

Eastbank Academy Study Guide

National 5 and Higher

Administration and IT



N5 Administration & IT



Theory

Topics:

1. Administration Theory in the Workplace
2. Customer Service
3. Health & Safety
4. Security of People, Property & Information
5. Sources of Information from the Internet
6. File Management
7. Corporate Image
8. Electronic Communication
9. Events Planning



You could also be asked a question relating to Word, Spreadsheets, Databases, Presentations or Electronic Communication.

Practical

- ▶ Word
- ▶ Spreadsheets
- ▶ Databases
- ▶ Presentations
- ▶ Electronic Communication - e-mail, e-diary and internet research

Top Tip:
Create study cards/mind maps for theory

Useful Resources:

- Teams
- [Achieve](#)
- [SOA Website](#) – Course Specification, Past Papers with Marking Instructions & Understanding Standards

Higher Administration & IT



Theory

Topics:

- ▶ Role of Administrative Assistant
- ▶ Strategies for effective time and task management, and their importance
- ▶ Characteristics and the importance of effective teams
- ▶ Knowledge of workplace legislation and strategies for compliance
- ▶ Impact of digital technology on the layout, working practices, communication methods, data handling and file management of an organisation
- ▶ Features of good customer care, mechanisms for evaluating the quality of customer care, benefits of good and consequences of poor customer care
- ▶ Procedures for organising and supporting a range of meetings and events

Practical

You should be confident in:

- ▶ Creating and editing a wide range of business documents
- ▶ Formatting and editing complex spreadsheets to process data, problem solve and present information
- ▶ Working with relational databases to find and present information
- ▶ Working with existing presentations to create a final document
- ▶ Using digital technology to communicate information in ways appropriate to its context, audience and purpose

Top Tip:
Create study
cards/mind maps
for theory

Useful Resources:

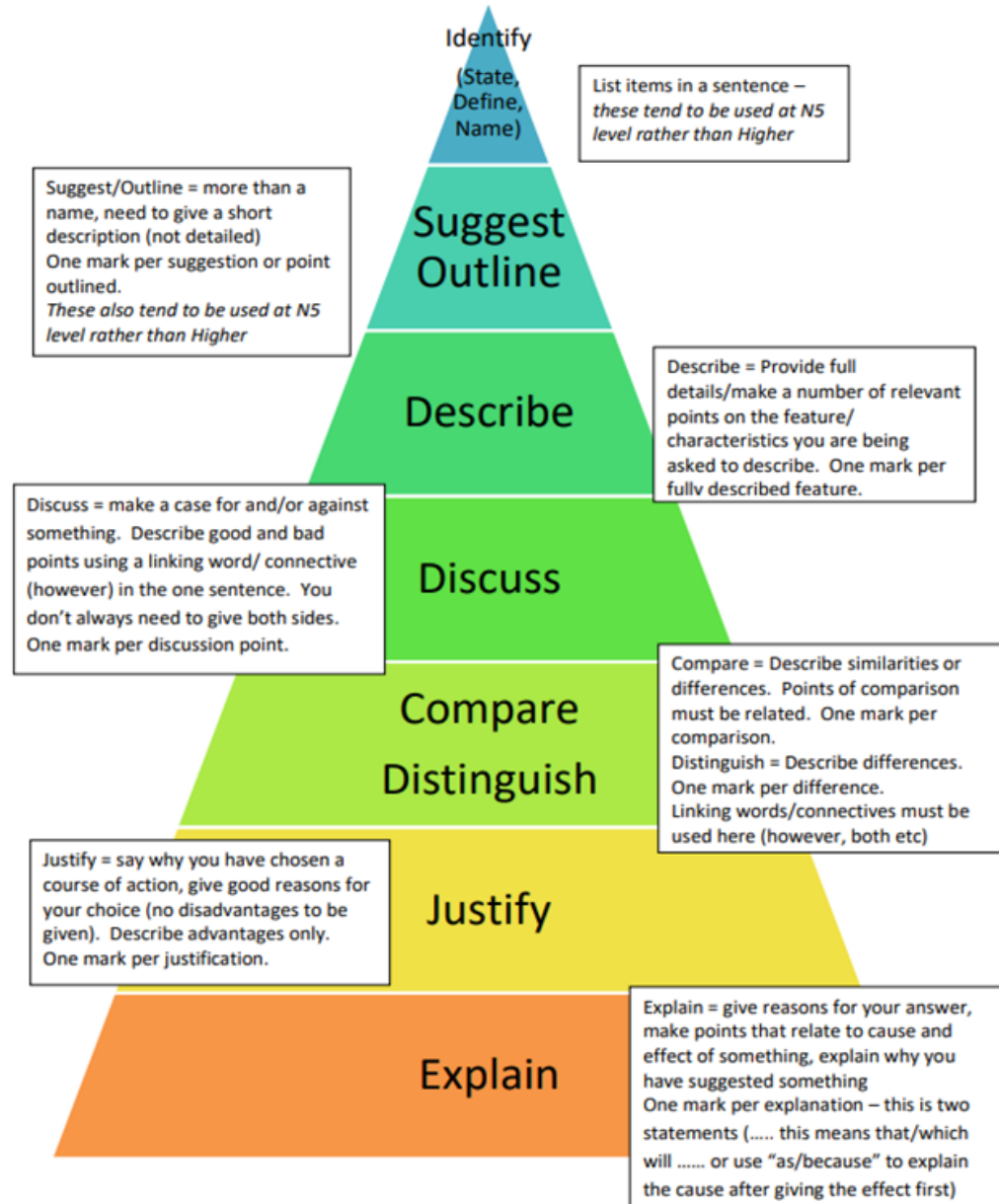
- Teams
- [Achieve](#)
- [SQA Website](#) - Course Specification, Past Papers with Marking Instructions & Understanding Standards

Nat 5/Higher Admin & IT Command Words



COMMAND WORD PYRAMID

Words at the top of the pyramid are easier to answer – the further down you get the more challenging they become



Application of Maths

National 5 Applications Maths is covered in 5 main areas (skills)

- Numerical

Working with Fractions & Decimals; Percentages; DST; Ratio; Proportion

- Financial

Budgeting; Gross & Net Pay incl. National Insurance; Best Deal; Foreign Currency; Savings, Loans & Shares

- Statistical

Expected Frequency; Probability; Use Mean & S.D or Median & IQR to compare data sets; Scattergraphs & Line of Best Fit

- Geometric

Gradient; Area & Volume incl. Composite Shapes; Pythagoras' Theorem

- Measurement

Scale Drawing; Container Packing; Precedence Tables; Time Management; Tolerance

Useful Resources

- SCHOLAR (Access via GLOW)
- Achieve
- [Free National 5 Applications of Maths](#)
- [Dynamic Maths](#)
- [Maths.Scot](#)
- Microsoft Teams
- YouTube - [Clelland Maths](#); [Larbert Mathematics](#)
- [Larbert High](#)

How to Study for Maths

- Speak with your class teacher and use *Check Tests* to determine the topics that you should focus on to improve.
- Use the *Self Evaluation Sheets* that you complete at the end of assessments and complete the suggested tasks for topics that are rating **Amber** or **Red**.
- Use your Tracking Report to decide where to start your revision.
- *Complete past paper questions for the topics you have identified and get these checked by your teacher - be careful with Marking Instructions are written for teachers/markers and won't always be able to tell you where you have gone wrong.*



Eastbank Academy
Mathematics Department
Statistics Assessment



Name: _____ Class: _____

Question	Paper 1 Topic	Mark	R	A	G	Practice
1	a) Calculating Quartiles	2				National 5 Applications of Mathematics 2022 Paper 1, Question 03
	b) Boxplot	2				
	c) Interquartile Range	2				National 5 Applications of Mathematics 2021 Paper 1, Question 06, Science
	d) Making Comparisons using IQR	1				
2	a) Mean and Standard Deviation	4				National 5 Mathematics 2022 Paper 2, Question 03
	b) Making comparisons using location and spread	2				National 5 Applications of Mathematics 2021 Paper 2
3	Probability using Probability - Space Diagrams/ Arrays	3				National 5 Applications of Mathematics 2022 Paper 1, Question 05 National 5 Applications of Mathematics 2021 Paper 2, Question 06c
4	Expected Frequency	2				National 5 Applications of Mathematics 2022 Paper 1, Question 12
		Total	18			
		Percentage (Total ÷ 18 x 100)	%			

How to Revise:

Step 1 : Use your self evaluation sheet to determine your strengths and development needs.

Step 2: Use appropriate websites to help revise development needs - start with basic skills to ensure you understand basic techniques, advance into past paper questions once you have a grasp of basics.

Step 3: Continue to work through routine and non routine questions - using dynamic maths, these can be filtered.

Step 4: Ensure you show all your working and can use your own calculator! Practice working in pen, under timed conditions and in a structured answer booklet.

Higher Applications Maths is covered in 5 main areas (skills)

- Statistics

Types of Data; Sampling Techniques; Statistical Diagrams; Distribution of Data; Descriptive Statistics; Correlation and Linear Regression; Hypothesis Testing (t-tests & z-tests)

- Probability

Constructing and Analysing Probability Tree Diagrams; Constructing and Analysing Venn Diagrams

- Finance

Accumulation and Present Value; Credit Card & Loan Schedules; Savings & Pensions; Taxation

- Planning and Decision Making

PERT & Gantt Charts; Cost Benefit Analysis

- Mathematical Modelling

Create Mathematical Models; Recurrence Relations; Errors

Useful Resources

- SCHOLAR (Access via GLOW)
- [Dynamic Maths](#)
- Microsoft Teams
- YouTube - [Mr Jones Applying Maths](#), [Larbert Mathematics](#)
- [Maths.scot](#)

Using Computer Software

Higher Applications of Maths requires candidates to apply skills using MS Excel and R Studio.



[Click for download](#)

Useful R commands may be found in the [Data Booklet](#).

All answers should always be copied & pasted into a word document.

All statistics questions should be with: `q1<-read.csv("Name.csv");`
`attach(q1)`. Once finished, always use `detach(q1)`.

Loan Schedules, Savings and Recurrence Relations are completed using Excel
- you will always be given a template to complete these.

How to Study for Maths

- Speak with your class teacher and use *Check Tests* to determine the topics that you should focus on to improve.
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Step 3: Continue to work through routine and non routine questions - using dynamic maths, these can be filtered.

Step 4: Ensure you show all your working and can use your own calculator! Practice working in pen, under timed conditions and in a structured answer booklet.

The background features abstract, overlapping geometric shapes in various shades of yellow and orange, primarily concentrated on the right side of the frame. The shapes include triangles and polygons, some with thin white outlines, creating a layered, modern aesthetic. The left side of the image is mostly white, with a thin yellow vertical strip along the far left edge.

Art



National
Qualifications
SPECIMEN ONLY

S804/75/11

Art and Design

Date — Not applicable

Duration — 1 hour 30 minutes

Total marks — 50

SECTION 1 — EXPRESSIVE ART STUDIES — 25 marks
Attempt Question 1 and ONE other question.

SECTION 2 — DESIGN STUDIES — 25 marks
Attempt Question 7 and ONE other question.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use sketches to illustrate your answers.

Use blue or black ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

This is the front page of the exam booklet.

Bring a pen or a pencil!

1. Check you have paper on the desk.
2. Look at the time available for your answers. The exam is in 2 parts, so **split your time in half, to give equal time for each section.**
3. Question 1 = 30 minutes
4. Choose from Questions 2,3,4,5 or 6 = 15 minutes
5. Question 7 = 30 minutes
6. Choose from Questions 8,9,10,11 or 12 = 15 minutes

SECTION 1 — EXPRESSIVE ART STUDIES — 25 marks

MARKS

Attempt this question.

1. Identify two artworks by different artists that you have studied. These should be based on similar *subject matter* and/or the same *theme*.

(a) With reference to these two selected artworks, comment on:

- *colour*
- *media handling and techniques*
- *mood and atmosphere.*

Which of the two artworks do you find most appealing? Give two justified reasons.

10

(b) Select one artist from part (a).

Explain the impact of social, cultural and/or other influences on any of their work and practice.

5

30 minutes to answer this question

Everyone must answer Question

1

PART (a)

The first artwork I have selected is.....

COLOUR - write a paragraph

MEDIA HANDLING - write a paragraph

MOOD ATMOSPHERE - write a paragraph

The second artwork I have selected is.....

COLOUR - write a paragraph

MEDIA HANDLING - write a paragraph

MOOD ATMOSPHERE - write a paragraph

The one I find most appealing is.....*because*

Reason 1 + explanation

Reason 2 + explanation

PART (b) You should have already picked the artist.

The artist iswho painted.....

Find *2 influences* to write about.

Give reasons and point out where you can see them

Explain why they are important.

Attempt ONE question from Q2, Q3, Q4, Q5 or Q6.

Read your selected question and the notes on the illustration carefully.

Image for Q2



Goldfish and Palette (1914) by Henri Matisse
Oil on canvas (146 x 112 cm)

2. Comment on this painting, referring to:

- *shape*
- *line*
- *colour.*

What is your opinion of this approach to still life painting? Give two justified reasons.

10

You now must choose which question you want to answer.

Select from Questions 2, 3, 4, 5 or 6.

Take a few minutes to look through the pictures, and read the questions underneath. Which one do you feel you can answer best. Write down the name of the painting

Write down the headings.

Write a paragraph under each heading
(This means 3 paragraphs)

Write down your opinions of the artwork
Give 2 reasons why you think this.
(1 paragraph)

15 minutes to answer this question.

MARKS

SECTION 2 — DESIGN STUDIES — 25 marks

Attempt this question.

7. Identify two designs by different designers that you have studied who have worked in the same design area.

(a) With reference to these two selected designs, comment on:

- *function*
- *style*
- *target market/audience.*

Which of these two designs is the most successful? Give two justified reasons.

10

(b) Select one designer from part (a).

Explain the impact of social, cultural and/or other influences on any of their work and practice.

5

30 minutes to answer this question

Everyone must answer Question 7 Part (a)

The first design I have selected is.....

FUNCTION - write a paragraph

STYLE - write a paragraph

TARGET MARKET / AUDIENCE- write a paragraph

The second design I have selected is.....

FUNCTION- write a paragraph

STYLE - write a paragraph

TARGET MARKET / AUDIENCE- write a paragraph

The one I find most appealing is.....because

Reason 1 + explanation

Reason 2 + explanation

Part (b)

You should have picked your designer already

The designer who createdis

Find **2 influences** to write about

Give reasons why they are important

Attempt ONE question from Q8, Q9, Q10, Q11 or Q12.

