

Exam study guide

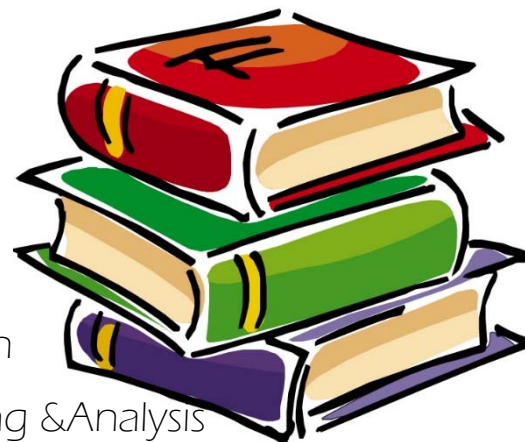
Top tips on how to study, subject by subject.



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English



The English exam is made up of 2 sections in both National 5 and Higher- Reading for Understanding & Analysis Critical Reading.

As well as this, you will also create 2 folio pieces each worth 15 marks and they will contribute to your overall grade.

RUAE:

Past Papers

- Organise each step for all questions.

NATIONAL 5

<u>Word Choice</u>	<u>Link</u>
<u>Quote</u>	'links back to the previous paragraph which discusses...
<u>Connotations</u>	
<u>Effect</u>	'links to the paragraph that follows which talks about...
<u>Imagery</u>	<u>Tone</u>
<u>Quote</u>	<u>identify what tone is.</u>
<u>Just as... so too...</u>	<u>analyse technique that creates tone.</u>
<u>Effect</u>	
<u>Context Questions</u>	
<u>Meaning</u>	
<u>Quote words that helped you work out meaning.</u>	
<u>Explain how they helped you do so.</u>	
<u>Sentence Structure</u>	
<u>Identify the technique</u>	
<u>State the function</u>	
<u>Explain how it impacts context.</u>	

HIGHER

All Questions- own words, summary, context, word choice, linking, imagery, tone, sentence structure, "language", effective opening, effective conclusion, contrast & compare both passages.

- Get familiar with past paper wording of these question types.

- Practice with a copy of your question type steps and attempt to follow them as closely as possible.
- If repeated, this will hopefully allow you to become confident when answering all questions and try to start practicing without the guide.
- Closer to exam time, give yourself the allocated time to do certain examples:

National 5

1. Look at lines 1–6, and then explain in your own words why the organisers of the Super Bowl chose Idina Menzel to perform there.

(2)

2. Look at lines 7–8, and then, by referring to one example, explain fully how the writer’s use of language makes it clear that Frozen is successful. (2)

3. Look at lines 11–25, and then identify, using your own words as far as possible, five things we learn here about the Disney organisation. (5)

Time= 18 minutes

Higher

9. Look at both passages.

The writers agree that music being played in public places is undesirable.

Identify **three** key areas on which they agree. You should support the points by referring to important ideas in both passages.

You may answer this question in continuous prose or in a series of developed bullet points. (5)

Time= 15 minutes

- This will build on your time management skills and doing a full RUAE past paper in one sitting will hopefully be achievable!

Critical Reading:

2 parts-

-Scottish set text (45 mins)

-Critical essay (45 mins)

- But through practice it will become clear how much time you should spend on each to suit you.
- On page 8,9 &10 will be a practice introduction, conclusion and a guide for main body paragraphs (both national 5 & higher).

For both your set text and critical essay text you should get together:

- **Main themes** e.g. conflict or love
- **Key quotes**- these will be used in each paragraph of an essay and answering set text questions
- **Connections** e.g. if you are doing poems you can link which ones are similar/different and for texts you can link which parts go together or display the same theme
- **Annotations**- these are especially useful for poems if you label the techniques used throughout

Flashcards

- Writing quotes on one side and analysing them on the other works well to test yourself on both texts that you do.
- You can also breakdown on the other side the context behind the quote and how it shows the main themes.

EXAMPLES ON PAGE 11

Mind Maps

- Both handwritten mind maps and also printed ones from websites like goconqr.com can be used to learn full essay paragraphs.
- In the middle you can place an essay question and branch out from the middle your point, context, quote, evaluation and link.

EXAMPLES ON PAGE 11

Posters

- Spreading out where you will write each quote in an essay is easily done with a poster.
- You can use a sheet of A4 paper for each paragraph and break down the context, quote and analysis.

EXAMPLES ON PAGE 12

Time and Mark Allocation

Nat 5:

RUAE- 1 hr

30 marks

Critical Reading- 1 hr & ½

20 marks critical essay

20 marks Scottish set text

Higher:

RUAE- 1 hr & ½

30 marks

Critical reading- 1 hr & ½

20 marks critical essay

20 marks Scottish set text

ENGLISH EXAMPLES

Example Introduction, conclusion & main body paragraph structure

Essay Introductions. (suitable for both Nat 5 & Higher!)

Use this method:

- 1) Give the genre of the text, the name of the text, the name of the author and refer to Part One of the essay question.
- 2) Briefly summarise what the text is about & how it is suitable for the question that you have chosen.
- 3) Mention what you will be writing about in your essay and refer to PART TWO of the essay question.
Also refer to the relevant techniques and themes that you will focus on. e.g. characterisation or metaphors.

Example Introduction

Text:

"The Crucible"

Question:

Choose a play which explores the nature of heroism.

Discuss how the dramatist explores this central concern through his/hers presentation of one or more characters.

A play which explores the nature of heroism is "The Crucible" by Arthur Miller. The play is set in the Theocratic Puritan village of Salem during the witch-trials of 1692 and centres on John Proctor, a man who shows heroism in his quest to redeem himself for betraying his wife, family and community by committing the crime of adultery. This essay will discuss how the nature of Proctor's heroism is portrayed through Miller's effective use of techniques such as characterisation, dialogue and turning point and how, in doing so, Miller successfully conveys Proctor's need for redemption and the importance of his reputation.

P.Q.E. checklist- Higher

Each main body paragraph in your critical essay should be written using P.Q.E.Q.E.

Use this checklist to self-assess your work in order to make sure that you are writing your paragraphs in the correct way.

POINT

- Have you used a linking word/phrase?
- Have you referred to the essay question?
- Have you indicated what your paragraph will focus on?
- Have you made a link to the theme(s) of the text?
- Have you varied your vocabulary and sentence construction?

QUOTE 1

- Have you provided detailed context for your quote?
- Does your quote support your topic sentence?
- Is your quote relevant to the essay question?
- Is your quote in inverted commas?

EXPLAIN 1

- Have you fully explained your quote, without "storytelling"?
- Have you fully analysed and evaluated the techniques used, in detail?
- Is everything you have written relevant to the essay question?
- Is everything you have written relevant to your topic sentence?
- Have you referred back to the essay question?
- Have you made a link to the theme(s)?
- Have you used critical terminology?

QUOTE 2

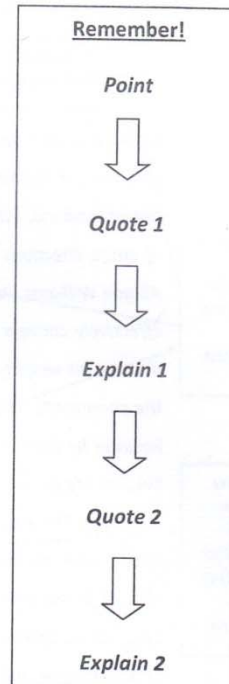
- Have you provided detailed context for your quote?
- Does your quote support your topic sentence?
- Is your quote relevant to the essay question?
- Is your quote in inverted commas?

EXPLAIN 2

- Have you fully explained your quote, without "storytelling"?
- Have you fully analysed and evaluated the techniques used, in detail?
- Is everything you have written relevant to the essay question?
- Is everything you have written relevant to your topic sentence?
- Have you referred back to the essay question?
- Have you made a link to the theme(s)?
- Have you used critical terminology?

Other

- Have you used a wide vocabulary?
- Have you use evaluative words and phrases throughout?
- Have you used linking words and phrases throughout?
- Have you used a high standard of English throughout?
- Have you used accurate spelling, punctuation and grammar?



Essay Conclusion (suitable for both Nat 5 & Higher!)

Your concluding paragraph should include:

- 1) Title and Author
- 2) Refer back to essay question
- 3) Sum up main arguments
- 4) Refer to themes and techniques you have discussed.
- 5) Plenty of evaluative words and phrases.

Example Conclusion

Text: 'The Crucible' Question: Choose a play in which an admirable character is included.

To conclude, throughout the course of 'The Crucible', protagonist John Proctor makes a number of decisions that allow him to be viewed as an admirable character. These include his rejection of Abigail, his refusal to spare only his wife from execution, by his confession to the affair and his ultimate decision to allow himself to be hanged. All of these choices made by Proctor lead to his eventual redemption as he dies with his reputation intact. These feelings of admiration are evoked throughout all four acts of the play through Miller's skilful use of characterisation, key scene, dialogue and stage directions.

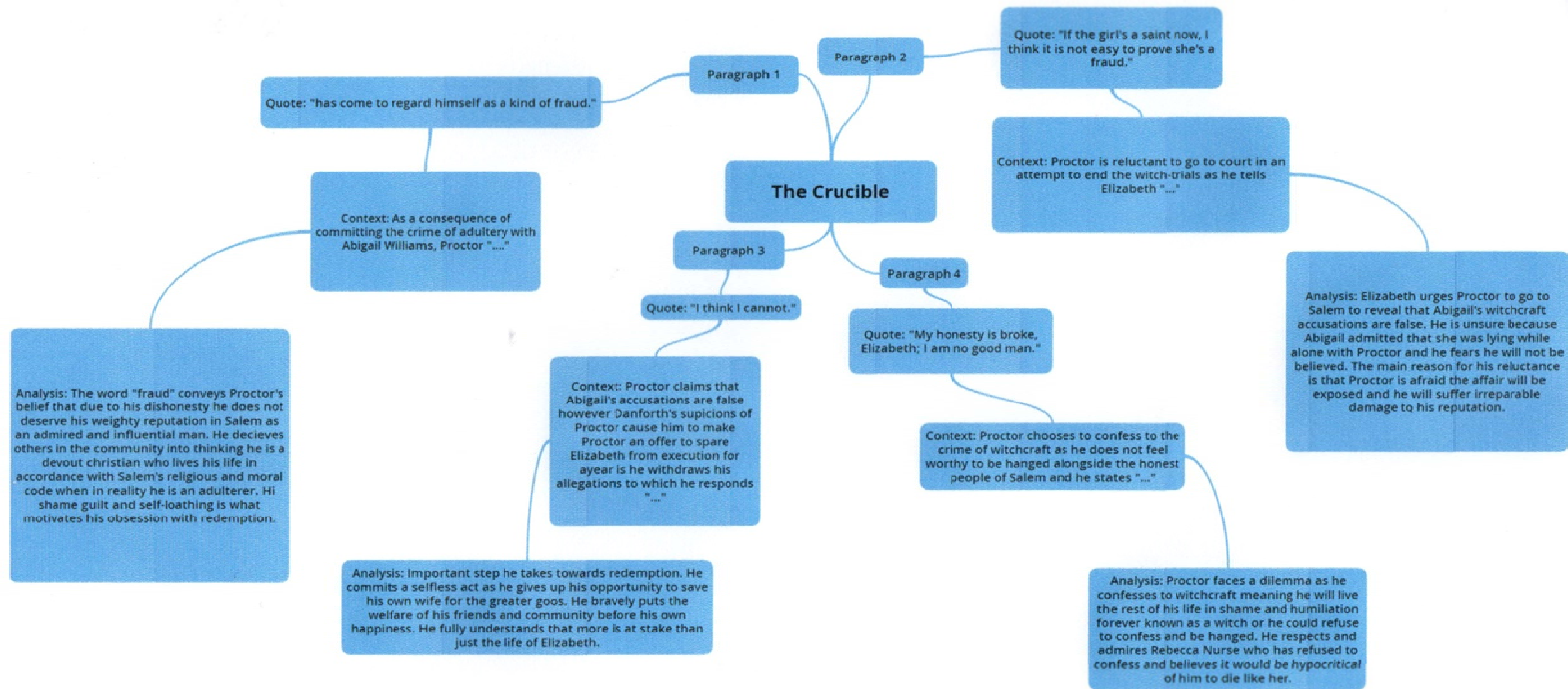
Miller makes it clear that Proctor's fate, although tragic, is a necessary step that he must take in order to redeem himself for his sins.

ENGLISH EXAMPLES

Mind Maps

10/29/2017

GoConqr - Editing: The Crucible



Did you know that you can make all your resources private by upgrading to a Premium Creator?

Find out

https://www.goconqr.com/en-US/mind_maps/11137238/edit

1/1

Flashcards

FRONT

Context: Proctor later changes his mind and decides to appear in court when Elizabeth is arrested and he exclaims "..."

Quote: "I will fall like an ocean on that court!
Fear nothing, Elizabeth"

BACK

Analysis: > Proctor realises that he must do something to save his wife & he chooses to go to court to denounce Abigail as a liar and a fraud. The simile suggests that he intends to descend upon the court in a strong and powerful manner. Key redemption step.

Posters

Quote 1: "the seven days war that put the world to sleep."

Context: Muir successfully displays the sheer devastation caused by the nuclear war as he states "

Analysis: > Euphemism - "that put the world to sleep"

- Emphasises the mass destruction as a result of the war.
- Suggests that hundreds of millions, if not billions, of people all over the planet have been killed
- Implies that humanity has been euthanised, put out of its misery. Technology has killed mankind and we therefore no longer have to suffer from our reliance on technology and our lack of humanity.
- Mankind was ill & corrupted & nuclear war was a way of easing our pain & suffering, to start over.
- > Biblical Allusion - "the seven days war"
- This echoes seven days that it took God to create world.
- Just as God, after seven days, had created a paradise on Earth for mankind (in the form of Adam & Eve), so too was the war necessary to create a more natural, innocent and simple world for mankind to live in, without the evil of technology.

THE HORSES - PROLOGUE

Quote 2: "our covenant with silence."

Context: Muir describes the survivors' promise to never speak of the war again as he writes "

Analysis: > Word choice - "covenant"

- connotations of sacred, promise, oath, vow, agreement
- This emphasises that the community of survivors had made a sacred bond with each other in the aftermath of the nuclear war: they promised to never speak of the past.
- They agreed that the only way to cope with what they had lost was to make an oath to keep quiet.
- They know that this bond would allow them to forget the horrors of the past and the war, and also the horrors of the world before the war.
- > Word choice - "silence"
- Connotations of quiet, muted, restrained, inhibited
- Emphasises that the survivors agreed to remain muted about what took place during the war.
- They did not reveal their thoughts/feelings about the horrors that they had experienced as remaining inhibited, they would be able to move on and rebuild their lives & their society.

PARAGRAPH 1

Quote 1: "has come to regard himself as a kind of fraud"

Context: As a consequence of betraying his family by committing the crime of adultery with Abigail Williams, Proctor...

- Analysis: The word "fraud" effectively conveys Proctor's belief that, due to his dishonesty and hypocrisy, he does not deserve his reputation in Salem as an influential and admired man.
- He deceives others in the community into thinking that he is a devot Christian who lives his life in accordance with Salem's religious & moral code, but in reality he is an adulterer.
 - His shame, guilt & self-loathing is clearly what motivates his obsession with redemption: he believes that if he redeems himself for his immoral behaviour he will truly deserve his good name in Salem.

Technique: DIALOGUE

PARAGRAPH 1

Quote 2: "I will cut off my hand before I'll ever reach for you again. Wipe it out of mind. We never touched, Abby."

Context: When Abigail attempts to seduce Proctor and rekindle their affair, Proctor firmly rejects her and states: "

- Analysis: In this key scene, the successful use of dialogue convincingly demonstrates the deep shame and regret that Proctor feels about the affair and how he is not willing to further jeopardise his marriage, his family or his reputation in Salem by giving into lust and repeating the sinful mistakes of the past.
- Sacrifices his own pleasure by distancing himself from Abigail and informing her that the affair is over.
 - Wishes to regain honesty and integrity he believes he has lost.

Technique: KEY SCENE

PARAGRAPH 2

Quote 1: "If the girls a saint now, I think it is not easy to prove she's a fraud."

Context: Proctor is reluctant to go to court in an attempt to end the witch trials as Proctor tells Elizabeth "

- Analysis: Elizabeth urges Proctor to go to Salem to reveal that Abigail's witch-craft accusations are false.
- Proctor is unsure because Abigail admitted that she was lying while alone with Proctor and now that Abigail has power in Salem he fears he will not be believed.
 - However, the main reason for Proctor's reluctance is that he is worried the affair will be exposed and he would suffer irreparable damage to his reputation and standing in the village.
 - He is too concerned with his reputation that he risks the lives and safety of other people in Salem.
- Technique: Characterisation.

PARAGRAPH 2

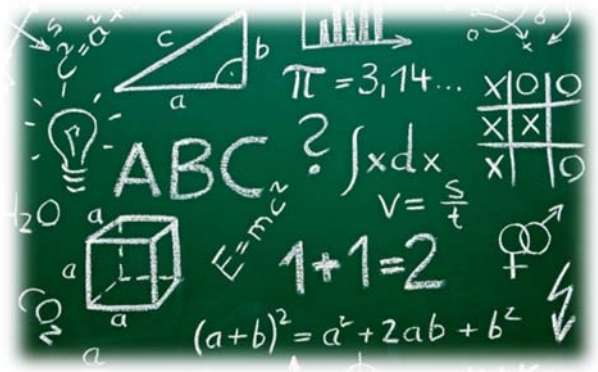
Quote 2: "I will fall like an ocean on that court! Fear nothing, Elizabeth"

Context: Proctor later changes his mind and decides to appear in court when his wife is falsely accused of witch-craft and he exclaims "

- Analysis: Proctor realises that he must do something to save his wife and that the only thing he can do is go to Salem in order to denounce Abigail as a liar and fraud and so bring the court proceedings to an end.
- He has been reluctant to go to court but the arrest of Elizabeth causes him to take action.
 - Similie suggests that Proctor intends to descend upon the court in a strong and powerful manner.
 - Important step in his journey to redemption as he shows that he is willing to put his own reputation at risk in order to save the life of someone that he loves.

