

Getting revision
ready



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Scottish Qualifications Authority
Designed for iPhone
★★★★★ 3.7 • 108 Ratings
Free



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Scottish Qualifications Authority Productivity
★★★★★ 4.35
PEGI 3
This app is compatible with all of your devices.
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How many hours
a day to spend
revising?

Lark or owl?



Setting the scene



- ❖ Somewhere comfortable with minimum distractions
- ❖ Organise your space
- ❖ Manage devices sensibly

Studying kinaesthetically



It's a sprint,
not a marathon!



Set a timer



Study standing
or
laying on front

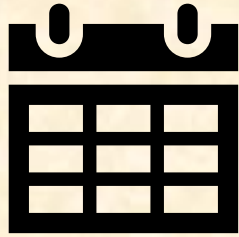


Tense (5 sec)
Relax (5 sec)

Fidget
toy

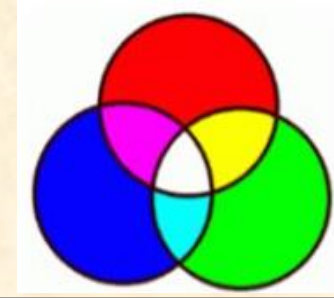


Chew gum



Spaced practice


- ❖ 5 hours of revision spread over 2 weeks is better than 5 hours all at once
- ❖ 20-30 min chunks
- ❖ Return to same learning regularly to strengthen memories



Interleaving

- ❖ Mix up and combine subjects and topics in a revision session.
- ❖ Eg: in a 2 hour revision session do 4 x 20-30 min chunks
- ❖ This technique improves memory retention and recall

How to do your first Pomodoro:

- 
- 1 Get into an optimal work space without distractions.
 - 2 Choose ONE task to focus on.
 - 3 Set your timer for 25 minutes.
 - 4 Do your work.
 - 5 STOP when the timer ends.
 - 6 Take a 5-minute break.
 - 7 Repeat 3 times.
 - 8 Take a longer break (30 minutes).

Pomodoro technique

[HTTPS://POMOFOCUS.IO/](https://pomofocus.io/)

The technique was developed by Francesco Cirillo in the late 1980s, and he named it after the Italian word for tomato. This is because Cirillo used a tomato-shaped kitchen timer to track his work intervals, and the name “Pomodoro” has stuck ever since.

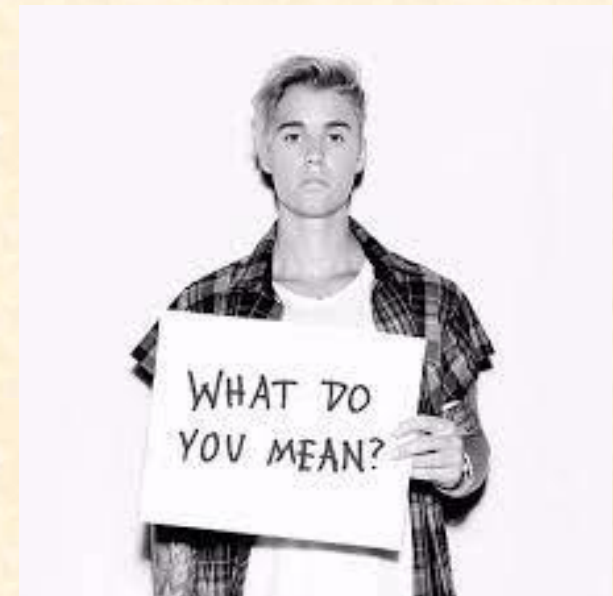
Explain yourself

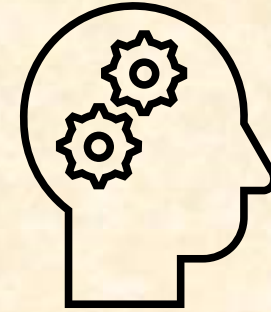
As you read through your notes ask yourself questions such as:

'What does this mean to me so far?'

'What do I understand about these notes?'