Read your selected question and the notes on the illustration carefully.

Image for Q8



Poster design (mid-1920s) by AM Cassandre

8. Comment on this poster design, referring to:

- imagery
- lettering
- colour.

How effective is this poster? Give two justified reasons.

10

[Turn over

You now must choose which question you want to answer.

Select from questions 8,9,10,11 or 12

Take a few minutes to look through the pictures, and read the questions underneath. Which one do you feel you can answer best.

Write down the name of the design

Write down the headings

Write a paragraph under each heading
(This means 3 paragraphs)

Write down your opinions on how effective the design is

Give 2 reasons why you think this.

(1 paragraph)

15 minutes to answer this question

Biology

The background features a white central area surrounded by abstract, overlapping geometric shapes in various shades of yellow and orange. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The colors range from bright yellow to deep orange, with some semi-transparent areas where the colors blend.

Biology N5/H

Useful Links

- <https://jabchem.org.uk/biology>
- https://www.youtube.com/results?search_query=Mr+Mitchell
- Scholar
- Achieve
- Teams - all power points available

Command Words and Structure

▶ Describe

- ▶ Give the pattern, say what you see, what will happen.

▶ Explain

- ▶ Give detail. Why it happened?

▶ State

- ▶ Give or name

Command Words and Structure

▶ Evaluate

- ▶ Advantages or disadvantages
- ▶ Come to conclusion
- ▶ Analyse differences and similarities in data

▶ Compare

- ▶ Similarities and differences

▶ Justify

- ▶ Give a valid reason or evidence to support the answer.

Biology- N5/H

▶ Graphs

▶ **PLUS**

- ▶ Correct points- $\frac{1}{2}$ box tolerance
- ▶ Labels on both x and y axis
- ▶ Units e.g. s, g, cm^3
- ▶ Scale- pattern in scales e.g. 0, 5, 10, 15 etc

▶ Calculations

- ▶ Check rounding
- ▶ Percentages, percentage change, average, ratio.

▶ Assignment

- ▶ 20 marks
- ▶ Carry out an investigation.
- ▶ Write up underlying chemistry.
- ▶ Draw table and graph.
- ▶ Conclusions e.g. As the temperature increases the solubility increases.
- ▶ Analyse to identify relationships and evaluate for reproducibility , validity of sources, experimental procedure.
- ▶ Evaluate with justification.

▶ Definitions

- ▶ Memorise all definitions.
- ▶ Use your glossary.
- ▶ Use Quizlet

Biology- N5/H

- ▶ Essay's and Extended Response
- ▶ Write down all the facts you can remember in a logical order.
- ▶ Use diagrams and flow charts to illustrate.
- ▶ Use bullet points.

Business Management

Business Management - Higher and Nat 5

Useful Links

[BBC Bitesize](#)

[Achieve](#)

[Red Publishing](#)

[BBC Business News](#)

[Understanding Standards](#)

[SQA Past Papers](#)

[Scholar](#)

[ThingLink](#)

Command Words and Structure

- ▶ **Describe** - Candidates must make a number of relevant factual points which may be characteristics and/or features

1 mark for valid description and 1 mark for development of description

- ▶ **Explain** - Candidates must make a number of accurate relevant points that relate cause and effect and/or make the relationships clear.

These points may relate to a concept, process or situation

ID first then explain (no points for the ID section)

- ▶ **Justify** - Candidates must give good reasons for a course of action or decision.

1 mark for each valid justification and 1 mark for each valid development point

- ▶ **Distinguish** - Candidates must demonstrate knowledge and understanding of the differences between two methods or choices.

*Use linking words such as **whereas***

- ▶ **Compare** - Candidates must demonstrate knowledge and understanding of the similarities and differences between two methods or choices

*Use linking words such as **both or whereas***

- ▶ **Outline** - Candidates must make a number of separate, brief statements appropriate to question asked. Can include facts, features or characteristics.

No credit will be given for examples

- ▶ **Discuss** - Candidates must communicate ideas and information on a subject in a structured paragraph of linked statements.

Give advantages and disadvantages to gain maximum marks

Nat 5 Business Management Course Topics

▶ Understanding Business

- ▶ Role of business in society
- ▶ Customer satisfaction
- ▶ Types of business organisations
- ▶ Objectives
- ▶ External factors
- ▶ Internal factors
- ▶ Stakeholders

▶ Management of Marketing

- ▶ Customers
- ▶ Market research
- ▶ Marketing mix
- ▶ Product
- ▶ Price
- ▶ Place
- ▶ Promotion
- ▶ Technology

▶ Management of Operations

- ▶ Inventory management
- ▶ Methods of production
- ▶ Quality
- ▶ Ethical and environmental
- ▶ Technology

▶ Management of People

- ▶ Workforce planning
- ▶ Training and development
- ▶ Motivation and Leadership
- ▶ Employee Relations
- ▶ Legislation
- ▶ Technology

▶ Management of Finance

- ▶ Sources of finance
- ▶ Cash budgeting
- ▶ Financial Statements
- ▶ Ratios
- ▶ Technology

Higher Business Management Course Topics

▶ Understanding Business

- ▶ Role of business in society
- ▶ Types of organisations
- ▶ Objectives
- ▶ Methods of growth
- ▶ External factors
- ▶ Internal factors
- ▶ Stakeholders
- ▶ Structures
- ▶ Decision Making

▶ Management of Marketing

- ▶ Customers
- ▶ Market research
- ▶ Marketing mix
- ▶ Product/Price/Place/Promotion
- ▶ Process
- ▶ People
- ▶ Physical Layout
- ▶ Technology

▶ Management of Operations

- ▶ Suppliers
- ▶ Inventory management
- ▶ Methods of production
- ▶ Quality
- ▶ Ethical and environmental
- ▶ Technology

▶ Management of People

- ▶ Recruitment and selection
- ▶ Training
- ▶ Motivating and retaining
- ▶ Legislation
- ▶ Technology

▶ Management of Finance

- ▶ Sources of finance
- ▶ Break-even
- ▶ Cash budgeting
- ▶ Income statement
- ▶ Technology

Chemistry

Chemistry N5/H

Useful Links

- <https://jabchem.org.uk/chemistry>
- <https://www.youtube.com/@andrewhaychemistry/featured>
- Scholar
- Achieve
- Teams - all power points available

Command Words and Structure

▶ Describe

- ▶ Give the pattern, say what you see, what will happen.

▶ Explain

- ▶ Give detail. Why it happened?

▶ State

- ▶ Give or name

Command Words and Structure

▶ Evaluate

- ▶ Advantages or disadvantages
- ▶ Come to a conclusion
- ▶ Analyse differences and similarities in data

▶ Compare

- ▶ Similarities and differences

▶ Justify

- ▶ Give a valid reason or evidence to support the answer.

Chemistry- N5/H

▶ Graphs

▶ **PLUS**

- ▶ Correct points- $\frac{1}{2}$ box tolerance
- ▶ Labels on both x and y axis
- ▶ Units e.g. s, g, cm^3
- ▶ Scale- pattern in scales e.g. 0, 5, 10, 15 etc

▶ Calculations

- ▶ Equations are in the data booklet
- ▶ No need to add units if units mentioned in the questions.
- ▶ Mole, Titrations, calculations from balanced equations, energy, % by mass, nuclear equations.

▶ Assignment

- ▶ 20 marks
- ▶ Carry out an investigation.
- ▶ Write up underlying chemistry.
- ▶ Draw a table and graph.
- ▶ Conclusions e.g. As the temperature increases the solubility increases.
- ▶ Analyse to identify relationships and evaluate for reproducibility , validity of sources, experimental procedure.
- ▶ Evaluate with justification.

▶ Definitions

- ▶ Memorise all definitions.
- ▶ Use your glossary.

Chemistry- N5/H

▶ Using Your Knowledge Questions

- ▶ Write down everything you can remember, show you understand the concepts.
- ▶ Give definitions
- ▶ Names of functional groups
- ▶ Expand and explain concepts
- ▶ Use formulae and equations
- ▶ Draw structures
- ▶ Use diagrams to explain
- ▶ Write in bullet points.

▶ Apparatus

- ▶ Design experiments using apparatus
- ▶ Draw apparatus

The background features abstract, overlapping geometric shapes in various shades of yellow and orange, primarily concentrated on the right side of the frame. The shapes include triangles and polygons, some with thin white outlines, creating a layered, dynamic effect. The left side of the image is mostly white, with a thin yellow vertical strip along the far left edge.

Dance

Dance- Higher

Useful links

- ▶ Teams- all PowerPoints, revision resources and recorded lessons.

Command Words and Structure

Describe

Paint a picture, What,
Where, When, Who,
How

Explain

Point, Example, Impact,
Impact (PEII)

Analyse

Look at something closer
Point, Evidence, Impact,
Impact.
Positives & Negatives

Discuss

Description + explanation
Paint the picture +
example + impacts

Compare

Direct comparison needed
PEII, COMPARISON, PEII
(for each point)

Evaluate

Make a judgement
Evaluative point,
evidence/example, Impact,
Impact

Dance- Higher

Safe dance practice

- ▶ Warm up
- ▶ Cool down
- ▶ Alignment
- ▶ Dance environment
- ▶ Injury (RICED)
- ▶ Dance attire

Technical skills

- Flexibility
- Strength
- Posture
- Alignment
- Balance
- Stamina
- Turnout
- Parallel

Compare to a model performer.

Compare the use of in contemporary and jazz.

Explain the importance of.

Describe a development method.

Evaluate the importance of.

Performance skills

- Timing
- Musicality
- Self-expression
- Spatial awareness
- Dynamics
- Quality

Dance- Higher

History of Jazz dance

- ▶ Origins of jazz dance
- ▶ Development of jazz dance
- ▶ Social, cultural, race, gender, political, historical events- impacts of these on jazz dance
- ▶ Key choreographers and their impact on jazz

Swansong (Christopher Bruce)

- Key movements and motifs
- Choreographic devices
- Spatial elements
- Theatre arts- lighting, costuming, staging, props.
- Music/sound
- Structure- episodic

Dance- National 5

Useful links

- ▶ Teams- all PowerPoints, revision resources and recorded lessons.

Command Words and Structure

Describe

Paint a picture, What,
Where, When, Who,
How

Explain

Point, Example, Impact,
Impact (PEII)

Discuss

Description + explanation
Paint the picture +
example + impacts

Evaluate

Make a judgement
Evaluative point,
evidence/example, Impact,
Impact

Dance- National 5

Safe dance practice

- ▶ Warm up
- ▶ Cool down
- ▶ Alignment
- ▶ Dance environment
- ▶ Injury (RICED)
- ▶ Dance attire

Technical skills

- Flexibility
- Strength
- Posture
- Alignment
- Balance
- Stamina
- Turnout
- Parallel

Describe your use of

Explain the importance of.

Describe a development method.

Evaluate the importance of.

Performance skills

- Timing
- Musicality
- Self-expression
- Spatial awareness
- Dynamics
- Quality

Dance- National 5

History of Jazz dance

- ▶ Origins of jazz dance
- ▶ Development of jazz dance
- ▶ Historical events that impacts on jazz
- ▶ Style specific steps
- ▶ Jazz key characteristics
- ▶ Key choreographers and their impact on jazz

Swansong (Christopher Bruce)

- Key movements and motifs
- Choreographic devices
- Spatial elements
- Theatre arts- lighting, costuming, staging, props.
- Music/sound
- Structure- episodic

Design and Manufacture

National 5

Useful Links/ Pages:

Mr Sheridan Website

<https://www.mrsheridan.org/n45-design-and-manufacture>

Design Class

<https://www.designclass.co.uk/2n5designmanufacture.html>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/z6xpb9q>

Achieve

SQA Past Papers

All class slides and resources are available on Teams

Higher

Useful Links/ Pages:

Mr Sheridan Website

<https://www.mrsheridan.org/higher-design-and-manufacture>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zwd7pv4>

Achieve

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The Design Process

- I can describe an open brief.....○
- I can describe a closed brief.....○
- I can describe how to analyse a design brief.....○
- I can describe the purpose of a specification.....○
- I can describe the term Circular Economy.....○
- I can describe the term design synthesis.....○

Research, Development + Evaluation

- I can describe how to use online research.....○
- I can describe how to use surveys for research.....○
- I can describe how to use user trials for research.....○
- I can create a specification based on research.....○
- I can describe two methods of developing an idea.....○
- I can write meaningful annotations to designs.....○
- I can evaluate a design against a specification.....○
- I can evaluate the fitness for purpose of a design.....○
- I can describe how products impact on society.....○

Materials Knowledge (wood)

- I can describe the term softwood.....○
- I can name three types of softwood.....○
- I can describe the term hardwood.....○
- I can name three types of hardwood.....○
- I can describe the term manufactured board.....○
- I can name three types of manufactured board.....○
- I can justify the choice of wood for a design.....○

Materials Knowledge (metal)

- I can describe the term ferrous metal.....○
- I can name three types of ferrous metal.....○
- I can describe the term non-ferrous metal.....○
- I can name three types of non-ferrous metal.....○
- I can describe the term alloy.....○
- I can justify the choice of metal for a design.....○

Materials Knowledge (plastic)

- I can describe the term thermoplastic.....○
- I can name two types of thermoplastic.....○
- I can describe the term thermoset plastic.....○
- I can name two types of thermoset plastic.....○
- I can justify the choice of plastic for a design.....○

Manufacturing Technologies

- I can describe the term CAD/CAM.....○
- I can describe benefits & disadvantages of CAD/CAM.....○
- I can describe the term Just-in-Time.....○
- I can describe the term Standard Components.....○
- I can describe the term Rapid Prototyping.....○
- I can describe the term Quality Assurance.....○

Idea Generation

- I can describe the term morphological analysis.....○
- I can describe the term thought shower.....○
- I can describe the term technology transfer.....○
- I can describe the term analogy.....○
- I can describe the term lateral thinking.....○
- I can describe a mood or lifestyle board.....○

Function

- I can describe the term function.....○
- I can describe the term fitness for purpose.....○

Ergonomics

- I can describe anthropocentric.....○
- I can describe product psychology.....○
- I can describe the purpose of ergonomics.....○
- I can describe the 50th, 50th and 95th percentiles.....○
- I can calculate appropriate sizes for a product.....○

Market

- I can describe the term consumer demands.....○
- I can describe the term technology push.....○
- I can describe the term market pull.....○
- I can describe the term niche market.....○
- I can describe the terms needs and wants.....○
- I can describe the term marketing mix.....○
- I can describe the term social expectation.....○