The Crucible

Maths



There are many ways to study for Maths:

- Firstly, rewriting key notes with worked examples to understand the concept
- Past Papers
- Mind Maps with sub topics
- Using www.national5maths.com, which contains questions on all topics, answers and worked examples for both National 5 and Higher Maths
- YouTube- you can find worked examples online from past paper questions

National 5

National 5 Maths is split up into 6 key skills:

1. Numerical Skills
2. Algebraic Skills
3. Geometric Skills
4. Trigonometric Skills
5. Statistical Skills
6. Reasoning Skills

1. Numerical Skills

The Numerical Skills in Maths are split into the following topics:

- Surds
- Indices
- Percentages
- Appreciation/ Depreciation
- Fractions

2. Algebraic Skills

The Algebraic Skills required in national 5 are shown through the following topics:

- Expanding Brackets
- Factorising Algebraic Functions
- Equation of a Straight Line
- Simultaneous Equations
- Changing the subject of the formula
- Quadratic Functions & Graphs
- Quadratic Formula
- The Discriminant

3. Geometric Skills

These skills are tested in the following topics:

- Gradient of a Straight Line
- The Circle
- Volume
- Pythagoras' Theorem
- Angles
- Similarity
- 2D Vectors
- Co-ordinates
- Vector Components
- Magnitude of a Vector

4. Trigonometric Skills

Trigonometric skills are tested in National 5 maths through:

- Graphs of Trigonometric functions
- Area of a Triangle using trigonometry
- SOH-CAH-TOA
- Bearings

5. Statistical Skills

These skills are tested through the following topics:

- Standard Deviation
- Semi-Interquartile Range
- Line of Best Fit

The Exam Paper

The National 5 Maths paper is split up into two separate papers. Paper 1 is a Non-Calculator paper which is 1 hour long and is 40 marks. However, Paper 2 is a Calculator Paper and is 1 hour 30 minutes long and candidates can earn a further 50 marks of the paper, meaning in total National 5 Maths is out of 90 marks.

Higher Maths

Similarly, to National 5 Maths, Higher Maths is split up into 5 skill sets and contains many sub topics:

1. Algebraic & Trigonometric Skills

These skills are tested through:

- Manipulating algebraic expressions
- Manipulating trigonometric expressions
- Identifying and sketching related functions
- Determining composite and inverse functions
- Solving algebraic equations
- Solving trigonometric equations

2. Geometric Skills

This can be tested through:

- Determining Vector Connections
- Working with Vectors

3. Calculus Skills

Calculus skills can be assessed through:

- Differentiating Functions
- Using differentiation to investigate the nature and properties of functions
- Integrating Functions
- Using integration to calculate integrals
- Applying different calculus
- Applying integral calculus

4. Algebraic and Geometric Skills

This is tested through:

- Applying algebraic skills to rectilinear shapes
- Applying algebraic skills to circles and graphs
- Modelling situations using sequences

5. Reasoning Skills

Reasoning skills are assessed through many different ways in Higher Maths, for example:

- Interpreting a situation
- Analysis
- Explaining

The Paper

The Higher Maths paper is split up into two separate papers. Paper 1 is a Non-Calculator paper which is 1 hour 10 minutes long and is 60 marks of your final exam. However, Paper 2 is a Calculator Paper and is 1 hour 30 minutes long and candidates can earn a further 70 marks of the paper, meaning in total Higher Maths is out of 130 marks.

Writing out the steps for the different questions that could appear in the final exam as shown above may be a useful way to study. This will hopefully help you to understand where you gain marks.

EXAMPLES

Quadratic Functions

Turning points are determined by:

- Using graph, determine half way, sub into $y =$
- Completing the square
- Differentiating $\frac{dy}{dx} = 0$

Drawing Parabolas by getting equation

$$y = x^2 + 10x$$

* crosses x-axis when $y=0$ * * crosses y-axis when $x=0$ *

$$0 = x^2 + 10x$$
$$0 = x(x + 10)$$

$x=0$ $x=-10$

$(0,0)$ $(-10,0)$

A.O.S $x = -5$
min T.P. $(-5, -25)$

when $x = -5$
 $y = (-5)^2 + 10(-5)$
 $y = 25 - 50$
 $y = -25$

Indices

Law of Indices

$$a^m \times a^n = a^{m+n}$$
$$\frac{a^m}{a^n} = a^{m-n}$$
$$(a^m)^n = a^{m \times n}$$
$$a^{-n} = \frac{1}{a^n}$$
$$a^{m/n} = \sqrt[n]{a^m} \text{ or } (a^m)^{1/n}$$
$$a^0 = 1$$

Vectors

Component form:	Cartesian form:	Coordinate form:
$\begin{pmatrix} 1 \\ -5 \\ 4 \end{pmatrix}$	$i - 5j + 4k$	$(1, -5, 4)$

* Magnitude = length
 $\rightarrow \sqrt{x^2 + y^2 + z^2}$

Parallel Vectors

- Have the same direction
- Can be written as a multiple of each other

Modern Studies



For this subject it is important to know each of your sections:
Democracy, Crime & the Law and World Power (USA) for national 5 and

Democracy in the UK, Social Inequality and World Power (China).

You should make sure when studying to have a planned answer for each question type you do in class. On the following pages are examples of all studying techniques listed below.

Grids

- Organising each point explain example (nat5) or each essay (higher) into a grid is a great way to split up your work.
- Colour coding P.E.E.s or essays makes it easier to find which part goes where on the grid and making these for each essay may also show you that some explains or examples can overlap.
- For national 5 the headings on your grid will be: point, explain, example
- What is **Point, Explain, Example (P.E.E)?**
Point- this is where you state what the **paragraph will discuss** i.e. if the question asks about the work of MSPs then your points for each paragraph would be:
Attending First minister's question time
Participating in debates
Introducing bills
Voting
Explain- here you take the **point further** and go into detail about what each of them mean i.e. for First Minister's question time- you would explain this by mentioning that it takes place every Thursday and allows MSPs to raise issues/concerns

Example- bring your **explain to life** with a time that your point has been **put into action** i.e. for First Minister's question time your example could mention that issues such as healthcare or the NHS have been raised by MSPs

- And for higher: point, explain, example, analysis, balance point, balance explain, balance example, analysis, evaluation
- Nearer exam time you could select questions from past papers and pick which grid you think suits the question and use it to help write an answer.

EXAMPLES ON PAGE 23

Plans

- Handwritten or typed plans work to break down the information you would write in each paragraph of an answer.
- You can bullet point key phrases or lines that come under each heading such as P.E.E. or balance points and analysis.
- Planning each paragraph that you will write in an essay shouldn't go into great detail but instead outline what you need to know for each question.
- These are great to test your skills closer to exam time as using a rough plan will allow you to become more confident writing without any revision aids.
- Colour coding plans also helps to highlight your main points and this means you are not overloaded with too much information to remember in the exam.

EXAMPLE ON PAGE 24&25

Mind Maps

- Goconqr.com is a great website that you can use to create your own mind maps and print them off.
- You could place the question in the middle of the page and around this add each paragraph of an essay or P.E.E.

- Hand written mind maps also work for many people as they find all of the information they need to answer a full question and break it down into smaller sections.
- Using visual aids may help too e.g. for economic or social questions you could money or stick people beside each paragraph.
- Mind maps are great to pin up in places where you will see them often like your bedroom wall and this helps you get familiar with each answer and what paragraphs you could use.

EXAMPLE ON PAGE 26

Past Papers

- For source questions it is harder to plan what you will write but practicing the steps you would follow for each will really help!

Writing frames for each source question:

National 5

Selective in the Use of Facts (8 marks)

How to guide

- 1) Read the statement and the question you have been asked.
- 2) Then read the sources you have been given.
- 3) Go back through the sources and highlight the evidence which **SUPPORTS THE VIEW**
- 4) Take a different coloured highlighter and highlight the evidence which **OPPOSES THE VIEW**
- 5) Answer the question – two paragraphs containing evidence that **SUPPORTS THE VIEW** and two paragraphs containing **EVIDENCE** which **OPPOSES THE VIEW**.

Writing Frame

One reason to support ENTER NAME OF PERSON FROM SOURCE when they say _____ is highlighted by source _____ when it states _____. This is backed up by source _____ when it states _____. Therefore, this shows _____.

Another reason to support ENTER NAME OF PERSON FROM SOURCE is highlighted by source _____ when it states _____. This is backed up by source _____ when it highlights _____. Therefore, this shows _____.

One reason to oppose ENTER NAME OF PERSON FROM STATEMENT (if it is a two/three part sentence then you must write part of sentence you are opposing. If it is only a on part sentence then you do not need to write statement again.) is highlighted by source _____ when it states _____. This is backed up by source _____ when it states _____. Therefore, _____.

Lastly, one reason to oppose ENTER NAME OF PERSON FROM STATEMENT is again highlighted by source _____ when it states _____. This is backed up by source _____ when it states _____. Therefore, _____.

REMEMBER IF YOU CAN YOU CAN USE THREE SOURCES IN ONE PARAGRAPH.

Option Question (10 Marker)

How to guide

- 1) Read the options at the top of the question.
- 2) Read the three sources carefully.
- 3) Decide the option that you would like to support
- 4) Highlight all the evidence in the sources that supports your choice.
- 5) Highlight the evidence that supports the other choice.
- 6) Decide on the reason why you rejected the other option (with evidence).
- 7) Write your answer by clearly stating three reasons to support your choice and then two reasons why you did not choose the other option.

Writing Frame

I choose option _____ - ENTER OPTION TITLE

One reason why option _____ is the best option is highlighted by source _____ when it states _____ this is backed up by _____ when it states _____. Therefore, _____.

Another reason why option _____ is the best option is highlighted by source _____ when it states _____ this is backed up by _____ when it states _____. Therefore, _____.

A final reason why option _____ is the best option is highlighted by source _____ when it states _____ this is backed up by _____ when it states _____. Therefore, _____.

One reason to reject option _____ is that, although source _____ highlights that this would be a good option because _____. However, source _____ highlights that _____. Therefore, _____.

A final reason to reject option _____ is that, although source _____ highlights that this would be a good option because _____. However, source _____ highlights that _____. Therefore, _____.

REMEMBER IF YOU CAN YOU CAN USE THREE SOURCES IN ONE PARAGRAPH.

Conclusion Question (8 Marks)

How to guide

- 1) Read the issues about which you have been asked to draw a conclusion.
- 2) Read the three sources carefully.
- 3) Highlight the first conclusion with one colour and then highlight all the information in Sources 1, 2 and 3 which refers to this point.
- 4) Go back and do the same for the remaining two conclusions.
- 5) Write your answer by making a clear conclusion and supporting it with evidence from all the sources.

Writing Frame

The first conclusion that can be made about ENTER CONCLUSION TITLE is STATE CONCLUSION. This is highlighted in source _____ when it highlights _____. This is backed up by source _____.

The second conclusion that can be made about ENTER CONCLUSION TITLE is STATE CONCLUSION. This is highlighted in source _____ when it highlights _____. This is backed up by source _____.

The last conclusion that can be made about ENTER CONCLUSION TITLE is STATE CONCLUSION. This is highlighted in source _____ when it highlights _____. This is backed up by source _____.

REMEMBER IF YOU CAN YOU CAN USE THREE SOURCES IN ONE PARAGRAPH.

Higher

These writing frames will be given to you by your class teacher.

Using these guides to answer questions from previous years will help you become confident at the ways to use the information to give you a full answer.

Time and mark allocation

Nat 5:

Paper – 2 hours 20 minutes (80% of grade)

1 minutes 45 seconds a mark

Assignment – 20 marks (20% of grade)

MODERN STUDIES EXAMPLES

Grids

NATIONAL 5

Explain, in detail, why some citizens in a world power you have studied cannot participate in politics (6).

Refer to ethnic minorities

State (point)	Explain	Example
Language barriers	If ethnic minorities cannot speak English they are far less likely to vote. They may not be able to understand the political system.	Hispanics - Spanish speakers - may struggle with voter registration.
Lack of role models	Ethnic minorities may be less likely to participate in politics/elections because they do not see many politicians who come from their ethnic background. Despite being led by a Black President, the US political system still remains dominated by white, middle aged and middle class men.	There is only one Black Senator. After Obama there are no real role models for young voters
Poor educational attainment	Many ethnic minorities do not complete High school and as a result have poor literacy/numeracy skills - this makes voting difficult. Also, many with poor school experiences will not have a good understanding of the importance of the political system or how voting takes place.	Black and Hispanic Americans have the highest drop-out rates. They are less likely to follow politics and participate in elections.
Voter apathy	Many ethnic minorities are uninterested in politics/do not vote because they do not see the value in it.	Example - Black Americans

HIGHER

5 - 'To what extent has a recent socio-economic issue impacted a group in a world power you have studied?'

Reform Point	Explain	Example	Balance-Point	Balance-Explain	Balance -EX.
Investment in industry has impacted the level of inequality faced by migrant workers through they level of jobs created.	This means that spending was increased which led to the growth of industry. Many workers in China were employed in state owned enterprises.	For example, 7.25 million jobs were created in the first half of the year in industry which benefited migrant workers as they moved to find work in the newly created jobs.	However, in ways investment in industry has actually created large levels of unemployment and has failed to create enough jobs for the level of migrant workers	This is because privatisation was increased in an attempt to get rich and this led to many migrant workers having to move in order to find work.	For example, from 1998-2011, the private economy grew from 54% to 71% which left many Chinese workers in search of private work.
Creation of special economic zones has increased foreign investment which has enabled a higher standard of living for migrant workers seeking greater job opportunities.	This means that migrant workers have been attracted to SEZs to seek employment which has resulted in an increase in jobs, especially for migrant workers.	For example, SEZs have taken over 200 million migrant workers out of poverty.	However, the rise in migrant population has led to further social problems for these groups due to pressure on resources such as health. Again creating healthcare inequalities for Migrant workers.	This is because migrant workers move to SEZs for work and therefore leave their Hukou and their health-care needs cannot be guaranteed.	For example, currently, there are 200 million migrant workers with limited access to health-care as a result of leaving their Hukou.

NATIONAL 5

Explain, in detail, why social and economic inequalities continue to exist for a group in a world power you have studied. (8 KU)

P: unemployment → illegal immigration

E: > more people moving trying for American Dream. (from Mexico)
> ↓ hispanics chances = fluent english speakers get jobs.

E: > poor education in Mexico = 27.8%.

P: Crime and justice → minorities in inner city

E: > inner city = more crime / violence

> Ghettos → more ethnic minorities (discriminated against)

E: > Black & Hispanics = more prisoners than white.

P: Education → language barriers

E: > Hispanics from Mexico speak Spanish

> Struggle in English schools.

E: > 50% of Hispanics (immigrants) leave high school with no qualifications.

P: Housing → minorities in ghettos.

E: > poor education = no work = no house

E: > 18.6% of Black people in ghettos (USA).

P: health → minorities cannot afford insurance

E: > Blacks → poor income = rough areas = no money for health

E: > 13.9% whites uninsured

22% blacks uninsured.

HIGHER

Democracy in the UK	
Essay 3: Power of UK and Scottish Parliaments	
<ul style="list-style-type: none"> ➤ Discuss the changing role and powers of the Scottish and UK Parliament. (20) ➤ Analyse the changing role and powers of the Scottish and UK Parliament. (12) 	

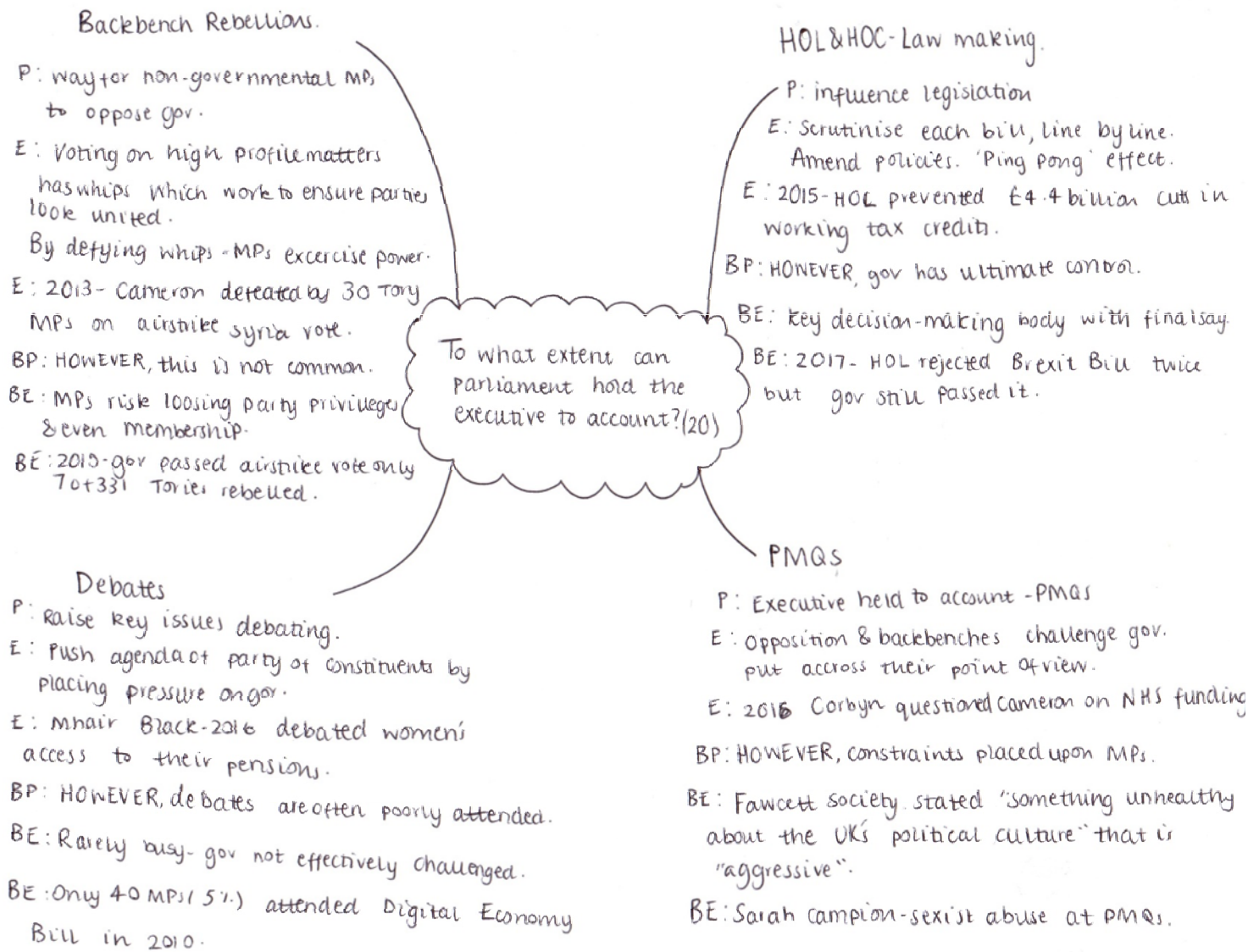
Introduction	
Context	<ul style="list-style-type: none"> • UK parliament has highest legislative authority in Britain- HoC, HoL & Monarch • Responsibility to scrutinise work of government • Supreme law-making powers, legislative and executive branches have varying roles to play • Scottish Parliament is gaining more power- influence legislation & to make
Line of Argument	<ul style="list-style-type: none"> • There have been several changes that have or will impact the power of the UK and Scottish Parliament, both negatively and positively
Relevant Factors	<ul style="list-style-type: none"> • Membership of EU-sovereignty • Membership of EU-trading • English votes for English laws • Increased Devolution