Explain to yourself during and afterwards

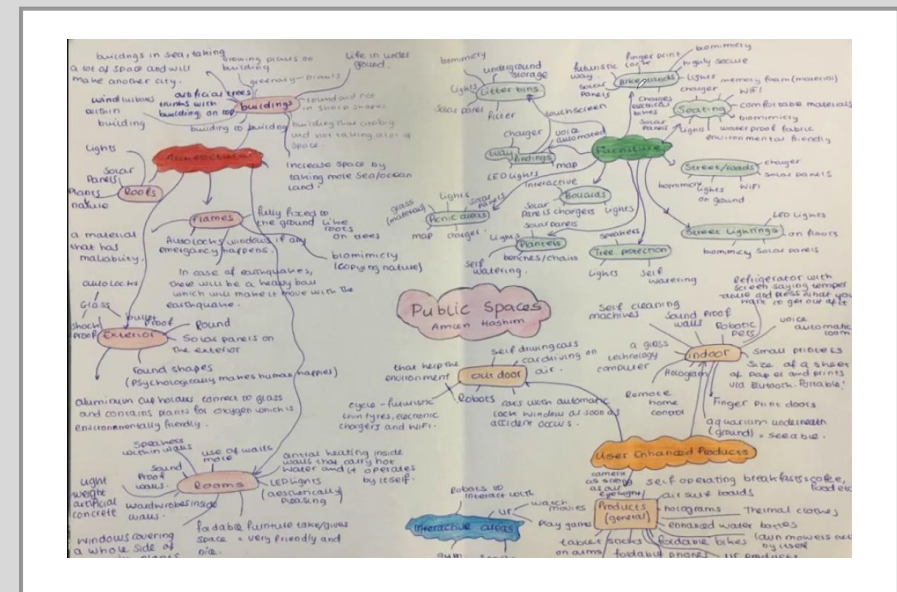
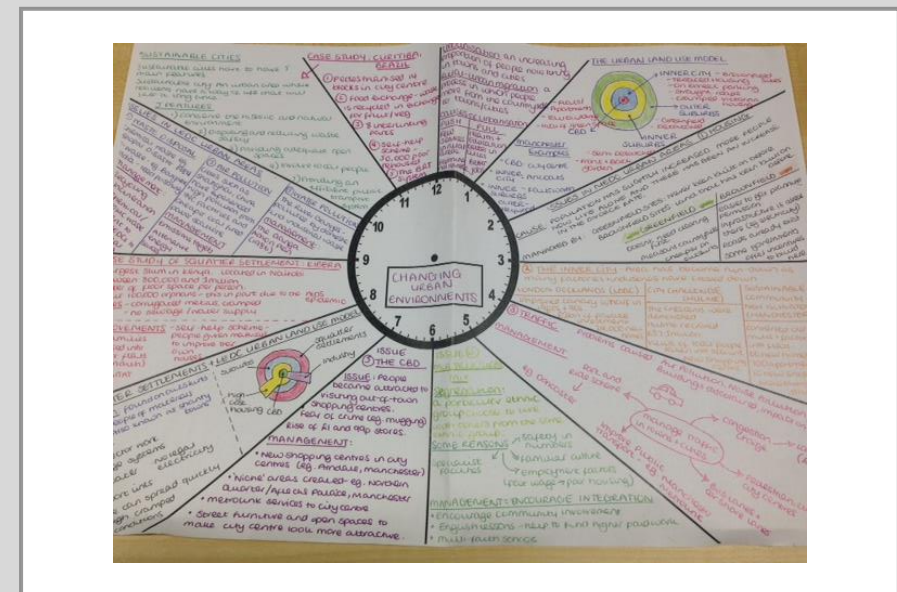
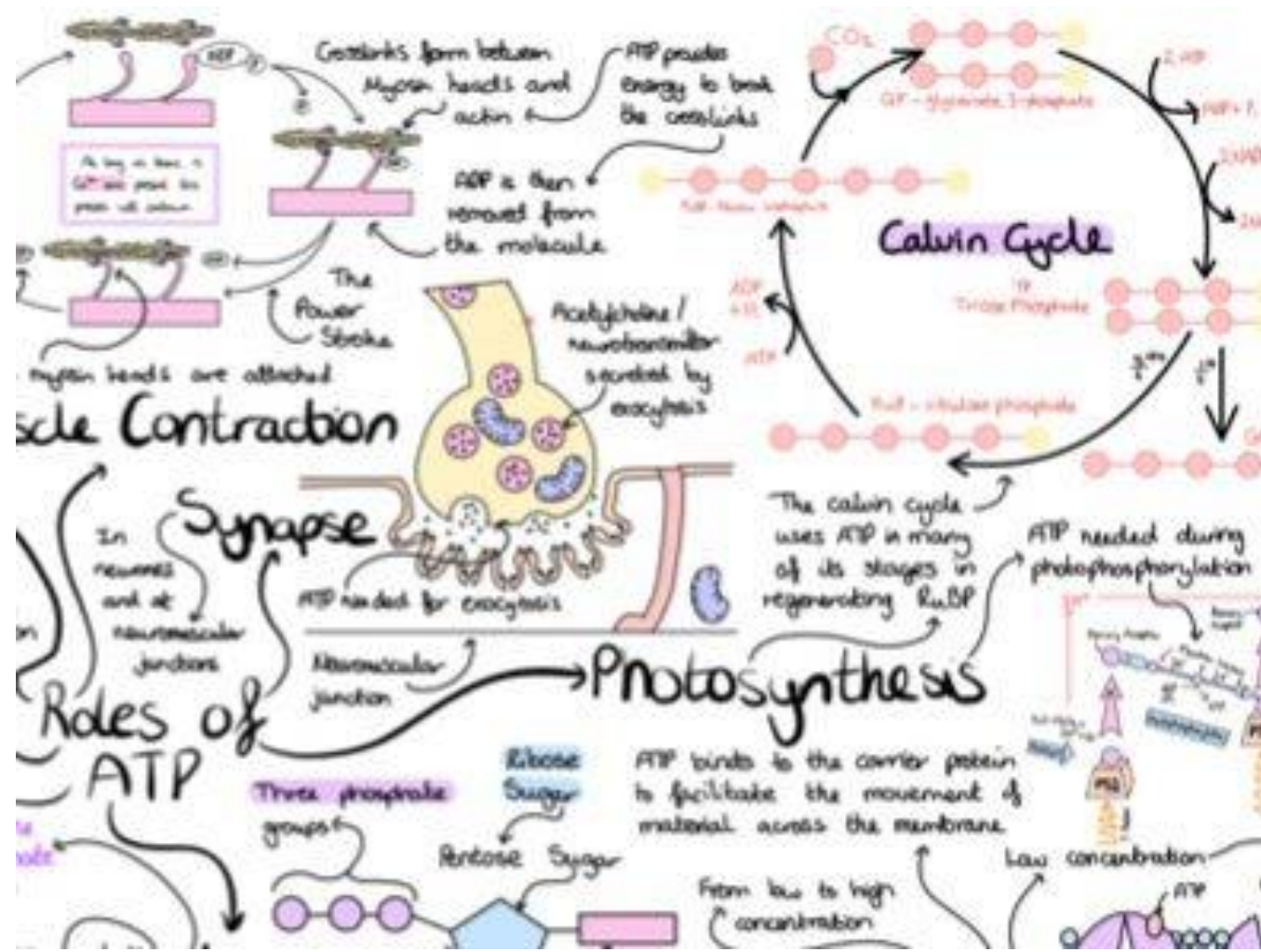




