

Helping Your Child Reach  
Their Full Potential



Attendance Mon	Attendance	SNSA			Column A							Column B							Column C															
					T2 Subject			T1 Target G	T1 Working G	T1	T2 Target G	T2 Working G	T2 Diff to ta	T2 Fro	T2 Subject	Level	Class	T1 Target G	T1 Working G	T1	T2 Target G	T2 Working G	T2 Diff to ta	T2 Fro	T2 Subject	Level	Class	T1 Target G	T1 Working G	T1	T2 Target G	T2 Working G	T2 Diff to ta	T2 Fro
92.68	89.47	10	10	12+	Health and F	NATS	HFNSA1	4	6	-2	4	6	-2	0	Art & Design	NATS5	ARN5B1	5	5	0	5	4	1	1	Graphic Com	NATS5	GCNSC1	5	5	0	5	4	1	1
100	98.68	9	7-	7-	History	NAT4	HIN4A1	8	9	-1	6	6	0	3	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Modern Stud	NAT4	MSN4C1	8	9	-1	0	6	-6	3
68.29	75	7-	7-	7-	Support for L	School	SFL4A1	6	7	-1	0	6	-6	1	Support for Le	School	SFL4B1	6	7	-1	0	6	-6	1	Support for Le	School	SFL4C1	6	7	-1	0	6	-6	1
100	97.37	10	9	11	Music NS	NATS	MUN5A1	3	5	-2	3	6	-3	-1	Modern Studie	NATS5	MSN5B1	5	6	-1	5	7	-2	-1	Art & Design	NATS5	ARN5C1	4	4	0	6	6	0	-2
62.2	64.47	10	9	9	Practical Coc	NATS	PCNSA1	3	4	-1	3	4	-1	0	Art & Design	NAT4	ARN4B1	6	6	0	6	6	0	0	Practical Woo	NATS5	WWNSC1	4	5	-1	4	5	-1	0
100	96.71	11	10	11	Health and F	NATS	HFNSA1	3	5	-2	3	4	-1	1	Modern Studie	NATS5	MSN5B1	1	1	0	1	2	-1	-1	Physical Educ	NATS5	PEN5C1	3	4	-1	3	3	0	1
97.56	86.84	9	9	9	Physical Educ	NATS	PEN5A1	3	5	-2	3	4	-1	1	History	NATS5	HIN5B1	3	4	-1	0	8	-8	-4	Spanish	NATS5	SPNSC1	5	5	0	5	6	-1	-1
95.12	96.05	12+	11	11	Music NS	NATS	MUN5A1	2	2	0	1	1	0	1	Art & Design	NATS5	ARN5B1	1	1	0	1	2	-1	-1	Biology NS	NATS5	BIN5C1	3	4	-1	3	5	-2	-1
95.12	84.87	10	8	9	Practical Coc	NATS	PCNSA1	2	3	-1	2	2	0	1	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Art & Design	NAT4	ARN4C1	5	5	0	0	7	-7	-2
69.51	77.63	9	8	7-	Nurture	School	NUR4A1	0	0	0	0	0	0	0	Business & IT	45	BU45B1	6	7	-1	6	6	0	1	Nurture	School	NUR4C1	0	0	0	0	0	0	0
60.98	48.03				Practical Coc	NAT4	PCN4A1	6	6	0	6	7	-1	-1	Support for Le	School	SFL2B2	6	6	0	0	7	-7	-1	Graphic Com	NAT4	GRN4C1	6	7	-1	6	7	-1	0
51.22	38.82	7-	7-	7-	Nurture	School	NUR4A1	0	0	0	0	7	-7	-7	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	7	-1	-1	Nurture	School	NUR4C1	0	0	0	0	7	-7	-7
76.83	72.37				Aird	School	AIR4A1								Aird	School	AIR4B1								Aird	School	AIR4FS							
92.68	88.16	10	8	9	History	NATS	HIN5A1	5	6	-1	0	9	-9	-3	Physics	NAT4	PHN4B1	7	8	-1	0	7	-7	1	Practical Woo	NATS5	WWNSC1	7	6	1	7	7	0	-1
76.83	69.08	10	9	11	Practical Coc	NATS	PCNSA1	2	4	-2	2	4	-2	0	Art & Design	NAT4	ARN4B1	7	7	0	0	7	-7	0	Inclusion	School	INC4C1	0	0	0	0	0	0	0
100	93.42	7-	9	9	Physical Educ	NATS	PEN5A1	2	4	-2	2	3	-1	1	History	NAT4	HIN4B1	5	6	-1	6	6	0	0	Modern Stud	NAT4	MSN4C1	7	8	-1	0	6	-6	2
90.24	84.21	11	10	11	Graphic Com	NATS	GRNSA1	4	7	-3	4	4	0	3	Physics NS	NATS5	PHN5B1	5	8	-3	5	6	-1	2	Chemistry	NATS5	CHNSC1	5	7	-2	5	6	-1	1
70.73	71.05	9	8	8	Support for L	School	SFL4A1	0	0	0	0	0	0	0	Support for Le	School	SFL4B1	0	0	0	0	0	0	0	Support for Le	School	SFL4C1	0	0	0	0	0	0	0
82.93	90.79	7-	11	10	Physical Educ	NATS	PEN5A1	3	5	-2	3	4	-1	1	Art & Design	NAT4	ARN4B1	6	6	0	6	6	0	0	Chemistry	NAT4	CHN4C1	7	8	-1	0	7	-7	1
89.02	84.87	10	11	10	Practical Coc	NATS	PCNSA1	3	4	-1	3	3	0	1	Modern Studie	NATS5	MSN5B1	7	8	-1	7	9	-2	-1	Physical Educ	NATS5	PEN5C1	3	4	-1	3	3	0	1
98.78	98.03	9	9	10	Practical Coc	NATS	PCNSA1	2	3	-1	2	3	-1	0	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Physical Educ	NATS5	PEN5C1	3	4	-1	3	4	-1	0
90.24	100				Nurture	School	NUR4A1								Nurture	School	NUR4B1								Nurture	School	NUR4C1							
92.68	91.45	11	10	11	History	NATS	HIN5A1	2	3	-1	0	7	-7	-4	Business & IT	45	BU45B1	6	6	0	6	6	0	0	Modern Stud	NATS5	MSNSC1	5	6	-1	5	8	-3	-2
86.59	84.21	10	11	9	Music NS	NATS	MUN5A1	4	6	-2	4	7	-3	-1	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Physical Educ	NATS5	PEN5C1	6	6	0	6	6	0	0
93.9	85.84	8	8	8	Health & Foo	NAT4	HFN4A1	6	7	-1	6	6	0	1	Art & Design	NAT4	ARN4B1	6	6	0	6	6	0	0	Private Study	School	PST4C2	0	0	0	0	0	0	0
79.27	67.11	8	9	7-	Music	NAT4	MUN4A1	6	6	0	6	0	6	6	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Art & Design	NATS5	ARN5C1	1	1	0	0	0	0	1
93.9	87.5	8	9	10	Practical Coc	NATS	PCNSA1	3	4	-1	3	4	-1	0	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Art & Design	NATS5	ARN5C1	6	6	0	6	6	0	0
92.68	86.18	9	10	11	Music	NAT4	MUN4A1	6	6	0	6	7	-1	-1	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Modern Stud	NATS5	MSNSC1	8	9	-1	8	9	-1	0
86.59	82.89	10	10	11	Physical Educ	NATS	PEN5A1	4	6	-2	4	6	-2	0	History	NATS5	HIN5B1	5	6	-1	0	8	-8	-2	Modern Stud	NATS5	MSNSC1	7	8	-1	7	9	-2	-1
97.56	97.37	8	8	9	Physical Educ	NATS	PEN5A1	3	5	-2	3	4	-1	1	Rural Skills N4	NAT4	RUN4B1	6	6	0	6	6	0	0	Art & Design	NATS5	ARN5C1	6	6	0	7	7	0	-1
80.49	64.47	8	9	9	History	NATS	HIN5A1	3	4	-1	0	9	-9	-5	Modern Studie	NATS5	MSN5B1	7	7	0	7	8	-1	-1	Biology	NAT4	BIN4C1	6	8	-2	6	6	0	2
97.56	92.11	11	10	11	Drama	NATS	DRNSA1	1	2	-1	2	3	-1	-1	History	NATS5	HIN5B1	2	3	-1	0	8	-8	-5	Spanish	NATS5	SPNSC1	2	2	0	2	3	-1	-1
95.12	97.37	12+	12+	12+	Graphic Com	NATS	GRNSA1	2	4	-2	2	2	0	2	Physics NS	NATS5	PHN5B1	1	1	0	1	1	0	0	Spanish	NATS5	SPNSC1	1	1	0	1	1	0	0
95.12	94.08	9	10	11	Physical Educ	NATS	PEN5A1	4	5	-1	4	5	-1	0	History	NATS5	HIN5B1	5	6	-1	0	8	-8	-2	Spanish	NATS5	SPNSC1	5	5	0	5	6	-1	-1
95.12	92.76	11	8	10	Drama	NATS	DRNSA1	4	6	-2	6	8	-2	-2	Modern Studie	NATS5	MSN5B1	7	8	-1	7	7	0	1	Art & Design	NAT4	ARN4C1	6	6	0	6	7	-1	1