Paragraph 1: Membership of EU- sovereignty	
Point	<ul style="list-style-type: none"> • One change impacting Scotland & UK- leaving EU • Regain sovereignty & rule of issues that we do not currently have control over
Explain	<ul style="list-style-type: none"> • EU has control over issues such as human rights & their legislative power supersedes that of UK & Scotland • Implications of EU membership & once we leave laws passed by UK & Scottish Parliament will not conflict with EU law • Simplify decisions making process as UK will not be constrained by membership
Example	<ul style="list-style-type: none"> • For example, the Minimum Pricing Alcohol Act was passed in 2010 but is still on hold due to EU regulations
Balance Point	<ul style="list-style-type: none"> • HOWEVER, being member of EU strengthens UK's voice & once we leave we will have no input in key European decisions
Balance Explain	<ul style="list-style-type: none"> • As member of EU, UK could vote on EU decisions • International power of UK will be limited as exiting EU weakens impact we have on major issues (e.g. immigration) that impact our economy
Balance Example	<ul style="list-style-type: none"> • For example, immigration from Europe strengthens UK economy- many skilled migrants work & make tax contributions

Paragraph 2: Membership of EU- trading	
Point	<ul style="list-style-type: none"> • Trading role that UK plays with other EU members will continue to be strong • UK wants Free Trade Agreement- not involve accepting supremacy of EU law
Explain	<ul style="list-style-type: none"> • UK required to pay significant amounts into EU budget & as we leave- UK not required membership fee (£350 million p.a.) • UK only have to pay amounts to be accepted in FTA & this would not be as costly as EU bills
Example	<ul style="list-style-type: none"> • For example, UK treasury made net contribution of £8billion for membership in 2013 & this has risen each year since 2009
Balance Point	<ul style="list-style-type: none"> • HOWEVER, leaving EU- Britain subject to trading tariffs & FTA will take years to be negotiated & may have uncertain outcome
Balance Explain	<ul style="list-style-type: none"> • Chance of FTA being accepted is unlikely & could have disastrous outcome • Millions of jobs lost as global manufacturers move to lower-cost EU countries • UK will not benefit from EU promoted free trade
Balance Example	<ul style="list-style-type: none"> • For example, HMRC data- 44% of UK exports from EU & 53% imports

MODERN STUDIES EXAMPLES

Mind maps



History

National 5

Exam Time – 1 hour 45 minutes

Exam – 60 marks

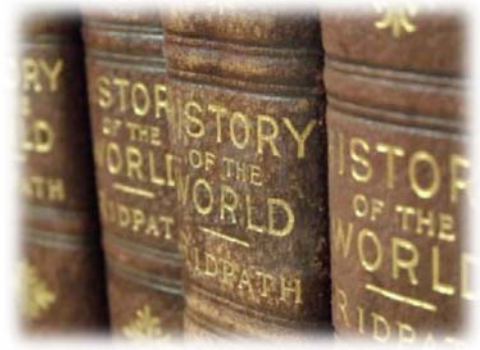
Assignment – 20 marks

Higher

Exam Time – 2 hours 20 minutes

Exam – 60 marks

Assignment – 30 marks



When studying history, it is important to learn both the knowledge in the course and the structure of how to answer all types of questions. For national 5, the structure of how to answer explain, describe, comparison, how fully, how useful and mini essay questions are extremely important. In higher, the structure of 20-mark essays, how useful, how fully and comparison questions are extremely important.

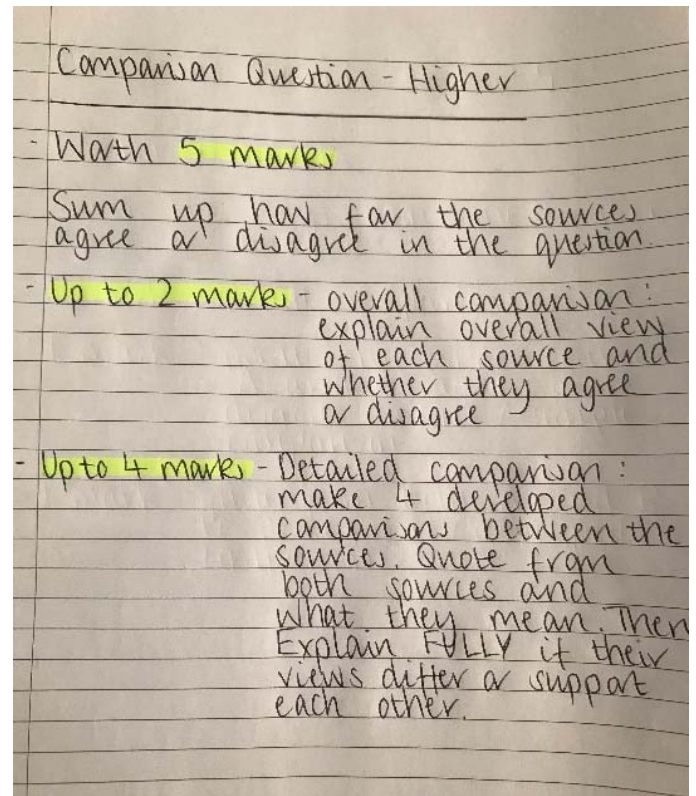
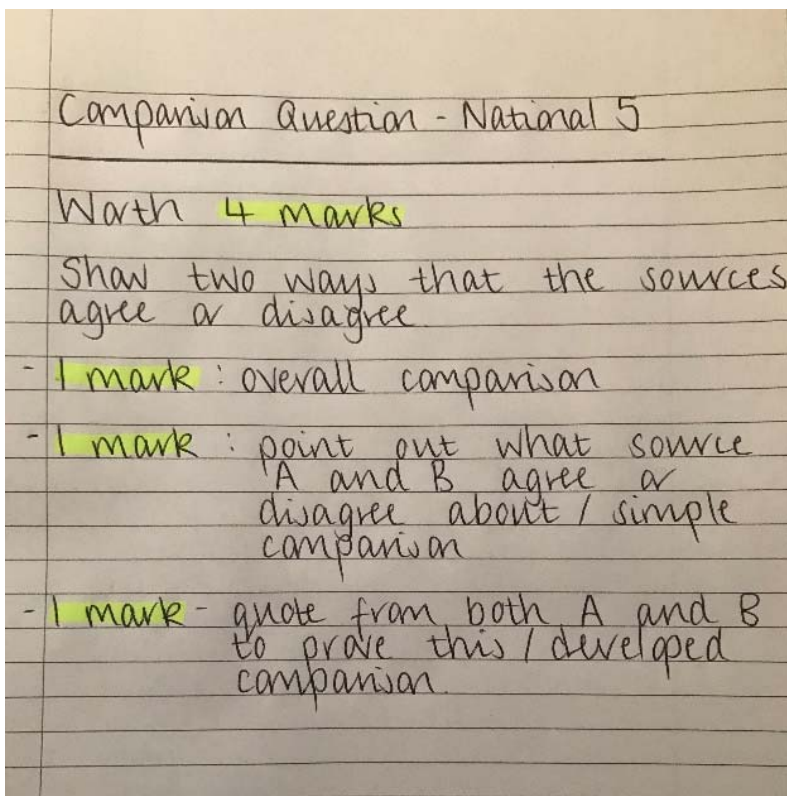
Here are some examples of how to study this subject and prepare for the exam:

Source Questions

In answering source questions, both in higher and national 5, it is key to understand where you are gaining marks and how you can gain them. Through practice you will become better and better at these types of questions.

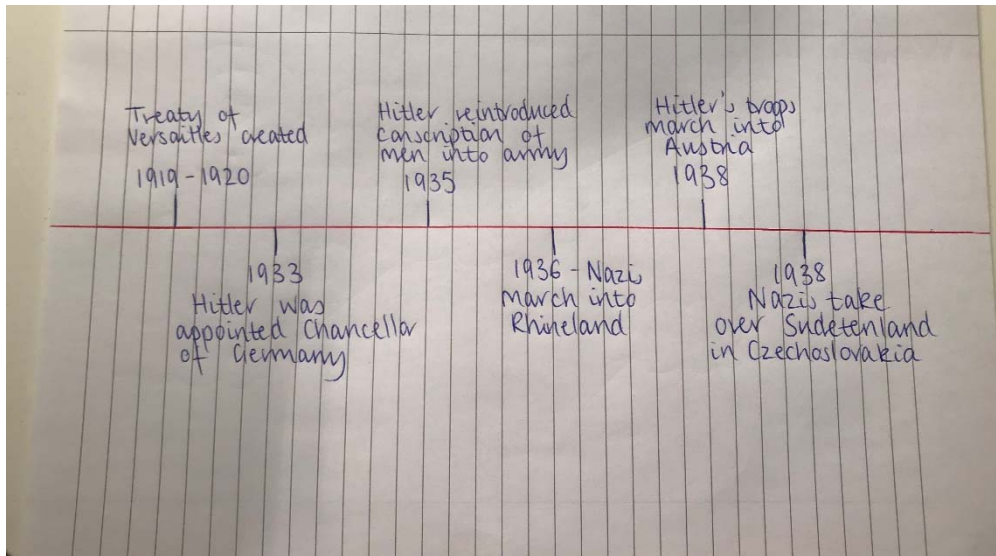
By practising questions using past papers use the answers on the website to see where marks are given. This will guide you to gaining as many marks as possible on a question.

It is helpful to write out notes detailing where you are gaining marks in each question, for example:



Time Lines

Time Lines can be an extremely useful tool when studying for history as you are required to learn many dates of important historical events. This visual picture of the order of dates can be useful in helping you remembering them. To do this draw a line in the middle of your page and, working from left to right, put the dates in order and a detail of what took place. For example:



Essays (Higher only)

A good way to prepare for 20 mark essays in the exam is to use grids. These help to clarify where marks can be given and help you to learn many essays that you will need for the exam. Firstly know where marks can be given:

Historical context (introduction): 2 marks

Conclusion: 2 marks

Knowledge: Up to 6 marks

Analysis: Up to 6 marks (3 for normal analysis, 3 for analysis plus)

Evaluation: 4 marks (2 for normal evaluation, 2 for evaluation plus)

Example of grid:

Why Women Gained the Vote	Knowledge	Analysis	Analysis+	Evaluation
Paragraph 1: The role played by the Suffragettes	The Suffragettes, founded in 1903 by Emmeline Pankhurst, believed in using militant tactics such as vandalising public property, firebombing post-boxes and telephone wires, and protesting outside parliament.	This is important because it brought the issue of votes for women to the attention of the media, the public and most importantly the MP's, for whom the issue became of political 'hot potato' which could not easily be brushed aside.	However, because of their violence many Suffragettes were imprisoned allowing the media to portray them in a negative and criminal light, decreasing support for the suffragettes.	Overall, the pre-war suffrage campaign was undeniably important in raising awareness regarding women's suffrage as through their violence and militancy they gained a lot of media attention for their cause, albeit negative.
Paragraph 2: War Effort and Women's Suffrage	Another factor...	This is important because...	However...	Overall...

Geography

National 5

National 5 Geography is split up into 3 sections:

- Physical Environments
- Human Environments
- Global Issues



For National 5 Geography the exam is split up into 3 sections and is 1 hour 45 minutes long. Section 1 is on Physical Environments where you have the option to answer either question 1 or 2 and then go on to answer questions 3 and 4, this section is 20 marks. Section 2 of the exam is on Human Environments and you must answer all of the questions, with the maximum amount of marks being awarded for this section as 20. The final section in the exam is the Global Issues where you will be presented with many different questions but you only have to answer the 2 questions based on the topics you have been taught in the classroom. Overall the exam is out of 60 marks.

However, before you sit the exam there is an assignment which you must complete which makes up a further 20 marks of your final mark and you base the assignment on something that you have been taught and you feel confident enough to provide background geographical information on, description points and explanation points.

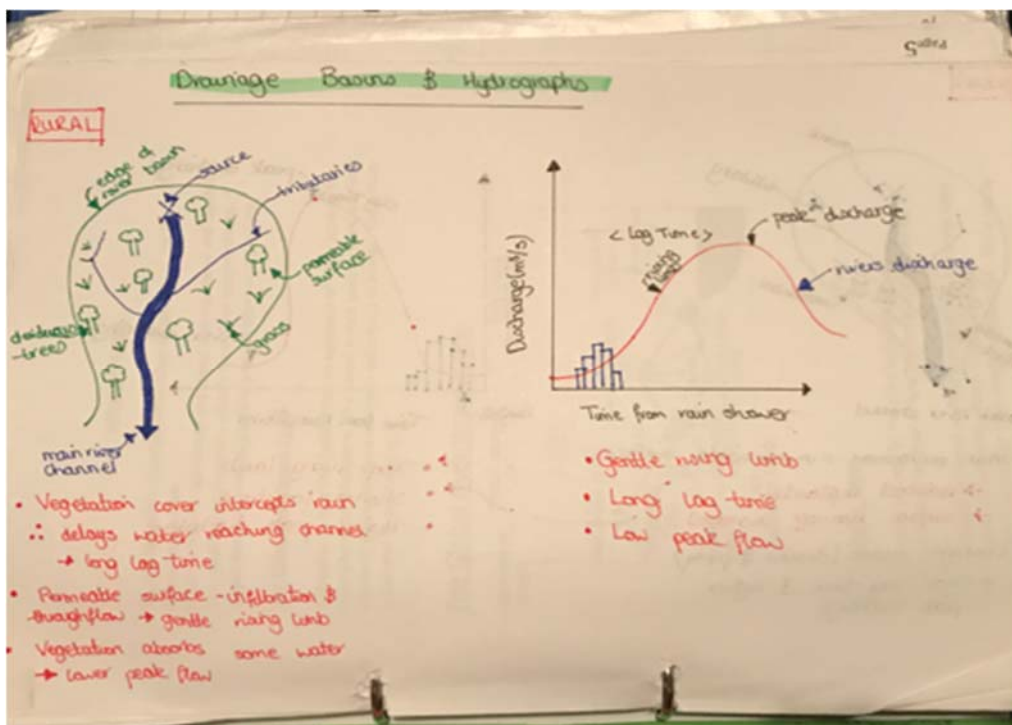
In the exam it is important to remember the difference between describe and explain as most of the questions will ask this, therefore a simple way to remember the difference is; describe means say what you see and explain means the reasons to what you are seeing. In addition, when you are asked to explain in the exam, for a 6 mark question, you can get a maximum of 2 marks for describing

and the other 4 marks must come from explaining and giving reasons.

Higher Geography

Similarly, to National 5 Geography, higher is also split up into the same 3 units which are:

- Physical Environments
- Human Environments
- Global Issues



The Exam

The Higher Exam however is split up into 4 sections. Section 1 is on Physical Environments and candidates must answer all questions and can get up to 15 marks for this section. Section 2 is on Human Environments and pupils must attempt all questions and can access another 15 marks through this section. Furthermore, in Section 3, candidates need to answer 2 of the possible questions based upon the Global issues topic that they have studied in the classroom and a possible 20 marks can be awarded for this section. However,

unlike National 5, there is a final section which pupils can gain 10 marks for and is based upon the Application of Geographical Skills, where pupils must use their geographical knowledge to answer the question with the use of all the information provided and answer the question. Therefore the exam is out of 60 marks.

Also, for higher, you must complete an assignment based upon something you have studied at higher and feel very confident about to provide enough background geographical information on the topic, description points and explanation points. For higher the assignment is 30 marks and these marks go towards your final grade.

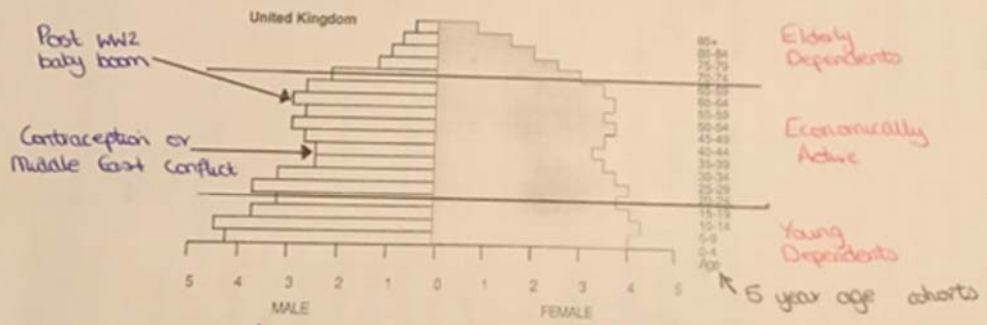
How to study for National 5 & Higher Geography

As geography is a subject which contains a lot of content there are many ways to study:

- Using the SQA website to access **past papers** is a very good method to study and will allow you to gain an insight into the questions that are asked in National 5 and Higher Geography and understand the wording and meaning of questions.
- As Geography is a subject where you are provided a lot of information; **re-writing notes and summarising** them in a way that suits yourself can be very beneficial.
- Creating **mind maps** for each topic with the topic being the heading, the sub topics contained in that topic being the subheadings and writing key pieces of information down for you to remember
- Creating a **study book** with all the key notes in a condensed form but also contain mind maps, lists, to create a study book you understand.

