

# Senior Phase

## S4/S5 into S5/S6

### Personalisation and Choice

A Guide for Pupils, Parents and Carers



FIDELIS · JUSTUS · PRUDENS

**St. Joseph's Academy**

*Inspire and Transform*

January 2024

Dear Pupil,

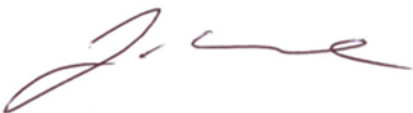
In the coming weeks, you will take part in a programme to help you make informed choices about your learning in S5 or S6.

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

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

All options material, including support videos and presentations, will be shared with you via Glow in early January. Options interviews will take place over the course of this month and will be undertaken by Pastoral Care Teachers.

Yours sincerely

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

Mr Kane  
Head Teacher

## **For pupils moving from S5 into S6**

The majority of the content contained within this booklet relates to progression from S4 to S5. While much of the content is still relevant to you, you can find information that is specific to next year's S6 on pages 14 to 18 and from page 25 onwards. There is also a video on SCQF provision on page 5 which may be of interest.

## **For pupils moving from S4 into S5**

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

## **Understanding S4 Presentation Levels**

### **National 3**

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 3 content aligns with the content level covered during S3. Progression from National 3 is National 4 or SCQF4 courses.







### **National 4**

There is no exam in a National 4 course. Your work is assessed in school, and you can either pass or fail a National 4 course. If you pass a National 4 course in S4 then you may progress to the National 5 course in that subject during S5. In some cases, progression to National 5 in the same subject may not be the best course of action. Sometimes, alternative SCQF courses or supplementary National 4 qualifications may be better suited to your needs. Each case can be examined and discussed with pastoral care and principal teachers on a pupil-by-pupil basis. We always promote progression to the next SCQF level where possible, and would advise considering SCQF5 level courses (including National 5s) if you have passed National 4 in S4.

## National 5

National 5 courses are on offer in many subjects. As part of most National 5 courses you will sit an exam at the end of S4. The marks you gain in this exam will be added to coursework tasks to determine your final grade. The course is graded using the letters A, B, C, D and F. Progression from an 'A' or 'B' at National 5 will usually allow pupils to undertake Highers in S5. In some subjects 'C' passes also result in viable progression to Highers, in others, a 'C' at National 5 may indicate that passing the equivalent course Higher will be a significant challenge.

## Progression

S4	S5	S6
National 3 	National 4 or SCQF4 Courses 	National 5 or SCQF5/6 courses
National 4 	National 5 Or SCQF5 Courses 	Higher or SCQF6 Courses
National 5 	Higher 	Additional Highers or Advanced Higher, or SCQF7 courses

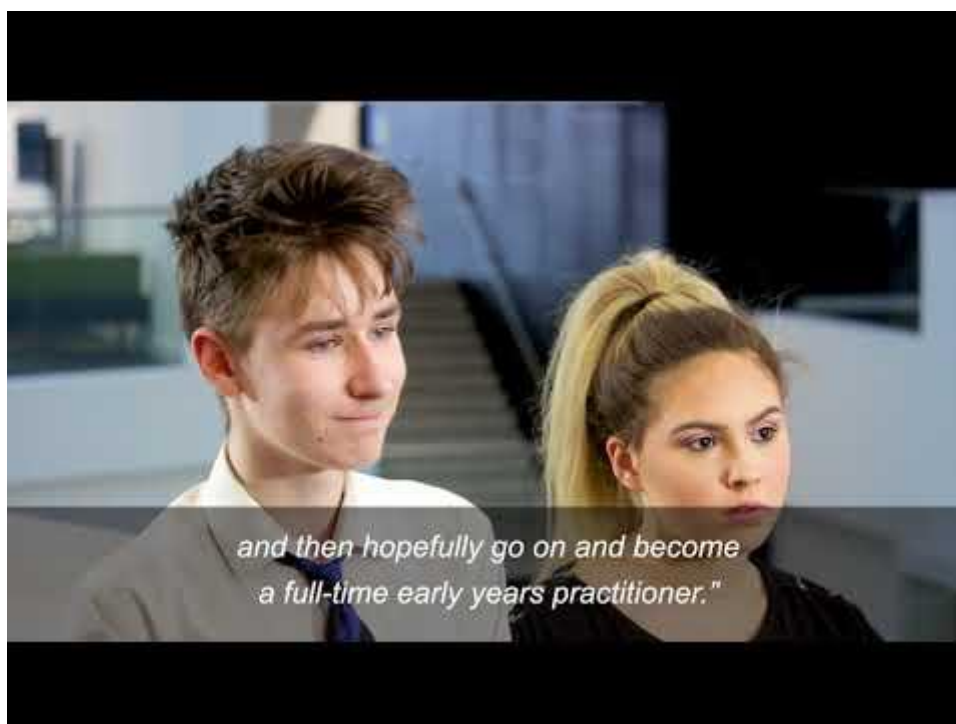
## Pathways

### SCQF Qualifications v National 4, National 5 and Higher

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

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

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



Later in this booklet you will find more information on the range of additional courses we offer against the SCQF framework. Ayrshire College also offer a range of SCQF courses, some of which you can study alongside school courses.

The rest of this section provides examples of what you may wish to consider if you have a progression pathway in mind.

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

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

### Example

#### S4 Attainment

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

#### S5 Choices

Higher English

Higher Maths

Higher Physics

Higher Chemistry

Higher Design and Manufacture




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

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

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

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

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

S4	S5
National 5 A or B Pass 	Higher Course
National 5 C 	1 to 1 Interview for Higher course or select an alternative, ideally another Higher that is more accessible against your prior attainment or an SCQF6 course
National 5 D or No Award 	Repeat National 5 course, select an alternative N5 course or an SCQF5 course

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

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

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

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

We acknowledge that statistics do not give an absolute predictor of future attainment. We are always delighted when a young person goes on to pass a course that the statistics suggest they may not pass. However, we do have a duty of care to be open and transparent around progression prospects, so as not to provide advice that is misleading.

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

\* Statistics shown refer to data released in 2019. The percentage is broadly similar in all subject areas regardless of year selected. Cancellation of exams in 2020 and 2021 prevents against updating this data at this time and 2022 and 2023 data is based on courses where content was extracted, so it is harder to determine value.

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

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



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

Some pupils may decide that they have a better chance of attaining the grades needed for a university course over two years. Others may wish to build a portfolio of qualifications over two years before applying for college courses or foundation, modern or graduate apprenticeships.

For this reason, you may wish to focus on a mixture of National 5/SCQF5 and Higher/SCQF6 courses next session. Please note that some University courses will prioritise attainment in S5, but there are university pathways available that support Higher level attainment over two years.

Example

S4 Attainment

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

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

Higher	English
Higher	History
Higher	Art
N5	Maths (Repeat)
N5	Music or Biology or Chemistry or an SCQF5 course

You could then plan to sit additional Highers in S6, including Higher Maths and Higher Chemistry.

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

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

You could decide to take a mixture of Highers, SCQF5/6 courses and National 5s as outlined above, or you could decide to apply for college courses, whereby you sit four subjects in school and a college course. This can open up pathways to courses at college after school.

### Example

#### S4 Attainment

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

#### Choices in S5

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

## Can I take college courses in S5?

Yes, for some pupils, college courses are the correct pathway in S5. For SCQF4, SCQF5 and SCQF6 courses, you would generally attend College on Tuesday and Thursday afternoons. For Foundation Apprenticeships, you can spend as much as two days out of school. However, this would impact upon the number of courses you could realistically sit when in school. You can find online information about each course on offer here - [Courses \(ayrshire.ac.uk\)](https://www.ayrshire.ac.uk/courses)

## SCQF Level 4 and Level 5 Courses (broadly equivalent to National 4 and National 5 levels)

Course Name	Delivery Location	Delivery Days	Delivery Times	Delivery Model	SCQF Level
NPA Software Development Level 4	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
Introduction to the Construction Industry	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
SVQ 1 Performing Engineering Operations x2	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
Skills for Work: Automotive Skills National 4	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
Skills for Work: Uniformed Services	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
NPA Professional Cookery	Kilmarnock Campus	Tues / Thurs	2.00 - 5.00 (Tue) Remote (Thu)	On campus Tue / Remote Thu	4
Steps to Work Hair & Beauty x2	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
Skills for Work Early Education & Childcare Level 4	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	4
Skills for Work Early Education & Childcare Level 5	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	5
SVQ 2 Performing Engineering Operations	Kilmarnock Campus	Tues / Thurs	1:00 - 5:00	On campus/joint	5
SVQ 2 Performing Engineering Operations (Full Days)	Kilmarnock Campus	Thur / Fri	9:00 - 4:00	On campus	5
SVQ 2 Performing Engineering Operations (RBA)	Robert Burns Academy	Tues / Thurs	2:00 - 5:00	On campus/joint	5
Mental Health & Well Being Award	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	5
NPA Hospitality (with Barista)	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	5

S4 into S5 pupils interested in selecting one of the courses shown must select College as one of their five options. All courses listed are subject to change depending upon College confirmation.

### **Can I take SCQF6 or SCQF7 (Higher/Advanced Higher equivalent) courses in S5?**

Yes, but in general we would want to discuss this with you during your options interview. It is sometimes appropriate and in your best interests, but it depends upon your intended destination after school and your projected attainment in S4. If, for example, you were planning on applying for certain university courses, it may be better to attain five school based Highers. You can see a list of SCQF6 and SCQF7 College courses on page 14.

### **Ayrshire College Application Process**

School staff will provide support and guidance in relation to the application process. You may be invited for interview and Ayrshire College will decide who is accepted on to each course. However, the process of completing an application is the responsibility of pupils and parents/carers.

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

You can find out more about the application process here - <https://www1.ayrshire.ac.uk/students/start-here/your-application/> .

Unfortunately, in the event that you apply and are unsuccessful, the timetable will be set for next session. We will then endeavour to offer you your backup choice, but cannot guarantee that it will be available. This is out of our hands, as in many cases, the College make final decisions after school timetables have started. For this reason, please take time to complete a full and thorough application if applying to College. School staff do not have a say in who the College does or does not accept onto courses and places are limited on some courses.

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

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

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

NPA Cyber Security

NPA Football

Creative Thinking

Mental Health and Wellbeing and Personal Development (Integrated Course)

Sport and Recreation and Sports Leadership (Integrated Course)

Personal Finance

Health Sector

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

### **College in S6 (and for S5 considering SCQF6 courses in S5 rather than SCQF4 or SCQF5)**

Ayrshire College will offer courses at SCQF6 (Higher equivalent).

SCQF6 and SCQF7 courses are generally offered to S6 pupils and would involve splitting time between school and college.

If you would like to consider SCQF4 or SCQF5 college courses, please see the 'College in S5' section on page 11.

Course Name	Delivery Location	Delivery Days	Delivery Times	Delivery Model	SCQF Level
NPA Software Development Level 6	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	6
NPA Criminology	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On campus	6
HNC Accounting (Full Days)	Kilmarnock Campus	Tues / Thurs	9:00 - 4:00	On campus	7
HNC Applied Sciences (Full Days)	Kilmarnock Campus	Tues / Thurs	9:00 - 4:00	On campus	7
HNC Social Science(Full Days)	Kilmarnock Campus	TBC	TBC	TBC	7
PDA Psychology (Full Days)	Kilmarnock Campus	Tues / Thurs	2.00 - 4.00	On Campus	7
HNC Physical Activity and Health (Full Days)	Kilmarnock Campus	Tues / Thurs	9:00 - 4:00	On campus	7
HNC Sports Coaching and Development (Full Days)	Kilmarnock Campus	Tues / Thurs	09.00 - 4.00	On campus	7

All courses listed are subject to change depending upon College confirmation.

## Foundation Apprenticeships

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

In the past, pupils had to access college provision to complete a Foundation Apprenticeship. However, some are now on offer within schools.

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

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

If interested in a Foundation Apprenticeship offered by Ayrshire College, you would need to apply to Ayrshire College.

You can check Ayrshire College's dedicated Foundation Apprenticeship catalogue here: [Foundation Apprenticeships \(ayrshire.ac.uk\)](https://www1.ayrshire.ac.uk/foundation-apprenticeships/)

### **Ayrshire College Application Process**

School staff will provide support and guidance in relation to the application process. You may be invited for interview and Ayrshire College will decide who is accepted on to each course. However, the process of completing an application is the responsibility of pupils and parents/carers.

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All courses listed are subject to change depending upon College confirmation.



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

We do not generally advise that young people moving into S5 crash school-based subjects. Courses in S5 build upon prior learning in S4. In a small number of cases, senior staff may advise that you take on a new subject as a form of sideways progression (e.g., to attain an SCQF5 award in another subject where progression to Higher is not advisable).

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

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

### **Your skills, talents, and interests**

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

### **Your family**

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

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

## **My World of Work**

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

My World of Work is a Skills Development Scotland service that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work. You can also access My World of Work from Glow. There are already a number of MYWoW ambassadors within our current S3 cohort who will be available to help S4/S5 pupils to access the site during lunchtimes next week. We strongly encourage parents/carers to use this site with pupils.

## **National Parent Forum for Scotland**

[Nationals in a Nutshell Series – National Parent Forum of Scotland \(npfs.org.uk\)](http://npfs.org.uk)

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

## **Young Applicants in School Scheme (S6)**

[YASS](#)

The Open University offer S6 pupils the chance to complete course modules at SCQF7 (Advanced Higher equivalent) level. The link above provides more detail and there is a section later in this document where S6 pupils can find out more. Mrs Shearer leads on YASS, and YASS queries should be directed to Mrs Shearer.

## **Your friends**

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

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

## **Your teachers**

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

## **Your future**

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

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

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

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

### Example

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

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

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

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

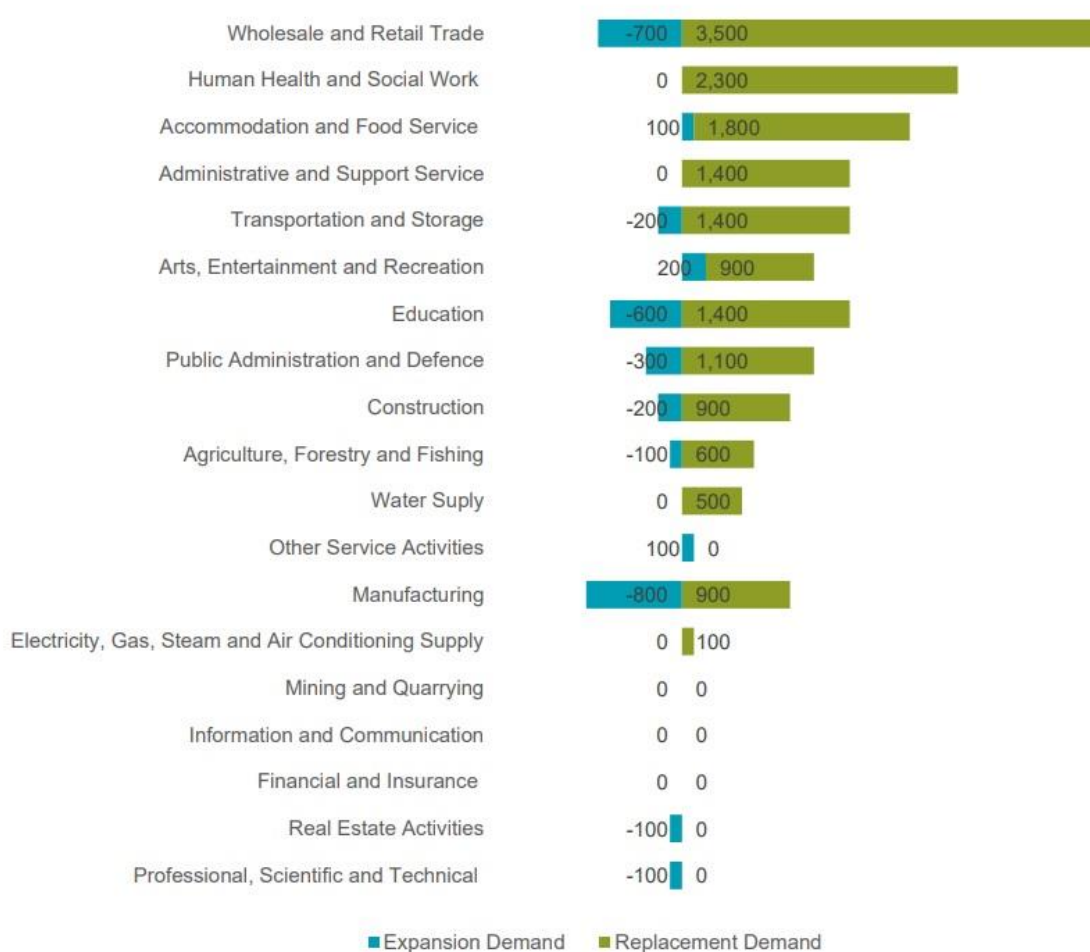
## Labour Market Intelligence and Regional Skills Assessments