After reading through a topic ...

1. Write topic name as heading
2. Set a time limit and write/draw as much as you can remember on the page
3. Re-read your notes and close your jotter
4. Using a different coloured pen add more information to your page from memory
5. Repeat

ACTIVE REVISION: MINDMAPPING



Past papers

- ❖ Complete using the 'Brain dump' method - leave for a few days before re-trying
- ❖ Read through examiners' reports for clarity of expectations
- ❖ Access marking schemes or ask teachers to mark
- ❖ Aim to complete within exam time limits
- ❖ Write your own questions!



Study tools



Immersive
reader



Recordings

My
Never
Ending
Memory
Only
Notices
Incoming
Clues

BBC
Bitesize

Quizlet

5 Top Tips on Effective Revision Breaks

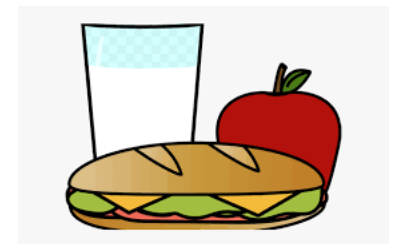
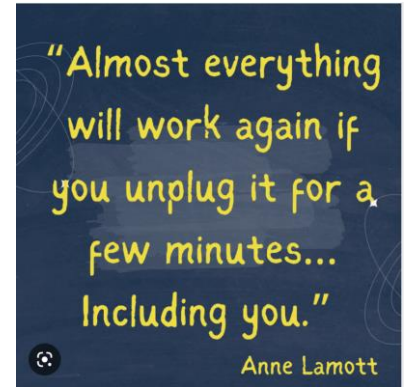
It's really important that you include breaks in your revision schedule. It will help your mind to rest, allowing you to better remember the information. However, it is important that your break is **effective** and that you get the most out of it to help re-energise you for the rest of your revision.

1 Get away from your revision space

It's really easy to spend both your revision time and break in the same place. Find a reason to go into a different room or even go for a short walk. This will help you to distinguish between your revision and your break effectively, so your mind relaxes.

2 Have something to eat and drink

It's really important you stay hydrated and fuelled during your revision and exams. Your brain (and body!) need enough energy to maintain focus.



3 Avoid napping

It can be really tempting to have a nap during a break – your eyes may well feel heavy from focusing on text. However, a nap can leave you feeling groggy, making you lack energy in your next lot of revision.



4 Exercise

You usually do your revision sat down. Use your break to stand up, stretch or even go for a short walk.



5 Stick to your revision timetable/schedule

Make sure you know how long your break is going to be for. Resist the temptation to say, 'I'll get back to it in a minute' as this can easily turn into an entire afternoon! You'll be able to enjoy your breaks more if you aren't feeling guilty about the work you should be doing.





Top tips for timed questions



Read each question **twice**
(especially important at the start)



Highlight or underline important
words (e.g. command words)



Tackle the easy questions first and
come back to the tricky ones



Always answer multi-choice questions



Spot how many pieces of information
you are being asked for

Revision tips for parents



Use the SQA APP
to KNOW when
exams are
happening



First exam is **25
April** (Computing
in 23 days) Last
exam **30 May**



English N5 6
May



Maths N5 14
May



MySQA

THE LEARNING PYRAMID

**PASSIVE
LEARNING**

Lecture
= 5%

Reading
= 10%

Audiovisual =
20%

Demonstration
=30%

Discussion = 50%

Practice = 75%

Teach Another = 90%

Reading the most ineffective learning methods

Social media/You-tube/documentaries-
useful but not deep learning

As above- but necessary for some subjects
that are skills based (Science)

Discussion stimulates thinking
and promotes engagement.

By using **practice**, individuals are able to
develop higher critical thinking skills and
learn the knowledge in greater depth

To **teach a concept** to another, an
individual develops a deeper
understanding

Revision materials: Teams

Useful if a pupil has been absent for a lesson or needs to revise the topic from the beginning.