Population Pyramid

The population pyramid displays



MALES To the left
PERCENTAGE OF TOTAL POPULATION
FEMALES To the right
Figures are usually, but not always, in percentages to make for easier comparisons between countries.

Higher Sociology



Components

- Component 1 (exam) – 60 marks
- Component 2 (assignment) – 30 marks

Exam	Assignment
<ul style="list-style-type: none"> • Worth 60 marks • 3 sections • 40 minutes a section • 2 minutes a mark 	<ul style="list-style-type: none"> • Worth 30 marks this will be researched and then written up in school/at home. • It will not be completed under timed supervision

Section A: Human Society (20 marks)

In this section you must be prepared to answer questions and apply the following knowledge.

Structural Theory	Action Theory	Research Methods Qualitative/Quantitative Primary/Secondary
Functionalism Marxism Feminism	Weber Symbolic Interactionism	Questionnaire Structured Interview Unstructured Interview Case Studies Focus Group Participant Observation Non-Participant Observation

Section B: Culture and Identity (20 marks)

Concepts	Aspect	Theory	Studies
<ul style="list-style-type: none"> • Socialisation (Primary/Secondary) • Identity • Culture • Subculture • Power and Status • Diversity • Prejudice • Discrimination 	Gender Age	Functionalism (S) Marxism (S) Feminism (S) Symbolic Interactionism (A) Labelling (A)	<ul style="list-style-type: none"> • Folk Devil and Moral Panics • Just the Women

Section C: Social Issues (20 marks)

Topic	Theory	Studies
Social Mobility in the UK	Functionalism Marxism Weber Labelling	<ul style="list-style-type: none"> • Oxford Mobility Study • Blanden and Machin

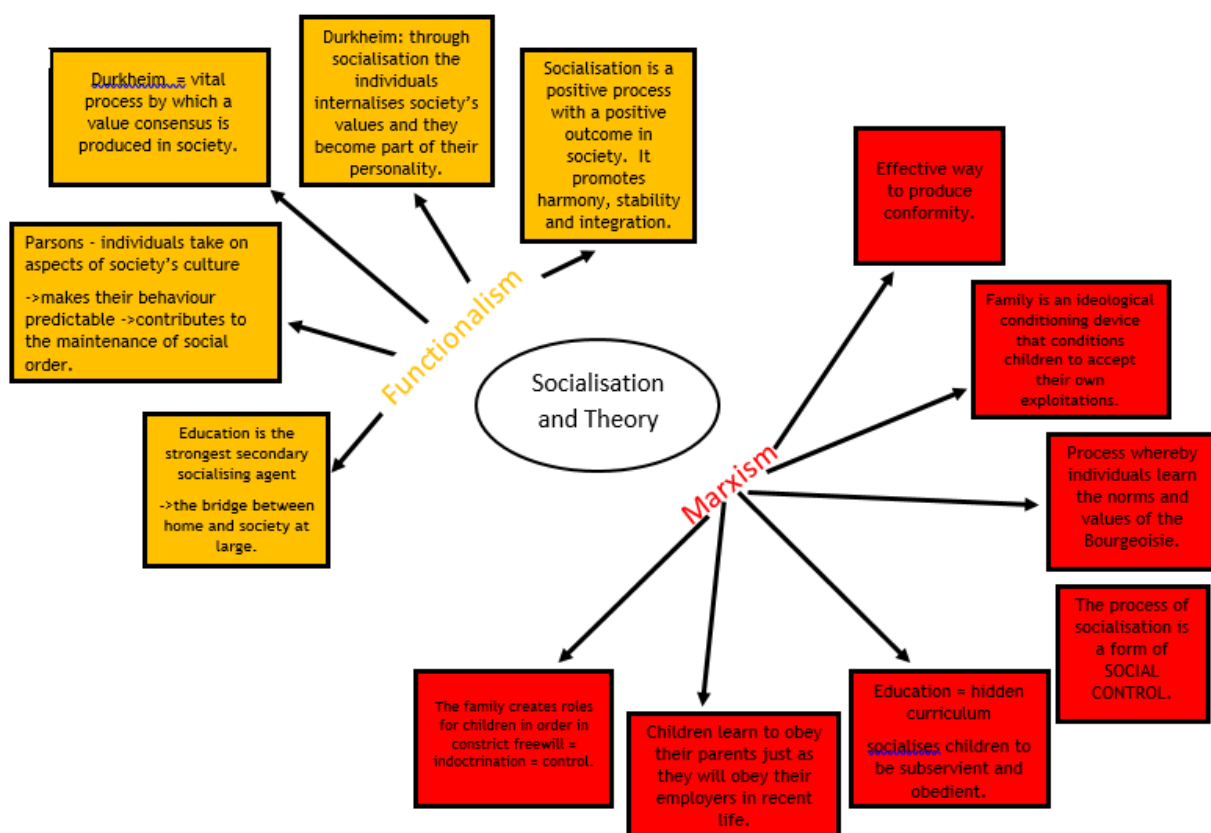
Topic	Theory	Studies
Reasons for 'Differential Educational Attainment' -Social Class -Gender	Functionalism Marxism Feminism Symbolic Interactionism Labelling	<ul style="list-style-type: none"> • Pygmalion in the classroom. • Understanding low achievement in English schools.

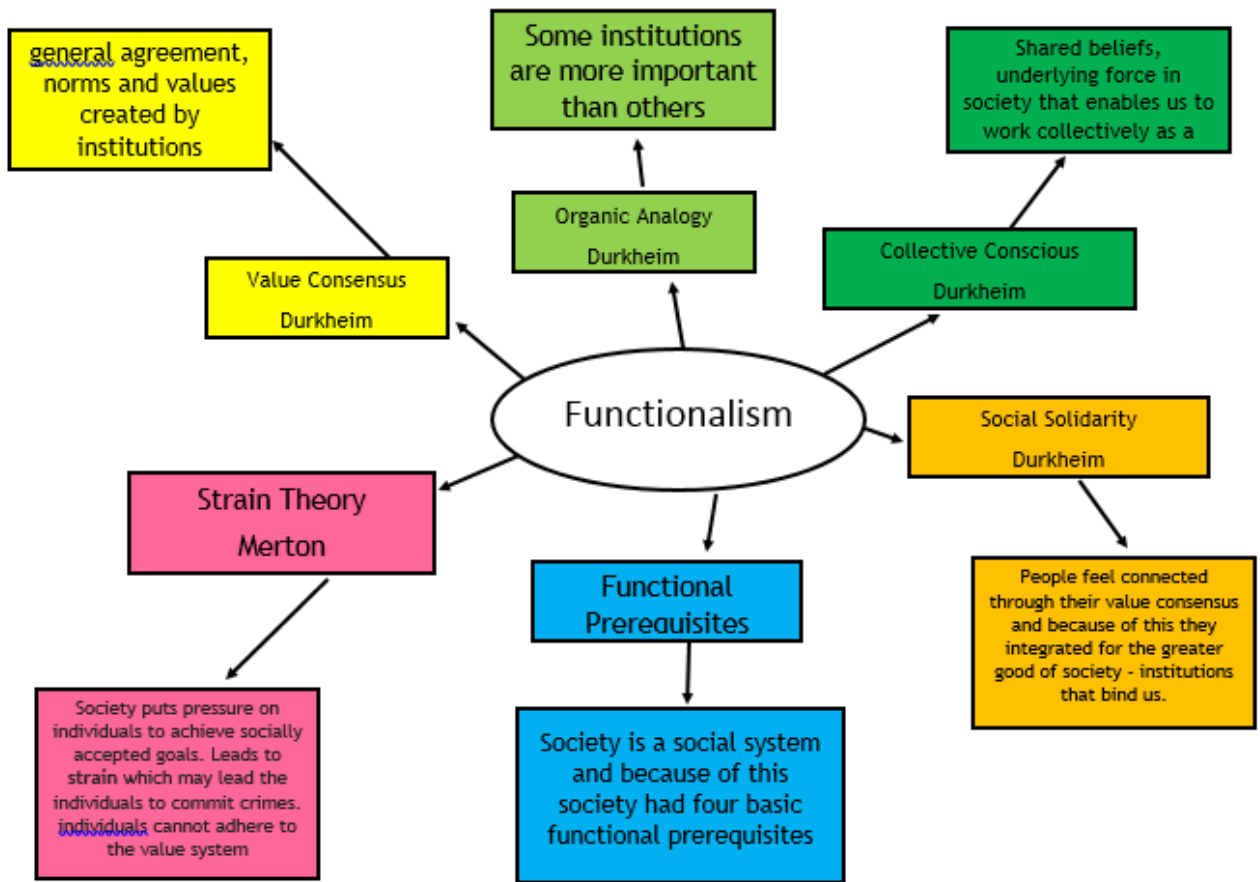
Study tips:

- 1) Put as much effort and time into your assignment as possible as it can pull up your overall grade
- 2) Make sure to ask your teacher for help (use Edmodo) and ask friends and peers for help throughout the year especially when revising for assessments and the practice exam
- 3) Make notes, flashcards, mind maps, grid throughout the year to make sure you know all the knowledge as well as tackling past paper questions regularly
- 4) Always write an answer in the exam, even if you are unsure write something relevant as you have the chance to pick up marks

Sample of ways in which to revise

Mind Maps





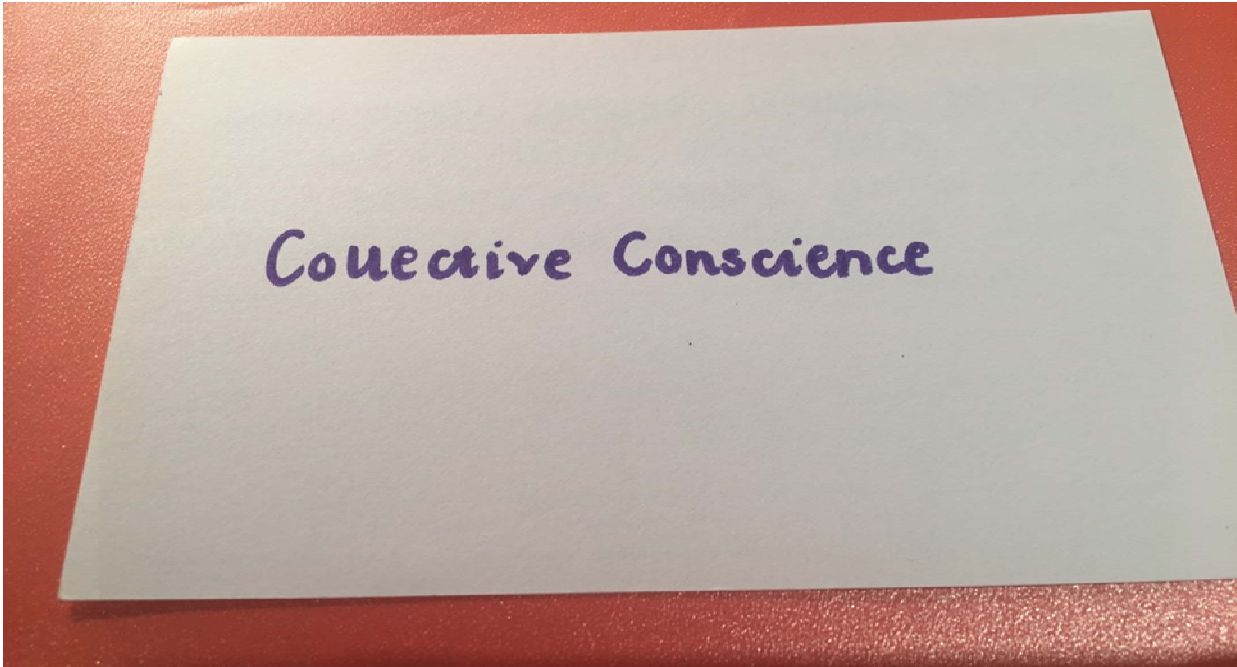
Grids

Theory & key theorists	<u>Functionalism</u> Parsons Merton Durkheim
Features	<ul style="list-style-type: none"> • Value consensus- basic integrating/binding force bringing us together • Organic analogy- certain institutions more important than others in creating harmony • Functional prerequisites- basic needs society

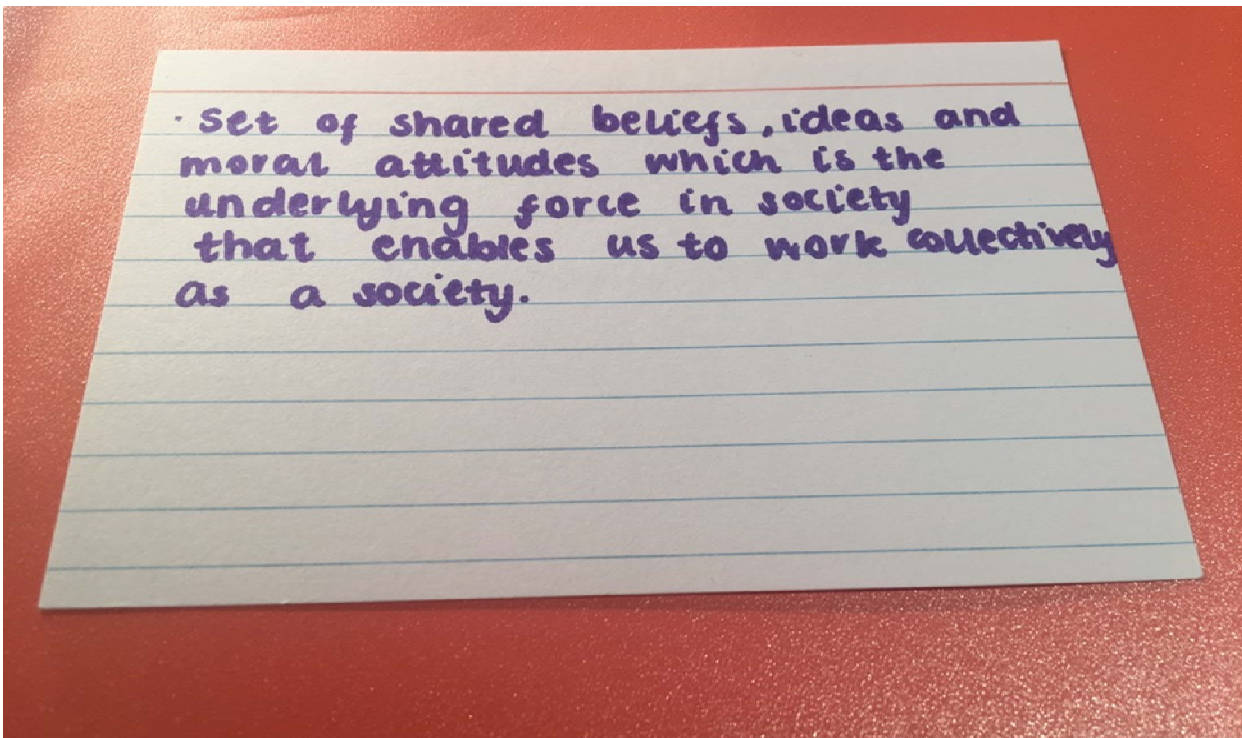
	requires in order to function
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Flash Cards

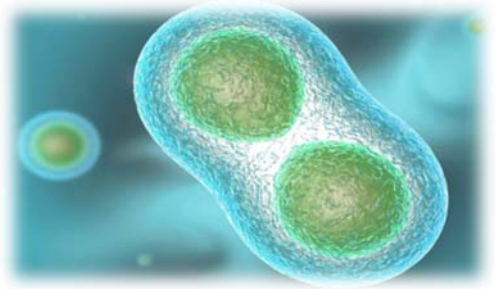
FRONT



BACK



Biology



Posters

- Taking each small topic e.g. photosynthesis or respiration and displaying the process in a poster is one way of learning the facts.
- You can break down step by step each process by using your notes.
- Re-writing your notes onto poster paper also may help you remember information about topics.
- You could find notes on a topic you are struggling with and breakdown each point to display on the page.
- Making these bright and colourful with the main points (such as carbon fixation or any key headings) bold should make it easier to see what you have to write for questions.
- Pin these up somewhere that you will see them a lot.

EXAMPLES ON PAGE 44

Mind Maps

- Organising your notes into a mind map is another way of writing what you need to know.
- Using goconqr.com you can type and print off whatever you make, and this can be broken down into small topic branches with information around them.

EXAMPLES ON PAGE 45

Past Papers

- These are especially useful for the multiple-choice section as you can quickly set yourself a timer and try to work through the 20 questions.

- You will start to notice patterns when doing past papers of questions that are often asked, and this will solidify your knowledge in these areas.
- To start with you can use any revision aids like posters or mind maps to answer questions which are similar to the homework booklets and check you are answering each correctly using the answers.
- Any that you continue to struggle with you should repeat after looking at your notes and if you are still confused, you can ask a teacher.
- Nearer exam time it is useful to try a timed full past paper but up until then it is also good to do 3 or 4 questions at a time with the clock going.
- Don't forget to take breaks!

Time and mark allocation

Nat 5:

2 hrs for full paper

Multiple choice- 20 marks

Section 2- 60 marks

Higher:

2 hrs & ½ for full paper

Multiple choice- 20 marks

Section 2- 80 marks

BIOLOGY EXAMPLES

Posters

POLYMERASE CHAIN REACTION

* PCR is the amplification of a specific piece of DNA for a scientific purpose *

REQUIREMENTS

- Sequence of DNA (template)
- Primer
- DNA Nucleotides
- Taq polymerase enzyme
- Buffer

Primers in PCR:

> Used to be complementary to a specific target sequence (at the free 3' end of the DNA to be replicated)

STAGES

> PCR is a thermal cycling technique as DNA is repeatedly heated and cooled throughout the process.

- 1) DNA is heated to around 94°C to break hydrogen bonds between base pairs. This allows the separation of the two strands of DNA.
- 2) The DNA is then cooled to around 55°C to allow the primers to bind to the single strands of DNA at their 3' ends.
- 3) The DNA is then heated to around 72°C to allow synthesis of DNA by Taq polymerase extending from the primers.

