

# S5 Parents' Information Evening Year Head: Mrs Boyle

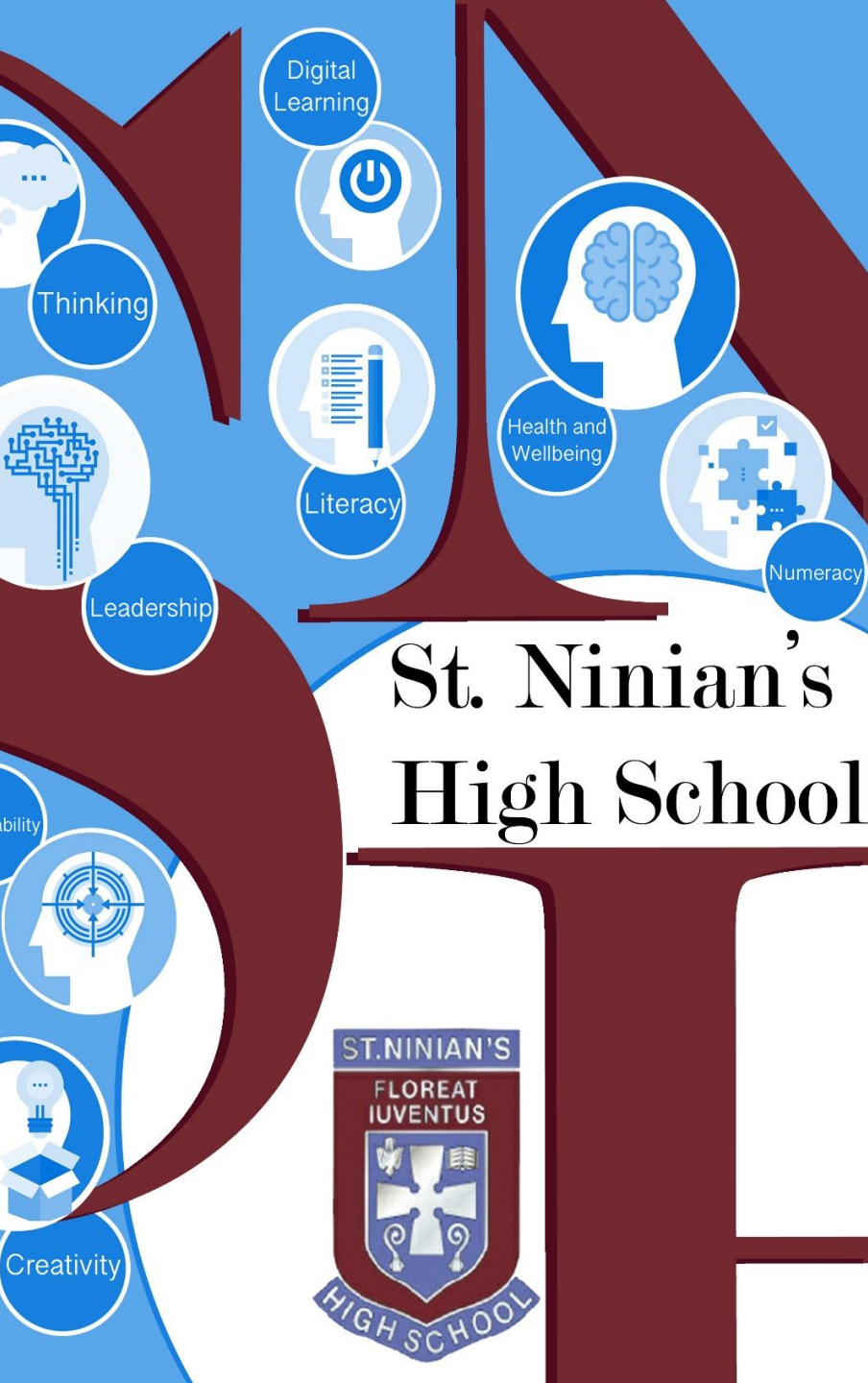
## School Prayer

Jesus, as a child you grew in learning and wisdom.

Bless Saint Ninian's High School, a community of faith and love where young people learn, work and grow together. Help us to make our school a place where teachers are valued for their dedication; where pupils are encouraged to develop their talents and where all staff, young people and parents – work together in trust and friendship.

Live among us now and forever.

**Amen**



# St. Ninian's High School

# Format Of The Evening

- Mrs Boyle Depute Head Teacher
  - The Fifth Year Experience
- Miss Hall Principal Teacher of Chemistry
  - Study Techniques & Retrieval Practice
- S6 Pupil
  - Reflecting on the Fifth Year Experience



# The S5 Experience So Far.....

- Moving on from COVID 19
- Increasing maturity & independence
- Looking for commitment & participation
- Aiming for enjoyment & success in learning
- Developing ambition & determination to do well



# Building on Success

- We are so proud of the achievements of our young people from their National qualifications.
- As a year group, Fifth Year have excelled in their academic pursuits and in their extra-curricular activities.
- High expectations for future success!





# Standards & Expectations

- Excellent uniform
- Being punctual for classes
- Working hard in class
- Asking for help/support
- Using the homework diary
- Completing all homework
- Excellent attendance and timekeeping
- Striving for excellence in all that you do
- Aiming for an excellent S5!



# Health & Well Being



| MON                  | TUE                 | WED                  | THU                  | FRI                  | SAT                  | SUN                  |
|----------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1<br><i>Maths</i>    | 2<br><i>English</i> | 3<br><i>English</i>  | 4<br><i>Biology</i>  | 5<br><i>Biology</i>  | 6<br><i>Art</i>      | 7<br><i>FREE</i>     |
| 8<br><i>Physics</i>  | 9<br><i>History</i> | 10<br><i>Maths</i>   | 11<br><i>English</i> | 12<br><i>English</i> | 13<br><i>Art</i>     | 14<br><i>FREE</i>    |
| 15<br><i>History</i> | 16<br><i>CDT</i>    | 17<br><i>CDT</i>     | 18<br><i>English</i> | 19<br><i>Free</i>    | 20<br><i>Maths</i>   | 21<br><i>Maths</i>   |
| 22<br><i>Maths</i>   | 23<br><i>Maths</i>  | 24<br><i>Biology</i> | 25<br><i>FREE</i>    | 26<br><i>Art</i>     | 27<br><i>Physics</i> | 28<br><i>History</i> |



# Catholic Ethos

- Gospel Values
- Faith Journey
- Morning Mass
- Class Masses

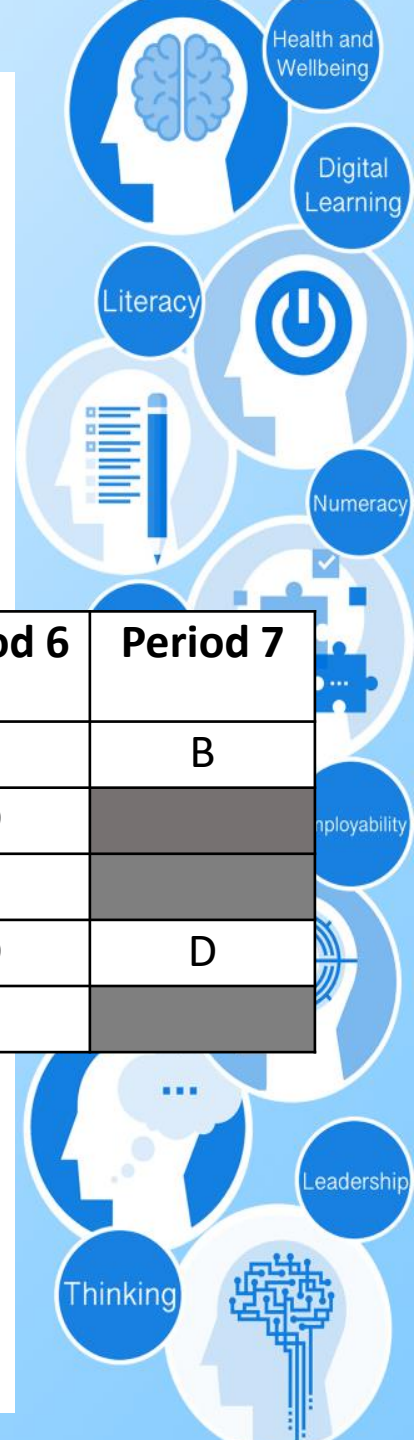




# Prelim Examination Diet

- Monday 9<sup>th</sup> January until Friday 3<sup>rd</sup> February.
- No Study leave.
- Column structure shown below:

|                  | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|------------------|----------|----------|----------|----------|----------|----------|----------|
| <b>Monday</b>    | E        | E        | A        | A        |          | B        | B        |
| <b>Tuesday</b>   | C        | C        | A        | A        | D        | D        |          |
| <b>Wednesday</b> | C        | C        | E        | E        | B        | B        |          |
| <b>Thursday</b>  | A        | A        | B        | B        |          | D        | D        |
| <b>Friday</b>    | D        | D        | E        | E        | C        | C        |          |

