

# MEARNS CASTLE HIGH SCHOOL

## S3 Curriculum Evening 2025 Welcome

**M**utual Respect



**E**quality



**A**mbition



**R**esilience



**N**urture



**S**ustainability



# Welcome

Mr S. Clark  
Head Teacher

# Well Done!

- Upbeat Trips
- S6 Last Day Helpers & Talent Show
- Senior Pupil Exam Results



# 2024-25 SQA

## Results

# Results 24-25

- S4 – Best ever % pupils achieving at least 8N5s and 8N5 As. Over 80% achieved 5N5s and over half achieved 5As.
- S5 – Highest ever % of ANY Year Group of ANY school in East Ren to achieve at Higher level, strongest performance in ERC for 3+ and 5+ Highers.
- S6 – Highest ever % of pupils achieving at least 1 Advanced Higher in exams.
- Wide range of achievements

# S3 ELM Team

**Mr Steven Hale**

Depute Head Teacher

**Mrs Kirsty  
Brophy**

PT Pastoral Support

**Mrs Gemma  
Sloan**

Year Group Leader

**Mr Conor  
Jackson**

Pastoral Project Lead

# Overview of the Evening

“The Year Ahead”

SCQF (Scottish Credit and Qualification Framework)

Assessment

Subject specific Information

Advice for parents and carers – home learning, study environment and useful websites

Study Cards  
Looking after ourselves  
Wellbeing



# The Year Ahead - Key dates

**S3 Tracking  
Report**

5<sup>th</sup>  
December

**S3 Parents  
meeting**

25<sup>th</sup>  
February

**S3 Exams:**





23<sup>rd</sup>  
March  
2<sup>nd</sup> April

**Practical  
Assessment  
week: 20<sup>th</sup>  
April – 24<sup>th</sup>  
April**

**S3 Full  
report**  
21<sup>st</sup> May

# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma		Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher	 		Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

# So why is S3 and S4 so important...?

The table below illustrates the percentage chance of a student passing Higher depending on N5 grade award.

Subject	N5 "A" Pass	N5 "C" Pass
English	95%	60%
Maths	82%	28%
Biology	98%	35%
Chemistry	99%	33%
Art	97%	47%
Modern Studies	94%	58%

# Types of Assessment in SQA Courses – Nat 4

- Assess the application of learning across the course
  - Pass or fail. NO FINAL EXAMINATION.
  - Ensure required skills, knowledge and understanding have been achieved
  - Unit Assessments are set by the SQA
  - Carried out and marked by class teacher and internally moderated by department/faculty.
  - All internal moderation could be subject to external verification by the SQA.

# Types of Assessment in SQA Courses – Nat 5

- Most courses have a final examination which is marked by the SQA.
- Majority of courses will have practical assessments/coursework that is marked externally and contributes to the final grading.
- Graded A-C, D or fail.

# Presentation Levels

- Consistently around 93%+ of our S4 presentations are at N5.
- Final decisions about presentation levels will, in the main, take place after the S4 prelims – ambitious but realistic.
- N4 may be a better route for some young people allowing them to have success in S4 and then build on that during S5 & S6 when a small number of N5 courses will be available in school.
- Some will also have opportunities to choose vocational courses that are organised in partnership with local colleges.

# Examples of Course Structure

## Nat 5 English

- Assessment consists of a **final examination** and also **portfolio work**.
- A two paper final examination:
  - ❖ Paper 1 - Critical Reading
  - ❖ Paper 2 – Reading for Understanding
- All assessed externally.

# Examples of Course Structure

## Nat 5 Maths

- The Course Assessment consists of two Question Papers (**final exam in May of S4**)
- Both externally marked by the SQA



# Examples of Course Structure

## Nat 5 Art & Design

- The Course Assessment consists of two portfolios (showing investigation development and evaluation leading to **one final piece of expressive art work and one final design solution**).
- One final written exam.
- These will be marked by the SQA.

# Examples of Course Structure

## Nat 5 Biology

- The course assessment based on the **final exam and an assignment**
- The exam will feature a short multiple choice paper and extended questions. The assignment is completed during class time and is externally assessed.
- Final exam will be marked by the SQA
- This is also representative of the other Sciences.

# Examples of Course Structure

## Nat 5 Modern Languages

- The Course Assessment will be a **Final Exam** in listening, reading and writing and a **talking assessment**.
- The talking assessment is internally marked.
- The Course Assessment will be marked by the SQA.
- This is also representative of the other Modern Languages (Spanish, Mandarin).

