

# Stranraer



# Academy

S3/S4

Student & Parents

Revision & Study

Information

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## Section 1: General Pages

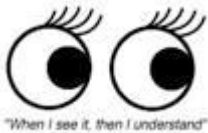
Exams are not memory tests which require you to write everything you know about a given topic.

Instead, they require you to demonstrate how much you know and understand about the topic, idea, principle; skills how to calculate, evaluate, interpret data and so on. So effective revision strategies will help you to:

- (1) Recall and consolidate the information that you have learned or studied
- (2) Restructure your knowledge and understanding in an organised and coherent way

### Learning Style

It's important to know that there are many different styles of learning and each person will retain information better in different ways. What kind of learner are you when studying?



Visual learners learn best when pictures, images, and spatial understanding is used.

Auditory learners prefer using music, sounds or both.



Kinesthetic learners prefer a more physical style of learning through using the body, sense of touch and hands.

Verbal learners will prefer using words in writing and speech.



Logical learners desire to use reasoning, logic and systems.

## Note Taking

Do you find yourself struggling with taking good notes? It's important that you develop your note-taking skills so that, when you review them, they are beneficial and will help you study and remember important information.

Taking good notes in class will force you to stay alert and pay attention to everything that is going on in the class. It'll also help keep you from daydreaming.



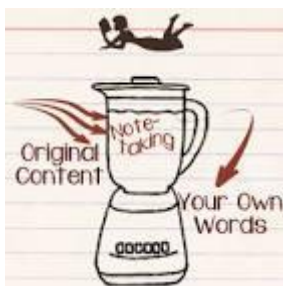
Not sure how to take notes? Start by writing down facts that your teacher mentions or writes on the board during class.

When you take notes, focus on recording the information over understanding or neatness

Once you have made revision notes, make them again, perhaps in a different style. Can you take a large amount of information and reduce it to notes and then reduce it again, and again? This can be very tedious, but research shows that it can be very effective.

Remember that you don't need to take notes of everything! Only write down what is important; if your teacher keeps repeating something or has written something down then you should take note of this.

Your note-taking style might also depend on your learning style like we mentioned above. Perhaps you might need to draw little diagrams in your notes if you are more of a visual learner.



Rewrite your notes at home as soon after the class as possible, while the material is fresh in your mind, so that you can fill in any gaps completely from memory. The process of rewriting your notes is a more active approach to studying by making you actively engage your mind with the information. You can easily zone out if you're just reading. Writing these makes you think about the information.

That doesn't mean you shouldn't try to understand or organise your notes at all; just don't waste time doing something in class that you can figure out or make neater at home. Consider your in-class notes a 'rough draft'. It's also a good idea to keep your notes, quizzes, and papers organised by subject.

You may find it easier to keep two notebooks or folders – one for your 'rough draft' notes, and another for your rewritten notes.

Some people type their notes, but others find that handwriting enhances their ability to remember their notes.

The more paraphrasing you do the better. The same goes for drawing. If you're studying anatomy, for example, 're-draw' the system you're studying from memory.

## Revision Timetable

You should make homework/revision/study/exam preparation/assignments part of your daily routine. Going over notes taken in class or reading a few pages from a textbook, regularly, will help you to remember the information more quickly and help you to retain it better and longer. It will save time in the long run when revising for tests and exams, and will be more productive too.

In order to maximise study time and not to have any wasted time you must create a revision/study timetable.

Waiting until Thursday night to study for Friday's test will make for a homework night that's no fun. It also makes it hard to do your best. We're all guilty of putting things off sometimes.

One of the best ways to make sure that doesn't happen is to plan ahead.

Building a revision/study timetable can add structure to your revision and help you to identify which subjects you need to prioritise to get better marks.

Make sure your revision timetable is realistic and 'do-able'. You can then plan how much to do after school each day, and how much time to spend on each topic. You can also mix the order of the subjects.

Are lessons or extracurricular activities making it hard to find time to study? Build these into your revision timetable.

Weekly Revision Timetable Name: \_\_\_\_\_

Day	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00	3:00 - 4:00	4:00 - 5:00	5:00 - 6:00	6:00 - 7:00	7:00 - 8:00	8:00 - 9:00	9:00 - 10:00
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

\*\*\*Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.

The SQA have an app on both the Apple and Play Store called 'SQA My Study Plan', where you can create a personal revision timetable.

Don't leave it until the last minute. While some students do seem to thrive on last-minute cramming, it's widely accepted that (for most of us) this is not the best way to approach an exam.

## Regular Breaks

While you may think it's best to study for as many hours as possible, this can actually be counterproductive. If you were training for a marathon, you wouldn't try and run 24 hours a day. Likewise, studies have shown that for long-term retention of knowledge, taking regular breaks really helps.



Everyone's different, so develop a study routine that works for you. If you study better in the morning, start early before taking a break at lunchtime. Or, if you're more productive at night time, take a larger break earlier on so you're ready to settle down come evening.

If you are studying for a few hours at a time, then take a planned 5-minute breaks every half hour or so. So a two hour revision period can be broken down into 4 X 25 minute sessions, each with a 5 minute break.

This also helps your joints by moving them around after sitting for a long time. It also helps your mind relax, which can help you remember the material more effectively. This also helps to stop you from losing focus.

Do something physically active to get your blood flowing and make you more alert. Do a few jumping jacks, run around your house, play with the dog, do some squats, or whatever it takes. Do just enough to get you pumped, but not worn out.

Try integrating standing into your studying. This may mean walking around the table as you recite the information to yourself or standing against the wall as you read your notes.

## **Snack on Brain Food**

Eat healthy, nutritional foods while you study instead of foods filled with sugar and fat. Go for energy boosting foods, like fruit, or foods to make you feel full, like vegetables and nuts. If you need something sweet, eat dark chocolate. Drink water to keep you hydrated, and drink tea if you need a caffeine boost.

Avoid foods with high amounts of sugar and carbs, like instant noodles, chips, and sweets. Don't drink energy drinks and sugary drinks; they contain high amounts of sugar which will cause you to crash.

Have your snacks prepared when you begin a study session so you don't get hungry and go rummaging for food.

A common mistake many make during this crucial period is to eat poorly and unhealthily. Junk food, lots of chocolate, energy drinks and crisps are often eaten in place of normal meals to 'keep energy levels up'. However, this is not only harmful to your long-term health, but can also negatively affect your exam performance.

Here are some brain food suggestions to ensure you're at your best on exam day.

### **Oily fish**

Salmon, tuna, sardines and mackerel are among the healthiest types of fish, as they contain lots of protein and omega 3, which is essential to keeping a functioning brain working well. Herring and trout are other possible options, but the simplest meal is probably sardines or tuna on toast.



Choose whole-wheat bread and you'll have a healthy, long-lasting meal, combining complex carbohydrates, vitamins and protein.

### **Eggs**

Let's face it, eggs are one of the most versatile foods on Earth. Fried, boiled or poached, eggs are healthy and good brain food.



They're a great way to start the day, and are more likely to leave you feeling full than sugary cereals or pastries will. Just one egg contains lots of vital nutrients and less than 100 calories, depending on how you cook it.

## Dark leafy greens

Kale, chard, spinach, broccoli, the list of healthy dark leafy greens is a long one, and they're a vital source of vitamins in the run-up to exams. All dark greens are packed with vitamins, which helps build pathways in the brain and are associated with improvements in alertness and memory.

Add them with fruit, berries and yoghurt in a blender to make a delicious smoothie.



## Peanut butter

Go on, eat it out of the jar with a spoon. Many people think peanut butter is an unhealthy food, but it actually contains healthy fats and lots of protein per serving. This means that as a brain food, just a little can keep you full for a long time.



If you'd rather have porridge in the morning instead of eggs, try mixing some peanut butter into your morning bowl, a delicious way to start the day. Or spread it onto your toast or bagel. Nuts, in general, are also an extremely good brain food, so stock up on snacking packs before your next study session at home.

## Green tea



Caffeine, in the short-term, can provide a useful boost immediately before an exam, but don't be tempted by stomach-churning energy drinks. Coffee is a good alternative, but should be drunk with caution. Drinking too much could leave you unable to focus properly, while becoming dependent upon it will only make you more fatigued in the long-run.

Green tea is a good alternative to high-caffeine options, as it boosts your concentration.

## Fresh fruit

If you need a sugar boost, the naturally occurring sugars in fresh fruit are going to be much more useful than a chocolate bar or two.



Darker coloured fruits, such as blueberries, are thought to contain more antioxidants, but you'll feel the benefits of eating any fruit, whether it's a banana, an orange or even a slice of melon.



## Water Intake

Remember that being well hydrated is essential for your brain to work at its best. Make sure you keep drinking plenty of water throughout your revision, and also on the exam day. Take a bottle of water into the exam with you and have a bottle next to you when you are studying.

## Sleep

So the test is tomorrow and you've followed your study plan — but suddenly you can't remember anything, not even 2+2. Don't panic! Your brain needs time to digest all the information you've given it. Try to get a good night's sleep and you'll be surprised by what comes back to you in the morning.

Studying when you're sleepy is ineffective. If your body is telling you that you're tired, then have a nap or go to bed early.

A good night's sleep will help you understand and remember information better. It is also much less stressful to take an exam or attend a class when you feel well rested and alert.

If you're finding that you are getting stressed out or tired, reflect back on your study schedule and priorities. Make sure that you have dedicated time for rest and de-stressing. You can't be a study machine 24/7 and taking some time away from learning is a great way to relax your mind.



A good night's sleep will help you understand and remember information better and prevent you from sleeping in class.

Good study habits require you to be fresh and sharp. A good night's sleep is far more effective than a night cramming for a test could ever be.

