

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 2025

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 red ink, appearing to read 'J. Kane', is centered on the page.

Mr Kane
Head Teacher

For pupils moving from S5 into S6

The majority of the content contained within this booklet relates to progression from S4 to S5. While much of the content is still relevant to you, you can find information that is specific to next year's S6 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 level 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 and progression to S5

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 at Higher will be a significant challenge.

Progression

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

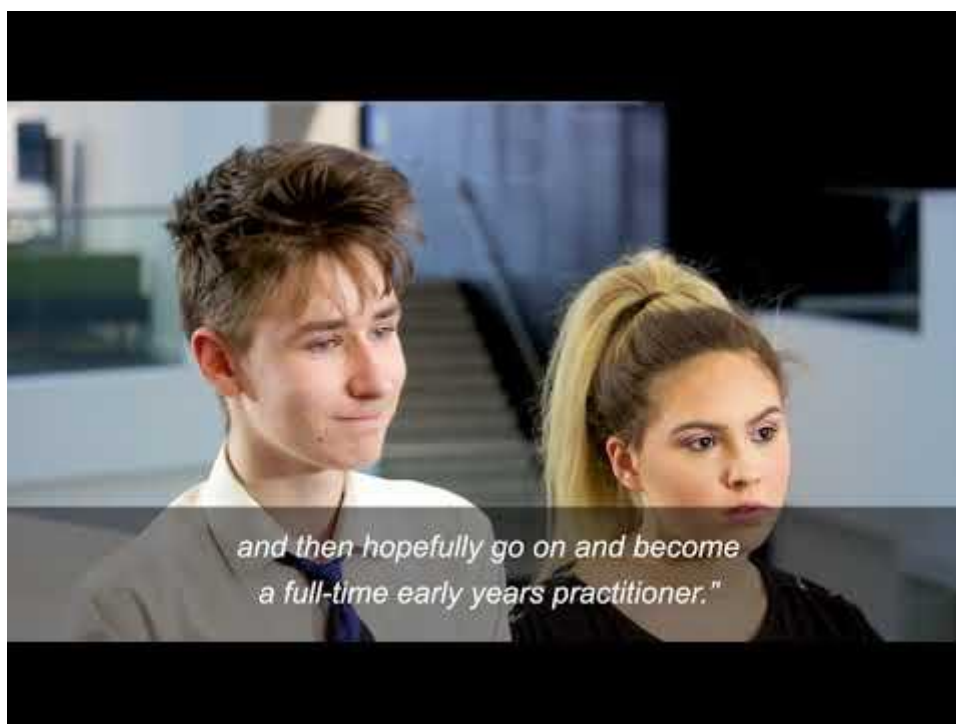
Pathways

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 illustrative, progression to 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.

S4 'C' Pass at National 5	Progression to an 'A' to 'C' pass at Higher
Applications of Maths	46%
Art and Design	50%
Biology	31%
Business Management	46%
Chemistry	26%
Computing	20%
Drama	48%
English	29%
ESOL	8%
French	17%
Geography	44%
Graphics	46%
History	47%
Maths	22%
Modern Studies	56%
Music	63%
Music Technology	64%
PE	57%
Physics	38%
RMPS	50%
Spanish	23%

Statistics shown refer to data released in January 2023, and available from – [SQA Progression Data](#) .

This data is released in late January every calendar year, and updated here in advance of Information Evenings.

Parents/Carers and pupils should ponder 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, 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)

- NPA Software Development (SCQF4/N4)
- Introduction to the Construction Industry (SCQF4/N4)
- Early Education and Childcare (SCQF4/N4)
- Early Education and Childcare (SCQF5/N5)
- SVQ1 Performing Engineering Operations (SCQF4/N4)
- Steps to Work (Hair and Beauty) (SCQF4/N4)
- Mental Health and Wellbeing Award (SCQF5/N5)
- NPA Hospitality (SCQF5/N5)
- NPA Professional Cookery (SCQF4/N4)
- Automotive Skills (SCQF4/N4)
- NPA Sport and Fitness (SCQF5/N5)
- ESOL – Details and Levels TBC

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, and run on Tuesday and Thursday afternoons.

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 Criminology
- Creative Thinking
- Music Theatre
- 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 bullet point list on page 11.

- NPA Software Development (SCQF6/H)
- HNC Applied Science (SCQF7/AH) – One full day out of school, aimed at S6
- HNC Sports Coaching (SCQF7/AH) – One full day out of school, aimed at S6

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

Courses at Kilwinning and Ayr Campuses

We do not recommend signing up for courses based at either Ayr or Kilwinning while also trying to attend school in Kilmarnock. However, in a very small number of cases, we understand that doing so may be the correct decision. If, having considered what the College offer, you feel you do wish to pursue a course at either Ayr or Kilwinning, please speak directly to your Pastoral Care teacher.

