

It's
“Make Your Mind Up”
Time

???



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Time

???



“Make Your Mind Up” Time

I know exactly
what I want
to do ...



... I have the
ability and drive
to get the
necessary
qualifications ...

... and I will end up achieving that!

“Make Your Mind Up” Time

Some of our pupils in S2 have a very clear idea of what they would like to do.

We will show you where to find more information about that career and the route to get there.

We will help you choose the right subjects to keep that option open.

“Make Your Mind Up”

I know exactly
what what I
want to do...

... but I might
change my mind
later!



“Make Your Mind Up” Time

Some pupils have a vague or unrealistic idea of what they would like to do.

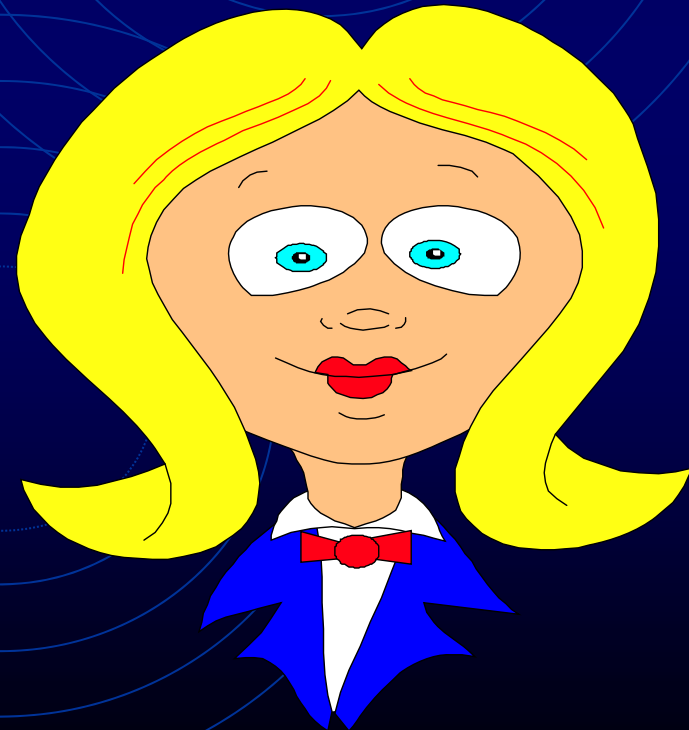
We will help you look for other more realistic options that might suit you better.

We will talk this through with you and look at the difficulties of following this choice.

We will help you choose subjects which will keep different options open.

“Make Your Mind Up” Time

- I haven't a clue what I want to do.....



“Make Your Mind Up” Time

Some of our pupils in S2 have no idea what they want to do.

This is not a problem!!!

We will work with you to help you identify your strengths and interests.

We will help you choose subjects that will keep as many options open to you as possible.

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“Make Your Mind Up” Time

S2 \Rightarrow S3 Options Presentation

February 2015

“Make Your Mind Up” Time

Before You Choose

Making an “informed” choice

- How will Curriculum for Excellence affect the S3 and S4 learning experience?
- What will the new Nationals qualifications involve?

Curriculum for Excellence

The Entitlements

1. a **curriculum** which is **coherent** from 3 to 18
2. a **broad general education**, including well planned experiences and outcomes across all the curriculum areas from early years through to S3
3. a **senior phase** of education after S3 which provides opportunities to obtain qualifications as well as to continue to develop the four capacities

Curriculum for Excellence

The Entitlements

4. opportunities to **develop skills** for learning, skills for life and skills for work (including career planning skills) with a continuous focus on literacy, numeracy and health and wellbeing
5. **personal support** to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide
6. support in moving into **positive and sustained destinations** beyond school

Curriculum for Excellence

Curricular Models

- **National Model**

P1 P2 P3 P4 P5 P6 P7 S1 S2 S3 S4 S5 S6

Early 1st 2nd 3rd/4th N4/5 H AH

- **East Ren Model**

P1 P2 P3 P4 P5 P6 P7 S1 S2 S3 S4 S5 S6

Early 1st 2nd 3rd 4th=N4 / N5 H AH

Curriculum for Excellence

Features of the S3 Experience

- A blend of learning relevant to both the Broad General Education and the senior phase:
 - Completes the entitlement to BGE (all 3rd Level Es&Os) and extends learning into 4th Level
 - Introduces and paves way to qualifications
- Develop attributes and capabilities of the 4 capacities and skills for learning, life and work
- Summarise learning in S3 Profile

Curriculum for Excellence

The 8 Curricular Areas

Pupils should experience all areas under the broad general education:

Languages – English and Modern Language

Mathematics

Sciences

Social studies

Technologies

Expressive arts

Health and wellbeing

Religious and moral education

The New National Exams

Why have the exams changed?

