

THE PEAK:
YOUR TRUE
POTENTIAL

S5/S6

STUDY STARTS NOW 2026



YOUR 8-WEEK REVISION FOCUS GUIDE
STRANRAERACADEMY.ORG
S5/S6 EDITION

STUDY STARTS NOW 2026

S5 & S6 Focus Guide • 2025–2026 • 8 Week Revision Programme

6 Departments • National 5, Higher & Advanced Higher

STRANRAER ACADEMY

■ CREATIVE ARTS

Art & Design (Advanced Higher)
Art & Design (Higher)
Drama (Higher)
Music (Advanced Higher)
Music (Higher)
Photography (Higher)

■ HEALTHY LIVING

Health & Food Technology (Higher)
Health & Food Technology (National 5)
Physical Education (Higher)
Practical Cookery (National 5)

■ LANGUAGES

English (Advanced Higher)
English (Higher)
English (National 5)
Media (National 5)

■ MATHS & BUSINESS

Administration & IT (Higher)
Administration & IT (National 5)
Applications of Mathematics (Higher)
Applications of Mathematics (National 5)
Business Management (Higher)
Business Management (National 5)
Mathematics (Higher)
Mathematics (National 5)

■ SCIENCE

Biology (Advanced Higher)
Biology (Higher)
Biology (National 5)
Chemistry (Advanced Higher)
Chemistry (Higher)
Physics (Higher)
Physics (National 5)

■ SOCIAL SUBJECTS

Geography (Higher)
History (Higher)
Modern Studies (Higher)
RMPS (National 5)
Sociology (Higher)

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NOW
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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

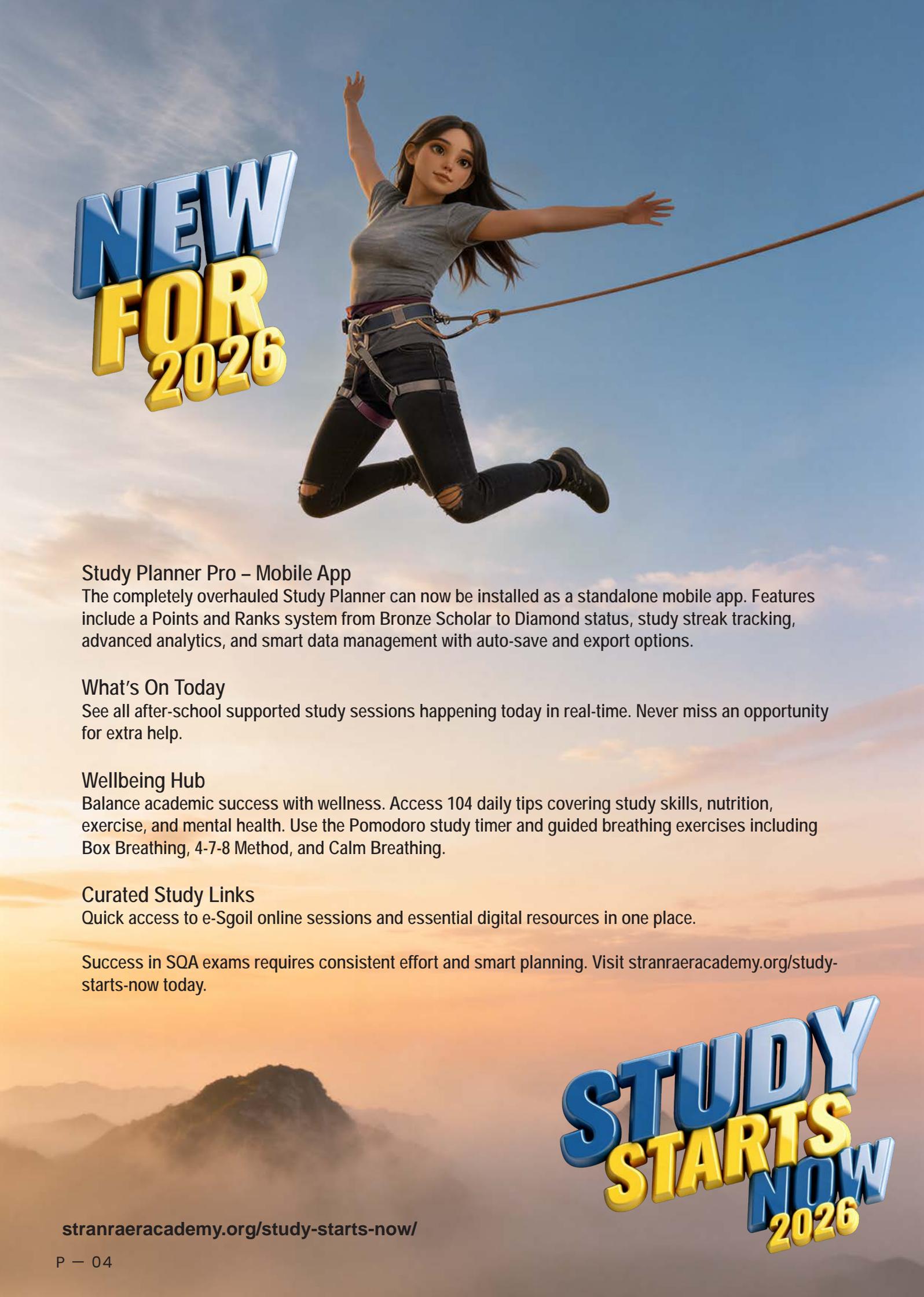
e-Sgoil – Live and recorded online lessons for additional learning opportunities

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 today and take control of your success!

A woman with long dark hair, wearing a grey t-shirt, black jeans with rips, and a climbing harness, is rappelling down a rope. She is positioned in the upper center of the frame, with her arms outstretched. The background is a bright, hazy sunset sky with soft clouds. In the bottom left, there are silhouettes of mountains.

**NEW
FOR
2026**

Study Planner Pro – Mobile App

The completely overhauled Study Planner can now be installed as a standalone mobile app. Features include a Points and Ranks system from Bronze Scholar to Diamond status, study streak tracking, advanced analytics, and smart data management with auto-save and export options.

What's On Today

See all after-school supported study sessions happening today in real-time. Never miss an opportunity for extra help.

Wellbeing Hub

Balance academic success with wellness. Access 104 daily tips covering study skills, nutrition, exercise, and mental health. Use the Pomodoro study timer and guided breathing exercises including Box Breathing, 4-7-8 Method, and Calm Breathing.

Curated Study Links

Quick access to e-Sgoil online sessions and essential digital resources in one place.

Success in SQA exams requires consistent effort and smart planning. Visit stranraeracademy.org/study-starts-now today.

**STUDY
STARTS
NOW
2026**



Jamie Farquhar

Headteacher

Welcome to the Stranraer Academy – Study Starts Now Program

Success in SQA exams is an important part of students' overall achievement at Stranraer Academy. This success requires teamwork and hard work over many years and especially in S4,5 and 6.

It is also true that intense, focussed revision – and completion of coursework – in the last few weeks before exams can improve grades. To support pupils in this effort, I am delighted to offer our Study Starts Now program.

Each subject has been split into 8 sections, one for each week before the exams, to guide revision and provide a framework to ensure every pupil knows exactly what they need to know and how well they know it. In addition to classwork, teacher support – including after-school study and the various online resources such as Achieve, Stranraer Academy pupils should be exceptionally well prepared for their exams.

I would wish pupils good luck in their exams, but luck has nothing to do with it: Work hard, don't give up and the success will follow.

...but also, good luck!

Mr Farquhar

**STUDY
STARTS
NOW
2026**

**CREATIVE
ARTS**

S5 & S6 • 8-Week Revision Plans

- **Art & Design – Advanced Higher**
- **Music – Advanced Higher**
- **Art & Design – Higher**
- **Drama – Higher**
- **Photography – Higher**
- **Music – Higher**

■ Art & Design

Advanced Higher

| WEEK | STUDY FOCUS |
|-------------|--|
| 1 23 Feb | Portfolio Progress Sheets 1/2/3/4 of portfolio should be completed, mounted and presented 200-word introduction of contextual analysis started |
| 2 2 Mar | Portfolio Progress Portfolio should continue naturally with the aims of working on Sheet 5 300-word artist background information section started |
| 3 9 Mar | Portfolio Progress Portfolio should continue naturally with the aims of working on Sheet 5 1000-word social/cultural influence section of contextual analysis started (main body of 2000-word essay) |
| 4 16 Mar | Portfolio Progress Sheet 5 should be completed, mounted and presented 1000-word social/cultural influence section of contextual analysis started (main body of 2000-word essay) |
| 5 23 Mar | Portfolio Progress Portfolio should continue naturally with the aims of working on Sheet 6 1000-word social/cultural influence section of contextual analysis completed (main body of 2000-word essay) |
| 6 30 Mar | Portfolio Progress Portfolio should continue naturally with the aims of working on Sheet 6 500-word contextual analysis conclusion started |
| 7 6 Apr | Portfolio Progress Sheet 6 should be completed, mounted and presented Completed 2000-word contextual analysis should be submitted for review – must be printed and sent with portfolio |
| 8 13 Apr | Final Submission Final alterations to portfolio (numbering pages, adding missing annotations etc.) Contextual analysis should be printed and placed in folio Portfolio evaluation should be completed, signed and dated Statement of intent should be completed, signed and dated Portfolio should be prepared for packaging and posting |

**Please Note* Six A0 sheets is the minimum requirement. Portfolio deadline occurs within study leave – students must attend to mount and prepare portfolios and essays.*

■ Music

Advanced Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>Performance & Understanding Music Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments where appropriate Understanding Music: Work on Analysis</p> |
| 2 2 Mar | <p>Performance & Understanding Music Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: HAND IN ANALYSIS FIRST DRAFT</p> |
| 3 9 Mar | <p>Performance & Listening Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: Using https://mymusiconline.co.uk/higher complete the listening quizzes – first revise each concept by listening to examples and revising definitions Renaissance Quiz</p> |
| 4 16 Mar | <p>Performance & Listening Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: 20th and 21st Century Quiz COMPOSITION SHOULD BE COMPLETE ANALYSIS SHOULD BE COMPLETE</p> |
| 5 23 Mar | <p>Performance & Listening Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: Vocal Quiz Ornaments Quiz</p> |
| 6 30 Mar | <p>Performance & Listening Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: Chords Quiz Match the Concept to the Category</p> |
| 7 6 Apr | <p>Performance & Past Papers Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: Go to ADVANCED HIGHER MUSIC Team/Files/Past Papers and select 2022 paper Complete Questions 1-4 then hand in to Mrs Smith for marking</p> |
| 8 13 Apr | <p>Performance & Past Papers Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments Understanding Music: Go to ADVANCED HIGHER MUSIC Team/Files/Past Papers and select 2022 paper Complete Questions 5 & 6 then hand in to Mrs Smith for marking</p> |

Use <https://mymusiconline.co.uk/higher> for listening revision

Past papers in Advanced Higher Music Teams/Files/Past Papers

Composition and Analysis must be complete before exam diet

■ Art & Design

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>Practical & Critical Practical: Complete all outstanding Expressive portfolio coursework (OUT OF CLASS) Practical: Complete all outstanding Design portfolio coursework (IN CLASS) Critical: Ralph Goings – Visual Elements: Colour, Line, Tone, Pattern, Shape, Form, Texture; Composition/Arrangement; Media Handling and/or Techniques Practical/Critical: Utilise senior support study (Tuesdays/Wednesdays after school) or lunchtime/private study. Make use of Achieve Class for additional support.</p> |
| 2 2 Mar | <p>Practical & Critical Practical: Complete all outstanding Expressive portfolio coursework (OUT OF CLASS) Practical: Complete all outstanding Design portfolio coursework (IN CLASS) Critical: Practice Design choice question X 2 in class (Monday) based on classroom revision from previous week Practical/Critical: Utilise senior support study (Tuesdays/Wednesdays after school) or lunchtime/private study. Make use of Achieve Class for additional support.</p> |
| 3 9 Mar | <p>Practical & Critical Practical: Complete all outstanding Expressive portfolio coursework (OUT OF CLASS) Practical: Complete all outstanding Design portfolio coursework (IN CLASS) Critical: Practice Design choice question x 2 in class based on classroom revision from previous week. Make use of Achieve Class for additional support.</p> |
| 4 16 Mar | <p>Practical & Critical Practical: Complete all outstanding Expressive portfolio coursework (OUT OF CLASS) Practical: Complete all outstanding Design portfolio coursework (IN CLASS) Practical/Critical: Utilise senior support study (Tuesdays/Wednesdays after school) or lunchtime/private study to complete any outstanding work or revise key/weak areas of question paper.</p> |
| 5 23 Mar | <p>Practical Deadline & Critical Revision Critical: Focus on revision for ALL prompts and key areas for both Expressive and Design studies (Michael Craig-Martin & Shepard Fairey) Practical DEADLINE: Expressive and Design Portfolio 27.03.2026 (work will be sent to the SQA) Make use of Achieve Class for additional support</p> |
| 6 30 Mar | <p>Critical Revision Critical: Focus on revision for ALL prompts and key areas for both Expressive and Design studies (Michael Craig-Martin & Shepard Fairey) Use Achieve Class support resources and attempt past paper questions which can be brought in for marking</p> |
| 7 6 Apr | <p>Practice Paper Critical: Complete full practice paper (Expressive and Design) in first session of the week (all papers will be marked and feedback provided) Critical: Receive practice paper feedback and create mindmap/timeline of revision plans for study leave</p> |
| 8 13 Apr | <p>Practice Paper Critical: Complete full practice paper (Expressive and Design) in first session of the week (all papers will be marked and feedback provided) Critical: Receive practice paper feedback and create mindmap/timeline of revision plans for study leave</p> |