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

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

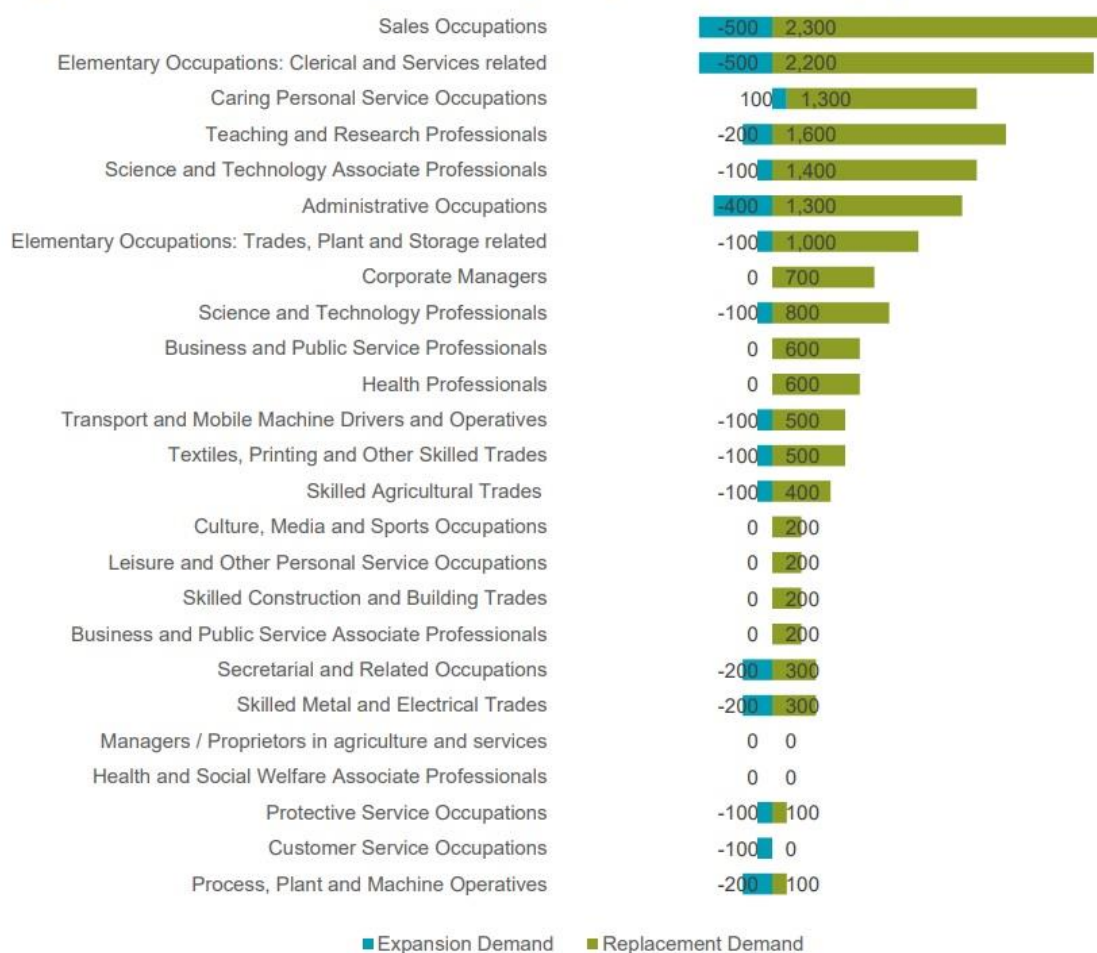
The graph shown below highlights the fact that in Ayrshire, the Scottish Government predict that employment opportunities will grow at the greatest rate in industries such as Wholesale and Retail Trade, Human Health and Social Work, Accommodation and Food Service and Administration and Support Services amongst others.

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



By occupation, opportunities in the next few years are evident in areas such as Sales, Clerical service, Caring Services, Teaching/Research and Science and Technology research professionals amongst others.

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



The wider document from which the above was extracted at the time of writing is a long but interesting read for parents/carers and can be found here, <https://www.skillsdevelopmentscotland.co.uk/media/sehdrqif/rsa-regional-report-ayrshire.pdf>

The report above may be more accurate than the table on this page depending upon the latest release found via the attached link.

## **S5 pupils moving into S6**

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

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

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

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

Our expectations are as follows:

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

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

## **Pathways in S6**

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

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

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

It would be highly unusual and not recommended for a young person who needs to enhance their portfolio of National 5 or Higher courses to study any less than four subjects and doing so is not a position that the school supports.

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

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

Should you decide to apply for a full time College place, please check <http://www1.ayrshire.ac.uk/find-a-course/all-courses/> to find the courses on offer next year.



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

We understand that moving on to university happens at the end of S6 for many young people, even if they have already attained the grades necessary to secure a place at university by the end of S5. We know that it is not unusual to stay on to accumulate additional Highers, Advanced Highers, or leadership experience.

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

## **Other Advice**

### **Advanced Highers**

#### **How do universities view Advanced Highers?**

(extract from [www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk))

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

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

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

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

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

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

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

### **Our Advanced Higher Provision – 2024/25**

In recent years, we have managed to significantly increase our Advanced Higher offering. Pupils have had the opportunity to sit Advanced Highers in Maths, English, French, Spanish, Chemistry, Biology, History, Art, Physics and Music. We are also offering Advanced Higher PE this year.

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

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

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

As schools across East Ayrshire move to a new timetable at different times, it is not unusual for Advanced Higher courses to begin in August as opposed to May or June. It is also not unusual for class contact time to sit at three periods per week, with three self-directed periods of study (as an alternative to being unable to offer an Advanced Higher across six periods).

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

In a small number of cases, consortium arrangements afford pupils the opportunity to study Advanced Highers online. This initiative provides pupils in Dumfries and Galloway and East, North and South Ayrshire the opportunity to access some courses that their school can not offer against staffing or uptake. It is important to consider that online learning at Advanced Higher level is different to class-based learning. The provision online may also result in a need to miss some timetabled classes in school. If we cannot offer courses face to face, we will advise pupils of the online opportunities available later in the session.

## **UCAS**

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

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

We can guarantee a wide range of opportunities in relation to pupil leadership, work experience, intergenerational projects, parish partnerships, community action plan input and Duke of Edinburgh opportunities. You should aim to take up as many leadership opportunities as you can to enhance your UCAS application. We caution against signing up for leadership roles but not fulfilling

the obligations of the role. While we will do all we can to support you, we will not make false statements about your commitment to the school, leadership, attendance, uniform and ethos. We will draw on your dedication and commitment to the school to ensure that we provide an accurate, honest and full reference.

### **Young Applicants in Scotland Scheme (YASS) – S6 Pupils**

The Young Applicants in Schools Scheme (YASS) gives S6 students in Scotland the unique opportunity to study a range of university level modules alongside their school based studies. These modules are completed online via the Open University.

- YASS will release a prospectus of courses in the next few months, and pupils and parents/carers can find out more about YASS here – [YASS 2023 Blog](#).
- They offer a [wide range of subject choices](#), in areas including Science, Engineering, Business Studies, IT and Computing, Arts, Mathematics, Health and Social Care, Sport and Exercise, and Languages.
- Each course offered through YASS is Scottish Credit and Qualifications Framework (SCQF) Level 7, equivalent to first year university level.
- Courses can last from five to nine months and are clearly structured with timetables and deadlines.
- Studying with The Open University gives you the flexibility to decide when and where you study each week.
- Shorter courses normally require up to eight hours of study a week, while a longer one can require up to 14 hours a week.

YASS courses can be taken in S6 as a fifth choice where you have already elected to study four subjects, or as a fourth choice if undertaking three Advanced Highers.

At this stage, you should simply register interest in finding out more about YASS courses when interviewed by your Pastoral Care teacher. Once the Open University clarify the courses on offer in session 2024/25, we will contact those to have indicated that YASS is of interest and Mrs Shearer will provide more information on the application process.

## **Caritas**

As a Catholic school, the Caritas award is a central offering in S6. The Caritas award can be accessed by all S6 pupils. Rather than studying core RE, you will spend time working towards your Caritas award during timetabled RE times. There will be certain points in the year where your class will focus on elements of Core RE, but in the main, your time in class will be spent on gathering and accumulating evidence that can be considered by SCES (Scottish Catholic Education Service) in advance of achieving the Caritas award.

You can find out more about the Caritas award [here](https://sces.org.uk/caritas-award/).

For further information, please speak to Mr Mann or Mrs Devine. During your options interview, you will be asked to take either Core RE, or Caritas.

<https://sces.org.uk/caritas-award/>

## **What happens next?**

If you are currently in S4 and skipped the section for S5 into S6 pupils, please read the page 26 on Foundation Apprenticeships. The rest of this booklet provides you with information on each subject on offer in S5/6. Please take time to read all pages carefully. Teachers have provided as much information as possible. Once you have read this booklet take some time to talk to your family.

## **Who will help me?**

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

### **Can I change my mind in light of prelim results and/or later in the process?**

Yes, you have a fortnight from the point that you have your interview to request a change. Please note, while change requests will feed into the overall process if received on time, we will not know if anyone's choices are fully viable until much later in the process. Subsequent requests received after the February weekend will be honoured where viable, but notification of the viability of late change requests will likely not be possible until late March.

### **NB – More information on College Courses**

You can find out more about what is involved in each SCQF4, 5 and 6 College course as well as HNC, HND and Foundation Apprenticeships via the Ayrshire College website.

<https://www1.ayrshire.ac.uk/find-a-course/all-courses/>

There are a number of College course guides shown at the end of this file, but some on offer next session were not available to us at the time of writing, and others may have been removed from the College catalogue. For the most accurate information on College courses, you must access the College website via the link shown above.

### **NB – Application of Maths**

We are offering Higher Application of Maths next session. Maths teachers will provide all pupils with an overview of what the course involves during Maths lessons.

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



Pupil Name:

Career Aspiration:

National 5 Courses	Higher Courses	Other SCQF Courses	Advanced Higher Courses (TBC in May 2024)
Art and Design	Application of Maths	NPA Cyber Security	Art and Design
Biology	Art and Design	Mental Health and Wellbeing and Personal Development	Biology
Business Management	Biology	NPA Football	Chemistry
Chemistry	Business Management	Personal Finance	English
Computing Science	Chemistry	Creative Thinking	French
Drama	Computing Science	Sport and Recreation/Sports Leadership	History
English	Drama	Health Sector	Maths
French	English	Music Theatre	Music
Geography	Environmental Science		Physics
German	French		Spanish
Graphic Communication	Geography		PE
History	German	<b>College Course or Foundation Apprenticeship (Enter course name):</b>	
Maths	Graphic Communication		
Modern Studies	History		
Music	Maths		
PE	Modern Studies	<b>Caritas</b> Yes or No (circle choice)	
Physics	Music	<b>YASS</b> Yes or No (circle yes if interested in finding out more)	
RMPS	PE	<b>Advice Note</b>  S4 into S5 – Either 5 subjects or 4 subjects and College S5 into S6 – Either 5 subjects or 4 subjects and College, or 3 Advanced Highers	
Spanish	Physics		
	Politics (S6 Only)		
	RMPS		
	Spanish		

Pupil Signature:

Parent/Carer Signature:

Pastoral Signature:

## National 5 Art and Design: Guide for Parents and Carers



September 2018



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

## National 5 Art and Design Course Information

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

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

Pupils are assessed by three components:

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

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

## Homework, Supported Study and Revision

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

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

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

Past papers, reading, questioning etc.

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

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

## Assessment

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

- Timed past paper questions
- Knowledge Tests

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

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

## The Assignment

National 5 Art and design pupils will -

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

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

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

## Useful Resources

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



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

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



## National 5 Biology: Guide for Parents and Carers



November 2018



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

## National 5 Biology Course Information

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

- Cell Biology
- Multicellular Organisms
- Life on Earth

Pupils are assessed by two components:

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

The Biology SQA Exams will take place on:

**Monday 30th April 2019**

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Assignment

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

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

## Useful Resources

- Science glow blog — <https://blogs.glowscotland.org.uk/ea/scienceresources/national-5/biology-n5/>
- SQA — <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- QUIZZ — <https://quizizz.com/admin/search/Stjosephsbiology>
- BBC bitesize — <http://www.bbc.co.uk/education/subjects/zync87h>
- Oronsay — <http://www.oronsay.org/Nat5.htm>
- Revision in a nutshell — [http://www.npfs.org.uk/wp-content/uploads/2015/03/nutshells\\_revision\\_N5\\_biology.pdf](http://www.npfs.org.uk/wp-content/uploads/2015/03/nutshells_revision_N5_biology.pdf)
- E-Textbook — <https://sites.google.com/a/edubuzz.org/nat5biopl/home>

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

January 2020



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



### N5 Business Management Course Information

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

Pupils study 3 units:

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

### Monitoring Progress

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

- Knowledge Tests
- Homework Tasks
- Case Studies

Pupils will always have advanced knowledge of these.

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

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

### Course Structure

The following topic areas will be covered throughout the year:

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

Homework may take the form of:

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

### Course Assessment

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

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

### Assignment

The assignment requires pupils to prepare a short report on a specific area (eg technology, finance, quality, recruitment) of a business they have chosen. Pupils have to show that they can plan, research and make decisions when undertaking the assignment, and use different sources of information.

### Question Paper

This is an end-of-course exam. The exam is set and marked by the SQA. It is a closed-book exam and pupils will not know in advance which topics will be assessed. The exam will last 2 hours.

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

- Using Bitesize
- Watching business-related TV programmes

## National 5 Chemistry: Guide for Parents and Carers



November 2018



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

## National 5 Chemistry Course Information

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

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

Pupils are assessed by two components:

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

The Chemistry SQA Exams will take place on:

**Monday 10th May 2019**

## Assessment

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

- Homework exam questions.
- End of unit assessments

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Assignment

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

The assignment has two stages:

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

## Useful Resources

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

## National 5 Computing Science: Guide for Parents and Carers



September 2018



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

### N5 Computing Science

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

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

Pupils are assessed by two components:

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

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

The N5 Computing Science SQA Exam will take place on:

**Wednesday 22nd May 2019 at 09:00**

### Assessment

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

- Knowledge Tests
- Homework Tasks
- Practical Tasks

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

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

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

### Homework, Supported Study and Revision

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

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

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

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

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

### The Assignment

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

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

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

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

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

Pupils will be working on this from January 2019.

### Useful Resources

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

- BBC Bitesize
- [National5computing.co.uk](http://National5computing.co.uk)
- [w3schools.com](http://w3schools.com)
- Class Resources (on *Show my Homework*)

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

- Watching programs such as...

## National 5 Drama: Guide for Parents and Carers



January 2021



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

## National 5 Drama Course Structure

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

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

## Pupils are assessed by two components:

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

## Assessment

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

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

The question paper is in two parts:

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

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

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

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

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

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

## Drama Course Information

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

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

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

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

## Homework, supported study and Revision

All candidates studying National 5 Drama will always have tasks they should be working on at home. The majority of homework will take the form of research, character development, analysing performances and theatre, line learning, preparing for timed past papers and knowledge tests. Ongoing practical coursework will also be expected. These will be issued by class teachers and details posted on Show My Homework/ TEAMS. It is very important that all deadlines issued by class teachers are adhered to.

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

As well as specific tasks, candidates will be expected to engage with ongoing revision ensuring they learn and understand terminology required for use in exams. Candidates will be encouraged to make use of revision materials available with TEAMS, pass papers and BBC bitesize to ensure they fully understand and can use terms effectively.

## Useful Resources

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

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

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



## National 5 English: Guide for Parents and Carers



September 2018



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

## N5 English Course Information

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

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

Pupils are assessed by three components:

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

The English SQA Exams will take place on:

**Thursday 9th May 2019 at 9am**

## Assessment

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

Other assessments throughout the year will take the form of:

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Portfolio

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

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

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

Pupils will be working on this from June 2018.