- Combine the best of Standard Grade and Intermediates
- Give better progression from previous and to future learning
- Offer a wider range of learning and assessment experiences
- Better preparation for the 21st C – eg develop skills, contextualise and apply learning, research skills, presentation skills

The New National Exams

What is the same?

- Each course is made up from some (usually 2 or 3) units.
- The units are studied either all together or one after another.
- There is an internal assessment at the end of each unit – PASS / FAIL.
- You must pass **all** the Unit Assessments to get an overall award.

The New National Exams

What is different?

- Less prescription and more personalisation and choice in the qualifications and assessments.
- Added value assessments
Assignment / Case study / Practical activity /
Performance / Portfolio / Project / Question
paper/test
at all levels.

The New National Exams

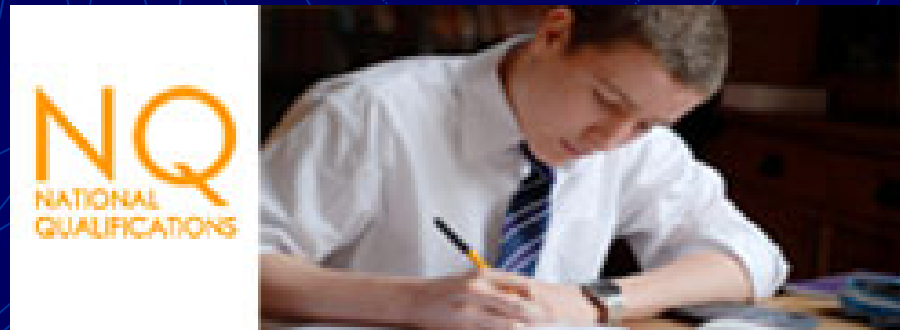
What is different?

- No final exam and no course grades in National 4s (most National 5 courses have a final exam)
- At National 5, more coursework / added value assessments will contribute to the final grade, so exams should be shorter.
- The Course Grade (A, B, C or D) will come from the exam / added value elements.

The New National Exams

The Presentation Levels

- Pupils will be presented for 8 or 9 awards in S4, as currently, at appropriate levels
 - National 3
(replacing Access / Foundation)
 - National 4
(replacing Intermediate 1 / General)
 - National 5
(replacing Intermediate 2 / Credit)



The New National Exams

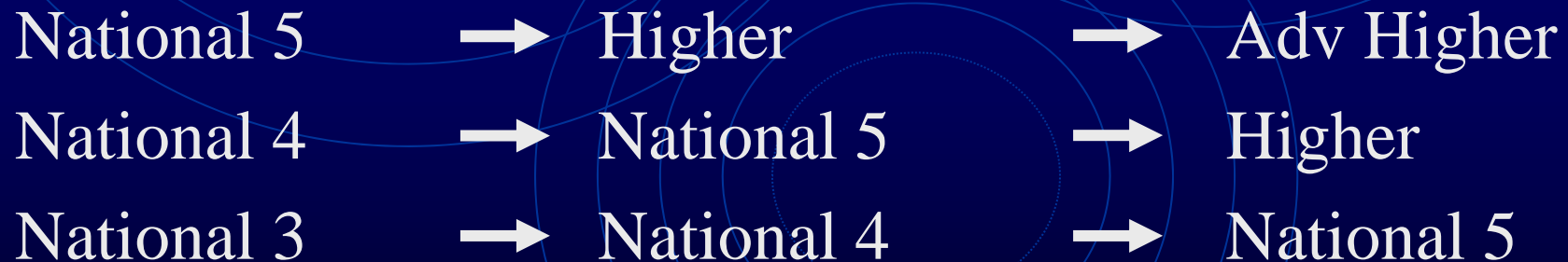
The Pathways

- They provide 3 main pathways through a subject over S3 to S6.

S3/S4

S5

S6



The New National Exams

Determining Levels

- In some subjects, all pupils work on a common course initially and decisions about presentation levels are made later in S3 or possibly into S4.
- In other subjects this is not possible, and pupils will be assigned to a level at the start of the course based on their performance in S2.

Geography – National 4

- 3 units in the course
 - Physical Environments; Human Environments; Global Issues
- Added Value Unit – assignment – no exam
 - Research and present findings on a geographical topic or issue.
 - Sufficiently open and flexible to allow for choice.
 - Mainly work under supervision, some independent learning.
 - Teachers can offer advice and support.
 - Present findings in a variety of ways, eg a talk followed by questions, using digital media, a learning log or journal, a poster or a piece of writing.
 - Internally marked by teachers in line with SQA guidelines.