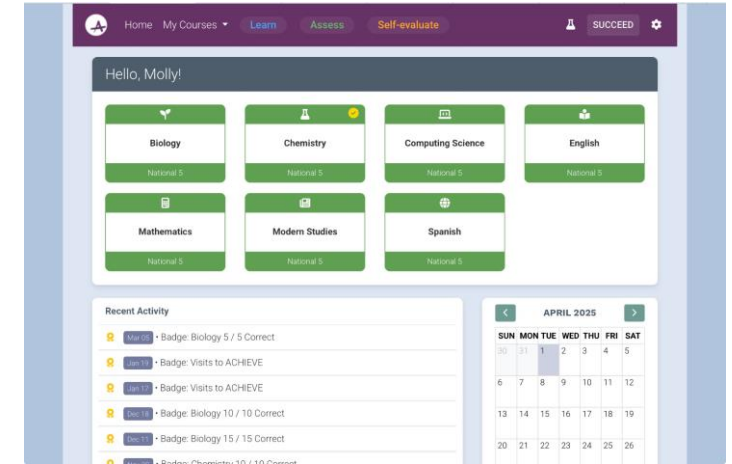
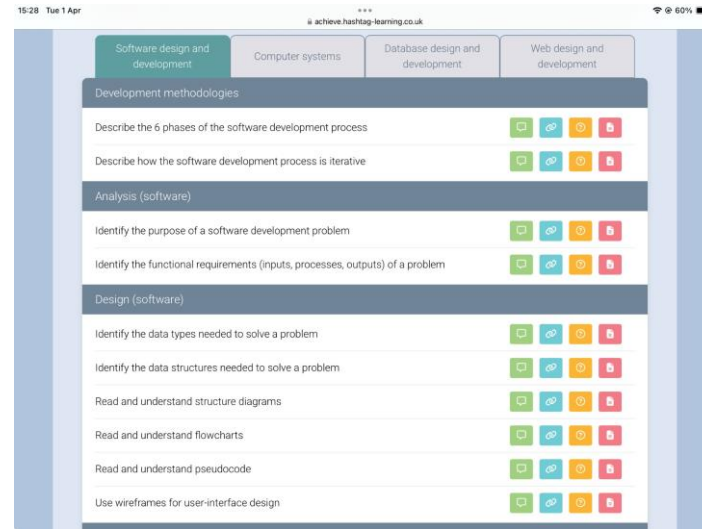
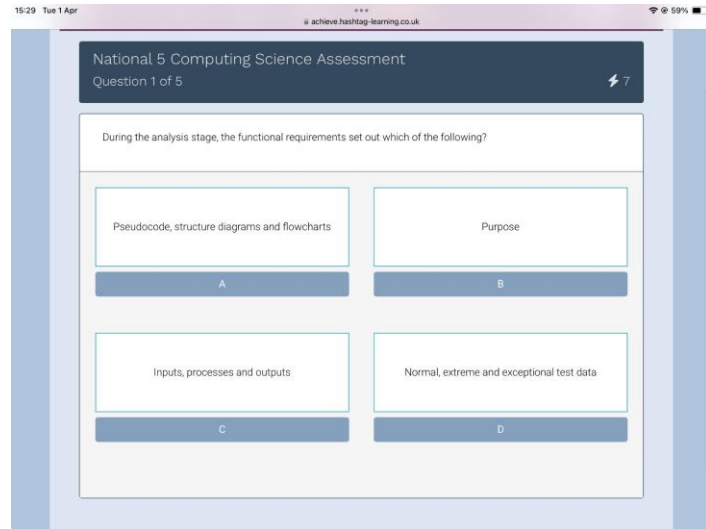
The screenshot shows the Microsoft Teams interface for a team named 'STT 4G1 Modern Studies 2024-25'. The left sidebar lists navigation options: Home page, Class Notebook, Classwork, Assignments, Grades, Reflect, Insights, and Main Channels (General). The main area displays the 'General' channel with a 'Files' tab selected. The breadcrumb path is 'Documents > General > Class Materials'. A table lists documents:

Name	Modified	Modified By	+ Add column
CRIME AND LAW	October 8, 2024	Jenny Nicholson	
Democracy in Scotland	June 6, 2024	Nicole Rutherford	
N5 ASSIGNMENT AND N4 AVU	January 10	Jenny Nicholson	
REVISION			
SKILLS			
USA			

Pupils can use lesson to read about the topic and watch any video clips or demonstrations.

This screenshot shows a more detailed view of the 'CRIME AND LAW' folder within the 'Class Materials' channel. The breadcrumb path is 'Documents > General > Class Materials > CRIME AND LAW'. The table lists the following documents:

Name	Modified	Modified By	+ Add column
COURTS	March 7	Jenny Nicholson	
PRISONS AND ALTERNATIVES	March 25	Jenny Nicholson	
0.1 Types of crime 2024.pptx	October 8, 2024	Jenny Nicholson	
0.2 Trends in crime + SCJS.pptx	October 8, 2024	Jenny Nicholson	
02 Biological causes.pptx	October 8, 2024	Jenny Nicholson	
03 Social Causes of crime.pptx	October 8, 2024	Jenny Nicholson	
04. Economic Causes of Crime.pptx	October 8, 2024	Jenny Nicholson	
05 IMPACTS OF CRIME on perpetrators Teacher.pptx	October 8, 2024	Jenny Nicholson	
05 IMPACTS OF CRIME VICTIMS.pptx	October 22, 2024	Gemma Perry	
06. Impacts of Crime on Community.pptx	October 8, 2024	Jenny Nicholson	



Revision materials: Achieve

Highly
recommended by
many S4 pupils.

<https://achieve.hashtag-learning.co.uk/user-start/?next=>

Revision materials: SQA PAST PAPERS

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Part A — The Wars of Independence, 1286–1328

Attempt the following five questions using recalled knowledge and information from the sources where appropriate.