Aesthetics

- I can describe the term shape.....○
- I can describe the term proportion.....○
- I can describe the term contrast.....○
- I can describe the term harmony.....○
- I can describe the term texture.....○
- I can describe the term fashion.....○

Performance

- I can describe the term strength.....○
- I can describe the term durability.....○
- I can evaluate the suitability of a material type.....○
- I can evaluate how easy a device would be to use.....○
- I can evaluate how easy to maintain a product would be.....○
- I can evaluate if a product is too big or small.....○

Prototypes, Presenting + Planning

- I can describe the purpose of prototypes.....○
- I can sketch and read orthographic drawings.....○
- I can sketch in one and two point perspective.....○
- I can create 3D CAD models of designs.....○
- I can illustrate and render design ideas.....○
- I can create a plan to manufacture components.....○

Centre Lathe

- I can describe the process of parallel turning.....○
- I can describe the process of facing off.....○
- I can describe the process of chamfering.....○
- I can describe the process of centre drilling.....○
- I can describe the process of parting off.....○
- I can describe the process of knurling.....○
- I can describe how to drill to a set depth.....○
- I can identify 8 parts of the centre lathe.....○
- I can describe 4 safety rules for using the centre lathe.....○
- I can describe how to centre a tool on a centre lathe.....○

Wood Lathe

- I can describe the purpose of the gouge tool.....○
- I can describe the purpose of the parting tool.....○
- I can describe the purpose of the skew chisel.....○
- I can describe the purpose of the outside callipers.....○
- I can describe how to prepare wood for turning.....○
- I can identify 6 parts of the wood lathe.....○
- I can describe 4 safety rules for using the wood lathe.....○
- I can describe how to sand material on a wood lathe.....○
- I can describe how to set-up a wood lathe for turning.....○

Plastic Processes

- I can describe the process of vacuum forming.....○
- I can describe features of a vacuum forming pattern.....○
- I can describe the process of injection moulding.....○
- I can describe the process of bending with a strip heater.....○
- I can describe the process of shaping with a plastics oven.....○
- I can describe how to finish the edges of cut plastic.....○
- I can describe how to join plastic using Tensol.....○
- I can describe how to drill plastic without shattering.....○
- I can describe how to cut plastic without shattering.....○
- I can describe how to mark out plastic.....○
- I can describe how to cut internal shapes in plastic.....○
- I can describe the process of rotational moulding.....○

Joining Metal

- I can describe the process of Spot Welding.....○
- I can describe the process of Brazing.....○
- I can describe the process of Pop Riveting.....○
- I can describe the process of using nuts & bolts.....○
- I can describe the process of tapping an internal thread.....○
- I can describe the process of die cutting an external thread.....○

Wood Joints

- I can describe how to make a mortise & tenon.....○
- I can describe how to make a dowel joint.....○
- I can describe how to make a housing joint.....○
- I can describe how to make a T-halving joint.....○
- I can describe how to make a cross halving joint.....○
- I can describe how to make a butt joint.....○
- I can identify the glue used with wood joints.....○

Shaping & Finishing Wood

- I can describe four different wood finishes.....○
- I can describe two ways to apply a finish to wood.....○
- I can describe how to cut straight lines in wood.....○
- I can describe how to cut curves in wood.....○
- I can describe how to plane an edge on wood.....○
- I can describe three methods of drilling holes in wood.....○
- I can describe how to machine mortise slots in wood.....○
- I can describe how to mark a line parallel to an edge.....○
- I can describe how to mark a line 90th to an edge.....○

Shaping & Finishing Metal

- I can describe the process of folding metal.....○
- I can describe the process of dip coating.....○
- I can describe features of a pattern for sand casting.....○
- I can describe the process of sand casting metal.....○
- I can describe the process of die casting metal.....○
- I can describe how to cut metal with 3 different hand tools.....○
- I can describe how to cut internal shapes in metal.....○
- I can describe how to drill holes in metal.....○
- I can describe how to finish the edges of cut metal.....○
- I can describe the process of annealing metal.....○
- I can describe the process of work-hardening metal.....○
- I can describe how to mark a line parallel to an edge.....○
- I can describe how to mark a line 90th to an edge.....○
- I can identify 4 different tools used to hold metal.....○

Making Prototypes

- I can describe the process of wire cutting.....○
- I can describe four possible modelling materials.....○
- I can describe the use of templates to make items.....○
- I can describe the advantages of 3D printing.....○

National 5

Topic Checklist - Different

Layout

National 5 Design and Manufacture Checklist					
Design (30 Marks)					
Topic	Description	Course Notes			
	Gathering Data	Pages 81 - 85			
	the key stages of the following research techniques: <input type="checkbox"/> questionnaires and user trips - reasons for the selection of research techniques	Pages 86 - 88			
Analysis of a Brief	the role of the product specification in the design process	Pages 88 - 90			
Idea Generation Techniques	appropriate use of idea-generation techniques, the key stages of the following idea-generation techniques: morphological analysis and brainstorming	Pages 91 - 97			
Modelling in Design process	the use of modelling in the design process to: generate and explore, test and refine, and communicate, the advantages of using modelling in the design process, reasons for the selection of types of models: sketch, scale, block and computer-generated	Pages 103 - 105			
Graphics in the Design Process	the use of graphics in the design process to: generate and explore, test and refine, and communicate, the advantages of using graphics in the design process, reasons for the selection of types of graphic techniques	Pages 100 - 102			
Design Factors	Function - the influence of Function on the design of products, primary and secondary Function	Pages 20 - 21			
	Performance - the influence of performance on the design of products, maintenance issues associated with products, the influence of a product's life expectancy on design, manufacture, and the environment, fitness-for-purpose of products, safety issues associated with products	Pages 22 - 28			
	Market - the influence of the target market on the design of products, marketing techniques to influence sales, the benefits of branding, technology push and market pull	Pages 29 - 39			
	Aesthetics - the aesthetics of products, influences on the aesthetics of products	Pages 40 - 46			
	Ergonomics - the influence of ergonomics on the design of products: safety, comfort and ease of use <input type="checkbox"/> the use of anthropometric data	Pages 46 - 51			
People who Influence Design	the role of people who influence the design of products: designers, manufacturers, marketing teams, consumers and retailer	Pages 11 - 13			
Use of Common Materials	properties and appropriate use of: hardwoods: beech, ash, mahogany, and oak - softwoods: red pine and spruce - manufactured boards: plywood, flexi-ply, MDF, chipboard, and hardboard - non-ferrous metals/alloys: aluminium, copper, and brass - ferrous metals/alloys: iron, mild steel, high-carbon steel, and stainless steel - thermoplastics: ABS, acrylic, polypropylene, and polystyrene - thermosetting plastics: urea formaldehyde and melamine formaldehyde	Pages 126 - 139			
Evaluation of Products	methods to evaluate products: comparison to other products, user trials and comparison against specification - questionnaires	Pages 58 - 79, Pages 113 - 114 & Pages 184 - 185			

Workshop-based Manufacture (30 Marks)					
Topic	Description	Course Notes			
Planning for Manufacture	sequence of operations: steps and order, tools and machines, and safety - working drawings - cutting lists	Pages 108 - 122, Pages 146 - 150			
Tools for Measuring and Marking Out	the use of measuring and marking-out tools (there is no requirement for candidates to describe the tool or its component parts): callipers: outside and odd-leg, rule, dividers, gauges: marking and mortise, centre punch, scriber, squares: try and engineer's				

Machine and hand tools for cutting and forming materials	the use of hand tools: saws: coping, tenon, hacksaw, and junior hacksaw, chisels: mortise and bevel-edged, hammers: ball-pein, cross-pein, and claw, mallets: wooden and hide, planes: jack, smoothing, rebate and plough, drill bits: twist, Forstner, countersink, and centre, files, hand router, pliers, pop-rivet gun, screwdrivers, tin snips, bending bars, taps and dies, nail punch, bradawl - the use of machine tools: sander: disc and belt, pillar drill: setting-up and depth stop, scroll/fret saw, centre lathe: setting-up, parallel and step turning, taper turning, drilling and knurling, wood lathe: setting-up, preparing material, parting off, parallel turning, and finishing, mortise machine: setting-up and depth stop, fluidiser, oven, strip heater				
Assembling	the use of joining methods: adhesives, screws, nails, nuts and bolts, woodwork joints: mortise and tenon, lap, rub, halving, dowel, rebate, and housings, popriveting, welding - the use of tools for holding and clamping: vices and guards: machine, bench, hand, engineer's, G-clamp, sash cramps - the use of formers and jigs				
Surface Finishing	surface finishing techniques: sanding/abrading, polishing, varnishing, oiling, staining, waxing, painting/lacquering, dip-coating				

Commercial Manufacture (20 Marks)					
Topic	Description	Course Notes			
Commercial Manufacture	vacuum forming: uses, identifying features and patterns - sand casting: uses, identifying features and patterns - injection moulding: uses and identifying features - rotational moulding: uses and identifying features - die casting: uses and identifying features - computer-aided manufacture (CAM): benefits and drawbacks - laser cutter: uses, benefits, and drawbacks - 3D printer: uses, benefits, and drawbacks - the use of standard components and knock-down fittings - types of manufacturing systems: mass and one-off	Pages 187 - 196			
Impact of design and manufacturing technologies	the impact of design and manufacturing technologies on society and the environment: supply of affordable and accessible products changes to workforce energy consumption pollution - methods to support sustainability	Pages 198 - 200			

Question Types – Command Words

- **NAME/STATE/SELECT** - you must give a simple answer. The amount of information required will match up to the number of marks available. If it is a 1 mark question, only your first answer will be marked!
- **OUTLINE** – you provide a brief overview of content. More than naming, but not a detailed description. You will normally be required to make the same number of actual/appropriate points as marks available in the question.
- **EXPLAIN** – You must generally relate cause and effect and/or make relationships between things clear. This will be related to the context of the question or a specific area within a question.
- **DESCRIBE** – you must provide a statement or structure of characteristics and/or features. This should be more than an outline or a list. You will normally be required to make the same number of actual/appropriate points as marks available in the question.

design + manufacture



Brief

- The purpose of a brief
- Open and closed briefs

Research & Evaluation

The purpose of research and evaluation:

- Throughout the design process
- Of existing products
- Information gathered through research and evaluation

Methods of gathering information:

- Primary
- Secondary

Techniques:

- Comparisons
- Questionnaires
- Surveys
- Tests and test rigs
- Use trial
- User trip

Specification

Specification types:

- Key stages/activities:
- Product design
 - Performance
 - Technical

Generation Techniques

Generation techniques:

- Activities:
- Analogy
 - Brainstorming
 - Lifestyle/Mood board
 - Morphological analysis



Modelling in the Design Process

Using modelling to:

- Generate and explore
- Test and refine
- Communicate

The purpose of and information gained from:

- Sketch models
- Block models
- Scale models
- Test rigs
- Prototypes
- Computer generated
- Simulations

- Benefits and drawbacks of rapid prototyping

Graphics in the Design Process

Use of graphic when:

- Developing
- Resolving
- Communicating

- The advantages of using manual generated graphics
- The advantages of using computer generated graphics

Function

- The influence of function
- Primary function
- Secondary function

Safety

- The influence of safety
- How to ensure safety



Performance

- Influence of performance
- Fitness-for-purpose of products
- The influence of planned obsolescence on the consumer, manufacturer and the environment
- Value for money



Market

- Influence of target market
- Technology push
- Market pull
- Economics

Product life cycles:

- Introduction
- Maturity
- Growth
- Decline

- Influence of fashion, market trends and style
- Marketing techniques to influence sales
- Niche marketing
- Branding



Aesthetics

- The aesthetics of a product
- Influence of aesthetics on the design of a product
- Influences on aesthetics



Ergonomics

- The influence of ergonomics
- Anthropometric data
- Psychology
- Physiology



Use of Materials

Hardwoods:

- Beech
- Ash
- Mahogany
- Oak

Softwoods:

- pine
- spruce

Manufactured Board

- Plywood
- FlexiPly
- Hardboard
- MDF
- Chipboard
- Blockboard
- Veneered

Non-ferrous metals/alloys:

- Aluminium
- Copper
- Brass
- Tin
- Zinc

Ferrous metals/alloys:

- cast iron
- mild steel
- stainless steel
- high carbon steel

Thermoplastics:

- ABS
- Acrylic
- Nylon
- Polypropylene



- Polystyrene
- Polythene
- Polyvinyl Chloride

Thermosetting plastics:

- Urea formaldehyde
- Melamine formaldehyde

Composite materials:

- Carbon fibre plastics
- Glass reinforced plastic
- Elastomers

- Influence material has on design
- Methods used to identify materials
- Development of new materials and their impact



Commercial Manufacture

Appropriate uses and features of:

- Bending
- Blow moulding
- Compression moulding
- Die casting
- Drop forging
- Extrusion
- Injection moulding
- Piercing and blanking
- Press forming
- Rotational moulding
- Sand casting
- Vacuum forming
- 3D printing
- Laser cutting
- Chrome plating
- Galvanising
- Plastic dip coating



People who Influence Design

Roles and responsibilities of:

- Designers
- Ergonomists
- Lawyers
- Production engineers
- Project managers
- Market researchers
- Material technologists

- Communication between members of a design team
- Advantages and disadvantages of in house design team
- Advantages and disadvantages of sub-contracting



Production and planning systems

- One off production
- Batch production
- Mass production

Methods use to improve:

- Automation
- CAD/CAM
- CNC machining
- Gantt and flow charts
- Jigs
- Just in time production
- Standard components



Manufacturing features of component parts:

- Complexity
- Cross section along its length
- Draft angles
- Ejection marks
- Flashing
- Injection points
- Shear marks
- Split lines
- Surface finish
- Symbols and labels
- Thinning of sheet metal
- Wall thickness

- The purpose of bosses, location pins, ribs and webs
- Issues that influence the processes

Assembly

- Adhesive
- Carcass and frame joints
- Knockdown fittings
- Nuts
- Bolts
- Screws
- Snap and press fit
- Riveting
- Spot welding
- Arc welding
- Thermal bonding
- Methods used to identify assembly methods
- Issues that influence assembly



Intellectual Property Rights

The purpose of intellectual property rights Methods of protecting:

- Copyright
- Design rights
- Patents
- Trademarks



Impact of design

Methods used to limit impact on environment:

- Design for recyclability
- Design for re-use
- Efficiency

- Impact of traditional manufacturing technology
- Impact of new manufacturing technology
- Impact of materials
- Methods to support sustainability
- Investigation of a products sustainability and impact

Higher

Topic Checklist - Different

Higher Design and Manufacture Checklist					
Design (30 - 50 Marks)					
Topic	Description	Course Notes			
Members of a Design Team	Designers, market researchers, accountants, engineers, manufacturers, lawyers, materials technologists, production specialists, marketing teams, ergonomists, consumers, retailers economists, sub-contractor. Relationships between team members and types of teams.				
Design Process	Brief - Purpose, statement of problem, target market. Open brief, closed brief. Design brief analysis.				
	Research - Sources of recorded and non-recorded information, methods of gathering information. Analysis, application and presentation of researched material.				
	Specification - Types and purpose of specifications: brief, product design specification, performance specification, marketing specification and technical specification. Application of researched material to produce a product design specification.				
	Idea Generation - Morphological analysis, thought showers technology transfer, analogy, and lateral thinking. Application of idea generation techniques. Mood and lifestyle boards.				
	Evaluation - Surveys, questionnaires, user trips/trials, observation, testing, test rigs, comparison to other products, and comparison to specification. Application of evaluation techniques, presentation of results.				
Design Factors	Function - Primary and secondary functions, fitness for purpose, safety in use.				
	Performance - Design for re-use, for recycling, planned obsolescence, value for money, ease of maintenance, environmental aspects.				
	Market - Consumer demands, end user, social expectations, niche marketing, branding, introduction of new products, economics, product life cycle, needs, wants, technology push, market pull.				
Communication and Modelling	Aesthetics - Factors influencing aesthetics (line, shape, form, colour, proportion, contrast, pattern, texture, harmony, balance), influences of fashion, market trends, style.				
	Ergonomics - Anthropometrics, psychology, physiology. Graphic Techniques - The role of graphic techniques in communicating design ideas. Range of Modelling techniques and materials - The role of modelling as it supports designing.				