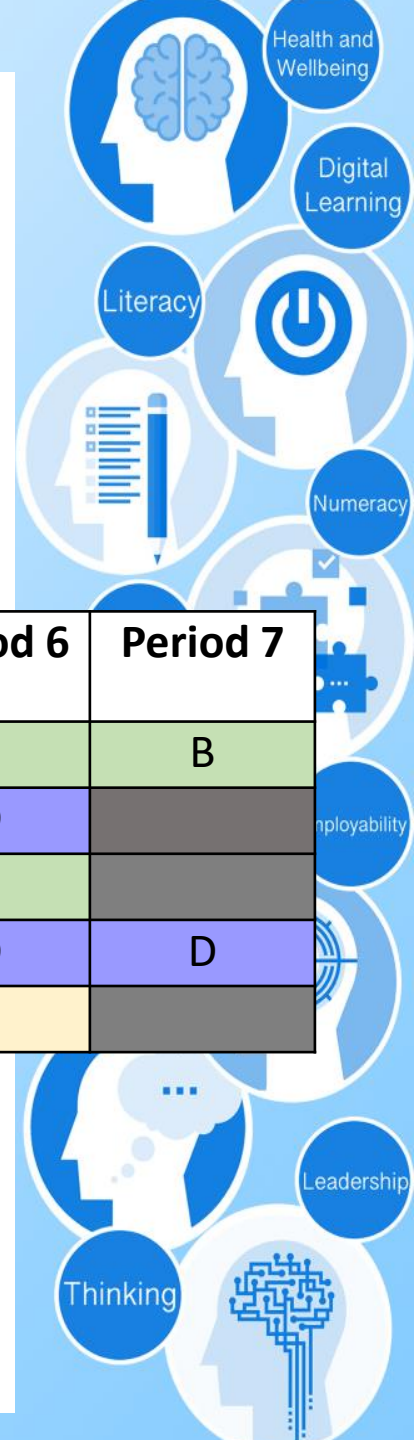




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| Monday    | E        | E        | A        | A        |          | B        | B        |
| Tuesday   | C        | C        | A        | A        | D        | D        |          |
| Wednesday | C        | C        | E        | E        | B        | B        |          |
| Thursday  | A        | A        | B        | B        |          | D        | D        |
| Friday    | D        | D        | E        | E        | C        | C        |          |



# Prelim Examination Diet

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| S5 Assessment Schedule                   |  |  |  |
|--|--|--|--|
| Date                                     | Column                                   | Subject  | Day/ Periods                                       |
| Week beginning<br>Monday 9 January       | Columns A & D                            | English Paper 1  | Tuesday periods 3 & 4                              |
|  | Columns A & D                            | English Paper 2  | Tuesday periods 5 & 6                              |
|  | Column D subjects<br>(excluding English) | Accounting, Admin, Art, Creative Industries, Computing, Design & Technology, French, Graphics, Practical Cake Craft, Mandarin, Music                         | Thursday periods 6 & 7                             |
| Column D subjects<br>(excluding English) | Friday periods 1 & 2                     |  |  |
| Week beginning<br>Monday 16 January      | Columns B & C                            | Maths Paper 2  | Monday period 5, 6 & 7                             |
|  | Column C<br>Column B                     | Maths Paper 1  | Wednesday periods 1 & 2<br>Wednesday periods 5 & 6 |
| Week Beginning<br>Monday 23 January      | Column A subjects<br>(excluding English) | Biology, Business Management, Chemistry, Computing, Dance, Human Biology, PE, Physics  | Monday periods 3 & 4                               |
|  | Column A subjects<br>(excluding English) |  | Tuesday periods 3 & 4                              |
|  | Column B subjects<br>(excluding Maths)   | French, Geography, History, Modern Studies, PE, Photography  | Wednesday periods 5 & 6                            |
|  | Column B subjects<br>(excluding Maths)   |  | Thursday periods 3 & 4                             |
|  | Column E subjects                        | Bakery, Business Management, Chemistry, Drama, Geography, Human Biology, Practical Cake Craft, History, Modern Studies, Music, Photography, Physics, Spanish | Friday periods 3 & 4                               |



# SQA Exams

- Monday 24<sup>th</sup> April 2023 until Wednesday 31<sup>st</sup> May.
- Study leave will take place during this time.
- Pupils should add the relevant exam dates to their calendar.
- Pupils are still welcome to come into school during this time for support.



# Support Offered

- PSHE study skills programme
- Study skills presentation
- Booklet distributed this evening
- Supported Study
- Subject/ Class Teams
- S6 tutors
- Targeted support in place in departments
- Interim reports
- SQA website – past papers





# S5 Information Website



## S5 Information

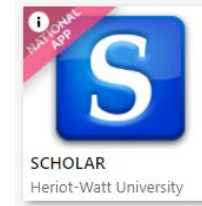
This page contains useful documents that will help S5 pupils and the Parents/ Carers of S5 pupils, as they progress through Fifth Year.

Please click on the links below to access to resources/ advice that are pertinent to S5 pupils.

1. [S5 Prelim Exam Diet Timetable](#)
2. [S5 Supported Study Summary](#)
3. [S5 Prelim Study Guide Template](#)
4. [2023 SQA Official Exam Timetable](#)
5. [Wellbeing support for pupils and parents](#)
6. [Five habits of an effective learner](#)
7. [Pomodoro](#)



# Scholar



The Scholar tile is available on the Microsoft Teams launch pad.

Pupils have been issued with their username and password. They can ask their Pastoral Teacher for this if they have forgotten it.

When pupils login, courses related to their timetable can be seen e.g.

## Timetabled Courses



### Higher Chemistry

9%  
Course Progress

Resume

Activities Downloads Reports



### Higher English

3%  
Course Progress

Resume

Activities Downloads Reports



### Higher Human Biology

20%  
Course Progress

Resume

Activities Downloads Reports



### Higher Mathematics

1%  
Course Progress

Resume

Activities Downloads Reports



# Scholar

Each course has a wealth of resources including:

- Printed course notes
- Questions and answers
- Online tutorials
- Videos
- Quizzes
- Topic assessments
- Online tutorials (worksheets accompanied by a video recording of teacher going through the answers)



Question 2 – Enthalpy of Combustion SCHOLAR

2. Aluminium reacts with oxygen to form aluminium oxide.

$$2\text{Al(s)} + 1\frac{1}{2}\text{O}_2\text{(g)} \rightarrow \text{Al}_2\text{O}_3\text{(s)} \quad \Delta\text{H} = -1670 \text{ kJ mol}^{-1}$$

What is the enthalpy of combustion of aluminium in  $\text{kJ mol}^{-1}$ ?

A. -835  
B. -1113  
C. -1670

Chat (Everyone)

User 11: i cant hear anything?

User 5: Calum, you should still be able to download here <https://scholar.hw.ac.uk/sessionsSchedule.html> Just tried it and it works on our end.

