



Mearns Castle High School

S5 Parents Curriculum Evening

Tuesday 10th September 2013



What we will cover tonight

- The move from S4 to S5
Jim McKenna
- Progression Statistics
Jim McKenna
- The challenges that face S5 – Subject Perspective
Doreen Ferguson PT English, Liz Gibson PT Mathematics
- What we can do to support
Jim McKenna
- New SQA Results Service 2014
Dean Smith



The move from S4 to S5

S3/4

- Two years to complete the course
- Lots of opportunity for consolidation
- Steady increase in workload and pressure throughout the two years



The move from S4 to S5

S5

- In at the deep end from day 1
- Basically '**two term dash**' to complete course
- Pace of learning challenging
- Volume of work intense



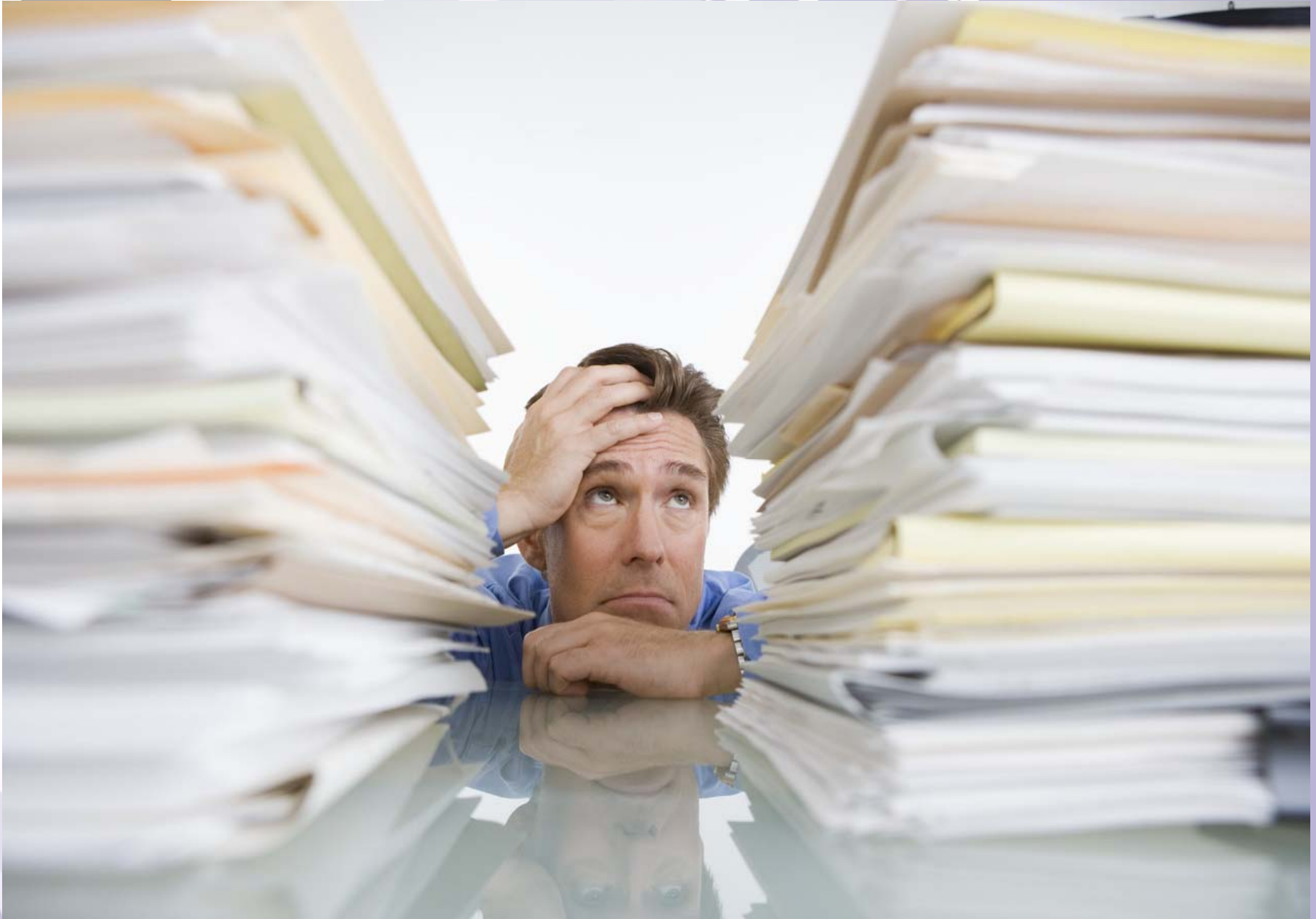
Subject Combination

- 5 Subjects plus PSE & PE
- Intermediates / Highers / Vocational
 - Int 2 in 1 year very challenging
- Demands of different subjects
- Out of school learning/ work experience
- Whole school involvement/activity