# Examples of Course Structure

## Nat 5 Physical Education

- The Course Assessment consists of **Performance Assessment (50%) and a written Portfolio (50%)**:
- Each candidate will perform in two activities decided upon through discussion between the pupil & teacher. School staff will carry out the assessment but are subject to external moderation from SQA.
- The portfolio is worth 60 marks and is completed in school and marked externally by SQA.
- **No final exam**

# ATTENDANCE

Regular absence from school has a huge impact on learning over time.



Attendance at end of school year	Number of days missed	Number of lessons missed
95%	9	59
90%	19	125
85%	28	185
80%	38	251
75%	47	310

# LATECOMING

When your child misses...	Each week they will miss...	Each school year they will miss...
10 minutes per day	50 minutes of learning	1 full week of school
20 minutes per day	1 hour 40 minutes of learning	2 ½ weeks of school
30 minutes per day	2 hours 30 minutes of learning	3 ½ weeks of school
60 minutes per day	5 hours of learning	7 weeks of school

If latecoming becomes habitual learning will be affected negatively.



# ATTAINMENT

There is a strong positive correlation between attendance and exam results at Mearns Castle.



Attendance at end of school year (2025)	Average number of N5 Passes in S4 (SQA 2025)	Average number of Higher Passes in S5 (SQA 2025)
90%+	7.7 passes	4.1 passes
80 - 90%	5.9 passes	2.7 passes
70 - 80%	3.7 passes	1.1 passes
60 - 70%	1.5 passes	N/A

# Additional Support for Learning

- Young people with additional support needs may be eligible for tailored assessment arrangements such as **extra time, use of a computer, digital question papers/tests/reader and scribe.**
- The Support for Learning department (Mrs. Houstoun PT) will work with your child, yourselves and teachers to determine the correct level of support in time for S4 prelims.
- **Each support may vary per subject.**

# Useful Websites

- **Education Scotland**
  - <https://education.gov.scot/parentzone>
- **SQA (parents and carers section)**
  - <https://www.sqa.org.uk/sqa/41312.html>
- **The National Parent Forum of Scotland**
  - <https://www.npfs.org.uk/>



# Home Learning & Homework

Mrs Gemma Sloan

Year Group Leader

# Planning for Study

- Dedicated study area
- Work to a plan – routines
- Take breaks
- Devices only when necessary
- Clubs and activities
- Homework



# Resources



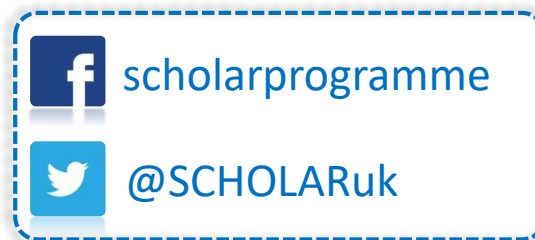
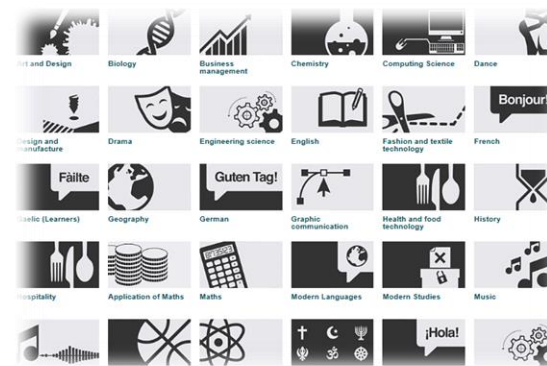
**e-Sgoil:** national e-learning service, study support webinars available from October.