Revision Pack: Artist & Designer Support Booklet

Achieve class code: PhZyuk

Prompts Explained

Vocabulary Sheets

Past Papers: www.sqa.org.uk

Revision pack on Teams

All past papers marked and returned

1-to-1 feedback at supported study

■ Drama

Higher

| WEEK | STUDY FOCUS |
|----------------------------|---|
| <p>1 23 Feb</p> | <p>Performance & Written Performance – ACTORS: Rehearse scene with no script Performance – DESIGNERS: Continue working on folio/mood boards Performance – DIRECTOR: Continue annotating script with justification on plot, characters, relationships and themes and issues Performance – EVERYONE: Attend drama during lunchtime/after school for extra rehearsal/planning time Written: Look over Lovers and Frankenstein notes on Social and Historical Context and Themes. Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan for these sections.</p> |
| <p>2 2 Mar</p> | <p>Performance & Written Performance – ACTORS: Rehearse scene with no script Performance – DESIGNERS: Continue working on folio/mood boards Performance – DIRECTOR: Continue annotating script with justification on plot, characters, relationships and themes and issues Performance – EVERYONE: Attend drama during lunchtime/after school for extra rehearsal/planning time Written: Look over Lovers and Frankenstein notes on Mood and Atmosphere and Relationships. Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan for these sections.</p> |
| <p>3 9 Mar</p> | <p>Performance & Written Performance – ACTORS: Rehearse scene with no script Performance – DESIGNERS: Continue working on folio/mood boards Performance – DIRECTOR: Continue annotating script with justification on plot, characters, relationships and themes and issues Performance – EVERYONE: Attend drama during lunchtime/after school for extra rehearsal/planning time Written: Look over Lovers and Frankenstein notes on Personality/Character Development and Key Moments/Plot Developments. Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan.</p> |
| <p>4 16 Mar</p> | <p>Performance & Written Performance – ACTORS: Rehearse scene with no script Performance – DESIGNERS: Continue working on folio/mood boards Performance – DIRECTOR: Continue annotating script with justification on plot, characters, relationships and themes and issues Performance – EVERYONE: Attend drama during lunchtime/after school for extra rehearsal/planning time Written: Look over Lovers and Frankenstein notes on Contrasts/Status. Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan for these sections.</p> |

Go onto Higher Microsoft Teams to find essay questions and resources. Attend drama during lunchtime/after school for extra rehearsal/planning time.

■ Drama

Higher

| WEEK | STUDY FOCUS |
|----------------------------|---|
| <p>5 23 Mar</p> | <p>Practical Exam Week & Written THIS IS PRACTICAL EXAM WEEK!!!! Written: Look over Lovers and Frankenstein notes on Motivation and Circumstances / Moments of Shock/Surprise Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan for these sections.</p> |
| <p>6 30 Mar</p> | <p>Written Look over Lovers and Frankenstein notes on Purpose/Message and Genre and Style Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan for these sections.</p> |
| <p>7 6 Apr</p> | <p>Written Memorise Lovers quotes Look over Frankenstein notes on Stage Imagery Go onto Higher Microsoft Teams, find the essay question, and complete an essay plan for these sections.</p> |
| <p>8 13 Apr</p> | <p>Written Memorise Lovers quotes Revise Frankenstein 'Moment Description Booklet'</p> |

Go onto Higher Microsoft Teams to find essay questions and resources. Attend drama during lunchtime/after school for extra rehearsal/planning time.

■ Photography

Higher

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>1 23 Feb</p> | <p>Exam Structure and Terminology Exam structure: focusing on how photograph analysis, including mood and impact, is assessed Review past exam papers to understand how these elements are evaluated and weighted</p> |
| <p>2 2 Mar</p> | <p>Visual Analysis Techniques Study techniques for analysing photographs including visual elements: composition, lighting, colour, and texture Identify and interpret mood and impact within photographs Practice analysing sample photographs to understand how these elements contribute to the overall message and artistic expression</p> |
| <p>3 9 Mar</p> | <p>Mood and Emotion in Photography Exploring the role of mood and emotion in photography and how they are conveyed through visual elements Analyse photographs with different emotional tones: joy, sadness, anger, tranquillity Articulating the mood and emotional impact of photographs in writing or discussion</p> |
| <p>4 16 Mar</p> | <p>Impactful Composition Composition techniques that enhance the impact of a photograph: framing, perspective, and focal point Analysing photographs with strong compositional elements and discuss their visual impact</p> |
| <p>5 23 Mar</p> | <p>Lighting and Mood Explore the relationship between lighting and mood in photography Analyse how different lighting setups and techniques influence the mood and atmosphere of a photograph Practice using lighting creatively to evoke specific emotions and enhance the impact of your photographs</p> |
| <p>6 30 Mar</p> | <p>Exam Practice – Photograph Analysis Analysing photographs under exam-like conditions, focusing on identifying visual elements, mood, and impact Write structured responses that effectively communicate your analysis and interpretation of the photographs</p> |
| <p>7 6 Apr</p> | <p>Peer Feedback and Critique Peer critique sessions to provide and receive feedback on photograph analysis skills Focus on discussing the effectiveness of mood and impact in each other's analyses Use feedback to refine your analytical skills and strengthen your ability to articulate mood and impact in photographs</p> |
| <p>8 13 Apr</p> | <p>Final Review and Preparation Review key concepts, techniques, and exam strategies related to photograph analysis, mood, and impact Create summary notes or flashcards to reinforce understanding and memorise important terminology Practice analysing sample photographs and writing exam-style responses, ensuring clarity and precision in your analysis</p> |

Analyse photographs using the skills practised each week. All written responses should use correct photographic terminology.

■ Music

Higher

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>1 23 Feb</p> | <p>Performance & Understanding Music Performance: Work on ALL pieces on BOTH instruments. Ensure you are using backing tracks/accompaniments where appropriate. Attend after school study on a Wednesday. Understanding Music: Using https://mymusiconline.co.uk/higher complete the listening quizzes – first revise each concept by listening to examples and revising definitions Baroque Quiz 20th & 21st Century Quiz Strings & Chamber Music Quiz</p> |
| <p>2 2 Mar</p> | <p>PERFORMANCE EXAM WEEK Performance: THIS IS EXAM WEEK!!!! Check the time of your exam and make sure you have all music/backings ready Understanding Music: Cadences Quiz Chords Quiz Minor Scales Quiz Ornaments Quiz Tierce de Picardie Quiz</p> |
| <p>3 9 Mar</p> | <p>Understanding Music Using https://mymusiconline.co.uk/higher complete the listening quizzes – first revise each concept by listening to examples and revising definitions Rhythm Quiz Sonata and Sonata Form Quiz</p> |
| <p>4 16 Mar</p> | <p>Understanding Music Using https://mymusiconline.co.uk/higher complete the listening quizzes – first revise each concept by listening to examples and revising definitions Vocal Quiz 1 Vocal Quiz 2</p> |
| <p>5 23 Mar</p> | <p>Past Paper Practice Go to HIGHER MUSIC Team/Files/Past Papers with Audio and select 2022 paper Complete Questions 1-4 then hand in to Mrs Smith for marking</p> |
| <p>6 30 Mar</p> | <p>Past Paper Practice Go to HIGHER MUSIC Team/Files/Past Papers with Audio and select 2022 paper Complete Questions 5-8 then hand in to Mrs Smith for marking</p> |
| <p>7 6 Apr</p> | <p>Past Paper Practice Go to HIGHER MUSIC Team/Files/Past Papers with Audio and select 2023 paper Complete Questions 1-4 then hand in to Mrs Smith for marking</p> |
| <p>8 13 Apr</p> | <p>Past Paper Practice Go to HIGHER MUSIC Team/Files/Past Papers with Audio and select 2023 paper Complete Questions 5-8 then hand in to Mrs Smith for marking</p> |

Use <https://mymusiconline.co.uk/higher> for all listening quizzes. Past papers with audio on Higher Music Teams page.

**STUDY
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**HEALTHY
LIVING**

S5 & S6 • 8-Week Revision Plans

- **Health and Food Technology – Higher**
- **Physical Education – Higher**
- **Health and Food Technology – National 5**
- **Practical Cookery – National 5**

Health and Food Technology

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | Assignment Sensory testing – ratings test and interview Evaluations based on sensory testing Food product amendments |
| 2 2 Mar | Assignment & Exam Skills Proof read and check assignment for first draft hand in Make changes and submit assignment Identify areas of improvement from prelim Structuring of exam questions – explain, evaluate, analyse |
| 3 9 Mar | Nutrition Functions, sources, effects of health Interrelationships – calcium, phosphorus & vitamin D; iron, vitamin C & folic acid; fibre and water Factors that hinder and assist the absorption of nutrients Dietary Analysis Questions |
| 4 16 Mar | Current Dietary Advice, Dietary Diseases & Functional Properties Current Dietary Advice: Dietary Goals for Scotland; causes and ways to prevent dietary diseases; contribution of foods in the diet; evaluate a meal in relation to Current Dietary Advice Functional Properties of Ingredients: way eggs, flour, fat, sugar and liquid affect the finished product; effect of increasing and decreasing quantities of ingredients |
| 5 23 Mar | Food Product Development & Food Safety Food Product Development: stages of food product development; improvements at each stage; why each stage is important to the manufacturer Food Safety: control measures for safe food production; ways to prevent food poisoning |
| 6 30 Mar | Sensory Testing & Marketing Sensory Testing: star profile questions Marketing/promotional techniques: promotional techniques that influence food choice |
| 7 6 Apr | Contemporary Food Issues & Technological Developments Contemporary Food Issues: factors that affect food choice; organic, food miles, GM, seasonality/sustainability, Fairtrade Technological Developments: additives, cook-chill, functional foods, MAP, alternative proteins, UHT |
| 8 13 Apr | Consumer Organisations Organisations that protect the interests of consumers: Trading Standards, Environmental Health, Food Standards Scotland, Advertising Standards Authority, Consumers' Association, Citizens Advice Bureau |

Use *Achieve*, *Scholar* and *Teams* for all revision

Practice extended writing (*explain*, *evaluate*, *analyse*) for all units

Past papers available on SQA website: sqa.org.uk

Physical Education

Higher

| WEEK | STUDY FOCUS |
|----------------------------|---|
| <p>1 23 Feb</p> | <p>Factors Impacting & Model Performers Factors Impacting: Performance, training, and other factors Model performers: Describe, analyse, compare to yourself; uses of a model performer</p> |
| <p>2 2 Mar</p> | <p>Data Collection & Training Approaches Data Collection: Physical – Bleep Test, GOS; Social – Role Analysis Training Approaches: Physical – Fartlek, GBU; Social – Team building, Role Development</p> |
| <p>3 9 Mar</p> | <p>Data Collection & Training Approaches Data Collection: Mental – Decision Making Questionnaire (DMQ); Emotional – SCAT; All – PPW Training Approaches: Mental and Emotional – Positive self-talk, Centring</p> |
| <p>4 16 Mar</p> | <p>PDP Planning & Monitoring Considerations when planning a PDP: SPORTFITT Monitoring methods: Training Diary</p> |
| <p>5 23 Mar</p> | <p>Monitoring Methods & Target Setting Monitoring methods: Feedback – different sources, benefits and limitations Target Setting – long-term, short-term, considerations (SMART)</p> |
| <p>6 30 Mar</p> | <p>Retesting & Scenario Questions Retesting – when, why Making changes/reprioritising/extending a PDP Scenario Qs Interpreting info</p> |
| <p>7 6 Apr</p> | <p>Scenario Questions & Past Papers Scenario Qs Analysing – focus on structure Past Paper Qs</p> |
| <p>8 13 Apr</p> | <p>Past Paper Questions Past Paper Qs Timed Qs Focussed Qs on areas you are still lacking knowledge</p> |

Use past papers and Teams resources for written exam preparation.

