



Senior Phase Info Evening

EVENING OVERVIEW

- National Qualifications
- Maximising Attainment



NATIONAL QUALIFICATIONS



What are the National Qualifications?

The National Qualifications are the 1 year award courses from the SQA which replaced all existing exams (eg Standard Grade) in 2014.

The “difficulty” and progression of these courses is shown by their SCQF levels as follows.

SCQF Level	National Qualification	Replaces	“Old” SQA Qualifications
1 and 2	National 1 and National 2	>	Access 1 and Access 2
3	National 3	>	Access 3 Standard Grade (Foundation level)
4	National 4	>	Standard Grade (General level) Intermediate 1
5	National 5	>	Standard Grade (Credit level) Intermediate 2
6	Higher (new)	>	Higher
7	Advanced Higher (new)	>	Advanced Higher

How are National Qualifications Assessed?

Information about how National Qualifications is assessed can be seen below.

National Qualification	Marking	Final Award Requirements	Final Award Grading
National 1,2 and 3	School (with SQA moderation)	Passes in Course Units ONLY	Pass
National 4	School (with SQA moderation)	Passes in Course Units AND Added Value Unit	Pass
National 5	School and SQA	Course Assessment	A-C (Pass) D (Award)
Higher	School and SQA	Course Assessment	A-C (Pass) D (Award)
Advanced Higher	School and SQA	Course Assessment	A-C (Pass) D (Award)

Results Services

There are two Results Services to help to ensure final results are accurate and fair.

- **Exceptional Circumstances Consideration Service**

*This service supports candidates who have been unable to attend or effectively perform in a timetabled exam due to an exceptional circumstance, such as bereavement or a medical condition. It is only available **before** results are published and the School should be notified of this situation within 10 days of the exam at the latest.*

- **Post-results Service**

*This service operates **after** candidates receive their exam results. If the school believes the final mark does not reflect expectations then they can request a marking review or clerical check.*



Course Choices

Choice of the “correct” SQA courses at the correct level helps maximise attainment.

Please ensure that you and your child have discussed their SQA course choices for this session in light of the following factors:

- **PROGRESSION**
- **LIKELIHOOD OF SUCCESS**
- **REQUIREMENT FOR FUTURE PLANS**
- **ENJOYMENT**



Questions

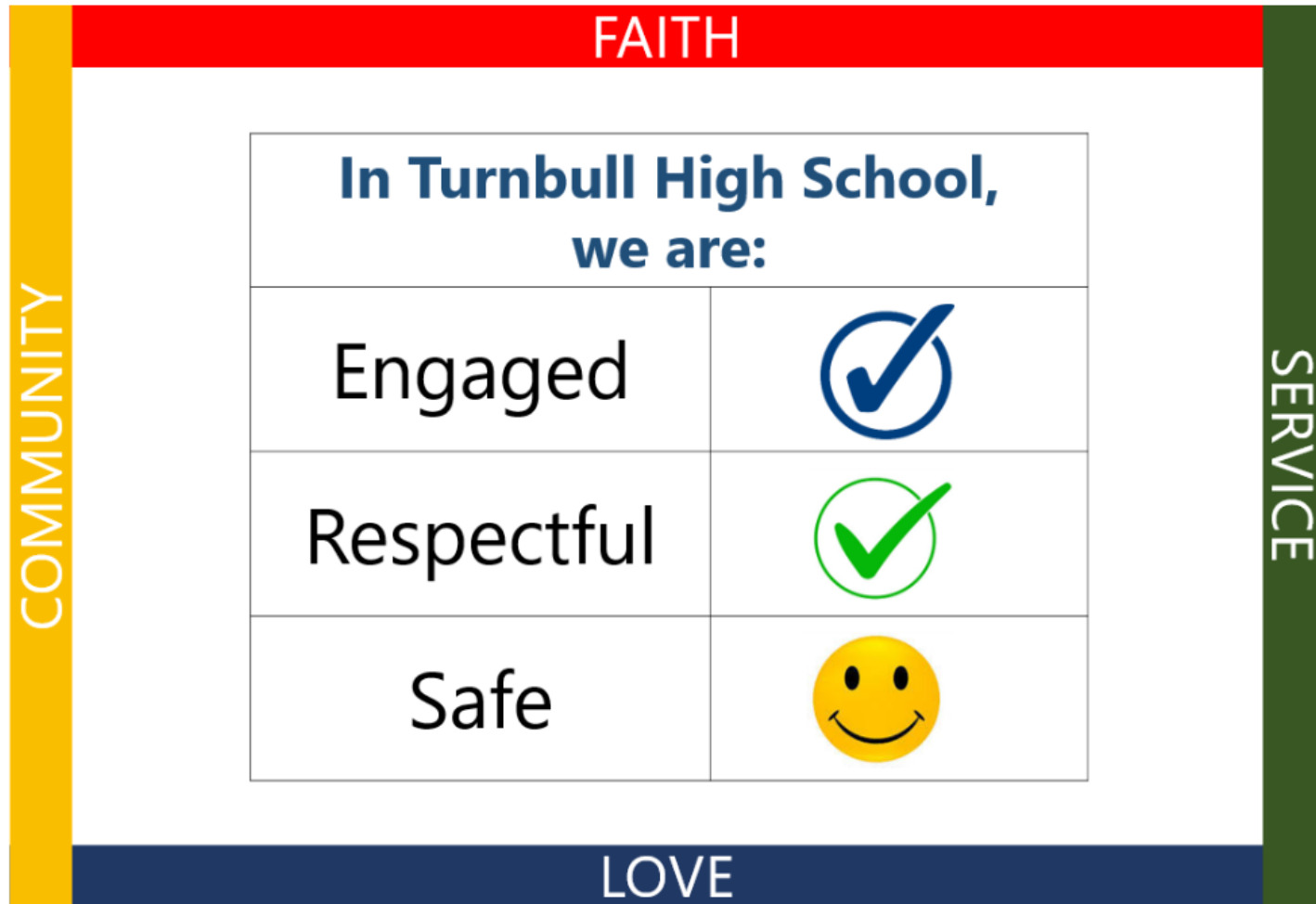




MAXIMISING ATTAINMENT



Our Values and Expectations

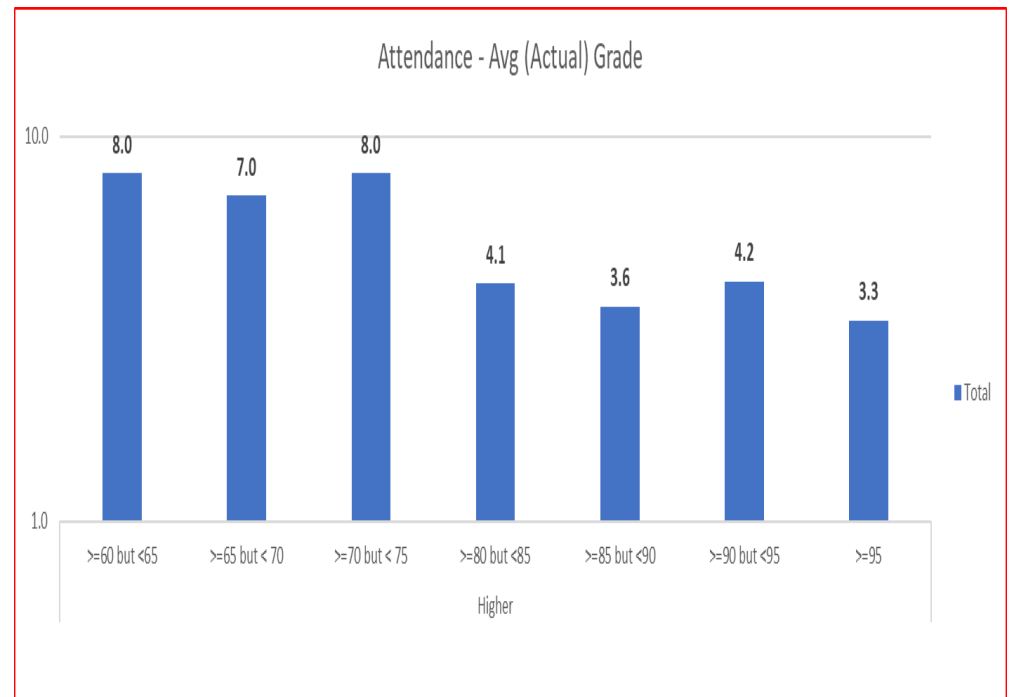


Engaged



■ ACCESS TO LEARNING

- *Attendance*
- *Latecoming*



Engaged



- **LEARNING AND REVISION STRATEGIES**
 - *Building Learning Power*
 - *Retrieval Practices*