1. Describe what was agreed between Scotland and England in the Treaty of Birgham. 4

Sources A and B are about Scottish attitudes towards Margaret, Maid of Norway becoming Scotland's queen.

Source A

The reign of King Alexander III was known as the 'Golden Age'. However his reign came to an end in 1286 when he died unexpectedly. Many Scots claimed that Margaret was too young to become Scotland's monarch. Others said that it was not possible for a woman to be a national leader. Some Scottish nobles, including Robert Bruce, felt they had a better claim than Margaret to succeed Alexander.

Source B

King Alexander III died in 1286 after falling from his horse. As Alexander's closest living relative, Margaret was seen by many powerful Scots as his rightful replacement. Although she was a child some Scots pointed out that Alexander was a successful king despite being only seven when he was crowned. It was also argued that countries such as France and England had previously had a queen's rule in the absence of a king.

2. Compare the views of Sources A and B about Scottish attitudes towards Margaret, Maid of Norway becoming Scotland's queen. 4
(Compare the sources overall and/or in detail.)

3. Explain the reasons why Edward I of England was able to impose his authority on Scotland between 1292 and 1296. 6

Marking instructions for each question

Section 1 – Scottish Contexts

PART A – The Wars of Independence, 1286–1328

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Prince Edward of England was to marry Margaret, Maid of Norway 2. Scotland was to remain an independent country 3. the Scottish and English churches would not be merged together 4. Scottish Parliaments could not be held outside of Scotland 5. taxes in Scotland were only imposed by the Scottish king 6. the borders of England and Scotland were to remain unchanged 7. Scottish legal matters continue to be settled under Scots law 8. Scots would not pay for Scottish lands to any other country 9. any other valid point

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
2.	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include:</p> <p>Overall – the sources disagree about Scottish attitudes towards Margaret, Maid of Norway becoming Scotland's queen.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Many Scots claimed that Margaret was too young to become Scotland's monarch.</td> <td>Although she was a child some Scots pointed out that Alexander was a successful king despite being only seven when he was crowned.</td> </tr> <tr> <td>Others said that it was not possible for a woman to be a national leader.</td> <td>It was also argued that countries such as France and England had previously had queens rule in the absence of a king.</td> </tr> <tr> <td>Some Scottish nobles, including Robert Bruce, felt they had a better claim than Margaret to succeed Alexander.</td> <td>As Alexander's closest living relative, Margaret was seen by many powerful Scots as his rightful replacement.</td> </tr> </tbody> </table>	Source A	Source B	Many Scots claimed that Margaret was too young to become Scotland's monarch.	Although she was a child some Scots pointed out that Alexander was a successful king despite being only seven when he was crowned.	Others said that it was not possible for a woman to be a national leader.	It was also argued that countries such as France and England had previously had queens rule in the absence of a king.	Some Scottish nobles, including Robert Bruce, felt they had a better claim than Margaret to succeed Alexander.	As Alexander's closest living relative, Margaret was seen by many powerful Scots as his rightful replacement.
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Many Scots claimed that Margaret was too young to become Scotland's monarch.	Although she was a child some Scots pointed out that Alexander was a successful king despite being only seven when he was crowned.										
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Some Scottish nobles, including Robert Bruce, felt they had a better claim than Margaret to succeed Alexander.	As Alexander's closest living relative, Margaret was seen by many powerful Scots as his rightful replacement.										

Practicing past papers is highly effective to develop a deeper understanding

For maximum benefit complete Past Papers in **timed conditions**

Revision materials: SQA Course Spec

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

The course support notes provide further detail on the depth of knowledge required for each key area of the course.

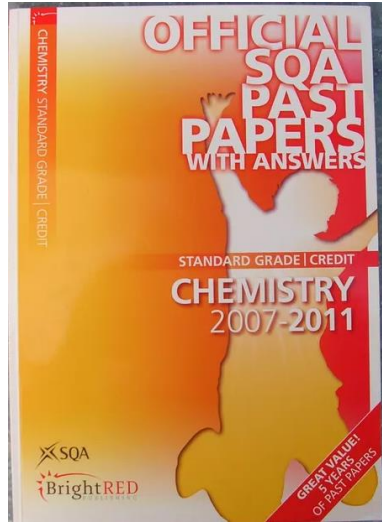
Note: The key areas of the course and apparatus and techniques noted below and the depth of knowledge required for each key area noted in the course support notes **can be assessed in the question paper.**

Cell biology	
1 Cell structure	<p>a Cell ultrastructure and functions — cell wall, mitochondrion, chloroplast, cell membrane, cytoplasm, vacuole, nucleus, ribosome and plasmid using examples from typical plant, animal, fungal and bacterial cells.</p> <p>b Cell wall is made of cellulose in plant cells but of different materials in fungal and bacterial cells.</p>
2 Transport across cell membranes	<p>a The cell membrane consists of phospholipids and proteins and is selectively permeable.</p> <p>b Passive transport occurs down a concentration gradient and does not require energy. Examples of passive transport are diffusion and osmosis.</p> <p>c Diffusion is the movement of molecules down a concentration gradient from a higher to a lower concentration.</p> <p>d Osmosis is the movement of water molecules from a higher water concentration to a lower water concentration through a selectively permeable membrane.</p> <p>e Animal cells can burst or shrink and plant cells can become turgid or plasmolysed. Relationship between different concentrations of solutions and their effect on cells.</p> <p>f Active transport requires energy for membrane proteins to move molecules and ions against the concentration gradient.</p>
3 DNA and the production of proteins	<p>a Structure of DNA: double-stranded helix held by complementary base pairs. DNA carries the genetic information for making proteins. The four bases: adenine, cytosine, guanine and thymine (A, C, G and T) make up the genetic code. A is always paired with T and C is always paired with G. The base sequence determines amino acid sequence in proteins. A gene is a section of DNA which codes for a protein.</p> <p>b Messenger RNA (mRNA) is complementary to the template DNA strand. It carries a complementary copy of some, where the protein is</p>