Health and Food Technology

National 5

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | Complete Assignment Proof read assignment and hand in for checking – meet deadlines given |
| 2 2 Mar | Complete Assignment Make any necessary amendments to assignment Proof read thoroughly Meet deadlines given |
| 3 9 Mar | Revise Nutrition Nutrients, functions, sources Revise effect on health of too much and too little of all nutrients Practice DRV questions and nutrition questions in past papers |
| 4 16 Mar | Current Dietary Advice & Dietary Diseases Revise current dietary advice and practical ways to meet this advice Revise dietary diseases, causes and effect on health Practice relevant past paper questions including amending menus to meet current advice |
| 5 23 Mar | Product Development & Functional Properties Revise stages of product development including sensory testing Revise functional properties of eggs, sugar, flour, fat and liquids Be able to give practical examples to help explain each functional property and how it affects final product e.g. texture, colour, taste etc. |
| 6 30 Mar | Food Safety Revise food safety including causes of food poisoning Practice past paper questions on all food product development questions |
| 7 6 Apr | Food Choice, Labelling & Consumer Organisations Look at all factors that influence food choice and be able to describe how they would restrict/open choices for various groups Revise food labelling – both statutory and voluntary – and be able to explain how they benefit the consumer Revise the roles and duties of Environmental Health Officer and Trading Standards Officer Look at the roles other organisations play in helping consumers |
| 8 13 Apr | Past Paper Questions Past paper questions without notes If you come up against a question you do not know then note it and learn it – you may still have gaps in your knowledge |

Use Achieve and Teams for all revision

Practice short-answer and extended writing questions

Past papers available on SQA website: sqa.org.uk

■ Practical Cookery

National 5

| WEEK | STUDY FOCUS |
|-------------|--|
| 1 23 Feb | Exam Main Course Practice Adhere to cookery, skills and processes to produce main course recipe Evaluation Questions |
| 2 2 Mar | Demonstration Exam Dessert & Sustainability Demonstration Exam Dessert Sustainability – structuring "explain" responses: Organic Foods Food Miles Seasonality Purchasing Local Fairtrade |
| 3 9 Mar | Exam Dessert Course Practice Exam Dessert Course Practice Calculation Questions Evaluation Questions Adaptation Questions |
| 4 16 Mar | Assignment – Timeplan, Equipment & Service Details Assignment – Type up Timeplan: create a time plan including temperature control, hygiene points, tasting for seasoning, service times Equipment Requisition: identify all equipment required to complete all three recipes successfully Service Details: explain how each dish will be served – include details of service dishes, temperature of food and dishes, garnishes and decoration |
| 5 23 Mar | Food Preparation Techniques Structuring "describe" and "explain" responses Peel; skin; chop; slice; dice; cut matchsticks; cut batons; segment; blanche; puree; marinate; strain; pass; grate; coat; mix; blend; whisk |
| 6 30 Mar | Final Practical Exam Final Practical Exam – pupils will be notified of date of exam |
| 7 6 Apr | Final Practical Exams & Food Preparation Techniques Final Practical Exams – pupils will be notified of date of exam Food Preparation Techniques – structuring "describe" and "explain" responses cream; fold; rub in; knead; roll out; portion; shape; line; bake blind; glaze; pipe |
| 8 13 Apr | Past Paper Questions Evaluations Calculations Adaptations Sustainability Explain and describe questions |

Practical exam date will be notified by teacher. Keep practising practical techniques.

**STUDY
STARTS
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2026**

LANGUAGES

S5 & S6 • 8-Week Revision Plans

- English – National 5
- English – Advanced Higher
- English – Higher
- Media – National 5

English

National 5

| WEEK | STUDY FOCUS |
|-------------|--|
| 1 23 Feb | <p>Scottish Text Reread/listen to/watch your Scottish Text – Sailmaker by Alan Spence or Tally's Blood by Ann Marie Di Mambro Sailmaker Act 1 Sailmaker Act 2 Sailmaker Text Take notes on the key characters, relationships and themes</p> |
| 2 2 Mar | <p>Critical Essay Revise key quotes for your poem – create cue cards/a poster/spider-diagram. Make sure you can analyse each quote fully.</p> |
| 3 9 Mar | <p>Reading for Understanding, Analysis and Evaluation Revise notes on "Own words" and "Link" questions Complete worksheets on "Own words" and "Link" questions (Own Words worksheet Link Question worksheet)</p> |
| 4 16 Mar | <p>Scottish Text Revise the structure of the 8-mark question: Commonality, Extract and Elsewhere Attempt an 8-mark question 8 mark structure Scottish Text Extract</p> |
| 5 23 Mar | <p>Critical Essay Plan and attempt one of the following essay questions (open book, not timed): 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</p> |
| 6 30 Mar | <p>Reading for Understanding, Analysis and Evaluation Revise Word choice questions: https://www.youtube.com/watch?v=iXCVIsPD53I Revise Imagery questions Attempt the worksheets on "Word choice" and "Imagery" Imagery worksheet Word Choice worksheet</p> |
| 7 6 Apr | <p>Critical Essay Attempt a timed essay (45 mins): 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.</p> |
| 8 13 Apr | <p>Reading for Understanding, Analysis and Evaluation Revise "Sentence structure" questions: https://www.youtube.com/watch?v=Amf5DI9LLjM Revise "Effective conclusion" questions Attempt worksheet on "Sentence structure" Structure Worksheet</p> |

Texts: *Sailmaker* by Alan Spence or *Tally's Blood* by Ann Marie Di Mambro

Worksheets and resources on Teams



English

Advanced Higher

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>1 23 Feb</p> | <p>Literary Study & Dissertation</p> <ul style="list-style-type: none"> • Revision of Act 1 of 'A View from the Bridge'. <p>Create revision cards and learn key quotations with techniques, analysis and evaluation.</p> <p>Create a list of useful evaluative vocabulary and phrases. Use key quotation resource on class Team.</p> <p>Rewatch the play in full.</p> <ul style="list-style-type: none"> • AH English dissertation first formal draft should now be complete. This is a formal first draft. All previous drafts must be saved. Bibliography to be updated, secondary sources to be added, and corrections made. |
| <p>2 2 Mar</p> | <p>Literary Study & Folio Planning</p> <ul style="list-style-type: none"> • Revision of Act 2 of 'A View from the Bridge' focusing on the aftermath of Eddie's 'Kiss'. Create revision cards and learn key quotations with techniques, analysis and evaluation. <p>Use key quotation resource on class Team.</p> <ul style="list-style-type: none"> • Research and planning for the discursive essay or creative writing should be underway. Formal planning sheets should be used. |
| <p>3 9 Mar</p> | <p>Literary Study & Dissertation</p> <ul style="list-style-type: none"> • Revision of Act 1 of 'All My Sons'. Create revision cards and learn key quotations with techniques, analysis and evaluation. <p>Revise and learn useful evaluative vocabulary and phrases.</p> <p>Rewatch the play in full</p> <ul style="list-style-type: none"> • Dissertation should now be finalised and on the template. |
| <p>4 16 Mar</p> | <p>Literary Study & Folio Draft 1</p> <ul style="list-style-type: none"> • Revision of Acts 2 of 'All my sons'. Continue with revision cards and learn key quotations with techniques, analysis and evaluation. <p>Mini character essay on Eddie Carbone and mini essay on the appreciation of 'Alfieri' and his role as Chorus</p> <ul style="list-style-type: none"> • Draft 1 of folio piece should be submitted. |

Use SQA past papers, Scholar and Achieve. Show all working. Use the formula sheet in exam.

English

Advanced Higher

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>5 23 Mar</p> | <p>Literary Study & Comparison</p> <ul style="list-style-type: none"> • Revision of Acts 3 of 'All My Sons'. Focus on the final denouement. Continue with revision cards and learn key quotations with techniques, analysis and evaluation to memorise • Create a new, condensed comparison table. Revise and learn key points of comparison between the two plays. |
| <p>6 30 Mar</p> | <p>Literary Study, Textual Analysis & Folio</p> <ul style="list-style-type: none"> • Literary Study: practise writing sample introductions. Use past paper questions. • Textual analysis: memorise key techniques for prose. Practise annotating sample extracts. Complete a full timed TA practise paper on prose. • Final draft of folio should be complete and on the template. |
| <p>7 6 Apr</p> | <p>Critical Essay: Poetry & Prose (Timed)</p> <p>Literary Study: practise writing mind-map essay plans using past paper questions. Complete a full timed essay by the end of the week.</p> <ul style="list-style-type: none"> • Textual analysis: memorise key techniques for drama. Practise annotating sample extracts. Complete a full timed TA practise paper on prose. Refer to Understanding standards. Make notes on the candidate evidence and commentaries: https://www.understandingstandards.org.uk/Subjects/English/advanced/TextualAnalysis |
| <p>8 13 Apr</p> | <p>Final Exam Preparation (Exam: Thursday 30th April)</p> <p>Final week: exam Thursday 30th April</p> <ul style="list-style-type: none"> • LS: review and learn quotes/techniques etc for both Miller plays. Complete timed essay. • TA: memorise techniques/effects for preferred genre. Complete timed past paper. |

Use SQA past papers, Scholar and Achieve. Show all working. Use the formula sheet in exam.

English

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>Scottish Text: ICS</p> <ul style="list-style-type: none"> Reread the four short stories by Iain Crichton Smith: The Red Door, Mother and Son, The Existence of the Hermit and The Painter. An electronic copy of the stories is available here: ICS Short Stories 2025 Texts Only.pdf Visit BBC Bitesize and take notes on the key characters, relationships and themes of each story.: https://www.bbc.co.uk/bitesize/topics/zdwj6sq Watch these videos to get an overview of each story: The Red Door: https://www.youtube.com/watch?v=2i32h1ccbly Mother and Son: https://www.youtube.com/watch?v=cwuH33trSZU OR Scottish Text: Men Should Weep by Ena Lamont Stewart Watch Men Should Weep full play Visit BBC Bitesize and complete all tasks in this section: https://www.bbc.co.uk/bitesize/guides/zpmfyrd/revision/1 <p>Take notes on the key characters, relationships and themes in each text. For “Men Should Weep” also make notes on staging. Use your preferred method: flash cards, PEE tables, mind maps etc.</p> |
| 2 2 Mar | <p>Critical Essay: Poetry & Prose</p> <p>Critical Essay: Poetry</p> <ul style="list-style-type: none"> Reread your notes and memorise key quotes for your poem. At Marsden Bay OR Shooting Stars Watch a video commentary on your poem: At Marsden Bay OR Shooting Stars Create cue cards/a poster/spider-diagram of key themes, quotes and analysis. Make sure that for each quote, you can name the poetic technique and analyse the quote in detail. <p>Critical Essay: Prose</p> <p>‘The Darkness Out There’</p> <ul style="list-style-type: none"> Revise notes, including how antithesis is used to help the reader understand themes of the short story. Reread the story as you listen to this alternative reading of the it: TDOT 4 part playlist |
| 3 9 Mar | <p>Reading for Understanding, Analysis and Evaluation</p> <p>Revise notes on ‘Own words’ and ‘Comparison’ questions</p> <ul style="list-style-type: none"> Watch and revise ‘Own words’: https://youtu.be/mdymXBohVec?feature=shared Watch and revise ‘Comparison Questions’: https://youtu.be/HhbsU_TNjk?feature=shared Complete worksheets on ‘Own words’ and ‘Comparison’ questions |
| 4 16 Mar | <p>Scottish Text: ICS</p> <ul style="list-style-type: none"> Revise the structure of the 10-mark question: Commonality, Extract and Elsewhere Revise characters and themes for 10 mark Question by completing the Key Quotes worksheet Choose ONE Critical Reading past paper and complete a 10-mark question. Watch the Iain Crichton Smith Short Stories revision boxset: Red Door - Key Themes, Red Door - Key Quotes, Mother and Son - Key Themes and Mother and Son - Key Quotes <p>OR:</p> <p>Scottish Text: Men Should Weep by Ena Lamont Stewart</p> <ul style="list-style-type: none"> Revise the structure of the 10-mark question: Commonality, Extract and Elsewhere Complete the Men Should Weep Revising 10 mark Question.docx quote table Got time to spare? Complete the “Revise” quiz for each remaining section Men Should Weep - Higher English - BBC Bitesize (you should have already completed ‘Characters’ in Week 1) |

Use SQA past papers, Scholar and Achieve. Show all working. Use the formula sheet in exam.