# Helping Your Child Reach Their Full Potential



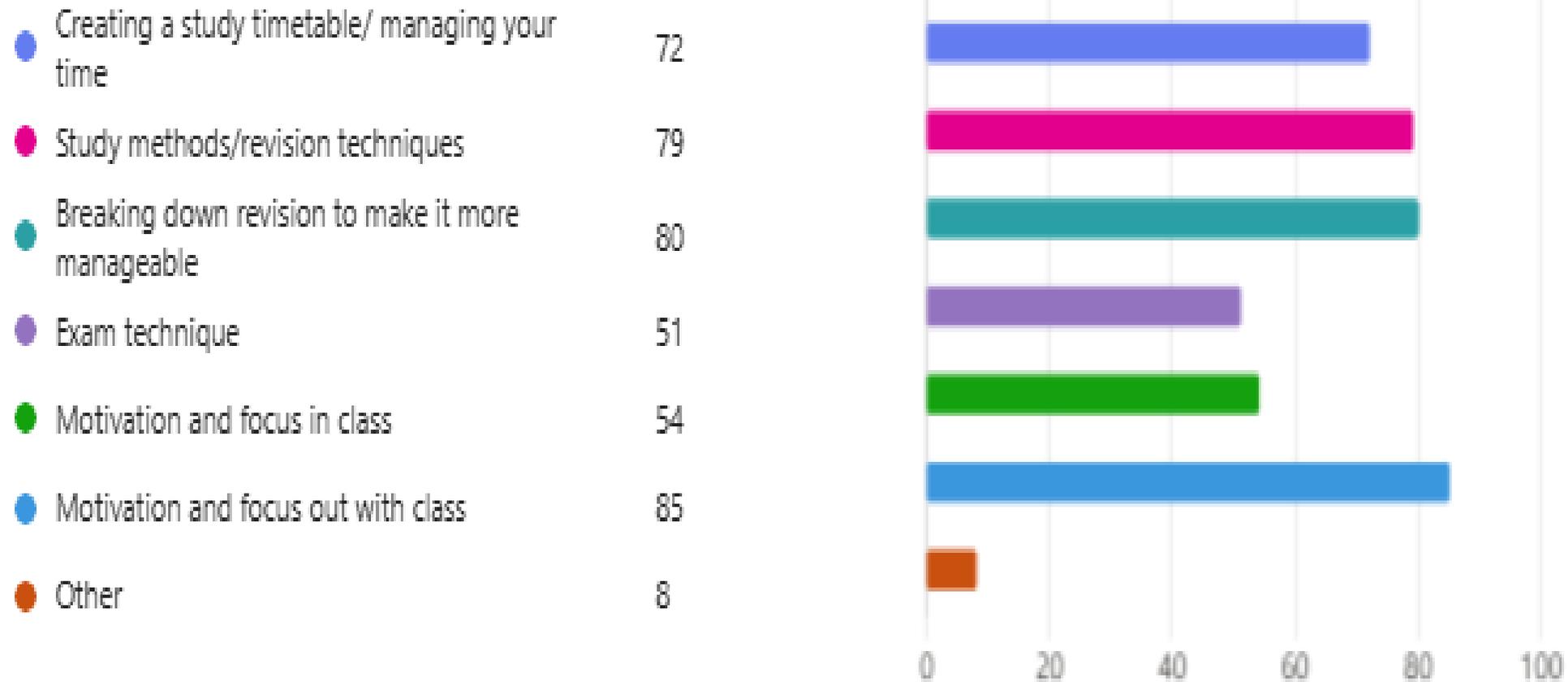
• SNSA 11, 9, 10- 5 Higher A's

• SNSA 11, 11, 11- 1 A, 1C, 1D



## 6. In what area(s) do you feel you need the most support moving forward?

[More details](#)



## Wednesday 22 April Morning

Course	Level	Paper	Time
Environmental Science	National 5		09:00 - 11:30
Spanish	Higher	Reading and Directed Writing	09:00 - 11:00
Spanish	Higher	Listening	11:30 - 12:00* (approx)
Spanish	Advanced Higher	Reading and Translation	09:00 - 10:30
Spanish	Advanced Higher	Listening and Discursive Writing	11:00 - 12:20*

## Wednesday 22 April Afternoon

Course	Level	Paper	Time
Spanish	National 5	Reading and Writing	13:00 - 14:30
Spanish	National 5	Listening	15:00 - 15:30* (approx)
Environmental Science	Higher	Paper 1	12:45 - 13:30
Environmental Science	Higher	Paper 2	14:00 - 16:30



**58  
Days**



**32  
School  
Days**

**STUDY  
STARTS  
NOW  
2026**

[stranraeracademy.org/study-starts-now/](https://stranraeracademy.org/study-starts-now/)



Welcome to Your Academic Journey! The Study Starts Now webpage is your command centre for SQA exam preparation at Stranraer Academy. Whether you're in S4, S5, or S6, this comprehensive resource brings together everything you need to maximise your revision, stay organised, and achieve your best results.

#### What You'll Find on the Page

##### 8-Week Targeted Revision Guides

Structured, week-by-week revision programmes tailored for each year group. Download our fillable Word planners to identify challenging topics, schedule dedicated revision sessions around your timetable, and track your progress systematically.

##### Supported Study & Easter School

After-school supported study sessions and Easter School programmes provide direct access to teachers for extra help and targeted support in key subject areas.

##### Premium Online Learning Resources

Achieve – Comprehensive topic coverage with clear explanations, illustrations, and direct links to SQA exam questions  
West OS – Video lessons supporting studies across multiple subjects  
e-Sgoil – Live and recorded online lessons for additional learning opportunities  
Scholar – Advanced materials for Higher and Advanced Higher subjects

##### Live Exam Countdown

Stay motivated and manage your time effectively with our real-time countdown to the first exam.

Don't leave your revision to chance. Visit [stranraeracademy.org/study-starts-now](https://stranraeracademy.org/study-starts-now/) today and take control of your success!