Product: two identical copies of DNA at the end of the first cycle.

Practical Applications of PCR:

Photosynthesis

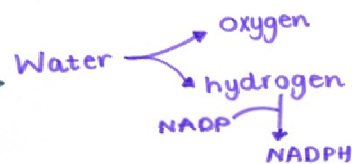
1. Light energy is absorbed by the chlorophyll, creating high-energy electrons.

5. Hydrogen ions are used by ATP synthase to make ATP for Carbon Fixation.

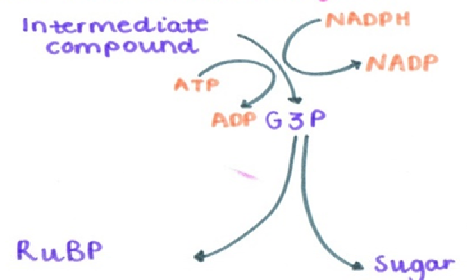
Carbon Fixation

- 1) CO₂ enters the cycle & becomes attached to RuBP (Ribulose biphosphate). Reaction is controlled by RuBisCO.
- 2) The CO₂ & RuBP continue to make intermediate compound.
- 3) Intermediate compound joins with the hydrogen from NADPH & is phosphorylated by addition of Pi from ATP which supplies energy.
- 4) This produces glyceraldehyde-3-phosphate. (G3P)
- 5) Some G3P is then used to regenerate RuBP (to continue the process). The remainder is used to synthesise sugars.

3. Energy is also used to split water.

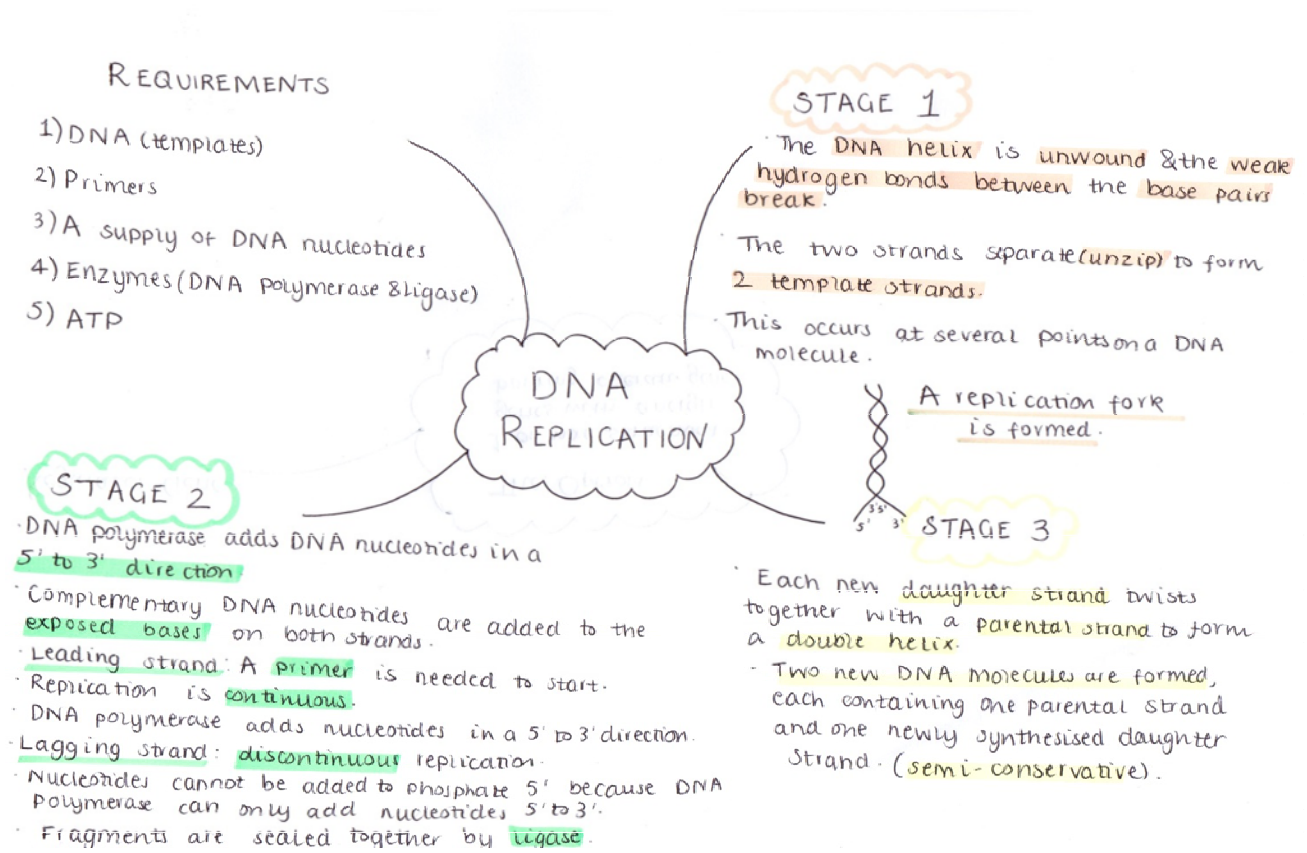


4. Hydrogen is picked up by NADP to make NADPH for carbon fixation. (cabin cycle)



BIOLOGY EXAMPLES

Mind maps



Chemistry

National 5

Exam Time – 2 hours

Exam Section 1 (Multiple Choice) – 20 marks

Exam Section 2 (Written Questions) – 60 marks

Assignment – 20 marks

Higher

Exam Time – 2 hours 30 minutes

Exam Section 1 (Multiple Choice) – 20 marks

Exam Section 2 (Written Questions) – 80 marks

Assignment – 20 marks



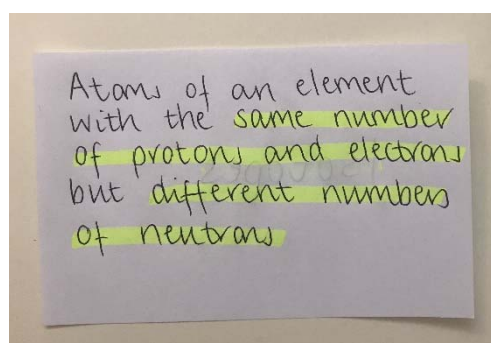
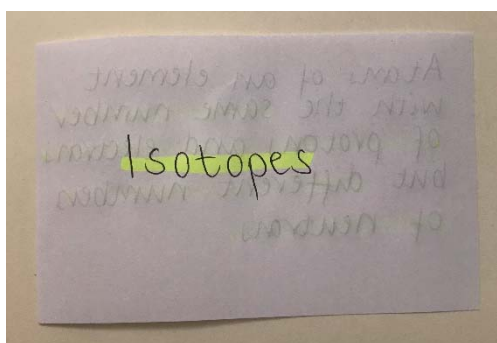
For chemistry, both when studying National 5 or Higher it is extremely important to learn the knowledge in each of the 3 units and to be able to understand and process it.

The key to then gaining marks in the exam is to then use the information you know and practice, practise, practice questions using past papers. Often you will notice that the same types of questions come up every year and if you master how to answer these it could guarantee you marks in the exam.

Here are some different ways to study Chemistry and some tips to help when preparing for the exam:

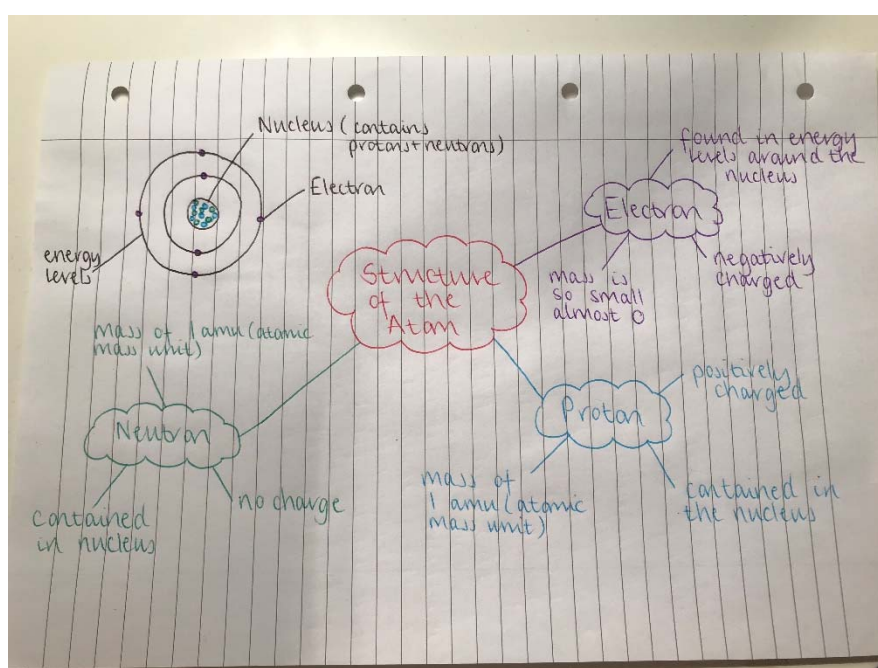
Flash Cards

In chemistry there are a lot of different terms you will need to know the definition of. Flash cards can help you to memorise these. Put the term you want to memorise on one side and then the definition on the other side. For example:



Mind Maps

Mind Maps are also an extremely useful tool to use when studying for Chemistry. To make a mind map write a word or topic in the middle of the page that is important for you to learn. From this word draw branches out into spaces on the page and write facts and information on the subject in the middle. Here is an example:



Past Papers

Practising questions in chemistry is key to getting a good mark in the exam. Using the SOA website you can access past papers which will come in very useful for when you are studying. It is good to try and complete these papers and mark your answers afterwards. If you got any wrong look at the answer and try to see where you lost your marks. This will help you to understand where you lost marks and stop you from making the same mistake in the exam. If you are still stuck ask your teacher.

Three markers in both higher and national 5 can be tricky to gain marks in. These are also known as 'using your knowledge of chemistry' questions. The only way to get better at these is to practise. When answering the question first highlight the words that you recognise. This will help give you a guide as to what the question is asking. Write everything you know about that topic down on the page – marks can be given anywhere if you show a clear understanding of the question. Remember the SOA are looking for a good answer to gain 3 marks, you do not need to be a rocket scientist!

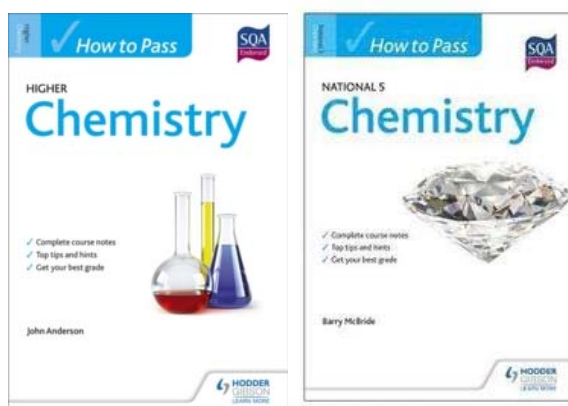
9. Scottish scientist Sir William Ramsay is credited with the discovery of the noble gases. The final two noble gases he discovered, through the distillation of air, were krypton and xenon. The names he gave to these new elements were derived from the Greek words 'kryptos' meaning hidden and 'xenos' meaning stranger.

Using your knowledge of chemistry, comment on the discovery of the noble gases and the names chosen by Ramsay.

Here is an example. Words that are familiar are highlighted. To gain marks your answer should consist of all the knowledge you have on noble gases and distillation and link this back to the question.

Useful Websites and Books

- <https://www.evans2chemweb.co.uk/>
- <http://www.sqa.org> - Chemistry
- BBC Bitesize – National 5 or Higher Chemistry
- How to pass book for both National 5 and Higher. This book summaries the course content and is highly recommended for studying.

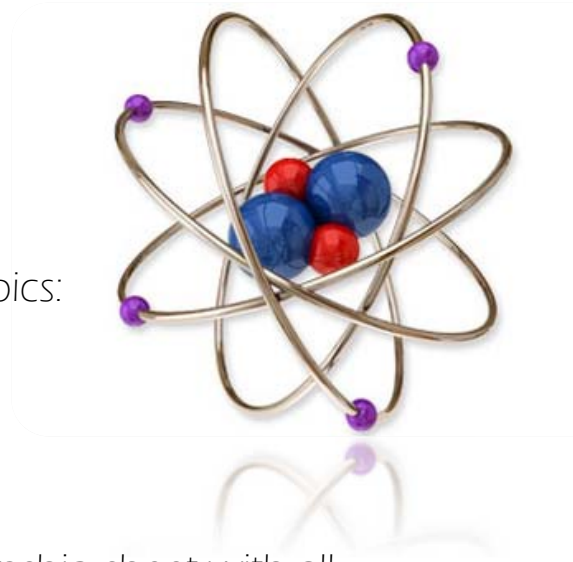


Physics

National 5

National 5 physics is split up into 3 different topics:

- Dynamics
- Electricity
- Space



And you are given a formula sheet and relationship sheet with all necessary information that you are not required to memorise but knowing some of the information on the sheet would be of use to yourself.

Dynamics

In this part of the course you will learn about:

- Waves
- Diffraction
- Sound
- Ultrasound
- Noise Levels
- Light
- The Eye and Lenses
- Average/ Instantaneous Speed
- Acceleration
- Speed-Time Graphs
- Forces
- Newton's Laws of Motion
- Energy

Electricity

In this part of the course you will study:

- Atoms
- Electric Fields
- Current
- Alternating/ Direct Current
- Voltage and Current
- Resistance
- Ohm's Law
- Resistors
- Potential Dividers
- The Plug
- Electronics
- Transistors
- Light- Controlled Circuit
- Energy, Power & Time
- Energy & Efficiency
- Power Stations
- Specific Heat Capacity
- Pressure & Laws of Pressure

Space

Here the following topics will be studied:

- The Electromagnetic Spectrum
- Visible Light
- Nuclear Radiations
- Using Radiation
- Activity of a Radioactive Source
- Half-Life
- Fusion and Fission Reactions
- Nuclear Reactors
- Satellites
- Planets

➤ Absorbed Dose

➤ Space Travel

The Exam Paper

The National 5 Physics paper is a 2 hour paper which is split into 2 sections. Section 1 is a 20 question multiple choice paper where you can choose your answers from letter A, B, C, D or E and gain 20 marks. Section 2 of the paper is a further 90 marks where the candidates use all their knowledge and understanding of physics to answer the questions.

Higher

Similarly to National 5 Physics, Higher Physics is split up into 3 units. However Higher, contains a section on Uncertainties which can come up in any part of the Physics exam in any topic.

Also, you are given a formula sheet and relationship sheet with all necessary information that you are not required to memorise but knowing some of the information on the sheet would be of use to yourself.

Uncertainties

- Systematic uncertainties
- Reading Uncertainties
- Random Uncertainties
- Percentage Uncertainties

Our Dynamic Universe

- Equations of Motion
 - Graphs of Motion
 - Resolution of Vectors
 - Projectiles
 - Newton's Laws of Physics
 - Tension
 - Inclined Planes
 - Rocket's & Lifts

 - Momentum

 - Impulse
 - Crumple Zones
- Energy
 - Gravitation
 - Einstein's Theory of Special Relativity
 - Time Dilation
 - The Lorentz Factor
 - The Doppler Effect
 - Redshift & Blueshift
 - Hubble's Law

 - The Expansion of the Universe

 - Big Bang Theory
 - Evidence of the Big Bang Theory

Electricity

- Alternating/ Direct Current
 - Resistors
 - Potential Dividers
 - Internal Resistance
 - Capacitors
- Semi- Conductors
 - Doping
 - Diodes
 - Photodiodes

Particles & Waves

- The Model of the Atom
- Orders of Magnitude
- The Standard Model
- Anti-Matter
- Hadrons
- Electric Fields
- Charges within fields
- Electric & Magnetic Fields
- Nuclear Physics
- Nuclear Radiation & Reactors
- Decay Equations
- Nuclear Fusion/Fission
- The Photoelectric Effect
- Optics
- Snell's Law
- Critical Angle
- Colour & Radiation
- Irradiance of Light
- Interference
- Path Difference
- The Grating Equation
- White Light & Gratings
- Spectra
- Fraunhofer Lines

The Exam Paper

The Higher Physics paper is a 2 hour 30 minutes paper which is split into 2 sections. Section 1 is a 20 question multiple choice paper where you can choose your answers from letter A, B, C, D or E and gain 20 marks. Section 2 of the paper is a further 90 marks where the candidates use all their knowledge and understanding of physics to answer the questions.

How to study for National 5 Physics & Maths

To study for physics you can:

- Go online to the SOA website and you can find **exam questions** with answers and practice these questions to study
- Create **mind maps** on each topic with key words or phrases on it and you can use this method to study
- Create a **study book** with all the key notes but summarised for the topic
- Create an **equation sheet** for yourself with all the equations you have been taught and note down what all symbols mean and the units for them.



Guía de Estudio Para El Español

Spanish Study Guide

Having a knowledge of Spanish and being able to have a conversation in Spanish, will help you considerably when you want to get a job. Spanish is the 2nd most spoken language in the world, with around 400-450 million native speakers, it even surpasses English, which has only around 350 million native speakers. And what's more, Spanish is the official language of 21 countries, one of which you might want to live in when you're older.

If you're struggling, like many people, to grasp all the tricky Spanish grammar, or vocabulary, or find it difficult to read through the articles that you have to answer questions about, this guide is here to try and help you through the tough bits of the exam and just improve your Spanish all together.

✿ buena suerte ✿

In the guide, I'll try to let you in on as many tips and tricks I can think of to get you through the exam, and also, tips and tricks that you can use outside of school, so that you are able to communicate effectively with people from all around the world, and make new friends in the process.

The actual exam will be split into three sections: Reading, writing, and listening. Depending on your level, you'll be asked to write

different amounts and in different depths of detail. In higher Spanish, you also have to write an essay after the listening exercise.

Reading

For the reading section of the exam, you have to read a close reading passage and then answer questions on it, like English. There are various ways that you can improve your reading skills greatly:

1. Use your dictionary while studying, NOT YOUR PHONE!

If you continually use your dictionary while studying and doing homework throughout the entire year instead of using your phone, you'll be able to skim through your passage, highlight unknown words, and look them up really quickly and effectively in your exam. Remember, you won't have your phone out in the exam, so don't get into the bad habit of looking everything up on google translate.