## Useful Resources

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



## Progression Routes

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

## National 5 Modern Languages: Guide for Parents and Carers



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

## N5 Modern Languages Course Information

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

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

Pupils are assessed by four components:

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

## Assessment

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

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

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

Oct	Spanish Reading and Listening French Talking and Writing
Dec	French Reading and Listening Spanish Listening and Talking German Listening and Reading
Feb	Writing Assignment Performance—Talking German Talking and Writing

## Homework, Supported Study and Revision

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

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

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

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

## The Assignment

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

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

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

## Topics Studied

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

## Useful Resources

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

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

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

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

# Nationals Geography: Guide for Parents and Carers



September 2018



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

## Nationals Geography Course Information

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

Pupils study three units throughout the year:

- Physical Environments
- Human Environments
- Global Issues

National 5 pupils are assessed by two components:

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

The Geography SQA Exams will take place on:

**Tuesday 28th May 2019**

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

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

## Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

## Monitoring progress

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

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

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

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

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

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

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



# Nationals History: Guide for Parents and Carers



September 2018



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

## Nationals History Course Information

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

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

National 5 pupils are assessed by two components:

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

The History SQA Exams will take place on:

**Monday 13th May 2019**

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

## Monitoring progress

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

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

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

## Useful Resources

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



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

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

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

# N5 Mathematics: Guide for Parents and Carers



September 2018



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

## N5 Maths Course Information

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

- Expressions and Formulae
- Relationships
- Applications

**Pupils are assessed by two components:**

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

The N5 Maths SQA Exams will take place on:

**Friday 3rd May 2019 at 9am**

**Prelim 1 in December**

**Prelim 2 in April**

## Homework, Supported Study and Revision

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

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

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

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

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

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

## Assessment

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

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

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

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

## Useful Resources

- [www.mathsrevision.com-N5](http://www.mathsrevision.com-N5)
  - [www.bbc.com/bitesize](http://www.bbc.com/bitesize)
  - [www.national5maths.com](http://www.national5maths.com)
- You Tube
- Andrew Gibson maths
  - DLB maths

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

@stjoacadmaths ( Maths dep twitter)



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

## National 5 Modern Studies: Information for parents &amp; carers

September 2018



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

Course information

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

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

**Pupils are assessed by two components:**

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

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

**1st of May 2019**

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

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

**Pupils will be working on this from November 2018.**

Useful Resources

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

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

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



Follow the Social Subjects Department on twitter @stjoacss

- resources/advice & guidance can be found here.

Assessment

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

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

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

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

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

## National 5 Music: Guide for Parents and Carers



September 2018



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

## National 5 Music Course Information

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

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

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

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

**Friday 26 April 2019 at 9am**

## Homework, Supported Study and Revision

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

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

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

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

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

## Assessment

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

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

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

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

## The Performing Exam

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

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

## Useful Resources

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

@stjoacarts (Art and Music Department Twitter)





# National 5 Physical Education: Guide for Parents and

September 2018



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

## National Physical Education Course Information

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

- Mental
- Emotional
- Social
- Physical

### **Pupils are assessed by two components:**

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

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

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

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

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

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

## Assessment

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

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

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

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

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

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

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

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

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

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



@StJosephsHWB

## National 5 Physics: Guide for Parents and Carers



November 2018



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

## National 5 Physics Course Information

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

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

Pupils are assessed by two components:

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

The Physics SQA Exams will take place on:

**Monday 15th May 2019**

## Assessment

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

- Homework exam questions.
- End of unit assessment.

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

The assignment has two stages:

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

## Useful Resources

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



## National 5 RMPS: Guide for Parents and Carers



September 2018



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

## National 5 RMPS Course Information

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

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

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 Exams will take place on:

**Monday 27th May 2019 at 9am & 11.20am**

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

All candidates studying 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>
- @StJoAcadRE (R.E. Department Twitter)

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

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

# Higher Art and Design: Guide for Parents and Carers

September 2018



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



## Higher Art and Design Course Information

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

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

### Pupils are assessed by three components:

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

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

## Assessment

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

- Timed past paper questions
- Knowledge Tests

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

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

## Homework, Supported Study and Revision

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

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

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

Past papers, reading, questioning etc.

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

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

## The Assignment

Higher Art and design pupils will -

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

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

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

## Useful Resources

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



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

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



# Higher Biology: Guide for Parents and Carers



November 2018



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

## Higher Biology Course Information

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

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

Pupils are assessed by three components:

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

The Biology SQA Exams will take place on:

**Monday 30th April 2019**

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

## Useful Resources

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

**HIGHER BUSINESS MANAGEMENT: Guide for Parents and Carers**

January 2021



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

**ENTRY REQUIREMENTS**

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

**MONITORING PROGRESS**

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

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

Homework may take the form of:

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

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

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

**COURSE STRUCTURE**

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

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

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

**COURSE ASSESSMENT**

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

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

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

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

**Out of school activities which benefit Higher Business Management include:**

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

## Higher Chemistry: Guide for Parents and Carers



November 2018



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

## Higher Chemistry Course Information

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

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

Pupils are assessed by three components:

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

The Biology SQA Exams will take place on:

**Monday 10th May 2019**

## Assessment

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

- Homework exam questions
- End of unit assessments

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Assignment

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

The assignment has two stages:

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

## Useful Resources

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

Username: stjosephs Password: initial

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

## Higher Computing Science: Guide for Parents and Carers

January 2020



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



## Higher Computing Science Course Information

Higher Computing Science candidates attend classes 6 periods a week.

Pupils will study 4 main units throughout the year.

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

## Assessment

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

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

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

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

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

## Course Overview

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

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

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

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

## The Assignment

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

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

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

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

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

## Useful Resources

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

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

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

- Creating and developing computer programs and websites

## Higher Drama: Guide for Parents and Carers

January 2022



This information sheet is to assist parents & carers in supporting young people with the Higher Drama course for Session 2022/23.



## Higher Drama Course Structure

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

- **DRAMA SKILLS** – In this unit, candidates will explore and develop complex drama skills to communicate thoughts and ideas to an audience. Candidates will learn how to respond to scripts and stimuli so they can devise, direct and perform a piece of drama
- **PRODUCTION SKILLS** – In this unit, candidates will practically explore a range of complex theatre production skills including; set design, lighting, sound, costume, props, make-up and hair. They will then apply these skills to a scripted or devised performance.

Candidates also spend a significant proportion of the course preparing for their practical performances and written essays. Therefore, due to the nature of the course being group work orientated, attendance in classes and rehearsals is essential to obtain a pass.

## Assessment

There are two core assessments:

1. Performance (Practical Exam)
2. The Written Exam

**PERFORMANCE (60% of the course)**

As part of the final assessment candidates will undertake a practical exam either as an actor, director or designer.

The performance consists of two sections:

**Section 1: Preparation for Performance (10 marks)**  
Candidates write about their preparation for performances. Marks are awarded for research into their chosen texts as well as the development and progression of an acting concept.

**Section 2 - Performance (50 marks)**

The performance allows students to draw on, extend and apply the skills, knowledge and understanding they have developed during the course. The performance consists of students presenting of a textual extract from a full-length play. Candidates will perform two extracts (from different plays) to a live audience in front of an external SQA examiner.

**WRITTEN PAPER (40% of the course)**

The written paper consists of three sections:

**Section 1 – Theatre Production: Text in Context (20 marks)**  
Candidates answer from the perspective of an actor, director or designer while writing about a play they have studied in class.

**Section 2 – Theatre Production: Application (10 marks)**  
Candidates answer structured questions on their understanding and application of two production roles, while explaining how they might apply them to a play they have studied in class.

**Designer Section 3 – Performance Analysis (20 marks)**  
Candidates answer one extended-response question, from a choice of two, on a live performance they have witnessed.

## Drama Course Information

Higher drama is a challenging but rewarding course. Candidates develop practical skills in creating and presenting drama and develop their knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills.

Throughout the course, candidates will study a chosen text to analyse and understand from three different perspectives: as an actor, director and a designer. Candidates will explore its content, themes and issues and undertake research into the play. This will help develop their understanding and ability to act in, direct and design the play for a contemporary audience.

It is also a requirement of the course that candidates analyse professional theatre productions, looking at the different aspects of the performance and how it communicates with the audience. The course is largely learner-centred with practical and experiential learning opportunities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice.

**Recommended Entry** – Pupils must have obtained a National 5 Pass in Drama and/or studying Higher English

## Homework, supported study and Revision

Homework is an integral part of the course and will be issued on a regular basis to enhance and consolidate upon the work carried out in class. Homework may take the form of topical research, script reading, script writing, designing, evaluating, essay writing, and line learning. Ongoing practical coursework will also be expected to be completed. All homework and related course materials will be issued on TEAMS. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school and will be offered during lunch and afterschool. Pupils should make full use of this opportunity to progress throughout the course. Additional support for any pupil who requires it can be arranged with individual class teachers.

As well as specific tasks, candidates will be expected to engage with ongoing revision ensuring they learn and understand terminology required for use in exams. Candidates will be encouraged to make use of all revision materials available within TEAMS pass papers and other online platforms, to ensure they fully understand terms and can use them effectively under exam conditions.

## Useful Resources

- <https://www.understandingstandards.org.uk/Subjects/Drama/Higher/QuestionPaper>  
This site offers a range of completed past papers for your young person to study. It's useful for understanding how to gain marks in the written exam.
- <https://www.sqa.org.uk/sqa/47894.html>  
This site offers a range of past papers for students to practice with under open-book and timed conditions.
- <https://www.bbc.co.uk/bitesize/subjects/zk6pyrd>  
Follow the links to A-Level Drama as well as Higher for drama revision resources.

## PARENT/ CARER SUPPORT YOU CAN OFFER

**Assist with their line learning at home** – All acting students are required to perform two acting pieces for their final assessment. If they have someone to rehearse with at home, this can be beneficial. Making an audio recording is also useful for learning lines and cues as your young person can listen back to it and memorise conversations between characters.

**Supported Study** – Encourage your young person to organise and attend lunchtime or afterschool rehearsals. Extra rehearsals out with class time are the key to excelling in the final acting exams. The drama studio is available for lunchtime and afterschool rehearsals on request. Groups must agree upon a rehearsal time, then book their preferred studio with a drama teacher.

**Theatre visits** – When possible, take them to see a play at the theatre or watch a live performance online. Live theatre provides a great opportunity for your young person to witness their learning in action. After the performance, discuss with them their thoughts on the play's acting, plot, costumes, make-up, lighting, sound and set design.

**Vocabulary** – Test your young person on their ability to recall and define drama vocabulary. There are over two-hundred drama vocabulary terms in Higher Drama. At Higher level, all learners are required to know what they mean when using them to analyse plays.



# Higher English: Guide for Parents and Carers



September 2018



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

## Higher English Course Information

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

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

Pupils are assessed by three components:

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

The English SQA Exams will take place on:

**Wednesday 8th May 2019 at 9am**

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Portfolio

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

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

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

Pupils will be working on this from June 2018.

## Assessment

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

Other assessments throughout the year will take the form of:

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

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

## Useful Resources

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



### Progression Routes

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

## Higher Environmental Science: Guide for Parents and Carers



January 2022



This information sheet is to assist parents & carers in supporting young people with the Environmental Science Higher course for Session 2022/23.

## Higher Environmental Science Course Structure

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

- The Living Environment
- Earth's Resources
- Sustainability

## Pupils are assessed by three components:

- Examination Paper 1 (20 marks)
- Examination Paper 2 (100 marks)
- Assignment (20 marks)

## Assessment

The Higher Environmental Science course is externally assessed through two examination papers and an assignment.

The final exam is worth 80% of the overall grade with assignment making up the final 20%.

In the final exam; Paper 1 asks candidates to apply their knowledge of Environmental Science to a new situation, presented as a case study.

In Paper 2 candidates' knowledge, understanding and problem solving skills are tested using a series of context-based questions. Twenty marks are available for two extended-response questions worth ten marks each.

For the Assignment candidates research and report on a topic which allows them to demonstrate knowledge & understanding, practical skills and problem solving.

## Entry Level: What do I need to do it?

Entry into Higher Environmental Science is for S6 Pupils who have achieved a higher in Science or Geography

Your Science and/or Geography teacher will advise you on whether Higher Environmental Science is an appropriate subject and level of study for you.

## Where can I go with Environmental Science?

With greater political emphasis on the environment and the huge growth in the Scottish renewable energy industry and global interest in food security, sustainable development and conservation—studying Environmental Science will allow students to develop an informed and ethical view on topical issues.

Possible careers include; Meteorology, Renewable energy, Forensic Science, Environmental Management etc.

Candidates will also develop transferable skills in communication, collaborative working, and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems

## Environmental Science Course Information

Environmental science is an interdisciplinary subject, which draws from science and social science subjects. You will learn about how we use the Earth's resources, different ways of producing energy, and the effects of global climate change. This will help you to make your own decisions on contemporary issues where scientific knowledge is constantly developing.

## What will I Learn?

## The Living Environment:

You learn about the distribution of organisms in contrasting ecosystems and develop the skills that are required to collect, analyse and apply environmental data in a scientifically robust way. The key areas covered are: Investigating ecosystems and biodiversity; Interdependence; Human influences on biodiversity.

## Earth's Resources:

The human population exploits many of the diverse resources distributed throughout the Earth. You will learn about the processes involved in the formation of some of these resources and the way in which we extract and utilise them. The key areas covered are: Earth's systems and their interactions; Geosphere; Hydrosphere; Biosphere; Atmosphere.

## Sustainability:

The human population has already passed the 7 billion point and is having an increasing impact on our Earth. You will explore the concept and role of sustainable development in meeting the needs of the present without comprising the needs of future generations. The key areas covered are: Introduction to sustainability; Food; Water; Energy; Waste Management.

## Homework, supported study and Revision

All candidates studying Higher Environmental Science will always have tasks they should be working on at home. The majority of homework will take the form of research for the assignment and SQA past paper questions to improve exam technique. These will be issued by class teachers and details posted on TEAMS. It is very important that all deadlines issued by class teachers are adhered to.

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

As well as specific tasks, candidates will be expected to engage with ongoing revision ensuring they learn and understand terminology required for use in exams. Candidates will be encouraged to make use of revision materials available within TEAMS, pass papers and BBC bitesize to ensure they fully understand and can use terms effectively.

## Useful Resources

- <https://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.sqa.org.uk/sqa/47914.html> (SQA Environmental Science— Course information including all mandatory learning outcomes and specimen exam papers)
- <https://www.understandingstandards.org.uk/Subjects/EnvironmentalScience/Higher> (Understanding Standards—Features real examples of assignments and pupils' answers to examination questions with marker feedback)

# Higher Modern Languages: Guide for Parents and Carers



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

## Higher Modern Languages Course Information

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

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

### Pupils are assessed by four components:

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

### Assessment

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

## The Assignment

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

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

## Topics Studied

- |                             |                               |
|-----------------------------|-------------------------------|
| ⇒ Relationships             | ⇒ Global Citizenship          |
| ⇒ Healthy Lifestyles        | ⇒ Language Learning & Studies |
| ⇒ Technology & Social Media | ⇒ Future Plans & Jobs         |
| ⇒ Environmental Issues      | ⇒ Working and Studying Abroad |

## Useful Resources

- <https://courses.scholar.hw.ac.uk/vle/scholar/> - accessed via GLOW
- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- Google Classroom
- Quizlet

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

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



# Higher Geography: Guide for Parents and Carers



September 2018



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

## Higher Geography Course Information

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

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

Pupils are assessed by three components:

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

The Geography SQA Exams will take place on:

Tuesday 28th May 2019

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

Pupils will be working on this from November 2018.

## Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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

## Higher Graphic Communication: Guide for Parents and Carers

January 2021



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



## Higher Graphic Communication Course Information

Higher Graphic Communication candidates attend classes 6 periods per week.

Pupils will study 2 main units throughout the year.

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

## Assessment

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

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

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

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

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

## Course Overview

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

## 2D Graphic Communication

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

## 3D and Pictorial Graphic Communication

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

## The Assignment

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

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

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

## The Question Paper

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

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

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

# Higher History: Guide for Parents and Carers



September 2018



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

## Higher History Course Information

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

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

Pupils are assessed by three components:

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

The History SQA Exams will take place on:

**Monday 13th May 2019**

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

Pupils will be working on this from January 2019.