Impact of Design and Manufacturing technologies on society, the environment and the world of work (4 - 8 Marks)					
Topic	Description	Course Notes			
Society, Environment and the world of work	The impact of design and manufacturing technologies on society and the environment and the world of work				
	The impact of design and manufacturing technologies on society and the environment and the world of work				

Materials & Manufacture (26 - 42 Marks)					
Topic	Description	Course Notes			
Planning for Manufacture	Production and Planning Systems - One-off, batch, mass, line, flow. Gantt charts, flow charts, project planning, JIT, jigs, patterns, standard components, CAD/CAM, CNC machining (automation) and rapid prototyping.				
Materials	Plastics (Including Composites) - Polythene (high and low density), polyvinyl chloride, polystyrene, nylon, cellulose acetate, acrylic, polypropylene, ABS, epoxy resin, melamine formaldehyde, urea formaldehyde, polyester resin, glass-reinforced plastic, carbon-fibre plastics, elastomers including, where appropriate, labelling and symbols.				
	Metals - Mild steel, carbon steel, stainless steel, high-speed steel, cast iron, brass, bronze, aluminium and aluminium alloys, copper, tin, lead, zinc.				
	Woods - Beech, oak, ash, mahogany, teak, walnut, balsa, Scots pine, red cedar, Parana pine, spruce.				
	Timber Derivatives - Manufactured boards — fibreboards, plywood, block-board, chip-board, hardboard and veneer.				
	Properties of Materials - Justification of the selection of materials based upon their properties in the design, manufacturing and use of products				
Processes	Plastic Processes - Cutting, injection-moulding, extrusion, rotational moulding, vacuum-forming, blow-moulding, laminating, rapid prototyping, joining, compression moulding, calendaring, casting, bending, fabrication, coating, forming, adhesive bonding, finishing.				
	Metal Processes - Cutting, turning, milling, die-casting, sand casting, lost wax casting, pressing, stamping, punching, extrusion, spot welding, arc welding, adhesive bonding, riveting, fitted joints, bolts, screws, piercing and blanking, drop forging, finishing.				
	Wood Processes - Cutting, drilling, turning, routing, laminating, spindle moulding, adhesive bonding, knock-down fittings, finishing				
	Identification of commercial processes - Form, material, split lines, injection points, ejector points, shrinkage, draft angle, intricate form, clean and precise, flash, thinning of sheet material, shear marks, cross-section over length, surface finish (texture/detail).				

Questions Types

- **NAME/STATE/IDENTIFY** - you must give a simple one-word answer. Be careful not to state more than what is asked for as it will not be marked.
- **DESCRIBE** - you must provide a statement or structure of characteristics and/or features. This should be more than an outline or a list. It may refer to, for example, a concept, process, experiment, situation, or facts, in the context of and appropriate to the question.
- **EXPLAIN** – you must relate cause and effect and/or make relationships between things clear, in the context of the question or a specific area within the question.
- **DISCUSS** – you must communicate ideas and information on a subject. It may be possible to debate two sides of the statement.

The background features abstract, overlapping geometric shapes in shades of yellow and orange, primarily concentrated on the right side of the frame. The shapes are semi-transparent, creating a layered effect. The rest of the background is plain white.

Drama

Drama - National 5

Useful Links

- [West OS](#)
- Teams - all past paper questions broken down into categories with marking instructions and breaking down the questions with sample answers

Rehearsal Techniques/Practical Activities

- ▶ When answering questions on rehearsal techniques that you or a classmate used to prepare for a performance, you should use the following structure and describe:
 - ▶ **How** you used the activity: state the activity and describe how you used it.
 - ▶ **What** you found out about your character
 - ▶ If the question asks you to evaluate the technique, you must include an evaluative statement.

Evaluating Your Own and Others' Performances

- ▶ Reword the question as your opening sentence - you must directly answer the question to access marks.
- ▶ If the question is worth 6 marks, describe & justify 6 performance concepts (voice & movement). If it is worth 4, describe 4.
- ▶ If the question asks you to evaluate, use at least one evaluative statement.

Production Skills Questions Section 2

Use the correct terminology (some examples below) and justify your choices:

- ▶ Sound: SFX of and/or the name of the song.
- ▶ Lighting: Fresnel, profile spotlight, floodlight, gels, gobo, fade up, fade down, blackout, snap to.
- ▶ Props: describe the prop and what they look like, hand held prop, costume prop, set prop.
- ▶ Costume: describe all individual items of costume.
- ▶ Hair & make-up: Kryolan products, bruise wheel, stipple sponge, old age wheel.

General Tips

- ▶ Always answer section one as an actor.
- ▶ Read all of the questions before you start the exam.
- ▶ Section 2 is a drama using one of the 3 stimulus provided.

The background features abstract, overlapping geometric shapes in various shades of yellow and orange, primarily concentrated on the right side of the frame. The shapes include triangles and polygons, some with thin white outlines, creating a layered, modern aesthetic. The central area is a plain white space.

English

RUAE Prep

- Learn the formulae used to answer each different question type (ask your teacher for a copy of these if you've lost yours). These are available on the Website/Teams.
- When answering 'in your own words' actually only use your own words (check that you have not accidentally stolen words from the passage)
- Time yourself doing past papers (1hour for N5/1hour 30min for H). Even do one question per night and pop in and ask your teacher to mark that one question- we would love to!
- Read more quality newspaper articles to get used to the type of language that will be in the exam article
- Identify question types that you struggle with and focus on them
- Attend Supported Study
- Use the Eastbank Revision Website

MacCaig/Duffy Prep:

- Learn the 8/10 mark formula off by heart
 - Make mind maps of main themes and fill them up with quotations from all the poems which are relevant (this will help you to work out which poems link well together)
 - Look at past papers and answer the previous exam questions (especially the 8/10 mark ones)
 - Make notes on the beginnings and ending of poems (how do they sum up the main points/themes of the poem - add quotations)
- Create flash cards (key quotations on one side and analysis on the other)
- Put key quotations on post notes all around your house in preparation for 8/10 marker
 - Record your quotations as voice notes, saying each quotation 3 times and then listen to them on repeat for 8/10 marker
 - Time yourself answering the questions (Spend 10-15min on the 8mark N5 Q / 15-20min on the 10 H mark Q - total time for the paper is 45min)
 - Attend Supported Study
 - Use the website for video analysis & Blookets on each of your poems

Critical Essay Prep

-Make mind maps of everything:

Plot- what happens & when (add quotations)

Characters- who, what's their personality like, who are they related to, what do they do, why are they important (add quotations)

Themes- where do you see it in the text, why is it there, what's the message (add quotations)

Setting- where is the story taking place and when (is it relevant), where do they characters go, how is it described, how do they act when there, what does it represent (add quotations)

Key moment- when is it, what happens before and after it, why does it matter, how does it help to show you the theme/message (add quotations)

-Put key quotations on post-it notes all around your house

-Record your quotations as voice notes, saying each quotation 3 times and then listen to them on repeat

-Make key quotations your background on your phone

-Create flash cards (key quotations on one side and analysis on the other)

-Pick previous exam essay questions and make essay plans for them. Then time yourself writing them out- 1 X PEARLEAR paragraph should take 8-10 min so, *Intro (5min)+ PEARLEAR (32-40min) + Conc (5min)*

-Attend Supported Study

Revision Website

- ▶ This keeps everything you need in the one place. On the website you will find all class PowerPoints, YouTube tutorials, Blookets and Past Papers in the one place. Ask your teacher for the passwords for restricted sections of the website.

<https://blogs.glowscotland.org.uk/gc/n5andhrevisionenglisheastbank/>



The background features a white central area surrounded by abstract, overlapping geometric shapes in various shades of yellow and orange. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The colors range from bright, saturated yellow to deep, warm orange and brown tones. The overall composition is clean and modern.

French



National 5 French Study Guide

Useful Resources

- SQA website - Past Papers
- **Achieve**
- Scholar
- **N5 French Study Guide Textbooks**
- TEAMS -> Files -> Class Materials

Writing Exam

- Re-learn your 4 bullet points
- **Study the unpredictable bullet points**
- Do practice papers (**TIMED** - no more than 30 minutes)



National 5 French Study Guide

Reading Exam

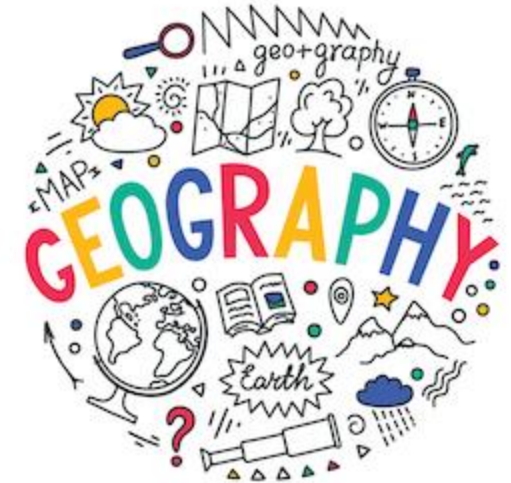
- Dictionary skills - finding the correct word and improving speed
- Exam technique - focussing on answering the questions, not translating the whole text
- Give detailed answers to guarantee getting the points.
- Practice makes perfect!

Listening Exam

- Time management - use the time to study the questions and **predict** possible answers.
- Remain focussed during the audio.
- Take notes throughout.
- Answer **EVERY** question - even take an educated guess!

Geography

National 5 - Command Words



Describe

- ▶ Make relevant and factual points.

Explain

- ▶ Make a process or a situation clear by showing connections between factors.

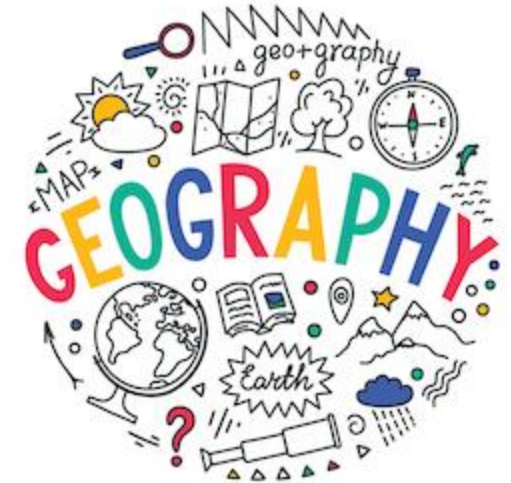
Give reasons

- ▶ Make a number of points, generally using information from sources.

Give map evidence

- ▶ Use evidence from a map including grid references and place names to support a point that has been made.

National 5 - Units and Topics



▶ Physical Environments

- Weather
- Glaciers
- Coast
- Land-use

▶ Human Environments

- Population
- Urban
- Rural

• Global Issues

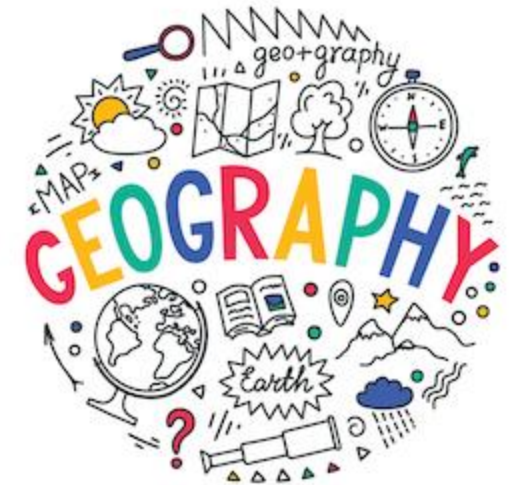
- Climate Change
- Health

• Added Value Unit (AVU)

- Research Project completed with minimal supervision.

National 5 - Revision

- ▶ Various materials available on “National Geography” teams page (code: 5alxmjx).
 - Past papers
 - Model Answer Booklets
 - Revision Booklets
 - Video guides – Chalk Talks
 - Textbooks
- BBC Bitesize -
<https://www.bbc.co.uk/bitesize/subjects/znbw2hv>
- Create your own flashcards
- Achieve



Higher - Command Words



Describe

- ▶ Make relevant and factual points.

Explain

- ▶ Make a process or a situation clear by showing connections between factors.

Give / suggest reasons

- ▶ Make a number of points, generally using information from sources.

Discuss / comment on

- ▶ Explore ideas and consider different views on the impact of a change / issue

Give map evidence

- ▶ Use evidence from a map including grid references and place names to support a point that has been made.