| WEEK | STUDY FOCUS |
|-------------|--|
| 5 23 Mar | <p>Critical Essay: Poetry & Prose</p> <p>Plan and write a detailed response to one of the following essay questions, choosing your quotes carefully to fit the essay question and focusing your analysis on the specific question being asked.</p> <p>Note: This practice should be open book (notes allowed) and should NOT be timed.</p> <ul style="list-style-type: none"> • EITHER: Choose a poem which explores a challenging situation or a strong emotion. With reference to appropriate techniques, discuss how the poet's presentation of the challenging situation or strong emotion enhances your appreciation of the poem as a whole. • OR: Choose a poem which has an uplifting or disturbing or reflective mood. With reference to appropriate techniques, discuss how the poet's presentation of the uplifting or disturbing or reflective mood enhances your appreciation of the poem as a whole. • OR: Choose a poem which explores an issue of personal or social or moral importance. With reference to appropriate techniques, discuss how the poet's presentation of this issue enhances your appreciation of the poem as a whole. OR: <p>Critical Essay: Prose</p> <p>Following the same guidance as above, choose from one of the following questions:</p> <ul style="list-style-type: none"> • Either: Choose a novel or short story in which there is a central character to whom you react with mixed feelings. With reference to appropriate techniques, briefly explain why you react to the character in this way and discuss how this reaction adds to your understanding of the text as a whole. • Or: Choose a novel or short story that deals with a theme of moral or social significance. With reference to appropriate techniques, explain how the writer develops this theme and discuss why its development adds to your appreciation of the text as a whole. • Or: Choose a novel or short story in which the choice of setting is central to your appreciation of the text. Briefly explain how the writer effectively creates setting and, with reference to appropriate techniques, discuss how the writer's presentation of the setting is central to your appreciation of the text as a whole. |
| 6 30 Mar | <p>Reading for Understanding, Analysis and Evaluation</p> <p>Reading for U,A,E</p> <ul style="list-style-type: none"> • Watch and revise 'Word choice' questions: https://youtu.be/Q37GzK67z7I?feature=shared • Watch and revise 'Imagery' questions: https://youtu.be/qWgQzT9SdzA?feature=shared • Watch and revise 'Tone' questions: https://youtu.be/ZpkJLJDBxtA?feature=shared • Attempt the practice exercises on 'Word choice', 'tone' and 'Imagery' (TEAMS>Files>Revision>Week 6) |
| 7 6 Apr | <p>Critical Essay: Poetry & Prose (Timed)</p> <p>Critical Essay: Poetry</p> <p>Attempt a timed essay (45mins) answering ONE of the questions below:</p> <ul style="list-style-type: none"> • EITHER: Choose a poem which makes effective use of a specific place or character or moment in time. With reference to appropriate techniques, discuss how the poet's presentation of the place or character or moment in time contributes to your appreciation of the poem as a whole. • OR: Choose a poem which deals with conflict or change. With reference to appropriate techniques, discuss how the poet's presentation of the conflict or change contributes to your appreciation of the poem as a whole. • OR: Choose a poem which is effective because of its use of contrast and/or imagery. With reference to appropriate techniques, discuss how the poet's use of these features contributes to your appreciation of the central concern(s) of the poem. <p>OR:</p> <p>Critical Essay: Prose</p> <p>Attempt a timed essay (45mins) answering ONE of the questions below:</p> <ul style="list-style-type: none"> • EITHER: Choose a novel or short story in which there is a character who experiences rejection or isolation. With reference to appropriate techniques, explain the rejection or isolation, and discuss how this aspect contributes to your appreciation of the text as a whole. • OR: Choose a novel or short story which has an effective opening or conclusion. With reference to appropriate techniques, explain why the opening or conclusion is effective and discuss how it contributes to your appreciation of the text as a whole. • OR: Choose a novel or short story which deals with the theme of love or loss or redemption. With reference to appropriate techniques, explain how the writer develops this theme, and discuss how it contributes to your appreciation of the text as a whole. |
| 8 13 Apr | <p>Reading for Understanding, Analysis and Evaluation</p> <p>Reading for U,A,E</p> <ul style="list-style-type: none"> • Revise 'Sentence structure' questions: https://youtu.be/oEQ3O6C0aFk?feature=shared • Revise 'Effective conclusion' questions (2nd half of video): https://youtu.be/HhbsU_TNjk?feature=shared • Complete 'Sentence structure' worksheet • Review the guides on 'Sentence structure' and 'Effective conclusions' |

Use SQA past papers, Scholar and Achieve. Show all working. Use the formula sheet in exam.

Media

National 5

| WEEK | STUDY FOCUS |
|-------------|--|
| 1 23 Feb | <p>Language and Categories Genre: Revise notes on "A Quiet Place" to identify and give examples of 10 horror genre conventions Language: Revise notes on "A Quiet Place" and "Angel's Share" to identify and give 10 examples of media language techniques (TEAMS>Shared>Revision>Week 1)</p> |
| 2 2 Mar | <p>Narrative Revise the 5 steps of Todorov's Theory and the 7 characters of Propp's Theory Apply these to either "A Quiet Place" or "Nosedive" Create flashcards/poster/spider-diagram to define, give an example and explain each of these (TEAMS>Shared>Revision>Week 2)</p> |
| 3 9 Mar | <p>Audience and Representation Audience: Revise notes on "Adolescence" and "A Quiet Place" to identify 8 audiences (4 for each) and write 8 KEE paragraphs Representation: Revise "Adolescence" and "A Quiet Place Notes" to identify and give examples of 10 stereotypes/counterstereotypes (TEAMS>Shared>Revision>Week 3)</p> |
| 4 16 Mar | <p>Institutions and Society Institutions: Revise internal and external factors and give 5 examples from each of "Adolescence" and "The Night of the Living Dead" Society: Create flashcards/poster/spider-diagram to define, give an example and explain 10 society factors that affected the making of "Adolescence" or "Night of the Living Dead" (TEAMS>Shared>Revision>Week 4)</p> |
| 5 23 Mar | <p>Poster Analysis Choose one of the 5 Film Posters on Teams (TEAMS>Shared>Revision>Week 5) and write a minimum of 5 KEE paragraphs analysing: Target Audience Main Image (costume and representation) Lighting and Colour Setting and/or Props Narrative/Representation Institutions/Categories</p> |
| 6 30 Mar | <p>Role of Media Revise the 3 types of questions – look through past papers to identify which is which Create flashcards/poster/spider-diagram to learn a minimum of 5 KEE paragraphs for each type of question, using: "Dumb Ways to Die", "Shame on You", "Lynx: Spray More, Get More" and Logan Paul's "Why 2018 Was the Most Important Year of My Life" (TEAMS>Files>Revision>Week 6)</p> |
| 7 6 Apr | <p>Language, Categories, Narrative, Audience and Representation Revise work done in Weeks 1-3 on Language, Categories, Narrative, Audience and Representation Attempt a Past Paper question for each of these Key Aspects in timed conditions (20 mins per question) (TEAMS>Files>Revision>Week 7)</p> |
| 8 13 Apr | <p>Institutions, Society, Poster Analysis and Role of Media Revise work done in Weeks 4-6 on Institutions, Society, Poster Analysis and Role of Media Attempt a Past Paper question for each of these sections in timed conditions (20 mins per question) (TEAMS>Files>Revision>Week 8)</p> |

Texts studied: A Quiet Place

Angel's Share

Adolescence

Nosedive

Night of the Living Dead

Dumb Ways to Die

Shame on You

Lynx: Spray More Get More. Resources on TEAMS>Shared>Revision. Exam: Wednesday 29th April 12:30-14:30.

**STUDY
STARTS
NOW
2026**

**MATHS &
BUSINESS**

S5 & S6 • 8-Week Revision Plans

- **Administration & IT – Higher**
- **Administration & IT – National 5**
- **Applications of Mathematics – Higher**
- **Applications of Mathematics – National 5**
- **Business Management – Higher**
- **Business Management – National 5**
- **Mathematics – Higher**
- **Mathematics – National 5 (S5/S6)**

■ Administration & IT

Higher

| WEEK | STUDY FOCUS |
|--------------------|---|
| 1 23 Feb | 1.1 – Admin Role & Time Management Role of admin assistant Effective time and task management Setting targets Monitoring and evaluating targets |
| 2 2 Mar | 1.2 – Teams & Teamwork Features of effective team Team formation Benefits to teams, to individuals and the organisation |
| 3 9 Mar | 1.3 – Legislation Employee/employer responsibilities under current legislation in areas of health, safety, security and data handling Consequences of breaching legislation |
| 4 16 Mar | 1.4 – Office Layout & Data Management Office layout/ergonomics Flexible working practices Data management File management |
| 5 23 Mar | 1.5 – Meetings Role and duties of secretary and chairperson in planning a meeting Documentation relating to meetings The use of digital technology to aid planning and organising meetings |
| 6 30 Mar | 2.1 – Customer Service Features of customer service: written customer care policy; mission statements; complaints procedure; service standards; loyalty schemes |
| 7 6 Apr | 2.2 – Monitoring Customer Service Monitoring and evaluating customer service: market research; surveys; customer focus groups; mystery shopper Benefits of good customer care and consequences of poor customer care |
| 8 13 Apr | Consolidation Consolidation of all topics |

Use Achieve, BBC Bitesize, SQA website, Scholar, Teams and school site for all revision.

■ Administration & IT

National 5

| WEEK | STUDY FOCUS |
|--------------------|---|
| 1 23 Feb | Spreadsheets Basic formula Absolute cell references IF statements Charts Complex formula COMPLETE THE N5 PRACTICE EXERCISES ON GLOW (ACCESS THROUGH SPREAD-SHEETS) Other available resources: Achieve, BBC Bitesize, SQA website, Tasks on Glow |
| 2 2 Mar | Theory – Admin & Customer Service Admin Assistant: tasks/duties; 3 skills/qualities Customer Service: strategies for good customer care; benefits of good service; consequences of poor service Answer Q1-5 from Theory sheet: (1) Describe tasks of Admin Assistant (4); (2) Outline 3 skills/qualities (3); (3) Outline strategies for good customer care (3); (4) Explain benefits of good customer service (3); (5) Outline consequences of poor customer service (3) |
| 3 9 Mar | Databases Editing a Database Queries Forms Reports COMPLETE THE N5 DB PAST PROJECT TASKS ON GLOW – complete 2014, 2015 and 2016 questions Other available resources: Achieve, BBC Bitesize and tasks on Glow |
| 4 16 Mar | Theory – Health & Safety and File Management Health & Safety: employer responsibilities under H&S at Work Act (3); employee responsibilities (3) File Management: features of good file management (3); advantages of good file management (3); consequences of poor file management (3) Answer questions from Theory sheet (questions 1-5) |
| 5 23 Mar | Theory – Reliable Sources of Information Identify benefits of using reliable sources of information (3) Describe the consequences of using unreliable sources (3) Other available resources: Achieve, BBC Bitesize, SQA website, Tasks on Glow |
| 6 30 Mar | Theory – Security Legislation & Data Protection Security legislation Data Protection Act Outline 3 principles of the Data Protection Act (3) Other available resources: Achieve, BBC Bitesize, SQA website, Tasks on Glow |
| 7 6 Apr | Theory – Electronic Communication Methods of electronic communication Features of email and e-diary Features of social media Features of PowerPoint Describe 3 features of e-mail (3); Outline ways electronic information can be used in an office (3) Other available resources: Achieve, BBC Bitesize, SQA website, Tasks on Glow |
| 8 13 Apr | Combined Practice COMPLETE FULL SPECIMEN PAPER (FILES AND INSTRUCTIONS ON GLOW) – spreadsheet, database and theory questions Personal revision: mind maps, questions, tasks on Glow |

Use Achieve, BBC Bitesize, SQA website, Tasks on Glow for all revision.

■ Applications of Mathematics

Higher

| WEEK | STUDY FOCUS |
|-------------|--|
| 1 23 Feb | <p>Venn Diagrams, Probability & R Studio Graphs</p> <p>Venn Diagrams: Construct and Interpret Venn Diagrams; Calculate Probabilities (Intersections and Unions)</p> <p>Probability: Complementary Events and Independent Events using Venn Diagrams</p> <p>Use R Studio to Create Graphs, Charts and Tables: Pie Charts, Bar Charts, Histograms, Box Plots</p> |
| 2 2 Mar | <p>Data Types, Sampling, Bias & Outliers Planning and Decision Making</p> <p>Data Types, Sampling, Bias & Outliers: Identify Data Types; Samples, Population and Outliers; Understand Bias; Data Gathering Issues; Interpret Data Distribution (Normal or Skewed); Descriptive Statistics (Mean & SD or Median and IQR)</p> <p>Planning and Decision Making: Create and use PERT Charts; Create and use Gantt Charts; Identifying Critical Paths</p> |
| 3 9 Mar | <p>Correlation, Regression & Present/Future Monetary Value</p> <p>Correlation and Regression: Scatterplots using R Studio; Correlation Coefficient; Linear Regression Line; Interpret Slope and Intercept Parameters; Make Estimates/Predictions</p> <p>Present and Future Monetary Value (Calculator): Rates of Interest; Convert Interest Rate Frequencies; Present Value of Single Payments; Regular Level Payments</p> <p>Personal Financial Products: Analyse Credit Card and Loan Risks; Savings Products; Insurance Products; Analyse Insurance Risks</p> |
| 4 16 Mar | <p>Personal Financial Planning & Present/Future Monetary Value (Spreadsheet)</p> <p>Personal Financial Planning: Apply Taxation Systems; Calculate Effects of Inflation; Compare Borrowing Strategies; Understand Risks of Borrowing and Saving</p> <p>Present and Future Monetary Value (Spreadsheet): Calculate Payments when Borrowing Money (Deferred, Irregular, Increasing/Decreasing Payments, Payment Holidays, Extended/Shortened Loans, Changing Interest Rates)</p> |
| 5 23 Mar | <p>Mathematical Modelling & Fermi Problems</p> <p>Mathematical Modelling – Types of Graphs: Using and Identifying Graphs in Context; Appropriate Forms (exponential, linear, quadratic)</p> <p>Fermi Problems: Selecting Appropriate Variables (stating assumptions)</p> |
| 6 30 Mar | <p>Units of Measurement, Recurrence Relations & Tree Diagrams</p> <p>Units of Measurement: Define Units of Measure for Variables; Evaluate Mathematical Model Outputs</p> <p>Recurrence Relations: Form in a Spreadsheet; Plot and Interpret a Scatterplot in Excel</p> <p>Tree Diagrams: Construct, Interpret and Calculate Probabilities using Tree Diagrams; Complementary and Independent Events</p> |
| 7 6 Apr | <p>Project Decision Making (Risk Analysis) & Data Analysis</p> <p>Risk Analysis: Calculate Expected Values, Expected Costs and Expected Profits (with one and two control measures)</p> <p>Data Analysis: Confounding Variables; Hypothesis Testing (null and alternative); Confidence Intervals; Perform t-tests and Paired t-tests on R Studio; Interpret p-value</p> |
| 8 13 Apr | <p>Errors & Tolerances z-tests for Two Proportions</p> <p>Errors and Tolerances: Calculate Absolute and Relative Errors; Work with Tolerances</p> <p>z-tests for Two Proportions: Contingency Tables in R Studio; Calculate Proportions/Percentages; Perform z-tests on R Studio; Interpret Results and Confidence Interval</p> |

All resources marked * on Achieve. Use R Studio for statistical work.