User 5: If you have any problems with audio please go to the Meeting menu (top left of your screen) and select





# E-sgoil Live Sessions



## STUDY SUPPORT

2022-23

### REGISTRATION NOW OPEN

Webinars for English, Maths, Social Subjects and Sciences start in the week beginning **26th SEPTEMBER**

All other webinars start in the week beginning **31st OCTOBER**



## Senior Phase Support

A growing number of recorded video lessons across different subjects are available via West OS to support your learning. You can access these via Glow or by clicking on the subject area below on this sheet:

|                      |                       |                   |                           |
|----------------------|-----------------------|-------------------|---------------------------|
| Admin & IT           | Application of Maths  | Art & Design      | Biology                   |
| Business Management  | Chemistry             | Computing Science | Dance                     |
| Design & Manufacture | Drama                 | DYW               | English                   |
| Geography            | Graphic Communication | HFT               | History                   |
| Maths                | Modern Languages      | Modern Studies    | Music                     |
| Physical Education   | Physics               | RMPS              | Feel Better. Learn Better |

Thinking

Health and Wellbeing

Digital Learning

Literacy

Employability

Leadership



# S5 Progress Reporting

- S5 Full Reports issued on Friday 20 January 2023
- S5 Parents' Evening on Thursday 16 February
  - Bright Red Publishing
  - Skills Development Scotland
- S5 Final Interim Report issued on 29 March 2023



# Understanding Reports: Grades

Summary of Progress for Subjects

| Subject    | Teacher       | Level of Study | Negotiated Target | On Track to Achieve | Effort    | Behaviour | Homework  |
|------------|---------------|----------------|-------------------|---------------------|-----------|-----------|-----------|
| Accounting | Miss Lorimer  | HIGH           | 3                 | 5                   | Good      | Excellent | Good      |
| Biology    | Mr Macfarlane | ADVH           | 1                 | 3                   | Good      | Good      | Good      |
| Business   | Miss Thom     | NAT5           | 1                 | 1                   | Excellent | Excellent | Excellent |

***On Track to Achieve (Working Grade):*** The grade the student is currently on track to achieve based on the evidence to date.

***Negotiated Target Grade:*** An aspirational target grade formed by the pupil after a learner conversation with the teacher. This a target for the pupil to aspire to, not an indication / estimate of the pupil's ability at this point in the course.



# Looking Towards S6

- College Information Evening tomorrow on Thursday night from 7pm.
- Course choice interviews with Pastoral Teachers will take place in February.
- Careers Evening in February.
- Course choice for S6 will take place in March.
- Pupils will be asked to choose four subjects.
- Pupils are encouraged to arrange a Careers Appointment to make informed decisions.
- UCAS and College Evenings.
- S6 Service.





# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

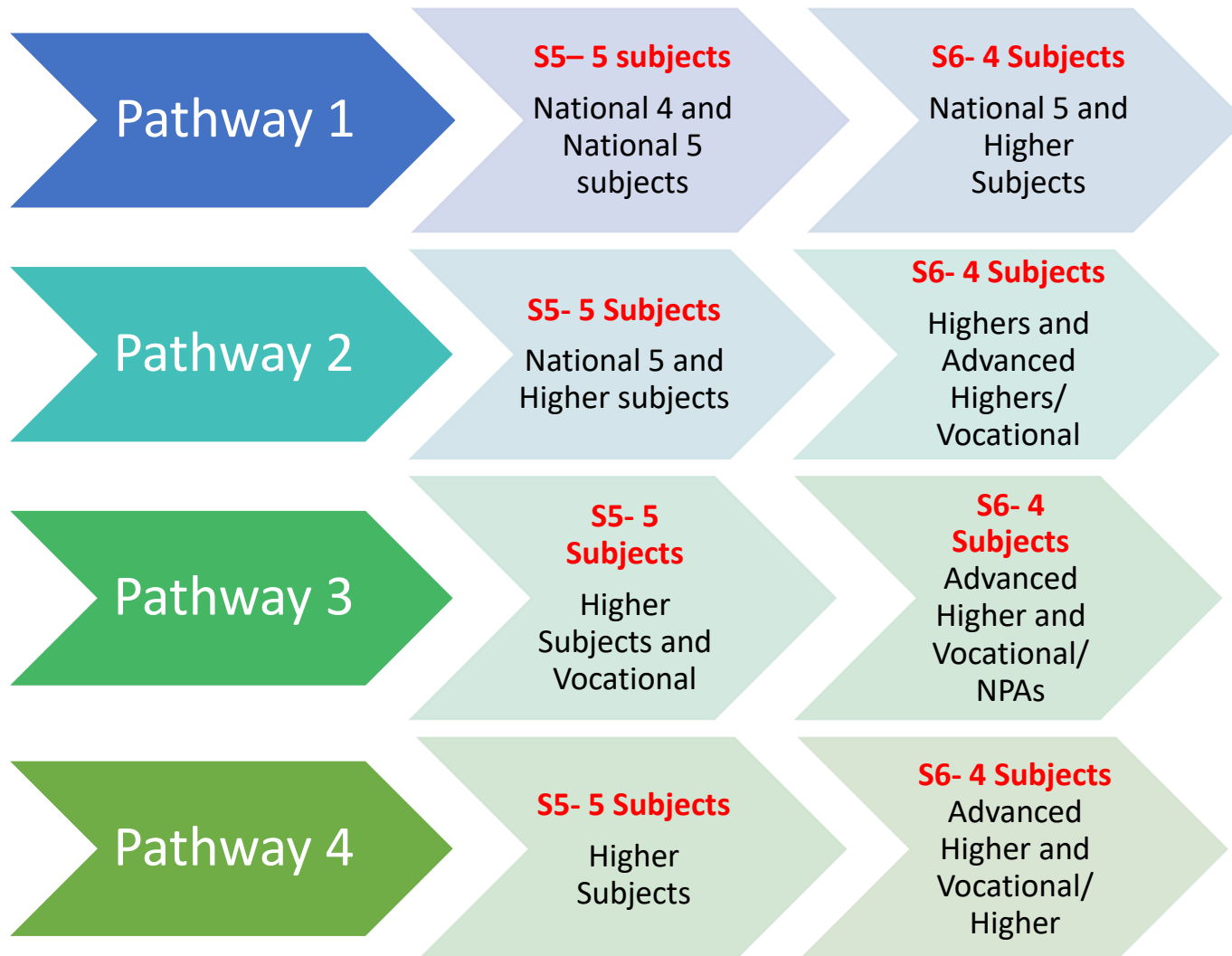
This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please 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.