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://www.ayrshire.ac.uk/foundation-apprenticeships)

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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). In the case of Technical subjects e.g. Practical Woodworking and Graphics, we will consider a crash in S5 due to ongoing staffing constraints in Technical.

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 interests 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://nationalsinanutshell.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.

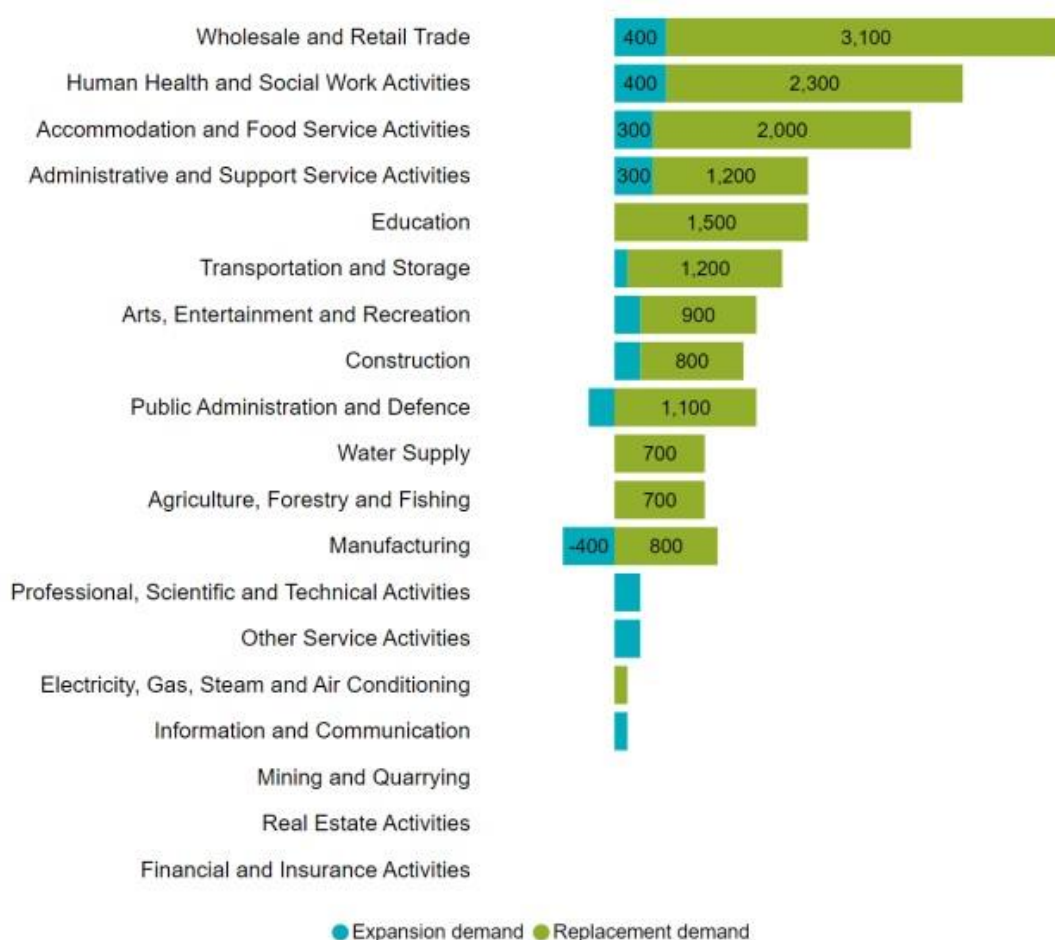
Labour Market Intelligence and Regional Skills Assessments

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 Activities, Accommodation and Food Services, Education and Administration and Support Services.

Forecast Total Requirement by Industry (2024-2027), Ayrshire



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

Forecast Total Requirement by Occupation (2024-2027), 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, [Regional Skills Report – December 2024 – Ayrshire](#).

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)

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 – 2025/26

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 cannot 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 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 2025/26, 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.

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.

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)
Application of Maths	Administration and IT	NPA Criminology	Art and Design
Art and Design	Application of Maths	Personal Finance	Biology
Biology	Art and Design	Creative Thinking	Chemistry
Business Management	Biology	Sport and Recreation/Sports Leadership	English
Chemistry	Business Management	Health Sector	French
Computing Science	Chemistry	Music Theatre	History
Drama	Computing Science		Maths
English	Drama		Music
French	English or ESOL		Physics
Geography	French		Spanish
German	Geography		PE
History	German	College Course or Foundation Apprenticeship (Enter course name):	
Modern Studies	History		
Music	Maths		
PE	Modern Studies		
Physics	Music	Caritas Yes or No (circle choice)	
RMPS	PE	YASS Yes or No (circle yes if interested in finding out more)	
Spanish	Physics	Advice Note 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	
	Politics (S6 Only)		
	Psychology (S6 Only)		
	RMPS		
	Spanish		

Pupil Signature:

Parent/Carer Signature:

Pastoral Signature:

N5 Applications: Guide for Parents and Carers



December 2020



This information sheet is to assist parents & carers in supporting young people with the N5 Applications course for Session 2020/21.

