marr's website)

# S3 Mathematics: Guide for Parents and Carers



September 2018



This information sheet is to assist parents & carers in supporting young people with the S3 Maths courses.

## S3Maths Course Information

Pupils in S3 will either be working at Level 2, 3 or 4+ depending on work previously covered in S1 and S2.

BGE courses cover topics in

- Shape, position and movement.
- Information Handling
- Number, money and measurement.
- Problem solving.

All our courses will prepare pupils for SQA qualifications in S4.

## Homework, Supported Study and Revision

All candidates studying 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 assessments. 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. 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.

## Assessment

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

- Formal homework.
- End of block assessments.
- SNSA Numeracy assessment at the end of S3.
- Unit assessments.

Levels 2 and 3 are split into 3 blocks with an assessment at the end of each block.

Level 2 pupils progress to National 3 with National 4 Numeracy.

Level 3 pupils progress to National 4 with National 5 Numeracy.

Level 4+ is split into 2 blocks with an assessment at the end of each block.

Level 4+ progress to National 5.

## Useful Resources

- [www.mathsrevision.com-N5](http://www.mathsrevision.com-N5)
- [www.bbc.com/bitesize](http://www.bbc.com/bitesize)
- [www.national5maths.co.uk](http://www.national5maths.co.uk)
- SQA website
- 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 the support offered by your teacher and revise prior to assessments.**

## S3 Options in Social Subjects: Modern Studies History: Guide for Parents and Carers

September 2018



This information sheet is to assist parents & carers in supporting young people in S3 with options choices at St Joseph's Academy



@stjoacss (Social Subjects  
Department Twitter)



### S3 Modern Studies Course Information

S3 History candidates attend classes for two periods per week. Pupils study the Unit 'The People's Republic of China'

The course consists of a number of topics including;

- Political ideologies- Capitalism vs. Communism
- The rise of Chairman Mao
- The modernisation of China
- Laogai camps
- Religion in China
- Tiananmen Square
- The death penalty in China
- Comparison- Human rights violation in a democracy: USA



### Learning activities/ Assessment in S3 Modern Studies

Pupils taking Modern Studies in S3 can expect to be assessed in a number of ways including;

- Newspaper articles
- Reports
- Debates and class discussion
- Modern Studies Knowledge and Understanding Questions such as Describe... Explain... Source Questions in preparation for N5 Modern Studies
- Group projects

### Is Modern Studies the right subject for me?

If you enjoy the following activities then Modern Studies is likely to be a subject you would enjoy and do well in;

- Reading & Writing
- Learning about important political events and carrying out re-search using a wide range of sources
- Studying Modern Studies in S1 & S2- Democracy in the UK & Development in Africa
- Subjects like English, History, RE and Languages

### Progression & Career Opportunities

Pupils taking Modern Studies in S3 may progress to the following;

- Study of National 5 or National 4 Modern Studies in S4 and potentially Higher Modern Studies in S5/6
- Study of another Social Subject in S5 such as History, Geography or Politics
- Further Study of Modern Studies at College or University
- Careers in law, journalism, research, civil service, writing, politics, education & teaching, presenting and broadcasting and many more

### Homework, Revision and Assessment

All pupils studying S3 Modern Studies will receive written homework, roughly each fortnight. These tasks will be issued by class teachers and details posted on Show My Homework.

The S3 Modern Studies course helps prepare pupils for the demand of Nationals Modern Studies courses in S4 therefore there is an expectation that every pupil is spending at least an hour per week revising (and more as assessments approach). **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.

At the end of the year pupils will complete a formal written assessment made up of written questions. Throughout the year, pupils will also complete ongoing assessment activities such as presentations and reports and feedback will be provided on these folio pieces. All pupils have a folio of key pieces of work which teachers use to measure progress and report to parents and carers.