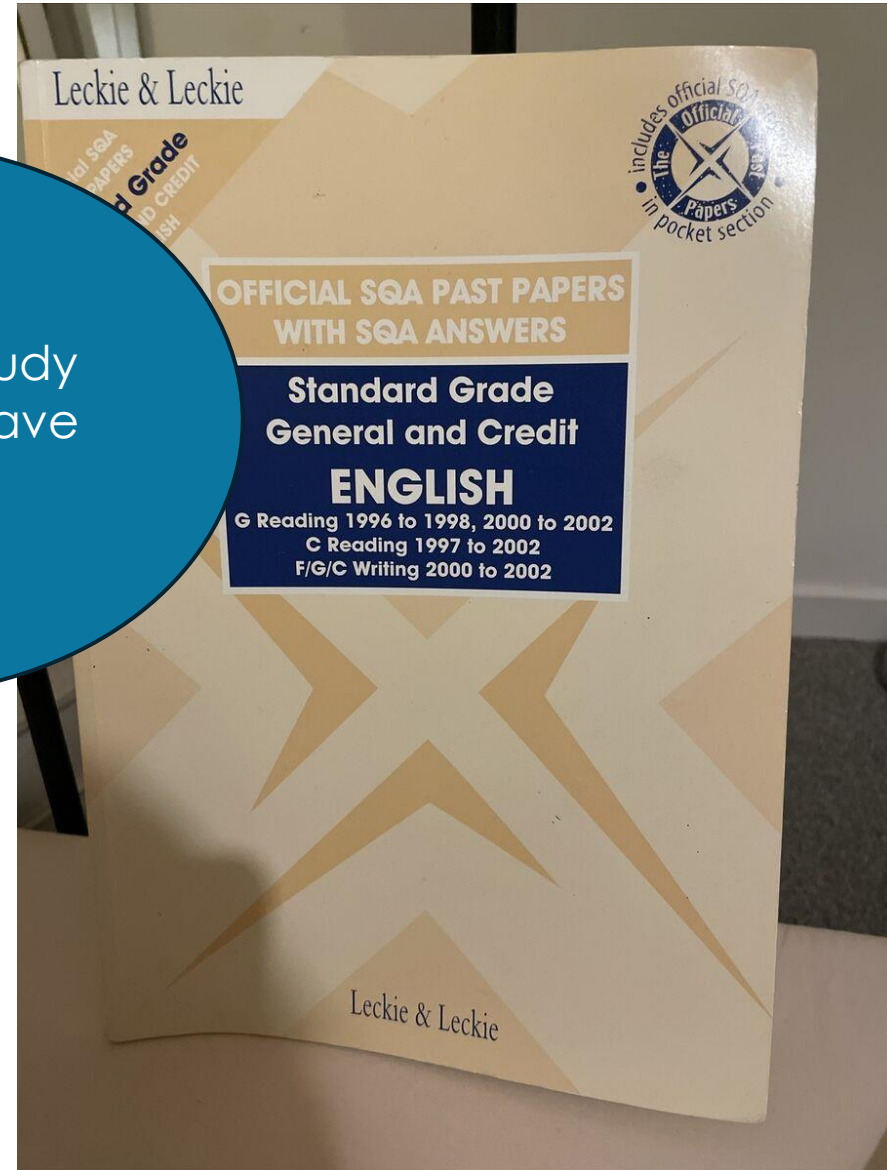
Pupils should be familiar with the exam layout.

Computer systems	
Data representation	<p>Describe and exemplify the use of binary integers.</p> <p>Describe floating point representation of the terms mantissa and exponent.</p> <p>Convert from binary to denary and vice-versa.</p> <p>Describe extended ASCII code (8-bit) used.</p> <p>Describe the vector graphics method of graphics common objects:</p> <ul style="list-style-type: none"> rectangle ellipse line polygon <p>with attributes:</p> <ul style="list-style-type: none"> co-ordinates fill colour line colour <p>Describe the bit-mapped method of graphics representation.</p>
Computer structure	<p>Describe the purpose of the basic computer architecture components and how they are linked together:</p> <ul style="list-style-type: none"> processor (registers, ALU, control unit) memory locations with unique addresses buses (data and address) <p>Explain the need for interpreters and compilers to translate high-level program code to binary (machine code instructions).</p>
Environmental impact	<p>Describe the energy use of computer systems, the implications on the environment and how these could be reduced through:</p> <ul style="list-style-type: none"> settings on monitors power down settings leaving computers on standby
Security precautions	<p>Describe the role of firewalls.</p> <p>Describe the use made of encryption in electronic communications.</p>

Pupils should always refer to the **course specification** not just **past papers.**



Exams and study techniques have changed!