Higher - Units and Topics



▶ Human Environments

- Population
- Urban
- Rural Land Degradation

▶ Physical Environments

- Lithosphere (Coasts & Glaciation)
- Hydrosphere (Rivers)
- Biosphere
- Atmosphere

• Global Issues

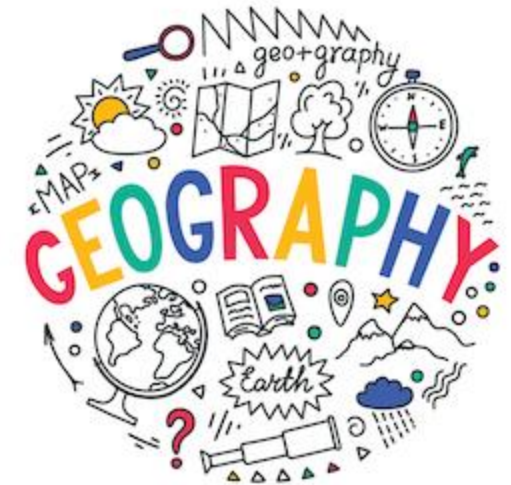
- Climate Change
- Development & Health

• Applications of Geographical Skills

• Assignment (research project)

Higher - Revision

- ▶ Various materials available on your Higher Geography 'Teams' page including -
 - All past papers & marking schemes
 - Model answers
 - Course power points
- BBC Bitesize -
<https://www.bbc.co.uk/bitesize/subjects/znbw2hv>
- Video guides – Chalk Talks (YouTube)
- 'Achieve' – highly recommended



Graphics

The background features a white central area surrounded by abstract, overlapping geometric shapes in various shades of yellow and orange. The shapes are primarily triangles and quadrilaterals, creating a dynamic, layered effect. The colors range from bright, saturated yellow to deep, warm orange, with some semi-transparent areas where the colors blend.

Study Resources

▶ Command Words



▶ SQA Past Papers & Marking Instructions



▶ Examples



STUDY LINKS

- [Achieve Website](#)



- [Design Class](#)



Study Resources

▶ [K&U Revision Cards](#)



▶ [Command Words](#)



▶ [SQA Past Papers & Marking Instructions](#)



▶ [Examples](#)



STUDY LINKS

▶ [Achieve Website](#)

▶ [Design Class](#)

Study Skills



Ambition



Respect



Responsibility



Kindness

Health and Food Technology

Resources

See how the papers are marked with understanding standards

- ▶ <https://www.understandingstandards.org.uk/Subjects/HealthFoodTechnology>

Review course content and quiz yourself with Achieve (complete for N5, does not include full higher content)

- ▶ <https://achieve.hashtag-learning.co.uk/>

Recap the food for health topic with these YouTube playlists

- ▶ N5 -
<https://www.youtube.com/watch?v=mMxLwikLtKs&list=PLoUDupjz9TowgwGDHnBitzqoH3LVYBtLN>
- ▶ Higher-
https://www.youtube.com/watch?v=EmE0KQanVhY&list=PLoUDupjz9ToxULUBtP2Kb42bf_aDd-cEO

Understand command words with these videos

- ▶ N5 - <https://www.youtube.com/watch?v=vooukaZ1mu8>
- ▶ Higher - <https://www.youtube.com/watch?v=gYvvFrhNDX4>

Sign up to join the e-Sgoil Easter supported study school

- ▶ <https://e-sgoil.com/senior-phase/study-support/e-sgoil-study-support-resource-pack-for-schools/>

Use the e-Sgoil thing link to review topics

- ▶ <https://www.thinking.com/card/1703443836342108773>

Test your knowledge with Quizlet

- ▶ <https://quizlet.com/gb>

Use past papers to test your knowledge and practice exam technique remember **MARKING** your own paper can make a big difference in understanding how to get top marks

- ▶ <https://www.sqa.org.uk/sqa/45840.html>

History

National 5 History - source based questions: always remember to make your judgement!

Source Comparison Questions – 4 marks

Step 1: Overall, do the sources agree or disagree about the topic in question?

Overall, sources A and B agree about the treatment of the Jews.

Step 2: State in your own words one point that the sources agree on.

Sources A and B agree that Jews were forced to wear yellow stars.

Step 3: Quote from both sources to support this statement.

Source A says "The Jewish population had no option but to wear the Star of David when in public."

Source B agrees, saying "designed to literally label them as different, attached to the clothing of the Jew was a bright yellow star."

Evaluate the Usefulness – 5 marks

Use the 5 W's approach

Who wrote the source – 1 mark

When was the source written – 1 mark

What type of source is it – 1 mark

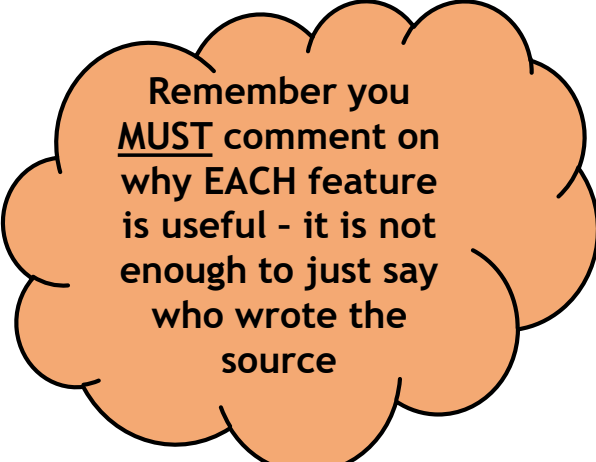
What it does tell us – 2 marks available

What it doesn't tell us – 2 marks available

You must identify the feature of the source (one of the W's) AND comment on why this makes the source useful.

Identify the feature: Source A is written by John Smith, a historian. (WHO)

Comment on usefulness: This makes the source useful because as a historian he would have lots of knowledge on the issue and have researched the topic he is writing about.



Remember you **MUST** comment on why EACH feature is useful - it is not enough to just say who wrote the source

How Fully Questions – 6 marks

How Fully Explain (ensure the reasons you select from the source actually EXPLAIN why something happened. Ensure that your reasons not mentioned in the source are explanations.)

How Fully Describe (ensure the reasons you select from the source describe an event or issue. Ensure that your reasons not mentioned in the source are descriptions.)

Q: How fully does Source A explain the reasons why the Irish came to Scotland.

Step 1: Make your judgement on how full the source is. A source can never tell you everything about a topic so cannot ever be COMPLETELY full. However, it will always give you at least 3 pieces of information so is full to an extent. Your judgement should therefore say something like:

Source A is full to some extent / Source A is quite full / Source A is partially full.

Step 2: Identify and interpret 3 points from the source THEN quote

Source A shows us that the Irish came to Scotland due to the starvation they faced in Ireland. "The Great Famine forced thousands to flee certain death."

Source A also shows us that the Irish came to Scotland to find better quality housing. "The mud huts the Irish call home fall far below adequate standards for living; Scotland has slightly better offerings."

Source A also shows us that the Irish came to Scotland due to the short distance between the two countries. "The proximity between Ireland and Scotland was another factor which led to an influx of Irish arriving on the Scottish shores."

Step 3: State 3 things that are not mentioned in the source related to the question's topic

National 5 History - knowledge based questions: always remember to follow the correct process

Explain Questions – 6 marks

Step 1: Introduce your answer using the words of the question.

Q: Explain why many people in Germany were unhappy at the end of the war. (6)

Germans were unhappy at the end of the war for many reasons.

Step 2: Use the words of the question to introduce your first reason and state the first reason.

One reason why Germans were unhappy was the loss of the war

Step 3: use the word **because** to link in an explanation of your reason

because they had experienced a lot of suffering for four years that amounted to a loss.

*Another reason Germans were unhappy was due to the abdication of the Kaiser **because** many Germans liked the monarchy.*

*Another reason why Germans were unhappy at the demilitarisation of the Rhineland **because** it left them exposed and vulnerable.*

*Another reason why Germans were unhappy was the weakness of the Weimar government **because** it led to weak coalitions and revolutionary uprisings that caused instability.*

*Another reason why Germans were unhappy was due to the feelings of betrayal **because** their government had signed the armistice and the Treaty of Versailles.*

*A final reason why the Germans were unhappy at the end of the war was the War Guilt Clause of the treaty **because** they were made to take responsibility for a war they did not start.*

Describe questions – 4 marks

Tell the story of an event or state what the impact of an event was.

Describe the impact of Scots abroad. (4)

One impact of Scots abroad was in sheep farming in New Zealand. (1)

Another impact of Scots abroad was Scots such as Andrew Carnegie set up steel industries and became very wealthy. (1)

Another impact they made abroad was in politics with John Macdonald becoming Canada's first Prime Minister. (1)

Another impact they had was their involvement in gold mining in the USA, Australia and South Africa. (1)

**Also access
notes on
Teams and
Achieve**

Remember you will not have a source so this is when your content knowledge is very important.

Consolidate knowledge here:

<https://www.bbc.co.uk/bitesize/subjects/z2phv>

[CW](#)

National 5 History - knowledge based questions: short essays

To What Extent 9 Mark Essays

A 9 mark essay question will ask you to examine 'to what extent' (how much) a chosen factor contributed to a topic / event. E.g. *To what extent was the Reichstag Fire the main reason why Hitler rose to power?*

Topic / event = why Hitler rose to power

Factor = Reichstag Fire

You are expected to discuss the factor in the question and at least one other factor (preferably two) in your essay to answer the question. Follow the structure of one factor per paragraph.

INTRO: 1 mark for introduction that mentions factor in question and other factors you will talk about

'There were many reasons / factors that contributed to TOPIC' = *There were many factors that contributed to Hitler's rise to power, including The Reichstag Fire. However, other factors such as the weaknesses of Weimar and the appeal of Nazi promises also contributed to their rise to power.*

Paragraph 1: Factor 1 – Use the factor in question (The Reichstag Fire)

Treat this like an explain or describe question with how you word your paragraphs.

One reason that contributed to the Nazi rise to power was the Reichstag Fire.

You can get up to 5 marks for knowledge spread across your factors (you cannot make 5 points about the same factor, must spread across different ones). For example, you cannot only write about the Reichstag Fire; you have to give knowledge points about other factors in later paragraphs.

You should aim to make at least 2 knowledge points per factor (2 points per paragraph).

Paragraph 2: Factor 2 – You need to decide on this for yourself (In this example, weakness of Weimar)

Use wording such as *'However, another factor which contributed to Hitler's Rise to Power was the weakness of Weimar. / Another factor that led to the Rise of Hitler was the weakness of Weimar.'*

Continue to make 2 knowledge points about this factor. You also gain a 'balance' mark because you have talked about a factor not in the question.

Paragraph 3: Factor 3 – You now discuss your third and final factor. In this example, the appeal of the Nazis promises. If you cannot think of a third factor, you must ensure you add more information to your previous paragraphs to ensure you achieve 5 knowledge points.

Conclusion: 2 marks in total for conclusion (1 mark for making a decision as to which factor WAS the most important factor, 2nd mark for giving a reason to support this)

In conclusion, the Reichstag Fire was the most important factor in Hitler's rise to power. (decision = 1 mark)

While other factors did have some impact, the fire allowed Hitler to pass laws unchallenged and removed any political opposition, helping him rise to absolute power. (supporting reason = 1 mark.)

Decision + reason = 2 marks

Key phrases

Intro: *There were many reasons / factors that contributed to _____ including _____. Other factors also contributed, such as....*

Paragraphs: *One factor that contributed / A key factor that contributed to... / One important factor was ... / One reason that led to ... / However, other factors such as ... contributed. / A second, less important, less important factor...*

Conclusion: *Overall, while x factor was important, it was not as important as y factor. This is because z... / In conclusion, the main factor that led to z was y. While x did contribute, y was more important because... / To conclude, the factor that had the biggest impact was ... This is because...*

There are 3 short essay question stems:

1. To what extent
2. How important
3. How successful

For 1 and 2, you are doing the same thing - examining how important one factor was.

For 3, you need to look at the successes and failures of a certain topic e.g.. the abolitionists / the Liberal reforms.
Video guide below

<https://mrmarrhistory.wordpress.com/n5-short-essay-questions/>

Has it stuck?

Work your way through the post it note questions. Lets see what knowledge has stuck. Any gaps should guide your revision.

GREEN - Core Knowledge AMBER - Good Knowledge RED - Advanced

Why was the relationship between the Nazi's and the Catholic church important?

Who defeated Hitler in the 1932 presidential election?

What was the Enabling Act?

Who was the minister for propaganda and enlightenment?

How did the Reichstag Fire of 1933 aid Hitler's rise to power?

What was the Nazi view on women?

Why did the Munich Putsch fall in 1923?

Name the treaty that Germany had to sign after defeat in WWI

How did the Nazi party tackle unemployment?

What happened during the night of the Long knives?

How did the Nazi party tackle unemployment?

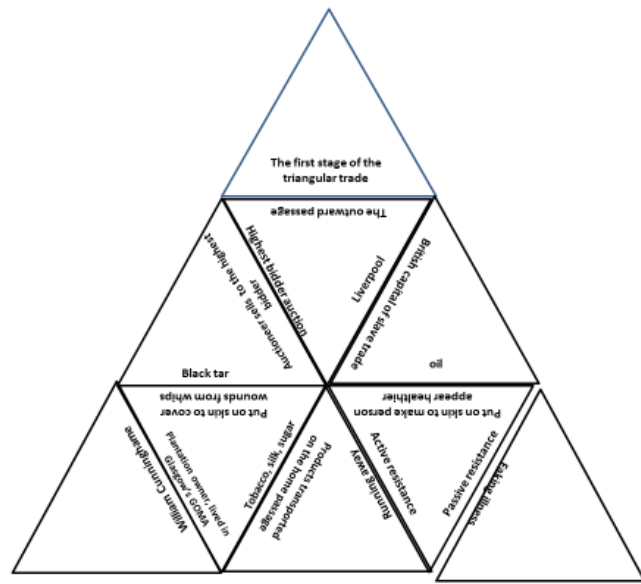
What was the Kapp Putsch?

Who was the first leader of the Weimar Republic?

Who oversaw economic stability in Germany through the use of American loans?

What was the Spartacist revolt?