### Useful Links

<https://blogs.glowscotland.org.uk/ea/socsubjectsresources/> (Department Website)

# S3 Music: Guide for Parents and Carers

January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Music course for Session 2019/20



## S3 Music Course Information

S3 Music pupils attend classes three periods per week. Pupils study three units throughout the year:

- Performing Skills
- Understanding Music
- Composition Skills

Pupils take part in a variety of activities which help them develop their practical and theoretical Music skills:

- Developing skills on **two instruments** of their choice, experiencing both solo and group performances
- **Composition:** learning how music is written and working on music literacy before composing their own original pieces of music
- **Understanding and analysing** different styles of music and learning related concepts
- An introduction to **Music Technology** and how this can be used to compose music and record.

## Homework and Extra-Curricular Activities

All pupils studying S3 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.

Pupils are encouraged to become involved in extra-curricular activities within the Music Department, such as choir or ukulele group. The department also puts on concerts at summer and Christmas time and pupils are expected to be involved in these either as a performer or helping back-stage.

## Assessment

- Performing—pupils will be given regular assessments on both of their instruments and any group work will also be marked accordingly
- Understanding—will be assessed in end of unit tests throughout the year
- Composition—will be assessed throughout the year in literacy 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.

## Progression

Pupils can progress on to study Music at National 4 or National 5 in S4. Pupils at this stage are expected to show competency on their two instruments and a good understanding of the basics of music literacy before beginning either course.

## Useful Resources

- <https://blogs.glowscotland.org.uk/ea/artmusicresources/>
- <https://www.bbc.com/bitesize/subjects/z96fcdm>
- (BBC Bitesize National 4 Music—Revision Notes, Quizzes, Video Clips)



@stjoacarts (Art and Music Department Twitter)



# S3 Music Technology: Guide for Parents and Carers

January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Music Technology course for Session 2019/20.

## N5 Music Technology Course Information

S3 Music Technology pupils attend classes 3 periods per week. Learners will develop a broad understanding of the music industry and 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. To build skills, pupils will compose two different contrasting pieces of music, complete with an effective introduction, development and an outro.

### Pupils complete two assignments:

- Radio broadcast — Scripted and recorded in pairs, complete with correct microphone technique, and imported audio in the form of sound effects and music.
- Audiobook — Recorded in pairs, complete with correct microphone technique, and imported audio in the form of sound effects and music.

Extension—Very successful pupils who complete the course early will move on to working with sound for film, using the microphones to record dialogue and sound effects for a short animation clip.

## Assessment

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

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

All assessments will determine a pupil's ability to cope with the demands of future courses. Specific pupil assessment dates will be given by class teachers.

## Homework, Supported Study and Revision

All pupils studying S3 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. Additional support for any pupil who requires it can be arranged with individual class teachers.

Strategies to prepare for assessments/ catch up with class work:

- Reading over class notes/ materials from Blogs
- Creating mind maps/ spider diagrams/ flash cards of classwork
- 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.

## The Assignments

All S3 Music Technology pupils must produce two separate projects, each in a different context. In each project, pupils must work with different types of hardware and software to demonstrate a range of technical skills.

- Radio broadcast — The radio broadcast will involve pupils researching different radio shows and identifying different sections including weather; traffic and travel, games, quizzes, interviews, adverts, and much more. The pupils will then write their own sections of the show and keep an electronic log of their work. The scripts will be recorded using condenser microphones and projects will be enhanced with sound effects and music.
- Audiobook — Pupils will select a short story and copy it into their electronic log. The narrator will be recorded using the class condenser microphones and the project will be enhanced with sound effects and music. Very creative pupils could write their own story.

Both projects require pupils to use the correct microphone technique, placement and distance and imported audio in the form of sound effects and music. Pupils will also use different controls, effects and processes on GarageBand to manipulate and make changes to their audio.

Finally, each production will roughly be between 2 and 4 minutes long.

## Useful Resources

- <http://bbcsfx.acropolis.org.uk/>
- <http://soundbible.com/>
- <https://www.freesfx.co.uk/>

## S3 PE - Aesthetic: Guide for Parents and Carers



This information sheet is to assist parents & carers in supporting young people with the S3 Dance Elective in Physical Education course.