2. Read the questions first.

The questions will go in order with where the answers are in the passage. This means that if you read the first question and it has a key word in it, you can make it easier for yourself by finding that word in the passage, rather than trying to translate everything in your head when only a small part actually is needed. For example, if the question asks about what someone says about using phones in class, you only need to look for words in the passage like "moviles en clase" or "moviles en la aula" and then you just have to read that sentence for your answer.

3. Do as much reading as possible.

There are various websites for Spanish papers and things like this online. Some may make you pay, but not all of them. You can google, Spanish newspapers and a whole list of websites will come up with different sites which will help you to build your vocabulary, and get used to reading Spanish. Another trick you can do it go onto your phone settings and set your language to Spanish, so you're forced to read Spanish every time you pick up your phone.

Here are a few Spanish newspaper websites:

www.elpais.es

www.abc.es

www.lavanguardia.com

Writing

There are different things you HAVE TO focus on including in your writing: Use of vocabulary, a good layout, and a knowledge and use of different tenses.

Before you start writing, I would advise **planning it out in English**. When you're planning it, think about what kind of vocabulary you can include in each paragraph. Also, try and think about what tense the paragraph will be mostly in, this is especially required for higher, it is very important to have a good knowledge of the tenses.

If you have trouble at higher, you can make posters for your room to show the ways different verbs are conjugated in different tenses, like the ones below:

Spanish Imperfect Tense

<u>AR</u>		<u>ER & IR</u>	
Sg. 1 st	-aba	Sg. 1 st	-ía
2 nd	-abas	2 nd	-ías
3 rd	-aba	3 rd	-ía
Pl. 1 st	-ábamos	Pl. 1 st	-íamos
2 nd	-abais	2 nd	-íais
3 rd	-aban	3 rd	-ían

Spanish Preterite

<u>AR</u>		<u>ER & IR</u>	
1 st	-é	1 st	-í
2 nd	-aste	2 nd	-iste
3 rd	-ó	3 rd	-ió
1 st	-amos	1 st	-imos
2 nd	-asteis	2 nd	-isteis
3 rd	-aron	3 rd	-ieron

Spanish Future & Conditional

<u>Future</u>		<u>Conditional</u>	
1 st	-é	1 st	-ía
2 nd	-ás	2 nd	-ías
3 rd	-á	3 rd	-ía
1 st	-emos	1 st	-íamos
2 nd	-éis	2 nd	-íais
3 rd	-án	3 rd	-ían

Another good way to get used to writing in Spanish, is to use an app called Tandem. After you put in which languages you speak and are learning, the app connects you with people you speak the language you are learning, and are learning the language you speak, so you can chat together, and ask them questions about their language, all while making a new friend. It's a really good way to have fun while studying, and learning how to use Spanish to talk with people from all over the world.

Listening

Listening can be the hardest part of the exam... At the start, it can seem almost impossible, but in no time, you can be watching different Spanish series and films without even a need for subtitles.

The main thing about listening is the time. It can sometimes be hard to write out your answer before the speaker has moved onto the answer for the next question, so here are a few tips to improve your listening skills.

1. READ THE QUESTIONS FIRST

You really must read all the questions before hand, and it's even useful to highlight the key words of the questions so you can, much like for reading, listen out particularly for these key words and write down EVERYTHING you hear around them.

2. Take your notes in Spanish.

One of the really helpful aspects of Spanish is that the words are more often than not spelled the same way they're pronounced. This means that if you hear a word that you don't know the meaning of, you can attempt to write it down, and then, after both hearings of the recording are finished, you can look them up in your dictionary.

3. Do as much listening as possible.

It is essential to go onto sites like the SOA past papers, or Scholar, to do the listening exercises, because it is a particularly tricky part of the exam, but it doesn't have to be. Another useful tip to help with your listening is that you can watch Spanish TV shows, films, and even youtubers. Doing this, with subtitles or not, will exponentially improve your ability to listen to the words that are actually being spoken and understand them. Here's a list of Spanish youtubers that will help you to listen:

- Luisito Comunica
- watchmojoespañol
- Holasoygerman (he talks very fast)
- Clavero
- TikTakDraw

Business Management

How-To-Study Guide



Components

For the National 5 Course your final mark consists of 2 components,

Question paper – 90 marks (75% of your final grade)

Assignment (Done during class time) – 25 marks (25% of your final grade)

For the Higher Course, your final mark also consists of 2 components,

Question paper - 70 marks (70% of your final grade)

Assignment (Done during class time) – 30 marks (30% of your final grade)

Command Words

Command words are extremely important when attempting past paper questions and when sitting an exam as you need to understand exactly what the question is asking you in order for you to provide the correct answer.

Compare - Identify similarities and differences between two or more factors

Describe - Provide a thorough description

Discuss - Examine closely, taking account of strengths and weaknesses in an argument; offer reasons for and against

Distinguish - Identify the differences between two or more factors

Explain - Give a detailed response (definition and explanation) as to how/why something may benefit/hinder

Identify - Give the name or identifying characteristics of something

Justify - Give reasons to support suggestions and conclusions

Outline - State the main features

How to get a good grade

1. Keep on top of your work straight from the start, put a lot of effort in and go over the notes you learn that day to ensure that you understand them as it is very easy to fall behind in such a big course.
2. Do as many past papers as you can, you need to get used to the type of questions that are asked and be comfortable with providing a suitable answer.
3. Ask lots of questions, anything you are unsure about your teacher will explain to you in more detail to ensure you understand every aspect of the course.
4. Familiarise yourself with section 1 of the exam, the case study, as in your answers for this part you must relate it to the case study and take your answers from the information they have provided. If you generalise it and don't mention it directly from the case study provided, you will lose marks.
5. Do not leave it until the last minute! The course is so big and has so much within it that it is impossible to try and learn everything the night before the exam, do not do this as you will not receive a good mark.

Study Tips

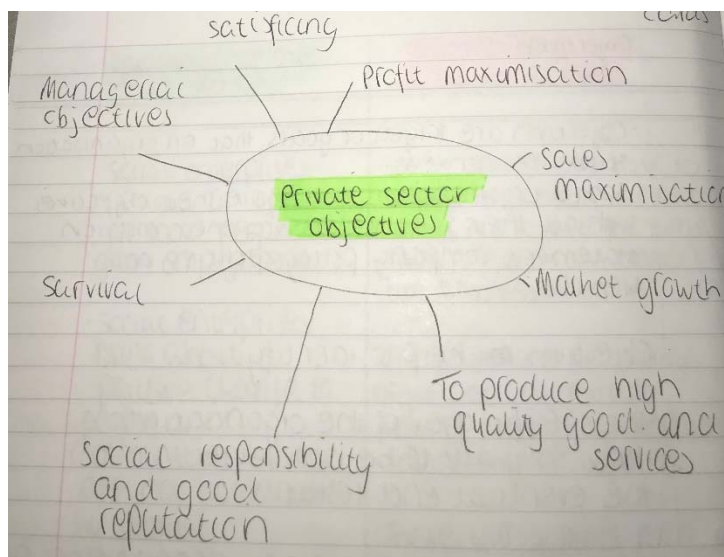
- Re-read your notes and highlight key points as you go through, this will help you remember the important parts. **Example on page 64.**
- Create model answers for past paper questions, highlight the key points and look over them regularly, this will allow you to know how to structure your answers and if a question comes up which you have made a model answer for, you will already know exactly how to answer that question, and this will give you a higher chance of getting marks. **Example on page 65.**
- Once you have done a past paper, make sure to mark it and look at the marking scheme to see what kind of answers they

are looking for. This will allow you to maximise your marks as you will be familiar with the language that the marker wants to see and therefore your answers will be more likely to be suitable in an exam. Example on page 65.

Useful Websites

- Scholar: <http://scholar.hw.ac.uk> – your teacher will provide you with your personal username and password for scholar.
- Kinross High School: <http://www.kinrosshighschool.org.uk/departments/business-education/courses/higher-business-management/>
- Knox Academy: <https://www.ka-net.org.uk/hbm>
- Clevedon Secondary: <http://www.clevedonsecondary.com/home/business-management-higher>

Example study tip one



In this particular example from the Understanding Business unit in higher, the individual has highlighted the key point that these objectives are those of businesses operating in the private sector.

Exam study tip two

4b) Distinguish between a tactical and operational decision (SQA 2016)

- A tactical decision has a medium level of risk **whereas** an operational decision has little to no risk associated with it.
- A tactical decision is a medium-term decision **whereas** an operational decision is a day-to-day decision.
- A tactical decision is normally made by a middle manager **whereas** operational decisions are normally made lower level management.

Exam study tip three

By looking at the SQA marking scheme for this question from 2016, we can see that candidates are able to gain development marks by further explain the particular pricing strategy that they have decided to answer on.

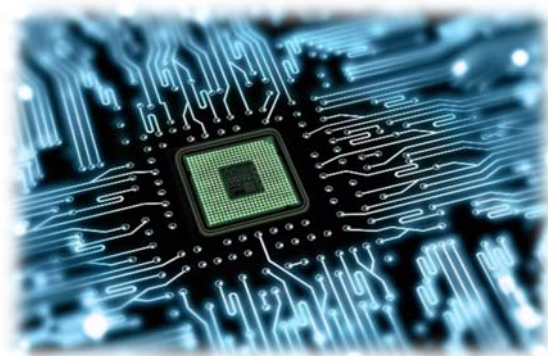
Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a) (i)	<p>Premium Pricing</p> <ul style="list-style-type: none"> • A high price is set • Can give an impression of quality/exclusive image <p>Competitive Pricing</p> <ul style="list-style-type: none"> • Price is set similar to competitors • Requires effective promotion/advertising <p>Market Skimming</p> <ul style="list-style-type: none"> • Price is initially set high but will lower over time • Customers may want to try the product when it is introduced • High profit margins during the introduction stage help recover costs • Over time the price decreases • Effective for new product launches with few competitors <p>Penetration Pricing</p> <ul style="list-style-type: none"> • May be used to launch ice cream into a new market • A low price is initially set • With more sales over time the price will increase <p>Promotional Pricing</p> <ul style="list-style-type: none"> • Vouchers/offers/discounts are used to encourage customers to buy • Price may be lowered for a period of time • Used to quickly sell stock and aid cash flow <p>Loss Leader... Destroyer Pricing... Psychological pricing... Cost-plus Pricing...</p>	4	<p>Award 1 mark for each valid description given. Award 1 mark for each valid development point.</p> <p>Up to 3 marks may be awarded for describing any one strategy.</p> <p>Do not accept low price or BOGOF.</p> <p>Accept any other suitable response.</p>

Admin



- **Make a study plan** – by planning when you study and how long for, can help you become more prepared as you will be able to revise everything you need to by managing your time efficiently.
- **Stay calm and confident** - I know this is a lot of information to think about, but you don't need to 'over-think' the whole preparation process and make it more difficult than it needs to be. Worrying and panicking about your exam will prevent you from performing to the best of your ability.
- **Focus on what most likely "Will BE", not what you "THINK" will be in the exam** – This way you will be much more prepared when a question appears that you have studied for.
- **Take Regular Study Breaks** - it's important to realise that you can't maintain a high level of concentration without giving yourself some time to recover from the work you've put in. Taking regular short breaks not only help improve your focus, they can boost your productivity too.
- **DON'T PROCRASTINATE** – That being said regular breaks are important, however, procrastinating and avoiding studying will prevent you from being able to perform well on the day of your exam as you will be unprepared.
- **Practise** – For admin, the biggest thing that helped me pass was to practise over and over. When it comes to things such as spreadsheets and databases, the easiest way to remember them is to do them over and over again. By doing them a lot you will remember them much easier.
- **Don't leave until the last minute** – it's important to plan ahead and make sure you study for your exam well before-hand.

Computing Science



Mark Allocations:

National 5

Exam- 2 hours long

Section 1= 20 marks & section 2= 70 marks

This assignment has 50 marks out of a total of 160 marks available for the course assessment.

Higher

Exam- 2 hours

Section 1= 20 marks & section 2- 70 marks

This assignment is worth 60 marks out of the total of 150 marks.

This is 40% of the overall marks for the Course assessment. The Course will be graded A–D.

Past papers

- Using previous exam papers is a great way of understanding what types of questions you can be asked in both your prelim and final exam.
- Timing yourself completing a past paper nearer exam time helps you develop time management skills.
- You do not need to do a full timed past paper. Taking small sections and giving 15 minutes to do around 3 questions will also help you understand the wording of questions.
- Using the SQA website, you can also find the mark schemes which give you an indication of the detail needed in answers.

Flashcards

- Breaking down information into smaller sections and writing this down can help you understand particular terms.
- You can test yourself or get others to test you using these as you can write on one side a term or process name and on the other side explain what each of these means.

EXAMPLE:

Tracking cookies:
Security Risks.

Unauthorised access
to personal data.

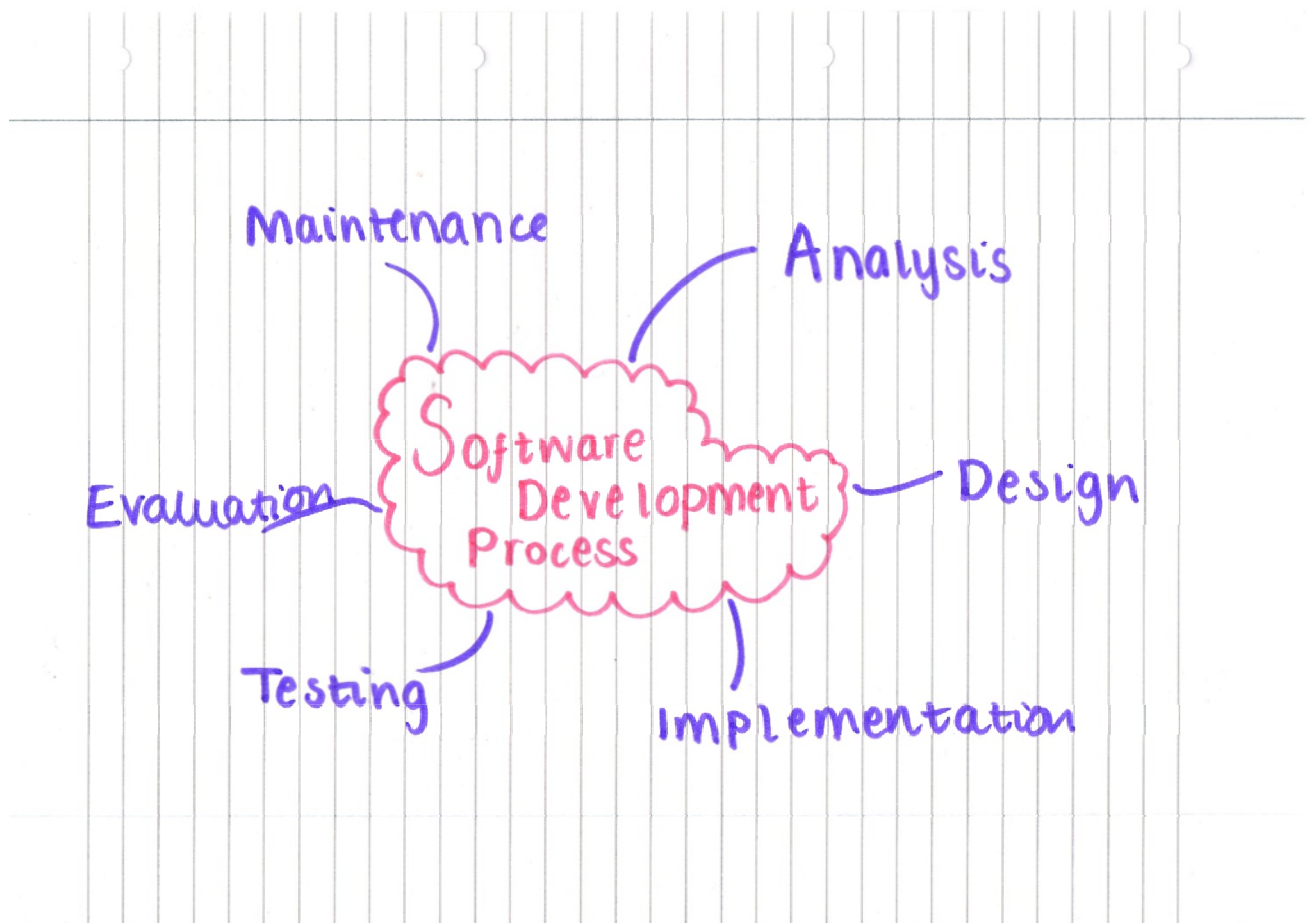
Range of positive
& negative numbers
represented using 16
bit two's complement
representation.

-32,768 to 32,767
OR
 -2^{16-1} to $(2^{16-1}) - 1$

Mind Maps

- In the centre of your mind map you could write the name of a topic or process such as software development and from this branch off any words that you would use to answer a question on this.
- This can be colour-coded in a way that allows you to see what you would clearly write to answer a question.

EXAMPLE:



Also, websites such as BBC Bitesize are great for accessing more materials to use in order to practice!

Art



Study Help- Higher

From my six years at school I have come to the realisation that when you tell others you do Art, it is a subject that they consider a 'skive'. Although it is a practical element you mostly do, there is also a written exam on top of all your design and expressive unit work. Therefore, many others that do Art will strongly agree that it is one of the most stressful subjects yet very rewarding if you put in the effort. Besides your folio work I would strongly agree to draw in a sketchbook in your free time. Putting in practice at the early stages will really put you in good stead if you wish to continue with art in your later years or more crucially if you wish to fulfil a career with it.

Design Practical

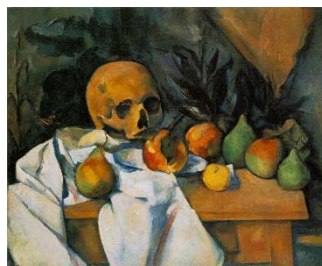
At the start of the year you may feel like you can take your time and relax, however, this is the most crucial time to get a plan started as it will put your mind at ease if you know what direction your folios are heading. I would advise you to start by making mind maps, figure out target markets, and research online by collecting images that are relevant to your theme. It is better to have more art work than you need so you have plenty of choice when putting all your work together on the final three pages.