Weimar and Nazi Germany 1918-1939



The Content Knowledge 'Rubik's cube'

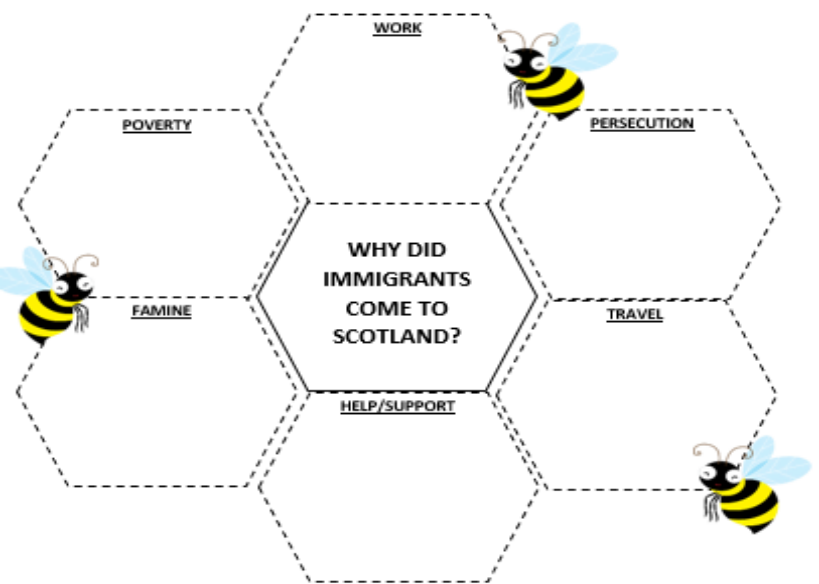
Within the Rubik's cube on the left, there are key terms, all connected to the different reasons why women gained the vote in 1918.

Task

Your task is to solve the Rubik's cube and fit the key words with the correct group. Once you have connected each piece of evidence with the event, you then need to write an explanatory paragraph for each group explaining how they helped women gain the vote you MUST include the key terms you have just sorted.

Knowledge Consolidation Tasks

In the "honey-comb" mind-map below - using the headings provided give one reason why an immigrant group of your choice came to Scotland (remember to name the immigrant group).



Find and fix the errors

Use the box below to write in the correct answers if required.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
The Irish Potato Famine was caused by a blight.	The Italian immigrants mainly worked in the mines.	WW1 caused a lot of tension between Italians and Scots.	Irish Catholics were supported by the church when moving to Scotland.	The Scots liked the Lithuanians as they supported their strikes.	Jewish immigrants to Scotland settled in areas like Glasgow's south side.	
The Highland Clearances forced people to move to Scotland.	Knowledge of the English language helped Scots fit in when they emigrated.	Andrew Carnegie was the first Prime Minister of Canada.	One impact the empire had on Scotland was supplying it with jute.	Scots were not involved in education in the new world.	Everyone who left their homelands stayed in their new countries permanently.	

Liberal Reforms Rubik's Revision

What caused poverty?

What caused attitudes to change?

What Reforms were passed?

History - Higher

Paper 1 - essays:

Types of questions

Essays are split into two types:

Evaluate – make a judgement about how important an *isolated factor* is to an overall topic

e.g. Did pressure groups help women gain the vote?

Judgement – balance arguments for and against an overall position, and make a decision

e.g. How democratic was Britain by 1918?

Criteria	Marks	Summary
Introduction	3	Describe context to the question; Introduce question/line of argument; Describe factors you will discuss.
Knowledge	6	Aim to discuss <u>up to</u> six key issues/factors
Analysis	6	Discuss the links between all factors; Arguments for/against a factor's importance Historiography
Evaluation	4	Have running conclusions/judgements throughout your essay (<i>How important...?</i>)
Conclusion	3	Summarise/rank all factors, Reach an overall conclusion, give 2 pieces of evidence for this
	22	

Question stems:

Essays ask you to consider a historical question which has a range of potential answers:

- To what extent...? **To what extent did the use of propaganda allow the Nazis to maintain power in Germany?**
- How fully...? **How fully did the 1906-1914 Liberal Social Reforms meet the needs of people in Britain?**
- How important was...? **How important was the slave trade to the British economy?**
- "QUOTE". How valid was this view? **WW1 is the reason women had the vote. How valid is this view?**

History - Higher

How fully:

- Worth 10 marks
- Purpose - to identify facts from a source, then show what details are missing from your own knowledge
- Up to 4 marks - identify facts from source
- Up to 7 marks - facts from your own knowledge missing from source
- If you don't answer the question - capped at 2 marks

How much:

- Worth 10 marks
- A - Answer the question, discussing the fact that the sources disagree with the question's topic
- I - Includes: you must include the facts from the sources and show how they are relevant (up to 6 marks)
- D - Doesn't include: You must include relevant facts that the source doesn't include (up to 6 marks)

Paper 2 - Skills

Evaluate the usefulness:

Worth 8 marks

- | | | |
|---------------------|---------------|-------------------------------|
| • Source content | Up to 2 marks | } Origin and possible purpose |
| • Own knowledge | Up to 3 marks | |
| • Who made it? | 1 mark | |
| • When was it made? | 1 mark | |
| • Why was it made? | 1 mark | |
| • Type of source | 1 mark | |

Explain

- 1 mark for each point (where you explain one reason that an event took place, and support with an example).
- Think **ABCD** - answer, because, comment, develop.

Useful links: [Mr Marr History | Get help with Nationals, Higher and Advanced Higher History \(wordpress.com\)](#)
[Higher History - BBC Bitesize](#)

The background features abstract geometric shapes in various shades of yellow and orange, primarily concentrated on the right side of the frame. The shapes are layered and semi-transparent, creating a dynamic, modern aesthetic. The word "Maths" is centered in the white space on the right.

Maths

National 5 Maths is covered in 5 main areas (skills)

- Numerical Skills

Rounding; Percentages; Fractions; Surds & Indices

- Algebraic Skills

Expand Brackets & Factorisation; Equations and Inequalities; Change the Subject; Simultaneous Equations; Straight Line; Algebraic Fractions; Quadratics

- Geometric Skills

Arcs & Sectors; Volume; Pythagoras; Similarity; Vectors

- Statistical Skills

Measures of Location & Spread; Line of Best Fit (Scattergraphs)

- Trigonometric Skills

Trig Graphs; Trig Equations; Trig Identities; Sine & Cosine Rules; Bearings

Useful Resources

- SCHOLAR (Access via GLOW)
- Achieve
- [Free National 5 Maths](#)
- [Dynamic Maths](#)
- Microsoft Teams
- YouTube - [Clelland Maths](#), [DLB Maths](#)
- [Larbert High Videos](#)
- [Maths.scot](#)
- [Zeta Maths Checklist](#)

How to Study for Maths

- Speak with your class teacher and use *Check Tests* to determine the topics that you should focus on to improve.
- Use the *Self Evaluation Sheets* that you complete at the end of assessments and complete the suggested tasks for topics that are rating **Amber** or **Red**.
- Use your Tracking Report to decide where to start your revision.
- *Complete past paper questions for the topics you have identified and get these checked by your teacher - be careful with Marking Instructions are written for teachers/markers and won't always be able to tell you where you have gone wrong.*



Eastbank Academy
Mathematics Department
Statistics Assessment



Name: _____ Class: _____

Question	Paper 1 Topic	Mark	R	A	G	Practice
1	a) Calculating Quartiles	2				National 5 Applications of Mathematics 2022 Paper 1, Question 03
	b) Boxplot	2				
	c) Interquartile Range	2				National 5 Applications of Mathematics 2021 Paper 1, Question 06, Science
	d) Making Comparisons using IQR	1				
2	a) Mean and Standard Deviation	4				National 5 Mathematics 2022 Paper 2, Question 03
	b) Making comparisons using location and spread	2				National 5 Applications of Mathematics 2021 Paper 2
3	Probability using Probability - Space Diagrams/ Arrays	3				National 5 Applications of Mathematics 2022 Paper 1, Question 05 National 5 Applications of Mathematics 2021 Paper 2, Question 08c
4	Expected Frequency	2				National 5 Applications of Mathematics 2022 Paper 1, Question 12
Total			18			
Percentage (Total ÷ 18 x 100)			%			

How to Revise:

Step 1 : Use your self evaluation sheet to determine your strengths and development needs.

Step 2: Use appropriate websites to help revise development needs - start with basic skills to ensure you understand basic techniques, advance into past paper questions once you have a grasp of basics.

Step 3: Continue to work through routine and non routine questions - using dynamic maths, these can be filtered.

Step 4: Ensure you show all your working and can use your own calculator! Practice working in pen, under timed conditions and in a structured answer booklet.

Higher Maths cover 4 main areas/skills:

1. Algebraic and Trigonometric Skills

Polynomials; Logarithms; Sets and Functions; Wave Function; Quadratics; Addition Formulae and Double Angle Formulae; Trig Identities; Trigonometric Equations

2. Geometric Skills

Vectors

3. Calculus Skills

Differentiation; Integration

4. Algebraic and Geometric Skills

Straight Line; Circles

Useful Resources

- SCHOLAR (Access via GLOW)
- Achieve
- [Free Higher Maths](#)
- [Dynamic Maths](#)
- Microsoft Teams for Teacher Resources
- YouTube Videos explaining Past Paper Questions -
[Clelland Maths](#), [DLB Maths](#)
- Videos explaining topics e.g.. Straight Line - [Larbert](#)
[High Videos](#)

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- Speak with your class teacher and use *Check Tests* to determine the topics that you should focus on to improve.
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Modern Studies

Modern Studies- N5 Knowledge Questions

Question Stems

Describe

Both can be 4, 6
or 8 marks

Explain

4 marks: 2 PEE

6 marks: 2 PEE

8 marks: 3 PEE

PEE Structure

POINT- Give a point/factor that answers the question

EXPLAIN- Explain this in detail

EXAMPLE- Give a relevant example that is detailed and links to the point and explain that you have made

USEFUL LINKS

- Achieve
- TEAMS
- BBC Bitesize

Modern Studies- N5

ALL worth 10 marks
MUST use all 3 sources in each

CONCLUSION Question

One conclusion about ***Insert Bullet Point*** is

_____.

Evidence for this is shown in source ___ which says/shows

_____.

This is backed up by evidence in source ___ which says/ shows _____.

Both of these pieces of evidence clearly show that ***write an evaluative comment***

Source Questions

Support Oppose Question

One reason to support/oppose (**write the persons name**) when he/she says (**write the statement or part of the statement**) can be found in Source (x) which highlights

This is backed up by source (x) which says.....

Overall, this shows that (EVALUATIVE COMMENT).

OPTIONS Question

I choose option _____ ***copy in the option***

I chose this option because in source ___ it says _____. This links with source ___ which says _____

This shows that...

*****Repeat 3x more.*****

The reason I have not chosen option ___ is because in source ___ it says _____ (backs up option you didn't pick)

However, in source ___ it says _____ (proves point above wrong)

Therefore, option ___ is the better option.

Modern Studies- Higher 12 mark essays

Question stems:

Analyse

Evaluate

Mark available:

* Knowledge & Understanding: 8

* Analysis: 4

Paragraph structure:

Point – What topic/factor will this paragraph be about

Explain – Explain factor in detail

Example – Provide relevant and detailed example

Analysis – Explain the significance/implications/consequences of this example

Rebuttal – Outline counter argument/alternative viewpoint

Explain – Explain this in detail

Example – Provide relevant and detailed example

Analysis – Explain the significance/implications/consequences/contrast of this example

Link back to question – Refer back to the question, almost like a mini conclusion

Success criteria:

- Are the paragraphs relevant to the essay title?
- Are there relevant examples backing up the points made?

Modern Studies- Higher 20 mark essays

Question stems:

To what extent

Discuss

Mark available:

*Knowledge & Understanding: 8

*Analysis: 6

*Structure: 2

*Conclusions: 4

Paragraph structure:

Point – What topic/ factor will this paragraph be about

Explain – Explain factor in detail

Example – Provide relevant and detailed example

Analysis – Explain the significance/implications/consequences of this example

Rebuttal – Outline counter argument/alternative viewpoint

Explain – Explain this in detail

Example – Provide relevant and detailed example

Analysis – Explain the significance/implications/consequences/contrast of this example

Link back to question with conclusion – Refer back to the question, like a mini conclusion

20 mark essays **MUST** have an introduction and conclusion

Success criteria:

- Does it have an introduction which clearly signposts what will be discussed?
- Are the paragraphs relevant to the essay title?
- Are there relevant examples backing up the points made?
- Does the essay have mini conclusions and a final conclusion which links back to the original question?

Modern Studies- Higher

CONCLUSION Question

One conclusion that can be made about ‘...bullet point 1...’ is that
Evidence for this can be found in source ... which shows / states that

This can be backed with evidence from source ... which shows / states that

This tells us that **evaluative comment....**

An overall conclusion that can be made about..... is that

Evidence for this can be found in source ... which shows / states that

This can be backed with evidence from source ... which shows / states that

This tells us that **evaluative comment....**

Source Questions

RELIABILITY Question

Source ___ is ***give your assessment or reliability*** because ***explain your evaluation of a factor***. A further reason to support this is ***explain your evaluation of a factor***. Therefore ***summarise the reliability*** : *Do this for all 3 sources*

Overall Source ___ is the more reliable source because ***give justification*** in contrast to Source __ which ***make comparison***. It is also more reliable as it ***give justification*** in contrast to Source ___ which ***make comparison***

OBJECTIVITY Question

One reason it is accurate / inaccurate to state “.....” is that.....

Evidence for this can be found in source ... which states/shows This can be backed by evidence from source ... Which states / shows ...
This tells us that **evaluative comment.... X3**

Overall it is mainly accurate / inaccurate to state “.....”

Even though evidence shows that.....

It is mainly accurate / inaccurate because

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Music

National 5 Music: Performing

- ▶ Plan and prepare a musical programme of 8 - 8'30 min on two contrasting instruments
- ▶ You must perform a minimum of 2 minutes per instrument & include at least 2 contrasting pieces whilst applying your knowledge of musical concepts such as rhythms and dynamics.
- ▶ When preparing for your exam you must apply your musical knowledge and apply:
 - **Melodic Accuracy**
 - **Rhythmic Accuracy**
 - **An appropriate Tempo / Flow**
 - **An appropriate Tone**
 - **Appropriate dynamics**

Marks

- ▶ Instrument 1 = /30 (Scaled to 25/100)
- ▶ Instrument 2 = /30 (Scaled to 25/100)



National 5 Music : Assignment



Part 1: Plan & compose one piece of music

- ▶ You must plan your assignment: Explore and develop musical ideas using at least four of the following elements: melody, harmony, rhythm, structure, timbre – one element must be harmony!
- ▶ Create one complete piece of music
- ▶ Your composed piece may be in any style or genre and must last a minimum of 1 min and a maximum of 2'30 mins.
- ▶ The composition will be marked out of 20 & must include an audio recording, a score or performance plan & a composing review.

Part 2: Create a composition Review to explain your decisions

- ▶ You must prepare a 'review' where you provide a detailed account of the main decisions you made, a detailed explanation of how you developed your ideas, and a clear outline of strengths and/or areas for improvement
- ▶ The composition review will be marked out of 10.