### Dance Course Overview

All candidates studying S3 Dance will be working towards a National Progression Award in Dance.

The course will equip candidates with the knowledge, understanding and skills required for progression in Dance. The skills the candidates will learn are the equivalent to those required for progression in to National Dance in their fourth year at St Joseph's.

The Dance elective is a very popular course and one that will afford candidates the opportunity to develop holistically. Candidates will gain experience in performing in front of peers and wider audiences, they will rehearse routines and understand how best to prepare their body.

Candidates will also focus on developing technique whilst researching and evaluating model practice in dance.

#### Course Outline

Candidates will receive Dance twice per week and this will be in addition to their two compulsory CORE P.E. lessons.

One lesson per month will focus on theory work and the remaining lessons will be practical (unless stated otherwise).

At the beginning of the course, candidates will be tutor led on choreographed contemporary and jazz styles.

As the year progresses, candidates will take greater ownership on planning for and performing a solo performance.

#### Course Assessment

The course will consist of 1 **mandatory unit** and 2 **optional units**.

##### **Mandatory unit—Choreography**

Candidates will complete a practical assignment that will be recorded. The practical assignment must show choreographic skills and use of a stimuli to create movement.

Candidates will complete a written assignment in the form of a logbook and will analyse a dance piece.

##### **Optional Unit 1—Jazz**

Two practical performances required and a written investigation.

##### **Optional unit 2—Contemporary**

Two practical performances to be assessed plus a 500 word written piece /3 minute oral presentation required.



- P.E. Wordpress accessible via departmental twitter page  
[stjosephspe.wordpress.com](http://stjosephspe.wordpress.com)
- P.E. app accessible via pupil iPad

**S3 PE-Team Sports****Guide for Parents and Carers**

This information sheet is to assist parents & carers in supporting young people with the S3 P.E. Studies Elective in Physical Education course.

**P.E. Studies Course Overview**

The P.E. studies course will equip all candidates with the necessary knowledge, skills and understanding required for progression into National P.E. in their fourth year.

Candidates will perform in a range of physical activities as part of a Performance Unit Assessment before selecting two activities to focus on in depth. In these activities, candidates will learn how to gather information about their own performance, helping them to identify strengths and weaknesses. Candidates will then complete a Personal Development Programme (PDP) designed to enhance their performance level in their selected activities.

Finally, candidates will evaluate their progress, as well as the specific approaches and methods they have used throughout the year.

**Course Outline**

Candidates will receive P.E. studies twice per week and this will be in addition to their two compulsory CORE P.E. lessons.

One lesson per fortnight will focus on theory work and the remaining lessons will be practical (unless stated otherwise).

At the beginning of the course, candidates will complete a performance assessment similar to that at National level.

As the year progresses, candidates will complete our cycle of analysis to gain a valuable insight in to performance development approaches.

**Course Assessment**

The course will consist of 4 units of work.

**Unit 1—Performance**

Candidates will complete a range of performance units each being assessed against a set criteria.

**Unit 2—Gathering information**

Candidates will complete a number of Gathering Information Methods that will involve candidates videoing their performance and analysing it. They will also complete standardised questionnaires to ascertain performance strengths and development needs.

**Unit 3—Personal Development Programme (PDP)**

Candidates will complete a training programme specifically designed at improving their identified area of development.

**Unit 4— Evaluation**

Candidates will evaluate their progress and the approaches they have used. **They will complete written questions in a log book for units 2-4.**



- P.E. Wordpress accessible via departmental twitter page  
[stjosephspe.wordpress.com](http://stjosephspe.wordpress.com)
- P.E. app accessible via pupil iPad

## BGE Physics: Guide for Parents and Carers



January 2019



This information sheet is to assist parents & carers in supporting young people with the BGE Physics course for Session 2019/20.

## BGE Physics Course Information

BGE Physics candidates attend classes two periods per week. Pupils study four topics throughout the year:

- Waves
- Radiation
- Dynamics
- Space

Pupils are assessed by three components:

- End of topic tests.
- An S3 exam.