Expressive Practical

Usually your teacher will arrange a still life composition for you to draw and paint. Painting this every lesson may frustrate you and there are times where you just want to give up but I promise that if you keep at it, it will eventually come together to a piece that you are proud of. A trick that I was taught when I was struggling to get an exact colour is that if you put a lighter or darker colour under the base colour it will help. When you first start painting, start with the dark colour of the shadows and paint them first. This will ultimately set the tone you are aiming to achieve.

Written Exam

When you first open the exam paper I would strongly recommend you to start section two at once. The questions that come up is the information of the artists and designers which you have been studying and therefore best to get down all your knowledge on paper in case you forget anything. I would advise studying three artists work and three designers work as it is easier to pick up more marks. It is a lot easier to memorise all of the information such as influences, subject matter and many more of the usual questions that come up. Having a rough idea of what you are going to write before entering into the exam will slightly calm your nerves and guarantee you simple marks. Try chose artists and designers that have similar subject matter in their work. This is where marks are picked up and are much simpler to compare. Try to write as much detailed points for the questions are pay close attention to the number of marks in each question. For section one try your best to write down anything you notice about the question being asked. Sometimes stating the obvious is the best thing to do as it may in some cases be more straight forward than you think. Using art terminology is vital and helps back up your points. My last tip would be to really study hard for this exam. You have worked so hard on your folio all year therefore it would be a shame for the written exam to pull your grade mark down.





RMPS

The Higher Religious, Moral and Philosophical Studies course is comprised of three distinct units:

1. World Religion (Christianity)
2. Morality & Medicine
3. Religious & Philosophical Questions (Origins)

Time and Mark Allocation

Exam (60 marks):

Christianity- 2x 10 mark questions

Morality & Medicine- 2x 10 marks questions

Origins- 1x 20 mark question

Assignment: Written up in class (20 marks/30 marks)

Use the guide below to keep each of your sections separate.

HIGHER RMPS		
Section 1	Section 2	Section 3
Christianity	Morality & Medicine	Origins
Nature of God	Sanctity of Life	Was Everything Created?
Nature of Human Beings	Use of Embryos	Origins of the Universe
Beliefs about Jesus	Organ Donation	Origins of Life
Judgement & Heaven	Euthanasia and	Approaches to Dialogue
Living according to the Gospels	Assisted Dying	
Individual and Community		
Worship		

With many hand-outs in this subject it is important to keep all of your notes organised and in order.

Reading each hand-out and highlighting the key points that you would use in an answer is useful.

Posters

- Creating visual aids to help you remember structures to questions can be helpful.
- Transferring notes given to you by your teacher onto poster paper can help you to remember important information and you can colour the main points to draw your attention to them.
- In a poster you can condense any information and shorten words or phrases to help you remember relevant info used in each answer.

EXAMPLE:

Christianity: Science & Beliefs

Viewpoints:

- Creationists - fundamental Christians who take Bible Literally.
- Progressive Creationists - fundamental Christians attempting to reconcile 'facts' in Bible with modern science.
- Liberal Christians - 'regular' Christians in UK today who use Bible to give meaning to life.
- Scientific Materialists - 'Hard Line' scientists who give no room to belief. Truth is proof.
- Other scientists - get open minded scientists who are not religious but have limits to science. May also get religious scientists.

Big Bang Theory:

- NOT explosion in space.
↳ no space to explode in.
- We don't even know if there is an 'outside' or what it would be like, just that it is not space and time as we experience it.
- Remember words like:
 - singularity
 - expansion
 - cooling.

First Cause Argument (Aquinas)

- Used for origin essays.
- If asked KU on cosmological / FC A then try to explain using 3 ways from Summa Theologica.
- Remember objections & possible replies.

Design Argument - Paley:

- Fits with origins of life essay.
- Remember KU on Teleological / DA to give step-by-step account.
- Know criticisms & replies.

Evolution:

- No need to discuss development in detail.
- Explain life developed from single celled organisms to more & more complex ones.
- One's best adapted = SURVIVE.
- Competition - 'survival of the fittest'.
- Differences happen at genetic level in DNA.
- Random genetic mutations - advantage or disadvantage.
- Takes thousands of years.
- Not all members of species change - not linear.

Flashcards

- You can use flashcards to quickly memorise points used in an essay or answer by writing the question on one side and bullet-pointing answers on the other.
- Also, these can be used in a way to help you remember what makes a good answer for example you could write about the steps to writing great evaluation or analysis on a flashcard.

EXAMPLE:

Front

What 2 acronyms can be used to ensure you have fully explained your OVERALL JUDGEMENT?

Back

MESSY	PEEL
• make statement	• point
• explain	• explain
• support with evidence	• evidence
• support with example	• link
• your reasoned opinion.	

Tables

- With many definitions to learn, tables are a great way of splitting all of your terms up.
- With the term/word on one side and the definition on the other, you should be able to clearly see what you should know.
- Writing essays can be tricky with so many meanings to learn so referring to a table will hopefully make this much easier!

EXAMPLE:

RMP

definitions

THE TERM	THE DEFINITION
Infinite	God has no limits.
Eternal	God always has been and always will be.
Incomprehensible	God cannot be entirely known to us. He is beyond our understanding as we are finite
Immanent	God is present in the world
Immutable	God is unchanging
Personal	God experiences personal relationships with his creations
Begotten	Jesus has always existed. He did not come into being 2000 years ago.
Consubstantial	The trinity are made of the same substance
Incarnate	Fully God and fully man in nature
Salvation	Being saved from sin.
Ascended	Jesus' body went to heaven in bodily form and lives eternally.
Concupiscence	Original sin is passed on during the moment of sexual intercourse (St Augustine)
Justification	God's act of removing sin and guilt

WWW.THEORGANISEDSTUDENT.TUMBLR.COM

Design and Manufacture



National 5

Components

Component 1 (exam) – 80 marks

Component 2 (design) – 55 marks

Component 3 (practical) – 45 marks

Section 1 – 60 marks (design & workshop)	Section 2- 20 marks (commercial)
Design-30 (knowledge and understanding of design)	Question 1: material and commercial manufacturing process relating to an existing product Rest of the paper: impact of commercial manufacture on society and environment
Workshop-30 (reason and responses to practical manufacture)	

Checklist:

Unit 1:

Design Process	Design Factors	Communication Techniques	Impact of Technologies
<ul style="list-style-type: none"> • Design Team • Identifying problems • Briefs and specifications • Idea-generation • Evaluation 	<ul style="list-style-type: none"> • Function • Performance • Market • Aesthetics • Ergonomics 	<ul style="list-style-type: none"> • Graphic techniques • Modelling techniques 	<ul style="list-style-type: none"> • The impact of design technologies on society and the environment

Unit 2:

Planning for manufacture	Tools, Materials and Process'	Manufacture in Industry	Properties of materials
<ul style="list-style-type: none"> • Preparing materials, working drawings etc. 	<ul style="list-style-type: none"> • Workshop tools • Machine tools • Fixing and joining techniques • Metal processes • Plastic processes • Finishes 	<ul style="list-style-type: none"> • Manufacturing in industry • Rapid prototyping • Industrial processes • Standard components 	<ul style="list-style-type: none"> • Wood • Plastic • Metal

Command words:

State: short, factual answer

Give a reason why...: state

answer and say

because...

imagine you are giving instructions or details, allow them to visualise what you are describing

Describe:

Explain:

respond with facts and reasons; make sure to link to the questions

https://www.sqa.org.uk/files_ccc/DesignAndManufactureCourseSpecN5.pdf

Higher

Written exam – 70 marks	Folio – 70 marks
Section 1- 25 marks (materials and commercial manufacturing processes relating to an existing product, making a comparison. Section 2 -45 marks and will be made up of five or six questions. The responses will require the use of your knowledge and understanding from the course.	Do not panic about this. You classroom teacher will give you information on this.

https://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Hi_gher_Technologies_DesignandManufacture.pdf

Study tips (both national 5 and higher):

1. Put as much effort and time into your folio as possible as it can pull up your overall grade
2. Make sure to ask your teacher for help (use Edmodo) and ask friends and peers for help throughout the year especially when doing your design units
3. Make notes, graphs, charts and sketches throughout the year to make sure you know all the knowledge as well as tackling past paper questions regularly
4. Always write an answer in the exam, even if you are unsure write something relevant as you have the chance to pick up marks.

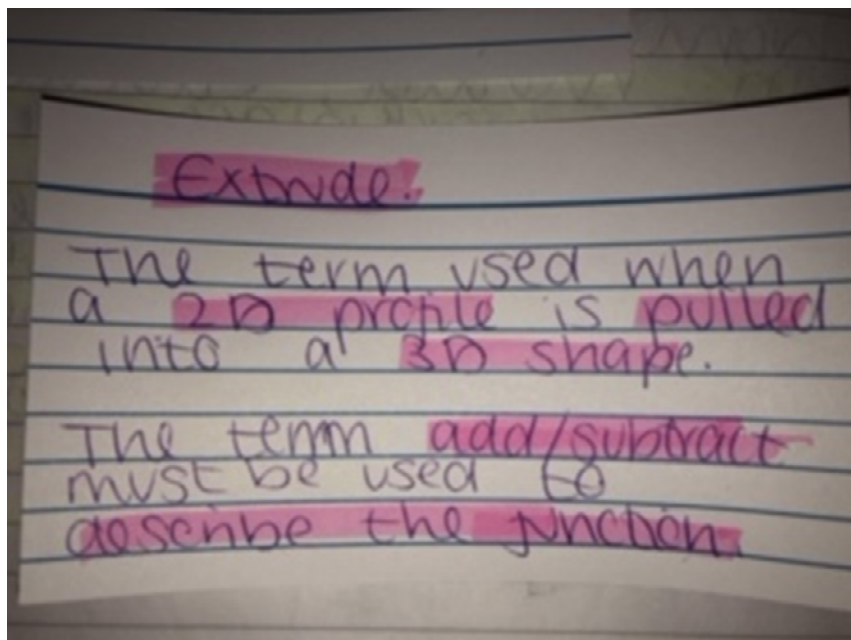
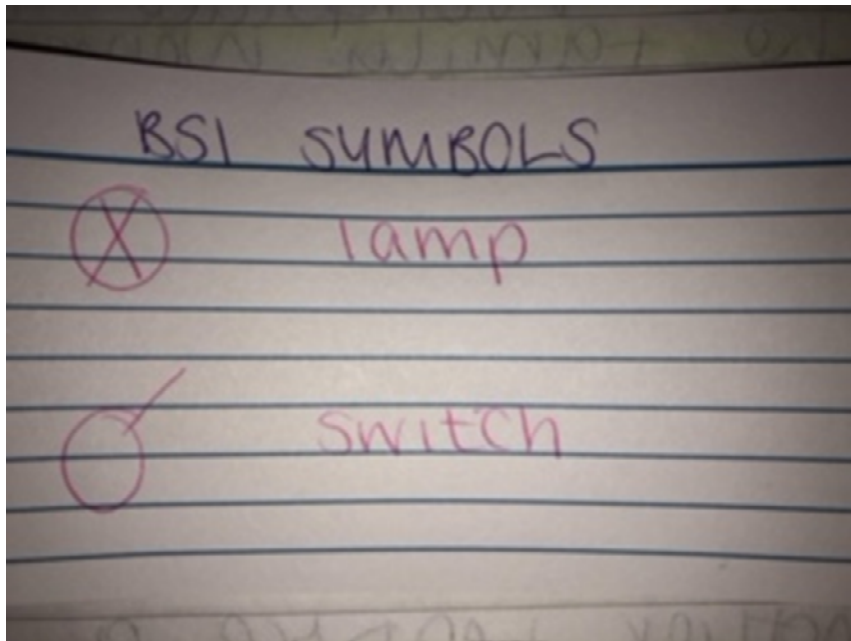
Graphic Communication



- Graphic communication, both at National 5 and higher level, consists of an assignment and an examination which together make up your exam. Whilst most other subjects place most of the emphasis on the actual exam, graphic communication folio and exam are of equal worth. In national 5, your assignment is worth 60 marks and so too is your exam paper. Whereas in higher, with the level of work expected of you increased, these marks go up by 10.
- If following on from national 5, then higher work is not much of a huge jump in level, but you are expected to work a lot more independently and are expected to have a wide range of skills and ability to manipulate software and know command words and phrases.
- Make sure you try your absolute best to gain the most marks you can for your assignment as it is worth half of your grade. You have a lot of time to complete this section and should be closely looking over every piece of work before and after printing.
- Be creative and use this as a chance to showcase the skills that you have learned in class and your own natural abilities and skills.
- Time management is key throughout your assignment and your exam, although you have more than enough time in both to be gaining the most marks that you can. Start studying early and do not leave it to the last minute.

METHODS OF REVISION	
<i>FLASHCARDS</i>	<ul style="list-style-type: none"> • By using scraps of paper or store-bought flashcards, I would recommend writing down key words and phrases that will be useful and essential within your examination paper and writing their meanings on the back. • Use lots of colourful pens or highlights to make your cards more visually appealing and therefore more appealing to read over. • Draw design symbols on one side of your flash cards and stick them to your bedroom wall, now you'll have no excuse not to know your BSI symbols before the big day.
<i>WORKING IN GROUPS</i>	<ul style="list-style-type: none"> • Get together with a group of classmates and using paper or possibly a board in a classroom, draw symbols for your team mates to guess. • Try drawing them incorrectly and asking them to correct your mistakes. • Practice drawing the different line types and types of drawing that can be done on the drawing board but quickly free-handed keeps it fresh in your mind.
<i>PAST PAPERS</i>	<ul style="list-style-type: none"> • Make sure to complete all of the past papers for your level before the big day, lots of the questions are repeated multiple times. (HINT: don't just learn answers, make sure you understand the question and how to manipulate your knowledge to fit it)
<i>CLASSWORK</i>	<ul style="list-style-type: none"> • Pay attention in class - this is a biggie because in this subject this is where you learn everything! • Complete all tasks set by teacher and refer closely to the handouts whilst revising. • Ask questions about things you do not understand!

EXAMPLES



Music



The music exam for any level (nat5 and higher) is made up of two components:

- Practical performing- 60 marks
- Listening and theory- 40 marks

Practical Performing

Throughout the year you will have chosen pieces of music with your teacher that you can play for your exam.

A top tip for this is just to practice regularly- a wee bit every day if possible! This means that you will become more familiar with the music and how it should sound which will help you to play it better. Another tip that I always found useful was to record myself playing all of my pieces and listen to them every day, just as if you were learning a speech or an essay for any other subject.

If you are stuck at all with any part of your piece remember that the music department are always free and able to help with anything that worries you so never hesitate to go to them at lunchtimes or after school.

Listening, Literacy and Theory

In May, you will sit a listening exam that incorporates everything else that you have been learning in class throughout the year. The exam requires you to sit and listen to extracts of music and be able to identify what is happening in the music.

Effective ways of studying for this part of the exam are:

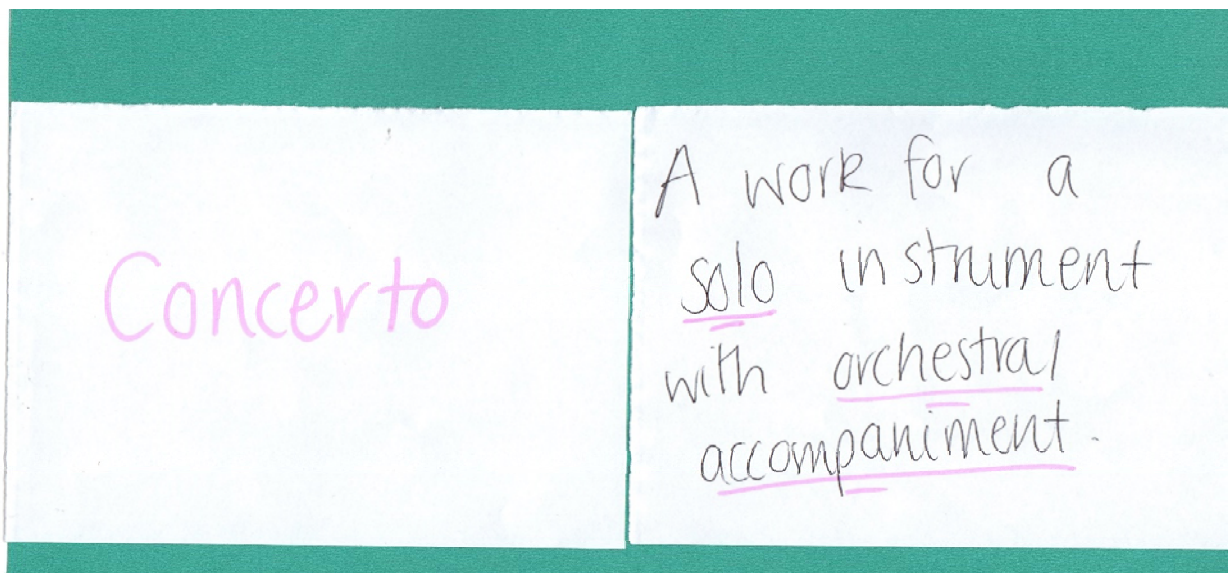
- Making flashcards for all of the concepts you have learned
- Using past papers.

Flashcards

Flashcards are a great way of helping you to memorise any concept as they are easy to make and also easy to use whether by yourself or with a friend.

The way you would use a flash card is to make small rectangles of paper and on the front put the word or phrase that you need to learn and on the back, write the meaning of it:

EXAMPLE



Past Papers

Just like all other subjects that come with an exam, past papers are absolutely essential when it comes to preparing yourself for what's coming up in your exam.

However, finding music past papers that come with audio files for music is a bit more difficult as the SQA website doesn't actually include the music in the past papers they have so here is a website I used that has past papers for all levels with music:

www.pgsarts.co.uk/music1.html

If you select the music tab at the top right-hand corner of the page and select your level, you will get a variety of past papers and marking instructions that you can easily use for free.

For any extra revision here are some great websites to use:

- <http://wayback.archive-it.org/1961/20160105002403/http://www.educationscotland.gov.uk/nqmusic/index.asp>
- <http://jamesgillespies.co.uk/music-revision-materials/>
- Also remember to look at your class Edmodo group for materials your teacher might have uploaded as they are always useful!