## Week Week Beginning

<b>1</b>	<b>23/02</b>
<b>2</b>	<b>2/03</b>
<b>3</b>	<b>9/03</b>
<b>4</b>	<b>16/03</b>
<b>5</b>	<b>23/03</b>
<b>6</b>	<b>30/03 (Easter Break)</b>
<b>7</b>	<b>6/04 (Easter Break)</b>
<b>8</b>	<b>13/04</b>



WEEK	STUDY FOCUS
1 23 Feb – 1 Mar	<b>Scottish Text</b> Reread/listen to/watch your Scottish Text – 'Sailmaker' by Alan Spence or 'Tally's Blood' by Ann Marie Di Mambro <a href="#">Sailmaker Act 1</a> <a href="#">Sailmaker Act 2</a> <a href="#">Sailmaker Text</a> Take notes on the key characters, relationships and themes
2 2 – 8 Mar	<b>Critical Essay</b> Revise key quotes for your poem – create cue cards/a poster/spider-diagram Make sure you can analyse each quote fully
3 9 – 15 Mar	<b>Reading for U,A,E</b> Revise notes on 'Own words' and 'Link' questions Complete worksheets on ' <a href="#">Own words</a> ' and ' <a href="#">Link</a> ' questions
4 16 – 22 Mar	<b>Scottish Text</b> Revise the structure of the 8-mark question: Commonality, Extract and Elsewhere Attempt an 8-mark question <a href="#">8 mark structure</a> <a href="#">Scottish Text Extract</a>
5 23 – 29 Mar	<b>Critical Essay</b> Plan and attempt one of the following essay questions: 5. Choose a poem which describes a person or a place or an event in a memorable way. By referring to poetic techniques, explain how the poet makes this poem so memorable. OR 6. Choose a poem which deals with a powerful emotion. By referring to poetic techniques, show how the poet creates the powerful emotion. Target: make sure your response revolves around the question (this is open book and not time limited)
6 13 – 19 Apr	<b>Reading for U,A,E</b> Revise Word choice questions: <a href="https://www.youtube.com/watch?v=JXCvIsPD53I&amp;list=PLMxmCtyJXbbisCVhYpJSEufhg63cZrD2&amp;index=2">https://www.youtube.com/watch?v=JXCvIsPD53I&amp;list=PLMxmCtyJXbbisCVhYpJSEufhg63cZrD2&amp;index=2</a> Revise 'Imagery' questions Attempt the worksheets on 'Word choice' and 'Imagery' <a href="#">Imagery worksheet</a> <a href="#">Word Choice worksheet</a>
7 20 – 26 Apr	<b>Critical Essay</b> Attempt a timed essay (45mins): 5. Choose a poem that has a strong message. Consider the whole poem, and by referring to poetic techniques explain how the strong message is explored. 6. Choose a poem which creates a particular mood or atmosphere. By referring to poetic techniques, show how the poet creates this particular mood or atmosphere.
8 27 Apr – 3 May	<b>Reading for U,A,E</b> Revise 'Sentence structure' questions: <a href="https://www.youtube.com/watch?v=Amf5D8LLJmI&amp;list=PLMxmCtyJXbbisCVhYpJSEufhg63cZrD2&amp;index=1">https://www.youtube.com/watch?v=Amf5D8LLJmI&amp;list=PLMxmCtyJXbbisCVhYpJSEufhg63cZrD2&amp;index=1</a> Revise 'Effective conclusion' questions Attempt worksheet on ' <a href="#">Sentence structure</a> '  Texts: <i>Sailmaker</i> by Alan Spence or <i>Tally's Blood</i> by Ann Marie Di Mambro Worksheets and resources on Teams



Mr Hyslop 05/12/2023, 21:55 Edited

## Week 1 Revision- Introduction to Human Society

This week's focus areas: [Sociology 23 24](#)

**Common Sense v Sociological-** Work towards two differences (based upon assumptions v based upon theories and tested research, individualistic and focuses solely on the individual, considers other factors that may influence the individuals behaviour) and one example. Remember to compare directly CS says.....whereas Sociological differs in that.....)

**Stages in the Research process-** 5 stages so be prepared for all stages in case they ask you to describe. However, avoid 'theory' stage if it gives you the choice of stages.

**Applying knowledge of stages to a particular topic-** This usually relates only to the hypothesis stage and operationalisation stage. For the hypothesis, make sure it makes a sociological comment- for example girls do better than boys in education is not sociological, you would need to explain from a sociological point of view 'why' = Girls perform better academically due to gendered expectations regarding behaviour.

For operationalisation focus mostly on two areas:

Define key concepts- pick the key concepts out of the question and explain why it is important to define these (so everybody is aware when responding). In the question below you would want to explain what is considered social media and possibly what you would classify as young.

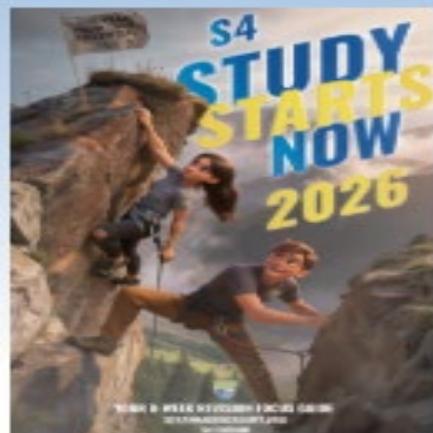
Sample- Explain about sample size, would it be random or selected sample, sample make up (split by gender/age and why)

Choosing the appropriate method- watch this may already have been done for you, like in the question below. If it is, try to avoid writing about it. If struggling you could refer to this being part of this stage and why it is important to get the best method.

3. A researcher wishes to investigate the use of social media by young people. The researcher talks to a group of eight pupils for an hour, asking questions and allowing them to discuss their opinions with each other.

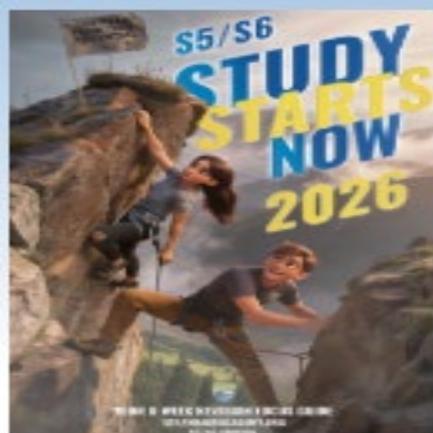
(a) Evaluate the research method used in the scenario above.

S4



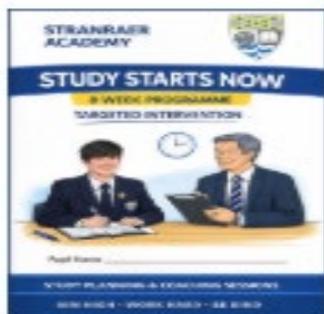
[S4 Revision Guide](#) →

S5/S6



[S5/S6 Revision Guide](#) →

## Targeted Intervention Planning & Coaching Sessions



[Download](#) →

Our 8-week Targeted Intervention Planner is a downloadable Word document designed to help you take control of your SQA exam preparation by focusing on the topics you find most challenging. This fillable planner allows you to identify specific areas where you need extra support, schedule dedicated revision sessions around your timetable, and track your progress week by week.

Download the planner and use it alongside your Study Starts Now subject schedules. Simply review the 8-week revision programme for your subjects, identify which topics you find difficult, and record these in your planner. Then fill in the timetable slots throughout the week to focus on these specific areas—whether that's an hour after school or a longer session at the weekend.