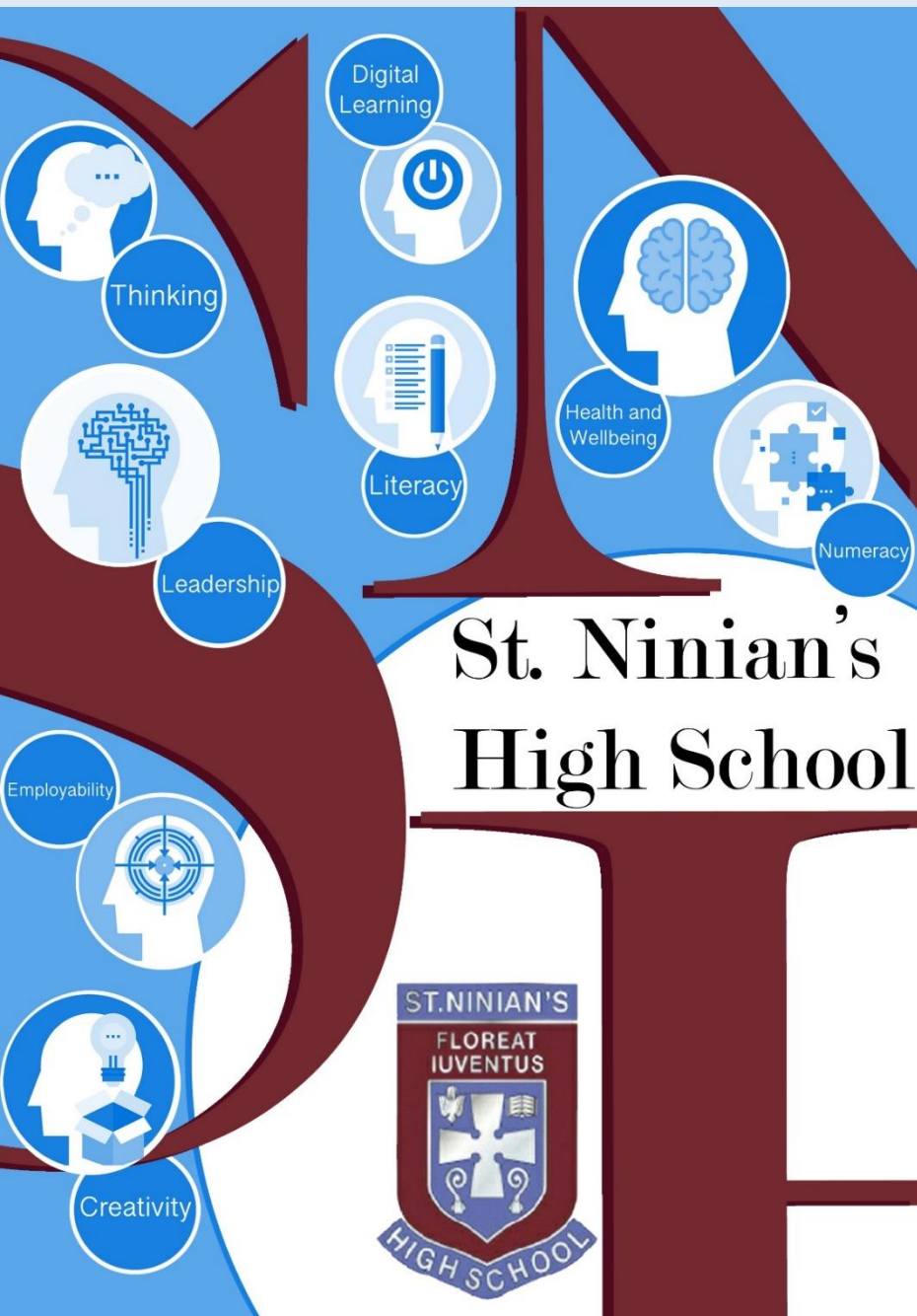
| SCQF Levels | SQA Qualifications                              |                                | Qualifications of Higher Education Institutions   | Apprenticeships & SVQs  |
|-------------|---|--------------------------------|---|---|
| 12          |   |                                | Doctoral Degree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



# Progression

The curriculum pathway for each individual pupil is unique to them. Pupils are asked to choose four subjects.