## Useful Resources

- <https://blogs.glowscotland.org.uk/ea/stjoachigherhistory/> (Miss Quigley's Blog)
- <https://mrmarrhistory.wordpress.com/> (Mr Marr's Website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/zxpfb9q> (BBC Bitesize Higher History—Revision Notes, Quizzes, Video Clips)



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

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

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

# Higher Mathematics: Guide for Parents and Carers

September 2018



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



## Higher Maths Course Information

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

- Relationships and Calculus
- Expressions and Functions
- Applications

Pupils are assessed by two components:

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

The Higher Maths SQA Exams will take place on:

**Thursday 2nd May 2019 at 9am**

## Homework, Supported Study and Revision

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

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

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

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

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

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

## Assessment

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

- Class assessments
- Prelim exams
- Formal homework

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

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

## Useful Resources

- [www.mathsrevision.com](http://www.mathsrevision.com)-Higher
- [www.bbc.com/bitesize](http://www.bbc.com/bitesize)
- [www.highermathematics.co.uk](http://www.highermathematics.co.uk)

You Tube

- Andrew Gibson maths
- DLB maths

@stjoacadmaths (Maths Department Twitter)



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

# Higher Modern Studies: Guide for Parents and Carers

September 2018



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



## Higher Modern Studies Course Information

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

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

### Pupils are assessed by three components:

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## Assessment

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

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

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

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

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

## The Assignment

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

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

Pupils will be working on this from November 2018.

## Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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



# Higher Music: Guide for Parents and Carers



September 2018



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

## Higher Music Course Information

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

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

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

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

**Friday 26 April 2019 at 1pm**

## Homework, Supported Study and Revision

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

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

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

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

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

## Assessment

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

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

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

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

## The Performing Exam

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

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

## Useful Resources

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



@stjoacadarts (Art and Music Department Twitter)

## Higher Physical Education



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

### Higher Physical Education Course Information

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

Pupils are assessed by two components:

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

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

### Homework, Supported Study and Revision

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

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

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

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

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

### Assessment

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

- Timed questions
- Knowledge Tests
- Homework tasks

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

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

### Practical Assessment

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

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

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

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

### Useful Resources

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



@StJosephsHWB

# Higher Physics: Guide for Parents and Carers



November 2018



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

## Higher Physics Course Information

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

- Our dynamic universe
- Particles and waves
- Electricity

Pupils are assessed by three components:

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

The Biology SQA Exams will take place on:

**Monday 15th May 2019**

## Assessment

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

- Homework exam questions
- End of unit assessment

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Assignment

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

The assignment has two stages:

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

## Useful Resources

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



# Higher Politics: Guide for Parents and Carers

September 2018



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



## Higher Politics Course Information

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

- Political Theory
- Political Systems
- Political Parties & Elections

Pupils are assessed by three components:

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## Assessment

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

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

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

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

## The Assignment

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

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

Pupils will be working on this from January 2019.

## Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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

# Higher RMPS: Guide for Parents and Carers



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

## Higher RMPS Course Information

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

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

### Pupils are assessed by three components:

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

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

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

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

## The Assignment

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

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

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

Pupils will be working on this from November onwards.

## Useful Resources

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

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

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

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



January 2021



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

## Cyber Security Course Information

Cyber Security candidates attend classes 4 periods per week.

Pupils will study 3 main units throughout the year.

- Data Security
- Ethical Hacking
- Digital Forensics

## Assessment

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

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

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

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

## Course Overview

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

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

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

## Information for Candidates

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

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

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

## Progression

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



# Mental Health & Wellbeing Award SCQF Levels 4 +5



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

FIDELIS · JUSTUS · PRUDENS

## Course Information

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

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

Candidates will complete three mandatory units:

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

## Assessment

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

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

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

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

## Useful Links / Resources

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

[https://www.sqa.org.uk/sqa/files\\_ccc/GP2T44.pdf](https://www.sqa.org.uk/sqa/files_ccc/GP2T44.pdf)

[https://www.sqa.org.uk/sqa/files\\_ccc/GP2V45.pdf](https://www.sqa.org.uk/sqa/files_ccc/GP2V45.pdf)

[https://www.sqa.org.uk/sqa/files\\_ccc/n4n5-influences-mental-health-wellbeing.pdf](https://www.sqa.org.uk/sqa/files_ccc/n4n5-influences-mental-health-wellbeing.pdf)

[https://www.sqa.org.uk/sqa/files\\_ccc/n4n5-influences-mental-health-wellbeing.pdf](https://www.sqa.org.uk/sqa/files_ccc/n4n5-influences-mental-health-wellbeing.pdf)

[https://www.sqa.org.uk/sqa/files\\_ccc/n4n5-coping-strategies-mental-health-wellbeing.pdf](https://www.sqa.org.uk/sqa/files_ccc/n4n5-coping-strategies-mental-health-wellbeing.pdf)

## Homework and Revision

While there is no exam for this award, it will be crucial for candidates to consolidate their knowledge of the course on a regular basis.

As well as this, candidates may be required to complete project based research or extended pieces of work, such as presentations or reports, at home.

There will no formal Supported Study provided for this course; however, candidates are encouraged to attend class at lunch times or after school to complete any missed work or for revision purposes.

## Progression Routes

The award in Mental Health and Wellbeing may help learners to progress towards employment, training or other qualifications within the area of Health and Social Care.



## NPA Sport and Fitness: FOOTBALL



This information sheet is to assist parents & carers in supporting young people with the NPA Sport and Fitness: Team Sport course. This will be a football only course and should only be selected by young people with a keen interest in football as assessment will consider their practical performance in this activity.

NPA Sport and Fitness: Team Sport G9CJ 45

This is a National Progression Award taught at Level 5 and is directed at the senior phase.

### NPA Football

- This course will be taught through football and will comprise of mandatory units each worth 2 credits. There will be an additional unit delivered.

#### **Pupils are assessed by 2 units of work:**

- Unit 1 Sport and Fitness: Coaching Development**
- Unit 2 Sporting Activity Participation and Performance: Association Football**
- Unit 3 Sports officiating and Organising**

**Candidates must achieve the minimum requirements of all units to achieve a pass in this course.**

**This course will be delivered to candidates in a number of forms that will include the following:**

#### **Learning through practical experience**

Teaching/learning programmes will include some or all of the following:

- Learning in real or simulated settings
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments

All candidates will be equipped with the necessary skills to complete each unit successfully. At the end of each unit the class teacher will complete an Assessor report and pupils must achieve a satisfactory against all assessment standards present within the unit.

The course is Pass or Fail.

Candidates entering the course would be expected to have a strong interest in football. Given that the sports industry is a public orientated service industry, it is advised that prospective candidates will have strong interpersonal skills and centres may wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

### Course Overview:

**Unit 1 Sport and Fitness Coaching —** This Unit is designed to develop the candidate's ability to assess and address the requirements of participants when planning sports coaching sessions. The candidate is required to develop this ability while considering legal obligations in terms of health and safety, data protection, and participant care. The candidate will be required to develop, deliver and evaluate a progressive sequence of sessions

**Unit 2 Sporting Activity Participation and Performance —** This Unit is primarily practical based, where the candidate will be given the opportunity to participate and perform in a series of sessions within the sporting activity. The candidate will also be given the opportunity to understand the required skill related techniques of the sporting activity and the importance of appropriate sporting behaviour and attire in enhancing sporting activity participation and performance. In addition to this, the candidate will also be given the opportunity to monitor and evaluate personal performance in the participated sporting activity and provide recommendations designed to enhance future personal performance in the sporting activity.

**Unit 3 Sports Officiating and Organising —** This unit is designed to allow candidates to develop knowledge, understanding and practical ability of both officiating and organising sports related tournaments in the context of a single sporting activity at a less than formal level.

# Personal Finance SCQF level 4/5: Guide for Parents and Carers



December 2020



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

FIDELIS - JUSTUS - PRUDENS

## Personal finance Course Information

We offer this course as an elective for pupils. Pupils will attend the class once a week over a ten week period.

The Personal Finance Awards at SCQF level 4 & 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

## Homework, Supported Study and Revision

The majority of work will be covered in class. There may be an opportunity for some online research at home in preparation for lessons and assessments.

## Useful Resources

### Assessment

Assessment is in the form of an online test and an award will be gained for a score over 50%.

Youtube  
Moneysupermarket  
Gocompare

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





## Level 5/6 Creative Thinking: Guide for Parents and Carers

November 2023



This information sheet is to assist parents & carers in supporting young people with the Creative Thinking course for Session 2024/25.

### Creative Thinking Course Structure

Creative Thinking candidates study four units throughout the year:

- **Forestopia** – In this unit, candidates will imagine and explore an eco theme park inspired by the forest ecosystem to help people reconnect with the wisdom and wonder of the natural world.
- **Solarpunk Island**– In this unit, pupils are challenged to design and brand their unique neighbourhood looking at social and economical issues.
- **A state of being**– Pupils need to reimagine a wellness area within the school. The purpose of this is to learn how environments can help promote positive mental health.
- **Circular Brand**– Pupils are to create a circular fashion brand which powerfully communicates the circular economies message to young people through ambitious concepts.

### Assessment

Assessment is never easy, and all too often prevents creativity rather than promoting it. This course uses 2 simple tools which encourage participants to focus on the process over outcome. This transparent approach reduces learner anxiety and encourages creative bravery and resilience.

Pupils are assessed on—

**Research**— Evidence of identification, interpretation of information and ideas from primary and secondary sources. Shows critical analysis of ideas in valid and relevant contexts.

**Conceptualisation**—Evidence of generation of a range of ideas building on existing solutions. Shows application of creative thinking strategies to create solutions .

**Iteration**—Evidence of scrutiny and testing of ideas and modification of conclusions and actions in appropriate contexts

**Communication**—Well executed finished work with appropriate presentation, storytelling and/or communication

### Creative Thinking Course Information

In collaboration with Edinburgh College and Edinburgh Napier University, the Creative Thinking Qualification is supported by the Scottish Credit and Qualification Framework at levels 5 and 6 (same as National 5 and Higher)

Throughout the course, candidates work through 4 main units of work. This new course celebrates the importance of creativity, problem-solving and critical thinking; meta-skills that will be required of a future workforce. It carries 24 SCQF credit points and is sought after by many Universities, Colleges and places of employment.

Pupils will be presented with 4 areas throughout the year where they must come up with solution based ideas working independently as well as collaboratively. Pupils will learn to find information to explore a problem. Demonstrate the use of two or more research methods and be able to draw conclusions from the outcomes. Pupils will then propose imaginative and creative concepts, which demonstrate understanding of the research outcomes. Students will improve their ability to test and improve initial ideas. Compare, contrast and develop solutions to deal with a problem, situation, or issue. Finally, they must Demonstrate creative bravery in the evaluation of independent work and show awareness of roles and potential for improvement in own practices and performance.

### Homework, supported study and Revision

Homework may take the form of topical research and ongoing practical coursework will also be expected to be completed. All homework and related course materials will be issued on TEAMS. It is very important that all deadlines issued by class teachers are adhered to.

Supported Study is offered by the department as part of the whole school programme. Details of Supported Study sessions will be issued to parents by the school and will be offered during lunch and afterschool.

### Useful Resources

- <https://www.youtube.com/watch?v=zn7247YvM7w>
- [www.daydreambelievers.co.uk](http://www.daydreambelievers.co.uk)

#### PARENT/ CARER SUPPORT YOU CAN OFFER

**Supported Study**— Encourage your young person to organise and attend lunchtime or afterschool supported study in order to make their projects as rich and interesting as possible.

Watch the youtube link to fully understand the importance of this new and innovating course.

## National 5 Sport and Recreation: Guide for Parents and Carers



September 2018



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

**Sport and Recreation Course**

- Sport and Recreation candidates attend classes six periods per week. Pupils learning will surround Skills for Work material that will support them should they seek employment in the sporting industry.

Pupils are assessed by 4 units of work:

- **Unit 1 Assist with a component of an Activity Session**
- **Unit 2 Employment Opportunities in the Sport and Recreation Industry**
- **Unit 3 Assist with Fitness Programming**
- **Unit 4 Assist with Daily Centre Duties**

**Candidates must achieve the minimum requirements of all units to achieve a pass in this course.**

**Course Overview:**

**Unit 1 Assist with a component of an Activity Session** — learners will assist in the planning and delivery of a component within activity sessions for both a group and a single client, with their class teacher. Learners will carry out risk assessments and health and safety procedures laid out for the activity sessions. Learners will also assist in reviewing the activity session with other learners and the class teacher and use this review to inform the planning of future activity sessions. Learners will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

**Unit 2 Employment Opportunities in the Sport and Recreation Industry**— In this unit, learners will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.

**Unit 3 Assist with Fitness Programming**—In this unit learners, working with the class teacher will learn how to develop and organise a physical training plan for a client. Learners will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will work with the class teacher to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.

**Unit 4 Assist with Daily Centre Duties**—In this unit, learners will gain experience in setting up and dismantling and storing equipment.

This course will be delivered to candidates in a number of forms that will include the following:

**Learning through practical experience**

Teaching/learning programmes will include some or all of the following:

- Learning in real or simulated workplace settings
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments

**Learning through reflecting at all stages of the experience**

Teaching/learning programmes will include some or all of the following:

- Preparing and planning for the experience
- Taking stock throughout the experience, reviewing and adapting as necessary
- Reflecting after the activity has been completed, evaluating and identifying learning points

All candidates will be equipped with the necessary skills to complete each unit successfully. At the end of each unit the class teacher will complete an Assessor report and pupils must achieve a satisfactory against all assessment standards present within the unit.

The course is Pass or Fail.



## NPA MUSIC THEATRE: Guide for Parents and Carers

January 2024



This information sheet is to assist parents & carers in supporting young people with the NPA Music Theatre (SCQF level 6) course for Session 2023/24.



## NPA Music Theatre Course Structure

The NPA in Musical Theatre is a 120 hour programme of study in total.

Candidates must successfully complete ALL THREE units in order to achieve the NPA Music Theatre award.

**MANDATORY UNIT: ACTING THROUGH SONG** (40 hours)

**PLUS TWO**

**OPTIONAL UNITS** (40 hours each):

- THEATRE PERFORMERS: SOLO SINGING
- THEATRE PERFORMERS: GROUP SINGING
- GROUP DANCE PERFORMANCE
- PREPARATION FOR AUDITION

## Assessment

The majority of assessment is practical-based with written assignments and projects where this is appropriate. Assessments will be carried out internally with verification from SQA.

Assessment evidence required for each unit are outlined below:

**MANDATORY UNIT: ACTING THROUGH SONG**  
Performance of two contrasting solo songs.  
Preparation for performance essay for each song (500 words each).

**THEATRE PERFORMERS: SOLO SINGING**  
Practical demonstrate knowledge & understanding of vocal exercises & warm-up.  
Performance of two contrasting solo songs and 500 word self-evaluation essay.

**THEATRE PERFORMERS: GROUP SINGING**  
Performance of two group songs - one must be sung in unison and the other in harmony.  
500 word self-evaluation essay.

**GROUP DANCE PERFORMANCE**  
Candidates can be assessed as either:

- Choreographer
  - Performer
  - Co-choreographer/ performer
- All candidates will be assessed in their contribution in role prior to and during a dance performance. Candidates will also submit a self-evaluation essay (750-1000 words)

All written essays will be carried out as an

## Music Theatre Course Information

The NPA in Music Theatre (SCQF level 6) offers candidates the opportunity to develop skills in the areas of acting, music and dance, all in the context of music theatre. The award also provides the specific skills, knowledge and resources that may be called on when preparing for auditions for entry to musical theatre, drama or music courses and/or theatre or performing arts profession.

**ACTING THROUGH SONG (MANDATORY)**

Candidates will develop and apply the skills and knowledge required to act through the medium of song, synthesising acting and singing skills in performance. Candidates will explore and develop a character from the text of contrasting songs both in rehearsal and performance. Candidates will have the opportunity to evaluate their progress and identify strategies for future development.

**THEATRE PERFORMERS: SOLO SINGING (OPTIONAL)**

Candidates will develop and apply singing techniques appropriate to theatre performance of contrasting solo theatre songs. Creative interpretation of the material for performance is an important aspect of this unit.

**THEATRE PERFORMERS: GROUP SINGING (OPTIONAL)**

Candidates will develop singing techniques (unison and harmony) appropriate to theatre performance and develop skills in working and cooperating with others in a theatre environment to perform contrasting group theatre songs.

**GROUP DANCE PERFORMANCE (OPTIONAL)**

This Unit is designed to develop skills and encourage collaboration with others to prepare and present a performance of a group dance. Candidates will have the option to undertake a performing and/or choreographic role.

**PREPARATION FOR AUDITION (OPTIONAL)**

This Unit is designed to prepare candidates for the audition process. For the purpose of the Unit, candidates will prepare and perform an audition for the assessor. In addition, the candidate will have the opportunity to develop knowledge and understanding and a broad overview of the type of work available within the performing arts sector.

**Recommended Entry** — This award has been specifically designed for candidates with an interest and/or experience in acting, musical theatre and dance. The course is suitable for candidates who are undertaking a programme of study in Performing Arts subjects, and who would like to develop skills in performance and auditioning in the areas of Drama, Music, Dance or Music Theatre.