**WEEK 1**

	3.30-4.30	5.00-6.00	6.00-7.00	7.00-8.00	8.00-9.00	9.00-10.00
<b>MONDAY</b>						
<b>TUESDAY</b>						
<b>WEDNESDAY</b>						
<b>THURSDAY</b>						
<b>FRIDAY</b>						

	10.00-12.00	12.00-2.00	2.00-4.00	4.00-6.00	6.00-8.00+
<b>SATURDAY</b>					
<b>SUNDAY</b>					



# Procrastination



“You may delay, but time will not.”  
– Benjamin Franklin

“A year from now you will wish you were starting now.”  
– Karen Lamb



“You cannot escape the responsibility of tomorrow by evading it today.”  
– Abraham Lincoln



“My advice is, never procrastinate. Procrastination is the thief of time.”  
– Charles Dickens, D



“A day can really slip by when you're supposed to do something.”  
– Bill Watterson, There's a God in the Sky

## 5,4,3,2,1 Theory Overview

- The hardest part is starting.
- When you know you need to start a task, count 5-4-3-2-1 and move before your brain talks you out of it.
- This interrupts hesitation, provides no alternatives and replaces it with a start cue.
- Small actions feel safe (go to your revision space, get out your revision cards, start revising 5,4,3,2,1)



## Study Habit

My **phone** is nearby or in my hand while I revise. 📱

I often **check messages, notifications, or social media** mid-study.

I have the **TV, Netflix, or YouTube** on in the background. 📺

I listen to **music with lyrics or podcasts** while studying. 🎧

My **desk or area is messy or cluttered**.

I don't have a **specific study space** — I just work wherever.

I often **revise lying in bed or on the sofa**. 🛏️

I **snack constantly** while studying instead of taking breaks. 🍫

I have **open tabs, games, or group chats** on my laptop. 💻

I don't tell others when I'm studying, so I get **interrupted easily**.

I often **start late at night** when I'm already tired. 🌙

I don't set a **time limit** — I just “see how it goes.”

I rarely take **short breaks** — I either work too long or stop too soon.

My **chair, lighting, or posture** make me uncomfortable or distracted. 💡

I don't have my **materials ready** before I start (pens, notes, past papers).

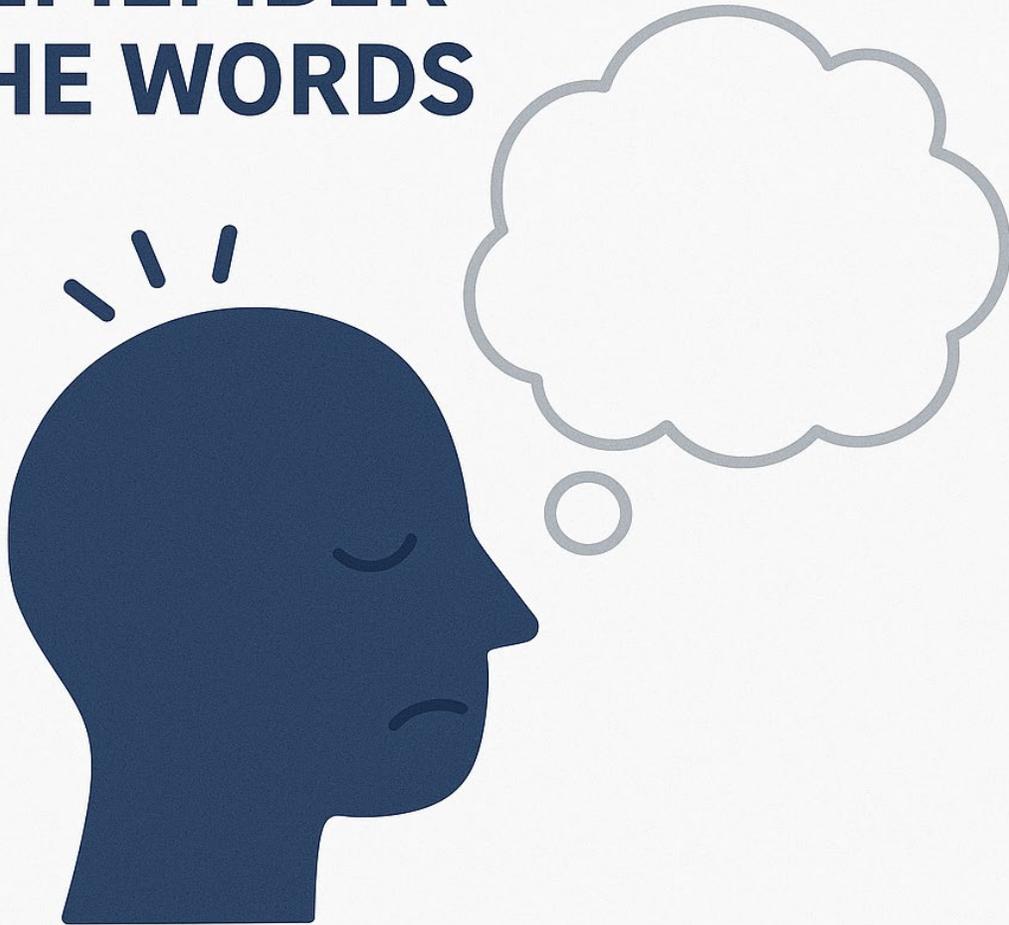


# Making Revision Effective- How Memory Works

- Apple
- Train
- Mountain
- Pencil
- River
- Chair
- Clock
- Camera
- Book
- Guitar
- Rainbow
- Tiger
- Balloon
- Castle
- Sandwich
- Laptop
- Bicycle
- Star
- Umbrella
- Key