St. Ninian's  
High School

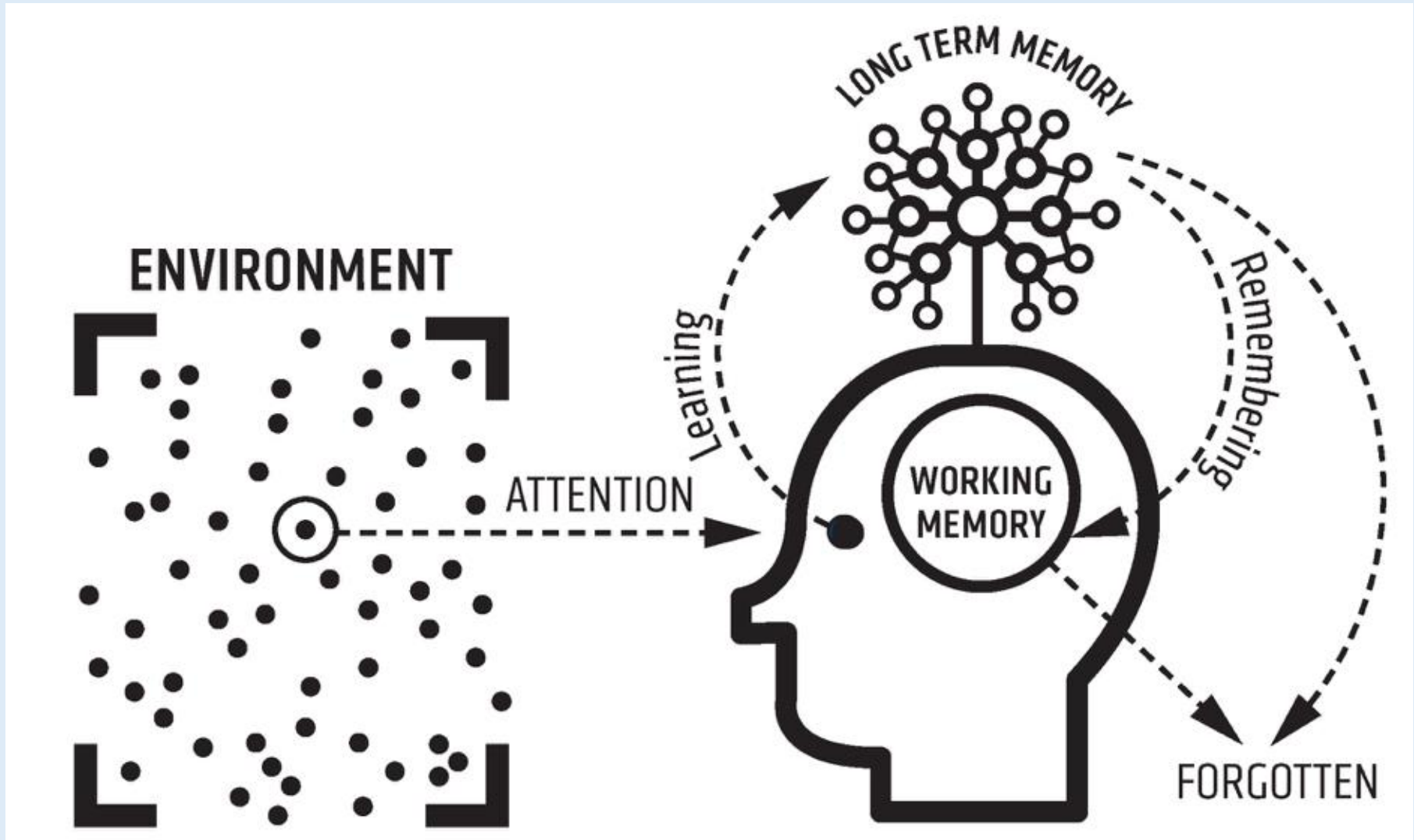
# S5 Assembly

7 November 2022

## Memory and Retrieval Practice

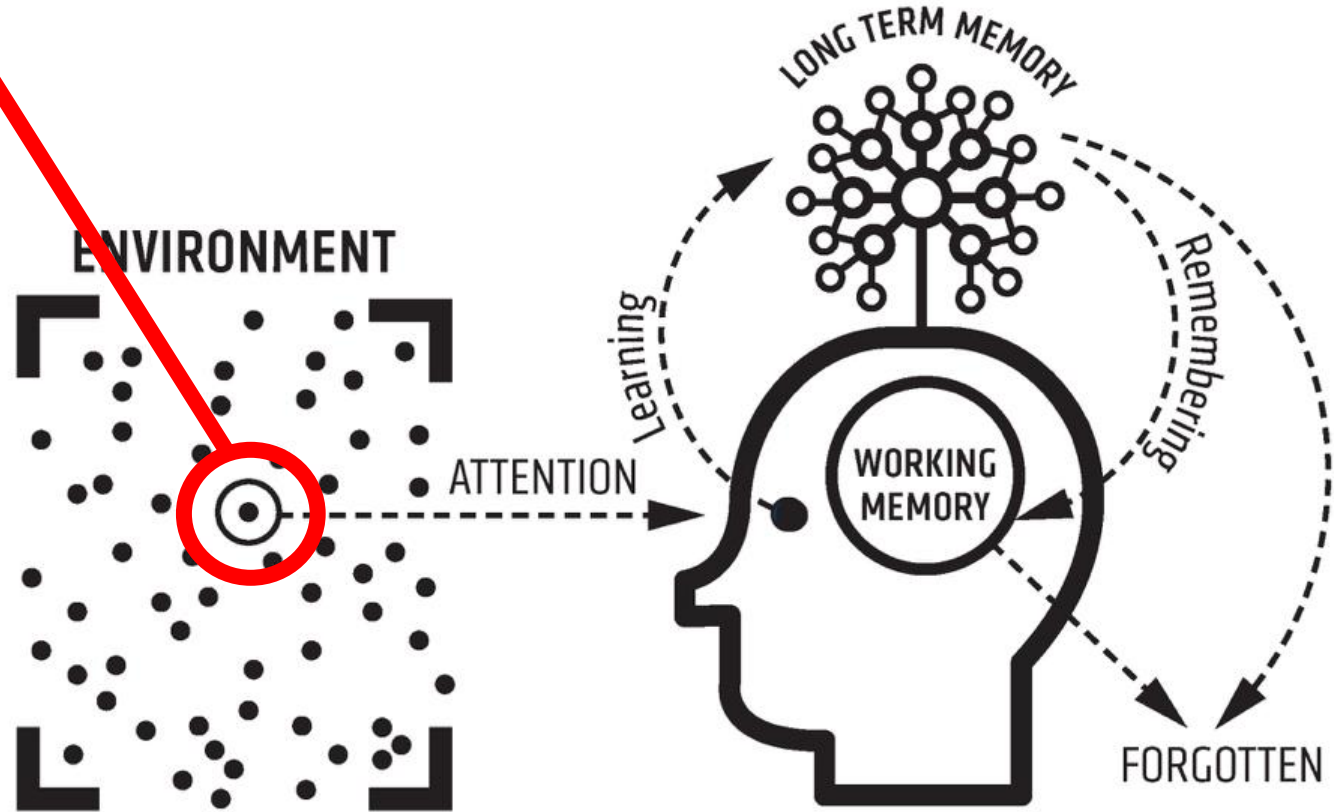
*Miss Hall*

# Memory - The Science of Learning

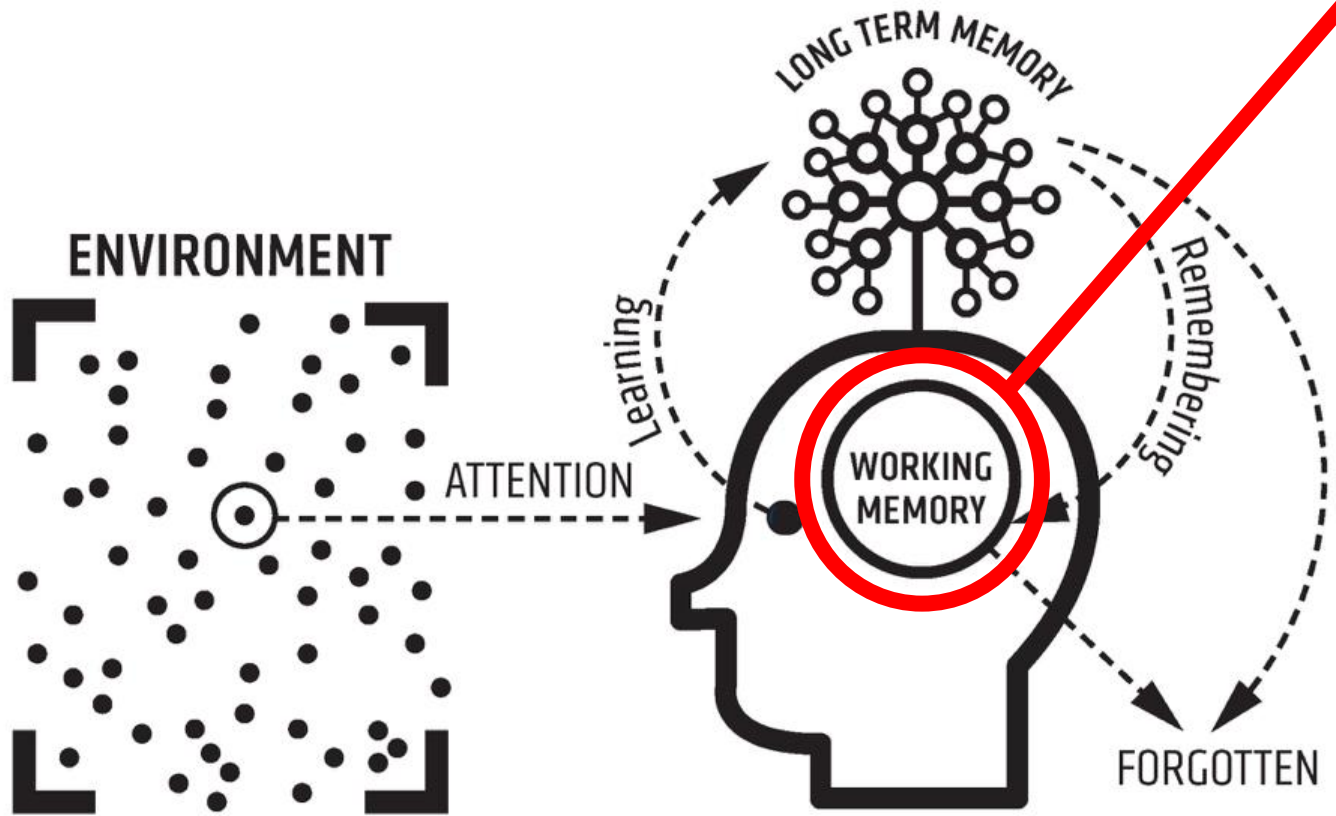


## Attention

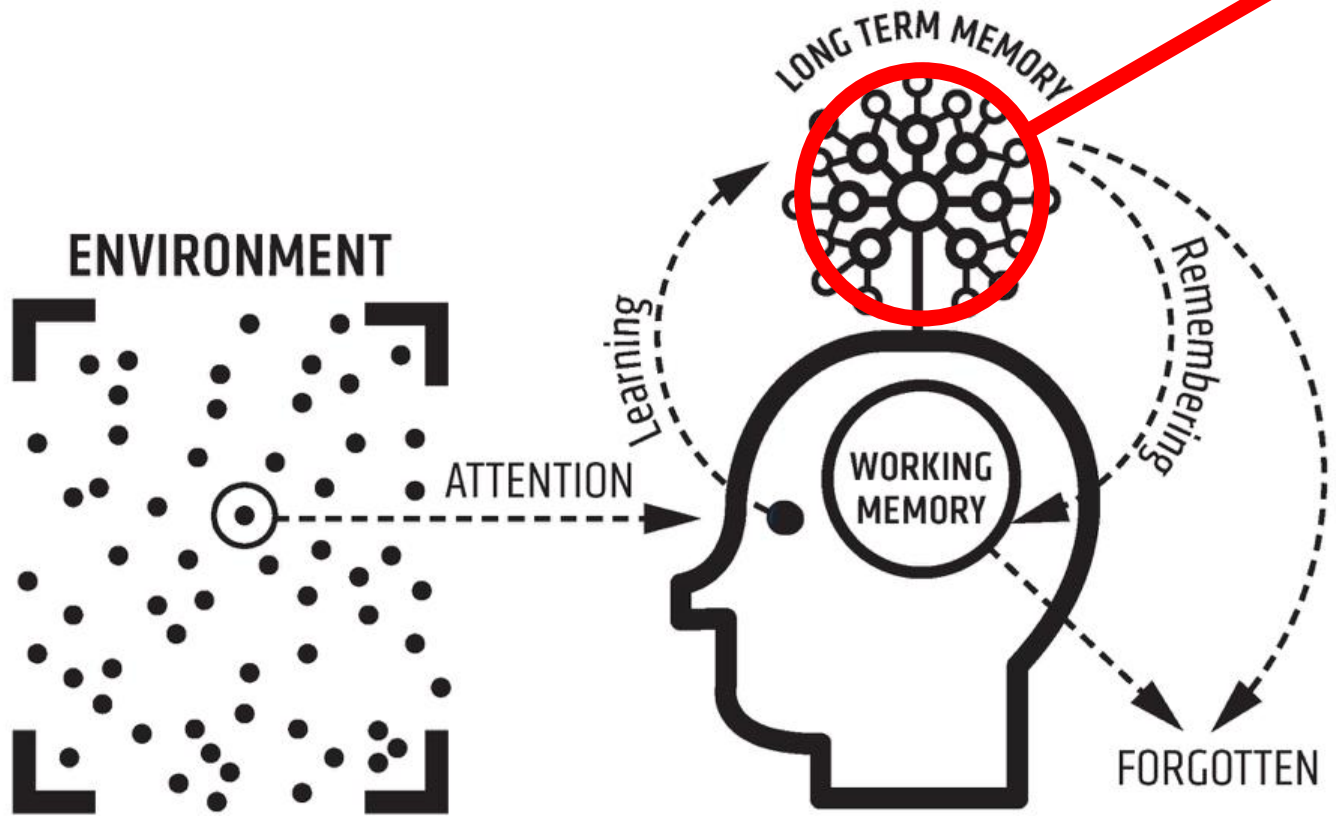
We acknowledge the new information and it is transferred to our **working memory**.