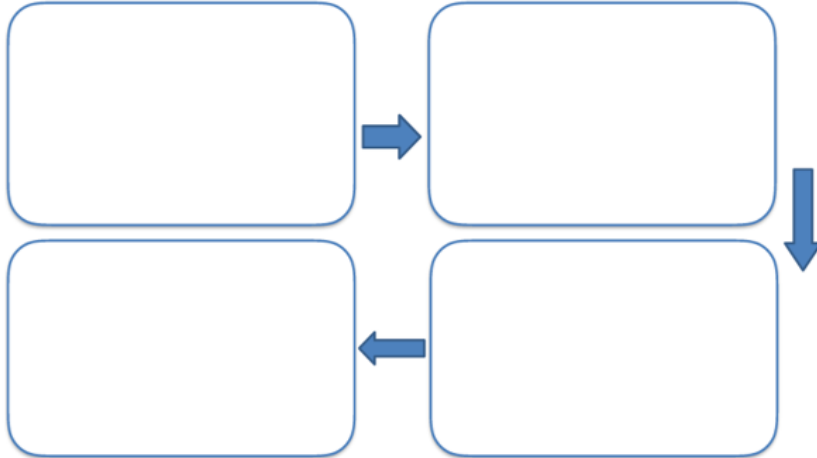
Strategy 1



Retrieval Relay Race!



Instructions: Choose a full topic you have studied or a particular past paper question you could be asked. Without using your notes, write as much as you can remember in the first box. Now spend 3 minutes (or suitable time frame) reading your notes before putting them away. Now add any further information to the second box. Repeat these steps for boxes 3 and 4. By box 4 you should have a fully complete answer or topic summary. Boxes 2, 3 and 4 also highlight any gaps in your knowledge.



Subject focus – History



History pupils would find the retrieval relay race useful to cover an essay topic e.g. an essay on the motivation for the Liberal reforms. Use box one to outline the basic factors and add any analysis and knowledge that is relevant. Then use research and recall in subsequent boxes to build up framework for essay. This helps to provide an overall structure for their essay in 4 clear and concise boxes

Subject focus – Biology



Pupils in Biology subjects can use this to help prepare for extended response questions (for Higher and Advanced - the last questions in the paper, for N5 the 3-5 mark questions within the paper). After following the instructions and final step would be to check the past paper marking instructions to check how many marks you have and see if you have missed any content.

Building Learning Power:

Building Resilient Learners ✓

Strategy 2



Flash Cards



Instructions: Flash cards are an excellent resource to consolidate your knowledge and learning on a particular topic. You can use course topic outlines or checklists to identify headings or titles for one side of the flashcard. On the other side you can write your sample answer or a summarised guide of how to structure your answer to question

Self-assessment: You can now use your flashcards as marking schemes to attempt past paper questions. For example, you might revise the flashcard and then attempt the question. Then use the flashcard to mark your answer and identify any areas you missed.

Peer of family learning: You could give your flashcards to a friend or family member to test your knowledge on a topic or question. Based on the flashcards you created, they will have the heading and the answer. Remember to take a note of any questions you're not sure of or to ask your teacher for help or guidance.



Subject focus – Modern Languages



As preparation for talking performances in French, Spanish and Italian we use flashcards to sort materials into manageable chunks for learning. For presentations, one paragraph is written per card and for discussions we use both sides (question on the front and the answer on the back). We encourage pupils to use these for self-assessment at home and for peer assessment in class. We incorporate flash card use into speed dating activities, paired discussions and group speaking sessions. Pupils regularly use the flashcards at home with parents to be tested on their responses and can quickly highlight which questions they are most comfortable with and which require more revision.



Subject focus – Maths



On the Maths blog we have a link to the "Cram" website where you'll find ready-made Higher Maths Flash cards and also the facility to make them yourself electronically, although good old fashioned paper cards and a pen will do! If using past paper questions, with the question on one side and the worked solution on the other, you can select a card at random, work through the problem then check your answer. Alternatively you could use short response questions like "what formulae can you use to calculate the gradient of a straight line?" and write the formulae on the reverse side. Materials to support your revision are available within the "Revision materials" section on the Maths blog.