N5 Applications Course Information

We offer this course as an additional qualification to pupils who are coping well with N5 maths.

There are three main units to be assessed.

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

Pupils will sit an external exam to gain the full award.

Paper 1 is non-calculator- 45 marks in 1 hour 5 mins.

Paper 2 is calculator-65 marks in 2 hours.

Assessment

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

- January prelim
- Final full course exam

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

Homework, Supported Study and Revision

All candidates studying N5 Applications of Maths should have enough time to complete the course-work during class time. Candidates will need to revise prior to prelims and final exams.

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

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

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

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

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

Useful Resources

- www.bbc.com/bitesize
- national5maths.co.uk
- DLB maths
- BBC skillswise maths
- Stem central

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

National 5 Art and Design: Guide for Parents and Carers



September 2018



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

National 5 Art and Design Course Information

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

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

Pupils are assessed by three components:

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

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

Assessment

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

- Timed past paper questions
- Knowledge Tests

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

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

Homework, Supported Study and Revision

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

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

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

Past papers, reading, questioning etc.

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

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

The Assignment

National 5 Art and design pupils will -

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

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

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

Useful Resources

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



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

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

National 5 Biology: Guide for Parents and Carers



November 2018



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

National 5 Biology Course Information

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

- Cell Biology
- Multicellular Organisms
- Life on Earth

Pupils are assessed by two components:

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

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Assignment

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

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

Useful Resources

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Assignment

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

The assignment has two stages:

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

Useful Resources

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

National 5 Computing Science: Guide for Parents and Carers



September 2018



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

N5 Computing Science

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

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

Pupils are assessed by two components:

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

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

The N5 Computing Science SQA Exam will take place on:

Wednesday 22nd May 2019 at 09:00

Assessment

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

- Knowledge Tests
- Homework Tasks
- Practical Tasks

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Assignment

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

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

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

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

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

Pupils will be working on this from January 2019.

Useful Resources

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

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

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

- Watching programs such as...

National 5 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 and acting or production role.

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

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

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

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.

Monitoring progress

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

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

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

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

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

Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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

Nationals History: Guide for Parents and Carers



September 2018



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

Nationals History Course Information

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

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

National 5 pupils are assessed by two components:

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

The History SQA Exams will take place on:

Monday 13th May 2019

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

Monitoring progress

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

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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


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

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

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

Useful Resources

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

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

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

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

National 5 Modern Studies: Information for parents & carers

September 2018



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

Course information

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

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

Pupils are assessed by two components:

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

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

1st of May 2019

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

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

Pupils will be working on this from November 2018.

Useful Resources

<https://blogs.glowscotland.org.uk/ea/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 prelim diet. This exam is worth 8 marks.

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

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

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

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

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

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

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



@StJosephsHWB

National 5 Physics: Guide for Parents and Carers



November 2018



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

National 5 Physics Course Information

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

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

Pupils are assessed by two components:

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

The Physics SQA Exams will take place on:

Monday 15th May 2019

Assessment

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

- Homework exam questions.
- End of unit assessment.

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

The assignment has two stages:

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

Useful Resources

- Science glow blog — <https://blogs.glowscotland.org.uk/ea/scienceresources/national-5/physics/>
- SQA — <https://www.sqa.org.uk/sqa/47430.html> (all SQA Past Papers)
- BBC bitesize—<https://www.bbc.com/bitesize/subjects/z6fsgk7>
- Revision in a nutshell—<https://www.npfs.org.uk/downloads/physics-national-5/>
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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/UCTOLJIWPWAcxFa37iQOUTOA>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- <https://www.bbc.com/bitesize/subjects/z782fg8>



@StJoAcadRE (R.E. Department Twitter)

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

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

Higher Administration & IT: Guide for Parents and Carers

January 2025



This information sheet is to assist parents & carers in supporting young people with the Higher Administration & IT course for Session 2025/26.



Higher Administration & IT Course Information

Higher Administration & IT candidates attend classes 6 periods a week.

Pupils will study 2 main areas throughout the year:

- Administrative theory and practice
- IT applications

Assessment

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

- Practical Assignment (70 marks)
- Question paper (50 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:

Jun	Theory	Dec	Written prelim
Aug	IT applications	Jan	Practical prelim
Sep	IT applications	Feb	IT applications
Oct	Theory	Mar	IT applications
Nov	IT applications	Apr	Practical assignment

Course Overview—Skills, Knowledge and Understanding

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Using a range of advanced functions of the following software applications—word-processing, spreadsheets, databases, and presentation software—in both familiar and unfamiliar contexts
- Organising, managing and communicating complex information to a range of audiences
- Solving problems in an administrative context
- Knowledge and understanding of administration in the workplace and its importance
- Knowledge and understanding of effective teams, and time and task management
- Knowledge and understanding of key legislation affecting administration and its implications for organisations
- Knowledge and understanding of the impact of digital technology on working practices
- Knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care
- Knowledge and understanding of procedures for organizing and supporting meetings and events
- Using technology for electronic communication in both familiar and unfamiliar contexts