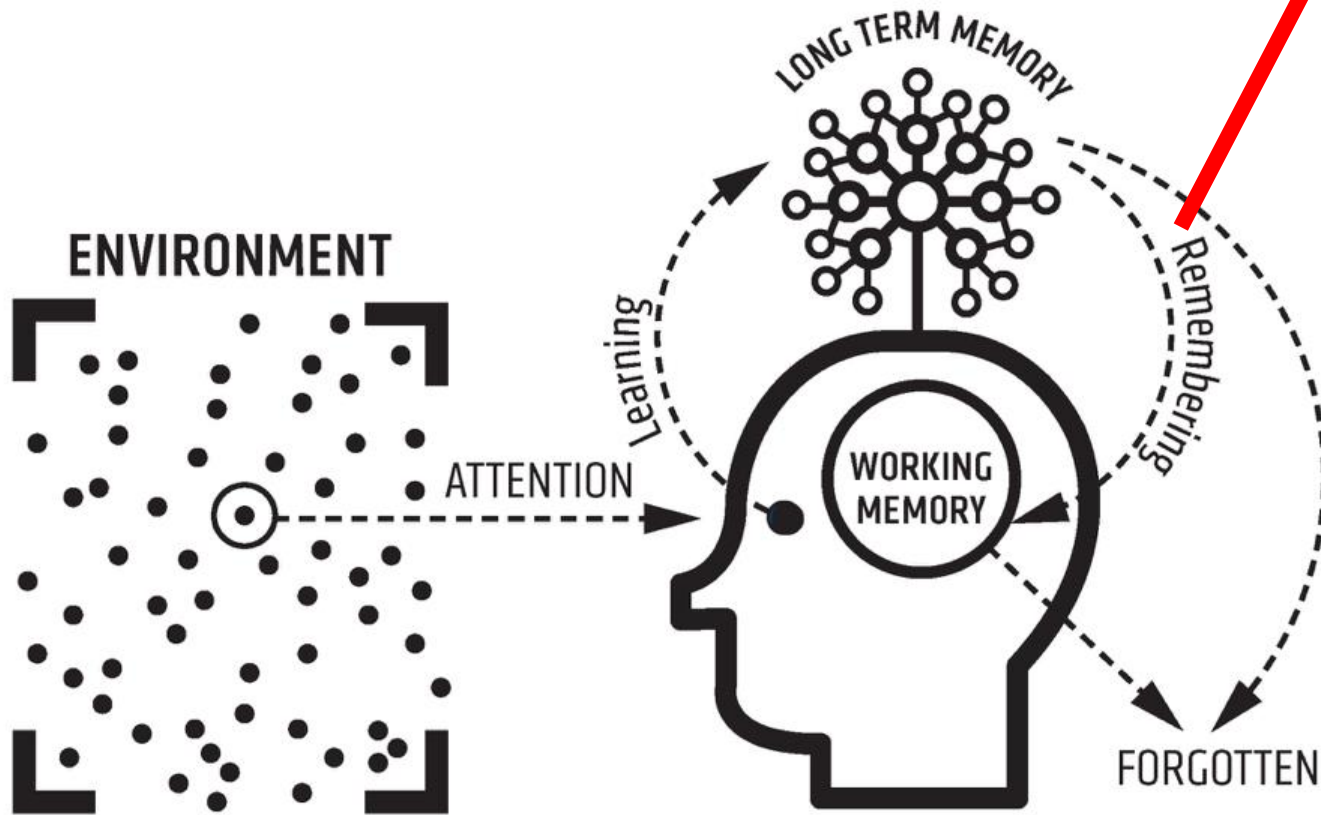


Working Memory  
Is finite so we can only take on so much information and it is then 'lost' after about 30 seconds.



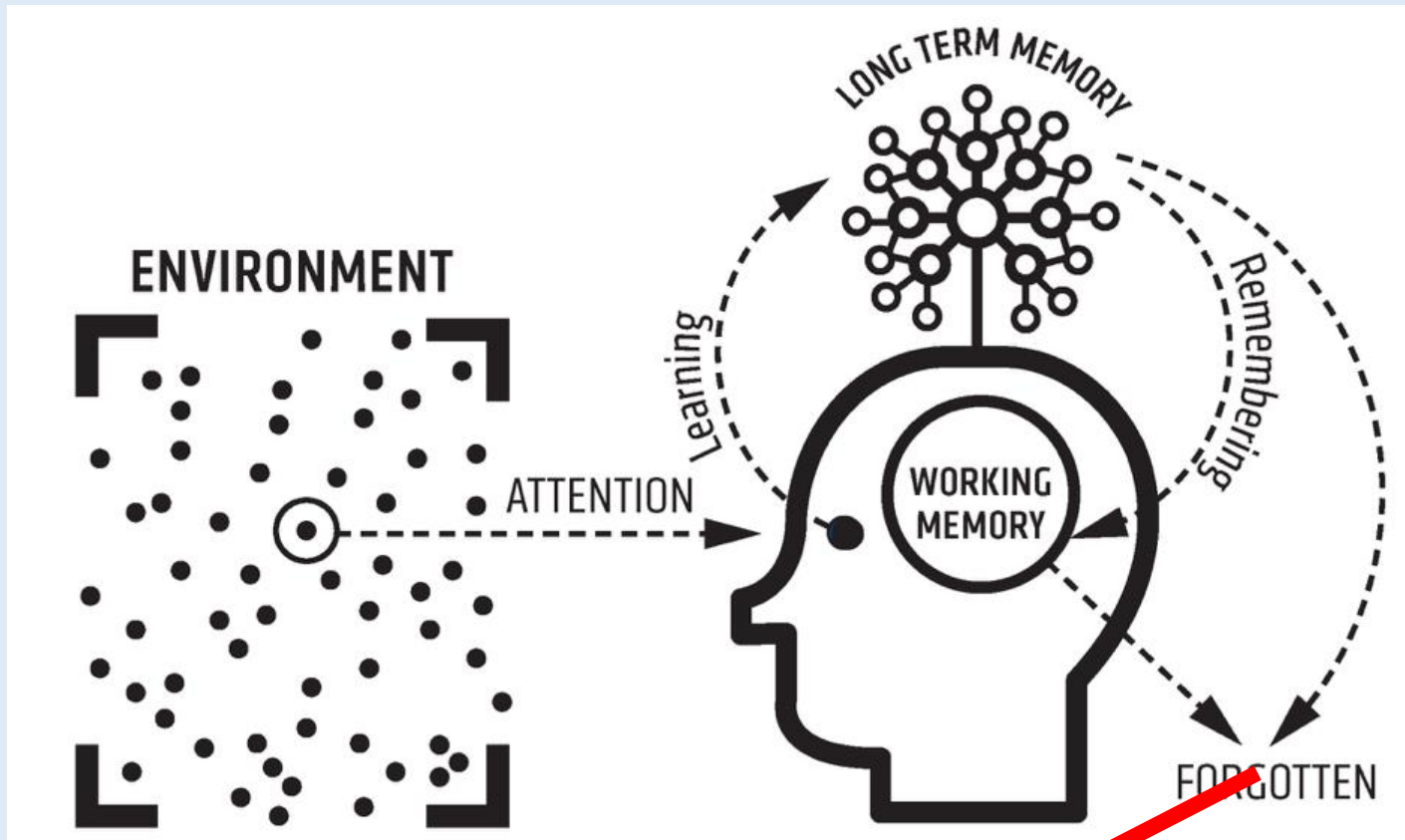
## Long-Term Memory

New information is moved to our long-term memory as we learn and make links to prior learning.