## Exercise



Physical activity is really important, especially during intense periods of revision. Even a little exercise after a day of revision can improve your well-being. Physical activity increases the heart rate which makes the blood circulate faster. This in turn ensures that the brain gets more oxygen which increases productivity whilst reducing tiredness and stress.

## Organising Study Space

This is simple, but so important. You must have a space where you can work uninterrupted. This might be your bedroom or the library. Set up your revision space so you have everything you need.

Make sure you feel as comfortable and able to focus as possible. For some people, this may mean almost complete silence, for others, background music helps. Some of us need everything completely tidy and organised in order to concentrate, while others thrive in a more cluttered environment. Think about what works for you, and take the time to get it right.





Make sure you have enough space to spread your textbooks and notes out. Have you got enough light? Is your chair comfortable? Don't set yourself up to fail at revision because 'I need to look for my text book' or 'my pen has run out of ink'.

Get rid of things that will distract you while revising, for example, turn the TV off and leave your phone in another room! Are your computer games out of sight?

## Organising Resources

In order to make the best use of your time and to avoid unnecessary interruptions to your studying, homework or revision, make sure that you have everything you need at hand as there will, inevitably, be large amounts of printed material such as notes, books etc. Try to keep your materials organised in suitably indexed files, making use of a labelling system that is clear, bold and easy to read at a glance. A simple filing system is often overlooked but it can help you to save a lot of time.



Your notes are valuable. Think carefully about where to keep your notes and how to store them so they are easily accessible. Organising your notes and keeping them tidy will save you time, and is as important as knowing which notetaking techniques are most effective for you.

## Prioritise

The next step is prioritising your tasks – decide which tasks are most important and should be completed first. Other tips for time management are to not put off small tasks and dividing complex tasks into smaller tasks.

Aim to revise everything but devote more time to things you don't understand or know less well. It sounds obvious, but it's surprisingly hard to do. Why? Because we like doing easy things—so our tendency, when we revise, is to concentrate on the things we already know. If you're not sure what your weaker subjects are, ask your teacher or look at the marks you've received on coursework through the year.

You are at your most alert when you first start a revision session, so it makes sense to start revising the most difficult subjects first. Once the challenging parts are out of the way, you will see the rest of your revision time as more enjoyable and will be more likely to retain the information you're studying.



Learn the most important facts first. Don't just read the material from beginning to end. Revise each new fact as you come to it. New information is acquired much more easily when you can relate it to material that you already know.

## Goal Setting

If your goal is too big to achieve, then you might be setting yourself up for failure and this will also not help motivate you to study and accomplish your goals.

Here are some questions to ask yourself that will help you create realistic goals and come up with a plan for good study habits.

When do you usually study and for how long?

Do you find that it is effective?

Are you happy with your grades?

What subjects do you need to focus on or are having difficulty with?

What grades do you need to have in order to pass?

What are your personal commitments and priorities?

After answering and reflecting on these questions, you'll be able to see what areas you need to put a little more focus on.

Use the SMART method when setting up goals. For the goals to be effective they should be:

**S** - specific (who, what, why, where, when, which)

**M** - measurable (can you track the progress and measure the outcome)

**A** - attainable (make sure the goal is not out of reach or below standard performance)

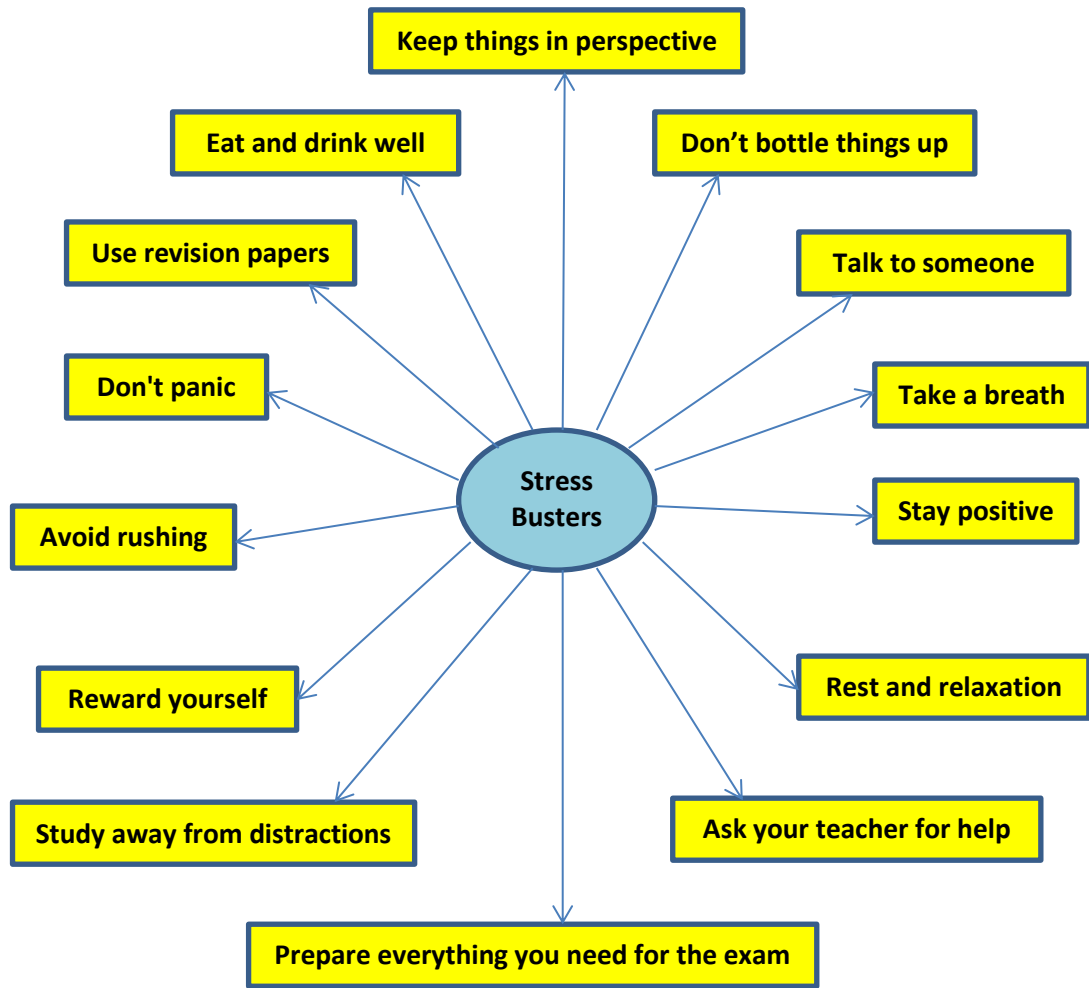
**R** - relevant (is the goal worthwhile and will it meet your needs)

**T** - time-bound (your goal should include a time limit as to when it will be achieved)



## Dealing with Stress

Try the techniques below if you are feeling stressed or under pressure, especially at exam or assessment time. Find out which of these work for you and use them whenever you feel you are not in total control



## Study Techniques

Revision must be active!

This does not mean that you have to run around your bedroom when you revise. It does mean that whatever revision technique you use, it must involve you actively manipulating the information you are learning. This could mean making revision cards, mind maps, practice questions, a quiz with a learning partner or making a podcast, for example. The following techniques are all useful and you may prefer particular techniques over others, depending on your learning style.

### Chunking

When there's a lot to study, it can help to break things into chunks. Chunking is breaking up a big piece of information into smaller chunks rather like steps in a ladder. It can be used for numbers and words. You can use bullet points to break up information.

If you have a long number to remember, break it down into manageable pieces, no more than 2-4 digits long. So 3362012010 might become 336 2012 010. To make things even more memorable, look for patterns or associations within each chunk. For example 336 makes sense because  $3+3=6$ . 2012 is a date, (what happened then that you remember) and 010 is nicely balanced.

336            2012            010

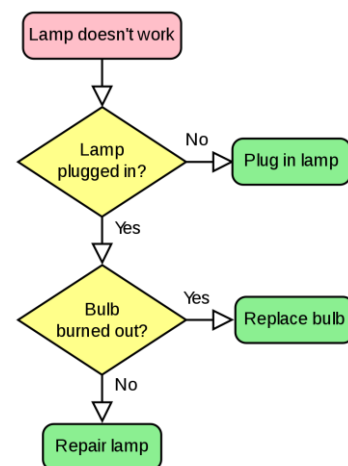
This can be used with words too. Let's say you have a test on 20 spelling words. Instead of thinking about all of the words at once, try breaking them down into five-word chunks and working on one or two different chunks each night.

Don't worry if you can't remember something on the first try. That's where practice comes in. The more days you spend reviewing something, the more likely it is to stick in your brain.

### Use flow charts and diagrams

A flowchart is a type of diagram that represents an algorithm, workflow or process. The flowchart shows the steps as boxes of various kinds, and their order, by connecting the boxes with arrows. This diagrammatic representation illustrates a solution model to a given problem.

Flowcharts are used in analysing, designing, documenting or managing a process or program in various fields. Flowcharts are useful in many different subjects.



## Test yourself

At the end of a topic, challenge yourself to write down everything you remember about a topic - and then highlight where the gaps lie.