The Assignment

The assignment gives candidates the opportunity to demonstrate:

- Using advanced functions in word processing, spreadsheets, databases and presentation software to produce, process and manage information, and solve problems in unfamiliar contexts
- Electronic research skills to source complex information
- Effective communication skills, taking account of context, purpose and audience

Useful Resources

Learners should use the Microsoft suite of applications to build on their skills. They can use the computers in the department before school, break and lunchtime. Additional resources can be found below:

- BBC Bitesize
- Class Resources (on Teams)

Higher Art and Design: Guide for Parents and Carers



September 2018



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

Higher Art and Design Course Information

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

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

Pupils are assessed by three components:

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

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

Assessment

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

- Timed past paper questions
- Knowledge Tests

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

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

Homework, Supported Study and Revision

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

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

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

Past papers, reading, questioning etc.

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

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

The Assignment

Higher Art and design pupils will -

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

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

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

Useful Resources

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



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

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

Higher Biology: Guide for Parents and Carers



November 2018



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

Higher Biology Course Information

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

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

Pupils are assessed by three components:

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

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

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

Useful Resources

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

HIGHER BUSINESS MANAGEMENT: Guide for Parents and Carers

January 2021



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

**ENTRY REQUIREMENTS**

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

MONITORING PROGRESS

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

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

Homework may take the form of:

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

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

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

COURSE STRUCTURE

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

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

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

COURSE ASSESSMENT

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

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

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

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

Out of school activities which benefit Higher Business Management include:

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

Higher Chemistry: Guide for Parents and Carers



November 2018



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

Higher Chemistry Course Information

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

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

Pupils are assessed by three components:

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

The Biology SQA Exams will take place on:

Monday 10th May 2019

Assessment

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

- Homework exam questions
- End of unit assessments

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Assignment

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

The assignment has two stages:

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

Useful Resources

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

Username: stjosephs Password: initial

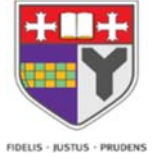
- BBC Bitesize—<https://www.bbc.com/bitesize/subjects/zjmtsbk>
- Revision in a nutshell—<https://www.npfs.org.uk/downloads/higher-chemistry/>

Higher Computing Science: Guide for Parents and Carers

January 2020



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



Higher Computing Science Course Information

Higher Computing Science candidates attend classes 6 periods a week.

Pupils will study 4 main units throughout the year.

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

Assessment

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

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

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

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

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

Course Overview

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

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

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

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

The Assignment

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

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

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

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

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

Useful Resources

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

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

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

- Creating and developing computer programs and websites



Higher 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

Assessment

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

Other assessments throughout the year will take the form of:

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Portfolio


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

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

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

Pupils will be working on this from June 2018.

Useful Resources

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

Progression Routes

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



Higher Modern Languages: Guide for Parents and Carers



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

Higher Modern Languages Course Information

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

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

Pupils are assessed by four components:

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

Assessment

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

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

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

Sep	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 Carer



September 2018



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

Higher Geography Course Information

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

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

Pupils are assessed by three components:

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

The Geography SQA Exams will take place on:

Tuesday 28th May 2019

Assessment

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

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

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

Pupils will be working on this from November 2018.

Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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

Higher History: Guide for Parents and Carers



September 2018



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

Higher History Course Information

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

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

Pupils are assessed by three components:

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

The History SQA Exams will take place on:

Monday 13th May 2019

Assessment

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Assignment

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

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

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

Pupils will be working on this from January 2019.

Useful Resources

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



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

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

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

Higher Mathematics: Guide for Parents and Carers

September 2018



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



Higher Maths Course Information

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

- Relationships and Calculus
- Expressions and Functions
- Applications

Pupils are assessed by two components:

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

The Higher Maths SQA Exams will take place on:

Thursday 2nd May 2019 at 9am

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

You Tube

- Andrew Gibson maths
- DLB maths

@stjoacadmaths (Maths Department Twitter)



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

Higher Modern Studies: Guide for Parents and Carers

September 2018



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



Higher Modern Studies Course Information

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

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

Pupils are assessed by three components:

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

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

Homework, Supported Study and Revision

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

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

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

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

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

Assessment

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

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

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

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

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

The Assignment

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

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

Pupils will be working on this from November 2018.

Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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

Higher Music: Guide for Parents and Carers



September 2018



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

Higher Music Course Information

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

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

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

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

Friday 26 April 2019 at 1pm

Assessment

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

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Performing Exam

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

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

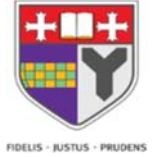
Useful Resources

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



@stjoacadarts (Art and Music Department Twitter)

Higher Physical Education



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

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

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.