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Building Active Participation ✓

Building Dialogue and Collaboration ✓

Strategy 3



Flashback Friday



Instructions: At the end of the week create a series of ten questions based on what you've revised that week for that subject. It might be one topic or a range of topics. You should include the answers too. Each week add ten more questions and answers but also look back and test yourself on the questions created from previous weeks. By doing this on a regular basis over the course of the year you have divided your revision into chunks and created a bank of questions which you can refer to at a later date for revision.

Make sure your questions refer to content from your course checklist and from past paper questions for your subjects.

Geog your Memory - Week 1	
1. Explain why the earth only receives 5% of incoming solar radiation.	6
2. Explain the processes involved in the formation of a delta lake.	8
3. Explain the social, economic and environmental issues facing residents living in shanty towns in a developing country you have studied.	8
4. Outline the physical and human factors that need to be considered when selecting a dam site.	10
5. Which country in the world has the most number of lakes?	1

Geog your Memory - Week 2	
1. Give reasons for the differences between a brown Earth and a grey soil.	10
2. Describe the origin and characteristics of the tropical maritime and tropical continental air masses.	6
3. For a voluntary migration flow you have studied, give reasons for the flow of migration.	8
4. Account for why only using a single indicator of development is less effective than a combined indicator such as HDI.	6
5. Which is the largest island in the world?	1

Geog your Memory - Week 3	
1. Explain the formation of a headland and bay.	10
2. Account for the distribution of energy around the earth by the three cell model.	8
3. Explain the human impacts on the hydrological cycle (deforestation, urbanisation, mining, dams/reservoirs).	8
4. With the aid of an annotated diagram, explain how a balance is maintained in the hydrological cycle.	10
5. How many islands does Scotland have? (you can round your answer to the nearest hundred).	1

Question	Answer	Topic
Explain the formation of a comet (6)	Formation of a glacier (2), Name 2 types of erosion (2), define erosion (2), landscape process (2) (ten (2), sp (2), corrie (2))	Atmosphere
Explain why there is a need for river basin management (10)	Flooding - high precipitation, irrigation - all year round, growing population - predicted, N.E.P. - cheap and renewable, tourism - facilities, Meroson/PC - stored dry season, industry - petrol, Navigation/Trade - nearby routes, Drought - dry season, Pollution - acid.	MM
Explain human factors that affect dam location (6)	Narrow (3) - cheap, Politically sensitive - burial sites, Farmland - avoid flooding, large city - avoid compensation, Small city - workers commute, Arable - expensive avoid competition.	MM
Explain physical factors affecting dam location (6)	Catchment - Large tributaries, Large valley - store water, Deep valley - avoid expropriation, Fault lines - avoid earthquakes, Impervious - avoid leakage, Solid foundations - granite support weight.	MM
Explain the differences between a podzol soil and a brown earth soil (2)	Coniferous and deciduous (2) - Mull humus and Mor humus (2) - warmer climates (2) England and colder climate - Scottish highlands (1) - Aridic and arctic conditions (1) - Both present and both absent due to arctic or arctic conditions (1) - Angular rocks due to freeze thaw and angular rocks due to tree roots penetrating bedrock or chemical weathering. (2) - Biopores	

Subject focus - Geography

In the final 8 weeks of the Higher course every Friday we play 'Geog your memory'. Pupils work in teams of 4 to answer past paper questions from all topics covered in the course set by the teacher. Each team member answers one question but the team can help each other. Teams then quality assure to try to get full marks. Each week, pupils note down the question that they personally found the hardest question that week. By the time study leave begins, each pupil has a list of their most challenging questions they've come across in class. The question banks are then made available for all pupils to use at home for revision.

Subject focus - BECS

As part of ongoing revision students can construct question banks to sort materials into manageable chunks. Key word, phrases and concepts can be used to create the questions and answers. We encourage pupils to use these for self-assessment at home and for peer assessment in class. Pupils can use this strategy at home with parents to be tested on their responses to highlight which questions they are most comfortable with and which require further revision.