## Homework, supported study and Revision

All candidates studying NPA Music Theatre will be expected to spend time rehearsing and studying at home in order to be fully prepared for each session. The majority of homework and study tasks will be independent and take the form of research, specific skill development, learning songs/ movement, performance analysis, self evaluation and written assessments.

Pupils will be required to document their learning through the use of logbooks and Folios and will be required to attend extra rehearsals when required.

**PARENT/ CARER SUPPORT YOU CAN OFFER**

**Assist with their line learning at home** — All students will be required to perform as part of their chosen units. If they have someone to rehearse with at home, this can be beneficial. Making an audio recording is also useful for learning song words and movement.

**Supported Study** — Encourage your young person to organise and attend lunchtime or after-school rehearsals. Extra rehearsals out with class time are the key to excelling in the final performance and written elements of the course. The drama studio is available for lunchtime and afterschool rehearsals on request. Groups must agree upon a rehearsal time, then book their preferred studio with a drama teacher.

**Theatre visits** — When possible, take them to see a play at the theatre or watch a live performance online. Live theatre provides a great opportunity for your young person to witness their learning in action. After the performance, discuss with them their thoughts on the play's acting, plot, costumes, make-up, lighting, sound and set design.

# Skills for work: Health Sector. A Guide for Parents and Carers

January 2020



This information sheet is to assist parents & carers in supporting young people with the Health Sector course for the session 2020/2021



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## Health Sector Course Information

The Health Sector course covers five units which are taught over 2 years. By the end of S3, pupils should already have completed units in "Health Sector: An introduction" and "Health Sector: Roles and Responsibilities". In S4, pupils will complete the remaining 3 units over 2 periods per week. A summary of what is learnt in each unit is detailed below:

### Health Awareness

You will be given the opportunity to work as members of a team to produce health promotion advice. You will learn about the main body systems to inform the production of health promotion advice. Effective team-working is an essential element of working in the health sector. You will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector.

### Working safely

You will assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

### Life sciences industry

You will learn how to participate in a practical activity to take a physiological measurement. You will be introduced to the range of product types made by the life sciences industry and will participate in a practical activity to demonstrate the use of a biomedical device, e.g. assessing temperature, pulse and blood pressure.

The course also aims to develop employability skills needed for success in the workplace through a variety of practical experiences in the health sector.

Successful learners may progress to:

- SVQs in Health and Social Care
- National Courses or Units
- Further/higher education
- vocational training
- employment

## Assessment

There is no external assessment but pupils will have to complete a range of assessments in each unit to complete the course. These assessments will take the form of:

- learner portfolio of work
- observation of practical activities
- group or individual presentation
- peer review
- research activities
- case study
- health sector scenarios
- poster or other display approaches
- written or verbal communication with teachers and role play.

## Advanced Higher Art and Design: Guide for

February 20219



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Art and Design course for Session 2019/20.



### Advanced Higher Art and Design Course Information

Advanced Higher art candidates attend classes six periods per week but work independently upon a personal project. The teacher acts as the facilitator and will provide regular support and tutorials.

Pupils prepare either a **Design** or an **Expressive** unit throughout the year which is linked with a Contextual studies unit all linked to the practical folio. **There is no examinations.**

**Pupils are assessed in one practical component:**

Expressive folio worth 100 marks 16(A1) Sheets

or a

Design folio worth 100 marks 16(A1) sheets all externally assessed.

Contextual studies consisting of 2000 words  
A 400 word evaluation all externally assessed.

### Homework and Supported Study

All candidates studying Advanced Higher Art and design will always have tasks they should be working on at home. Homework will take the form of personal research and analysis of specific artists or designers work that links to there practical coursework folio.

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

The pace of the Advanced Higher Art and design course is intense as pupils are expected to create a lot of work and there is an expectation that every pupil during some free lesson will be working in the Art Department as well as spending at least two hours per week developing coursework in there own time.

### Assessment

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

Personal tutorials, and Peer tutorials relating SQA

Requirements to the candidates work.

At the end of May all work is sent for assessment to Edinburgh.

### The Assignment

Advanced Higher Art and design pupils will -

In the *Expressive Folio* pupils develop their personal thoughts and ideas in visual form and experiment with media. This can incorporate printing, sculpture, clay, painting, mixed media, photography etc.

In the *Design Activity* pupils will plan, research and develop creative design proposals. This will help to develop their creativity, problem-solving and critical thinking skills. Students can explore textiles, jewellery, graphics, costume design etc.

Advanced Higher candidates need to be aware that the course require a considerable amount of a candidate's own time in order to progress.

Aug	R & I	Feb	Final
Sep	R & I	Mar	Final
Oct	R & I	Apr	Final
Nov	Dev	May	Final
Dec	Dev		Work to SQA
Jan	Dev	R & I Dev	Research & investigation Development

### Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)



@stjoacss (Art and Design Department Twitter)

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

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

## Advanced Higher Biology: Guide for Parents and Carers

February 2019



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



## Advanced Higher Biology Course

## Information

Advanced Higher Biology candidates attend college four periods a week and two periods allocated to study the subject in school (tbc). Pupils study three units throughout the year:

- Cells and proteins
- Organisms and evolution
- Investigative biology

Pupils are assessed by two components:

- Question Paper — Multiple Choice questions (20 marks), Structured items (80 marks).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (30 marks scaled to 40 marks)

The Biology SQA Exams will take place on:

**Monday 30th April 2019**

## Assessment

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Project

All Advanced Higher Biology candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 3000 and 3600 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

## Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

**Other out of school activities which will benefit Advanced Higher Biologists include:**

\* Reading

\* Visiting local library for reading/ research

\* Watching news/ reading newspapers

## Advanced Higher Chemistry: Guide for Parents and Carers



February 2019



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

## Advanced Higher Chemistry Course

## Information

Advanced Higher Chemistry candidates attend college four periods a week and two periods allocated to study the subject in school (tbc). Pupils study three units throughout the year:

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

Pupils are assessed by two components:

- Question Paper — Multiple Choice questions (25 marks), restricted and extended response questions (85marks).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (25 marks scaled to 40 marks).

The Biology SQA Exams will take place on:

**Monday 30th April 2019**

## Assessment

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Project

All Advanced Higher Chemistry candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 2500 and 4500 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

## Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

**Other out of school activities which will benefit Advanced Higher Chemists include:**

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

## Advanced Higher English: Guide for Parents and Carers

September 2018



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



### Advanced Higher English Course Information

Advanced Higher English candidates study and develop skills in:

- Textual Analysis
- Critical Reading of Literature from at least two different genres
- Writing a portfolio
- Planning and creating a dissertation

Pupils are assessed by three components:

- question paper1: where learners will write a critical essay on drama, poetry, prose fiction or prose non fiction,
- and undertake a textual analysis on drama, poetry, prose fiction or prose non fiction, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)
- The Portfolio—two pieces of writing are completed and submitted to the SQA
- Completing a Project-Dissertation

### Homework, Supported Study and Revision

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

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

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

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

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

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

### Internal Assessment

Currently Unit Assessments still need to be completed in Advanced Higher English:

- Analysis and Evaluation of literary texts
- Creation and Production

Other assessments throughout the year will take the form of:

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

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

### The Portfolio/Dissertation

All AH English candidates must produce two pieces of writing of at least 1000 words each. One should be broadly creative; the other persuasive/discursive. The folio is worth 30 marks and must be produced with some supervision and control by class teachers who will have a supporting role. The candidate should therefore take initiative in planning, management and completion of the task.

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

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

The Dissertation is also worth 30% of the final mark. This Added Value consists of challenge and application: the candidates will build on the skills they have acquired in the *Analysis and Evaluation of Literary Texts* Unit and apply them with greater independence. The dissertation should be between 2,500-3,000 words, including quotations but excluding footnotes and bibliography.

This assessment has three stages:

- A planning stage which should be completed over a period of time.
- A development/research stage which should be completed over a period of time.
- A writing stage which should be completed over a period of time.



## AH Modern Languages: Guide for Parents



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

## AH Modern Languages Course Information

AH candidates attend classes around three periods per week. Pupils study three units throughout the year which cover the four contexts of Society, Employability, Learning and Culture.

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

## Pupils are assessed by four components:

- 1) Question Paper 1—Reading and translation (1h 30 mins). 50 marks
- 2) Question Paper 2—Listening and Discursive Essay (1 h 20 mins) 70 marks
- 3) Portfolio—a 30 mark critical essay written in English on literature study
- 4) Performance (Talking) A 20 minute conversation with a Visiting Assessor worth 50 marks

## Assessment

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

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

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

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

## Homework, Supported Study and Revision

All candidates studying AH Modern Languages will always have a range of tasks to be working on at home and the key to success at AH is to be able to be self motivated to undertake a significant degree of work independently. Pupils should be very familiar with complex grammar and structure of the foreign language and be able to recognise a range of tenses in the spoken and written language. Pupils will study a literary topic, either a short story, novel, poetry or film or a combination of these in the foreign language and write a critical response in English.

The course will continue to cover the four contexts pupils are familiar with from their Higher course but there will be a developed approach to understanding controversial topics and develop their opinions on current affairs.

Some topics discussed may be: Environmental Issues, The Role of Women in Society/the Workplace, Immigration, Current Political Events, Employability, Media & Technology, Lifestyles, Relationships and World Cultures.

The Performance or Talking assessed element of the course will consist of a 20 minute conversation with a Visiting Assessor usually in late February or early March. Pupils will sustain a natural conversation and discuss some of the topics covered in the course as well as the literature studied in class.

To achieve the best grade possible pupils should follow the following strategies:

- Organise each topic into key vocabulary
- Practice grammar using grammar booklets and online resources
- Memorise a range of good essay and talking phrases appropriate to AH
- Follow guidance and meet deadlines for folio submission

## The Languages Baccalaureate

If a pupil is following two AH languages courses and has achieved a pass at Higher English they are eligible to work towards the achievement of the Languages Baccalaureate.

Pupils can choose a language related topic of their choice and carry out a mini interdisciplinary research project following the templates issued by the SQA. This is a very useful process for pupils intending to go to university as it allows them to develop independent research skills.

If a pupil is only pursuing the study of one AH in a Modern Language, they are still eligible to complete the project element of this award.

## Useful Resources

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

Google Classroom, Quizlet, Zut/Oye/Gut

## Other out of school activities which are essential for AH language learners

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



## Advanced Higher History: Guide for Parents and Carers



January 2020



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

## Advanced Higher History Course Information

- Advanced Higher History candidates attend classes six periods per week.
- Pupils study one broad topic over the course of the year - **Germany: From Democracy to Dictatorship.**

Pupils are assessed by two components:

- Exam Paper**— one 3 hour exam paper during the April/May exam diet. Pupils answer two essays questions from a choice of five and three source questions. This accounts for 64% of the overall course award.
- Dissertation:** pupils complete a 4000 word dissertation on a topic of their choosing based on the wider Germany unit studied in class. This is completed over the course of the school year and sent to the SQA for external marking. This accounts for 36% of the overall course award.

## Assessment

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

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

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

Aug	<i>Weimar Republic/ Dissertation work</i>	Jan	<i>Prelim and Revision work</i>
Sep	<i>How the Nazis gained power</i>	Feb	<i>Nazi persecution of minorities</i>
Oct	<i>Dissertation and Source Question work</i>	Mar	<i>Dissertation completion/ Source work</i>
Nov	<i>Nazi Social and economic policies</i>	Apr	<i>Resistance to Nazi rule in Germany</i>
Dec	<i>Dissertation work</i>		

## Classwork, Homework and Studying

Advanced Higher History is a university preparatory course and, as such, requires pupils to have the drive and discipline to complete self-study and revision at home each week, with direction from the class teacher. The majority of self-study will take the form of formal reading and essay based work —reading journal articles and historical textbooks; essay preparation; dissertation research and source question practice.

Candidates studying Advanced Higher History will always have tasks they should be working on at home. **Set pieces of homework which require a submission to teachers will be issued regularly however, all Advanced Higher History pupils must be prepared to carry out extensive reading and preparation work of their own.** The pace of the Advanced Higher History course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least two—three hour per week revising. This could take many forms including:

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

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

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

## The Assignment

All Advanced Higher History candidates must produce a 4000 dissertation, in the form of an extended essay, on a topic of their choice as part of the course. This is worth 50 marks and must be produced with minimal support from class teachers. This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable historical sources
- Complete the dissertation including referencing as required.

Pupils will be working on this from June 2020 and it is anticipated that pupils will spend one day at the University of Glasgow, accompanied by their class teacher, completing primary source research in either June, August or September depending on library availability.

## Useful Resources

- <https://mrmarrhistory.wordpress.com/> (Mr Marr's Website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- @mrmarrhistory (Mr Marr's Twitter page)

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

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

# Advanced Higher Mathematics: Guide for Parents and Carers

February 2019



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



## Advanced Higher Maths Course Information

**Advanced higher maths is a challenging course which will help to prepare students for University. Many topics will be found in a 1st year University maths course.**

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

- Relationships and Calculus
- Expressions and Functions
- Applications

Pupils are assessed by two components:

- Question Paper 1— Non-Calculator. 35 marks, 1 hour
- Question Paper 2— Calculator 80 marks, 2 hours 30 mins.

## Assessment

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

- Class assessments
- Prelim exams

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

Aug		Jan	
Sep	<i>September progress test.</i>	Feb	<i>Prelim 1</i>
Oct		Mar	
Nov	<i>November progress test.</i>	Apr	<i>Prelim 2</i>
Dec	<i>December progress test.</i>	Key	Final exam

## Homework, Supported Study and Revision

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

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

Pupils must carry out regular revision at home. The pace of the Advanced Higher Math course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least seven hours per week revising. This could take many forms including:

- Reading over class notes and practicing questions.
- Completing Past Papers at home

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

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

**Please note that this course is being updated for session 2018-19.**

## Useful Resources

- [www.advancedhighermaths.co.uk](http://www.advancedhighermaths.co.uk)
- Dynamic maths.
- [www.bbc.com/bitesize](http://www.bbc.com/bitesize)
- You Tube
- DLB maths

@stjoacadmaths (Maths Department Twitter)



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

## Advanced Higher Music: Guide for Parents and Carers



February 2019



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

### Advanced Higher Music Course Information

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

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

- Performing Exam—programme of 18 minutes on two instruments (scaled to 50 marks/50%)
- Assignment — a composition with review and musical analysis (scaled to 15 marks)
- Understanding Paper—questions based on musical examples (scaled to 35 marks)

The Music Performance exams will take place on a specified date(s) from late April to mid May. The Understanding exam will take place in:

May 2020—Date TBC

### Assessment

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

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

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

Aug		Jan	<i>Understanding Prelim</i>
Sep	<i>Performance Checkin</i>	Feb	
Oct	<i>Analysis Task</i>	Mar	<i>Assignment Deadline</i>
Nov		Apr	
Dec	<i>Performing Prelim—50% of programme</i>	May	<i>Perf. Exam</i>

### Homework, Supported Study and Revision

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

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

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

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

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

### The Performing Exam

All Advanced Higher Music candidates must perform a 18-minute programme of pieces on two instruments to an SQA examiner in May. This accounts for 50% of their overall mark. While teachers will help pupils choose an appropriate programme of pieces, it is ultimately the responsibility of the candidate to ensure they learn their music and give the best performance they can. This requires a great amount of self-discipline and pupils should be devoting a considerable amount of their time to practising for their performance, either in school or at home. Music Practice Rooms are always available at lunchtimes and priority is given to SQA pupils.

The class teacher will regularly check on progress and will suggest changes of pieces or instruments as appropriate if a pupil is struggling with material. Pupils will finalise their programmes by the end of February to give them adequate time to prepare for the final exam (in May). A prelim (50% of programme) will be held in December.

### Useful Resources

- <https://blogs.glowscotland.org.uk/ea/artmusicresources/>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- [www.mymusiconline.co.uk](http://www.mymusiconline.co.uk) (My Music Online)
- [www.ataea.co.uk](http://www.ataea.co.uk) (Musipedia—specifically created for the SQA NQ Music Courses)

@stjoacarts (Art and Music Department Twitter)



**Advanced Higher Physical Education**

This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Physical Education (C856)

**Course Overview**

To access this course your child must have completed Higher Physical Education and achieved a minimum B3 course award. We will always aim to ensure there is no barrier to accessing our courses however as this is a level 7 course and we must ensure your child has the necessary skills to be able to attain at this level.

The course is taught over two components similar to what your child will have experienced in National 5 and Higher Physical Education.

Component one is 'Factors Impacting On Performance' and this is worth up to 70% of your child's final mark. Please see more details on this component below.

Component two is 'Performance' and this is worth up to 30% of your child's final mark. Please see below for more details on this component. details.