**BBC Bitesize:** summary notes and short knowledge quizzes for most subject areas.

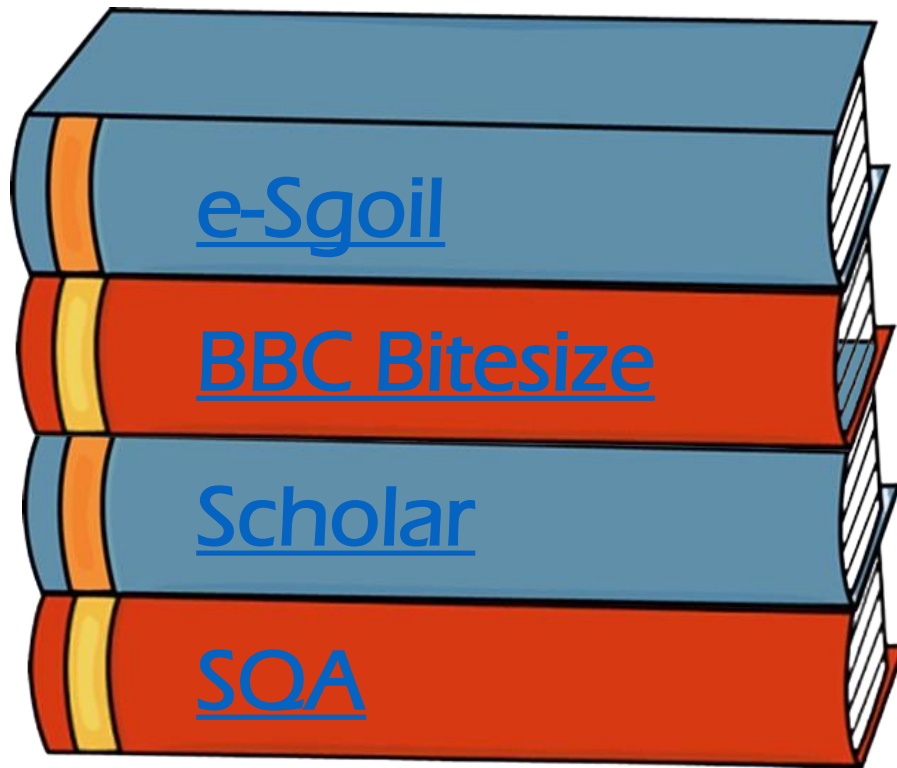
**SCHOLAR:** accessed through GLOW, detailed notes, challenging questions and check tests.

**SQA Website:** course specifications and assessment, learning outcomes, past papers and marking instructions.

**Microsoft Teams/Google Classroom:** all teaching and revision resources, homework.



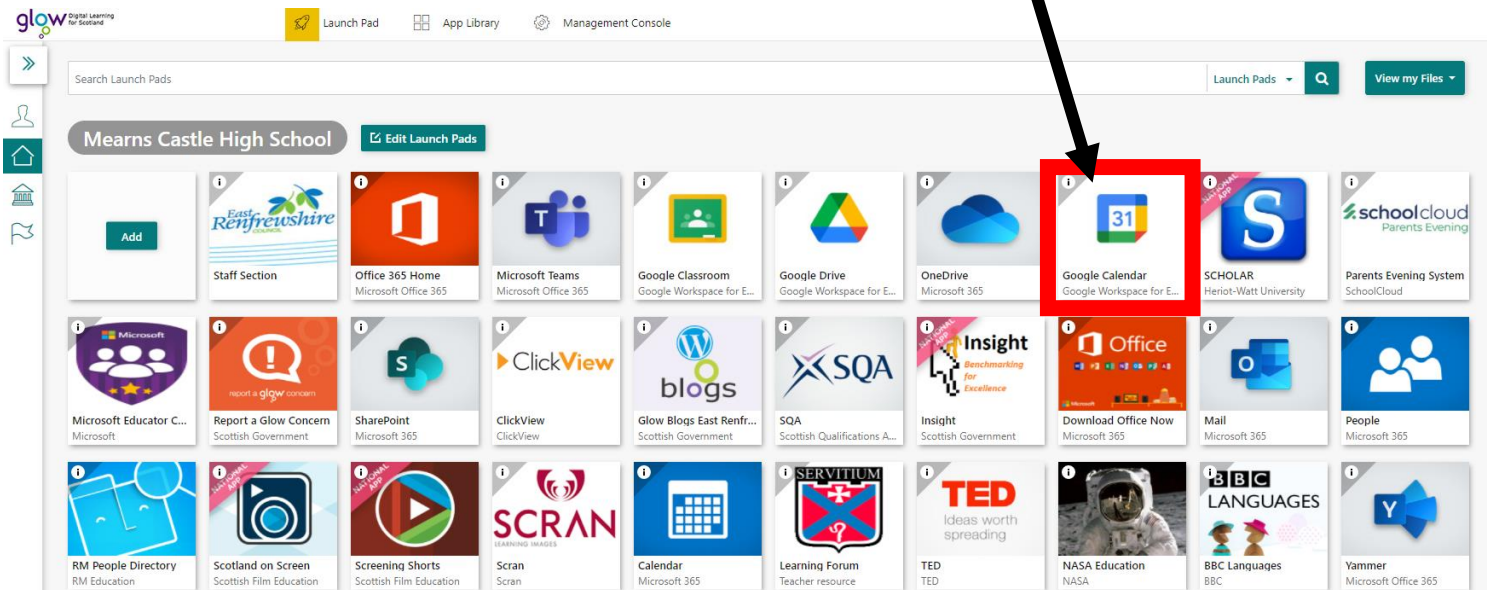
# Resources



CLICK ON THE BOOK  
SPINE TO TAKE YOU  
TO THE RESOURCE!