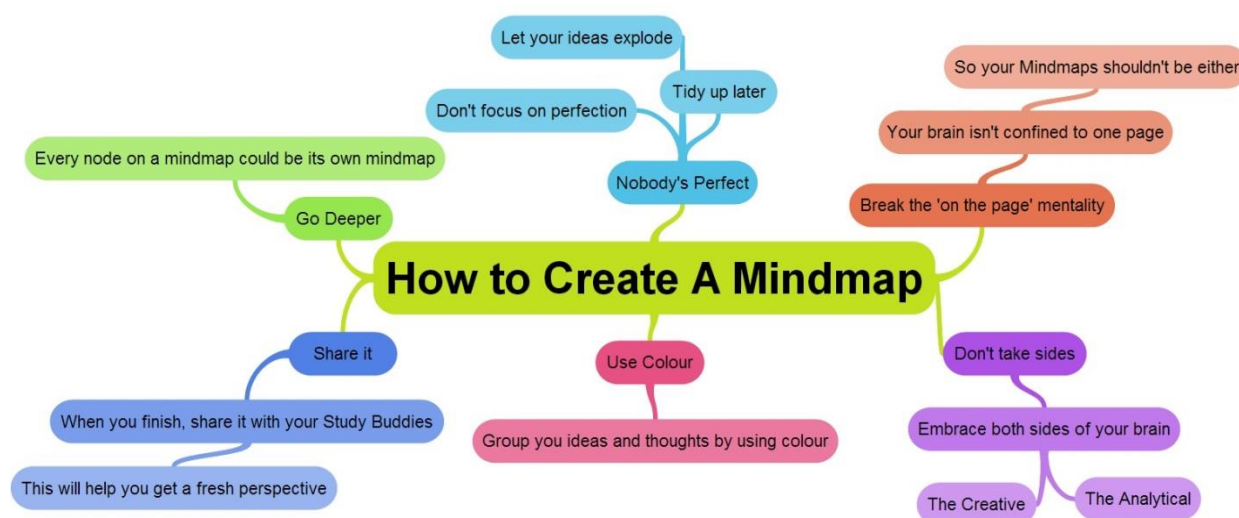
You can then spend more time looking over the areas that you highlighted as gaps in order to concentrate on and remember these areas in the future. It is also a much more efficient use of your time.

## Mind maps

Mind maps are a kind of framework. It is a way of helping you to organise, visualise and summarise. Its purpose is to give you a better way to store information on one page. Many topics can be studied and revised easier and more meaningfully by making a mind map.

Many people find that visual elements help them retain information better in their studies, if you're one of them, we recommend using mind maps. Mind maps can be made by hand or by using a special program on the computer.

Mind maps are an alternative way of setting out your notes. They can be great for connecting ideas and making associations. Adding colour and drawings to mind maps is another way to help you visualise them in an exam so that you can 'retrieve' the information you want.



## **Read to yourself out loud**

Some people memorise best through sound. If you identify yourself as one of them, try reading your course materials to yourself out loud. You can read to yourself out loud at home.

You can also record yourself on your phone, then take the recording and listen to it in the car or the bus, walking to school, at night before bed or before an exam.

Usually you need to hear things more than once to fully remember or understand them.



## **Highlight important details**

Use a highlighter or underline the most important points in the body of the text, so that you can spot them more easily when you review the material. Don't highlight everything - that defeats the purpose. Instead, only highlight the most important phrases and words.

It also helps to make notes in pencil in the margin in your own words to summarise or comment on important points.



You can also read just these portions in order to quickly review the material you have learned while it is still fresh in your memory, and help the main points to sink in.

If the textbook belongs to the school, then you can use highlighted sticky notes, or a regular sticky note beside the sentence or paragraph. Jot your notes on a sticky note and paste it beside the paragraph.

## **Summarise or outline the material**

One good way to study is to write the material in your notes and in the textbook in your own words. That way you can think about it in your own terms instead of textbook language. Incorporate your summaries into your notes, if there is a connection. You can also make an outline. Organise it by main ideas and only the most important sub-points.

When making summaries use different colours. The brain remembers information more easily when it is associated with colour.



### **Make a study sheet**

Similar to summarising, try to condense the information you will need into one sheet, or two if absolutely necessary. Bring it around with you and look at it whenever you have downtime during the days leading up to the exam. Take your notes and the chapters and organise them into related topics and pull out the most important concepts.



If you type it up onto the computer, you can get a lot more control over your layout by changing font sizes, margin spaces, or bullet lists. This can help if you are a visual learner.

### **Make flash cards**

This is usually done with index cards. Place a question, term, or idea on one side and have the other side contain the answer. These are convenient because you can carry them around with you and study them when you are waiting for the bus, for class to start, or have a few spare moments.

You can download computer programs that cut down on space and the cost of index cards.

You can also just use a regular piece of paper folded (vertically) in half. Put the questions on the side you can see when the paper is folded then unfold it to see the answers inside.

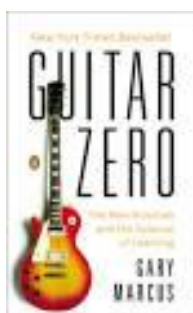


Keep quizzing yourself until you get all the answers right reliably. Remember, 'repetition is the mother of skill.'

### **Use a keyword to refocus yourself**

Find a keyword related to what you are studying, and whenever you lose concentration, feel distracted, or your mind wanders to something else, start saying that keyword repeatedly in your mind until you come back to the topic at hand.

The keyword in this technique is not a single, fixed word but keeps changing according to your study or work. There are no rules to select the keyword and whichever word you feel that will bring back your concentration can be used as a keyword.



For example, when you are reading an article about the guitar, the keyword 'guitar' can be used. While reading, whenever you feel distracted or not able to understand or concentrate, start saying the keyword *guitar, guitar, guitar, guitar, guitar* until your mind comes back to the article and then you can continue your reading.

## Make a bullet journal

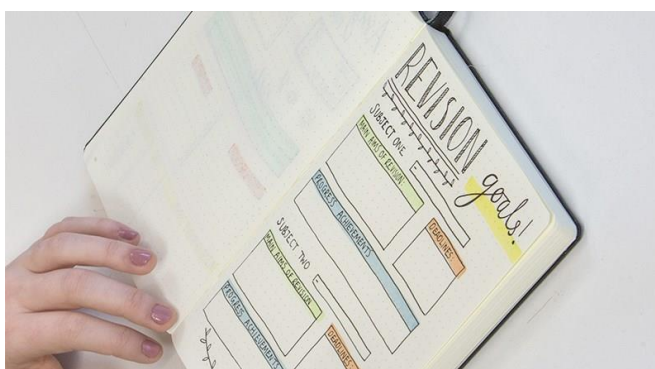
A bullet journal is a creative system for you to be able to consolidate all the things you want to be able to remember in a single notebook. This might be an exam timetable, revision notes, assignment plans or simply a chance for you to note down your thoughts or feelings about life.

The difference between a bullet journal and a standard diary is that you are utilising symbols, colours and drawings to help you categorise information – making it easier for you to find later on. It's a great revision tool as you write things down quickly, using short words or phrases rather than long sentences.

Your bullet journal is a to-do list, project planner and diary all rolled into one. Don't let this overwhelm or confuse you! A bullet journal lets you look at the whole picture, and map out your time accordingly.

It's the perfect way to create a revision tool that is perfectly customised to you, your tasks and goals. It might seem like you'll be wasting time drawing things out, but you will be designing exactly what you need – making you much more productive and organised.

Rather than having three different notebooks on the go for separate things you can combine everything into one book, saving on paper and weight and space in your bag. Bonus!



## Past Papers

One of the most effective ways to prepare for exams is to practice taking past paper versions of the exam. This helps you get used to the format of the questions, and, if you time yourself, can also be good practice for making sure you spend the right amount of time on each section. Practicing exam questions and papers under time pressure is one of the best ways to improve your exam performance. It makes sense to practice exams like you'd practice a sport or a musical instrument.

Talking your way through a question with your teacher or a friend is also beneficial.



You can get past papers or past paper questions from your teacher and you can also get them from the exam board websites. Search the web for National 5 maths past papers, for example, or look at the exam website [www.sqa.org.uk](http://www.sqa.org.uk).

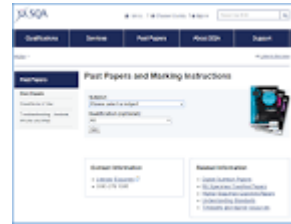
Great exam technique can be the difference between passing and failing the exam or between an A and B grade or between a B and C grade. Know how long to spend on each question, how much detail you need, when description will do and when you have to explain, evaluate, analyse and use your own knowledge or other command words, for example.



## Understanding the Marking Scheme

In addition to working through a past paper and then marking it, it is extremely worthwhile to understand the marking instructions that accompany the exam paper.

Identifying where marks are awarded, or not awarded, will help your understanding of similar questions when it comes to the final exam. It is also important to see where common errors might occur.



Reading through the marking instructions will also give you a better insight in how to structure an answer and make use of the command word.

You can get marking instructions from your teachers or from the SQA website.

## How to Structure Answers to Exam Questions



Each of your subjects will have a way for tackling particular questions; for example showing the formula, showing the working and making sure the appropriate units are displayed in the answer within maths and physics calculations. However there are general tips that are common to many subjects where you are asked to write a narrative.

**For written questions** read the whole question.

Underline or highlight the command word and the other key words in the question.

Have a plan or structure as to how you will tackle your answer but don't take too long in doing this.

Use the command word as the driver to your answer.

Make sure you relate the command word to the key words.

For each different point you make start a new paragraph.

If 3 marks are available for an answer then make 3 different points plus an additional one, if you can, just in case one of the points doesn't gain a mark.

**For multiple choice questions** read each question carefully and give your best guess if unsure.

Mark the ones you are unsure of and then review if you have time at the end.

If you are not sure, read the question again. Think it through.

Are there any key words you recognise?

What is the theme of the question? Does this give you a clue?

Can you eliminate any of the choices to leave you fewer choices to choose from?