English – National 5

- 2 units in the course
 - Analysis & Evaluation; Creation & Production
- Added Value Unit = Question Paper + Portfolio
 - Question Paper (70 marks) 2hrs 30mins
 - Analysis of unseen text (30 marks)
 - Analysis of seen texts (1 Scottish) (40 marks)
 - Portfolio (30 marks)
 - creative and discursive writing

Physics – National 5

- 3 units in the course
 - Electricity & Energy; Waves & Radiation; Dynamics & Space
- Added Value Unit = Question Paper + Assignment
 - Question Paper (80 marks) 2hrs
 - Objective Test (20 marks)
 - Extended Response (60 marks)
 - Assignment (20 marks)
 - In-depth study of a physics topic.
 - Investigate/research the underlying physics and the impact on society/the environment and present the findings
 - Marked externally by SQA

“Make Your Mind Up” Time

Helping You Choose

- The Options Process
- Adam Beaton DHT S2/3



The Option Process -

Your child's experience explained.

What happens during 'Spotlight Week?'

Teachers will advise...

Teachers will talk about National Qualifications...

During Spotlight Week:

Teachers will talk about careers and progression...

Teachers will talk to the whole class and to individual pupils...

Who will guide my child and make sure they make sensible choices?



What is my role as a parent?

- Remember to get in touch with the school if you are unsure about any aspect of the options process.

Parents can help by:

...talking over the completed options form at home.

...discussing careers and aspirations with your child.

...encouraging your child to aim high.

Why is the S2 Parents' Meeting so important?

...discuss the S2 report.

...obtain an overview of how your son/daughter is doing across their subjects.

The Parents' evening is an opportunity to:

...discuss your child's potential in terms of National and beyond.

... consider subject options where they exist.

What happens next?

- Talk with your son/daughter at home
- Your child will fill in their Options form with their Pastoral Teacher
- Parents will sign the options form at home
- S3 will begin in June following the timetable change

“Make Your Mind Up” Time

Helping You Choose

- Careers Advice
 - Careers Adviser
 - School website
 - www.barrhead.e-renfrew.sch.uk
 - “My world of work” site
 - <http://www.myworldofwork.co.uk/>

It's
“Make Your Mind Up”
Time

???