■ Applications of Mathematics

National 5

| WEEK | STUDY FOCUS |
|--------------------|---|
| 1 23 Feb | BODMAS, Rounding & Fractions/Decimals/Percentages BODMAS and Rounding: Non-Calculator Numeracy Skills; Order of Operations; Rounding to Significant Figures and Decimal Places Fractions, Decimals and Percentages: Fraction of an Amount; Adding and Subtracting Fractions; Comparing Fractions/Decimals/Percentages; Expressing as a Percentage; Compound Interest |
| 2 2 Mar | Graphs, Charts, Tables & Statistics Graphs, Charts and Tables: Tables; Pie Charts; Bar Graphs; Line Graphs; Stem and Leaf; Scatter Graphs and Line of Best Fit Statistics: Mean, Median, Mode and Range; Quartiles and Interquartile Range; Box Plots; Standard Deviation; Comparing Average and Spread |
| 3 9 Mar | Income, Budgeting & Foreign Exchange Income and Budgeting: Wages; National Insurance and Income Tax; Overtime and Commission; Benefits and Allowances; Gross Pay, Deductions, Net Pay Foreign Exchange and Best Deals: Currency Conversions; Event Planning; Managing Incomings and Outgoings; Best Value for Money |
| 4 16 Mar | Probability & Speed, Distance and Time Probability: Probability of a Complex Event (from a table or spinners/dice); Expected Frequency Speed, Distance and Time: Time Intervals; Decimal Time; Speed/Distance/Time Calculations; Time Zones |
| 5 23 Mar | Scale Drawing Measuring Bearings Constructing and Interpreting Scale Drawing |
| 6 30 Mar | Ratio, Proportion & Pythagoras' Theorem Ratio and Proportion: Sharing in a Ratio; Ratio Calculations; Direct Proportion; Indirect Proportion Pythagoras' Theorem: $c^2 = a^2 + b^2$ (long side); $a^2 = c^2 - b^2$ (short side); Mixed Questions including Application |
| 7 6 Apr | Length, Area & Volume Length and Area: Converting Units; Area of Square, Rectangle, Triangle, Circle; Composite Areas; Circumference; Perimeter Volume: Cube, Prism, Cylinder, Cone, Sphere; Composite Shapes; Liquid Volume ($1\text{cm}^3 = 1\text{ml}$, $1\text{l} = 1000\text{ml}$) |
| 8 13 Apr | Container Packing, Precedence Tables, Gradient & Tolerance Container Packing Precedence Tables: Critical Path Gradient: Gradient of a Slope; Gradient including Pythagoras Tolerance: Calculating Limits (inc. with percentages); Using Limits; Applying Tolerance to Context |

Use SQA past papers and Achieve for all revision.

■ Business Management

Higher

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>1 23 Feb</p> | <p>Understanding Business Factors of Production Sectors of Industry Sectors of Economy: Private (sole traders, Partnerships, LTD); Public (government funded); Third (charities, voluntary, social enterprises) Objectives Growth KEY WORDS: Needs, wants, goods, services, durable, non-durable, limited liability, economies of scale CREATE A MIND MAP ON PRIVATE, PUBLIC AND THIRD – OWNERSHIP, CONTROL, FINANCE, OBJECTIVES, GROWTH</p> |
| <p>2 2 Mar</p> | <p>Understanding Business (continued) External factors (PESTEC) Internal Factors Corporate Culture Stakeholders – conflict and interdependence</p> |
| <p>3 9 Mar</p> | <p>Understanding Business (continued) Structures: tall, flat, matrix, entrepreneurial, centralisation, decentralisation Groupings: functional, product, customer, place/territory Span of control – narrow/wide Relationships: line, lateral, functional, staff, informal Decision making: role of manager, types of decisions, constraints KEY WORDS: authority, responsibility, chain of command, span of control, delayering, downsizing</p> |
| <p>4 16 Mar</p> | <p>Operations Purchasing Mix Inventory (stock) management Inventory control diagram Overstocking and understocking Computerised inventory control systems Just in Time Storage and warehousing Methods of production: job/batch/flow Capital and Labour intensive Quality Ethical and Environmental awareness Technology in operations KEY WORDS: minimum level, buffer inventory, re-order level/quantity, lead time, warehousing, distribution and logistics, automation, mechanisation IN YOUR REVISION JOTTER – DRAW AND LABEL AN INVENTORY CONTROL DIAGRAM</p> |

Resources: Achieve, BBC Bitesize, SQA website, Scholar, Teams, school site. Newly created past paper questions by topic on school site. Personal revision throughout: Case Study Practice, Mind maps, Flash cards, Command words. Complete full Specimen Paper (NO NOTES) via Glow or SQA website.

Business Management

Higher

| WEEK | STUDY FOCUS |
|--------------------|---|
| 5 23 Mar | Marketing Role of marketing Consumer behaviour Market segmentation Market research: field (surveys, interviews, observations, hall tests, focus groups) and desk (websites, newspapers, textbooks) Sources of information Sampling Technology in Marketing KEY WORDS: differentiated and undifferentiated marketing, market & product led |
| 6 30 Mar | Marketing (continued) – Marketing Mix Marketing Mix – Product: product development; product life cycle (6 stage); extension strategies; product portfolio; Boston Matrix; branding Marketing Mix – Price: factors determining price; pricing strategies (skimming, penetration, price discrimination, destroyer, loss leaders, promotional, psychological) Marketing Mix – Place: importance of location; channel of distribution; factors influencing location; methods of distribution Marketing Mix – Promotion: above/below the line; into/out of the pipeline Marketing Mix – Process, People, Physical Evidence KEY WORDS: Advertising Standards Authority, celebrity/product endorsement IN YOUR REVISION JOTTER – DRAW AND LABEL PRODUCT LIFE CYCLE DIAGRAM |
| 7 6 Apr | Human Resources (HR) Workforce planning Recruitment & selection process (interview types) Internal and external recruitment Testing: assessment centres, attainment/psychometric/aptitude/medical Training & Development: CPD, VLE Motivating and Leadership: strategies, Maslow, McGregor; autocratic, democratic, laissez-faire Employee relations: trade unions, works councils, quality circles, worker directors Working practices Appraisals Industrial action Workplace legislation: Equality Act 2010, Employment Rights Act, National Minimum Wage Regulations Technology in HR |
| 8 13 Apr | Finance Role of finance dept (5!) Users of financial information (stakeholders) Sources of finance: short and long term Cash budgets: cash flow problems, benefits of preparing, how to resolve Income statements: calculating profit, sales revenue, gross/profit for the year, expenses Statement of financial position: non-current assets, current assets, current liabilities, equity Ratios: profitability, liquidity and efficiency; uses and limitations Technology in Finance: spreadsheets, word processing, databases |

Resources: Achieve, BBC Bitesize, SQA website, Scholar, Teams, school site. Newly created past paper questions by topic on school site. Personal revision throughout: Case Study Practice, Mind maps, Flash cards, Command words. Complete full Specimen Paper (NO NOTES) via Glow or SQA website.

■ Business Management

National 5

| WEEK | STUDY FOCUS |
|----------------------------|---|
| <p>1 23 Feb</p> | <p>Understanding Business Factors of Production Sectors of Industry Sectors of Economy: Private (sole traders, Partnerships, LTD); Public; Third (charities, voluntary, social enterprises) Objectives COMPLETE UNDERSTANDING BUSINESS SECTION OF 2022 PAPER (VIA ACHIEVE): Questions 3a, 3b and 3c CREATE A MIND MAP ON PRIVATE, PUBLIC AND THIRD – OWNERSHIP, CONTROL, FINANCE, OBJECTIVES</p> |
| <p>2 2 Mar</p> | <p>Understanding Business (continued) Customer Service External factors (PESTEC) Internal Factors Stakeholders – interest and influence COMPLETE UNDERSTANDING BUSINESS SECTION OF 2021 PAPER (VIA ACHIEVE): Questions 7a, 7b and 7c</p> |
| <p>3 9 Mar</p> | <p>Operations Purchasing Mix Inventory control diagram Overstocking and understocking Computerised inventory control systems Methods of production Quality Environmental methods and technology in operations COMPLETE OPERATIONS SECTION OF 2023 PAPER (VIA ACHIEVE): Questions 3a, 3b and 3c IN YOUR REVISION JOTTER – DRAW AND LABEL AN INVENTORY CONTROL DIAGRAM</p> |
| <p>4 16 Mar</p> | <p>Marketing Market segmentation Market research Technology in Marketing Marketing Mix – Product: product development; product life cycle; branding; packaging Marketing Mix – Price: factors determining price; pricing strategies COMPLETE MARKETING SECTION OF 2021 PAPER (VIA ACHIEVE)</p> |

Resources: Achieve, BBC Bitesize, SQA website, Scholar, Tasks on Glow, Leckie and Leckie textbooks, jotters. Personal revision: mind maps, questions, revision cards, command words. Complete full Specimen Paper (NO NOTES) via Glow or SQA website.

■ Business Management

National 5

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>5 23 Mar</p> | <p>Marketing (continued) Marketing Mix – Place: importance of location; factors influencing location; methods of distribution Marketing Mix – Promotion: e-commerce; advertising; methods of sales promotion COMPLETE MARKETING SECTION OF 2019 PAPER (VIA ACHIEVE)</p> |
| <p>6 30 Mar</p> | <p>Human Resources (HR) Recruitment process Selection process Internal and external recruitment Training Motivating and retaining staff Industrial action Workplace legislation Technology in HR COMPLETE MARKETING SECTION OF 2022 PAPER (VIA ACHIEVE)</p> |
| <p>7 6 Apr</p> | <p>Finance Sources of finance: short and long term Fixed and variable costs Cash budgets: cash flow problems and how to resolve Income statements: calculating profit, sales revenue, gross/net profit, expenses Break-even: calculating by formula or chart Technology in Finance COMPLETE FINANCE SECTION OF 2023 PAPER (VIA ACHIEVE): Questions 5a, 5b and 5c PAGE 135 OF TEXTBOOK – COMPLETE FINANCE QUESTIONS PAGE 128 CASE STUDY 'CARS R US' – COMPLETE ALL QUESTIONS ON BREAK EVEN</p> |
| <p>8 13 Apr</p> | <p>Combined Practice Case Study Practice: SUBLIME HAIRDRESSING 2023 PAPER – complete full case study ORBIT 2021 PAPER – complete full case study Complete full Specimen Paper – Section 1 and Section 2 (NO NOTES) – access through Glow or SQA website Personal revision: mind maps, questions, revision cards, practicing different command words</p> |

Resources: Achieve, BBC Bitesize, SQA website, Scholar, Tasks on Glow, Leckie and Leckie textbooks, jotters. Personal revision: mind maps, questions, revision cards, command words. Complete full Specimen Paper (NO NOTES) via Glow or SQA website.