Building Learning Power:

Building Resilient Learners ✓

Building Shared Responsibility ✓

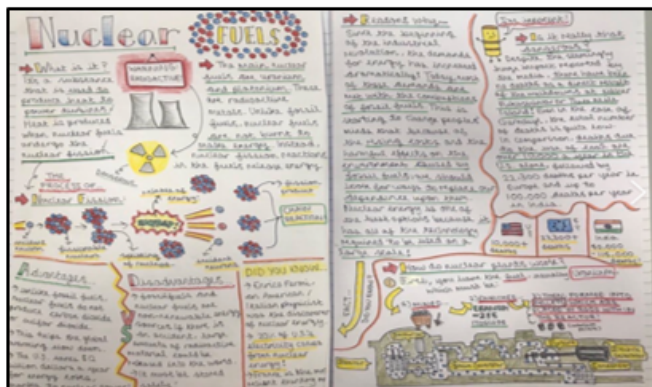
Strategy 4

Dual Coding



'Research showed that students who received an explanation using both words and images remember more than the students taught the same content using just word or just images.' De Bruyckere 2018

Instructions: The term 'dual coding' refers to the technique and process of combining written text with visuals. This might take the form of a timeline, diagram or infographic depending on the subject or what you feel is best suited to the subject or topic. These can be created by writing down information from memory with accompanying relevant images to enhance your points. You can then check your notes to identify information you have missed.



Subject focus - Environmental Science

Environmental Science have been using dual coding to visualise key concepts in their notes. These are the use of images to aid learning, they can be adapted or themed according to topic. As pupils have become more familiar with the concept of using images in their notes they have been able to create their own. Pupils can summarise key points using just the image as a focus. These are then used in retrieval practice when reviewing course material, this allows the pupil greater individuality and ability to control their own learning.

Subject focus - Graphics

This technique could be used to collate your knowledge of design elements and principles as these are often easier to explain with the aid of a sketch or diagram. You could write a description of the design principle and sketch examples with a description of the design elements used to create it. Make sure you note down the impact that this has on a layout as this is often asked about in the exam and for your assignment. This can be used for reference when answering past paper questions as well as when creating an analysis of your own work in class.

Building Learning Power:

Building Perseverance ✓

Building Active Participation ✓

Strategy 6

Revision Clocks



Instructions: Some of your subjects or teachers might already have revision clock templates made so ask them before you start afresh. Split your paper into 12 segments, like a clock face. Write down the different questions or sub topics that you can be asked about as part of this unit of work.

Task: Take two colours of pens. Using your **first pen**, spend 5 minute completing each segment of your clock from memory. Check your notes and then take your **second colour** of pen. Add in any additional information you missed first time round. You could also combine this activity with images like the **dual coding** example.

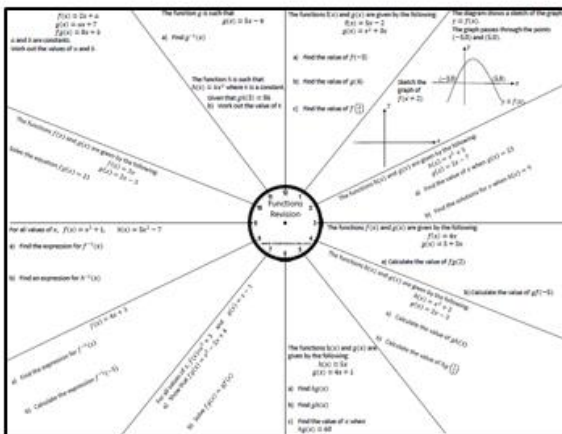
Subject focus – Physics

In Physics, pupils can use 3 different sources of information as the basis of their revision notes. (Jotter notes, learning outcomes, textbook). To use this at home in a similar way to using in class, pupils could spend 10 minutes revising and then 10 minutes to populate their clock.

They then repeat this process taking a different colour of pen which identifies the order they know the key information for further targeted revision.

This technique is similar to mind mapping (strategy 5) and elements of dual coding (strategy 4) could also be included.

One benefit of revision clocks is each segment is what is included in this topic of work. So by the time the clock is completed you have revised a full topic! ☺



Strategy 7

Road Map from Memory



Instructions: This might be useful if you need to retrieve information in a sequence, for example, the order of a play or plot in English or a timeline in History. The road map template just requires a start point and end point and you fill in the information in between.

Task: This should be completed without directly copying from your notes. Please see **Mind Mapping from Memory** or **Revision Clocks** for instructions of how to try to recall key facts

Subject focus – R.E

This could be used for Religious Education in order to track the development of Divine Revelation, for example in units on the Covenants. The chronology of the unfolding relationship between God and His people is key to evaluating the pivotal moments and figures which find their fulfilment in the birth, ministry, passion, death and resurrection of Jesus. Using the roadmap method would help pupils to see 'Salvation History' as a continual process which culminates in our participation in the life of God through the Church. This knowledge, when applied, is key to understanding our Catholic faith.