**Component one - Factors Impacting On Performance (up to 70 marks)**

Your child is required to complete independent research and will be required to investigate, analyse and evaluate mental, emotional, social and physical factors that impact performance in physical activities. Your child will be required to collect information on these factors and consider how they influence the effectiveness of a performance. They will then develop knowledge and understanding of a range of approaches to enhance performance. Your child will be required to plan for, lead and carry out their own Personal Development Plan (PDP). Your child must demonstrate the ability to modify and evaluate these approaches and then justify decisions relating to future development needs. This information is project based and has the following outline:

Stage 1 - Project Proposal

Stage 2 - Research

Stage 3 - Implementing the Personal Development Plan (PDP)

Stage 4 - Post PDP analysis and evaluation

**Component two - Performance (up to 30 marks)**

Candidates are required to complete one Single Performance Assessment assessed at Advanced Higher Level. Your child should have a strong performance level in the activity of their choosing. The demands and expectations of the performance are higher than what your child has experienced at Higher and therefore it is imperative they have a strong single activity and preferably an activity they experience outside of school.

More information on this course can be accessed using the following QR code



## Advanced Higher Physics: Guide for Parents and Carers

February 2019



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



## Advanced Higher Physics Course

## Information

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

- Quanta and Waves
- Electromagnetism
- Investigating Physics

Pupils are assessed by two components:

- Question Paper — 155 marks (scaled to 120 marks, 3 hours).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (30 marks scaled to 40 marks ).

## Assessment

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

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

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

## Homework, Supported Study and Revision

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

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

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

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

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

## The Project

All Advanced Higher Physics candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 2500 and 4500 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

## Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

**Other out of school activities which will benefit Advanced Higher Physicists include:**

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

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

#### Who is the course for?

This course will interest you if you enjoy using your creative ideas in a practical way. You should also like working with other people and discussing how best to produce the looks you want to achieve. You should be prepared to participate as a model for fellow students which will require you to remove your own make-up before class.

#### What is the Course About?

The aim of this course is to give you the experience of a salon environment and the opportunity to learn about the different roles and responsibilities in Beauty Therapy and Hairdressing. You will gain practical experience of general salon duties including assisting with customer care.

Beauty specific skills include facials and nail finishes.

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

Throughout the course emphasis is on the development of employability skills and attitudes valued by employers. You will study 2 SQA credits in total each semester; 1 credit from work related units and remainder from person centred units.

#### Work Related

Cosmetology: Beauty Practical Skills F0FE 10 - 1 credit

Cosmetology: Hairdressing Practical Skills F0FA 10 - 1 credit

#### Person Centred

Practical Abilities H18W

Self in Community H18N

#### What do I Need?

There are no formal entrance requirements, to get the best out of this course you should enjoy working in a creative environment and have a real interest in the Beauty and Hair industry. You should also relish the challenge of getting to know new people and you must be able to commit to consistent, full attendance throughout the course.

#### How will I be assessed?

You will be assessed mainly on a range of practical activities carried out in a salon environment. You will also research and write up a project on a relevant topic related to hairdressing and beauty.

#### Next Steps?

Course may provide you with opportunities to progress to:

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



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

#### Who is the Course for?

The course will be of interest to you if you want to work in the Army, Navy, Air Force or Emergency services. The course will also be great for someone looking for a career that involves physical activity, teamwork, sport, community development and fitness.

#### What is the Course About?

This course is designed to introduce and develop the key skills needed to work with the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines and the Ambulance Service, Coastguard, Fire and Rescue and Police. You will develop a high level of physical fitness through various activities, and this is an important part of this course. The course will have a lot of practical activities and will develop physical health, teamwork, ~~sports coaching~~, and community development.

#### SQA Course Units

- Uniformed and Emergency Services: An Introduction
- Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing
- Uniformed and Emergency Services: Engaging with the Community
- Uniformed and Emergency Services: Working in Teams

#### What do I Need?

No formal entry requirements. You will be interviewed and will need to demonstrate a commitment to team working and willingness to engage in physical activity/sport, ability to work in the community, have a real interest in the area and be committed to consistent and full attendance throughout the course.

#### How will I be assessed?

Assessments are a mixture of practical and written work and focus on the ideas and theories learned during class time.

#### Next Steps?

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

- Successful completion of this course will provide a good foundation for those who want to study at SCQF Level 5 in Health, Sport and Fitness or Social Science.
- A career in the uniformed or emergency services.
- Learners may also be considered for progression to full time NQ Uniformed Services Level 6

#### What do current students say?

*'This course is 100% perfect; I really love it'. 'I'm going to join the army after I leave school this year and this course has given me a good idea of the skills I'll need there'. 'This course is tough. It's all about discipline, team working and keeping fit but it's my favourite subject this year by a mile'.*



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

#### Who is the course for?

If you are interested in cookery (or think you might be) and want to learn from the professionals, then this is the course for you.

#### What is the Course About?

This course will help you develop skills in cookery and teach you about working in a professional kitchen. You'll increase your knowledge of food products; you will learn a variety of food preparation techniques and cookery processes ranging from home baking to preparing healthy dishes. This course also includes cake decoration where you will learn, for example, coating, piping, and modelling.

You are required to wear appropriate clothing to meet current food safety laws when in the kitchen. You will need to bring this with you for every class or you will not be allowed to participate in the class. These will be provided to you, but you will need to wash these ready for the next class

#### What do I Need?

There are no formal entrance requirements, but to get the best out of this course you should enjoy working in a practical environment, have a real interest in the hospitality industry and not be afraid to stand for periods of time! You should also enjoy the challenge of getting to know new people. You also need to wear a protective uniform in the kitchen and bring something to take the food you make home.

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

#### How will I be assessed?

Most of the assessment will be practical, and some will take place in the classroom.

#### Next Steps?

On successful completion of this course you will have the opportunity to apply for: Introduction to Professional Cookery and Hospitality Level 4.

#### What do current students say?

““I really loved the course, and it was brilliant being in a real professional kitchen – it helped me to decide this is what I want to do when I leave school.””.

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

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Skills for Work Early Learning and Childcare (Level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
SCQF level 4 Skills for Work: Early Learning and Childcare is an introductory qualification that will help you to understand some of the demands and responsibilities of working in the early learning and childcare sector. This is a great course if you enjoy the practical skills required to understand and care for young children but there is an element of theory-based learning too.					
<b>What is the Course About?</b>					
<p>At SCQF level 4, you will cover basic issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and develop transferable employability skills, including:</p> <ul style="list-style-type: none"> <li>• an understanding of the workplace and the employee's responsibilities (e.g. time-keeping, appearance)</li> <li>• self-evaluation skills</li> <li>• positive attitude to learning</li> <li>• flexible approaches to solving problems</li> <li>• adaptability and positive attitude to change</li> <li>• confidence to set goals, reflect and learn from experience</li> <li>• skills to become effective jobseekers and employees</li> </ul> <p>At SCQF level 4, you work alone or with others on straightforward tasks with support.</p> <p>Units studied:</p> <ul style="list-style-type: none"> <li>• Child Development</li> <li>• Working in Early Learning and Childcare</li> <li>• Play in Early Learning and Childcare</li> <li>• Maintenance of a Safe Environment</li> </ul> <p>To achieve the Course award, you must successfully achieve all the Units which make up the Course.</p>					
<b>What do I Need?</b>					
<p>There are no formal entrance requirements, you need to be able to work at SCQF Level 4 and have a real interest in Early Learning and Childcare and in learning new skills, you should also be committed to consistent and full attendance throughout the course.</p> <p>Selection for a place on this course is based on pupils meeting the above requirements and completing a Microsoft Forms task which will be emailed to you; your personal statement and task content will be used to assess your suitability for this course.</p>					
<b>How will I be assessed?</b>					
<p>The assessments used in this Course will allow you to show that you understand the ideas and theories and practical skills that you need to go further in the early education and childcare sector.</p> <p>Assessment approaches will include closed book tests and project-based activities.</p>					
<b>Next Steps?</b>					
Successful completion of this course will provide a good foundation for progression into SCQF level 5 programmes in Early Learning & Childcare, Health Care and Social Care.					
<b>What do current students say?</b>					
<i>'I've wanted to work in a nursery from a young age. This course has let me understand what skills and qualifications I'll need to make that happen.'</i>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Software Development (level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
This course will interest you if you enjoy working with computers, creating digital content or generally enjoy solving problems. The NPA in Software Development is suitable for a wide range of candidates with basic computing ability who wish to develop the fundamental knowledge and skills required to solve problems by developing computer programs in a high-level language.					
<b>What is the Course About?</b>					
The NPA in Software Development at SCQF Level 4 is intended to prepare you for progression to further study in a variety of computing disciplines.					
During the award you will learn all about the basic programming concepts and how to write short programs using a software development language and environment. After the basics are covered you will develop further programming skills and eventually the knowledge and understanding required to devise a solution to a problem in software development. By the end of this course you will have developed practical skills in software development through the use of a high level language.					
These courses will give you the opportunity to develop:					
<ul style="list-style-type: none"> <li>• Understanding of the principles of software development, software development languages and environments</li> <li>• Entry level skills using a high level programming language</li> <li>• Industry-standard software and principles</li> <li>• Core Skills in problem solving in relation to software development.</li> <li>• Analytical and other transferable skills.</li> </ul>					
The Course includes the following Units:					
<ul style="list-style-type: none"> <li>• Computing: Programming in a High-level Language: Fundamentals SCQF level 4</li> <li>• Software Development SCQF level 5</li> <li>• Problem Solving SCQF level 4</li> </ul>					
<b>What do I Need?</b>					
You need to have a basic level of skills in Microsoft Word and understand the general operation/navigation of a Windows based PC. You must possess an interest in at least one of the following: art, programming, audio or design. It would be good if you have played different games and consoles/platforms but not essential as we will discuss a variety of examples throughout. Some previous experience of coding using platforms like Scratch and AppInventor would be good though not essential.					
<b>How will I be assessed?</b>					
You will be expected to create a portfolio of your work. The portfolio may be paper or electronic (digital) and should be completed over the period of the course, with you contributing material to the portfolio on an ongoing basis.					
<b>Next Steps?</b>					
Successful completion of the Level 4 course may allow you to progress to:					
<ul style="list-style-type: none"> <li>• NPA Software Development level 6</li> <li>• NC Computing at level 5</li> <li>• NC Games and Software Development</li> </ul>					
<b>What do current students say?</b>					
<i>"Honestly, the College turned out to be really enjoyable. Very flexible but I'm still able to work on and complete tasks. The very flexible approach allows me to work at my own pace and still get it completed in time."</i>					



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

### Who is the Course for?

This course is for anyone who has an interest in Engineering, enjoys practical hands-on work in a workshop environment, can problem solve and wishes to gain relevant practical experience within this industry to possibly gain an apprenticeship. You will populate and develop a portfolio which can be used to show employers during interviews. You need to be able to work safely and be responsible for yours and others about Health & Safety.

### What is the Course About?

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

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

### What do I Need?

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

### How will I be assessed?

Assessments are practical and focus on the attainment of new skills as and when you acquire them. You will be required to complete paperwork to support your practical learning.

### Next Steps?

Successful completion of this Course may provide you with opportunities to progress to a full time Engineering College course. If you want to study Engineering, the PEO is a great addition to your National Qualifications evidencing your practical experience.

### What do current students say?

*"I enjoy being at College, with different students from other schools. I spend a lot of time in the workshop. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".*

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Skills for Work Automotive (level 4)	Level 4	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire
<b>Who is the Course for?</b>					
If you want to know about working in the automotive industry, the occupations within it and the skills and knowledge required, can problem solve and enjoy hands-on practical tasks, this course ticks the boxes for you. Assessment across the units in this Course will mostly test your practical skills but will also test the wider knowledge and understanding you need to work in automotive job roles including knowledge and understanding of tools and equipment-and awareness of Health & Safety legislation.					
<b>What is the Course About?</b>					
<p>The Course provides a broad introduction to the automotive industry and will introduce you to basic vocational skills, knowledge and understanding. Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removal and replacement of components and mechanisms.</p> <p>The overall purpose of the Course is to make sure that you develop practical skills, knowledge and understanding needed within this industry as well as developing the skills employers are looking for. For example, team working, following instructions and good customer service. The course may offer a route into a Modern Apprenticeship or continuing motor vehicle studies on a full-time basis. Course Units:</p> <ul style="list-style-type: none"> <li>Automotive Skills: The Garage</li> <li>Automotive Skills: The Technician</li> <li>Automotive Skills: The Car</li> <li>Automotive Skills: The Vehicle Modification Project</li> </ul>					
<b>What do I Need?</b>					
There are no formal entrance requirements.					
<b>How will I be assessed?</b>					
Assessment across the units in this Course will mostly test practical skills (which will involve some physical work) but will also address the wider knowledge and understanding associated with working in automotive job roles including knowledge and understanding of tools and equipment-and awareness of health and safety legislation.					
<b>Next Steps?</b>					
<p>This Course fills an identified need in the automotive sector for an introductory course for school candidates and supports progression into appropriate further education or work-based learning. Successful completion of this Course may provide you with opportunities to progress to:</p> <ul style="list-style-type: none"> <li>Scottish Vocational Qualifications (SVQs) and Modern Apprenticeships in Automotive areas</li> <li>Full time National Certificate Courses</li> <li>Full time Institute of the Motor Industry courses at Ayrshire College</li> <li>Training/employment</li> </ul>					
<b>What do current students say?</b>					
<i>“This course is really good; I get to work with the vehicles to find and repair faults. Some tasks are easier than others and take a bit more time to understand but I get there and enjoy problem solving”.</i>					



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

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

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Digital Media with Film-making (level 5)	Level 5	Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the course for?</b>					
<p>Wannabe Film/TV writers, radio producers, boom operators, directors, key grips, camera operators, gaffers, editors or even assistant editors!</p> <p>Anyone with a view to making a career in the media, with the primary focus on film, TV and radio. This course is a great mix of theory to focus your knowledge and practical projects to hone your technical and team working skills.</p>					
<b>What is the Course About?</b>					
<p>Building media knowledge and your ability to critically analyse media. You'll look at video and audio production, challenging your technical and critical ability, through practical projects. Developing skills and knowledge that can be built upon to drive you on through further work, study and practice, building your confidence, potential and desire to work in the highly competitive world of media production.</p>					
<b>What do I Need?</b>					
<p>Energy, communication skills, creativity, an innate ability to press buttons, but more importantly a desire to do so...and 4 National 4s or equivalent. English is a desirable qualification, particularly if you are looking to progress onto one of our other full-time media courses.</p>					
<b>How will I be assessed?</b>					
<p>Assessment will be continuous throughout the run of the course and undertaken by various means: You will produce video and sound projects, you will undertake short verbal presentations, produce production paperwork and written reports – all the good stuff. NO EXAMS!!!</p>					
<b>Next Steps?</b>					
<p>This course would be a perfect lead into our Lvl6 Film and Broadcasting course that further develops your creative skills and practice. From there you can potentially move onto our HNC Media Analysis and Production course and on into employment or Higher Education.</p>					
<b>What do current students say?</b>					
<p><i>I enjoy working in groups; I like the people and the tasks we do; we get to film with professional equipment; Being able to work with others in group projects makes it more fun.</i></p>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Sport and Fitness - Team Sports (Football)-level 5	Level 5	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire South Ayrshire North Ayrshire
		OR  Queen Margaret Academy	Monday and Wednesday	2:00 – 4:00	
Who is the Course for?					
This course is for you if you have an interest in, or wish to develop, valuable skills in the areas of football coaching, development and playing. This course will run over one academic year. We anticipate that the applicants will have a strong interest in football and will currently be involved in either playing or coaching.					
What is the Course About?					
The NPA in Sport and Fitness provides the basic knowledge and skills in the theoretical and practical elements of football. As the course is focused on football there will be a high level of practical both playing and coaching. The sessions will be led by fully qualified football coaches and delivered in partnership with Kilmarnock Football Club. SQA Course Units: <ul style="list-style-type: none"><li>• Sport and Fitness: Coaching Development</li><li>• Sports Officiating and Organising – Recreational: Association Football</li><li>• Sports Activity Participation and performance: Association Football</li></ul>					
What do I Need?					
Pupils should have an aptitude in football, a desire to learn new skills and show a commitment to consistent attendance.					
How will I be assessed?					
Assessment across the units will be a mixture of theory and practical and will test knowledge and understanding gained during class time.					
Next Steps?					
his Course may provide candidates with an opportunity for progression to a range of relevant NC courses.					
What do current students say?					
'I really enjoyed the opportunity to work with professional coaches to improve my ability, one of the real highlights was working at the SFA coaching course where we worked with some of the best coaches in the country.'					