■ Mathematics

Higher

| WEEK | STUDY FOCUS |
|-------------|--|
| 1 23 Feb | <p>Straight Line & Recurrence Relations</p> <p>Straight Line: Find gradient using $m=\tan$; Perpendicular Gradient; Equations in form $ax+by+c=0$; Perpendicular Bisectors; Altitude of a Triangle; Median of a Triangle; Intersecting lines and Problem solving</p> <p>Recurrence Relations: Recurrence intro; Linear Recurrence Relations; Long term Effects; Find the Recurrence from a Sequence</p> |
| 2 2 Mar | <p>Functions, Graphs & Differentiation</p> <p>Functions and Graphs: Suitable Domains; Composite Functions; Inverse Functions; Graphs of Inverse Functions; Graph transformations; Log and Exponential Graphs; Trig Graphs</p> <p>Differentiation (Including Optimisation): Basic Differentiation; Derivatives of Products and Quotients; Equations of Tangents to Curves; Sketching the Derived Function; Shape of Curves (Nature Tables); Stationary Points; Curve Sketching; Optimisation</p> |
| 3 9 Mar | <p>Polynomials and Quadratics</p> <p>Remainder Theorem; Factor Theorem; Finding a Polynomial's coefficient; Solving Polynomial Equations; Functions from Graphs; Completing the Square; Maximum and Minimum Values Solving Quadratic Equations; Sketching Quadratic Inequalities; The Discriminant; Conditions for Tangency</p> |
| 4 16 Mar | <p>Trigonometry (Including Addition Formulae)</p> <p>Radians; Exact Values; Compound Angle Formula; Trig Identities (Using Compound Angle); Formula involving $2a$; Wave Function; Wave Function with Multiple Angles; Maximum and Minimum Values</p> |
| 5 23 Mar | <p>Integration & The Circle</p> <p>Integration: Basic Integration; Integrate with Products and Quotients; Definite Integrals; Area under a curve (above and below x-axis; area between two graphs); Exact solutions to differential equations</p> <p>The Circle: Distance Formula; Equation of Circle centre (0,0) and (a,b); General Equation; Intersection of Lines and Circles; Tangents to Circles; Equations of Tangents</p> |
| 6 30 Mar | <p>Vectors</p> <p>Nat 5 Revision; Collinearity; Mid points; Point Dividing Lines in a Given Ratio (Section Formula); Unit Vectors; Scalar Product; Scalar product in Component Form; Angle Between Vectors; Perpendicular Vectors; Vector Pathways</p> |
| 7 6 Apr | <p>Further Calculus</p> <p>Derivative of Sin and Cos; Chain Rule; Chain Rule with Trig Expressions; Chain Rule for Integration; Integrating Sin and Cos; Chain Rule with Trig Expressions</p> |
| 8 13 Apr | <p>Wave Function & Logs</p> <p>Wave Function: Using the Wave Function to Solve Trig Equations</p> <p>Logs: Converting between Logs and Exponentials; Rules of Logs; Solving Log Equations; Natural Logarithms; Exponential growth and Decay Calculations; Formulae from Experimental Data</p> <p>Trig Identities: Be able to identify trig identities and use them to simplify an expression or calculate a value</p> |

Use SQA past papers, Scholar and Achieve for all revision. Show all working. Bring questions to teacher or post on Teams.

■ Mathematics

National 5 (S5/S6)

| WEEK | STUDY FOCUS |
|----------------------------|---|
| <p>1 23 Feb</p> | <p>Expanding Brackets, Factorising, Completing the Square & Volume Expanding Brackets: single term; two brackets (two terms each); two brackets (one with three terms); squaring brackets; cubing brackets Factorising: common factor first; difference of two squares; trinomials; trinomial with coefficient in front of square term (e.g. $3x^2$) Completing the Square: halve the term in front of x, square it, compare and adjust Volume: cuboid/cylinder/prism (area of base \times height); cone/pyramid/sphere using formulas; work back to find height or radius if given volume</p> |
| <p>2 2 Mar</p> | <p>Arcs & Sectors, Surds & Indices, Algebraic Fractions Arcs & Sectors: arc length (fraction \times circumference); sector area (fraction \times area of circle); find angle from arc length or sector area Surds & Indices: square numbers; add/subtract same surds; multiply surds; simplify (largest square factor first); add/subtract different surds by simplifying; multiply out brackets; rationalise the denominator Algebraic Fractions: simplify by factorising; find common denominator to add/subtract; multiply and divide using normal fraction rules</p> |
| <p>3 9 Mar</p> | <p>Scientific Notation, Percentages, Fractions & Trigonometry Scientific Notation: large and small numbers; calculations in scientific notation Percentages: appreciation/depreciation using multiplier and power; working backwards (show three lines of working) Fractions: mixed to top-heavy; add/subtract with common denominator; multiply; divide (flip and multiply) Trigonometry: area formula (two sides and angle between); cosine rule (missing side or angle); sine rule (pairs of values; turn upside down for missing angle); non-calculator – substitute fraction/decimal value in formula</p> |
| <p>4 16 Mar</p> | <p>Statistics, Vectors & Straight Line Statistics: find quartiles; IQR; mean; Standard Deviation; compare using mean/median and IQR/SD (relate to context; use "on average" for mean/median) Vectors: components from diagram; add/subtract/multiply 2D and 3D vectors; magnitude of 2D or 3D vector; vector journeys; 3D coordinates (x,y,z) Straight Line: gradient formula; parallel lines; x-axis crossing ($y=0$); y-axis crossing ($x=0$); rearrange to $y=mx+c$; equation of line using $y-b=m(x-a)$</p> |

Use SQA past papers, Scholar and Achieve. Show all working. Use the formula sheet in exam.

■ Mathematics

National 5 (S5/S6)

| WEEK | STUDY FOCUS |
|----------------------------|--|
| <p>5 23 Mar</p> | <p>Functions, Solving Equations & Inequalities, Pythagoras Functions: evaluate $f(x)$ by substituting given value; solve to find unknown variable Solving Equations & Inequalities: unknowns on both sides; equations with brackets; equations with fractions (multiply by LCM); inequalities – same method but reverse sign if dividing by negative Pythagoras' Theorem: hypotenuse or shorter side; space diagonal (Pythagoras twice); converse of Pythagoras question; lay out working correctly with statement at end</p> |
| <p>6 30 Mar</p> | <p>Simultaneous Equations, Change Subject & Quadratics 1 Simultaneous Equations: identify two equations; identify variable to cancel; match values (one positive one negative); write equation from given information; multiply through by positive/negative; give explicit final answer Change Subject of Formula: perform opposite operations; flip formula to get variable on correct side Quadratics 1: sketch parabola (factorise, roots, turning point, y-intercept); quadratic formula for decimal/sf answers; discriminant b^2-4ac for nature of roots; use discriminant to find unknown</p> |
| <p>7 6 Apr</p> | <p>Similarity, Trig Graphs & Angles in Circles Similarity: linear scale factor (reduction or enlargement); scale factor squared for area; scale factor cubed for volume; work backwards (square root or cube root); identify similar triangles and separate in diagram Trig Graphs: identify basic sin/cos/tan graphs and key features; identify "a" value (amplitude); "b" value (waves in 360°); movement up/down (c value); movement left/right Angles in Circles: radius/diameter/chord; angles in triangle = 180°; isosceles triangle from two radii; right angle in semicircle; radius meets tangent at 90°; Pythagoras in circle</p> |
| <p>8 13 Apr</p> | <p>Trig Equations & Quadratics 2 Trig Equations: four quadrants; CAST diagram; sin/cos/tan positive/negative in each quadrant; use calculator inverse/shift; apply equation solving skills to trig equations Quadratics 2: $y=kx^2$ – identify k by substituting values; positive/negative k; sketch parabola from completed square form (turning point, y-intercept); identify maximum or minimum from form Trig Identities: identify trig identities and use them to simplify an expression or calculate a value</p> |

Use SQA past papers, Scholar and Achieve. Show all working. Use the formula sheet in exam.

**STUDY
STARTS
NOW
2026**

SCIENCE

S5 & S6 • 8-Week Revision Plans

- **Biology – Advanced Higher**
- **Chemistry – Advanced Higher**
- **Biology – Higher**
- **Chemistry – Higher**
- **Biology – National 5 (S5/S6)**
- **Physics – Higher**
- **Physics – National 5**

■ Biology

Advanced Higher | SQA Exam: 28 April 2026

| WEEK | STUDY FOCUS |
|--------------------|--|
| 1 23 Feb | PROJECT DUE IN FOR PRINTING PROJECT DUE IN FOR PRINTING Make sure you have all of your content checklists and overviews with SQA lists |
| 2 2 Mar | Investigative Biology Investigative Biology – all |
| 3 9 Mar | Organisms and Evolution Field techniques Evolution |
| 4 16 Mar | Organisms and Evolution Variation and Sexual reproduction Sex and Behaviour |
| 5 23 Mar | Organisms and Evolution Parasitism |
| 6 30 Mar | Cells and Proteins Proteins |
| 7 6 Apr | Cells and Proteins Membrane proteins Communication and signalling |
| 8 13 Apr | Cells and Proteins Protein control of cell division Lab techniques |

From this point in, all prep should be focused on past paper questions. Use mark schemes to be absolutely sure you will not lose marks to incomplete or imprecise answers. Always @ tag if asking for help via Teams!!

■ Chemistry

Advanced Higher

| WEEK | STUDY FOCUS |
|--------------------|---|
| 1 23 Feb | PROJECT DUE IN FOR PRINTING PROJECT DUE IN FOR PRINTING Make sure you have all of your content checklists and overviews with SQA lists |
| 2 2 Mar | Inorganics and Physical Chemistry Electromagnetic radiation and atomic spectra Atomic orbitals, electronic configurations and the periodic table |
| 3 9 Mar | Inorganics and Physical Chemistry Transition metals Chemical equilibrium |
| 4 16 Mar | Inorganics and Physical Chemistry Reaction Feasibility Kinetics |
| 5 23 Mar | Organics & Instrumental Analysis Molecular orbitals Synthesis |
| 6 30 Mar | Researching Chemistry Researching Chemistry – all |
| 7 6 Apr | Organics & Instrumental Analysis Stereochemistry IR spectra |
| 8 13 Apr | Organics and Instrumental Analysis NMR spectra Pharmaceutical chemistry |

Use hyperlinked past paper document, Achieve and questions on Teams. From this point in, all prep should be focused on past paper questions. Always @ tag if asking for help via Teams!!

■ Biology

Higher | SQA Exam: 28 April 2026

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | DNA and the Genome 1 KA 1.1 – Structure of DNA (DNA, Eukaryote, Prokaryote, Histone, 3'-5', antiparallel, Nucleotide, sugar phosphate backbone) KA 1.2 – Replication of DNA (DNA polymerase, lagging and leading strands, PCR, ligase, primer) KA 1.3 – Gene expression (alternative RNA splicing, anticodon, exon/intron, primary/mature RNA transcript, rRNA/mRNA/tRNA, transcription, translation) |
| 2 2 Mar | DNA and the Genome 2 KA 1.4 – Cellular differentiation (differentiation, embryonic/tissue stem cell, meristem, multipotent/pluripotent, research/therapeutic) KA 1.5 & 1.6 – Genome structure and mutation (substitution/deletion/insertion, frame shift, genome, missense/nonsense/splice site, deletion, inversion, duplication, translocation) |
| 3 9 Mar | DNA and the Genome 3 KA 1.7 – Evolution (Allopatric, behavioural/ecological barrier, species definition, deleterious, directional/disruptive/stabilising selection, geographical barrier, horizontal/vertical gene transfer) KA 1.8 – Genomic sequencing (Archaea/bacteria/Eukarya, bioinformatics, common ancestor, model organisms, molecular clock, personalised medicine, pharmacogenetics, phylogenetics) Achieve/Scholar end of unit 1 test |
| 4 16 Mar | Metabolism and Survival 1 KA 2.1a – Metabolic pathways (anabolic/catabolic, metabolic pathway, metabolism, pore/pump/enzyme) KA 2.1b – Control of metabolic pathways (activation energy, competitive/non-competitive/feedback inhibition, induced fit) KA 2.2 – Cellular respiration (ATP, glycolysis, citric acid cycle, ETC, NAD, pyruvate, phosphorylation) |
| 5 23 Mar | Metabolism and Survival 2 KA 2.3 – Metabolic Rate (Calorimeter, double circulation, metabolic rate, respirometer) KA 2.4 – Conformers and regulators (homeostasis, hypothalamus, negative feedback, thermoregulation, vasoconstriction/dilation) KA 2.5 – Metabolism and adverse conditions (aestivation, dormancy, hibernation, migration, Torpor) |
| 6 30 Mar | Metabolism and Survival 3 KA 2.6 – Environmental control of metabolism (Archaea, lag/log/stationary/death phases, metabolite, secondary metabolite, viable cell count) KA 2.7 – Genetic control of metabolism (artificial chromosome, vector, mutagenesis, recombinant DNA technology) Achieve/Scholar end of unit 2 test |
| 7 6 Apr | Sustainability and Independence 1 KA 3.1a – Food Supply (agriculture, fertiliser, food security, legume, photosynthesis, trophic level) KA 3.1b – Photosynthesis (3PG, absorption/action spectra, photolysis, carbon fixation, RUBP, RuBisCO) KA 3.2 & 3.3 – Plant and animal breeding (Bt toxin, GM crop, heterozygous/homozygous, hybrid vigour, inbreeding depression) KA 3.3 & 3.4 – Crop protection and animal welfare |
| 8 13 Apr | Sustainability and Independence 2 KA 3.5 – Symbiosis KA 3.6 – Social behaviour (altruistic, appeasement, cooperative hunting, kin selection, mutualism, parasite, reciprocal altruism, social hierarchies) Biodiversity (bottleneck, habitat corridor, native/naturalised/invasive species) Achieve/Scholar end of unit 3 tests |