SQA

- ✓ Always **positively** mark 😊
- ✓ There will always be some questions **only accessible** to 'A' candidates but there is also always questions accessible to 'C' and 'D' candidates.

PUPIL VOICE:

Let them teach you with flashcards!

"Listen to information whilst walking, sitting on the bus and eating- make your own revision podcast"

Don't hover- let them do it in their own way that works for them (not how you want to revise)

Remove phone and other distractions during 25 minute study sessions

Support and encourage revision- don't force!

There may be good and bad times for your child to revise (that don't fit with adult ideas)

Ignore the bad moods.

Can they show you what they have done?

RELAX!

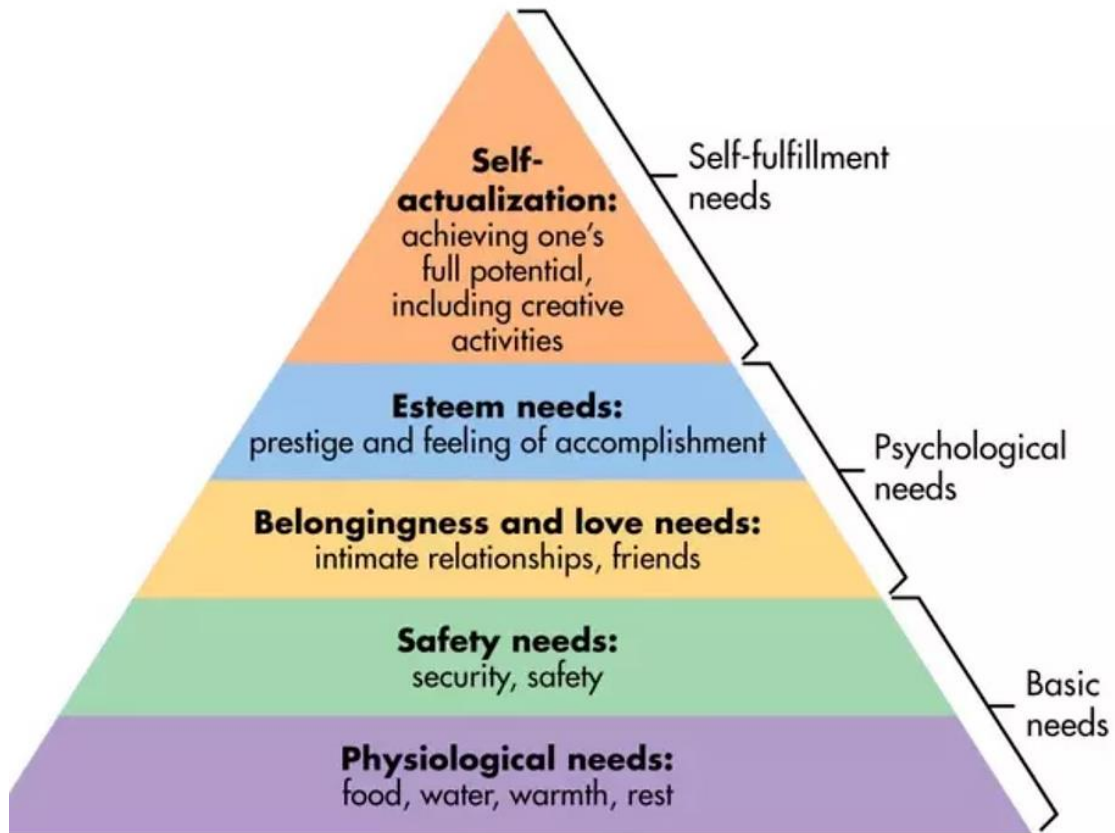
Provide good snacks during breaks



Different subjects might have different revision techniques.

Supporting your child's mental health during exams

Joe Douglas (School Counsellor)