**30 seconds to  
remember as many as  
possible**

# REMEMBER THE WORDS



Now, in your head, count  
how many words you  
can remember

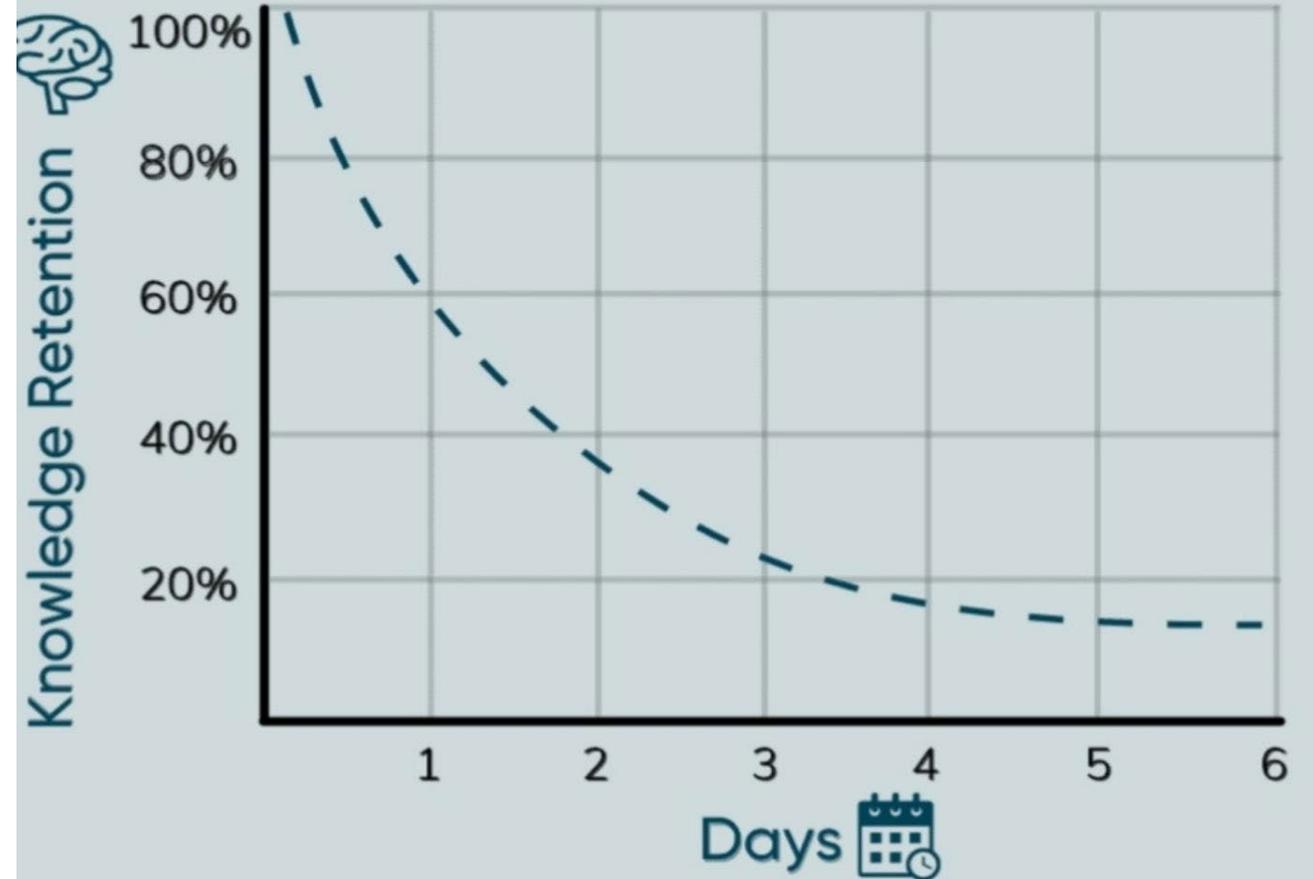
# Ebbinghaus Forgetting Curve

When you learn something new, it enters your **short-term memory** — like a whiteboard that quickly gets rubbed out.

Unless you *do something* with that information — such as explaining it, practising it, or recalling it later — it won't transfer to **long-term memory**, where knowledge sticks.

Every time you revisit and recall it, that connection strengthens, making it easier to remember in the exam.”

## The Ebbinghaus Forgetting Curve



**“After a day, you might remember only half of what you learned. After a week, maybe a quarter — unless you review it. Each review boosts it back up.”**

1st

**Learning**  
Learning will be forgotten rapidly in the short term without review intervention.

1 Hour

**Review 1**  
Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day

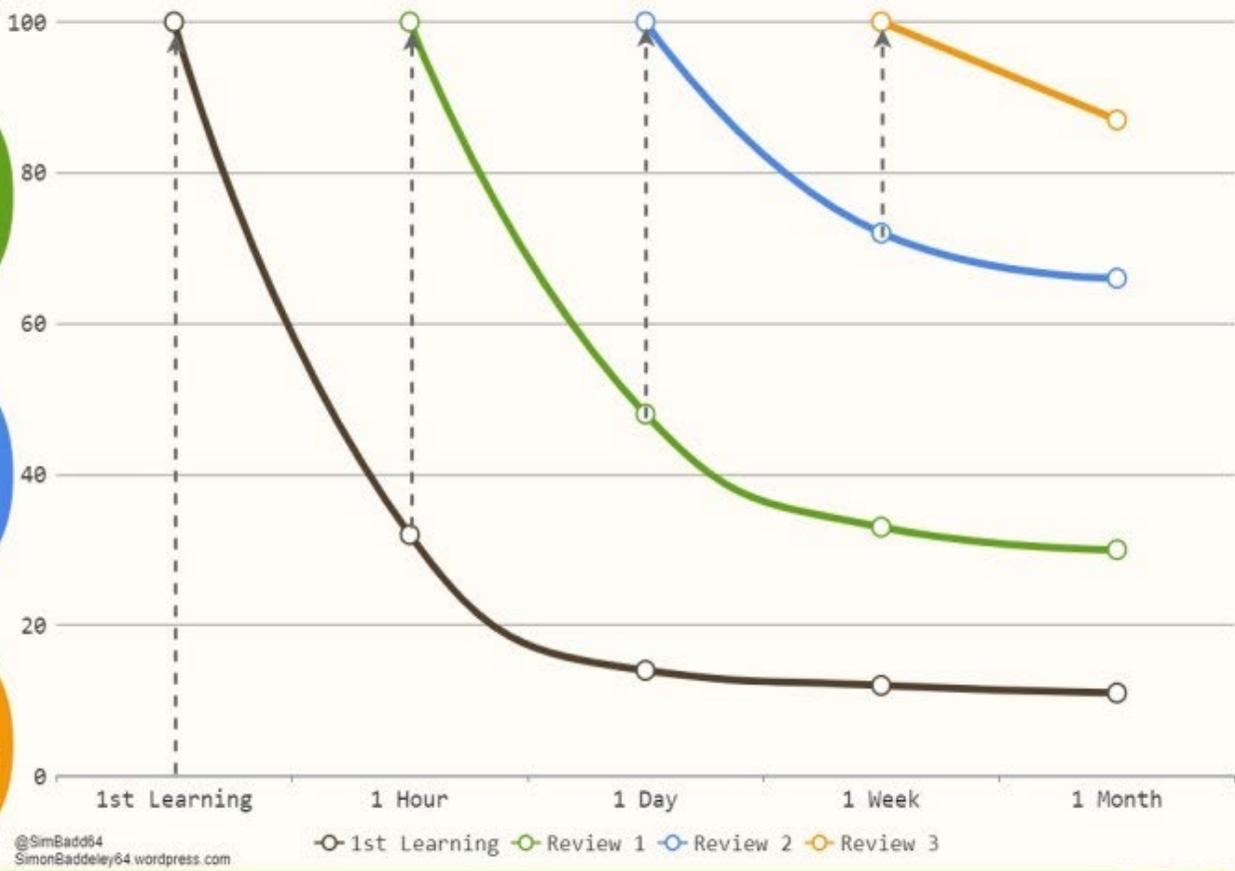
**Review 2**  
Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week +

**Review 3**  
This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice

# The Curve of Forgetting

Hermann Ebbinghaus



@SimBadd64  
SimonBaddley64.wordpress.com



# TESTING YOURSELF

(flashcards or quizzes)

## What it means:

Actively retrieving information from memory without looking at notes



## Why it works:

Stronger neural connections form when the brain works to recall



## How to do it:

- Flashcards (question on one side, answer on the other)
- Apps (Quizlet, Anki)
- Cover → answer → check
- Create your own mini-quizzes



## Example:

Explain osmosis — GO!  
Then check notes



# SPACING YOUR STUDY SESSIONS

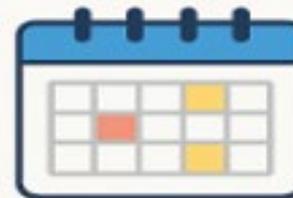
## WHAT IT MEANS:

Studying little and often over multiple days or weeks.



## WHY IT WORKS:

Forgetting slightly helps your brain strengthen memory



## HOW TO DO IT:

20–25 minutes per topic  
Return 2–3 days later  
Quick review next week



## WARNING SIGNS:

Cramming may help tomorrow's quiz—not the real exam.

# DUAL CODING

(MIND MAPS / DIAGRAMS)

## WHAT IT MEANS:

Combining words and visuals to represent information.

## WHY IT WORKS:

Activates two memory pathways for stronger recall

## EXAMPLE:

Turn causes → consequences into a simple chain diagram

## WARNING SIGNS:

Visuals with too much detail become art projects, not revision



## HOW TO DO IT:

- Turn lists into diagrams
- Add small icons
- Use arrows, flowcharts, timelines



# PRACTICE QUESTIONS

(PAST PAPERS)



**What it means:** Using real exam questions to practise answering under realistic conditions

**Why it works:** Improves timing, structure, confidence, and mark-scheme language

**How to do it:** Attempt a question, then mark it ✓ Highlight how marks are awarded ✓ Compare to model answers ✓ Track repeated errors

**Example:** Do 4-6 mark questions, then check what earns each mark

**Warning signs:** Copying answers from the mark scheme = zero learning

# ELABORATION

(Explaining How or Why)

## WHAT IT MEANS:

Adding meaning by explaining ideas in your own words

## WHY IT WORKS:

Links new knowledge to existing knowledge

HOW?  
WHY?