## **Breakdown of your Course Assessments**

Before you go anywhere near an examination, it's extremely important to understand how the marks for your course are allocated. You might find that 75 percent of the mark comes from the exam you sit at the end of the academic year, while the remainder is allocated by your teacher based on coursework or projects you do during the year itself.

If 90 percent of your mark comes from coursework and you do that poorly all year, you can't expect to save yourself at the last minute with a sudden good exam performance. Similarly, even if you've done brilliant coursework, if it counts for only 20 percent of your total mark, you still need a good performance in the exam.

If you understand where your marks will come from, you can allocate your efforts accordingly.

For example, the National 5 English course is broken down as follows.

Component	Marks	Duration
Component 1: Reading for Understanding, Analysis and Evaluation	30	1 hour exam
Component 2: Critical Reading	40	1 hour 30 minutes exam
Component 3: Portfolio–writing	30	Teacher will allocate class time
Component 4: Performance–spoken language	Achieved/ not achieved	Teacher will allocate class time

## **Study Groups**

Organise study groups with friends. Get together with like-minded friends for a study session. You don't want to study with a group that isn't devoted and willing to work hard. You should also keep your study group numbers to a decent size; you shouldn't need more than 6 people in your group.



Study groups can help you remember class material better. One of the best benefits of joining a study group is that you will be able to ask, discuss, debate, and quiz each other on the topics at hand. You could even keep your study group online if travelling to one place won't work well for everyone. You can ask questions to clarify difficult points, and hear questions that others have that may be beneficial for you to know the answer to. As long as you make sure you stay focused on the topic for an agreed amount of time, this can be one of the most effective ways to challenge yourself.

## Command Words

Command words are the words that tell you what you have to do with the content or knowledge you have. How you communicate it back to the examiner. For example, you may be asked to describe, explain, analyse or evaluate. Most of the command words that are used appear in many different subjects while a few may be used in a single subject only.



You should never just write what you know about a topic, you must instead answer the question in a specific way. Ignoring the command word will result in no marks being awarded, no matter how well you think you have answered.

The most common command words are found below.

Command Word	Definition
Analyse	Identify parts, the relationship between them, and their relationships with the whole. Draw out and relate implications. Analyse data (possibly including calculations as well as a conclusion).
Calculate	Determine a number from given facts, figures, or information.
Conclude	Draw conclusions based on a text, scenario or set of information or data.
Compare	Demonstrate knowledge and understanding of the similarities and/or differences between for instance things, methods, or choices.
Construct	Make, build, put together an item or arguments.
Describe	Provide a statement or structure of characteristics and/or features. More than an outline or than a list. May refer to for instance a concept, process, experiment, situation, or facts.
Determine	Determine a number from given facts, figures, or information.
Discuss	Communicate ideas and information on a subject (in writing or orally). It may be possible to debate the two sides of the statement.
Explain	Relate cause and effect and/or make relationships between things clear.
Explore	Carry out a detailed examination or enquiry, or follow a process in order to find out something.
Evaluate	Make a judgement based on criteria. Determine the value of something.
Justify	Give good reasons to support suggestions or explain the reason(s) for your suggestion. This can be a simple statement of why something has been chosen or suggested.
Name	Present in brief form/name. Alternatives can be 'identify', 'list', 'state', 'give'. Please make clear when these are asking for a different response. Do not use them sometimes for different purposes and at other times as equivalent.
Outline	Provide a brief sketch of content. More than naming, but not a detailed description.
Predict	Suggest what may happen based on available information.

## Explain Answers to Others

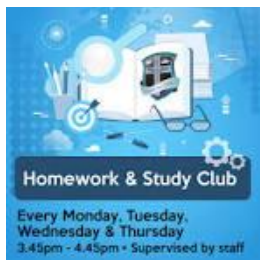
Explain your answers to others. Parents and little brothers and sisters don't have to be annoying around exam time. Use them to your advantage. Explain an answer to a question to them. That will help you to get it clear in your head, and also to highlight any areas where you need more work.



A great way to get a deep understanding of new material is by teaching it to others. If you have a friend you can study with, perhaps even someone who's having challenges with the material, you can offer them to study together. When you teach others, you get a chance to better understand the materials yourself. You need to answer questions that make you go deeper, figuring out problems you didn't even realise the material presented.

## School Study Clubs

Take advantage of the many study clubs that are on offer throughout the school. Some of these may happen at lunchtime, others may happen after school. They also happen on different days of the week.



A host of help is available at these clubs. It may be simply to ask the teacher for help on a particular question or help with a topic. It could be to go over something you missed when absent from the class. It could be to get help with an assessment or an upcoming exam. Use these opportunities to your own advantage.

The 3.25 club is also available after school to complete homework if you wish.

## Study Leave

You should remember that study leave is not a holiday; it is as it says – an agreed leave of absence to study at home for your upcoming exams.

Before you go on study leave you should have made a note of the dates and times for all your exams. This will allow you to prepare a revision timetable, mentioned earlier, and organise your study time accordingly. You should also know your Scottish Candidate exam Number.



## Planning Exam Day

Get up in plenty time to get yourself ready. Make sure you have something to eat – breakfast or lunch – before you set off for the exam. Try to have plenty water before you set off and avoid sugary drink or energy drinks high in caffeine. A banana before you enter the exam Hall will help you to keep your concentration.



Make sure you get everything ready well in advance of the exam – don't leave it to the day of the exam to suddenly realise you don't know what you're supposed to bring. Check all the rules and requirements for the exam you are taking.

Work out how long it will take to get to the exam – and then add on some extra time. You really don't want to arrive having had to run halfway or feeling frazzled. Try to get to the exam Hall at least 15 minutes before the exam is due to start. You are let into the Hall about ten minutes before the exam is due to start.

Look over your summary revision sheets or mind maps to recap the information on the day of the exam. If you have carried out a regular revision and study programme then there is no need to look at all your notes.

Try and stay relaxed by thinking about the positives of the knowledge and experiences you have learned in school and during your revision. Use the 'stress busters' tips mentioned earlier to help.

## What to Bring

Make sure you bring the following with you to the exam Hall, inside a clear plastic pencil case or your blazer pockets.

- Blue pens
- Black pens
- Pencils
- Pencil sharpener
- Eraser
- Ruler
- Calculator
- Bottle of water
- Exam Candidate Number



## Wear School Uniform



You must attend the exam wearing school uniform; black trousers or skirt, white shirt, school tie, black shoes and school blazer. You can take the blazer off in the exam Hall.

If you do not wear school uniform you may not be allowed to enter the exam Hall.

## **In Summary**

### **Revision**

Make yourself start even if you don't really want to.

Build in short breaks.

Make sure you PHYSICALLY have a break, move around and get the bloods flowing.

Have a drink/snack/some fresh air.

Avoid lots of sugar and caffeine. These are not 'brain foods' and will interfere with concentration.

Have the occasional day off and give yourself rewards for a job well done.

Re-visit work covered to continually 'top-up' your memory.

Practise test questions and reward yourself if you perform well.

Take a break if you are getting tired or frustrated.

Do not leave the most difficult bits to the end.

### **And Finally....**

Revision is NOT a form of torture imposed for the pleasure of adults (although it might feel like it).

The need for revision will not go away if you ignore it.

Talking about revision is NOT enough.

Try to believe the effort will be worth it in the end.

The better you revise the better you will do in the prelims and in the real exam.

## Section 2: Subject Pages

### Administration and IT – National 5

#### Format of Exam and Assessments

Component	Marks	Duration
Component 1: <b>Question Paper</b>	50	2 hours Exam
Component 2: <b>Assignment</b>	70	3 hours Class Time

#### Question paper

The exam paper is broken into 3 sections and marks are distributed as follows

- Database – approximately 20 marks
- Spreadsheet – approximately 20 marks
- Theory – approximately 10 marks

#### Top Study Tips

- Use the time in school and at after school classes to practice as many databases and spreadsheet as possible.
- Ensure you are familiar with the command words for the theory marks.
- Look at the understanding standards website, this shows you how question papers are marked.

#### Specific Exam Advice

- Be sure to read and answer every question very carefully.  
Make sure to answer for what the question is asking for by reading it over fully before answering.
- Ensure you follow the correct print instructions
- PROOF READ all prints

#### Necessary Resources

Class PowerPoints (ask teacher for an electronic copy), revision notes, past papers

#### Useful Web Links

<https://www.sqa.org.uk/sqa/47435.html> SQA – Admin & IT (location of course info and past papers)

## Art and Design – National 5

### Format of Exam and Assessments

Component	Marks	Duration
Component 1: <b>Question Paper</b>	50	1 hour 30 minutes Exam
Component 2: <b>Expressive Portfolio</b>	100	June – end of March
Component 3: <b>Design Portfolio</b>	100	June – end of March

### Information about the Question Paper

You must respond to four questions within the allocated time of the exam.

You should use 'WWE' to structure your responses.

- **W**hat is happening?
- **W**here is it happening?
- **E**xplain the impact of what is happening

You should use sub-headings to divide your responses into sections, using each prompt as a separate heading. You should also leave a clear line between each fully justified point that you make.

### Command Words

The following main command words are generally used in the question paper:

- **Identify:** recall facts, such as the names of artists, designers and their works.
- **Select:** make decisions on which works to include name the artists/designers and their works.
- **Explain/comment on:**
  - provide factually correct information showing knowledge of art and design practice.
  - make points based on observations and provide detail to support points made.
  - give justified opinions by providing reasons which demonstrate an understanding of art and design issues.