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

### Who is the Course for?

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

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

### What is the Course About?

This course covers all aspects of working in the hospitality industry and is broken into the following areas:

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

### What do I Need?

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

### How will I be assessed?

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

### Next Steps?

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

**What do current students say?**

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
SVQ - Performing Engineering Operations- Loudon Academy (Level 5)	Level 5	Kilmarnock Campus	Tuesday and Thursday	2:00 – 5:00	East Ayrshire

#### Who is the Course for?

This course is for anyone who has an interest in Engineering, enjoys practical hands-on work in a workshop environment, can problem solve and wishes to gain relevant practical experience within this industry to possibly gain an apprenticeship. You will populate and develop a portfolio which can be used to show employers during interviews. You need to be able to work safely and be very responsible about your own and others Health & Safety.

#### What is the Course About?

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

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

#### What do I Need?

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

#### How will I be assessed?

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

#### Next Steps?

Successful completion of this Course may provide you with opportunities to progress to a full time Engineering College Course at College and there may also be opportunities for Modern Apprenticeships. If you want to study Engineering, the PEO is a great addition to your National Qualifications because it shows that you have practical experience which is highly valued by employers in industry.

#### What do current students say?

*"I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is classroom-based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".*



Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA in Criminology (level 6)	Level 6	Kilmarnock Campus OR Kilwinning Campus OR Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the course for?</b>					
<p>This course is aimed at learners who wish to develop their knowledge of the fascinating discipline of Criminology.</p> <p>This course offers you the opportunity to develop your knowledge and skills while you learn about the various areas that Criminologists explore.</p> <p><b>NB The nature of criminology is challenging and includes sensitive topics such as domestic violence and sexual abuse. All applicants need to consider this when applying for the course.</b></p>					
<b>What is the Course About?</b>					
<p>You will develop an understanding of the different types of physical evidence available at a crime scene and how this evidence is utilised. You will learn about the role of forensic psychology in the police, prison and court systems. Through the use of famous cases you will develop an understanding of forensic psychology and profiling.</p> <p>You will develop an understanding of the different types of crimes that are committed with the local community. In addition, this course will introduce you to the different ways that members of the community perceive crime and the role of the mass media in perceptions of crime. You will also learn about the various measures introduced to tackle crime and whether they are helping or hindering the community.</p>					
<b>What do I Need?</b>					
<p>An interest in Criminology, the nature of crime and theories of its causes and solutions.</p> <p>Students should have a National 5 in English and or a Social subject (pass at B)</p>					
<b>How will I be assessed?</b>					
<p>Assessment is continuous throughout the course and consists of 2 open book and 1 closed book assessments.</p>					
<b>Next Steps?</b>					
<p>On successful completion of the course you may wish to apply for NC Social Science, NC Higher Social Sciences or HNC Social Science (depending on other qualifications).</p>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Portfolio Work- (including Life Drawing and Printmaking)- (Level 6)	Level 6	Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
This course will interest you if you are applying to art school and would like to supplement your portfolio with Life Drawing, Printmaking and Sketchbook Development Skills. You should be comfortable discussing your ideas with other students and lecturers and working with unclothed life models.					
<b>What is the Course About?</b>					
<p>The course is about broadening your artistic skills by providing you with an opportunity to develop key life drawing skills, to experiment with printing in a range of media including textiles and to learn how to use a sketchbook to develop your ideas and concepts.</p> <p>The Printmaking Unit will introduce you to printmaking skills by allowing you to experiment with different methods. You will produce a portfolio of experimental prints, and plan, produce and present finished prints. This unit will be delivered along with a Design for Print unit, where you will develop skills and techniques which will allow you to investigate the commercial print process. You will research, develop, produce and present a design for print to a given brief.</p> <p>The Life Drawing unit will focus on drawing the human form and take you from the fundamentals of drawing through a variety of linear and tonal exercises to experimenting with media and reacting to shifting poses and movement. You will accumulate a large body of experimental and resolved work, through which you will flex your creative muscle and become confident in drawing the human body.</p> <p>Sketchbooks are a vital component of the creative process, enabling students to visualise emerging and evolving ideas. In the sketchbook unit, students will have the opportunity to expand on themes and concepts arising in their portfolio and, through practical workshops and demonstrations, they will develop a substantial body of sketchbook work.</p>					
<b>What do I Need?</b>					
<p>You should already have achieved a Higher Art; within your personal statement please tell us in in a couple of paragraphs about your career plans which should include applying to art school or to study art at college.</p> <p>Once your application has been approved by your school we will contact you to ask you to email us between 6 and 10 Jpegs showcasing a variety of your recent work which, along with your personal statement, will form the basis of our selection process for the course.</p>					
<b>How will I be Assessed?</b>					
<p>The life drawing unit will be assessed on the overall success of your folio of life drawings, which will include a range of durations, experiments, partial studies, full studies and resolved final drawings.</p> <p>The sketchbook unit will be assessed on the thorough creative expansion of your chosen theme and the range of creative ideas explored throughout the sketchbook.</p> <p>The Design and Printmaking units require you to produce a folio of work which includes annotated research and development of ideas, a series of experimental prints using a variety of techniques and a minimum of two finished prints.</p>					
<b>Next Steps?</b>					
Successful completion of this course may allow you to progress onto our level 6 or HNC Art & Design full time course, as well as supporting any application you make to Art School.					
<b>What do Current Students Say?</b>					
<i><b>This course is making my current portfolio strong and has helped me show my thought process; it has added a lot to my portfolio and has helped me to explore different techniques; it's really enhancing my portfolio with loads of different media and techniques; I feel the life drawing will be a crucial part of my portfolio to art school; I feel I am becoming a better artist</b></i>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
<b>Photography: Studio Skills(Level 6) (units only)</b>	Level 6	Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the course for?</b>					
Higher Photography students with a view to taking their studies further and pursuing a career in Photography.					
<b>What is the Course About?</b>					
<p>In addition to Higher Photography the main purpose of this course is to provide you with the studio experience that you will need to take you forward to further study or commercial Photography.</p> <p>You'll be designing light set-ups and putting them to use, preparing subjects and controlling every aspect of the shoot, not just the camera. The units included are:</p> <ul style="list-style-type: none"> <li>• <b>Photography: Basic Camera Techniques (F8KH 12)</b></li> <li>• <b>Studio Photography: An Introduction (FR2D 12)</b></li> <li>• <b>Photography: Portraiture Skills (F51P 12)</b></li> </ul> <p>You will also gain some experience in digital post-production techniques and organisation in the unit:</p> <ul style="list-style-type: none"> <li>• <b>Digital Photography: Workflow and Creative Manipulation (FR2H 12)</b></li> </ul> <p>This course is essential if you are serious about continuing your studies, and potentially building a career, in Photography.</p>					
<b>What do I Need?</b>					
<p>Preferably you will be sitting or achieved your Higher Photography at the time of completing the course. If you have your own camera equipment this would be an advantage but not essential. If you have a keen interest in Photography your application would be considered.</p>					
<b>How will I be assessed?</b>					
Project based, continuous assessment					
<b>Next Steps?</b>					
From here you could apply to University Photography degree courses around the country or better still join us full time to study HNC and on into HND.					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Acting and Performance (level 6)	Level 6	Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
<p>This course offers different things to different people. It is the course for you if you are either already involved in youth theatre or always wanted the opportunity to perform.</p> <p>It is the course for you if you are interested in a career in the performing arts and want to get started on the progression pathway.</p> <p>It is also the course for you if you are keen to build your confidence and communication skills to prepare you for your next steps after leaving school.</p>					
<b>What is the Course About?</b>					
<p>You will spend most of your time on this course preparing for and working towards a performance in front of a live audience. This means working creatively with text and developing skills in voice, movement, acting and stagecraft.</p> <p>You will learn to work cooperatively in teams, to respond to direction and, in so doing, also develop self-awareness and a professional attitude.</p>					
<b>What do I Need?</b>					
<p>In addition to a A-C pass at Nat 5 English or Drama, an interest in the performing arts and a willingness to commit to rehearsals and final performance is crucial.</p>					
<b>How will I be assessed?</b>					
<p><b>Theatre Skills in Performance:</b> you will study the roles of the director and actor and be introduced to stagecraft. Your knowledge will be assessed by restricted response. You will then apply the skills and knowledge in a production in front of an audience. You will then evaluate the process.</p> <p><b>Professional Theatre in Context:</b> You will investigate two styles/genres of professional theatre and investigate the elements within them. You will explore the role of the theatre production team in creating a production i.e. Director, producer etc. You will evaluate the effectiveness of two contrasting professional theatrical productions.</p>					
<b>Next Steps?</b>					
<p>You may progress to: HNC Acting and Performance</p>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Children and Young People (Level 6)	Level 6	Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire

### Who is the course for?

You can work with children and young people in a range of careers from Early Years Practitioner to Social services.

Early year's provision has changed significantly over the years. Today effective early learning and childcare experiences are recognised as playing a key role in future life chances and achievement for children and young people.

Social Service workers provide support and help to people who need it, helping them to live full and valued lives in the community. They help make sure children have the best start in life, so they grow up to be happy, healthy and secure.

This course will help you gain the knowledge and understanding you'll need to work successfully in early learning and childcare. It will also develop your knowledge, practical skills and qualities for working with children and young people.

### What is the Course About?

This course gives you an insight into what a career in social services would really be like - and if it's right for you.

The NPA **Units include:**

- Safeguarding Children & Young People
- Play for Children & Young People
- Communication with Children & Young People
- Development of Children & Young People
- Promoting Wellbeing of Children & Young People

### What do I Need?

#### Qualifications

For a place on this course, you'll need:

- To have at least 4 National 5 qualifications including English or Literacy.
- To be capable of working at SCQF Level 6 (Higher level), your Guidance Teacher can advise you on this.
- Eligible for Protection of Vulnerable Groups (PVG) scheme.

#### Skills

Working in social services setting means you also need to be able to:

- Interact and communicate respectfully with children and staff
- Work with others
- Problem solving

#### Values

A commitment to appropriate values is very important. If you're interested in a career in social services, you can use the interactive resource [a question of care: a career for you](#). Here, you'll answer a series of

questions and receive a detailed personal profile at the end. A commitment to appropriate values is necessary and you can demonstrate this partly through responses in this resource.

**How will I be assessed?**

The NPA Units are assessed in college.

**Next Steps?**

Once you've achieved this National Progression Award, you'll have a qualification which will really help in your future career progression. It will support your progress whether you plan to study at college on the HNC Childhood Practice or enrol on a Modern Apprenticeship.

Learners who choose to enter further or higher education on leaving school with the National Progression Award may follow other pathways into the early learning, childcare and playwork workforce such as completing the HNC in Childhood Practice in College.

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Exercise and Fitness – Leadership (level 6)	Level 6	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire

#### Who is the course for?

This course is for you if you have an interest in, or wish to develop, valuable skills in the Exercise and Fitness industry. If you are thinking about a career or further study in sport, exercise, health, or fitness this course would be of great benefit. As much of the course is practical the NPA will allow you to develop your personal leadership qualities and to develop your own knowledge and skills through the delivery of and participation in exercise and fitness.

The Award will provide:

- A chance to learn about exercise in fitness in a practical innovative way.
- A choice of vocational pathways to be followed within the health and fitness industry
- Flexible approaches to learning within a national framework.
- Articulation to existing HNC/HND courses available at Ayrshire College
- A focus on the current working practices being demanded by the industry.

#### What is the Course About?

The NPA in Exercise and Fitness: Leadership provides pupils with knowledge and skills in the theoretical and practical elements of exercise and fitness training. Applicants must note that there is a strong practical component to this course and participation is linked to the assessments. To gain the award pupils must pass three of the following five SQA units.

SQA Course Units:

- Exercise and Fitness: Cardiovascular Training
- Exercise and Fitness: Fixed Weight Training
- Exercise and Fitness: Free Weight Training
- Exercise and Fitness: Circuit Training
- Exercise and Fitness: Exercise to Music

#### What do I Need?

It should be acknowledged that as the course is at level 6 applicants will need to commit to their attendance and studies to pass this exciting programme

#### How will I be assessed?

Assessment across the units will be a mixture of theory and practical and will test knowledge and understanding gained during class time.

#### Next Steps?

The award is designed to articulate with Ayrshire Colleges current HNC/D Fitness, Health and Exercise and Applied Sport and Exercise Science HND provision. The course would also be useful to those wishing to attend university to study a sport/fitness related degree and those seeking employment within the health/fitness/exercise industry.

#### What do current students say?

***I am really enjoying the course as we get to use the equipment in the college gym. I am particularly enjoying working with free weights. I think the course will really help me with my future career plans to become a personal trainer. More chilled out than being in a classroom all the time.***

***Doing workshops helps with theory and improves understanding.***

***We can create fitness circuits and gym sessions which are specific to our skills and abilities which makes it more beneficial.***

***Further education which usually wouldn't get taught in school makes it interesting.***



Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Software Development (level 6)	Level 6	Kilmarnock Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire

#### Who is the Course for?

This course will interest you if you enjoy working with computers, creating digital content or generally enjoy solving problems. The NPA in Software Development is suitable for a wide range of candidates with basic computing ability who wish to develop the fundamental knowledge and skills required to solve problems by developing computer programs in a high-level language.

#### What is the Course About?

The NPA in Software Development at SCQF level 6 introduces learners to techniques that are important in the IT sector such as Computing Applications Development, Computing: Authoring a Website, and Software Design and Development. The principal aim of the qualification is to provide learners with programming skills and prepare them for employment as entry-level computer programmers. As the title indicates, this NPA is entirely focused on software development, including applications and websites.

As part of this qualification you will:

- Develop knowledge and skills relating to software development
- Develop computational thinking skills including problem solving
- Develop transferable skills including Core Skills
- Develop employment skills
- Develop an appreciation of the contemporary IT sector

You will study the following units:

- Computing: Applications Development
- Computing: Authoring a Website
- Software Design and Development

#### What do I Need?

You need to have a basic level of skills in Microsoft Word and understand the general operation/navigation of a Windows based PC. You must possess an interest in at least one of the following: art, programming, audio or design. It would be good if you have played different games and consoles/platforms but not essential as we will discuss a variety of examples throughout. You should have completed the NPA in Software Development at SCQF level 4 or be able to demonstrate a similar skill level in coding.

#### How will I be assessed?

You will be expected to create a portfolio of your work. The portfolio may be paper or electronic (digital) and should be completed over the period of the course, with you contributing material to the portfolio on an ongoing basis.

#### Next Steps?

Successful completion of the Level 6 course may allow you to progress to:

- NC Computing at level 6
- NC Games and Software Development

#### What do current students say?

*"Honestly, the College turned out to be really enjoyable. Very flexible but I'm still able to work on and complete tasks. The very flexible approach allows me to work at my own pace and still get it completed in time."*



Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
NPA Sound Production	Level 6	Ayr Campus	Tuesday and Thursday	2:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the course for?</b>					
This course will interest you if you are interested in music and / or sound production and want to learn how to use industry standard software, such as Pro Tools, Ableton and Native Instruments, to create and manipulate tracks.					
<b>What is the Course About?</b>					
<p>This National Progression Award (NPA) is designed to equip you with the knowledge, understanding and skills you will need to succeed within the creative industries sector or to progress to further study. It is designed to bridge the gap between entry level education and professional career development. The NPA will allow you to develop a skill set, linked to National Occupational Standards for Sound, which has a thorough grounding in audio recording practice and allows individual and personalised skills development through the optional Units.</p> <p>SQA Course Units:</p> <ul style="list-style-type: none"> <li>• Sound Engineering and Production</li> <li>• Sound: Understanding the Signal Path</li> <li>• Sound Reinforcement</li> <li>• Music Remixing</li> </ul>					
<b>What do I Need?</b>					
There are no formal entrance requirements. It's useful (not vital) to own and play an instrument. You should be committed to consistent and full attendance throughout the course.					
<b>How will I be assessed?</b>					
Most of the assessments are practical. You will have plenty of opportunities to develop competence and skills through formative work prior to any assessment.					
<b>Next Steps?</b>					
Successful completion of this NPA may provide opportunities for you to be considered for entry to other courses, e.g., HNC Sound Production or where appropriate the full National Certificate Sound Production SCQF level 6. You may also be able to be considered for HNC Technical Theatre.					
<b>What do current students say?</b>					
"Like the hands-on practical elements of the course best and enjoy using up to date software."					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Foundation Apprenticeship in Engineering (level 6) - 2 years	Level 6	Kilmarnock Campus OR Irvine Royal Campus OR Ayr Campus	<b>Year 1</b> Tuesday and Thursday  <b>Year 2</b> <b>One full day plus one-half day attendance will be required</b>	2:00 – 5:00  9:00 – 4:00 <b>AND</b> 2:00 – 5:00	East Ayrshire North Ayrshire South Ayrshire

#### Who is the Course for?

The Foundation Apprenticeship (FA) in Engineering aims to give you the opportunity to develop the skills and knowledge to enter a career in Engineering and the Advanced Manufacturing sector and other Engineering related industries.