Use: Achieve / Scholar / Teams / BBC Bitesize / notes / past paper

Chemistry

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | Periodicity & Structure and Bonding Bonding and structure of first 20 elements; definitions and trends: ionisation energy, covalent radius, electronegativity Bonding continuum; intermolecular forces: LDFs, permanent dipole-permanent dipole interactions and H-bonding Effect of intermolecular forces on melting and boiling points, viscosity and solubility |
| 2 2 Mar | Oxidising and Reducing Agents OILRIG; oxidising and reducing agents – definition and specific examples (e.g. carbon monoxide and hydrogen peroxide); link to electronegativity and group Uses of oxidising agents; balancing ion-electron equations; redox titrations (from chemical analysis) |
| 3 9 Mar | Systematic Carbon Chemistry, Alcohols, Carboxylic Acids, Esters, Fats and Oils Saturated vs unsaturated; isomers; alcohols; carboxylic acids; reaction of carboxylic acids with bases and naming of salts Esters: ester link, naming, drawing, uses; condensation and hydrolysis in forming and splitting esters Fats and oils: structure and uses; effect of unsaturation on melting point; use of bromine water to test for unsaturation |
| 4 16 Mar | Soaps, Detergents, Emulsions & Proteins Alkaline hydrolysis of fats and oils; cleaning action of soaps; hard water and benefits of detergents; emulsifiers: how made and structure-function relationship Proteins: definition; structure of amino acids; essential amino acids; condensation/hydrolysis; shapes of proteins and denaturing; chromatography (from chemical analysis) |
| 5 23 Mar | Oxidation of Food, Fragrances & Skin Care Oxidation of food: definitions; oxidising agents for alcohols (names and colour changes); products of oxidation; aldehydes and ketones; role of oxidation in rancidity; antioxidants Fragrances: essential oils; terpenes made from isoprene units; aroma compounds in spices Skin Care: UV light; free radicals; free radical chain reactions (initiation, propagation, termination); free radical scavenger |
| 6 30 Mar | Getting the Most from Reactants Industrial processes designed to maximise profit and minimise environmental impact; factors influencing process design and environmental considerations Practice calculations: excess/limiting reactants, percentage yield, atom economy and molar volume |
| 7 6 Apr | Controlling the Rate Reasons for controlling rate; collision theory; factors affecting rate of reaction; exothermic, endothermic, activation energy, activated complex; definition of a catalyst Explain and calculate values from reaction pathway diagrams; kinetic energy distribution curves |
| 8 13 Apr | Equilibrium & Chemical Energy Equilibrium: rate of forward = rate of backward; concentration remains constant; explain effects of altering temperature/pressure or adding/removing reactants/products; catalyst does not affect position of equilibrium Chemical Energy: $E_h = cm\Delta T$; enthalpy of combustion; Hess's Law and calculations; bond enthalpies to estimate enthalpy changes for gas phase reactions |

Use the following resources to assess knowledge of content covered each week: [hyperlinked past paper document](#), [Achieve](#), [questions on Teams](#).

■ Biology

National 5 (S5/S6) | SQA Exam: Tuesday 28 April 2026 (afternoon)

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>Cell Biology Use Achieve Self Evaluation tool or Content Checklists to find any content in Cell Biology unit that needs to be developed and revised Review your prelim review sheet – revisit areas of Cell Biology not yet achieved BBC Bitesize National 5 Biology: https://www.bbc.co.uk/bitesize/subjects/zync87h</p> |
| 2 2 Mar | <p>Multicellular Organisms Use Achieve Self Evaluation tool or Content Checklists to find any content in Multicellular Organisms unit that needs to be developed and revised this week</p> |
| 3 9 Mar | <p>Life on Earth Use Achieve Self Evaluation tool or Content Checklists to find any content in Life on Earth unit that needs to be developed and revised this week</p> |
| 4 16 Mar | <p>Apparatus & Scientific Enquiry Use Achieve Self Evaluation tool on apparatus and scientific enquiry Recheck all content is at least Amber before going into Easter Study Leave</p> |
| 5 23 Mar | <p>Past Paper Practice Work at least 2 full past papers – use mark schemes to check answers are fully in line with SQA demands Easter school available for support!!!</p> |
| 6 30 Mar | <p>Past Paper Practice Work at least 2 full past papers under timed conditions Make note of any content queries or questions you were unsure of for return to school</p> |
| 7 6 Apr | <p>Final Content Check Final push on making sure all content is clear Use Scholar and Achieve check tests</p> |
| 8 13 Apr | <p>Problem Solving Practice Practice more past paper questions, including problem solving! Extra problem solving organised by type on S4 Biology revision Team Remember all feedback from doing problem solving sheets in class EXAM: Tuesday 28th April 2026</p> |

BBC Bitesize N5 Biology: <https://www.bbc.co.uk/bitesize/subjects/zync87h>

Achieve Self Evaluation tool and Content Checklists on GLOW

Physics

Higher

| WEEK | STUDY FOCUS | RELATIONSHIPS |
|-------------|--|--|
| 1 23 Feb | <p>Motion Forces, Energy & Power Collisions</p> <p>Motion: Equations of motion – knowledge and calculations. Motion-time graphs for velocity, displacement, and acceleration.</p> <p>Forces, Energy and Power: Vector addition and calculations involving force. Knowledge of friction, terminal velocity, tension, and Newton's Laws. Weight down a slope. Conservation of energy.</p> <p>Collisions, Explosions, and Impulse: Conservation of momentum – knowledge and calculations. Inelastic and elastic collisions. Force-time graphs.</p> | $d = vt$ $s = vt$ $v = u + at$ $s = ut + \frac{1}{2}at^2$ $v^2 = u^2 + 2as$ $s = \frac{1}{2}(u+v)t$ $F = ma$ $W = mg$ $E_w = Fd$ $E_p = mgh$ $E_k = \frac{1}{2}mv^2$ $P = E/t$ $p = mv$ $Ft = mv - mu$ |
| 2 2 Mar | <p>Gravitation Special Relativity Expanding Universe</p> <p>Gravitation: Projectiles – knowledge and calculations. Newton's Law of Universal Gravitation.</p> <p>Special Relativity: Time dilation and length contraction.</p> <p>The Expanding Universe: Doppler effect and redshift – knowledge and calculations. Hubble's Law – knowledge and calculations. Dark matter, dark energy and stellar temperatures. Evidence for the Big Bang.</p> | $d = vt$ $s = vt$ $v = u + at$ $s = ut + \frac{1}{2}at^2$ $v^2 = u^2 + 2as$ $s = \frac{1}{2}(u+v)t$ $F = Gm_1m_2/r^2$ $t' = t\sqrt{1-(v/c)^2}$ $l' = l\sqrt{1-(v/c)^2}$ $f_o = f_s(v/v \pm v_s)$ $z = \lambda_{obs} - \lambda_{rest} / \lambda_{rest}$ $z = v/c$ $v = Hod$ |
| 3 9 Mar | <p>Standard Model Forces on Charged Particles Nuclear Reactions</p> <p>The Standard Model: Knowledge of all fundamental particles.</p> <p>Forces on Charged Particles: Charges in electric and magnetic fields. Particle accelerators.</p> <p>Nuclear Reactions: Nuclear equations for radioactive decay, fission and fusion.</p> | $W = QV$ $E_k = \frac{1}{2}mv^2$ $E = mc^2$ |
| 4 16 Mar | <p>Inverse Square Law Wave-Particle Duality Interference</p> <p>Inverse Square Law: Irradiance – knowledge and calculations. Inverse square law – knowledge and calculations.</p> <p>Wave-Particle Duality: Photoelectric effect and photoemission – knowledge and calculations.</p> <p>Interference: Constructive and destructive interference. Path difference – knowledge and calculations.</p> | $I = P/A$ $I = k/d^2$ $I_1d_1^2 = I_2d_2^2$ $E = hf$ $E_k = hf - h\phi_0$ $E_k = \frac{1}{2}mv^2$ $V = f\lambda$ $path\ diff = m\lambda$ $path\ diff = (m + \frac{1}{2})\lambda$ $d\sin\theta = m\lambda$ |

Use Scholar, Achieve and past papers for all revision. Ask for help on Teams.

Physics

Higher

| WEEK | STUDY FOCUS | RELATIONSHIPS |
|--------------------|--|---|
| 5 23 Mar | Spectra Refraction of Light Spectra: Bohr model of the atom. Continuous, line and absorption spectra. Refraction of Light: Refractive index – knowledge and calculations. Critical angle – knowledge and calculations. | $E_2 - E_1 = hf$ $E = hf$ $n = \sin\theta_1/\sin\theta_2$ $\sin\theta_1/\sin\theta_2 = \lambda_1/\lambda_2 = v_1/v_2$ $v = f\lambda$ $\sin\theta_c = 1/n$ |
| 6 30 Mar | Monitoring AC Electrical Circuits Voltage Dividers Monitoring and Measuring AC: Definition of AC. Peak and r.m.s. voltage – definition and calculations. Frequency of a.c. signal – calculations. Current, Potential difference, Power, and Resistance: Electrical circuits – knowledge and calculations. Voltage dividers – knowledge and calculations. | $V_{rms} = V_{peak}/\sqrt{2}$ $I_{rms} = I_{peak}/\sqrt{2}$ $T = 1/f$ $V = IR$ $P = IV = I^2R = V^2/R$ $RT = R_1 + R_2 + \dots$ $1/R_t = 1/R_1 + 1/R_2 + \dots$ $V_1 = (R_1/R_1 + R_2) V_s$ |
| 7 6 Apr | EMF & Internal Resistance Capacitors Electrical Sources and Internal Resistance: Electromotive force (EMF), internal resistance, lost volts, terminal potential difference (t.p.d.), ideal supplies, short circuit and open circuit – knowledge and calculations. Determination of EMF, internal resistance and short circuit current using graphical analysis. Capacitors: Capacitance – knowledge and calculations. Capacitor charging and discharging graphs including effect of resistance and capacitance. | $E = V + Ir$ $V = IR$ $C = Q/V$ $Q = It$ $E = \frac{1}{2}QV$ $E = \frac{1}{2}CV^2$ $E = \frac{1}{2}Q^2/C$ |
| 8 13 Apr | Semiconductors and p-n Junctions Band theory for conductors, semiconductors and insulators. Doping. LEDs and Solar Cells. | |

Physics

National 5

| WEEK | STUDY FOCUS | RELATIONSHIPS |
|-------------|---|---|
| 1 23 Feb | <p>Calculation Skills & Dynamics</p> <p>Calculation skills: Symbols, units, prefixes, rearranging or formula triangles</p> <p>Dynamics: Vectors & Scalars; resultant at right angles; trig/Pythagoras/scale diagram; average/instantaneous speed; v-t graphs; area under graph; acceleration from graph, experiment & calculations</p> <p>SCHOLAR: N5 Physics > 7. Appendix > 2 N5 Physics > 1. Dynamics > 1-3</p> | <p>$d=vt$, displacement=area $a=(v-u)/t$, acceleration=gradient If only force = weight: $a=g$ If forces balanced: $a=0$, constant velocity</p> |
| 2 2 Mar | <p>Forces</p> <p>Newton's Laws, balanced/unbalanced forces; resolving forces; friction; weight & mass; terminal velocity</p> <p>SCHOLAR: N5 Physics > 1. Dynamics > 4</p> | <p>$F=ma$, $W=mg$</p> |
| 3 9 Mar | <p>Energy</p> <p>Conservation of energy; work done; potential energy; kinetic energy</p> <p>Projectile motion: horizontal and vertical motions; graphs; satellites and projectiles</p> <p>SCHOLAR: N5 Physics > 1. Dynamics > 5 N5 Physics > 1. Dynamics > 6</p> | <p>$E_w=Fd$, $E_p=mgh$, $E_k=\frac{1}{2}mv^2$ $v=u+at$</p> |
| 4 16 Mar | <p>Space</p> <p>Current understanding; terms; satellites, geostationary, period vs height; challenges, risks & benefits; weight on other planets</p> <p>Cosmology: light year; age of universe; big bang; EM spectrum information; spectra</p> <p>SCHOLAR: N5 Physics > 2. Space > 1-3</p> | <p>For light year: $d = vt$ Speed of electromagnetic wave = speed of light</p> |

SCHOLAR and ACHIEVE can be accessed using your GLOW login

Physics

National 5

| WEEK | STUDY FOCUS | RELATIONSHIPS |
|--------------------|---|---|
| 5 23 Mar | Properties of Matter & Gas Laws Properties of Matter (Thermodynamics): Heat energy and temperature; specific heat capacity; latent heat, change of state Gas: Pressure, kinetic model of gas, 3 Gas laws and experiments, Kelvin scale SCHOLAR: N5 Physics > 4. Properties of Matter > 1-4 | $Eh=cm\Delta T$, $Eh=ml$, $P=E/t$ $p=F/A$, $0K=-273^{\circ}C$ $P_1V_1=P_2V_2$ $P_1/T_1=P_2/T_2$ $V_1/T_1=V_2/T_2$ |
| 6 30 Mar | Electricity Charge, voltage, current; ac/dc; charged particles in an electric field; Ohm's law; use of voltmeter and ammeter Potential dividers; components; transistor circuits; series & parallel current, voltage and resistance; power formulas; fuse ratings SCHOLAR: N5 Physics > 3. Electricity > 1-5 | $Q=It$, $V=IR$ $V_2=(R_2/R_1+R_2)V_s$, $V_1/V_2=R_1/R_2$ $P=IV$, $P=I^2R$, $P=V^2/R$, $P=E/t$ $R_t=R_1+R_2+\dots$ $1/R_t=1/R_1+1/R_2+\dots$ |
| 7 6 Apr | Waves & Refraction of Light Waves: Definitions; formula; v, f, λ ; period; diffraction diagrams; long & short λ EM spectrum: Energy; uses; sources; detectors; $v f \lambda$, speed Refraction of Light: Change in speed, direction and wavelength; normal, incidence & refraction angles; ray diagrams SCHOLAR: N5 Physics > 5. Waves > 1-4 | $v=d/t$, $v=f\lambda$, $f=N/t$, $T=1/f$ |
| 8 13 Apr | Radiation α, β, γ radiation properties, ionisation, radiation dangers, activity, background radiation, absorbed dose, equivalent dose, weighting factor, safety limits Applications of radiation in medicine and industry; half-life experiments and graphs; nuclear fission & fusion SCHOLAR: N5 Physics > 6. Nuclear > 1-5 | $A=N/t$, $D=E/m$ $H=DWr$, $H'=H/t$ |