### How to Tackle Specific Questions

You **must** attempt to answer question 1 and question 7. These questions come in two parts:

Part	You must:	Marks
a	<ul style="list-style-type: none"><li>• identify two artworks with similar subject matter/same theme and two designs from the same design area that you have studied</li><li>• respond to three subject-specific prompts with reference to the works selected</li></ul>	8
	<ul style="list-style-type: none"><li>• give an opinion on one of the artworks/designs with two justified reasons</li></ul>	2
b	<ul style="list-style-type: none"><li>• select one artist/designer from part (a)</li><li>• explain the impact of social, cultural and/or other influences on any of their work and practice</li></ul>	5
Total		15



You **must** also answer two optional questions. One from questions 2 – 6, and one from questions 8 – 12.

Questions 2 – 6: Expressive art studies. You are required to select and comment on an unseen image of an artwork.

Questions 8 – 12: Design studies. You are required to select and comment on an unseen image of a design.

<b>You must:</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>comment on the artist's/designer's approach by responding to three subject specific prompts referring to the artwork/design</li></ul>	8
<ul style="list-style-type: none"><li>give an opinion on a specific aspect of the work with two justified reasons</li></ul>	2
Total	10

### **Top Study Tips**

- Throughout the session, prepare for your question paper by revising the resources issued by your class teacher (see: Necessary Resources).
- Organise the information that you have been given in a way that suits your learning style: mind maps, flash cards, etc.
- Read over the specimen question paper and marking instructions: Available from your teacher or online: [https://www.sqa.org.uk/files\\_ccc/ArtandDesignSQPN5.pdf](https://www.sqa.org.uk/files_ccc/ArtandDesignSQPN5.pdf)

### **Necessary Resources**

- The Formal Elements of Art & Design Document.
- The 100% Test.
- The Contextual Research and Analysis documents (Expressive Art and your Graphic Design).

### **Useful Web Links**

<https://www.sqa.org.uk/sqa/47388.html>

<https://www.bbc.com/bitesize/subjects/zts3kqt>

## Business Management – National 5

### Format of Exam and Assessments

Component	Marks	Duration	Additional Information
Component 1: <b>Question Paper</b>	90	2 hours Exam	Undertaken as part of the SQA exam diet in April/May
Component 2: <b>Assignment</b>	30	5 hours	Undertaken in class time after the January prelim

### Command Words

Command Word	Definition
<b>Compare</b>  <i>Example</i>	Point out similarities and differences between two or more factors. You might also be asked to state a preference. You should try to emphasis or stress the unique features of each in comparison to the other(s).  <b>Compare</b> labour intensive with capital intensive
<b>Describe</b>  <i>Example</i>	Provide a detailed description. One word answers for ‘descriptions’ are never acceptable, you must use a sentence(s).  <b>Describe</b> the understocking and overstocking
<b>Discuss</b>  <i>Example</i>	Examine closely taking account of strengths and weaknesses in an argument; for and against. This cannot simply be a list – points must be developed. Although negatives and positive should be explored, it is not necessary in all cases. It is important that you carefully read and fully understand the question being asked.  <b>Discuss</b> job production.
<b>Explain</b>  <i>Example</i>	Give a detailed explanation of the impact of some course of action. Give reasons for your points – again remember that sometimes giving examples can help the examiner understand what you are writing about.  <b>Explain</b> external factors that can affect businesses.
<b>Identify</b>  <i>Example</i>	State or list. This calls for brief points. In a question this instruction will often be used along with another more demanding command word e.g. justify (see below).  <b>Identify</b> a source of finance for a sole trader.
<b>Justify</b>  <i>Example</i>	Give good reasons to support suggestions or explain the reason(s) for your suggestion. This can be a simple statement of why something has been chosen or suggested.  <b>Justify</b> why businesses train their employees.
<b>State</b>  <i>Example</i>	State the exact meaning of the word or phrase (make sure someone who did not know anything about the word or phrase would understand what it is you are saying).  <b>Define</b> the term needs and wants.
<b>Outline</b>  <i>Example</i>	State the main features. This calls for a number of different points but not in great detail.  <b>Outline</b> the reasons for preparing a cash budget.

Finally, describe, discuss and explain can all be used with	
<b>Advantage and Disadvantage</b>	Pros and cons of something – at least one <b>advantage</b> and one <b>disadvantage</b> should be given to get the full mark allocation. However, you need to take care that you do not just give a straight negative of an advantage as a disadvantage – this will not gain any marks. Points must be <b>described, discussed or explained</b> .
<i>Example</i>	<b>Describe the advantages and disadvantages</b> of branding to an organisation.

### How to Tackle Specific Questions

- **Identify two sources of finance available to an organisation (2 marks).**

Two sources of finance available are a bank loan (1 mark) and trade credit (1 mark).

- **Describe two sources of finance available to an organisation (2 marks).**

A bank loan is money which you receive from the bank. You pay it back in instalments with interest (1 mark).

Trade credit is when you buy goods from a supplier but you don't pay for them at that time. You pay for them at a later date (1 mark).

- **Explain one advantage and one disadvantage of one source of finance (2 marks).**

An advantage of a bank loan is the fact you don't have to pay all the money back at once. **This means** you should not be short of cash as you know how much money you have to repay each month (1 mark).

A disadvantage of a bank loan is that interest rates might increase **which** might mean your repayments are more expensive (1 mark).

- **Compare the objectives of a charity with those of a partnership (2 marks).**

An objective for a charity is to help a good cause **whereas** a partnership aims to make a profit (1 mark).

An objective for both a charity and a partnership may be to provide a service (1 mark).

(If you compare something, you can talk about the similarities or the differences)

### Top Study Tips

The topic areas that you need to revise are as follows:

- The Business Environment
- Business Influences
- Marketing
- Operations
- People in Business – Human Resources
- Finance

There is a lot of course content to study in each of the above topic areas. Using the revision techniques that have been discussed at the beginning of this document, you should revise each topic and make revision notes that are manageable 'bite size' notes for each topic.

### **Specific Exam Advice**

- Read the question carefully and answer what is asked.
- Make sure your answer fulfils the command word and mark allocation for the question.

The question paper has two sections:

**Section 1** has 40 marks (consisting of two 20-mark questions) based on two pieces of stimulus material. Sub-questions may range in value from 1-5 marks. In general, questions assess decision-making, and the application of knowledge and understanding, and can sample course content from any of the five areas of study.

The stimulus material is based on real organisations and can be in the form of text, financial information, graphs, diagrams or charts. The questions generally relate to stimulus, although some questions may be based on topics surrounding the stimulus material.

**Section 2** has 50 marks (consisting of five 10-mark questions). Sub-questions may range in value from 1-4 marks. In general, questions assess the application of knowledge and understanding, and each samples from one of the five different areas of study.

### **Necessary Resources**

- Leckie & Leckie, National 5 Business Management Course Notes textbook
- Unit by unit PowerPoints in class area
- Class notes in jotter

### **Useful Web Links**

[www.bbc.com/bitesize](http://www.bbc.com/bitesize) National 5 Business Management

# Computing Science – National 5

## Format of Exam and Assessments

Component	Marks	Duration
Component 1: <b>Question Paper</b>	110	2 hours Exam
Component 2: <b>Assignment</b>	50	8 hours Class Time

### Question paper

The exam paper is broken into 4 sections and marks are distributed as follows

- Computer Systems (10%)
- Web Design & Development (25%)
- Database Design & Development (25%)
- Software Systems Design and Development (40%)

### Key Terms

All stages of design and development include Analysis, Design, Implementation, Testing and Evaluation. Ensure you know your predefined functions and standard algorithms. At National 5 you will be asked to do Complex searches, conditional loops and traverse arrays

### How to Tackle Specific Questions

It is important that at all times students relate their answer to the question to show an understanding of the key concepts; even if you can only partially code a program do so as you will be given marks for this.

### Top Study Tips

Use the time to read over and answer past exam papers, remember that the Computer Systems course had major changes made and SQA papers **before** 2018 have many redundant questions, ensure you only do those relevant now (students issued with a sheet detailing this)

Ensure you are familiar with and can write code in HTML, JavaScript, CSS, and SQL as well as read Pseudocode and be able to write in this style.

Look at the understanding standards website, this shows you how question papers are marked.

### Specific Exam Advice

- Be sure to read and answer every question very carefully.
- Make sure to answer for what the question is asking for by reading it over fully before answering.

**ALWAYS** ensure you do not use easier, faster or efficient in an answer unless you can qualify this.  
For Example: The program ran faster **as it required no further translation**

### Necessary Resources

Access to your OneDrive will give you all class resources through Glow, Past Papers, Course syllabus guide, Class PowerPoints (ask teacher for an electronic copy)

### Useful Web Links

[www.w3schools.com](http://www.w3schools.com) (examples of program code)

[www.bbc.com/bitesize/subjects/zfs3kqt](http://www.bbc.com/bitesize/subjects/zfs3kqt) Computing Science National 5 Bitesize

[www.codecademy.com](http://www.codecademy.com) and [www.khanacademy.org](http://www.khanacademy.org)

## Design and Manufacture – National 5

### Format of Exam and Assessments

Component	Marks	Duration
Component 1: <b>Assignment Design</b>	55 (35%)	Extended Period of Time
Component 2: <b>Assignment Practical</b>	45 (25%)	Extended Period of Time
Component 3: <b>Question Paper</b>	80 (40%)	1hr 45 minutes Exam

Component 1 and Component 2 will be completed in February – April of S4.

The question paper assesses knowledge and understanding from the following areas of design and manufacturing:

- Design (30 marks)
- Workshop-based Manufacture (30 marks)
- Commercial Manufacture (20 marks)

The question paper has two sections.

**Section 1 has 60 marks.** This section assesses design and workshop-based manufacture and consists of six or seven questions.

Question 1 has 30 marks. It assesses a range of materials, hand tools and machinery and is based on a workshop-crafted product.