Practical Assessment

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

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

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

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

Useful Resources

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



@StJosephsHWB

Higher Physics: Guide for Parents and Carers



November 2018



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

Higher Physics Course Information

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

- Our dynamic universe
- Particles and waves
- Electricity

Pupils are assessed by three components:

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

The Biology SQA Exams will take place on:

Monday 15th May 2019

Assessment

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

- Homework exam questions
- End of unit assessment

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

Homework, Supported Study and Revision

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

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

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

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

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

The Assignment

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

The assignment has two stages:

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

Useful Resources

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

Higher Politics: Guide for Parents and Carers

September 2018



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



Higher Politics Course Information

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

- Political Theory
- Political Systems
- Political Parties & Elections

Pupils are assessed by three components:

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

Assessment

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

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

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

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

The Assignment

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

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

Pupils will be working on this from January 2019.

Useful Resources

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



@stjoacss (Social Subjects Department Twitter)

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

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

Higher Psychology: Guide for Parents and Carers

January 2025



This information sheet is to assist parents & carers in supporting young people with the Higher Psychology course for Session 2025/26.



Higher Psychology Course Structure

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

- Individual Behaviour
- Social Behaviour
- Research

Pupils are assessed by two components:

- Examination Paper (60 marks – 67%)
- Assignment (40 marks – 33%)

Assessment

The Higher Psychology course is externally assessed through an end of year exam and an assignment.

The final exam will sample psychological knowledge and understanding from all the units and will also require candidates to apply their knowledge and understanding to explain human behaviour.

The assignment requires candidates to carry out their own primary research based on a brief provided by SQA and produce a psychological research report. The class will design the research in groups, collect data and analyse.

Entry Level: What do I need to do it?

Entry into Higher Psychology is for S6 Pupils who have achieved a Higher in a Social Subject or English.

Your Social Subjects/English teacher will advise you on whether Higher Psychology is an appropriate subject and level of study for you.

Where can I go with Psychology?

The scientific aspects of Higher Psychology, including the application of a reasoned approach, problem solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research.

During the course you will develop a knowledge of human behaviour and motivation, ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas. These skills all lend themselves well to careers in the creative industries, the legal sector, government administration and education.

Higher Psychology also develops your ability to analyse psychological explanations for individual and social behaviour. Knowledge of human behaviour is a useful subject for your personal development as well as being relevant to many career paths, including Human Resources, Sales, Marketing and Law.

Candidates will also develop transferable skills such as written and verbal communication, handling of data and statistics, analytical research, critical thinking, problem solving, the ability to work in teams as well as independently.

Psychology Course Information

Psychology is the scientific study of the human mind and behaviour. Psychology is a research-based subject, and provides the opportunity to conduct practical research. This includes working with human participants in accordance with ethical standards. This course develops your ability to analyse psychological explanations for individual and social behaviour. You will learn about some of the ways that thoughts and emotions can affect how we feel and behave.

What will I Learn?

Research Skills:

You will come to understand the research process and methods used in psychology and develop the skills needed to conduct and evaluate psychological research using numerical skills and psychological terminology.

Individual Behaviour:

You will analyse individual behaviour by investigating various topics and how they can be explained using psychological approaches and theories. A variety of topics will be covered such as: Why do we sleep? Do our dreams have meanings? What causes mental illnesses? How does memory work?

Social Behaviour:

You will examine how interactions with others shape everyday social behaviour. You will investigate psychological explanations for social behaviour and will use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. A variety of topics will be covered such as: Who is more likely to conform in society? Why do we follow the orders of authority figures? What causes aggression?

Homework, supported study and Revision

All candidates studying Higher Psychology 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 and past papers.

Useful Resources

- SQA Past Papers
- SQA Higher Psychology – Understanding the Standards
- Crash Course Psychology YouTube Videos

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 Level 5 Criminology: Guide for Parents and Carers



This information sheet is to assist parents & carers in supporting young people with the NPA Level 5 Criminology course for Session 2024/2025.



Criminology Course Information

NPA Level 5 Criminology is being introduced for the first time at St Joseph's Academy for candidates moving into S5/6.

This National Progression Award (NPA) introduces learners to criminology, including its history, the role of the media and crime prevention.

This course develops knowledge and understanding of the way crime and criminal justice operates whilst covering areas such as crime in the community and crime scenes. Another key aim of the qualification is to develop higher order transferable skills and digital literacy for learning, life and work. Pupils/Parents should note the nature of criminology is challenging and includes sensitive topics such as domestic violence and sexual abuse.

The course comprises 3 units. The units covered by St Joseph's Academy will be:

1. Criminology: Crime in the Community
2. Modern Studies: Social Issues in the United Kingdom
3. Forensic Science: Applications

Teaching Delivery and Assessment

The teaching of this course offers an exciting opportunity for some cross curricular teamwork! Units 1 and 2 will be delivered by the Social Subjects department and Unit 3 will be delivered by the Science department. This means pupils will spend time learning in both departments whilst studying this course.