## EXAMPLE:

Instead of just knowing *that* something happens, explain why.

## HOW TO DO IT:

- Ask "Why does this happen?"
- Teach someone else
- Compare and contrast topics

## WARNING SIGNS:

Memorising facts without context = fragile memory

# SUMMARY SHEET FROM MEMORY

(Gap-Checking)

## What it means

Write everything you can recall, then check notes for gaps

## Why it works

Identifies what you understand vs. what you only recognize



## Example

Brain dump an entire topic before checking notes

- Blank sheet
- Write all key ideas
- Highlight missing information
- Fill gaps in a different colour

## Warning signs

Copying notes onto a sheet = misleading confidence



# POMODORO TIMERS

## WHAT IT MEANS

Working in focused sessions (e.g, 25 minutes) separated by short breaks (5 minutes).

## WHY IT WORKS

It keeps you on task and prevents mental fatigue.

## HOW TO DO IT

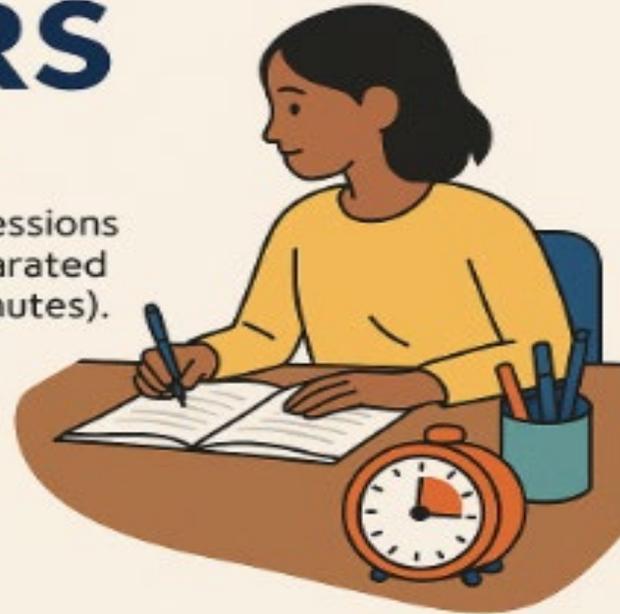
1. Set a timer for 25 minutes.
2. Focus on studying until the timer rings.
3. Take a 5-minute break and repeat

## EXAMPLE

Study for 25 minutes

## WARNING SIGNS

Stay strict with break time—future you will thank you!



What study techniques are missing?

## Building Positive Habits

- Encourage your child to become the type of person that revises every day
- Small actions done **regularly** beat huge effort done **occasionally**.
- Attach revision habits to habits they already have
- Make revision easy and remove barriers



**BARRIERS  
KILL HABITS**



66 Years



24,024

Monday

58 Days

3,432



576,576

120 hours



# What Can I do?



- Encourage your child to make revision a habit
- Encourage your child to create a weekly study timetable & discuss the timetable with them regularly
- Know the 'Study Starts Now' focus area for each week
- Help create a suitable study space
- Encourage your child to attend afterschool classes
- Help you child to revise effectively- limit distractions, especially mobile phones
- Encourage your child to take regular breaks
- Encourage your child to prioritise education from now until the exams.



# Revision Planning

## Five-step study plan

by @KateJones\_teach & @Inner\_Drive | innerdrive.co.uk

**1.**

**Make a list** - What do you need to know?



**2.**

**Timetable a spaced schedule** - Study each topic little but often, and leave yourself enough time.



**3.**

**Use effective study strategies** - Test yourself and keep the re-reading and highlighting to a minimum.



**4.**

**Identify the gaps in your knowledge**  
What do you need to study more?  
What can you move on from?



**5.**

**Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



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# Resources: Open Learning



**BITESIZE**

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# SQA Website

← → ↻ <https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=Modern+Studies&searchText=&level=NH&includeM...> A 📄 ☆ 📄 ⌵ 🌐

I am a... ▾ | 🌐 Choose Country | 🔒 Sign in | Site search  🔍

Qualifications ▾ | Deliver qualifications ▾ | Past Papers | About SQA | Contact us

[Home](#) >

**Past Papers**

[Past Papers Home](#)

## Past papers and marking instructions

Find past papers and marking instructions for your revision. You can search by topic and or refine by subject and level. To add the matching marking instructions simply tick the box.

We provide up to five years of past papers.

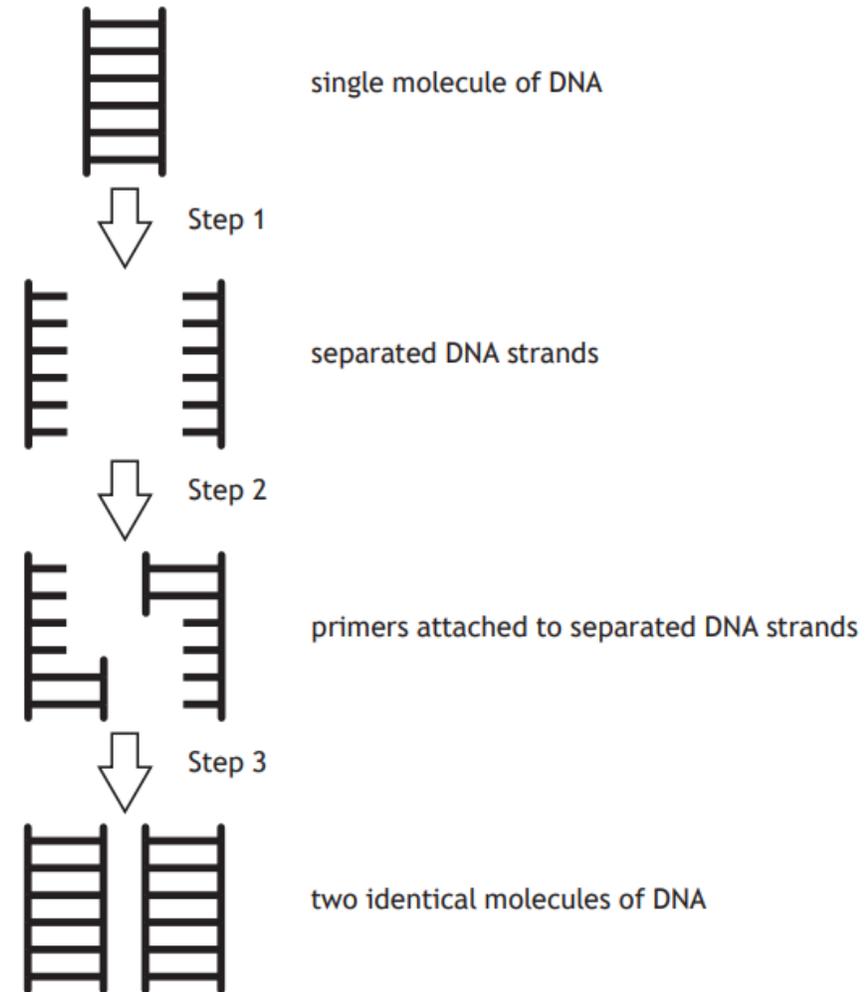
Modern Studies ▾

Topic name  Higher ▾ **Go** >

Include Marking Instructions [Reset the search form](#)

**6 Past Papers found**

2. The diagram represents three steps during one cycle of the Polymerase Chain Reaction (PCR).



(a) Give values to describe the change in the temperature that occurs in step 2.

## Source D

Local authority	Drug-related deaths per million people (2017-21)	Average overall SIMD quintile (1=most deprived, 5=least deprived)	Crime rate (per 10,000 people 2020-21)
Glasgow City	444	2.2	147
South Lanarkshire	239	2.9	58
Stirling	228	3.5	88
Dundee City	452	2.5	159
Fife	200	3.0	85
East Renfrewshire	110	4.1	45
Aberdeenshire	89	3.8	58

Attempt the following question, using only the information in Sources A, B, C and D on pages 03, 04 and above.