**STUDY
STARTS
NOW
2026**

**SOCIAL
SUBJECTS**

S5 & S6 • 8-Week Revision Plans

- **Geography – Higher 2026**
- **History – Higher**
- **Modern Studies – Higher**
- **RMPS – National 5 (S5/S6)**
- **Sociology – Higher**

■ Geography

Higher 2026

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>River Investigation – Official SQA Exam River investigation: study/revise for second part of official SQA exam – comparison of Cross Waters of Luce against the Bradshaw Model Ensure typed up analysis and conclusion sections are complete. Update A3 sheets with appropriate prompts (spider diagram or list) for chosen analysis areas and conclusions. Practise timing: 54 minutes on analysis and conclusion sections (68 minutes with 25% extra time). Repeat until you can rewrite details accurately using only prompts on A3 sheet. Exam will take place on Wednesday 4th March 2026</p> |
| 2 2 Mar | <p>Rural Land Degradation – Paper 1 Extra Geography: causes, impacts, management solutions and their effectiveness at reducing rural land degradation in the Sahel area of Africa Homework questions on the three areas of land degradation Additional resources and past paper questions on Higher Geography TEAMS – Files section: Land degradation revision folder</p> |
| 3 9 Mar | <p>Hydrosphere – Paper 1 Extra Geography: hydrological cycle and hydrographs Homework questions on hydrological cycle and hydrographs; also give one landform question from: V-shaped valleys, Waterfalls, Meanders or Ox-bow lakes Additional resources on Higher Geography TEAMS – Files section: Hydrosphere revision folder</p> |
| 4 16 Mar | <p>Population – Paper 1 Extra Geography: how population data is collected and issues in developing countries; population pyramids; issues of ageing population in developed countries and youthful/rapidly growing populations in developing countries Homework questions on these three areas Additional resources on Higher Geography TEAMS – Files section: Population revision folder</p> |
| 5 23 Mar | <p>Atmosphere – Paper 1 Extra Geography: atmospheric circulation model; movement of the ITCZ over western Africa Homework questions on atmospheric circulation, ITCZ, global heat budget, reasons why some areas are hotter/colder, ocean currents Additional resources on Higher Geography TEAMS – Files section: Atmosphere revision folder</p> |
| 6 30 Mar | <p>Climate Change & Development and Health – Paper 2 Easter School (Monday 30th March): Session 1 (9am–10am): human and physical causes of Climate Change; impacts/effects; management solutions and effectiveness Easter School (Monday 30th March): Session 2 (10am–11am): key aspects of Development & Health – Malaria and PHC schemes Homework questions on two aspects of each topic. Additional resources on Teams – Files section: Climate Change revision folder Easter school from 11:15 until 15:20 on areas pupils have asked to revisit</p> |
| 7 6 Apr | <p>Biosphere (Paper 1) & OS Map Questions Homework questions on any of the three soils and an OS map question to practise geographical skills Additional resources on Higher Geography TEAMS – Files section: Biosphere revision folder</p> |
| 8 13 Apr | <p>Lithosphere – Paper 1 – Glaciation & Land Use Conflicts (20 marks) Extra Geography: glacial eroded landforms (corries, Arêtes, Pyramidal Peaks, U-shaped valleys, Hanging Valleys, Ribbon Lakes); glacial depositional landforms (Drumlins, Terminal Moraine, Eskers); land use conflicts in upland glaciated areas Final homework: one glacial eroded landform, one depositional landform, one land use conflict question Additional resources on Teams – Files section: Glaciation revision folder Wednesday 22nd April 2026: targeted revision with Mr Lockwood in school (Science 1). EXAM: Thursday 23rd April 2026</p> |

Final exam: Thursday 23 April 2026. Paper 1 (100 marks, 1hr 50min): 9:00–10:50. Paper 2 (60 marks, 1hr 10min): 11:20–12:30. Resources on Higher Geography Teams – Files section.

History

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>Britain: Issue 1 – Becoming Democratic An evaluation of the reasons why Britain became more democratic, 1851–1928 Revise: effects of industrialisation and urbanisation; pressure groups; examples of developments abroad; party advantage; effects of the First World War Revision and planning of at least 4 factors. Prepare for any point to be a NAMED FACTOR. PRACTICE QUESTION: To what extent was the effects of pressure groups the most significant reason for Britain becoming democratic by 1928?</p> |
| 2 2 Mar | <p>Scotland: Issue One – Migration of the Scots Push factors for emigration of Scots Pull factors for emigration of Scots Push factors for internal migration of Scots Pull factors for internal migration of Scots PRACTICE QUESTION: Select an Explain past paper question from History "Bible"</p> |
| 3 9 Mar | <p>Britain: Issue 2 – How Democratic? An assessment of how democratic Britain became, 1867–1928 Revise: widening of the franchise 1867–1928; distribution of seats; corruption and intimidation; widening membership of House of Commons; role of House of Lords Essay skills: conclusions (address question, come to clear judgement, evidence, counter argument, restate evidence) PRACTICE QUESTION: Britain was fully democratic by 1928. How valid is this view?</p> |
| 4 16 Mar | <p>Scotland: Issue Two – The Immigrant Experience How well did each group assimilate and why? Irish immigrants (Catholic and Protestant); Jewish immigrants; Lithuanian immigrants; Italian immigrants PRACTICE QUESTION: Select an Evaluate Usefulness past paper question from History "Bible"</p> |
| 5 23 Mar | <p>Britain: Issue 3 – Women & Equality An evaluation of the reasons why women won greater political equality by 1928 Revise: changing attitudes to women in society; Suffragist campaign; Suffragette campaign; Women in the war effort 1914–18; example of other countries Revision and planning of at least 4 factors. Prepare for any point to be a NAMED FACTOR. PRACTICE QUESTION: To what extent did the campaign of the Suffragists make the most significant contribution to women gaining the vote in 1918?</p> |
| 6 30 Mar | <p>Scotland: Issue Three – Impact of Scots on the Empire Focus on the impact on culture, economy and native people: Canada Australia New Zealand India PRACTICE QUESTION: Select a How Fully past paper question from History "Bible"</p> |
| 7 6 Apr | <p>Britain: Issue 4 – Liberal Welfare Reforms An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–1914 Revise: social surveys of Booth and Rowntree; municipal socialism; fears over national security; New Liberalism; Rise of Labour Revision and planning of at least 4 factors. Prepare for any point to be a NAMED FACTOR. PRACTICE QUESTION: To what extent were the reports of Booth and Rowntree the most significant reason for introduction of the Liberal welfare reforms?</p> |
| 8 13 Apr | <p>Scotland: Issue Four – Impact of Migration and Empire on Scotland Contribution of immigrants to Scottish society contribution to the Scottish economy contribution to Scottish culture the impact of empire on Scotland PRACTICE QUESTION: Select a How Much past paper question from History "Bible"</p> |

Use the History "Bible" resource on Teams for practice questions. M Lane FEB2026

■ Modern Studies

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | <p>Paper 1: Social Inequality Essay 1 Topic: Social Inequality in the UK Essay: Analyse the Impact of social inequality on a group you have studied. 12 marks Task: Look at the notes in your jotter that relate to this essay question – create a mind-map of the 4 main factors and the evidence you will be including</p> |
| 2 2 Mar | <p>Paper 2: Skills Questions – Conclusions Question: Conclusions Complete the conclusions question in the 2025 past paper. Use the marking scheme to help you to mark your response. https://www.sqa.org.uk/pastpapers/papers/papers/2025/NH_Modern-Studies_Paper-2_2025.pdf</p> |
| 3 9 Mar | <p>Paper 1: Social Inequality Essay 2 Topic: Social Inequality in the UK Essay: Evaluate the effectiveness of collectivist approaches to tackling social and economic inequality. 12 marks Task: Look at the notes in your jotter that relate to this essay question – create a mind-map of the 4 main factors and the evidence you will be including</p> |
| 4 16 Mar | <p>Paper 1: Analysis Skills Topic: Social Inequality Task: Write a fully analysed and evaluated paragraph on one government measure used to tackle social inequality. Read over your paragraph and ensure that you have included analytical terminology: "this may be highly effective because..." "the impact of this may be..." "This shows...because..." "This means...because."</p> |
| 5 23 Mar | <p>Paper 2: Skills Questions – Reliability Question: Reliability Complete the reliability question in the 2023 past paper. Use the marking scheme to help you to mark your response. https://www.sqa.org.uk/pastpapers/papers/papers/2023/NH_Modern-Studies_Paper-2_2023.pdf</p> |
| 6 30 Mar | <p>Paper 1: USA Essay 1 Topic: USA Essay: To what extent do opportunities exist for citizens to effectively influence the actions of their government? Task: Read over the notes in your jotter that will help you to tackle this essay and create a mind-map that covers the 4 main points and the evidence you will include.</p> |
| 7 6 Apr | <p>Paper 2: Skills Questions – Objectivity Question: Objectivity Complete the objectivity question in the 2024 past paper. Use the marking scheme to help you mark your response. https://www.sqa.org.uk/pastpapers/papers/papers/2024/NH_Modern-Studies_Paper-2_2024.pdf</p> |
| 8 13 Apr | <p>Paper 1: USA Essay 2 Topic: USA Essay: Socio-economic inequality significantly impacts a group in society. Discuss. Task: Read over the notes in your jotter that will help you to tackle this essay and create a mind-map that covers the 4 main points and the evidence you will include.</p> |

Use SQA past papers on Teams for all skills questions. Focus on both essay writing and skills questions.

| WEEK | STUDY FOCUS |
|----------------------------|---|
| <p>1 23 Feb</p> | <p>Morality and Justice The Purposes of Punishment Deterrence, Retribution, Reformation, Protection</p> |
| <p>2 2 Mar</p> | <p>Buddhism Three Marks of Existence Four Noble Truths Three Poisons Beliefs about the Buddha</p> |
| <p>3 9 Mar</p> | <p>Morality and Justice UK/Scottish Responses to Crime Custodial Sentences, Non-Custodial Sentences, Crime Prevention Programs</p> |
| <p>4 16 Mar</p> | <p>Buddhism Three Jewels Kamma Samsara Nibbana</p> |
| <p>5 23 Mar</p> | <p>Morality and Justice The Causes of Crime: Poverty, Environment, Psychological Factors Capital Punishment vs Life Tariffs Humaneness, Inhumaneness and Human Rights</p> |
| <p>6 30 Mar</p> | <p>Philosophy of Origins What is God like / Role of creator (God) Origins of the universe — Genesis 1 Literal and metaphorical interpretation of Genesis 1 creation story Origins of the universe — Big Bang</p> |
| <p>7 6 Apr</p> | <p>Buddhism Living according to the Eightfold Path Five Precepts Meditation and puja</p> |
| <p>8 13 Apr</p> | <p>Philosophy of Origins Origins of life — evolution Origins of life — Genesis 2 Literal and metaphorical interpretation of Genesis 2 creation story Literal and metaphorical interpretation of Genesis as one coherent creation story</p> |

Use Achieve and Teams resources for revision. Practice extended writing answers regularly.

Sociology

Higher

| WEEK | STUDY FOCUS |
|-------------|---|
| 1 23 Feb | Introduction to Sociology Common sense vs sociological thinking Stages in the research process Applying stages in the research process |
| 2 2 Mar | Research Methods Key features of research methods Evaluating research methods Applying evaluative points to a specific topic Comparing research methods |
| 3 9 Mar | Sociological Theories Key features of sociological theories Evaluating sociological theories Structural vs Action theories Conflict vs Consensus theories |
| 4 16 Mar | Culture and Identity Socialisation – including 25-mark essay Gender – including 25-mark essay Age – including 25-mark essay |
| 5 23 Mar | Culture and Identity (continued) Power and Status – including 25-mark essay Prejudice and Discrimination – including 25-mark essay Culture, Subcultures, and Identity – including 25-mark essay |
| 6 30 Mar | Culture and Identity Studies Study: "Just the Woman" – key features and evaluations Study: "Folk Devils and Moral Panics" – key features and evaluations |
| 7 6 Apr | Crime Sociological perspectives on crime – including 25-mark essay Study: "Women, Crime and Poverty" – key features and evaluations Study: "A study of Crime in Seattle" – key features and evaluations |
| 8 13 Apr | Social Mobility Social Mobility and Social Closure Sociological perspectives on social mobility – including 25-mark essay Study: "Oxford Mobility Study" – key features and evaluations Study: "Up and Down the Generational Income Ladder" – key features and evaluations |

Use Achieve, Scholar and Teams resources. Practice short and extended answer questions including 25-mark essays.

STUDY STARTS NOW 2026



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