Building Learning Power:

Building Active Participation ✓

Building Dialogue & Collaboration ✓

Building Learning Power:

Building Active Participation ✓

Building Resilient Learners ✓

Strategy 8

Challenge Grid



'If you make learning too easy, students don't have to work hard to make sense of what they are learning, and as a result will forget it quickly' Williams, D 2016

Instructions: You will know what questions within a topic you personally find the most challenging. This strategy invites you to create your own **challenge grid** where you rank the difficulty of questions. Remember when writing or speaking your answer to do so **without notes** to see what you know. Then check your notes to identify gaps. [The challenge grid can also be used by friends or family to help quiz you on the topic.](#)

You could make your easier question worth 1 point going to 4 points for harder questions. Or colour code the questions in terms of difficulty.

Subject focus – Modern Languages

The talking element of our courses is broken down into two distinct parts: a presentation and a dialogue. Often the dialogue part presents the most challenge given the unpredictable nature of question order. Challenge grids offer a great way for pupils to identify the questions they have learned best and those that still require revision. Pupils are asked to use the traffic light system and colour code the questions red, amber or green (with green indicating confidence in a response). These challenge grids [can then be used](#) in pair or group speaking tasks, one to one with the teacher, or at home with a parent or as a study tool

Subject focus – Geography

Challenge grids have proved to be a popular starter activity in lessons this year where pupils challenge their shoulder partner to score the most points in a given time. This technique also encourages interleaving, where pupils can create their own challenge grids using a mixture of questions from a range of different topics covered in the course. Pupils can use their self-evaluation skills to decide which questions they find easier or harder and can determine the number of points for each question.

Challenge grid

How much would you pay for this? (4 points)	What are the main reasons for the... (3 points)	What is the... (2 points)	What is the... (1 point)
How many... (4 points)	What is the... (3 points)	What is the... (2 points)	What is the... (1 point)
What is the... (4 points)	What is the... (3 points)	What is the... (2 points)	What is the... (1 point)

Four points Three points Two points One point

How many points can you score?

The water cycle - retrieval practice challenge grid

What is meant by the term 'low regime'?	Name 4 places that water is stored in the drainage basin system	In a flood hydrograph, the line between the peak rainfall and peak discharge is known as...	Give one negative and one positive effect of draining water from farmland
What percentage water is stored in the oceans?	Name the processes by which water changes between different states e.g. liquid and gas	Give three potential negative consequences of groundwater abstraction	Explain how deforestation affects the water cycle
Give 3 locations of cryospheric water	Name 1 input, 3 flows and 1 output of the drainage basin system	Name what is labelled on the x and y axes of a flood hydrograph	What is the formula for the water balance

1 point 2 points 3 points 4 points

Total points:

Building Learning Power: Building Resilient Learners ✓

Strategy 9

Cops & Robbers



Instructions: Use the 'cops' column to write as much as you can about the question or topic selected in a set period of time for example 5 minutes. Remember, no notes allowed at this point. Then complete the 'robbers' column adding points your peers has written down or if studying on your own adding points from your notes again in a set amount of time. The 'robbers' column helps to **identify gaps** in your knowledge for this topic or question.

Topic or Question	'Cops' (Your knowledge)	'Robbers' (what you have stolen)

Subject focus – Art and Design

For your mandatory expressive and design questions write down what you know about the work that you are studying. It could be posters designed by either [Cassandre](#) or [Munch](#), or paintings created by the artists [Picasso](#) and Cezanne. In the topics column write those that [have been outlined](#) in your critical booklet.

Get into the habit of using the **What, Where and Why** rule when writing your answers.

Building Learning Power: Building Perseverance ✓ Building Resilient Learners ✓

Strategy 10

Past Paper Questions



Instructions: An internet search 'SQA past papers' takes you to the main menu where you can select your subject and level. This provides all past papers for the subject from 2016 – the most recent exam.

Please note, some departments in school will provide you with a past paper question booklet. The past paper questions might even be separated into particular categories so you can focus and tailor your revision on a certain topic.

Task: Now you have the questions, what is your plan? Are you going to attempt the questions without using your notes and then check your notes as a marking scheme? Are you attempting questions and asking your teacher to mark them for you? Are you looking through questions and identifying the ones you find most challenging and asking your teacher for support?