## Remembering

If we retrieve the information from our long-term memory often enough, it will become easier to move back to our working memory when we need it e.g. during an assessment.

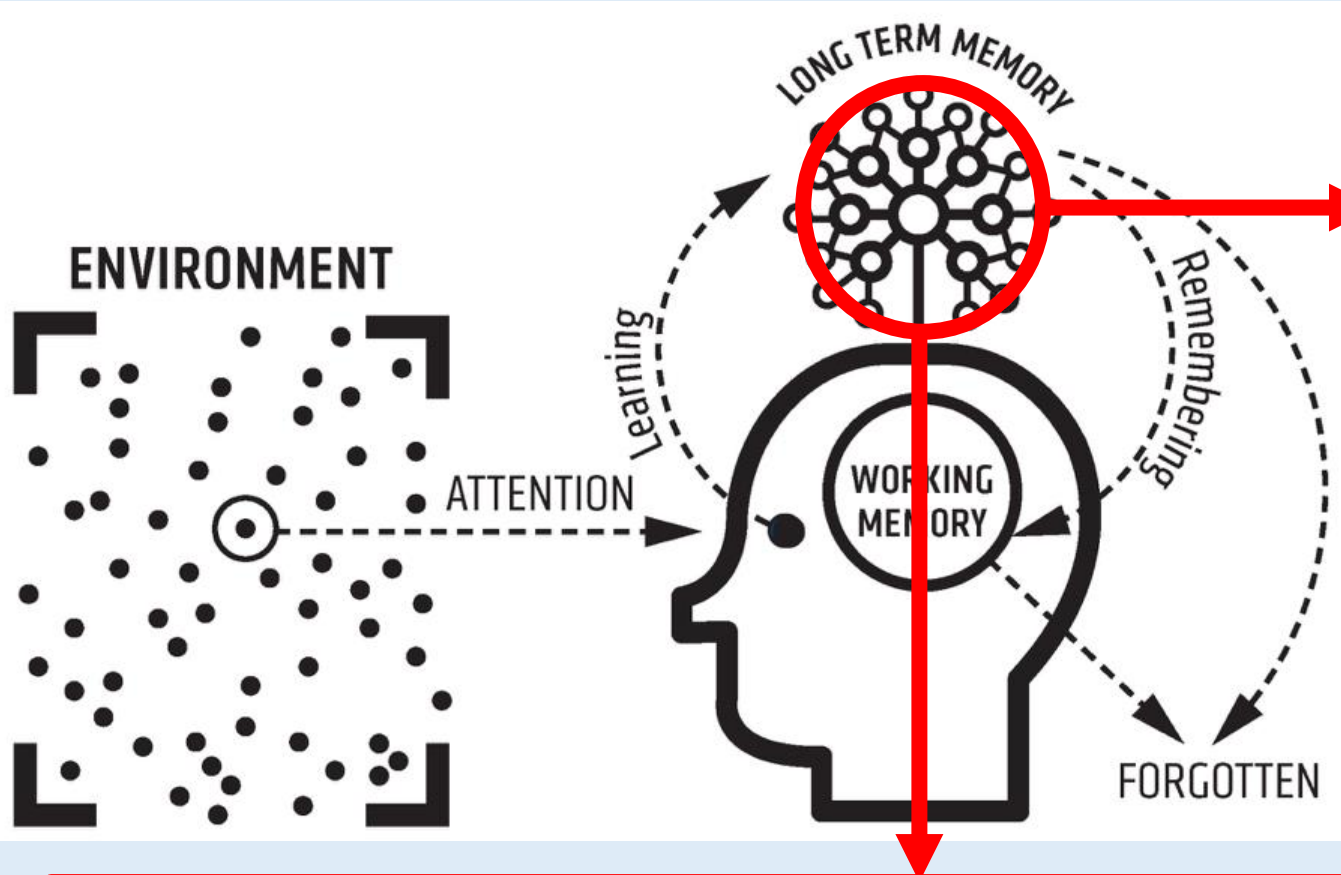


Forgotten

If we do not retrieve the information from our long-term memory often enough, we will forget it.



# IMPORTANT!



When you retrieve information from your long-term memory during revision, you must check it is correct!

Check your retrieved information against your notes or check with your teacher to avoid storing wrong information in your long-term memory.

# What is Retrieval Practice?

*‘Using our memory, shapes our memory’*



Robert Bjork  
Professor of Psychology

# What is Retrieval Practice?

- The act of recalling learned information from memory (with little or no support).
- Every time that information is retrieved or an answer is generated, it changes that original memory to make it stronger.
- Also known as the 'testing effect'.

# What are the Benefits of Retrieval Practice?

- Helps with long-term retention of information.
- Identifies gaps in knowledge.
- Learn more when you revisit previously tested material.
- Improves transfer of knowledge to new contexts.



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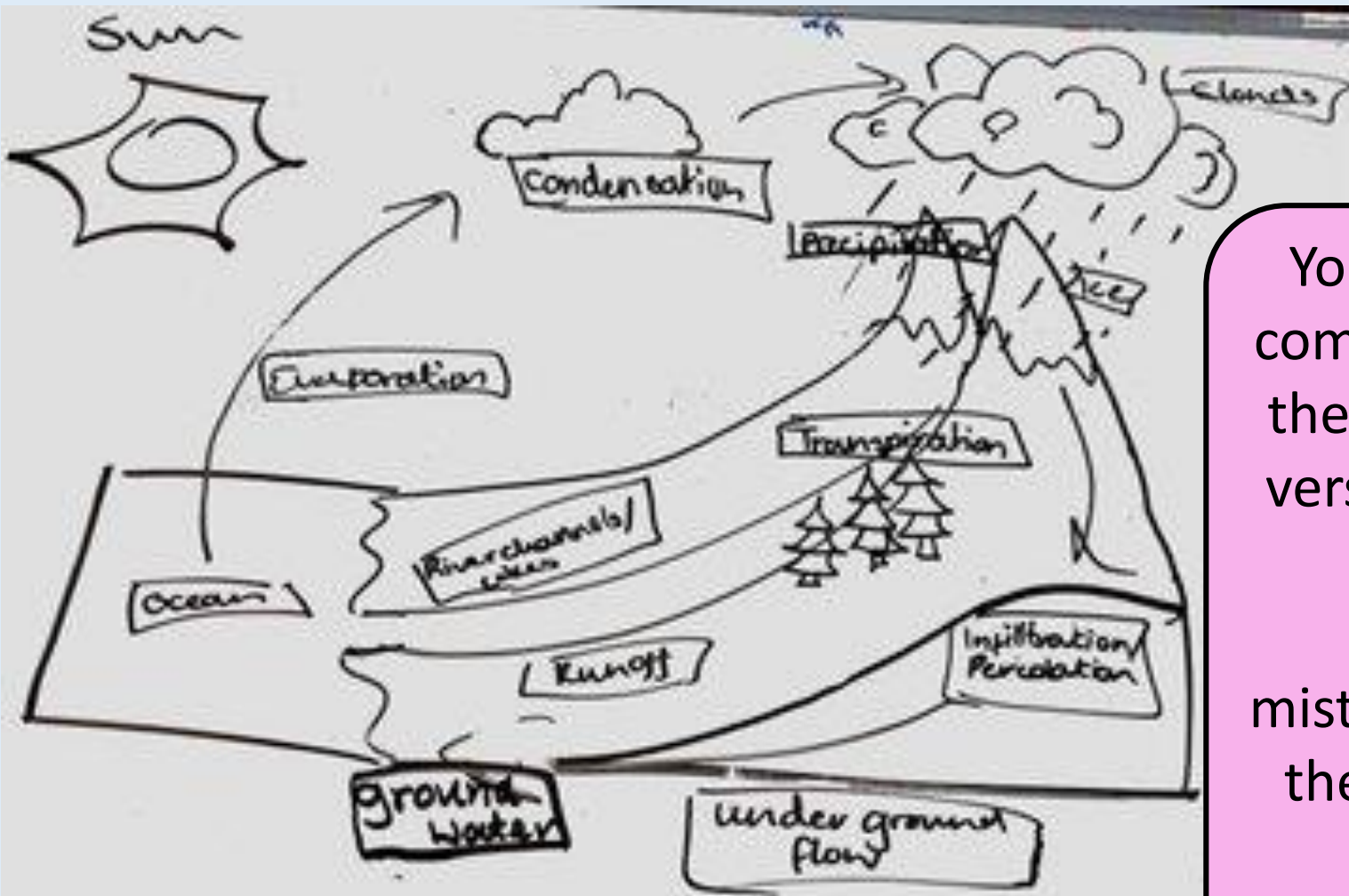
# Learning vs. Performance