The move from S4 to S5

- Greatly increased homework and revision
- The need to be proactive and organised
- Testing and tracking increased
- Target Setting
- NABs
- Prelims
- University / College Application
- Gold Standard – This is why its so hard
 - Often more important than an Advanced Higher award for entry to University







Progression Statistics

- We now have statistics on how WELL progression is made from Intermediate 2 results in S4 to Higher results in S5
- Based on East Renfrew data



Chance of passing the Higher

based on Higher examinations 2013 in East Ren.

| Subject | From Int 2 A band 2 Pass | From Int 2 C band 6 Pass |
|----------------|--------------------------|--------------------------|
| English | 93% | 47% |
| Maths | 78% | 25% |
| Biology | 94% | 12% |
| Modern Studies | 95% | 61% |
| Music | 100% | 75% |
| French | 73% | 33% |
| All Subjects | 93% | 55% |



Why is this?

- The gap between Int 2 and Higher in all subjects is not the same
- It depends on the concepts, skills, and level of technical difficulty within the subject
- Mathematics, in particular, has a large gap between the work at Int 2 and Higher



Difference in Subjects

- Art & Design
 - Biggest challenge is the change from 2D to 3D art work and the 'expected' increase in the size of the final piece of work
- Computing
 - The complexity of programming skills required in the coursework
- Modern Languages
 - The jump is from 50% of the Int 2 course being pre-learned to applying knowledge in context



Difference in Subjects

- **Biology**
 - The rate of learning increases greatly and the application of skill and knowledge requires pupils to have a greater understanding of the scientific processes
- **Modern Studies**
 - The increase in marks attached to essay writing doubles and pupils must demonstrate their understanding of the events that have happened



Target Setting

- Targets based on prior attainment
- Takes into account progression statistics
- PT and Teacher professional judgement
- Teacher and pupil dialogue
- Pupil and parent dialogue



Key Messages

- Sometimes in S5 it takes until October for pupils to fully engage with the understanding that this is a highly challenging year
- Pupils do not have 18 months of contact (as in S3/4) but have two terms of contact. Even with increased number of periods per week pupils have to greatly increase their skills in a shorter time scale



English and Mathematics

Mrs D Ferguson

Principal Teacher of English

Mrs E Gibson

Principal Teacher of Mathematics



The English Higher Course

A Brief Outline



The Big Jump

- Intermediate Two Exam:
 - One Close Reading in an hour
 - Two Critical Essays in an hour and a half
- Higher Exam
 - **Two Close Reading passages in an hour and 45 minutes.**
 - There is a final question on both passages in which the pupil must compare the ideas and / or style of the two passages. NEW – No 'preference' required.
 - Two Critical Essays in an hour and a half



What's so different about Higher ?

- It's harder
- The passages used for Close Reading are longer, harder and often taken from broadsheet newspapers.
- The standard of essay is expected to be more fluent and accurate in expression and more detailed in content.
- Time is shorter – 2 terms not 2 years!



What are we teaching ?

- The skills of **reading** complex texts
- The skills of expressing information ideas and opinions in **writing**
- **Talking and listening** skills through class activities – not assessed.
- English – a skills based course



Reading Skills – how are they developed?

- Through reading!
- Reading non-fiction (adult level)
 - Quality journalism
 - Biographies
 - Travel writing
- Reading Literature (not children's literature)
 - Novels, short stories, poems, plays



What can I do to help?

- Encourage your young person to read non-fiction
- Point out an interesting article in a newspaper e.g. opinion column, comment type articles
- Have a discussion about the ideas and devices used by the writer
- Encourage your young person to read fiction – more than a book a year!



Help - my child doesn't read!

- Reading on-line instead of on paper
- Newspaper links, speech links, reviews of music, sport, films...
- <http://www.ea.e-renfrew.sch.uk/curriculumlinks>
- Newspapers links [Scotland, UK and USA]
- Comment based articles are best
- What's topical? What's current? Follow their interests. Discuss topics with them.



You can study for the Reading Exam !

- Types of questions – learn formulas for answering them
- Standard uses of punctuation – learn exactly how to express these
- Practice in these types of questions is available in the text books we use as well as past papers.
- A detailed revision and practice document for Close Reading skills is on our GLOW page.



Writing Skills

- Essay writing tests both:
 - understanding of literature studied
 - the student's writing abilities
- Pupils are taught essay structures
- Learning quotations? Yes but...
- Learning to write in formal English
- Learning to write a well structured essay
- Proof reading to eliminate errors in spelling and punctuation



The Folio

- A portfolio of Writing is required
- Pupils will work on the folio in class and at home.
- The folio is worth 20% of the marks.
- Close Reading is worth 40%.
- Critical Essay is worth 40%.



What's in the folio?

- At Intermediate 2 and at Higher the folio must contain two pieces of writing .
- Each piece is a different genre [Creative / Discursive]
- **How long should the writing be?**
- Intermediate 2: 500 - 1000 words
- Higher: 650 – 1300 words



Authenticity

- **The folio pieces must be entirely the pupil's own work.**
- Candidates will be required to sign a declaration that the work in the folio is their own and unassisted other than by legitimate support from, for example, a teacher.