Composing music	Summary statements	Mark range
Candidates must use at least four of the musical elements listed below, one of which must be harmony : ♦ melody ♦ harmony ♦ rhythm ♦ structure ♦ timbre	An excellent composition demonstrating a range of musical ideas which have been developed imaginatively and convincingly — appropriate to the candidate's chosen style. The selection and use of elements is highly creative and effective.	18–20
	A very good composition demonstrating a range of musical ideas which have been developed with some imagination — appropriate to the candidate's chosen style. The selection and use of elements shows creativity.	15–17
	A good composition demonstrating a range of musical ideas which have been developed competently — appropriate to the candidate's chosen style. The selection and use of elements shows some creativity.	12–14
	A composition demonstrating musical ideas which have been developed satisfactorily — appropriate to the candidate's chosen style. The selection and use of elements may be simplistic and straightforward.	10–11
	A composition demonstrating musical ideas which have been developed inconsistently to the candidate's chosen style. The selection and use of elements is not always appropriate.	7–9
	A composition demonstrating limited musical ideas with little development appropriate to the candidate's chosen style. The selection and use of elements is poor.	4–6
	A composition which shows a very limited understanding of musical ideas with no development appropriate to the candidate's chosen style. The selection and use of elements is very poor.	1–3
	No evidence produced.	0

Composing review	Summary statements	Mark range
The composing review must, with reference to compositional methods used, include: ♦ main decisions made ♦ the exploration and development of musical ideas ♦ strengths and/or areas for improvement	The composing review contains: ♦ a detailed account of the main decisions made ♦ a detailed explanation of the exploration and development of musical ideas ♦ clear details of strengths and/or areas for improvement	9–10
	The composing review contains: ♦ a fairly detailed account of the main decisions made ♦ a relevant explanation of the exploration and development of musical ideas ♦ identification of strengths and/or areas for improvement	7–8
	The composing review contains: ♦ a satisfactory account of the main decisions made ♦ sufficient explanation of the exploration and development of musical ideas ♦ satisfactory identification of strengths and/or areas for improvement	5–6
	The composing review contains: ♦ a limited account of the main decisions made ♦ a limited explanation of the exploration and development of musical ideas ♦ limited identification of strengths and/or areas for improvement	3–4
	The composing review contains: ♦ a poor account of the main decisions made ♦ a very limited explanation of the piece of music ♦ little or no identification of strengths and/or areas for improvement	1–2
	No evidence produced.	0

National 5 Music: Understanding

Listening Question paper

- ▶ In class you will learn about different styles of music and how to recognise musical **concepts**.
- ▶ The listening course is then assessed through a question paper where you have to listen to excerpts of music and answer questions related to the concepts.
- ▶ The concepts in the exam are covered via the N5 course & Higher class listening units:
Renaissance Music - Baroque Music - Classical Music - Romantic Music - Twentieth Century Music

Marks

Question paper = 40 / 120 marks Scaled to 35/100

Useful Links

- **Quizlet** - google search "**Higher Music**" for flashcards
- **Achieve** - Code : cWmdi7tu
- **mymusiconline.co.uk** - Nat5/H/Adv H
- **Microsoft Teams**: All course resources on class team on Microsoft Teams.
- **Miss Wilson's Study Guide Video**: [How to study video original.mp4](#)
- **Full National 5 Listening course condensed down onto one page**
*See QR Code...

Nat 5 Listening Course - Study Guide Link



[Nat 4 and 5 STUDY NOTES.doc](#)

Higher Music: Performing

- ▶ Plan and prepare a musical programme of 12-14min on two contrasting instruments
- ▶ You must perform a minimum of 4 minutes per instrument & include at least 2 contrasting pieces whilst applying your knowledge of musical concepts such as rhythms and dynamics.
- ▶ When preparing for your exam you must apply your musical knowledge and apply:
 - Melodic Accuracy
 - Rhythmic Accuracy
 - An appropriate Tempo / Flow
 - An appropriate Tone
 - Appropriate dynamics

Marks

- ▶ Instrument 1 = /30 (Scaled to 25/100)
- ▶ Instrument 2 = /30 (Scaled to 25/100)



Higher Music : Assignment

Part 1: Plan & compose one piece of music

- ▶ You must plan your assignment: Explore and develop musical ideas using at least four of the following elements: melody, harmony, rhythm, structure, timbre – one element must be harmony!
- ▶ Create one complete piece of music
- ▶ Your composed piece may be in any style or genre and must last a minimum of 1 min and a maximum of 3'30 mins.
- ▶ The composition will be marked out of 20 & must include an audio recording, a score or performance plan & a composing review.

Part 2: Create a composition Review to explain your decisions

- ▶ You must prepare a 'review' where you provide a detailed account of the main decisions you made, a detailed explanation of how you developed your ideas, and a clear outline of strengths and/or areas for improvement
- ▶ The composition review will be marked out of 10.

Composing music	Summary statements	Mark range	Composing review	Summary statements	Mark range
Candidates must use at least four of the musical elements listed below, one of which must be harmony : ♦ melody ♦ harmony ♦ rhythm ♦ structure ♦ timbre	An excellent composition demonstrating a range of musical ideas which have been developed imaginatively and convincingly — appropriate to the candidate's chosen style. The selection and use of elements is highly creative and effective.	18–20	The composing review must, with reference to compositional methods used, include: ♦ main decisions made ♦ the exploration and development of musical ideas ♦ strengths and/or areas for improvement	The composing review contains: ♦ a detailed account of the main decisions made ♦ a detailed explanation of the exploration and development of musical ideas ♦ clear details of strengths and/or areas for improvement	9–10
	A very good composition demonstrating a range of musical ideas which have been developed with some imagination — appropriate to the candidate's chosen style. The selection and use of elements shows creativity.	15–17		The composing review contains: ♦ a fairly detailed account of the main decisions made ♦ a relevant explanation of the exploration and development of musical ideas ♦ identification of strengths and/or areas for improvement	7–8
	A good composition demonstrating a range of musical ideas which have been developed competently — appropriate to the candidate's chosen style. The selection and use of elements shows some creativity.	12–14		The composing review contains: ♦ a satisfactory account of the main decisions made ♦ sufficient explanation of the exploration and development of musical ideas ♦ satisfactory identification of strengths and/or areas for improvement	5–6
	A composition demonstrating musical ideas which have been developed satisfactorily — appropriate to the candidate's chosen style. The selection and use of elements may be simplistic and straightforward.	10–11		The composing review contains: ♦ a limited account of the main decisions made ♦ a limited explanation of the exploration and development of musical ideas ♦ limited identification of strengths and/or areas for improvement	3–4
	A composition demonstrating musical ideas which have been developed inconsistently to the candidate's chosen style. The selection and use of elements is not always appropriate.	7–9		The composing review contains: ♦ a poor account of the main decisions made ♦ a very limited explanation of the piece of music ♦ little or no identification of strengths and/or areas for improvement	1–2
	A composition demonstrating limited musical ideas with little development appropriate to the candidate's chosen style. The selection and use of elements is poor.	4–6		No evidence produced.	0
	A composition which shows a very limited understanding of musical ideas with no development appropriate to the candidate's chosen style. The selection and use of elements is very poor.	1–3			
	No evidence produced.	0			

Higher Music: Understanding

Listening Question paper

- ▶ In class you will learn about different styles of music and how to recognise musical **concepts**.
- ▶ The listening course is then assessed through a question paper where you have to listen to excerpts of music and answer questions related to the concepts.
- ▶ The concepts in the exam are covered via the N5 course & Higher class listening units:
Renaissance Music - Baroque Music - Classical Music - Romantic Music - Twentieth Century Music

Marks

- ▶ Question paper = 40 / 120 marks Scaled to 35/100

Useful Links

- **Quizlet** - google search "**Higher Music**" for flashcards
- **Achieve** - Code : cWmdi7tu
- **mymusiconline.co.uk** - Nat5/H/Adv H
- **Microsoft Teams**: All course resources on class team on Microsoft Teams.
- **Miss Wilson's Study Guide Video**: [How to study video original.mp4](#)
- **Full National 5 Listening course condensed down onto one sheet page**
*See QR Code!

Higher Listening Course - Study Guide Link



[Higher Course Revision Sheet](#)

Advanced Higher Music: Performing

- ▶ Plan and prepare a musical programme of 18-20 mins on two contrasting instruments
- ▶ You must perform a minimum of 6 mins per instrument & include at least 2 contrasting pieces whilst applying your knowledge of musical concepts such as rhythms and dynamics.
- ▶ When preparing for your exam you must apply your musical knowledge and apply:
 - Melodic Accuracy
 - Rhythmic Accuracy
 - An appropriate Tempo / Flow
 - An appropriate Tone
 - Appropriate dynamics

Marks

- ▶ Instrument 1 = /30 (Scaled to 25/100)
- ▶ Instrument 2 = /30 (Scaled to 25/100)



Higher Music : Assignment

Part 1: Plan & compose one piece of music

- ▶ You must plan your assignment: Explore and develop musical ideas using at least four of the following elements: melody, harmony, rhythm, structure, timbre – one element must be harmony!
- ▶ Create one complete piece of music
- ▶ Your composed piece may be in any style or genre and must last a minimum of 1 minute and a maximum of 4 minutes and 30 seconds.
- ▶ The composition will be marked out of 20 & must include an audio recording, a score or performance plan & a composing review.

Part 2: Create a composition Review to explain your decisions

- ▶ You must prepare a 'review' where you provide a detailed account of the main decisions you made, a detailed explanation of how you developed your ideas, and a clear outline of strengths and/or areas for improvement
- ▶ The composition review will be marked out of 10

Part 3: Analyse a piece of music

Composing music	Summary statements	Mark range	Composing review	Summary statements	Mark range
Candidates must use at least four of the musical elements listed below, one of which must be harmony : ♦ melody ♦ harmony ♦ rhythm ♦ structure ♦ timbre	An excellent composition demonstrating a range of musical ideas which have been developed imaginatively and convincingly — appropriate to the candidate's chosen style. The selection and use of elements is highly creative and effective.	18–20	The composing review must, with reference to compositional methods used, include: ♦ main decisions made ♦ the exploration and development of musical ideas ♦ strengths and/or areas for improvement	The composing review contains: ♦ a detailed account of the main decisions made ♦ a detailed explanation of the exploration and development of musical ideas ♦ clear details of strengths and/or areas for improvement	9–10
	A very good composition demonstrating a range of musical ideas which have been developed with some imagination — appropriate to the candidate's chosen style. The selection and use of elements shows creativity.	15–17		The composing review contains: ♦ a fairly detailed account of the main decisions made ♦ a relevant explanation of the exploration and development of musical ideas ♦ identification of strengths and/or areas for improvement	7–8
	A good composition demonstrating a range of musical ideas which have been developed competently — appropriate to the candidate's chosen style. The selection and use of elements shows some creativity.	12–14		The composing review contains: ♦ a satisfactory account of the main decisions made ♦ sufficient explanation of the exploration and development of musical ideas ♦ satisfactory identification of strengths and/or areas for improvement	5–6
	A composition demonstrating musical ideas which have been developed satisfactorily — appropriate to the candidate's chosen style. The selection and use of elements may be simplistic and straightforward.	10–11		The composing review contains: ♦ a limited account of the main decisions made ♦ a limited explanation of the exploration and development of musical ideas ♦ limited identification of strengths and/or areas for improvement	3–4
	A composition demonstrating musical ideas which have been developed inconsistently to the candidate's chosen style. The selection and use of elements is not always appropriate.	7–9		The composing review contains: ♦ a poor account of the main decisions made ♦ a very limited explanation of the piece of music ♦ little or no identification of strengths and/or areas for improvement	1–2
	A composition demonstrating limited musical ideas with little development appropriate to the candidate's chosen style. The selection and use of elements is poor.	4–6		No evidence produced.	0
	A composition which shows a very limited understanding of musical ideas with no development appropriate to the candidate's chosen style. The selection and use of elements is very poor.	1–3			
	No evidence produced.	0			

Higher Music: Understanding

Listening Question paper

- ▶ In class you will learn about different styles of music and how to recognise musical **concepts**.
- ▶ The listening course is then assessed through a question paper where you have to listen to excerpts of music and answer questions related to the concepts.
- ▶ The concepts in the exam are covered via the N5 course & Higher class listening units:
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Marks

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- **Achieve** - Code : cWmdi7tu
- **mymusiconline.co.uk** - Nat5/H/Adv H
- **Microsoft Teams**: All course resources on class team on Microsoft Teams.
- **Miss Wilson's Study Guide Video**: [How to study video original.mp4](#)
- **Full Listening course condensed down onto one sheet page** - see next slide...

[Advanced Higher Music Revision Guide Link](#)



[Adv Higher Course Revision Sheet by E.Wilson.doc](#)

Physical Education

The background features abstract geometric shapes in various shades of yellow and orange, creating a dynamic and modern aesthetic. The shapes are layered and overlap, with some appearing as thin lines and others as larger, semi-transparent polygons. The overall composition is clean and professional, suitable for an educational or institutional presentation.

Physical Education - Higher

Useful Links

- [Higher Physical Education Support Notes - SATPE](#)
- Achieve
- Teams - all power points available

Command Words and Structure

▶ Describe

- ▶ Paint a picture, give full description of what you did in chronological order

▶ Explain

- ▶ Point - reword question and make your point
- ▶ Example - give detailed example of your point e.g.. for example...
- ▶ Explain - give impact / outcome - e.g.. this means that...

Command Words and Structure

▶ Evaluate

- ▶ Benefit or limitation - reword question and give benefit or limitation (judgement)
- ▶ Example - give example of your judgement e.g.. for example.....
- ▶ Explain - give impact / outcome with example of in the game - e.g.. this means that...

▶ Analyse

- ▶ Identification - Deconstruct and go into detail - It is important to....
- ▶ Implication - Provide explanation why - This is because...
- ▶ Impact - Provide impact / outcome - This resulted in...