Time to Choose

“Make Your Mind Up” Time

CfE Curricular Areas

English

Maths

Modern
Languages

Social Subjects

Expressive Arts

Sciences

Technologies

Health & Wellbeing

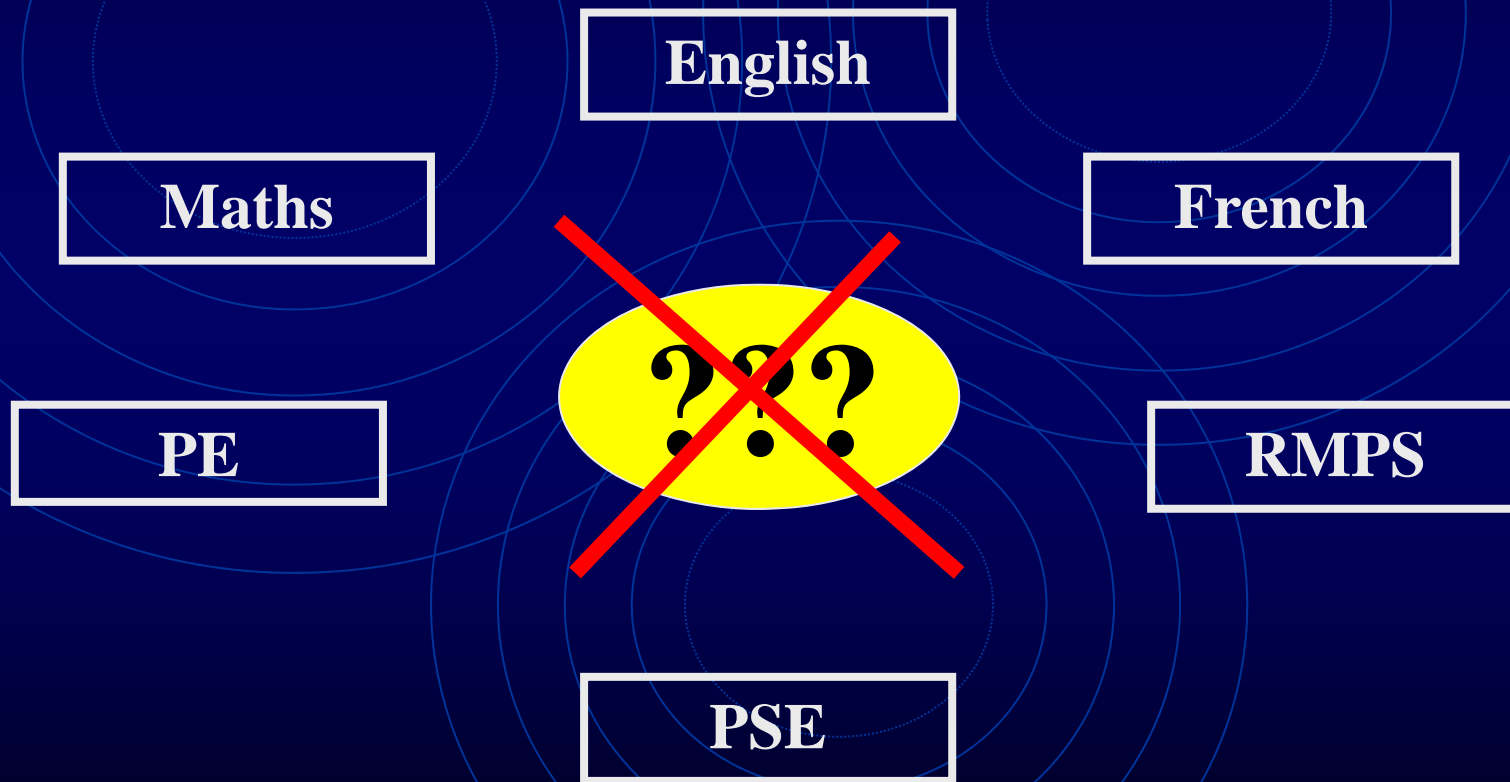
Religious & Moral Education

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“Make Your Mind Up” Time

The “No-Choice” Subjects



“Make Your Mind Up” Time

Social Subjects

**Is one better for
my career plans?**

Geography

???

History

**Which one am I
good at?**

**Which
one do I
enjoy?**

“Make Your Mind Up” Time

Sciences

Biology

**Is one better for
my career plans?**

Chemistry

???

**Which one am I
good at?**

**Which
one do I
enjoy?**

Physics

One ...

...or two?

“Make Your Mind Up” Time

Technologies

**Administration
& IT**

**Is one better for
my career plans?**

**Computing
Science**

???

**Which one am I
good at?**

**Which
one do I
enjoy?**

**Graphic
Communication**

“Make Your Mind Up” Time

Expressive Arts

Art & Design

**Is one better for
my career plans?**

Drama

**Practical
Craft Skills**

???

Hospitality

**Which one am I
good at?**

Music

**Which
one do I
enjoy?**

“Make Your Mind Up” Time

The Bonus Subject!

**2nd Science
Chemistry**

**Is one better for
my career plans?**

2nd Social Subject

**Business
Management**

???

Hospitality

**Which one am I
good at?**

**Which one
do I enjoy?**

Another Choice ?

“Make Your Mind Up” Time

What Can You Choose?

- All the subjects in each group (or “column” in the Option Form) will be timetabled at the same periods in the week.
- This means:
 - You must pick one subject from each group (column)
 - You cannot pick more than one subject from the same group (column)

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Option Form

BARRHEAD HIGH SCHOOL

OPTIONS FORM: SESSION 2015/2016

A	B	C	D	E	F	G	H	I
ENGLISH & LITERACY	MATHEMATICS & NUMERACY	SOCIAL STUDIES	SCIENCES	MODERN LANGUAGES	TECHNOLOGIES	EXPRESSIVE ARTS	CHOICE	HEALTH & WELLBEING
English	Maths	Geography History Travel & Tourism	Biology Physics Chemistry	French Note – some individual pupils may be directed to a more appropriate option.	Administration & IT Graphic Communication Computing Science	Art & Design Music Practical Woodworking Drama Hospitality	Business Management Art & Design Chemistry Hospitality	P.E. Core OR P.E. N.Q
NOTE: If the uptake is too low, a course may not run. If the uptake is too high, we may need to limit numbers.								

Choose one subject in each column. Write the name of the subject in the box.

COLUMN A ENGLISH	COLUMN B MATHS	COLUMN C	COLUMN D	COLUMN E FRENCH	COLUMN F	COLUMN G	COLUMN H	COLUMN I
				Appropriate level (N3, N4, N4/5 or N5) for Science subjects only to be entered by Adviser.				

Type of Career or Area of Interest

NAME CLASS.....

ADVISER

If you have any concerns,
please tick the box and note them overleaf.

☐

INTERVIEW DATE

FORM RETURNED DATE

I am happy with this course choice.

If you have any concerns,
please tick the box and note them overleaf.

☐

PARENT/CARER'S SIGNATURE DATE

S3/4 Timetable

- English – 5 periods
- Maths – 4 periods
- Social Subjects – 3 periods
- Modern Languages – 3 periods
- Science Subjects – 3 periods
- Technologies – 3 periods
- Expressive Arts – 3 periods
- Choice Subject – 3 periods

=

**27
periods**

+

3 core PE

3 NQ PE

+

1 Religious Education

+

2 Social Education

=

**33
periods**

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“Make Your Mind Up” Time

Any Questions?