## Assessment

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

- Homework questions
- End of topic tests
- S3 exam
- Activities and tasks in class.

Pupils will always have advanced knowledge of end of topic tests. The topics tests and S3 exam will contribute to a candidate's ability to cope with the demands of Physics in S4. Specific pupil assessment dates will be given by class teachers however should roughly follow the schedule below:

Oct	<i>Waves Test</i>
Jan	<i>Radiations Test</i>
Mar	<i>Waves &amp; Radiations Test</i> <i>S3 Exam</i>
June	<i>Dynamics Test</i>

## Homework, Supported Study and Revision

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

Class teachers 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 fifteen minutes, four times a week revising. This could take many forms including:

- Reading over class notes
- Creating mind maps/ spider diagrams/ flash cards of classwork
- Working with a peer to create questions & answers on a key topic
- Using the resources on the school website,
- 

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 extra work completed at home may be submitted to class teachers for feedback/ marking.

## Useful Resources

- <https://blogs.glowscotland.org.uk/ea/scienceresources/>

## Other out of school activities which will benefit Chemists include:

- \* Reading
- \* Visiting local library for reading/ research
- \* Watching news/ reading newspapers
- \* Watching documentaries relevant to their topics



## S3 Practical Cookery: Guide for Parents and Carers



This information sheet is to assist parents & carers in supporting young people with the S3 course for Session 2018/19.

### S3 Hospitality Course Information

- S3 Practical Cookery. candidates attend classes 2 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.

## National 5 RMPS: Guide for Parents and Carers



This information sheet is to assist parents & carers to support young people in S2 making choices for S3 with information about the National 5 RMPS course.

## National 5 RMPS Course Information

National 5 RMPS candidates studying the course over S3 and S4 attend classes 2 periods in S3 and 4 period in S4. Pupils study three units over the 2 years:

During that time they study:

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

Pupils are assessed by two components:

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

The RMPS SQA Exam normally takes place in late May.

## Assessment

Progress will be assessed by using:

- Timed Question Paper (TQP)
- Knowledge Tests
- Homework essays

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

Sep	Existence of God TQP 1	Sep	Christianity TQP 1
Oct	Existence of God TQP 2	Oct	Christianity TQP 1
Nov	Existence of God TQP 3	Nov	Assignment
Nov	Organ Donation TE	Nov	Christianity TQP 1
Dec		Dec	Revision TQPs
Jan		Jan	Prelim
Feb	Purpose of Punishment TQP 1	Feb	Assignment Exam
Mar	Causes of Crime TQP 2	Mar	Justice TQP
Apr	Capital Punishment TQP3	Apr	Christianity TQP
May		May	Exam
Jun	Assignment Draft	Jun	

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

Pupils will be working on this from November onwards.

## Useful Resources

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



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

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

### S3 Practical Woodworking Skills: Guide for Parents and Carers

January 2019



This information sheet is to assist parents & carers in supporting young people with the S3 Practical Woodworking Skills course for Session 2019/20.



#### S3 Practical Woodworking Skills Course Information

S3 Practical Woodworking Skills candidates attend classes 3 periods per week. Pupils study four main units throughout the year:

- Practice Joints
- Making an Item
- Working with Materials
- Working with Tools

#### Pupils are assessed using:

- Physical Models & Working practice
- Knowledge test
- Log Book

#### Assessment

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

- Knowledge Tests
- Homework Tasks
- Practical work through Models

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

Aug	Test Joints	Jan	Test Joints
Sep	Knowledge test	Feb	Knowledge Test
Oct	Model 1	Mar	Model 1 & 2
Nov	Model 2	Apr	Model 3
Dec	Model 3		