Physical Education



Higher

Exam Time- 1 hr 30minutes

Exam Section 1- 24 marks

Exam Section 2- 16 marks (scenario question)

Practical Assessment- 60 marks

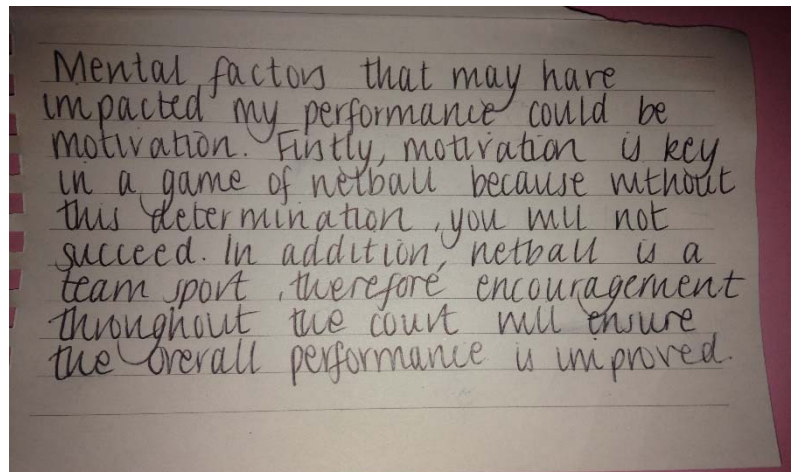
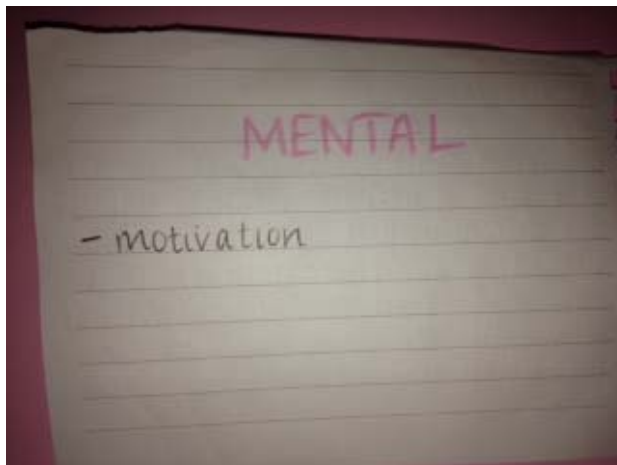
In Section 1 of the Higher Physical Education Exam, the questions are specific to your knowledge on the 4 factors: MENTAL, EMOTIONAL, SOCIAL and PHYSICAL. These types of questions require the application of one of these factors to a chosen sport and in turn explain how it could impact an overall performance.

Mental	Emotional	Social	Physical		
			Fitness	Skills	Tactics and Composition
Considerations: <ul style="list-style-type: none"> ↑ concentration ↓ level of arousal (under and over) ↑ motivation ↓ decision making ↑ problem solving ↓ attention span ↑ mental toughness ↓ processing information ↑ anticipation ↓ cue recognition ↑ perception 	Main emotions Happiness /sadness (affecting confidence, and belief in self/ own ability, resilience, optimism/pessimism, realising potential). Anger (affecting decision making, self-control) — controlling or channelling aggression, hostility ↓ Lowered tolerance of frustration. Fear (affecting decision making, confidence, realising potential, panic, confusion, stress, anxiety, nervousness). Trust (affecting self-respect, mutual respect, personal responsibility, collective/team responsibility, adaptability). Surprise (affecting decision making, confidence, resilience, determination)	Group dynamics <ul style="list-style-type: none"> ↑ cooperating/ competing contributing to team/group • working in isolation ↓ relationship ↑ role/ responsibility for the performance • team dynamic Cultural/Societal issues <ul style="list-style-type: none"> ↑ inclusion ↓ gender issues ↑ etiquette ↓ respect for self and others ↑ ethics ↓ fair play ↑ codes of conduct ↓ conduct of self, players, crowd, and officials ↑ social responsibility ↓ role models ↑ citizenship 	Activity and role related specific fitness requirements Aspects of physical fitness <ul style="list-style-type: none"> ↑ aerobic endurance/stamina ↓ anaerobic endurance ↑ speed endurance ↓ flexibility/ suppleness ↑ strength ↓ local muscular endurance ↑ speed ↓ power Aspects of skill related fitness <ul style="list-style-type: none"> ↑ agility ↓ balance ↑ control/core ↓ stability ↑ reaction ↓ time/anticipation ↑ coordination Physiology Body type	Skill Repertoire Skill classification <ul style="list-style-type: none"> ↑ simple/complex ↓ open/closed ↑ serial/discreet Technical qualities <ul style="list-style-type: none"> ↑ timing ↓ rhythm, ↑ consistency Special qualities <ul style="list-style-type: none"> ↑ imagination ↓ flair ↑ creativity Quality of performance <ul style="list-style-type: none"> ↑ fluency ↓ effort ↑ accuracy ↓ control Stages of learning <ul style="list-style-type: none"> ↑ cognitive ↓ associative ↑ automatic 	Strategies, formations and/or composition Benefits and limitations of: <ul style="list-style-type: none"> ↑ tactics ↓ routines ↑ compositional form Performance considerations <ul style="list-style-type: none"> • personal strengths and weaknesses ↑ role related demands ↓ team/group strengths and weaknesses ↑ time of play ↓ score ↑ type of surface ↓ opposition ↑ previous history ↓ environmental conditions Decision making

It is important to be aware of the sub-factors within each of the main factors listed above. Therefore, it may be useful to make a table as shown above including the sub factors that you individually find easier to understand and explain clearly. Highlighting the impact they have on a performance is key to gaining marks in the various questions that feature in section 1.

Flashcards

For example, flashcards could be a usual method to use in preparation for these questions. Put the factor and sub-factor you want to learn on one side and the impact on the other side.



Mindmaps

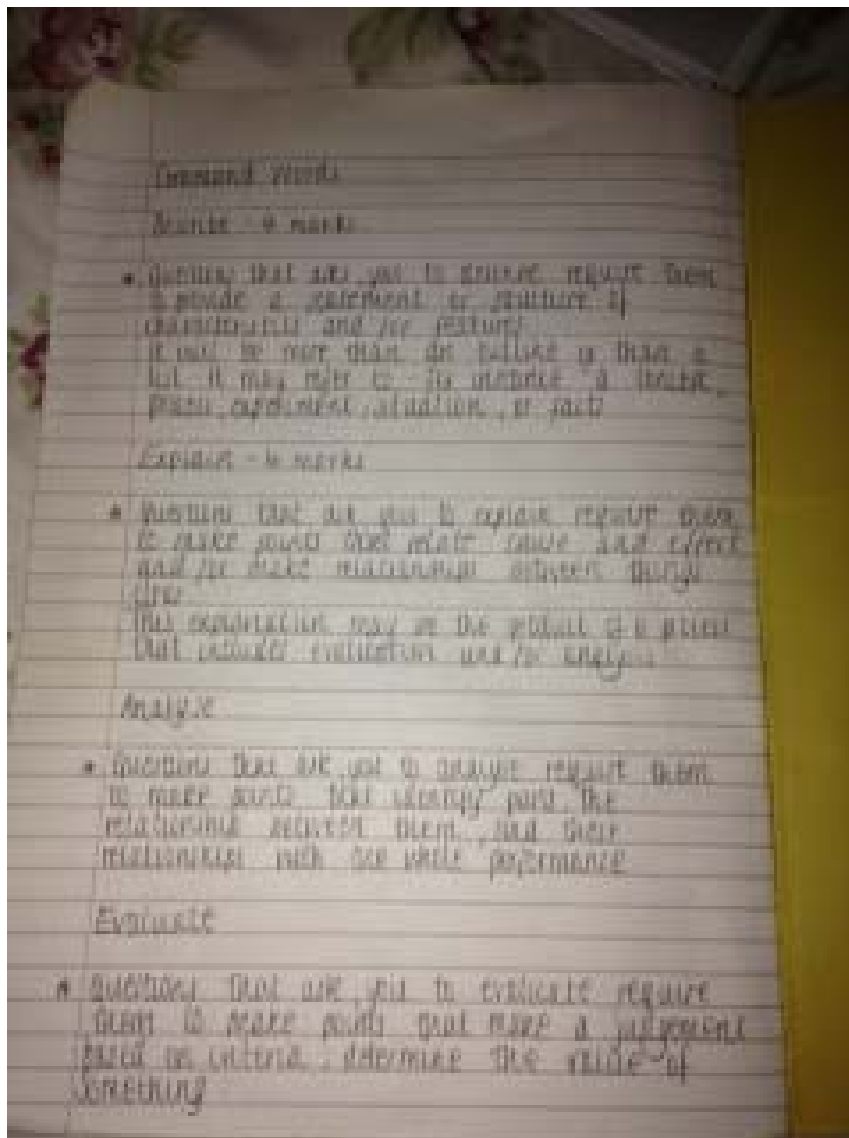
This is also another effective method of studying for the final Physical Education exam for both section 1 and section 2. Write on one of the factors in the middle of the page and from this word draw branches out to a chosen sub-factor and this will allow you to take key phrases or points that will trigger your memory on that particular sub-factor and its impact.



Additionally, this study tool can be used when studying the methods of collecting data. Select a method and write it in the middle of the page as shown above and again branch out of this with information regarding its features, advantages and disadvantages.

Past Papers

Similar to all subjects, practise makes perfect. Practising questions in P.E is key to achieving a good mark in the exam. The SOA website is available to everyone and so it's worthwhile when studying to attempt these papers as it will allow you to identify where you are losing marks and will hopefully let you learn from your mistakes. When you complete these questions, it is also important that the demand words are identified and understood. It is vital you answer the question correctly and include the appropriate information required to gain the marks for that specific question.



Health and Food Technology



In both Higher and National 5, the health and food technology course consists of a written exam, worth 50%, and an assignment also worth 50%.

National 5

Assignment – 60 marks

Exam – 60 marks

Higher

Assignment – 50 marks

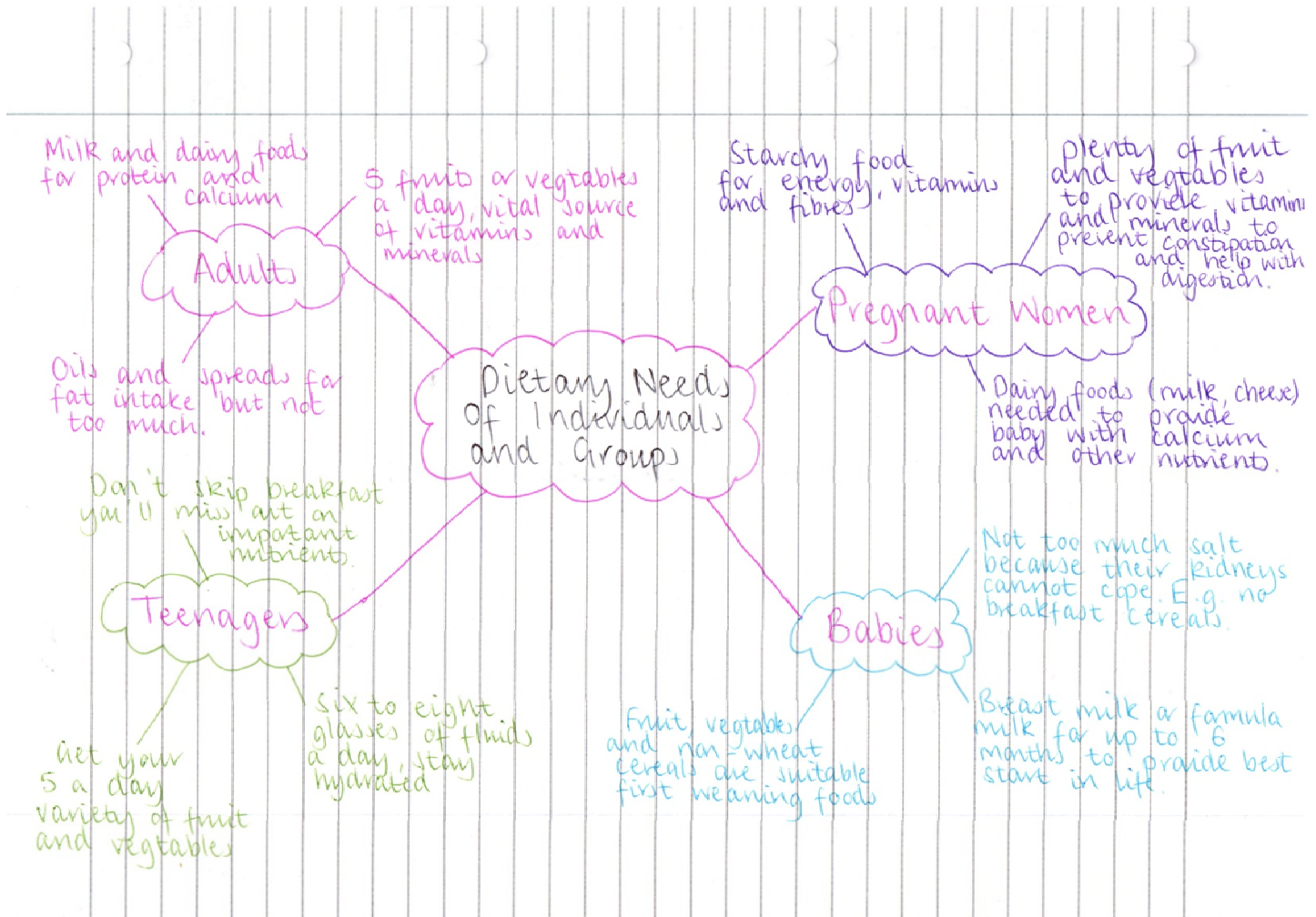
Exam – 50 marks

Here are some tips and hints to help you prepare for the exam,

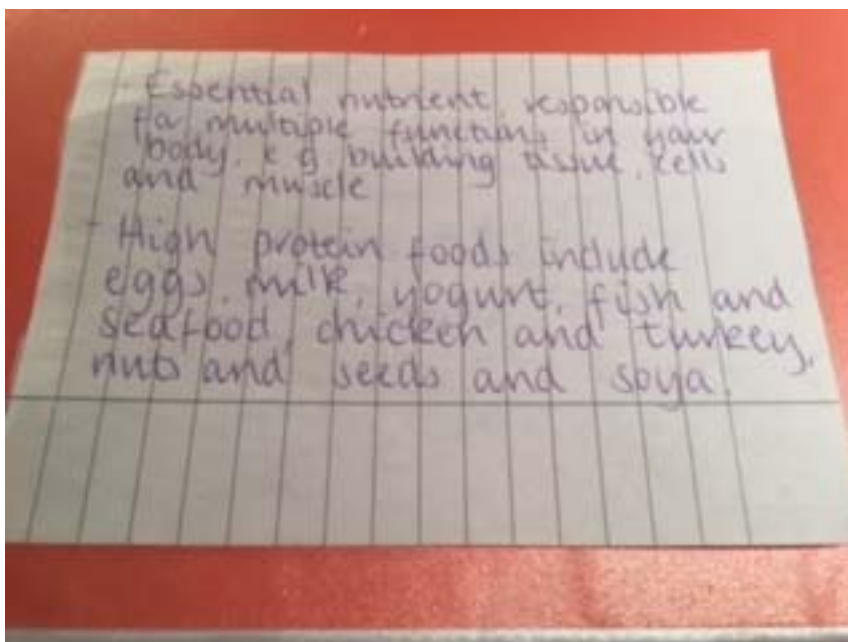
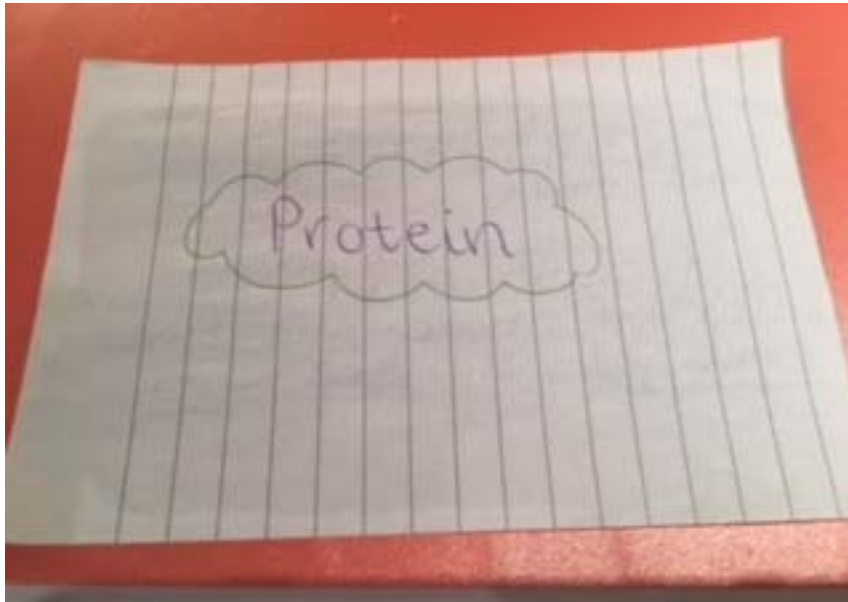
Written Exam

Mind maps can come in very useful when studying for the written exam. Write a unit, for example Unit 1 (Contemporary Food Issues), in the middle of the page and from this branch out and write information which is important for you to know in this unit for the exam.

For example:



Flash cards may also come in useful for learning definitions of terms you may need to know, write a word of which you need to know the meaning and on the other side write the definition,



Assignment

The assignment in both Higher and National 5 requires you to apply a range of technological skills related to the production of a food product to meet specified health and/or consumer needs.

National 5

Section 1 Planning – 27 marks

Section 2 The Product – 10 marks

Section 3 Product Testing – 11 marks

Section 4 Evaluation – 12 marks

Higher

Section 1 Planning – 22 marks

Section 2 The Product – 10 marks

Section 3 Product Testing – 8 marks

Section 4 Evaluation – 10 marks

The staff and pupils of St Andrew's Academy would like to thank the following students for their contribution to this booklet,

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