Physical Education - Higher

▶ Gathering Data

- ▶ Describe methods of collecting data - PPW, Bleep test, Scat test, POMS test, Team cohesion questionnaire
- ▶ Explain suitability of method - **EABE**
- ▶ Evaluate the method - **HEAB**
- ▶ Why collect data - **TAB**
- ▶ Challenges of data - **HICUPS**

▶ Approaches

- ▶ Describe approaches - Interval, fartlek, repetition, conditioned game, Deep breathing, Positive Self Talk, Visualisation, Team talks, Team Practices, Team Building
- ▶ Explain suitability of approach - **PAC(S)E**
- ▶ Evaluate the approach - **PAC(S)E** and limitation

▶ Monitoring and Evaluating

- ▶ Describe methods of monitoring - Training Diary, Redoing PPW or any data method
- ▶ Explain purpose to monitoring - **MAAP**
- ▶ Evaluate monitoring methods - **MAAS**
- ▶ Describe methods of evaluating - Redoing PPW or any data collection method
- ▶ Explain purpose to evaluating - **MANC**

▶ Factors Impacting on Performance

- ▶ Identify features of factors - Physical - **SSSS** / Mental - **MADC** / Emotional - **CAAF** / Social - **CERT**
- ▶ Factors impacting on performance, on PDP, on each other

▶ Strengths and Weaknesses

- ▶ Describe your strengths and weaknesses in all 4 factors

Physical Education - Higher

▶ Model Performers

- ▶ Describe your strengths and weaknesses in comparison to a model performer - like a model performer..., unlike a model performer I am unable to....
- ▶ Explain the use of a model performer - **FAVE**
- ▶ Evaluate the use of a model performer when collecting data - **PITA**

▶ Goal Setting

- ▶ Describe a short term goal - by the end of my session (relate to the feature)
- ▶ Describe a long term goal - by the end of my training programme (relate to the data sheet)
- ▶ Explain the importance of goal setting - **MSP**
- ▶ Considerations for goal setting - **SMART** targets

▶ Personal Development Programme

- ▶ Describe adaptations made to PDP - **DAFT**
- ▶ Explain why extend / reprioritise PDP - **WWAT**
- ▶ Explain why prioritise your development needs
- ▶ Explain why maintain your strengths

▶ Feedback

- ▶ Types of feedback - **VVK**
- ▶ Sources of feedback - **PSVT**
- ▶ Describe feedback given - type, source, what was involved and describe the feedback
- ▶ Explain why its important to receive feedback - **SMMS**
- ▶ Evaluate the feedback received - benefits and limitations - timing, source, positive/negative, content

Physics

Physics N5/H

Useful Links

- <https://jabchem.org.uk/physics>
- <https://www.youtube.com/@MrMitchellPhysics>
- https://www.youtube.com/channel/UCpldd1FGjoATf6_2VSN_ggQ/videos
- <https://www.mrsphysics.co.uk/higher/>
- Achieve

Command Words and Structure

▶ Describe

- ▶ Give the pattern, say what you see, what will happen.

▶ Explain

- ▶ Give detail. Why it happened?

▶ State

- ▶ Give or name

Command Words and Structure

▶ Evaluate

- ▶ Advantages or disadvantages
- ▶ Come to conclusion
- ▶ Analyse differences and similarities in data

▶ Compare

- ▶ Similarities and differences.

▶ Justify

- ▶ Give a valid reason or evidence to support the answer.

Physics- N5/H

- ▶ Graphs
- ▶ **PLUS**
- ▶ Correct points- $\frac{1}{2}$ box tolerance
- ▶ Labels on both x and y axis
- ▶ Units e.g. s, g, cm^3
- ▶ Scale- pattern in scales e.g. 0, 5, 10, 15 etc

- ▶ Calculations

- ▶ Equations are in the data sheet.
- ▶ Remember **units!!**
- ▶ Put the numbers in the equations first then rearrange.

- ▶ Assignment
- ▶ 20 marks
- ▶ <https://www.mrsphysics.co.uk/higher/assignments-from-2018/>

- ▶ Carry out an investigation.
- ▶ Write up underlying chemistry.
- ▶ Draw table and graph.
- ▶ Conclusions e.g. As the temperature increases the solubility increases.

- ▶ Analyse to identify relationships and evaluate for reproducibility , validity of sources, experimental procedure.

- ▶ Evaluate with justification.

- ▶ Definitions
- ▶ Memorise all definitions.
- ▶ Use your glossary.

Physics- N5/H

- ▶ Using Your Knowledge Questions
- ▶ Write down everything you can remember, show you understand concepts.
- ▶ Give Definitions.
- ▶ Expand and explain concepts.
- ▶ Use formulae and equations.
- ▶ Use diagrams to explain e.g. speed, velocities, forces, vector direction.
- ▶ Write in bullet points.

Politics

Politics- Higher 20 mark essays

Question stems:

To what extent

Discuss

Mark available:

Knowledge & Understanding: 8

Analysis: 6

Structure: 2

Conclusions: 4

Paragraph structure:

Point – Outline paragraph topic/factor you will be discussing

Explain – Explain point/factor in detail

Example – Provide relevant, detailed example to exemplify this

Analysis – Explain the significance/implications/consequences of this example

Rebuttal – Outline counter argument/alternative viewpoint

Explain – Explain this in detail

Example – Provide relevant, detailed example to exemplify this

Analysis – Explain the significance/implications/consequences/contrast of this example

Link back to question with conclusion – Give mini-conclusion point on this factor, referring to question

20 mark essays **MUST** have an introduction and conclusion

Success criteria:

- **Does it have an introduction which clearly signposts what will be discussed?**
- **Are the paragraphs relevant to the essay title?**
- **Are there relevant examples backing up the points made?**
- **Does the essay have mini conclusions and a final conclusion which links back to the original question?**



Politics- Higher 12 mark essays

Question stems:

Compare

Analyse

Evaluate

Mark available:

Knowledge & Understanding: 8

Analysis: 4

Success criteria:

- **Are the paragraphs relevant to the essay title?**
- **Are there relevant examples backing up the points made?**
- **Have you directly answered the essay question?**

Paragraph structure:

Point – Outline paragraph topic/factor you will be discussing

Explain – Explain point/factor in detail

Example – Provide relevant, detailed example to exemplify this

Analysis – Explain the significance/implications/consequences of this example

Rebuttal – Outline counter argument/alternative viewpoint

Explain – Explain this in detail

Example – Provide relevant, detailed example to exemplify this

Analysis – Explain the significance/implications/consequences/contrast of this example

Link back to question with evaluative comment

You may not need a counterpoint for each factor you discuss in a 12 mark essay however you should aim to include at least 1 as 4 marks available for analysis so if you are doing 3 paragraphs at least 1 will need 2 analysis points to achieve full marks.

There is no requirement for an introduction or conclusion in 12 mark essay however a short intro of a couple of sentences is advisable.



Politics- Higher

Comparison 8 mark source question

Comparison Questions can be based on any of three units of work but could be on ANY political topic.

Two text based sources.
Area/Issue of comparison will be stated in the question.
Required to reach an overall conclusion on the issue as well.



Marking scheme

- ▶ 2 marks can awarded for every accurate comparison made.
- ▶ These marks will be awarded based on **use of evidence** and **appropriate commentary** (analysis)
- ▶ The **final two marks** out of 8 are **awarded for an overall (accurate) conclusion**

The question will state a **theme** that you are to make 3 comparisons about - stick to it!
In your answer, show **evidence** which highlights a **comparison (or contrast)** between the sources.

Compare = similarities
Contrast = differences

Politics- Higher 20 mark To what extent question

Viewpoint given in the question.

Your task is to establish 'To what extent' the viewpoint is correct.

'To What Extent' Questions are always based on data relating to elections.

Up to 8 sources

You must refer to all sources in your answer for full marks.

The viewpoint should be broken into 5 components. To achieve full marks you must refer to ALL aspects of data for each component

Answer template (repeat for each component)

The component states that '_____':

Source ____ shows that _____.

Source ____ shows that _____

(2 marks- Make sure to quote all aspects)

This shows _____ (provide a commentary) (1 mark)

Therefore, the component _____

(make a judgement about how accurate the component is)

1 mark Evaluative Comment



Practical Cookery

Resources

See how the papers are marked with understanding standards

- ▶ <https://www.understandingstandards.org.uk/Subjects/PracticalCookery/PracticalCookery>

Review course content and quiz yourself with Achieve

- ▶ <https://achieve.hashtag-learning.co.uk/>

Recap your cookery skills with these YouTube playlists

- ▶ <https://www.youtube.com/watch?v=Y0yXeJ98e4k&list=PLsTxfQ0AJyywjxqmpuFnWeJZk7hDxJPr6>

Understand command words with this video

- ▶ <https://www.youtube.com/watch?v=2SmiX6JsZ4w>

Learn more about the assignment with this video

- ▶ <https://www.youtube.com/watch?v=dy9bgQZLByw>

Sign up to join the e-Sgoil Easter supported study school

- ▶ <https://e-sgoil.com/senior-phase/study-support/e-sgoil-study-support-resource-pack-for-schools/>

Use westOS to review topics

- ▶ <https://online.clickview.co.uk/libraries/categories/36254448/practical-cookery?sort=productionyear>

Test your knowledge with Quizlet

- ▶ <https://quizlet.com/gb>

Use past papers to test your knowledge and practice exam technique remember **MARKING** your own paper can make a big difference in understanding how to get top marks

- ▶ <https://www.sqa.org.uk/sqa/47439.html>

Practical Woodwork



Practical Woodworking

Knowledge/Ability Checklist

Materials

- Hardwoods
- Softwoods
- Manufactured Boards
- Environmental Impacts
- Workability and Properties

Hand and Machine Tools

- Tool Names and Uses
- Tool Care and Maintenance
- Safe Working Practices

Sanding and Finishing

- Surface Preparation
- Different Finishing Options
- Application of Finishes

Flat-Frame Joints

- Names of Joints
- Methods of Production
- Suitability and Use

Carcase Joints

- Names of Joints
- Methods of Production
- Suitability and Use

Safe Working Practices

- Basic Workshop Health & Safety
- Machine Tool Safety
- Hazard Prevention
- Health and Safety Signage



Practical Woodworking

Practical (70%)

MEASURING/MARKING OUT – You are required to read and interpret working drawings to mark out project material. This is required to be within a **+/-1mm** tolerance.

CUTTING OF JOINTS – You are required to use various hand tools to produce a range of woodworking joints. These must be completed within a **+/-1mm** tolerance.

USE OF MACHINE AND HAND TOOLS – You must be able to produce pieces of work both by hand and by machine. Any work completed on a machine tool must be within a **+/-1mm** tolerance.

INDEPEDANCE OF WORK – Your work must be your own. Having the ability to complete pieces of work under your own drive is incredibly important.

SAFE WORKING PRACTICES – Safety within the workshop is of the utmost importance. Working in a responsible and safe manner not only gets you marks, but also make the experience better for everyone.



Practical Woodworking

Theory (30%) – Command Words

NAME/STATE/SELECT – Give a simple answer. The amount of information required will match up to the number of marks available. If it is a 1-mark question, only your first answer will be marked!

OUTLINE – Provide a brief overview of content. More than naming, but not a detailed description. You will normally be required to make the same number of actual/appropriate points as marks available in the question.

EXPLAIN – You must generally relate cause and effect and/or make relationships between things clear. This will be related to the context of the question or a specific area within a question. (Cheaper than... Tougher than... Faster than...)

DESCRIBE – You must provide a statement or structure of characteristics and/or features. This should be more than an outline or a list. You will normally be required to make the same number of actual/appropriate points as marks available in the question.



Practical Woodworking

Revision Links



SQA Past paper/Marking Instructions

<https://www.sqa.org.uk/pastpapers/findpastpaper.htm>



Achieve

<https://achieve.hashtag-learning.co.uk/>



Design Class Website

<https://www.designclass.co.uk/n5woodwork.html>



Mr Sheridan Website

<https://www.mrsheridan.org/n45-practical-woodworking>

The background features abstract, overlapping geometric shapes in various shades of yellow and orange, primarily concentrated on the right side of the frame. The shapes include triangles and polygons, some with thin white outlines, creating a layered, modern aesthetic. The central area is a plain white space.

Spanish

Reading

- Read the **section** you are being directed towards. Your answer will not be anywhere else.
- Look for the key Spanish words which **introduce** your answer.
- Check **how many marks** are available to ensure your answer is detailed enough.
- **Overall Purpose** = 1 mark for your opinion and justification, 1 mark for your explanation. Do not copy the answer from one of the previous questions.
- **Translation:** Use the correct tense, then re-read to check that your answer makes sense in English.



Listening

- Read the questions and **highlight** key words you should be listening for.
- Think about the type of words that you might hear for each answer - try and predict what's coming!
 - Takes notes of what is said in the margins, allowing you to write answers in **English** in the time between tracks.

DON'T LEAVE ANY BLANKS

WRITING

- Choose the **scenario** which allows you to use a range of verbs and more complex structures.
- Learn set phrases that you can recycle for multiple scenarios.
- Check your key verbs using the **verb tables** in the dictionary.
- Learn key verbs in the **past tense** off by heart for I, we, they.
- Tick off the bullet points as you go.



TALKING

- Revise opinion phrases that you can recycle.
 - Prepare short answers for **every** context covered on study cards.
 - Record yourself talking - check the length of your answers and the accuracy against your prepared text.
 - Use memorisation techniques such as **mind palace** or **Read, Cover, Say, Check** to ensure you fully know all your answers.
 - Use Spanish series/films/TikToks to perfect your accent.

EXAM SKILLS – TOP TIPS FOR SUCCESS IN SPANISH!

PREPARATION

- Regularly **revise** vocabulary lists for all topics and test yourself
- Do **at least one** directed writing per week.
- **Time yourself** when completing Readings & Directed Writings
- **Learn** your most common verbs off by heart
- **Practise** looking up words in the dictionary more efficiently.



FEELING STUCK OR
OVERWHELMED?
COME AND ASK FOR HELP!



MEMORISATION TECHNIQUES



- Make mnemonics of your key DW phrases
- Make mind maps of vocabulary and how it all links
- Chunk up your vocabulary into manageable parts
- Do a little **every day**, until you are word-perfect.
- Create a **memory palace** to "organise" your knowledge.
- Make **study cards** and regularly read over them.
- **Vary** the material you are studying.
- Use **online tools** to complete repetitive "drilling" tasks
<https://artofmemory.com/blog/list-of-memory-techniques/>

USEFUL LINKS



Past Papers & Exam-style Questions:

- ACHIEVE: <https://achieve.hashtag-learning.co.uk/>
- SCHOLAR: <https://scholar.hw.ac.uk/>
- SQA: <https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=Spanish>

Vocabulary/Grammar:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zchv87h>
- Padlet: https://padlet.com/ellen_cuthbertson/spanish-gcse-aqa-s1r3wnuo2wymvlm9
- Study Spanish: <https://studyspanish.com/grammar>
-

Remember you can revisit all lessons and vocabulary TEAMS



STUDY SKILLS – TOP TIPS FOR SUCCESS IN SPANISH!