There is no externally marked exam for this qualification which means assessment will be ongoing from the outset. Pupils should be prepared to be continually assessed through a combination of practical and knowledge assessments, some of which will be under open-book assessment conditions but others will be under closed-book conditions. Pupils should note that they may also be required to research and present information independently in order to pass this qualification or successfully

Criminology: Crime in the Community

- This unit will be assessed using a single assessment. Work can be completed on an on-going basis to form a portfolio of evidence comprising approximately 1,000 words or an oral presentation of approximately seven minutes.

Modern Studies: Social Issues in the United Kingdom

- Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions and participation in group tasks

Forensic Science: Applications

- This unit will be assessed by a supervised closed-book 40 minute assessment, a supervised open-book practical assessment where an observation checklist will be used and learners must present results of their own analysis as a structured presentation or as a scientific report or poster.

Personal Finance SCQF level 4/5: Guide for Parents and Carers



FIDELIS - JUSTUS - PRUDENS

December 2020



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

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.

November 2023



Level 5/6 Creative Thinking: Guide for Parents and Carers

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

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 level6) 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



FIDELIS - JUSTUS - PRUDENS

Health Sector Course Information

The Health Sector course covers five units which are taught over 2 years. By the end of S3, pupils should already have completed units in "Health Sector: An introduction" and "Health Sector: Roles and Responsibilities". In S4, pupils will complete the remaining 3 units over 2 periods per week. A summary of what is learnt in each unit is detailed below:

Health Awareness

You will be given the opportunity to work as members of a team to produce health promotion advice. You will learn about the main body systems to inform the production of health promotion advice. Effective team-working is an essential element of working in the health sector. You will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector.

Working safely

You will assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

Life sciences industry

You will learn how to participate in a practical activity to take a physiological measurement. You will be introduced to the range of product types made by the life sciences industry and will participate in a practical activity to demonstrate the use of a biomedical device, e.g. assessing temperature, pulse and blood pressure.

The course also aims to develop employability skills needed for success in the workplace through a variety of practical experiences in the health sector.

Successful learners may progress to:

- SVQs in Health and Social Care
- National Courses or Units
- Further/higher education
- vocational training
- employment

Assessment

There is no external assessment but pupils will have to complete a range of assessments in each unit to complete the course. These assessments will take the form of:

- learner portfolio of work
- observation of practical activities
- group or individual presentation
- peer review
- research activities
- case study
- health sector scenarios
- poster or other display approaches
- written or verbal communication with teachers and role play.

Advanced Higher Art and Design: Guide for



February 20219



This information sheet is to assist parents & carers in supporting young people with the Advanced Higher Art and Design course for Session 2019/20.

Advanced Higher Art and Design Course Information

Advanced Higher art candidates attend classes six periods per week but work independently upon a personal project. The teacher acts as the facilitator and will provide regular support and tutorials.

Pupils prepare either a Design or an Expressive unit throughout the year which is linked with a Contextual studies unit all linked to the practical folio. **There is no examinations.**

Pupils are assessed in one practical component:

Expressive folio worth 100 marks 16(A1) Sheets

or a

Design folio worth 100 marks 16(A1) sheets all externally assessed.

Contextual studies consisting of 2000 words
A 400 word evaluation all externally assessed.

Assessment

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

Personal tutorials, and Peer tutorials relating SQA Requirements to the candidates work.

At the end of May all work is sent for assessment to Edinburgh.

Aug	R & I	Feb	Final
Sep	R & I	Mar	Final
Oct	R & I	Apr	Final
Nov	Dev	May	Final Work to SQA
Dec	Dev		
Jan	Dev	R & I Dev	Research & investigation Development

Homework and Supported Study

All candidates studying Advanced Higher Art and design will always have tasks they should be working on at home. Homework will take the form of personal research and analysis of specific artists or designers work that links to there practical coursework folio.

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

The pace of the Advanced Higher Art and design course is intense as pupils are expected to create a lot of work and there is an expectation that every pupil during some free lesson will be working in the Art Department as well as spending at least two hours per week developing coursework in there own time.

The Assignment

Advanced Higher Art and design pupils will -

In the *Expressive Folio* pupils develop their personal thoughts and ideas in visual form and experiment with media. This can incorporate printing, sculpture, clay, painting, mixed media, photography etc.

In the *Design Activity* pupils will plan, research and develop creative design proposals. This will help to develop their creativity, problem-solving and critical thinking skills. Students can explore textiles, jewellery, graphics, costume design etc.

Advanced Higher candidates need to be aware that the course require a considerable amount of a candidate's own time in order to progress.