The programme is designed to provide you with theory, practice, and related work experience. The FA in Engineering is aimed at you if you are in S5 and will take 2 years to complete. It also contributes directly to the achievement of the Modern Apprenticeship in Engineering by attainment of the core units of the MA qualification.

**Ayr Campus** - Focusing on Aeronautical engineering

**Kilmarnock Campus** - Focusing on Machining, Manufacturing engineering and welding

**Kilwinning Campus** - Focusing on Electrical and Electronic Engineering

#### What is the Course About?

##### Year 1

In S5 you will attend College on a Tuesday and Thursday afternoon and are expected to work towards the identified Performing Engineering Operations (PEO) level 2 units (SCQF level 5) and a proportion of the core or restricted core units from an Engineering related National Certificate (NC) at SCQF level 6.

Other activities in S5 will include introducing you to the employer context in which engineering roles exist and how engineering skills are utilised in the workplace; this will involve industrial visits to employers and talks from industry professionals (Covid restrictions permitting).

##### **Year 2 – PLEASE NOTE THAT YOU WILL NEED TO ATTEND ONE FULL DAY PLUS ONE AFTERNOON A WEEK IN YEAR 2**

In S6 you will attend college on a Tuesday and Thursday afternoon along with either a Tuesday or a Thursday Morning (day to be confirmed). You will complete any outstanding Performing Engineering Operations (PEO) units (SCQF Level 5) 5 units including 3 mandatory, and the remainder of any core / restricted core and optional units for the chosen National Certificate programme. Most of the work-related experience will be gained in S6 through a work placement and/or an industry challenge. The work-based competence units will be delivered and assessed in the workplace.

**Arrangements for work placements will be organised in accordance with COVID government guidance.**

This course provides a basic requirement for a Modern Apprenticeship. You will learn vocational skills in Engineering. **Depending on campus and course units may include:**

- Using and Communicating Technical Information
- Working Efficiently and Effectively in Engineering
- Working Safely in an Engineering Environment

- Producing Components Using Hand Fitting Techniques
- Producing Mechanical Engineering Drawings Using a CAD System
- MIG Welding Skills
- Preparing and Using Lathes for Turning Operations
- Preparing and Using Manual Metal Arc Welding Equipment
- Carrying out aircraft detail fitting activities
- Installing aircraft mechanical fasteners
- Producing aircraft detail assemblies
- Using Computer Software Packages to Assist with Engineering Activities
- Assembling and testing electronic circuits
- Forming and assembling electrical cable enclosure and support system
- Wiring and Testing Electrical Equipment and Circuits

#### **What do I Need?**

You need a National 5 Mathematics at the start of S5 and working towards Higher Mathematics, a Physics qualification would be useful too.

#### **How will I be Assessed?**

Assessments are a mixture of practical, which focus on the attainment of new skills as and when you acquire them, and theoretical. Assessment is on an ongoing basis.

#### **Next Steps?**

At the end of the 2 years you will complete a combination of Performing Engineering Operations units and an NC Engineering incorporating work placement, achieving a Foundation Apprenticeship in Engineering; you could progress to an HNC in Engineering or into employment or a Modern Apprenticeship.

#### **What do current students say?**

"I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is classroom based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
Foundation Apprenticeship in Civil Engineering (level 6) - 2 years	Level 6	Ayr Campus	Tuesday and Thursday	2:00 – 5:00	East Ayrshire North Ayrshire South Ayrshire
<b>Who is the Course for?</b>					
<p>Can you see yourself creating, planning and overseeing the construction of buildings and infrastructure; from roads, bridges and canals to some of the tallest buildings in the world?</p> <p>Do you enjoy problem solving and finding out how things work?</p> <p>Why not think about a course in Civil Engineering? There is a constant need for Civil Engineers in Scotland and internationally.</p>					
<b>What is the Course About?</b>					
<p>You can choose a Foundation Apprenticeship as one of your subject choices while still at school. The course takes two years to complete, starting in S5 and finishing end of S6. Transport to and from college/employer will be organised and paid for if you live outside South Ayrshire.</p> <p>A Foundation Apprenticeship (Group Award) in Civil Engineering includes:</p> <ul style="list-style-type: none"> <li>• A National Certificate in Civil Engineering (at SCQF Level 6)</li> <li>• At least one unit from the SVQ3 in Civil Engineering (at SCQF Level 6)</li> </ul> <p><b>Arrangements for work placements will be organised in accordance with COVID government guidance.</b></p>					
<b>What do I Need?</b>					
<p>You should have or be working towards National 5 qualifications in Mathematics during S5. Your guidance teacher should think you are capable of working at SCQF Level 6, the same level as a Higher qualification.</p>					
<b>How will I be assessed?</b>					
<p>Assessment is on an ongoing basis and will include practical sessions as well as a civil engineering project, using the new skills you've learned throughout the course.</p>					
<b>Next Steps?</b>					
<p>If you achieve the Foundation Apprenticeship, you will have a solid basis for progression to a Modern Apprenticeship or a Higher National Certificate in a range of construction or civil engineering careers specialisms like:</p> <ul style="list-style-type: none"> <li>• Construction Management</li> <li>• Architectural technology</li> <li>• Quantity Surveying</li> <li>• Building Surveying</li> </ul>					

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
HNC Exercise, Health and Fitness - Kilmarnock Academy	Level 7	Kilmarnock Academy	Tuesday and Thursday	8:50 – 3:35	East Ayrshire North Ayrshire South Ayrshire

#### Who is the course for?

This is a bespoke course designed for school pupils in Ayrshire who would like to gain an HNC in Fitness, Health and Exercise.

This course would be useful if you are considering applying for a university course in Sports Science, PE teaching, Sports Coaching or Health and Fitness. Successful completion of this course would assist any university application and, in some cases, allow advanced entry (into year 2).

Successful completion of this course would allow for the pupil to access the HND Year 2 Sport and Exercise Science and or the HND Year 2 in Fitness, Health and Exercise courses at Ayrshire College.

Alternatively, if you'd like to work in the fitness industry, this is also the course for you, as it covers all the key aspects of fitness, health, and exercise.

On successful completion, you'll meet the required industry standard to become REPS (Register of Exercise Professionals) Level 2 accredited, effectively providing you with the qualification for working within any gym/exercise facility.

Due to the practical nature of this course, the fitness elements, work experience and team working would be beneficial for anyone looking to develop their skills for a career in the Police, Fire Service, Paramedic, Army, Royal Navy and Royal Air Force.

#### What is the Course About?

You'll spend time in the fitness suites and facilities, learning how to instruct your clients safely and competently within a gym environment. However, there's also a substantial amount of theory and written elements, so be prepared to spend time in the classroom as well as self-study.

You'll have the chance to gain hands on, industry led experience, through a weekly placement with a community partner (e.g., local gyms, Active Schools, community initiatives). You'll hone your skills learning about the exercise and fitness environment, helping others make the most of active lifestyle choices. Working with our key partners you will learn top tips for success from people who work in the industry, such as Leisure Trusts and private gym/performance facilities.

You'll also be encouraged to extend your industry work and volunteering out with college, to maximise your chances of networking and employment.

Here's some more on what you'll be doing:

- Health Screening – Identifying health and fitness-based indicators for health
- Working Effectively and Safely with Clients – Developing your skills to work with various client groups
- Exercise and Fitness: Health and Safety Management
- Nutrition for Fitness, Health and Exercise – How your food and drink intake impacts on performance
- Exercise Physiology and Anatomy - you'll learn how the body works so you can help your clients get the best results.
- Exercise Physiology and Anatomy – How the body works and develops
- Exercise Principles and Programming – A practical class that focuses on the key factors relating to exercise and fitness
- First Aid for Sport and Fitness- you'll learn how to deal with numerous emergencies and save a life if needs be.
- Fitness, Health and Exercise: Graded Unit 1
- Plan, Teach and Evaluate Gym Based Exercise Sessions - the gym will become your second home, as you learn to plan, teach, and evaluate sessions, to give your clients the best service possible.
- Work Placement – gaining real life practical experience



- Managing a Sport or Fitness Related Event - you'll work with your team to design your own fun fitness event.

#### **What do I Need?**

A real interest in sport and fitness and in particular the idea of leading/instructing within the fitness industry. Two Highers and a supporting reference from the school

#### **How will I be assessed?**

You will be fully supported throughout the year and will receive practical assessments, written assessments and assignments that will look at key aspects of the course. We will also assess your leadership within the gym from the point of view of planning, doing, and evaluating your sessions. Assessment is ongoing throughout the year so there are no "big exams" to worry about.

#### **Next Steps?**

Successful completion of this Course may provide you with opportunities to progress to a full time HND year 2 course in Fitness Health and Exercise or Applied Sport and Exercise Science. This means you could complete the full HND (your choice) just 1 year after leaving school. So, if you are keen on the HND in Sport Science or the HND Fitness Health and Exercise qualification you could achieve this one year after leaving school. With a HND many of our students enter third year at university. With the right motivation this results in a great fast track route. To take this route we would ask that learners complete additional "articulation" credits in May/June.

#### **What do current students say?**

*"Doing and HNC while at school is giving me something different to put on my UCAS form that will help me stand out from the crowd"*

*"This course will help me get into second year of a Sports Coaching course at UWS. When I leave school I can go straight into second year"*

*"I am doing the equivalent of a first year at university while I am still at school, I am really enjoying it and the lecturers are great"*

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
HNC Fitness, Health and Exercise (infill) - (Level 7)	Level 7	Kilmarnock Campus	Tuesday and Thursday	9:00 – 4:00	East Ayrshire North Ayrshire South Ayrshire

#### Who is the course for?

This is a bespoke course designed for school pupils in Ayrshire who would like to gain an HNC in Fitness, Health and Exercise. **Successful completion of this course would allow for the pupil to access the HND Sport and Exercise Science or the HND in Fitness, Health and Exercise courses at Ayrshire College.**

This course would be useful if you are considering applying for a university course in Sports Science, PE teaching, Sports Coaching or Health and Fitness. Successful completion of this course would assist any university application and, in some cases, allow advanced entry (into year 2).

Alternatively, if you'd like to work in the fitness industry, this is also the course for you, as it covers all the key aspects of fitness, health and exercise.

On successful completion, you'll meet the required industry standard to become CIMSPA Level 2 accredited, effectively providing you with the qualification for working within any gym/exercise facility.

Due to the practical nature of this course, the fitness elements, work experience and team working would be beneficial for anyone looking to develop their skills for a career as Physical Trainer, Gym Manager or Fitness Instructor.

#### What is the Course About?

You'll spend time in the fitness suites and facilities, learning how to instruct your clients safely and competently within a gym environment. However, there's also a substantial amount of theory and written elements, so be prepared to spend time in the classroom as well as self-study.

You'll have the chance to gain hands on, industry led experience, through a weekly placement with a community partner (e.g., local gyms, Active Schools, community initiatives). You'll hone your skills learning about the exercise and fitness environment, helping others make the most of active lifestyle choices. Working with our key partners you will learn top tips for success from people who work in the industry, such as Leisure Trusts and private gym/performance facilities.

You'll also be encouraged to extend your industry work and volunteering out with college, to maximise your chances of networking and employment.

Here's some more on what you'll be doing:

- Health Screening – Identifying health and fitness-based indicators for health
- Working Effectively and Safely with Clients – Developing your skills to work with various client groups
- Exercise and Fitness: Health and Safety Management
- Nutrition for Fitness, Health and Exercise – How your food and drink intake impact on performance
- Exercise Physiology and Anatomy - you'll learn how the body works so you can help your clients get the best results.
- Exercise Physiology and Anatomy – How the body works and develops
- Exercise Principles and Programming – A practical class that focuses on the key factors relating to exercise and fitness
- First Aid for Sport and Fitness- you'll learn how to deal with numerous emergencies and save a life if needs be.
- Fitness, Health and Exercise: Graded Unit 1
- Plan, Teach and Evaluate group based exercise sessions - the gym will become your second home, as you learn to plan, teach, and evaluate sessions, to give your clients the best service possible.
- Work Placement – gaining real life practical experience

- Managing a Sport or Fitness Related Event - you'll work with your team to design your own fun fitness event.

#### What do I Need?

A real interest in sport and fitness and in particular the idea of leading/instructing within the fitness industry.  
Two Highers and a supporting reference from the school.  
Applicants also need to be aware that this course will run for two full days throughout the year.

#### How will I be assessed?

You will be fully supported throughout the year and will receive practical assessments, written assessments and assignments that will look at key aspects of the course. We will also assess your leadership within the gym from the point of view of planning, doing, and evaluating your sessions. Assessment is ongoing throughout the year so there are no "big exams" to worry about.

#### Next Steps?

**Successful completion of this Course may provide you with opportunities to progress to a full time HND year 2 course in Fitness Health and Exercise or Applied Sport and Exercise Science.** This means you could complete the full HND (your choice) just 1 year after leaving school. So, if you are keen on the HND in Sport Science or the HND Fitness Health and Exercise qualification you could achieve this one year after leaving school. With a HND many of our students enter third year at university. With the right motivation this results in a great fast track route.  
Additionally, for those interested in moving onto further study many universities offer advanced (year 2) entry to applicants with a relevant HNC.

#### What do current students say?

*"Doing an HNC while at school is giving me something different to put on my UCAS form that will help me stand out from the crowd"*

*"This course will help me get into second year of a Sports Coaching course at UWS. When I leave school I can go straight into second year"*

*"I am doing the equivalent of a first year at university while I am still at school, I am really enjoying it and the lecturers are great"*

Change 'plan, teach, gym based' to 'plan, teach, group based'.

Course title	SCQF level	Venue	Days of Delivery	Times	Local Authority area
HNC Applied Science (infill) - (Level 7)	Level 7	Kilmarnock Campus OR Kilwinning Campus	Tuesday and Thursday  Monday and Wednesday	9:00-4:00  9:00-4:00	East Ayrshire North Ayrshire South Ayrshire

#### Who is the Course for?

The life sciences industry in Scotland is thriving, offering exciting opportunities to collaborate, bring new concepts to life and life-changing products to market. A key part of this is biomedical science, which focuses on how the human body works, and how to treat or cure it from disease. Biomedical scientists usually work in a laboratory, carrying out tests related to screening, analysis, or diagnosis. This ranges from common blood tests and tissue samples to specialist procedures to detect cancer.

If you're looking for a career in the biomedical sector, this course is ideal. Alternatively, it may also help your entry to future nursing or midwifery studies.

#### What is the Course About?

This course focuses on biology and chemistry theory, but with the underpinning practical skills required to be a successful and employable scientist - be prepared to spend plenty of time in the lab conducting experiments and processing your results!

Firstly, on the theory side, you'll look at fundamental chemistry, beginning with atomic structure and moving onto topics such as chemical formulae, organic chemistry and chemical equilibrium.

You'll study the human body and its physiological processes such as the nervous, cardiovascular, respiratory, and digestive systems.

You'll look at cell biology, including cell membrane, proteins and cellular communication. You'll then explore at the fascinating area of DNA and genetics, including key aspects of the cell cycle, genes, inheritance, and applications of DNA technology.

In microbiology, you'll focus on the different types of micro-organisms (prokaryotic, eukaryotic and akaryotic), while in biochemistry you'll learn about the key aspects of biological molecules, enzymes, and energy production within cells.

Finally, you'll look at biotechnology, including genetically modified organisms, production techniques in biotechnology products, applications such as genetically modified plants and animals, and ethical issues.

#### What do I Need?

For entry to this course, you'll need:

- An interest in science
- A minimum of one relevant Higher at Grade C or above, preferably Biology, Human Biology or Chemistry

#### How will I be assessed?

Theory based Outcomes are assessed holistically by means of an end of Unit closed-book assessment under controlled conditions. Practical Outcomes are evidenced by a variety of means, including laboratory work. There is also a Graded Unit element to the course which is assessed using a scientific report.

#### Next Steps?

You may progress to:

- HND Biomedical Science (SCQF Level 8) or HND Industrial Biotechnology (at Glasgow Kelvin College)
- Degree course at university, via our articulation arrangements, such as BSc Biomedical Science at UWS or Glasgow Caledonian University (direct entry to year 2)

- Start your career with employment, such as a technical level post in NHS