The remaining questions are worth 30 marks and assess design. The context of the questions is design work and products that focus on particular aspects of design.

**Section 2 has 20 marks.** This section assesses commercial manufacture and consists of four or five questions.

The first question in this section assesses materials and commercial manufacturing processes. You will have to identify, select and justify suitable materials and processes for the commercial manufacture of existing products. The remaining questions assess the impact of commercial manufacture on society and the environment and other aspects of commercial manufacture, as specified in the 'Skills, knowledge and understanding for the course' table.

### Command Words

The following main command words are generally used in the question paper (see definitions on page 18):

- **Name (state)**:- used to assess your knowledge of processes and materials. (Usually these questions will be worded, name a suitable material / processes etc.)
- **Describe (how) (practical)**: used to assess understanding of how a process would be carried out. When asked to describe how to do a practical workshop task, you need to be thorough as though you are telling someone who has never done the task before, how to do it. (use sketches to support your answer where you can, particularly when asked to describe practical marking out tasks)
- **Describe (how/the) (design)**:- Used to assess your understanding and analytical thinking of how a design issue will have influenced the design of the product. Break the product down into parts and try to describe why it looks/ works the way it does.
- **Explain (why)**: used to assess the skills of understanding of why a certain process, or principle may have been applied to a specific practical task of design.
- **Identify**: used to assess the skill of summarising (identifying the main points or ideas)

### **How to Tackle Specific Questions**

**Workshop processes:-** When answering questions which focus on how to mark out a practical project or how to make a practical project, be sure to describe it in a way that someone who has never used the tools before, would understand what to do. Remember to be clear and name the tools and how they should be used.

**Ergonomics:-** Think about how exactly the user's body and mind would interact with the product. If asked about Anthropometrics, refer to a body part/size and relate it to a part of the product. If asked about physiology, refer to a physical body movement, such as pushing, pulling, holding, twisting etc. If asked about psychology, refer to how audible security clicks, or sturdiness, responses from the product mentally impact the user. If asked about ergonomics in general, mention all 3 of these areas.

**Commercial Manufacture:-** Look for the identifying features, these will help you identify and justify an appropriate process.

### **Top Study Tips**

- Revise at least 2 design factors a week.
- When using products in your everyday life, look at them and think about how Aesthetics, Function, Safety and Ergonomics has influenced the design.
- Look for signs/ features in products you use daily to help you identify the commercial processes used to manufacture the product.
- Study at least 1 process every night.
- Ensure your notes are organised into topic/ course element sections.

### **Necessary Resources**

Past Papers. Course syllabus guide, Class PowerPoints (ask teacher for an electronic copy)

### **Useful Web Links**

[www.sqa.org.uk](http://www.sqa.org.uk) 'Candidate Guidance Documents'

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

## English – National 5

### Format of Exam and Assessments

Component	Marks	Duration
Component 1: <b>Reading for Understanding, Analysis and Evaluation</b>	30	1 hour Exam
Component 2: <b>Critical Reading</b>	40	1 hour 30 minutes Exam
Component 3: <b>Portfolio–writing</b>	30	Teacher will allocate Class Time
Component 4: <b>Performance–spoken language</b>	Achieved/ not achieved	Teacher will allocate Class Time

Component 3 and component 4 will be completed in January and February of S4.

### Command Words

The following main command words are generally used in the question paper (see definitions on page 18):

- **Explain (why):** used to assess understanding of a writer’s ideas (always followed by ‘in your own words’)
- **Explain (how):** used to assess the skills of analysis
- **Identify:** used to assess the skill of summarising (identifying the main points or ideas)

### Top Study Tips

- Read and discuss with your parents an article from a broadsheet at least once a week.
- Read as much as possible – fiction, non-fiction, magazines, newspapers etc.
- Ensure your notes are organised into topic/ course element sections.

### Critical Essays:

- Every night, read over the notes you have taken in class that day to ensure understanding.
- Organise the notes you have on a text in a way that suits your learning style: mind maps, flash cards, etc.
- Learn quotations and the analysis of these quotations. Use cue cards to help.

### Close Reading:

- Know what is required in Understanding, Analysis and Evaluation questions.
- Learn the techniques for the different types of questions you are asked in Close Reading ,e.g. context question ,link question, imagery question, word choice question.

### Necessary Resources

Past Papers. Newspapers. Reading Material. Cue Cards

### Useful Web Links

[www.sqa.org.uk](http://www.sqa.org.uk) “Candidate Guidance Documents”

[www.debatabase.org](http://www.debatabase.org)

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)



## Food and Health Technology

### Format of Exam and Assessments

**National 4** students will have 3 unit assessments to complete from the following units: Food for Health, Food Product Development and Contemporary Food Issues. Upon successful completion of the units, you will attempt an Added Value Unit.

A pass will gain you an overall National 4 award in Health and Food Technology.

**National 5** students will study 3 units: Food for Health, Food Product Development and Contemporary Food Issues.

Your overall grade comes from your assignment – worth 60 marks (50%) and your exam – worth 60 marks (50%).

### Command Words & How to Tackle Specific Questions

- **State, Name, Give or Identify:**

You should list a number of relevant facts

**Question:** *State one function of sodium.*

**Answer:** Maintenance of fluid balance. (1 mark)

- **Describe:**

You should define or give an account of a number of points relating to the question

**Question:** *Describe one way the cake could be stored to keep it in good condition.*

**Answer:** Store in an airtight container/wrap in foil/cling film. (1 mark)

- **Explain:**

You should make the relationship between points clear, showing connections between these and the context of the question.

**Question:** *Explain two ways in which the man could use the information on food labels to help him make healthier food choices.*

**Answer:** He could check to see how much fat/sugar/salt/fruit/vegetables is in the product so he can choose/avoid these. (1 mark)

- **Evaluate:**

You should make a number of evaluative comments which make a judgment based on the information provided, related to the context of the question.

Fact, Opinion, Consequence

**Question:** *Taking account of the Dietary Reference Values (DRVs) for males aged 50 comment on the suitability of his day's meals.*

**Answer:** The 50+ year old man's intake of calcium is too low, which is needed for maintaining strong bones and teeth. This is not good as this will make his bones more likely to break. (1 mark for comment) This will increase his risk of osteoporosis later in life. (A further mark for development)

### Top Study Tips

- Know your facts!
- Practice past paper questions as this will allow you to apply your knowledge to types of questions that you will be asked in the final exam!

### Specific Exam Advice

Answer all the questions in the exam. You will get 0 marks for leaving questions unanswered!

### Necessary Resources

All course notes from S3 and S4.

# Graphics – National 5

## Format of Exam and Assessments

Component	Marks	Duration
Component 1: <b>Question Paper</b>	80	2 hour Exam
Component 2: <b>Assignment</b>	40	8 hour Class Time – Under Exam Conditions at appropriate point in course

## Command Words

The following main command words are generally used in the question paper (see definitions on page 18):

- **Describe:** Used to assess your understanding of 2D and 3D processes, graphic concepts, etc.
- **Explain (Why):** used to assess your understanding for why concept/process/item has been used.
- **Explain (How):** Used to assess your understanding of how a concept/process/item has been used.
- **Name(State):** Used to assess your knowledge of Graphic concepts, processes or items relevant to the course.

## How to Tackle Specific Questions

Modelling Questions – Be sure to answer the question as if teaching somebody that has never used the program before. Be very clear and precise about the **commands** and **sizes** that you are using. **ALWAYS** use sketches where appropriate to help explain yourself.  
(Reminder: There is no Cut – there is only SUBTRACT though extrusion)

## Top Study Tips

- 3D Software – Get a copy at home, come in at lunch for practice and use YouTube to get better at the various modelling techniques.
- More practice and setting yourself targets (models) can help as you work ways around problems for each model you maybe did not think about before.
- Design Elements and Principles – Look at magazines, papers and any piece of printed/static advertisement. Try to identify different concepts that have been used to make things stand out or appear a certain way. Thinking about how others have done it will help you create your own for assignments and explain what has been used in exam question papers.

## Specific Exam Advice

- Be sure to read and answer every question very carefully.
- Make sure to answer for what the question is asking for by reading it over fully before answering.
- **ALWAYS** use sketches where appropriate to help explain yourself.