Useful Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)



@stjoacss (Art and Design Department Twitter)

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

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

Advanced Higher Biology: Guide for Parents and Carers



February 2019



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

Advanced Higher Biology Course

Information

Advanced Higher Biology candidates attend college four periods a week and two periods allocated to study the subject in school (tbc). Pupils study three units throughout the year:

- Cells and proteins
- Organisms and evolution
- Investigative biology

Pupils are assessed by two components:

- Question Paper – Multiple Choice questions (20 marks), Structured items (80 marks).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (30 marks scaled to 40 marks)

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Project

All Advanced Higher Biology candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

The project-report should be between 3000 and 3600 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

Other out of school activities which will benefit Advanced Higher Biologists include:

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

Advanced Higher Chemistry: Guide for Parents and Carers



February 2019



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

Advanced Higher Chemistry Course

Information

Advanced Higher Chemistry candidates attend college four periods a week and two periods allocated to study the subject in school (tbc). Pupils study three units throughout the year:

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

Pupils are assessed by two components:

- Question Paper – Multiple Choice questions (25 marks), restricted and extended response questions (85marks).
- The Project— A report researched and written based on a practical investigation designed by the student which is sent to SQA to be marked (25 marks scaled to 40 marks).

The Biology SQA Exams will take place on:

Monday 30th April 2019

Assessment

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

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

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

Homework, Supported Study and Revision

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

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

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

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

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

The Project

All Advanced Higher Chemistry candidates will complete a project which contributes 25% of their final grade. The project assesses the application of skills of scientific inquiry and related biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

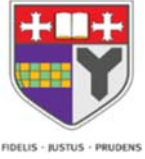
The project-report should be between 2500 and 4500 words in length excluding the title page, contents page, tables, graphs, diagrams, calculations, reference, acknowledgments and any appendices.

Useful Resources

- <https://www.sqa.org.uk/sqa/47912.html> (all SQA Past Papers)
- Pupils will be given access to SCHOLAR online courses via their class teacher, these contain a wealth of resources.
- Quizlet wordbanks: <https://quizlet.com/>

Other out of school activities which will benefit Advanced Higher Chemists include:

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



Advanced Higher English: Guide for Parents and Carers

September 2018



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

Advanced Higher English Course Information

Advanced Higher English candidates study and develop skills in:

- Textual Analysis
- Critical Reading of Literature from at least two different genres
- Writing a portfolio
- Planning and creating a dissertation

Pupils are assessed by three components:

- question paper1: where learners will write a critical essay on drama, poetry, prose fiction or prose non fiction,
- and undertake a textual analysis on drama, poetry, prose fiction or prose non fiction, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)
- The Portfolio—two pieces of writing are completed and submitted to the SQA
- Completing a Project-Dissertation

Internal Assessment

Currently Unit Assessments still need to be completed in Advanced Higher English:

- Analysis and Evaluation of literary texts
- Creation and Production

Other assessments throughout the year will take the form of:

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

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

Homework, Supported Study and Revision

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

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

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

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

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

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

The Portfolio/Dissertation

All AH English candidates must produce two pieces of writing of at least 1000 words each. One should be broadly creative; the other persuasive/discursive. The folio is worth 30 marks and must be produced with some supervision and control by class teachers who will have a supporting role. The candidate should therefore take initiative in planning, management and completion of the task.

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

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

The Dissertation is also worth 30% of the final mark. This Added Value consists of challenge and application: the candidates will build on the skills they have acquired in the *Analysis and Evaluation of Literary Texts* Unit and apply them with greater independence. The dissertation should be between 2,500-3,000 words, including quotations but excluding footnotes and bibliography.

This assessment has three stages:

- A planning stage which should be completed over a period of time.
- A development/research stage which should be completed over a period of time.
- A writing stage which should be completed over a period of time.

AH Modern Languages: Guide for Parents



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
- * Listening to music
- * Reading to improve English vocabulary
- * Watching news/reading newspapers

Advanced Higher History: Guide for Parents and Carers



January 2020



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

Advanced Higher History Course Information

- Advanced Higher History candidates attend classes six periods per week.
- Pupils study one broad topic over the course of the year - **Germany: From Democracy to Dictatorship.**

Pupils are assessed by two components:

- Exam Paper**— one 3 hour exam paper during the April/May exam diet. Pupils answer two essays questions from a choice of five and three source questions. This accounts for 64% of the overall course award.
- Dissertation:** pupils complete a 4000 word dissertation on a topic of their choosing based on the wider Germany unit studied in class. This is completed over the course of the school year and sent to the SQA for external marking. This accounts for 36% of the overall course award.

Assessment

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

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

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

Aug	<i>Weimar Republic/ Dissertation work</i>	Jan	<i>Prelim and Revision work</i>
Sep	<i>How the Nazis gained power</i>	Feb	<i>Nazi persecution of minorities</i>
Oct	<i>Dissertation and Source Question work</i>	Mar	<i>Dissertation completion/ Source work</i>
Nov	<i>Nazi Social and economic policies</i>	Apr	<i>Resistance to Nazi rule in Germany</i>
Dec	<i>Dissertation work</i>		

Classwork, Homework and Studying

Advanced Higher History is a university preparatory course and, as such, requires pupils to have the drive and discipline to complete self-study and revision at home each week, with direction from the class teacher. The majority of self-study will take the form of formal reading and essay based work—reading journal articles and historical textbooks; essay preparation; dissertation research and source question practice.