Building the foundations

Maslow's Hierarchy of needs



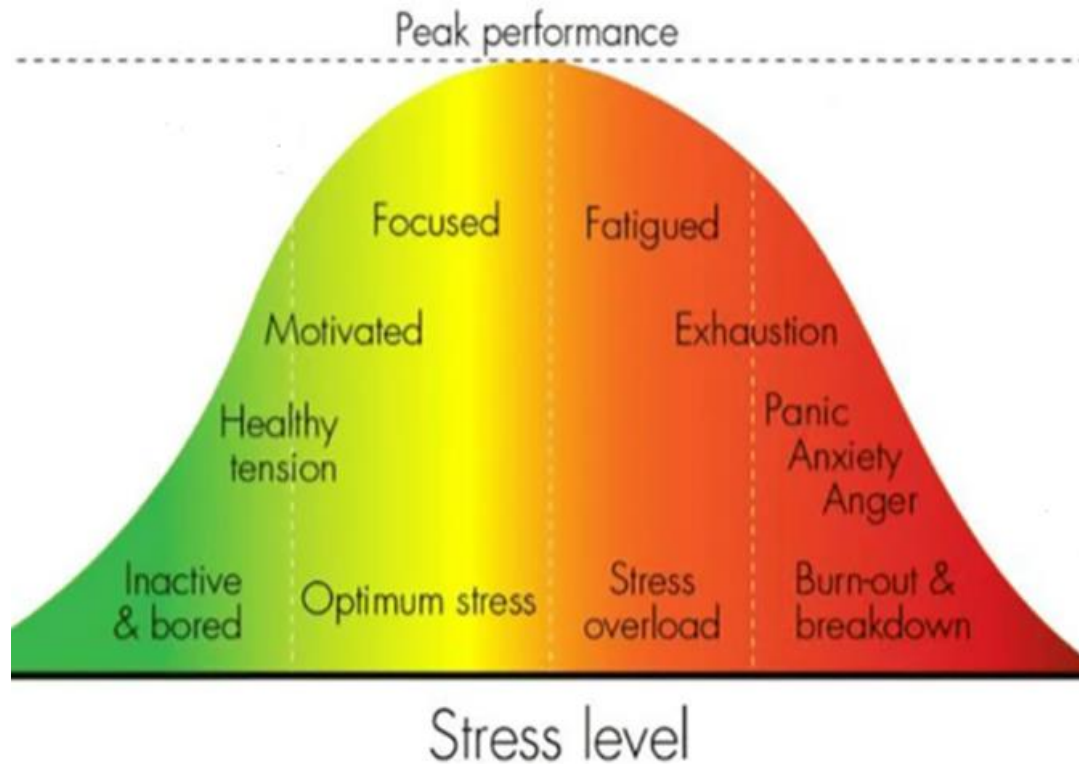
- ▶ **Physiological**; getting plenty of rest (8-10 hours sleep), aiming to keep sleep consistent (e.g. going to sleep at 10pm and waking up at 7am everyday regardless of schedule) avoiding too much caffeine such as Monster Energy (not within 2 hours of waking up or 10 hours of going to sleep), continuing to eat the correct amount of meals (stress will lower appetite, but important to keep eating for brain food and to maintain energy levels). Can even ask if they want to help you prepare a nice meal (can be very relaxing).
- ▶ **Safety**: comfortable home environment, avoiding home renovations, expecting less in terms of chores, managing intensity of emotions.
- ▶ **Belongingness**: scheduling time for friends, shows they are all in this together, social inclusion still incredibly important amongst this age group even when exams are going on, online gaming but keeping this restricted (e.g. leaving an hour of no screens before bed to increase sleep quality).
- ▶ The presence of these will increase chances of **Esteem needs** and **Self Actualization** being fulfilled, and therefore exam performance. Can be useful to have other interests present in their life to maintain esteem if they don't feel like exams are going well. Not putting all their eggs in one basket (e.g. encouraging sporting interests, musical interests, gaming etc)

Co-regulation

- The ability to remain calm and regulated with the help of another person.
- The human brain is primed to respond to those around us. We pick up on emotions incredibly easily, whether consciously or unconsciously, and our teenagers will be responding to how we behave and feel towards exams
- Important we reflect on our own feelings towards exams. How did I do in my exams? How did my parents feel towards them? What do I want for my child's future?
- If we are stressed about our child's results, we may project this into our child unnecessarily. If we are relaxed, they will more likely feel this to.



Tolerating uncomfortable emotions



- ▶ With exams having such importance, there's a good chance your child will experience long term stress that becomes more intense during exam periods. While it is natural to not want our child to suffer, **stress/worry/frustration/anxiety** are all normal human emotions to experience during this.

It is not our job, nor is it healthy, to try and save our child by removing these negative emotions. The more we try to ignore or block out these emotions, the more they come back in other ways (e.g. irritability, arguments over little topics). Encouraging your child to talk about these emotions and understanding their experience can make the world of difference.

- ▶ Yerkes-Dodson Stress Curve



Trying our best not to add to the worry

- ▶ **Don't compare!** Every child has very different lives and this comes with different **strengths and weaknesses**. Before, during and after exams, your child will likely already be comparing themselves to how others in their class and friendship groups did. Being compared to someone who has done '**better**' will cause increase low mood and reduce confidence. Encourage them to adopt the mindset that other people's performance is not important, whilst understanding their want to do better. Comparison is the thief of joy!
- ▶ **One day at a time is the best we can do;** for any football fans, a premier league manager will rarely think long term. They'll get asked about their league performance and if they see themselves winning the league, and their mindset is always 'stay humble and focus on the next game'. Very easy to feel overwhelmed by the whole schedule. If your child is feeling overwhelmed, breaking it down and taking it 'one exam at a time' can make this easier to manage.
- ▶ **Imagining how life will feel after their exams;** more freedom, holidays, sunshine, beach trips. The storm always passes and lighter skies are ahead.

Celebrate regardless of results!

- ▶ If a child has one of their 'wins' celebrated but not one of their 'losses', they may place a lot of their self-worth and value on their ability to succeed. Instead, their efforts should be celebrated, after each exam, after each exam season, and especially after results day. The dopamine of small celebrations after each exam can be great for motivation. The ability to work hard regardless of the outcome is a great success and allows them to better detach their sense of self from how they do academically. After exams, celebrate with your child regardless. For example, by going for a nice meal, arranging for them to see friends, or whatever else your child might enjoy doing.





Any
questions?

Good luck!

The background features a series of overlapping, semi-transparent green geometric shapes, primarily triangles and quadrilaterals, that create a sense of depth and movement. The colors range from a light, pale green to a vibrant, saturated lime green. The shapes are layered, with some appearing in front of others, creating a complex, layered effect. The overall composition is clean and modern, with a focus on geometric forms and a monochromatic color palette.