## Necessary Resources

Past Papers, Course syllabus guide, Class PowerPoints (ask teacher for an electronic copy)

## Useful Web Links

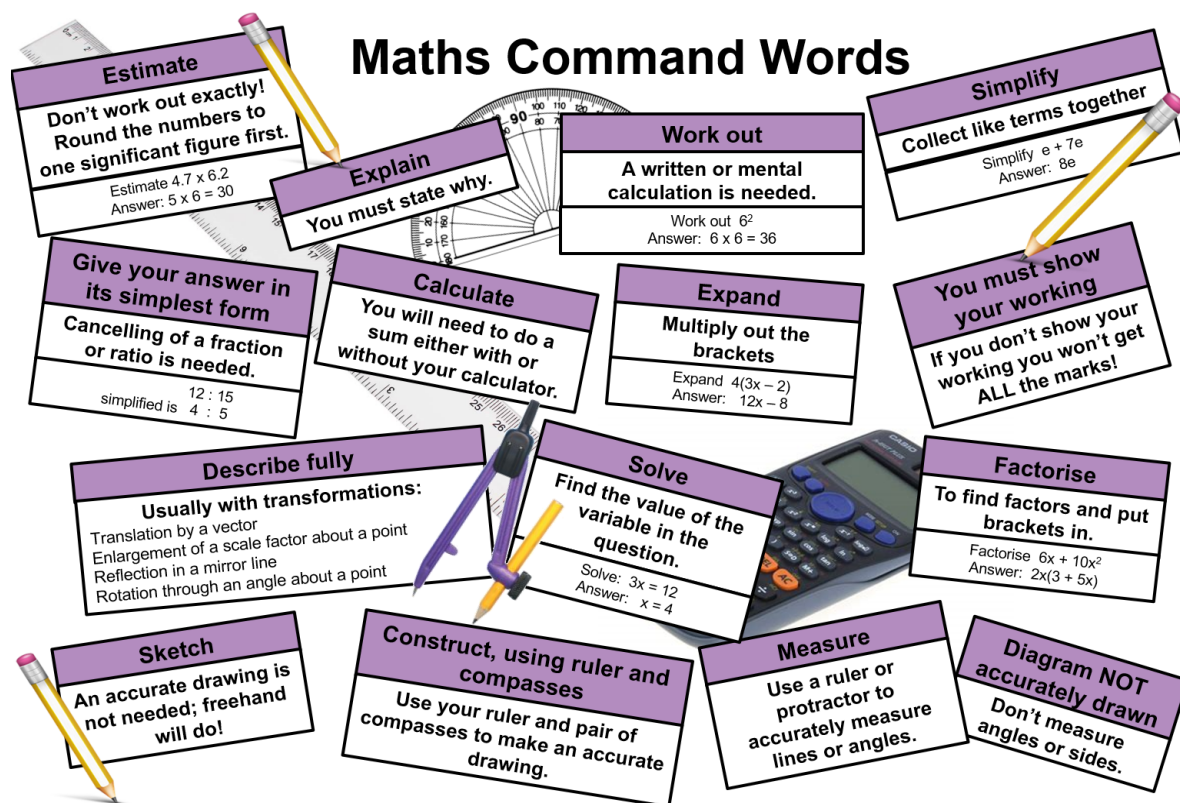
<https://www.sqa.org.uk/sqa/45651.html> SQA – Graphics (location of course info and past papers)  
[www.youtube.com](http://www.youtube.com) Useful for looking up how to's on 3D Programs and sketching.  
[www.autodesk.com/education/free-software/featured](http://www.autodesk.com/education/free-software/featured) Autodesk Inventor Student Download

## Maths – National 5

### Format of Exam and Assessments

The course assessment has two exam components.

Component	Marks	Duration
Component 1: Question Paper — Paper 1 (non-calculator)	50	1 hour 15 minutes
Component 2: Question Paper — Paper 2 (calculator)	60	1 hour 50 minutes



### Top Tips for success in Maths

**Fight not to miss class.** Maths class moves fast, teaching a new concept every day. What pupils do today builds towards tomorrow. Maths punishes absences; to keep up, you have to make time to come back and learn what you missed. So if there's an optional appointment to be made, take care not to schedule it during maths.

**Do all of the homework.** Don't ever think of homework as a choice. It's the most important way that pupils practice and master the concepts taught in class. Set up a regular time and place that makes doing the homework feel automatic.

**Get help fast.** If you realise that something is difficult, you should seek as much help as possible as quickly as possible. Your teachers are very receptive to requests for extra help. Straighten out misunderstandings before they start to snowball.

**Ask questions.** Questions are the vehicle by which we learn. If you have one, ask it. Chances are that many of your classmates have the same question. Saying it out loud will help you, your classmates, and the teacher. Asking good questions is a lifelong skill, and school is a safe place to practice. The more questions you ask, the easier it gets. Your teacher will respect all questions.

### Specific Exam Advice

- Practice, Practice & More Practice
- It is impossible to study maths properly by just reading and listening. To study maths you have to roll up your sleeves and actually solve some problems.

The more you practice answering maths problems, the easier it seems to get.

Each problem has its own characteristics and it's important to have solved it in numerous ways before tackling the exam. There is no escaping this reality, to do well in the Maths exam you need to have solved a lot of mathematical problems beforehand.

### Necessary Resources



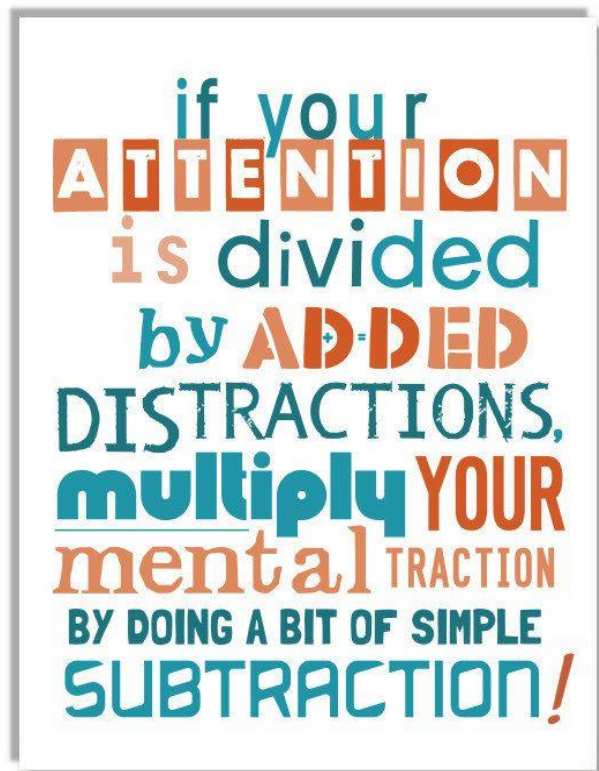
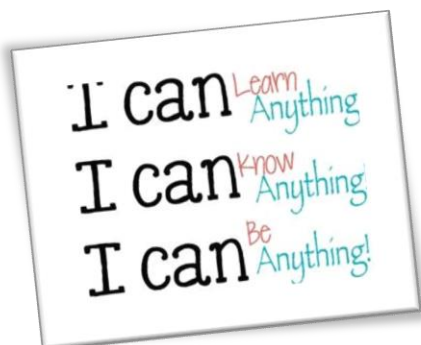
.....and don't forget this



### Useful Web Links

[www.mathsrevision.com](http://www.mathsrevision.com)

[www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)



# Music

## Format of Exam and Assessments

Component	Marks	Scaled mark	Duration
Component 1: <b>Question Paper</b>	40	35	45 minutes
Component 2: <b>Assignment</b>	30	15	June – March
Component 3: <b>Performance 1</b>	30	25	June – March
Component 4: <b>Performance 2</b>	30	25	June – March

## Information about the Question Paper

- The question paper will assess your knowledge and understanding of music concepts and music literacy.
- You will demonstrate your conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles.
- You **must** attempt to answer all of the questions. A range of question types are used in the question paper.

## Different types of Question

- Multiple choice
- Musical Map
- Write the concepts
- Literacy
- Prominent Features

## Top Tip

- Read over the questions carefully and look for KEYWORDS e.g. **Tonality**: This would expect an answer of Major or Minor.

## Necessary Resources

- Concept dictionary.
- Revision booklet.

## Useful Web Links

- [www.Nqmusic.co.uk](http://www.Nqmusic.co.uk)
- <http://www.ataea.co.uk/>
- [www.mymusiconline.co.uk](http://www.mymusiconline.co.uk)

## Practical Woodwork – National 5

### Format of Exam and Assessments

Component	Marks	Scaled Mark	Duration
Component 1: <b>Question Paper</b>	60	30%	1 hour Exam
Component 2: <b>Practical Activity</b>	70	70%	Over a Period of time- At appropriate point in course

### Command Words

The following main command words are generally used in the question paper (see definitions on page 18):

- **Describe (how) (practical):** used to assess understanding of how a process would be carried out. When asked to describe how to do a practical workshop task, you need to be thorough as though you are telling someone who has never done the task before, how to do it.
- **Explain (Why):** Used to assess your understanding for **why** a process, joint or item has been used.
- **Explain (How):** Used to assess your understanding of **how** a process, joint or item has been used.
- **Name(State):** Used to assess your knowledge of Tools, processes, joints, materials or items relevant to the course. Correct terminology must be used.

### How to Tackle Specific Questions

**Workshop Processes:-** When answering questions which focus on how to mark out a practical project or how to make a practical project, be sure to describe it in a way that someone who has never used the tools before , would understand what to do.

Remember to be clear and name the tools and how they should be used.

**Reading Drawing Sizes:-** Be careful when answering these as not all numbers are on the page, some need to be worked out. The numbers are also always on top of the line, so do not get confused with 6's and 9's.

### Top Study Tips

Past paper practice:

One of the best forms of revision is to practice answering exam style questions. Doing this without the notes or to a time limit will allow you to assess our current level of knowledge and ability in answering the questions effectively and correctly. There are some available on the SQA website and various study books. You can also see your teacher as they may be able to provide some more questions to the standard required.

### Specific Exam Advice

- Be sure to read and answer every question very carefully.
- Make sure to answer for what the question is asking for by reading it over fully before answering.

### Necessary Resources

Past Papers, Course syllabus guide, Class PowerPoints (ask teacher for an electronic copy)

### Useful Web Links

<https://www.sqa.org.uk/sqa/47462.html> - SQA – Practical Woodwork (course info and past papers)

## Section 3: Parents Section – How to Help

### Introduction

All parents, carers and guardians want their children to achieve to the best of their ability and do as well as they can in their exams. Research shows that children whose parents become involved in their education are more likely to perform better in exams. Many parents would like to do the same, but unfortunately don't know where to start.

There are two areas to look at; revision for exams and ongoing studying of course notes. If your child can develop a regular habit of looking over course notes then there is a greater likelihood that they will remember the information later and also make it easier for themselves when revising for exams.

Exams and homework can be a stressful time for students and parents alike, sometimes for the whole family. However, there is a lot that we can do to alleviate these pressures and help your child achieve success and perform to the best of their ability.