Candidates studying Advanced Higher History will always have tasks they should be working on at home. **Set pieces of homework which require a submission to teachers will be issued regularly however, all Advanced Higher History pupils must be prepared to carry out extensive reading and preparation work of their own.** The pace of the Advanced Higher History course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least two—three hour per week revising. This could take many forms including:

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

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

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

The Assignment

All Advanced Higher History candidates must produce a 4000 dissertation, in the form of an extended essay, on a topic of their choice as part of the course. This is worth 50 marks and must be produced with minimal support from class teachers. This will require a considerable amount of a candidate's own time in order to:

- Carry out required reading/ research and Identify suitable historical sources
- Complete the dissertation including referencing as required.

Pupils will be working on this from June 2020 and it is anticipated that pupils will spend one day at the University of Glasgow, accompanied by their class teacher, completing primary source research in either June, August or September depending on library availability.

Useful Resources

- <https://mrmarrhistory.wordpress.com/> (Mr Marr's Website)
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- @mrmarrhistory (Mr Marr's Twitter page)

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

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

Advanced Higher Mathematics: Guide for Parents and Carers

February 2019



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



Advanced Higher Maths Course Information

Advanced higher maths is a challenging course which will help to prepare students for University. Many topics will be found in a 1st year University maths course.

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

- Relationships and Calculus
- Expressions and Functions
- Applications

Pupils are assessed by two components:

- Question Paper 1— Non-Calculator. 35 marks, 1 hour
- Question Paper 2— Calculator 80 marks, 2 hours 30 mins.

Assessment

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

- Class assessments
- Prelim exams

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

Aug		Jan	
Sep	<i>September progress test.</i>	Feb	<i>Prelim 1</i>
Oct		Mar	
Nov	<i>November progress test.</i>	Apr	<i>Prelim 2</i>
Dec	<i>December progress test.</i>	Key	Final exam

Homework, Supported Study and Revision

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

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

Pupils must carry out regular revision at home. The pace of the Advanced Higher Math course leaves little time for consolidation in class therefore there is an expectation that every pupil is spending at least seven hours per week revising. This could take many forms including:

- Reading over class notes and practicing questions.
- Completing Past Papers at home

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

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

Please note that this course is being updated for session 2018-19.

Useful Resources

- www.advancedhighermaths.co.uk
- Dynamic maths.
- www.bbc.com/bitesize
- You Tube
- DLB maths

@stjoacadmaths (Maths Department Twitter)



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

Advanced Higher Music: Guide for Parents and Carers



February 2019



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

Advanced Higher Music Course Information

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

- Performing Skills
- Understanding Music
- Composition Skills

Pupils are assessed by three components:

- Performing Exam—programme of 18 minutes on two instruments (scaled to 50 marks/50%)
- Assignment — a composition with review and musical analysis (scaled to 15 marks)
- Understanding Paper—questions based on musical examples (scaled to 35 marks)

The Music Performance exams will take place on a specified date(s) from late April to mid May. The Understanding exam will take place in:

May 2020—Date TBC

Assessment

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

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

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

Aug		Jan	<i>Understanding Prelim</i>
Sep	<i>Performance Checkin</i>	Feb	
Oct	<i>Analysis Task</i>	Mar	<i>Assignment Deadline</i>
Nov		Apr	
Dec	<i>Performing Prelim—50% of programme</i>	May	<i>Perf. Exam</i>

Homework, Supported Study and Revision

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

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

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

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

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

The Performing Exam

All Advanced Higher Music candidates must perform a 18-minute programme of pieces on two instruments to an SQA examiner in May. This accounts for 50% of their overall mark. While teachers will help pupils choose an appropriate programme of pieces, it is ultimately the responsibility of the candidate to ensure they learn their music and give the best performance they can. This requires a great amount of self-discipline and pupils should be devoting a considerable amount of their time to practising for their performance, either in school or at home. Music Practice Rooms are always available at lunchtimes and priority is given to SQA pupils.

The class teacher will regularly check on progress and will suggest changes of pieces or instruments as appropriate if a pupil is struggling with material. Pupils will finalise their programmes by the end of February to give them adequate time to prepare for the final exam (in May). A prelim (50% of programme) will be held in December.

Useful Resources

- <https://blogs.glowscotland.org.uk/ea/artmusicresources/>
- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm> (all SQA Past Papers)
- www.mymusiconline.co.uk (My Music Online)
- www.ataea.co.uk (Musipedia—specifically created for the SQA NQ Music Courses)

@stjoacarts (Art and Music Department Twitter)



Advanced Higher 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/QUIZIZZ/QUIZLET and CRAM to practice key ideas.

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

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

The 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