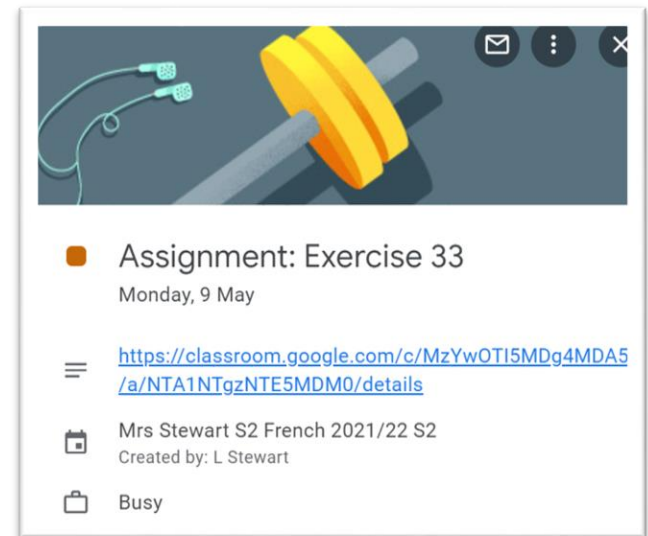
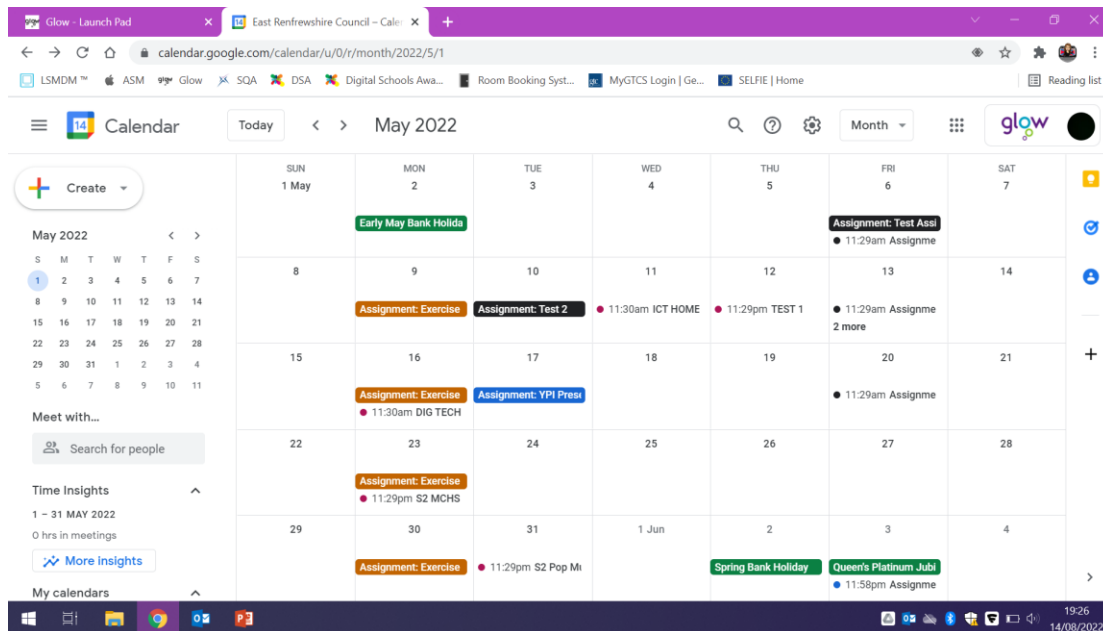
# Homework

- All homework will be issued via an 'assignment' on Microsoft Teams or Google Classroom
- Automatically added to **Google Calendar** in GLOW
- Not always required to be completed online



# Homework

The calendar will start to fill up as shown below. Pupils are able to click on the link for each assignment and will be taken straight to the task on Microsoft Teams/Google Classroom.



# Homework: Parental Access

Parents/guardians can access their child's Google Calendar by *seeking permission from their child* to log in to the Google Calendar app on the parent/guardian's phone.