Subject focus - Chemistry



A good method of revision would be to select a topic to develop and watch the corresponding Miss Adams Chemistry video on YouTube. Use the Chemistry Blog to find matching Past Paper Questions and their Marking Instructions (as they are broken down into topics). By checking answers carefully against those of the SQA, you will gain valuable insight into the key words and phrases the SQA look for in answers. You will better understand their expectations on the level of required detail, and you will be better prepared to meet these expectations in the final exam. Any attempts made on Open Questions can be given to your teacher for marking.

Subject focus – Modern Studies



In subjects such as Modern Studies, past paper questions can be used effectively by completing a question relating to a topic covered that week or fortnight in class. This could be completed by yourself at home or as an activity in the lesson. The information is fresh in your mind which allows you to answer with less notes support. This builds up a bank of questions which you can self-mark or ask your teacher to mark for you. By the time of your prelim or final exam you'll have a range of example questions and your answers to aid your study.

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Building Resilient Learners ✓

Becoming Unstuck ✓



Choose your own revision path



Subject focus – Music

'All at once' approach

In the past pupils used to learn one piece of music then add others after they'd mastered the first one. Now we do things differently:

In music, pupils need to learn a number of pieces of music (often 2 or 3) for their exam. We use an 'all at once' approach where pupils learn all pieces at the same time e.g. Line 1 of all 3 pieces. They perfect their first line/section for every piece at the start of the year rather than doing one piece then moving on to the next. Also they add in all the skills needed for the exam from the outset. For example, they learn line 1 of a piece to 'exam standard' from the outset then add line 2. Same for past papers -pupils start doing these from the start of the course even though they're not quite ready for them. This has the following advantages:

1. The pupils encounter tricky skills / tasks early on and have all year to work on these rather than encountering something worrying too near the final exam with no time left to deal with it.
2. They get more enjoyment / sense of achievement out of their learning early on in the process, which spurs them on to continue working.
3. It highlights any tricky pieces of music / barriers that pupil might experience early on so that we have time to overcome these (pick a different piece?)
4. The pupils know everything they are working on from the start - no nasty surprises later on! We can set deadlines for each piece so that we get there in time.

Is this an approach you could try in other subjects?

Building Learning Power:

Building Active Participation ✓

Building Collaboration ✓

Engaged



- **TRACKING AND MONITORING**

- *Subject Overviews*
- *Show My Homework*
- *Feedback*
- *Tracking and Monitoring Reports*
- *Parent/Carer Meetings*



Course Overview: Higher Business Management

Course Content

- 1.1 Business in Society
- 1.2 Business Influences
- 2.1 Marketing
- 2.2 Operations
- 3.1 HRM
- 3.2 Finance

Course Assessment

■ ONGOING CLASS ASSESSMENT

- *Past Paper Practice*
- *Homework activities (SCHOLAR)*
- *Class tests*
- *Prelim*

■ FINAL SQA ASSESSMENT

- *Assignment - 25% of grade [30 marks]*
- *Exam Paper - 75% of grade [90 marks] (2hrs 45m)*

Course Timeline

Month	Activity
August	1.1 Business in Society
September	1.2 Business Influences
October	2.1 Marketing
November	2.2 Operations
December	<i>Prelim Exams</i>

Month	Activity
January	SQA Assignment
February	NPA AWARD 3.1 HRM
March	3.2 Finance
April	<i>Easter Revision</i>
May	<i>SQA Exams</i>

Other Information

- THS Support Materials all available on TEAMS
- Opportunity for [NPA Business & IT \(SCQF6\)](#) award

- [SQA Course Specifications](#)
- [SQA Past Papers](#)
- [SQA Understanding Standards](#)
- Parent Forum – [In a Nutshell](#) series

Respectful



- **ALLOWING EVERYONE TO LEARN**
 - *Bringing required materials*
 - *Respecting classroom materials*
 - *Respect for other's right to learn*
 - *Active listening*

Safe



- **HEALTH AND WELLBEING**
 - *Sleep*
 - *Breakfast*
 - *Fun!*

Wellbeing Concerns

This year has been a very unusual one for everyone and we are all coping differently with it.

IT'S OK NOT TO BE OK!

Please contact Pupil Support or SMT if there is anything we can help you with.

Questions