What conclusions can be drawn about drug deaths in Scotland?

You must draw conclusions about:

- the link between deprivation and drug deaths
- the age of drug death victims over time
- the impact of drug consumption rooms on drug deaths.

You must also make an overall conclusion on the extent of Scotland's drug death problem over recent years.

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# Resources: Open Learning



**BITESIZE**

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Achieve

The screenshot displays the Achieve website interface. At the top is a dark purple navigation bar with a logo on the left and links for Home, My Courses (with a dropdown arrow), Learn, Assess, Self-evaluate, and Quizzer. On the right side of the navigation bar are a leaf icon, a yellow 'More #' button, and a gear icon. Below the navigation bar is a 'My Courses' section with a dark blue header and an 'Add Course +' button. Two course cards are shown: a green card for 'National 5 Biology' and an orange card for 'Higher Biology', both featuring a leaf icon. Below this is a row of four activity cards: 'Learn' (with a description and a yellow 'Learn' button), 'Assess' (with a description and a pink 'Assess' button), 'Quizzer' (with a description and a green 'Join' button), and 'Self-evaluate' (with a description and a blue 'Self-evaluate' button).

Home My Courses ▾ Learn Assess Self-evaluate Quizzer

More # ⚙️

### My Courses

Add Course +

National 5 Biology

Higher Biology

#### Learn

Learn the key concepts from your courses.

Learn 🗂️

#### Assess

Test your course knowledge.

Assess 📋

#### Quizzer

Join a Quizzer.

Join 👤+

#### Self-evaluate

Traffic light your courses to identify strengths and areas for development.

Self-evaluate 🚦

Achieve



DNA and the genome

Metabolism and survival

Sustainability and interdependence

Apparatus and techniques

Structure of DNA

Describe the structure of strands in DNA and the structure of a nucleotide



State the components of the nucleotide that make up the backbone of DNA and describe the complementary base pairing rule



Name the type of bond between complementary base pairs



Describe DNA in terms of a double stranded antiparallel structure



Explain what is meant by the term 'genetic code'



Describe the organisation of DNA in a prokaryotic cell



Achieve



## Higher Modern Studies

Democracy

Social Issues

Crime and the Law

World Powers: USA

World Powers: China

### Alternatives for the governance of Scotland

Scotland's constitutional arrangement within the UK



Devolved and reserved powers



Devolution and additional powers for Scotland



The case for increased devolution or Devo-max



The case for Federalism



The case for Scottish independence



Arguments against further devolution or independence for Scotland



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# Resources: West OS



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# West OS

**ClickView** Libraries Playlists

This category ✕ Search...

**West OS**  
(3,035 videos)

- ▶ BGE
- ▼ **Senior Phase**
  - ▶ Administration and IT
  - ▶ Applications of Mathematics
  - ▶ Art & Design
  - ▶ Biology
  - ▶ Business Management
  - ▶ Chemistry
  - ▶ Computing Science
  - ▶ Dance
  - ▶ Design and Manufacture
  - ▶ Drama
  - ▶ DYW
  - ▶ Engineering Science
  - ▶ English

<b>Administration and IT</b> 1 subcategory	<b>Applications of Mathematics</b> 2 subcategories	<b>Art &amp; Design</b> 4 subcategories	<b>Biology</b> 5 subcategories
<b>Business Management</b> 2 subcategories	<b>Chemistry</b> 4 subcategories	<b>Computing Science</b> 2 subcategories	<b>Dance</b> 1 video
<b>Design and Manufacture</b> 10 videos, 2 subcategories	<b>Drama</b> 3 subcategories	<b>DYW</b> 8 videos, 2 subcategories	<b>Engineering Science</b> 1 subcategory
<b>English</b>	<b>Gaelic</b>	<b>Geography</b>	<b>Graphic Communication</b>

West OS

## Genomic Sequencing



"Courtesy: National Human Genome Research Institute" www.genome.gov

The sequence of nucleotide bases can be determined for individual genes and entire genomes.

- Past Paper Questions Mark Scheme Genomic Sequencing.pdf
- Past Paper Questions Genomic Sequencing.pdf
- Summary Note Genomic Sequencing.pdf
- BBC Bitesize - Genomic Sequencing

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# Resources: Scholar



**BITESIZE**

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# Scholar



# SCHOLAR

## Available Courses

Humanities and Social Sciences			
	N5	H	AH
Accounting		✓	✓
Art and Design		✓	
Business Management	✓	✓	✓
Economics		✓	✓
English	✓	✓	✓
Geography	✓		
Music	✓		
Psychology		✓	**

Languages			
	N5	H	AH
ESOL	✓	✓	**
French	*	✓	✓
Gaelic	*	✓	
German	*	✓	✓
Mandarin	✓		
Spanish	*	✓	✓

Sciences			
	N5	H	AH
Applications of Mathematics	✓	✓	**
Biology	✓	✓	✓
Chemistry	✓	✓	✓
Computing Science	✓	✓	✓
Human Biology	**	✓	**
Mathematics	✓	✓	✓
Physics	✓	✓	✓

\* Support materials only

\*\* No SQA qualification for this subject level

# Scholar

## Car features and different customers

For each of the three customers decide, from the list of factors given, which two are likely to be most influential.

Complete the diagram by matching the factors with the relevant customer.

Customer	Influential factors
An 18 year old student	<input type="text"/> <input type="text"/>
A couple with two children	<input type="text"/> <input type="text"/>
A 35 year old successful business person	<input type="text"/> <input type="text"/>

Reliability

Design features

Safety

Status

Value for money

Good quality

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# Resources: Open Learning



**BITESIZE**

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# BBC Bitesize

## All Higher subjects

These subjects may contain both Guides for students and Classroom videos for use by teachers.



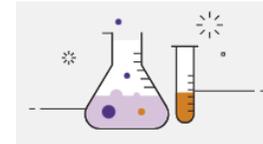
**Art and Design**



**Biology**



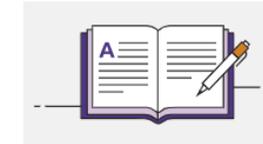
**Business management**



**Chemistry**



**Computing Science**



**English**



**French**



**Gaelic (Learners)**



**Geography**



**History**



**Human Biology**



**Maths**



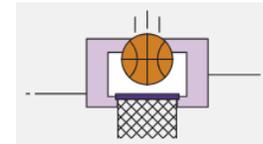
**Modern Languages**



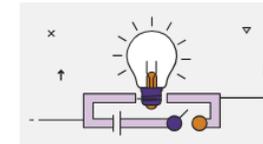
**Modern Studies**



**Music**



**Physical Education**



**Physics**



**Spanish**



## In this guide



Revise



Test

## Pages

[Evidence of climate change](#)

[The greenhouse effect](#)

[The enhanced greenhouse effect and global warming](#)

[Physical causes of climate change](#)

[Human causes of climate change](#)

## Evidence of climate change

Globally, our climate is changing. A variety of sources provide evidence of climate change **i** over different periods of time:

### Ice cores

Locked inside ice are molecules and trapped air, which are preserved year on year as more snow falls. Subtle changes in temperature can be measured from ice cores extracted in Antarctica. This gives scientists long-term evidence of climate change.