A screenshot of the Google sign-in screen, framed by a thick black border. The screen has a white background. At the top, it says 'Sign in' in bold. Below that, it says 'with your Google Account. You'll also sign in to Google services in your apps & Safari.' There is a text input field with the placeholder 'Email or phone' and the text 'glowemailaddress@er.glow.scot' entered. Below the input field is a link that says 'Forgot email?'. At the bottom left is a link that says 'Create account' and at the bottom right is a blue button that says 'Next'.

It must be the child's school  
Glow account – not a personal  
email.

# Study Cards

Pastoral Support Teacher

Mrs Kirsty Brophy



# Study Cards



# Why use Study Cards?

- One of the most basic and effective ways of self-testing.
- The act of *making* flashcards helps you to “work” the information, challenging you to think about which information to have on one side and the related description on the other.
- When you look at the front side of a flashcard and think of the answer, you are engaging in [active recall](#).
- Research has found that this kind of active recall practice leads to [150% better retention](#) than *just reading over your notes*.

# Why use Study Cards?

- When you reveal the answer side of a study card to see if you are correct you are essentially asking yourself “*How did my answer compare to this correct answer?*” and “*How well did I know (or not know) it?*” This act of self-reflection is known as “metacognition”

It allows you to more accurately *judge how well you know* the material which in turn helps you learn it better.

# Why use Study Cards?

- Because your cards are loose, rather than in a jotter or handout, you are able to ***separate them into piles*** based on whether (or how often) you need to study them again.
- You can have your:
  - Nearly got it right pile
  - Don't have a clue pile
  - I'm totally confident with this pile
- This practice called **"confidence based repetition"** is proven by years of research to be the most scientifically optimised way to improve memory performance.

# How do I use them effectively?

- Your teacher can help you organise your study cards effectively.
- They should not just be lines and lines of tiny written notes copying word for word what is in your jotter or text book.
- It's useful to make them two-sided –
  - the prompt on one side
  - the information about the prompt on the other.
- *Personalise the cards to make them unique to YOU.* Include images or symbols that trigger your memory.

# How do school staff support learning?

Each department tends to have a menu of support options for intervention available:

- Revision notes
- Exam/test strategies
- Past Paper questions
- Study Cards – help sheet to make them up
- Lunchtime support
- Subject Ambassadors
- Small group/1-1 catch up
- Assisted study/Targeted Study/Study Café

## Clubs and Activities

# Mearns Castle High School

# EXTRACURRICULAR ACTIVITIES

# Get Involved...





# UNIVERSAL SUPPORT

Growth  
Mindset

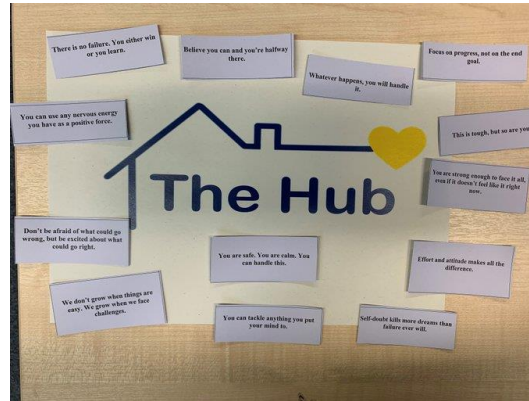


be  
Kind  
to your  
Mind  
week

Monday 14<sup>th</sup> - Friday 18<sup>th</sup>  
February 2022

Pupils and staff will be encouraged to reflect on being kind to our minds with regards to a range of issues from body image to managing stress.

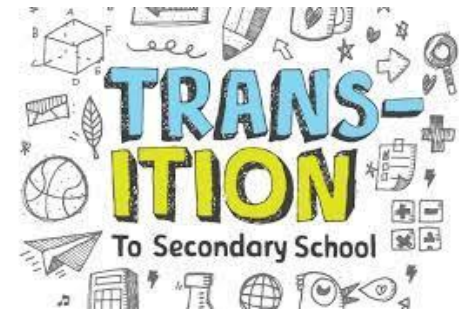
As a school community we recognise the importance of treating our mental health as well as our physical and hope to promote and encourage this during Be Kind to your Mind week!



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# We welcome your feedback

- An online evaluation will be available from tomorrow

# MEARNS CASTLE HIGH SCHOOL



## THANK YOU

Please email the school if you have any queries.  
Mrs Brophy (Pastoral Support) is the main contact for  
S3 parents/carers.