Pupil's role

- **Pupils** must hand in:
 - ◆ draft title and proposals
 - ◆ outline plan
- *Pupils are only allowed to submit two drafts .*
 - ◆ first draft
 - ◆ final version.
- **Full effort is needed at all stages.**



Teacher's role

- **Teachers** will supervise the work and make suggestions.
- Teachers are not allowed to correct spelling and expression mistakes.
- The final mark will be given by SQA markers.



What pupils have to do before the exam:

- Pass three NABS
(National Assessment Bank tests)
 1. Textual Analysis – completed in June / September
 2. Folio Writing Essays [one counts as a NAB]
(2 essays, normally *personal reflective* and *discursive*:
Normally one completed by Christmas
the other by March or earlier date set by teacher.
 3. Close Reading Week beginning 25th Nov.



Useful Websites

- There are some useful links to go to from Curriculinks
- 14+ section > English > many types of literature notes and a link to BBC Bitesize Higher Revision
- Newspapers section
- SQA website has useful information for pupils and parents including exemplar papers



The Maths Higher Course

A brief outline



Important Dates

- Monday 4th Nov – 1st Tracking Report
- Thursday 7th Nov – Parents Meeting
- Monday 13th Jan – 2nd Tracking Report
- 30th Jan to 14th Feb – Prelims
- Monday 10th March – Full Report
- May – SQA exams



New SQA Results Service 2014

Changes to the Appeals service:

- In the academic year 2013-2014, the SQA will introduce a new 'Results Services' to replace their existing [appeals service](#).
- They have prepared a question and answer guide to give you more information about the changes. As we draw closer to the new services being implemented, they will add more to this guide, giving you the most up-to-date information available.
- <http://www.sqa.org.uk/sqa/65427.html>



New SQA Results Service 2014

Exceptional Circumstances Consideration Service:

- This service will run prior to results being published. If a school or college believes that a candidate has suffered as a result of exceptional circumstances (**for example bereavement or illness during an exam**) staff can inform us of the circumstances immediately. If we agree that the exceptional circumstances procedure should apply, the school or college can submit **alternative evidence** of attainment demonstrated by the candidate, which we will consider.



New SQA Results Service 2014

Exceptional Circumstances Consideration Service:

- This 'alternative evidence' will be coursework, class assessments or **prelims**.
- To take a holistic view on the appropriate result, our Examiners will also take account of how the other candidates at that school/college performed in the exam.



New SQA Results Service 2014

Post Results Service:

- This service will run after candidates have received their certificates. If a school or college is concerned by a candidate's result, they can request a **clerical check** and/or a **marking review** of the script. The 'script' is the name we give to the candidate's exam answer paper. If this check/review of the marking of the script, leads to a change of grade (**either up or down**), this will be amended on our system and a new certificate will be issued to the candidate.



New SQA Results Service 2014

Post Results Service:

- **There will be no consideration of 'alternative evidence' with this service.**
- **If the original grade remains unchanged after the check/review of the marking of the script, the school or college will be charged for this service.**



New SQA Results Service 2014

Post Results Service:

- **There will be no consideration of 'alternative evidence' with this service.**
- **If the original grade remains unchanged after the check/review of the marking of the script, the school or college will be charged for this service.**



New SQA Results Service 2014

The Key to both new Appeals processes is..

- **A strong performance in the Prelim Exam**

resulting in...

- **The highest possible Estimate Grade**
- **The Prelim Exams are still very important!**



New SQA Results Service 2014

Why are these changes being made?

- **The new Results Services will provide better support for candidates and reduce the burden on teachers and lecturers, enabling them to focus more on teaching and learning.**



New SQA Results Service 2014

Which qualifications will be affected by these changes?

- The new Results Services will be introduced for all National Courses that are externally assessed. 'External' assessments are marked by specialists appointed by SQA, whereas 'internal' assessments are marked in schools and colleges by the candidates' teachers and lecturers. So, at the time the new Results Services are implemented, the qualifications they'll apply to will include: **Intermediate 1, Intermediate 2, National 5, Higher and Advanced Higher.**



New SQA Results Service 2014

When are the changes being made?

- The new Results Services will be introduced in academic year 2013-14. So, the first exams to go through these new services will be those sat in the summer of 2014.
- <http://www.sqa.org.uk/sqa/65427.html>



Support

- School website
- Scholar Information
- Glow
- Study guide for Parents
- NAB Schedule

- SQA – Scottish Qualifications Authority
 - www.sqa.org.uk



Finally

- Although S5 is a challenging year however being:
 - Organised – use the planner
 - Prepared – homework, revision
- AND
 - Taking ownership of learning
 - Understanding some sacrifices are necessary to get through the work
 - Asking for help where and when necessary
 - Using the support tools available



Thanks

- Look at the school website for more information
- Please ask you son/daughter what homework they have. Discuss their studies with them.
- Get in touch if you need any support or advice
- Safe journey home