- Immediate performance does not indicate long-term learning has taken place.
- Learning strategies that are challenging will have the biggest impact on learning.
- These learning challenges are known as 'desirable difficulties'.

# What might Retrieval Practice look like?

- Practice tests
- Quizzes - testing yourself and your peers
- Flash cards
- Writing down information from memory - 'brain dump'

# Drawing Diagrams from Memory



You can then compare this to the completed version in your notes to identify mistakes and/or the parts you couldn't retrieve from memory.



# Using Flashcards to Self-Test

For flashcards to be effective you should have:

- Key words or vocabulary on the front and definitions on the back
- Questions on the front and answers on the back

Explain why each of the following ingredients are used in a Savoury Macaroni Cheese recipe.

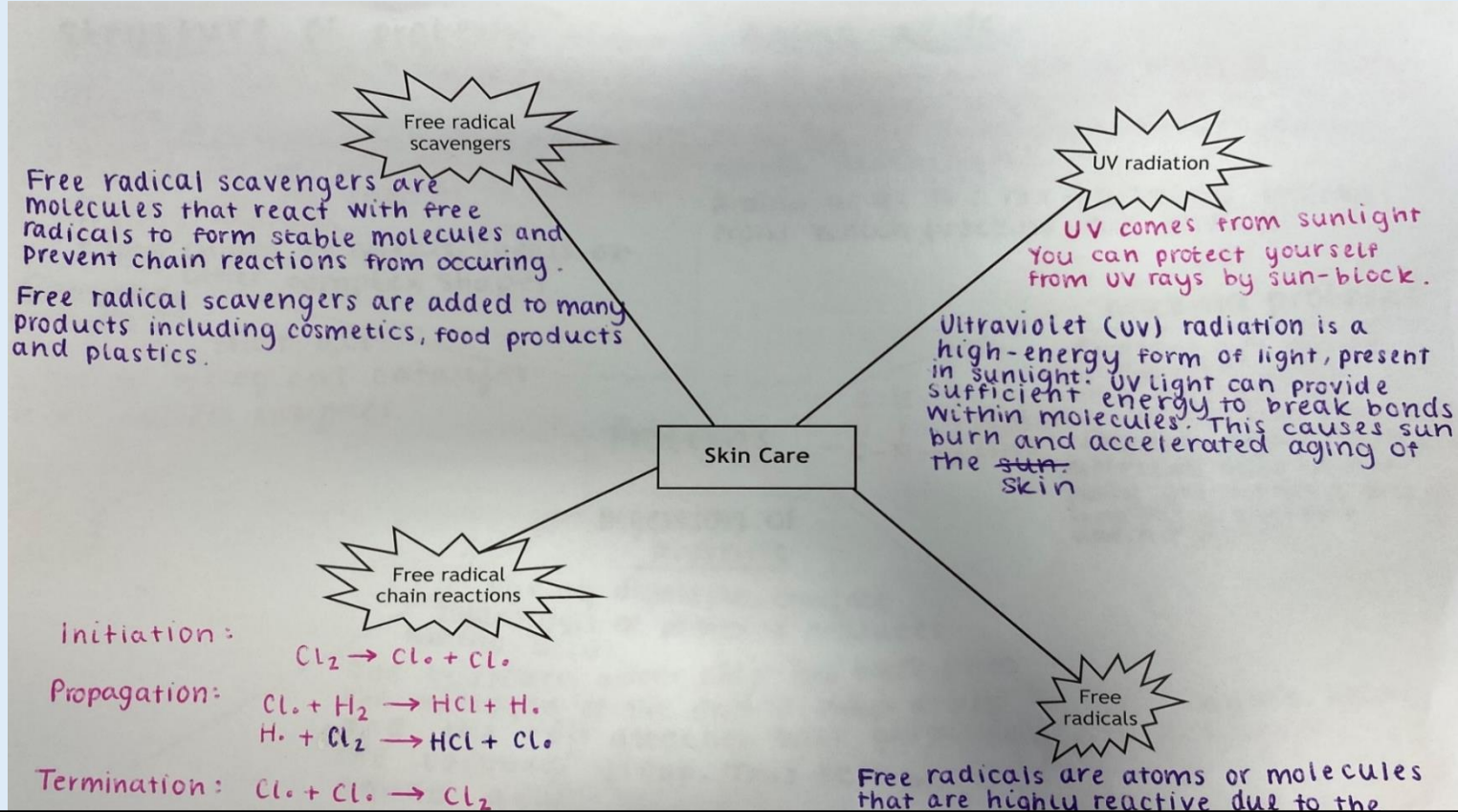
Flour  
Cheese

Flour: Used as a thickening agent in a sauce, which will cause the sauce to thicken and be the correct consistency.

Cheese: Has a strong flavour which will prevent the dish from being bland.

**TOP TIP...** When making flashcards use SQA past paper questions and answers from marking schemes to make them up. That way you will become more familiar with exam requirements.

# Retrieval Clock to Identify Knowledge Gaps



Write down information from memory with no support in one colour of pen. Then compare to your notes and fix mistakes or add missed information with a second colour of pen identify your strengths and gaps.

# Open-Ended Questions

## The Big Questions

Discuss the causes of crime.

Discuss why women are underrepresented in Parliament.

Discuss Government responses to inequalities.

Try writing a response from memory and then go back with your notes to fix mistakes and add in the information you missed out. This will help to strengthen the information in your long-term memory.

# Final Thoughts...

- Highlighting, underlining and re-reading your notes can help you to initially identify the information you need to learn but is less effective at strengthening your long-term memory.
- Make your revision challenging, it should **test** your memory!
- Focus on the gaps in your knowledge first. Don't do 'comfort revision' and focus on the things you know because it makes you feel good.



# Final Thoughts...

Space your revision by breaking it into chunks over time.

Carry out your revision in a quiet environment.

In a study carried out, pupils performed 60% better in an exam when they did their revision in a quiet environment than those who listened to music whilst studying.

This is because the music takes up processing space in brain so there's less space in your working memory for the information you are trying to learn/revise.

# Reflecting on My S5 Experience

- Ruth Edgar



# Thank you