You may find a few things may have changed since you were at school.

As we all know, being a parent, carer or guardian can be a daunting challenge at times, particularly when dealing with teenagers..... and even more so when trying to get them to study!

Bear in mind that experts state that many children do not fulfil their potential, not because they lack ability or are not capable but because they simply do not know how to study. They just have not learned the skills.

Simply nagging them will probably make them rebellious and confrontational and turn the whole issue into a constant battle of wits or battles.



Being available, supportive and encouraging will go a long way to help build their confidence and contribute to alleviating any worries, concerns or anxieties they may have.

There are no quick fixes, just hard work on your part to get them to establish some good study habits from as early an age as possible.



## How can I help?

Start by getting them organised. This is a vital area.

Discuss with your child how they intend to organise their ongoing study and exam revision programme.



Look at the SQA exam timetable and find out which exams they will be taking and on what days, dates and times. This is available from the school, your child or [www.sqa.org.uk](http://www.sqa.org.uk).

Pin up a copy of their exam timetable in a prominent place with the exam dates and times highlighted to act as a reminder.

Ask them when they have internal assessments and write them on the calendar too.

Help them to draw up a weekly study schedule/revision plan for their subjects in conjunction with the exam timetable.

Make sure they allocate enough time to study for each of their subjects and that they vary what they study.

Try and get them into a routine and a habit of studying on a regular basis.

Teachers usually provide study notes and past papers for their subjects, make sure these are at hand.



Get them to tick off the topics or areas they have completed and make sure they have taken notes and made a summary of the information for quick revision. Coloured index cards are good for this.

Offer to test them or ask them to explain to you what they have learned.

## Time management

With exams looming, or studying to be done, isn't it amazing that our children become busier than ever. They somehow manage to be able to find a million and one other things to do and constantly put off revising until the last minute, leading to higher levels of stress and panic!

We all lead busy lives and even we may find it difficult to manage our time effectively at times. Teenagers need a lot of help and support in this area if they are to use their time wisely.

Remind them that there is an incredible 168 hours in the week. Obviously you have to subtract time for sleeping, eating and leisure time.

Be realistic about how much time they should devote to studying. As a general rule, short study periods of around 30 minutes are best with a 5 – 10 minute break in between.





## Motivation



This is a challenging time for you and your child, particularly if they are not used to studying, hence it is better getting them into a regular habit of studying throughout their third and fourth year. Some children may appear uninterested or in 'couch potato mode', but with some persuasive tactics you can get them to make a start on their revision.

There's a fine line between positive encouragement and pressure, so you need to tread carefully.

Every child is unique and some may need more 'cajoling' and gentle persuasion than others. However, many of us may forget that we have several powerful negotiating tools at our disposal and sometimes we might just not use them often enough.

Who cooks the meals?  
Who provides the taxi service?  
Who washes their clothes?  
Who provides them with pocket money and treats?  
Who pays the mobile phone bill?  
Who pays or provides them with .....???????

## Keeping them on track

Start with a reminder of the opportunities available and the impact that a good set of grades can have on their future life and career.

Perhaps it could result in being accepted on a college course that they want. This could be the first steps to get further qualifications that will help get them a career that they are interested in.

It could provide them with more choice, wider job opportunities and career or further education options with good prospects.

This could be seen as a challenge that they can overcome and be satisfied with and proud of their achievements.



Believe it or not, research and studies have shown that many teenagers prefer having clear limits and boundaries with consequences for breaking them. Withdrawal of certain privileges may work but you could also adopt a more positive way to encourage them without the lectures, constant battle of wits and nagging. A two-pronged approach might be more beneficial. You may also wish to consider:

- Always reward or praise your child for sticking to their study plan.
- Give them additional incentives or treats for their efforts.
- Reassure them that they are more than capable of learning.
- Discuss any difficulties that they have and try to come up with a solution together.
- Leave them a note wishing them good luck.
- Make a phone call, text their mobile or message them to find out how they are getting on.
- Remind them that exams are there not to highlight what they don't know but for them to 'show off' what they do know.



The more positive you are, the more positive they will become and the less stressed they will become as their confidence and self-esteem grows.

### **Create a designated study space/area**



Whether it is the kitchen table, dining room or bedroom, it should preferably be a dedicated space where your child can work as required, free from the usual distractions such as the TV, radio, games consoles etc. This is crucial for effective studying and learning to take place. Of course, other family members' views and assistance may be required.



Try and provide them with files, boxes or plastic wallets to keep all their resources in, such as past papers, course notes revision sheets etc so that they are readily available.

Also include paper, index cards, pens, pencils, erasers, rulers etc.

Good investments are 'highlighter pens' and 'sticky notes'. Research has shown that any texts or notes, which are highlighted, tend to be easier to remember. Sticky notes are handy for a variety of tasks.



All of the above saves time and does not give them any opportunity for making excuses NOT to study. It also provides them with a fixed space or area which becomes associated in their mind with work and study.

Even a little space can go a long way. Of course, in a busy home, this may be easier said than done, particularly with a young or large family. However, you may want to investigate the possibility of setting up a study area at a relative's house e.g. grandparent's/aunt's if they live close-by.

Consider allowing them to revise with friends on the understanding that they show what they have done or it will just turn into a 'chat' session. Friends can be a great source of knowledge and help and, of course, can share revision notes and can also test one another.

### **What about them playing music?**



Difficult one this! Music may be beneficial, particularly if they are an auditory learner, or it could prove distracting.

Studies have shown that some elements of music - and in particular soft classical music - can help to stimulate the brain and increase the chances of the information being absorbed into the memory. So letting them play music may prove to be a winner!

#### **Advantages**

- It blocks out other noises in the household.
- Background music may help to relax them.
- A lot of students like listening to music on their devices.
- It can help to sustain learning.

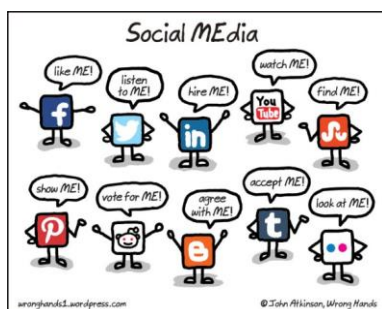
#### **Disadvantages**

- Loud music can be a distraction and intrusive at times.
- Students pay more attention to singing along with the music rather than concentrating on their task.
- They begin daydreaming and 'doodling'.
- They become more interested in organising the 'play list' and sequence of tracks.

## Computers

Not everyone has access to a computer and although they can be an invaluable aid, they can also prove to be a distraction.

There are some good educational software packages available and some excellent interactive websites specialising in revision for and help for specific subjects, coupled with study and exam strategies. However, a lot of time is sometimes wasted by searching for suitable sites.



The concern is the temptation for children to be emailing their friends, browsing on social networking sites, playing games or simply surfing the net with no real study or learning taking place.

A list of useful websites is included in each of the subject pages within this booklet.

Don't worry if there is no computer available. All pupils should have their coursework, teachers revision notes and of course, course books – so they already have a wealth of material to work from. Your child may also use their mobile phone or tablet instead of a computer.

## Dealing with Stress – Healthy Lifestyle = Healthy Body and Healthy Mind

Some children are able to handle the pressures and challenges of studying with no major problems. They may get nervous or slightly anxious at times, which is only natural, but they have learned to cope. Others become agitated, bad-tempered, over-anxious and moody, or even become ill.

That is why it is so important to try and adopt a healthy lifestyle. A few changes to their diet will pay big dividends.

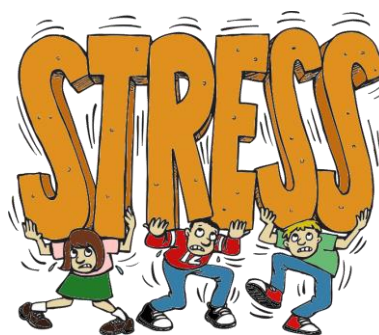


Try to ensure that they eat sensibly. Unfortunately, too much junk food, sweets chocolate and sugary drinks sap energy levels affecting concentration, and may also disturb sleep patterns.

Avoid too much caffeine-rich drinks such as coffee, tea, fizzy drinks and energy drinks.

Although caffeine is a stimulant and can keep you awake, it has also been linked to an increase in nervous tension and stress levels.

The best drink by far for maintaining a healthy lifestyle is water or a milky drink at bedtime.



Make sure that they exercise on a regular basis. A short, brisk walk would do. Stress is eased by any form of physical activity. Exercise helps to release nervous energy and lowers anxiety levels. It makes them more alert.

Encourage them to have a set pattern for bed in order to get enough sleep. 8 hours should be enough for most people.

Chewing sugar free gum can also help them to relax and improve concentration levels.

You may be feeling just as nervous as they are, but you have to stay 'Cool, Calm and Collected.' Don't panic if they panic. It can be contagious!

Remind them that it will all be over shortly and 'that' is something to look forward to and perhaps celebrate.

Should they show signs of nervousness the night before an exam, reassure them that they can only do their best and that some of their fears are probably unfounded.

I am Calm, Cool and Collected!



If you would like to find out more, or have any concerns or worries, please contact the school or:

[www.childline.org.uk/Examstress.asp](http://www.childline.org.uk/Examstress.asp)

[www.stressbusting.co.uk](http://www.stressbusting.co.uk)

[www.youngminds.org.uk/](http://www.youngminds.org.uk/)

[www.sqa.org.uk/sqa/41292.html](http://www.sqa.org.uk/sqa/41292.html)

[www.sqa.org.uk/pastpapers/findpastpaper.htm](http://www.sqa.org.uk/pastpapers/findpastpaper.htm)