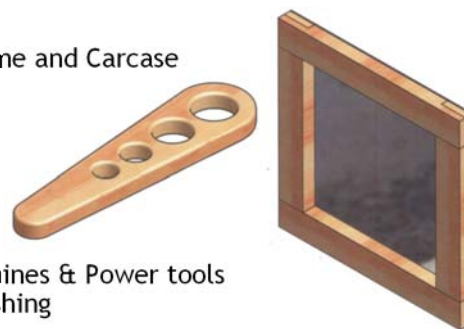
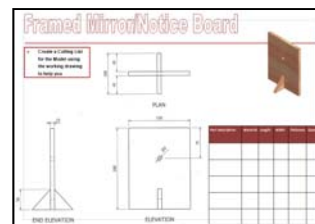
#### Homework, Supported Study and Revision

Pupils will be set homework by their class teacher to complete or revise the different topics within the course and to prepare them to complete their models and log book to the required standard.

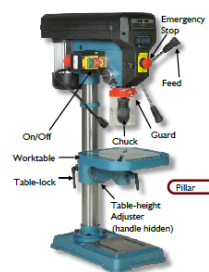
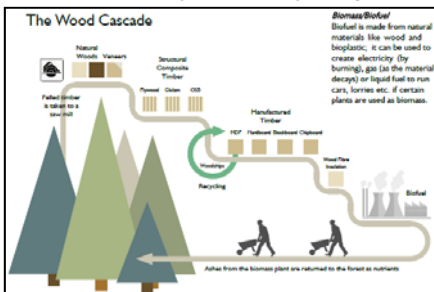
These tasks will cover the following topic areas:

- Measuring and Marking out
- Reading and Interpreting Drawings
- Materials—Softwoods, Hardwoods and Man-Made Boards

- Bench Work
- Cramping
- Joining Techniques—Flat Frame and Carcase
- Fixings and Adhesives



- Safe working and use of Machines & Power tools
- Surface preparation and Finishing
- Sustainability and Recycling



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.

#### Useful Resources

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

- Technologiststudent.com
- BBC Bitesize
- Practical Woodworking Course notes (on *Show my Homework*)
- Practical Woodworking Topic Checklist (on *Show my Homework*)

#### Other out of school activities which will benefit Practical Woodworking Skills include:

- Watching programs such as *How it's Made* to see how products are manufactured

## National 5 RMPS: Guide for Parents and Carers



This information sheet is to assist parents & carers to support young people in S2 making choices for S3 with information about the National 5 RMPS course.

## National 5 RMPS Course Information

National 5 RMPS candidates studying the course over S3 and S4 attend classes 2 periods in S3 and 4 period in S4. Pupils study three units over the 2 years:

During that time they study:

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

Pupils are assessed by two components:

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

The RMPS SQA Exam normally takes place in late May.

## Assessment

Progress will be assessed by using:

- Timed Question Paper (TQP)
- Knowledge Tests
- Homework essays

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

Sep	Existence of God TQP 1	Sep	Christianity TQP 1
Oct	Existence of God TQP 2	Oct	Christianity TQP 1
Nov	Existence of God TQP 3	Nov	Assignment
Nov	Organ Donation TE	Nov	Christianity TQP 1
Dec		Dec	Revision TQPs
Jan		Jan	Prelim
Feb	Purpose of Punishment TQP 1	Feb	Assignment Exam
Mar	Causes of Crime TQP 2	Mar	Justice TQP
Apr	Capital Punishment TQP3	Apr	Christianity TQP
May		May	Exam
Jun	Assignment Draft	Jun	

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

Pupils will be working on this from November onwards.

## Useful Resources

- <https://blogs.glowscotland.org.uk/ea/resources> (follow the links to National 5 RMPS)
- <https://www.youtube.com/channel/UCtOLJIWPWAcx37iQOUTOA>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z782fg8>



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

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

December 2023

## S3 Options in Modern Languages: Spanish



This information sheet is to assist parents & carers in supporting young people in S3 with options choices at St Joseph's Academy.