The National  
e-Learning Service  
e-Sgoil



MONDAY		
5pm	Maths	N5
	Health & Food Technology	N5/Higher
	Biology	Adv Higher
6pm	Maths	N4
	Physics	Higher
	Physics	Adv Higher
	Human Biology	Higher
	Business Management	N5
	Applications of Maths	N5
	RMPS	N5/Higher
	Practical Cookery	N5
	Politics	H
7pm	Applications of Maths	Higher
	Biology	Higher
	Computing Science	Higher



**STUDY  
SUPPORT**  
2025-26

TUESDAY		
5pm	Music	N5
	Maths	Higher
6pm	Modern Studies	Higher
	Spanish	Higher
	Maths	Adv Higher
	Business Management	Higher
	Music	Higher
7pm	English	Higher
	Chemistry	Adv Higher
	English (1)	N5

THURSDAY		
5pm	Admin & IT (Theory only) *	Higher
	German	N5
	Latin	N5
	Art & Design	N5
	English	N4
6pm	Physics	N5
	Chemistry	Higher
	Design & Manufacture	N5/Higher
	Biology	N5
	Art & Design "	Higher
7PM	German	Higher
	Graphic Communication	N5
	PE	Higher
	Computing Science	N5

\* starting 4<sup>th</sup> December

" starting 20<sup>th</sup> November

WEDNESDAY		
5pm	ESOL	N5
	French	N5
	Engineering Science	N5
6pm	Geography	Higher
	History	Adv Higher
	Graphic Communication	Higher
	Geography	N5
	Engineering Science	Higher
7pm	French	Higher
	English (2)	N5
	History	N5
	Chemistry	N5
	Gaelic	N5/Higher
	Gàidhlig	N5/ Higher
7pm	English	Adv Higher
	History	Higher

[www.e-sgoil.com](http://www.e-sgoil.com)



National e-Learning Offer



# Supported Study

Date / Subject	Level	Teacher	Start	Finish	Location	Notes
<b>Monday</b>						
Spanish	N5	Mr Szymik	1320	1345	Eng 3	
Physics	N5/H	Mr Shand	1520	1620	Science 4	
Drama	H	Ms Vallance	1520	1620	Drama Studio	
History	N5	Ms Leishman	1520	1620	SS2	alternate weeks
Health & Food Tech	H	Mrs Shannon	1520	1620	HE1	on request
Geography	N5	Ms Murie	1520	1620	SS3	
Business Management	N5	Ms Biagioni	1520	1620	Lib 1	on request
PE	H	Mr Shannon	1520	1620	Lib 2	on request

# Supported Study

<b>Tuesday</b>					
RMPS	N5	Ms Campbell	1520	1620	SS4
Music	N4/5	Mrs Williamson	1520	1620	Music 2
Biology/Chemistry	N5/H/AH	Mrs Stobo	1520	1620	Science 9
Art & Design	All	Ms Anderson	1530	1800	Art 2
Viscom	NPA L5	Ms Anderson	1530	1800	Art 2
English	N5/H	Mrs Gibb	1520	1645	GT6
Spanish	N5	Mr Szymik	1320	1345	Eng 3
History	N5/H	Mr Lane	1520	1620	SS1
Chemistry	BGE/N4/N5	Mr Cameron	1525	1615	Science 8
Business Management	N5/H	Ms McQuaker	1520	1620	Tech 1
Health & Food Tech/Practical Cookery	N5	Mrs Jamieson	1520	1620	HE1
Metalwork	N5	Mr Ayres	1530	1630	Tech 4
Woodwork	N5	Ms Smith	1530	1630	Tech 3
Drama	N5	Ms Vallance	1520	1620	Drama Studio
Geography	N5	Ms Murie	1520	1620	SS3
PE	H	Mr Munro	1520	1620	PE Classroom
PE	N5	Mrs Edwards	1520	1620	Lib 2

# Supported Study

<b>Tuesday</b>					
RMPS	N5	Ms Campbell	1520	1620	SS4
Music	N4/5	Mrs Williamson	1520	1620	Music 2
Biology/Chemistry	N5/H/AH	Mrs Stobo	1520	1620	Science 9
Art & Design	All	Ms Anderson	1530	1800	Art 2
Viscom	NPA L5	Ms Anderson	1530	1800	Art 2
English	N5/H	Mrs Gibb	1520	1645	GT6
Spanish	N5	Mr Szymik	1320	1345	Eng 3
History	N5/H	Mr Lane	1520	1620	SS1
Chemistry	BGE/N4/N5	Mr Cameron	1525	1615	Science 8
Business Management	N5/H	Ms McQuaker	1520	1620	Tech 1
Health & Food Tech/Practical Cookery	N5	Mrs Jamieson	1520	1620	HE1
Metalwork	N5	Mr Ayres	1530	1630	Tech 4
Woodwork	N5	Ms Smith	1530	1630	Tech 3
Drama	N5	Ms Vallance	1520	1620	Drama Studio
Geography	N5	Ms Murie	1520	1620	SS3
PE	H	Mr Munro	1520	1620	PE Classroom
PE	N5	Mrs Edwards	1520	1620	Lib 2

# Supported Study

Wednesday					
Application of Maths	H	Mrs Beggs	1520	1620	Maths 3
Maths	N5	Mrs Beggs	1520	1620	Maths 3
Biology	N5/H	Mr Halliday	1520	1620	Science 11
Biology/Chemistry	N5/H/AH	Mrs Stobo	1520	1620	Science 9
Practical Cookery	N5	Mrs Farquhar	1520	1620	HE1
Geography	H	Mr Lockwood	1530	1630	Science 1
Chemistry	N5/H/AH	Dr Marshall	1520	1620	Science 6
Maths/Application of Maths	All	Mr Stobo	1520	1630	Maths 5
Spanish	N5	Mr Szymik	1320	1345	Eng 3
Physics	N5/H	Mr Shand	1520	1620	Science 4
Maths	N5	Miss McCrone	1520	1620	Maths 2
Application of Maths	N5/H	Mr McCulloch	1530	1630	ST7
Computing Science	N5	Ms Hutchinson	1520	1615	ST3
Maths	N5/H	Mrs Brown	1520	1615	Maths 6
Modern Studies	N5	Mr Harvey	1530	1630	SS5
Maths	All	Ms Bird	1530	1630	Maths 4
Maths/Application of Maths	N5	Ms Grierson	1520	1615	Maths 1
Maths	H	Ms Grierson	1520	1615	Maths 1
PE	N5	Ms Forsyth	1520	1620	Lib 2

# Supported Study

Woodwork	N5	Mr Ayres	1530	1630	Tech 2
Art & Design	All	Ms Anderson	1530	1800	Art 2
Viscom	NPA L5	Ms Anderson	1530	1800	Art 2
Admin & IT	N5	Ms McQuaker	1520	1620	Tech 1
Application of Maths	N5/H	Mr McCulloch	1530	1630	ST7
Music	All	Mrs Smith	1520	1620	Music 3
English	Adv H	Ms Fay	1530	1630	English 6
History	N5	Ms Leishman	1520	1620	SS2

# Supported Study

<b>Thursday</b>						
Photography	H	Mr James	1530	1630	Art 4	
Biology/Chemistry	N5/H/AH	Mrs Stobo	1520	1620	Science 9	
English	N5	Ms Parker	1530	1630	English 1	
Modern Studies	H	Ms Bone	1530	1630	SS6	
English	N5/H	Mrs Gibb	1520	1645	GT6	
Physics	N5/H	Mr Shand	1520	1620	Science 4	
English	N5	Ms Fay	1520	1615	English 6	
Admin & IT	H	Mrs Dougan	1520	1620	Tech 7	
History	N5/H	Mr Lane	1520	1620	SS1	on request
Biology	N5	Mrs McHallum	1520	1620	Science 3	
Drama	N5	Ms Vallance	1520	1620	Drama Studio	
Chemistry	N5	Mrs White	1525	1615	Science 7	
Practical Cookery	N5	Mrs Farquhar	1520	1620	HE1	
Geography	N5	Ms Murie	1520	1620	SS3	
Graphic Communication	N5	Ms Smith	1530	1630	Tech 6	
<b>Friday</b>						
English	N5	Ms Parker	1530	1630	English 1	