### S3 Spanish Course Information

S3 Spanish candidates attend classes for three periods per week and will focus on 4 main skills:

- Listening
- Reading
- Talking
- Writing

Pupils will study a variety of topics which will help prepare them for the demand of National 5:

- School studies
- Family Relationships
- Town & Travel
- Holidays
- Hobbies & Free-time
- Languages for Life & Work Award

### Learning & Teaching / Assessment

Pupils taking Spanish in S3 can expect to be assessed in a number of ways including but not limited to:

- Individual presentations
- Paired conversations
- An academic poster
- Essays using the structure and expectations required at National 4 and 5.

The S3 Spanish course helps prepare pupils for the demand of National courses in S4 therefore there is an expectation that every pupil is spending at least an hour per week revising (and more as assessments approach). 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.

Throughout the year, pupils will also complete ongoing assessment activities such as presentations and essays and feedback will be provided on these pieces. All pupils have a folio of key pieces of work which teachers use to measure progress and report to parents and carers.

### Pearson Active Learn

All pupils have access to the online learning and teaching resource Pearson Active Learn. All pupils have a personal account that can track progress through the course. This will be used in class, set as homework and is an excellent revision tool, especially in the run up to an assessment.

### Progression & Career Opportunities

Pupils taking Spanish in S3 may progress to the following;

- Study of National 4 or National 5 Spanish in S4 and potentially Higher Spanish and Advanced Higher Spanish in S5/6
- Study of French and German - once you have studied one language, another becomes easier
- Further Study of Spanish at College or University
- Careers in law, medicine, business, journalism, research, tourism, catering, writing, politics, education & teaching, presenting and broadcasting, acting, travel agency and many more

### SQA: Languages for Life & Work Award

All S3 Spanish candidates will have the chance to obtain an **SQA languages & Employability qualification**. It is split into 3 units:

- Building Employability Skills
- Languages for Life
- Languages for Work

These will develop key skills with regards to:

- Focusing on their strengths, likes & potential career paths
- Creating CVs
- Developing Interview techniques
- Listening, Reading, Writing & Talking the foreign language

Pupils will study either Level 3 or Level 4 and hopefully achieve the award and 15 SCQF points. This course helps prepare pupils for the demand of National courses in S4, especially the N5 Job Application written exam.



### Homework and Revision

All candidates studying Modern Languages will always have a range of tasks to be working on at home. All students will have a homework booklet and a vocabulary support guide.

Key to success at is to be familiar with the grammar of the foreign language and be able to recognise a range of structures 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. Most homework will be shared on Satchel:One and is available on TEAMS As the course progresses pupils will focus on their talking and writing skills.

Regular revision at home is essential for pupils to progress. They can do this in a variety of ways:

- Reading over class notes for grammar points, particularly verbs
- Making lists of key topic vocabulary
- Using TEAMS to access class and additional resources

### Useful Resources

TEAMS, Satchel:One, Quizlet classes, Pearson Active Learn

@stjoacadmodlang Modern Languages Department Twitter



### Other out of school activities which will benefit enthusiastic linguists include:

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







## S3 Travel and Tourism

⇒ Guide for Parents and Carers

### Travel and Tourism Information

Pupils will attend the department two periods per week. Pupils selecting this option will have the opportunity to progress to National 4 or National 5 Travel and Tourism in S4. Pupils will study two units of work over the course of the year:

#### Scotland and Tourism

#### Employability Skills

The main aims of the Travel & Tourism Course are to:

- ♦ provide learners with a broad introduction to the travel and tourism industry
- ♦ allow learners to experience a range of work related activities in relation to the travel and tourism industry
- ♦ encourage learners to develop skills for learning and life as well as work
- ♦ encourage learners to develop a good work ethic
- ♦ build learners' confidence
- ♦ encourage learners to take responsibility for their own learning and development
- ♦ prepare learners for progression to further study or employment

The Employability unit involves pupils participating in work experience activities during one period per week within the Outdoor Education facilities of the school. This is an excellent opportunity for pupils to widen and develop their knowledge and understanding of the workplace and the skills required to carry out roles within a variety of different positions and careers. *As pupils spend one period per week outdoors they are advised to bring a change of clothes for this period unless otherwise advised.*



It is important that pupils wishing to take this course have:

- Good attendance and timekeeping
- A positive attitude to classwork and ability to meet deadlines
- A willingness to engage in research, group work and role play

Successful learners may progress to:

- Further study of Travel & Tourism/ Social Sciences in school/at college
- Employment in the Travel industry
- Training in the Travel industry
- Further study of vocational qualifications in the school

# DYW INNOVATIVE PROJECTS

## WHAT ARE DYW INNOVATIVE PROJECTS?

Developing the Young Workforce (DYW) Innovative Projects have been developed through the Ayrshire DYW Regional Group to create vocational opportunities, delivered in school, for pupils who may not achieve five qualifications at National 5 level.

Schools across Ayrshire's three local authorities can apply for funding:

- for capital costs through the Ayrshire DYW Regional Group and
- for PPE, training and consumable costs through the Prince's Trust Development Fund

Programmes are delivered by either school or college staff. Where the college is involved in the delivery, lecturers with significant industry vocational experience deliver a range of vocational qualifications over the academic year as part of the school's learning pathways. This is normally timetabled for one double period per week from mid-August to the end of April.



## HOSPITALITY/CUSTOMER SERVICES (BARISTA)

STRUCTURE	QUALIFICATIONS
3 UNITS - 1 x DOUBLE PERIOD PER WEEK FROM MID-AUGUST – END APRIL	<b>Food Hygiene: Elementary</b> (level 4) (20 hours) DC0K 10 <b>Basic Customer Care Skills</b> (level 4) (20 hours) FN93 10 <b>Non Alcoholic Beverages</b> (level 5) (40 hours) F7E6 11
	Additional Information
	<p>Consumables (milk, fruit etc.) and PPE (aprons etc.) bought by the school using Prince's Trust grant monies. Detailed list available on request.</p> <p>College to invoice school for a one off payment of £180, £360, £540 or £720 (depending on distance from college) to cover lecturer transport costs. This is incorporated into the Prince's Trust grant monies. <i>(This covers one visit per week to the school)</i></p>

## EARLY EDUCATION (CHILDCARE)

STRUCTURE	QUALIFICATIONS
2 UNITS - 1 x DOUBLE PERIOD PER WEEK FROM MID-AUGUST – END APRIL	<b>Steps to Work Award</b> (level 4) Group Award: G9RW 44 <b>Play in Early Learning and Childcare</b> (level 4) (40 hours) HX1R 74 <b>Personal Development: Practical Abilities</b> (Level 4) (40 hours) H18W 43
	Additional Information
	<p>Consumables (toys, paper, crayons etc.) and PPE (outdoor clothing etc.) bought by the school using Prince's Trust grant monies.</p> <p>Detailed list of resources available on request</p> <p>College to invoice school for a one off payment of £180, £360, £540 or £720 (depending on distance from college) to cover lecturer transport costs. This is incorporated into the Prince's Trust grant monies. <i>(This covers one visit per week to the school)</i></p>



## CONSTRUCTION OPERATIVES

<b>STRUCTURE</b>	<b>QUALIFICATIONS</b>
<b>4 UNITS - 2 x DOUBLE PERIODS PER WEEK FROM MID-AUGUST - END APRIL OR JOINT DELIVERY WITH SCHOOLS</b>	Mix of City & Guilds and SQA Units ( <i>no group award</i> )
	<b>Laying Paving Using Slabs</b> (Level 4) (40 hours) 6619-006
	<b>Laying Block Paving</b> (Level 4) (40 hours) 6619-122
	<b>Mixing Using Concrete</b> (Level 4) (40 hours) 6619-124
	<b>Health and Safety in a Construction Environment</b> (Level 4) (40 hours) HX1204
	<b>Additional Information</b>
	PPE (Boots, Overalls etc.) bought by the school using Prince's Trust grant monies. <i>Detailed list available on request.</i>  College to invoice school for £450, £850 or £1200 per 2 hour session ( <i>depending on distance from college</i> ) to cover lecturer transport costs. This is incorporated into the Prince's Trust grant monies. (This covers two visits per week to the school)