



Getting The Best Results You Can

A support guide for Senior students and their parents

The Senior Phase of school is all about qualifications and getting the best results you can. For many students, this means doing well in exams.

Teachers in Eyemouth High School work with students to help them achieve their best. However, there are important things that students can do for themselves, regardless of which subject they are studying. The students who get the best results are the ones who go above and beyond minimum expectations, who make the best use of the time available to them in school, and who work hard at home.

Time is precious and no one wants to be wasting it. There are certain sorts of study activity that can really help students do well, but there are also certain sorts of study activity which won't do much good (but which some students might think that they will).

This guide has been designed to direct you to these things that are the most useful for you to be spending your time on, so that you can get the best results you can. It is set-out in eight sections:

1. SQA Resources
2. BBC Bitesize website
3. Scholar website
4. Bright Red website
5. Things that you can do in school
6. Things that you can do at home
7. Things that won't really help you (but which you might think will).
8. Revision Checklist

We hope you find it useful.

Mr B. Robertson, Depute Headteacher, August 2018

Section 1: SQA Resources

A misconception that students often have is that SQA documentation (which is freely available on the SQA website) is for teachers. It is - but it is also for students and parents.

Every subject has a course page on the SQA website. You can easily find this by doing a Google search e.g. “National 5 Chemistry”:

The screenshot shows the SQA website interface for the National 5 Chemistry course. At the top, the SQA logo is on the left, and navigation links 'I am a...', 'Choose Country', and 'Sign in' are in the center. A search bar on the right contains the text 'Search the SQA'. Below this is a dark blue navigation bar with tabs for 'Qualifications', 'Services', 'Past Papers', 'About SQA', and 'Support'. A breadcrumb trail reads 'Home > National Qualifications > Subjects > Chemistry > National 5'. The main content area has a yellow 'Subjects' tab selected. On the left is a 'National Qualifications' sidebar menu with links: 'NQ home', 'Subjects' (highlighted), 'Assessment changes', 'NQ Unit search', 'Assessment and Exams', 'Resources and Support', 'NQ Research', 'Understanding Standards', 'Skills development', 'Literacy and Numeracy', 'NQ events and CPD', and 'A-Z Useful Definitions'. The main heading is 'National 5 Chemistry'. Below it, a paragraph describes the course: 'The National 5 Chemistry Course enables learners to develop and apply knowledge and understanding of chemistry. Learners also develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment.' To the right of this text is an image of a hand pouring blue liquid from a beaker into a test tube. Below the text is a link to the 'Chemistry homepage'. Further down, under the heading 'Updates and announcements', there are three light blue boxes: 'Subject updates', 'Information on unit thresholds', and 'Changes to assessment: Questions and Answers'. At the bottom, there are two tabs for '2017-18 session' (selected) and '2016-17 session'.

There is a lot of material on these course pages and as a student or parent, you don't need to use all of it. But some of it is very important for you to look at and this guide will direct you to these parts.

Firstly, make sure you are looking at the “**2017-18 session**” section (see above) - over years since 2017-18 - because things have changed since the 2016-17 session.

Within this section, you will see the following:

2017-18 session

2016-17 session

Essential information

[Subscribe to this page](#)



Course Specification

Course Reports

Assessment



Specimen Question Papers



Past Papers and Marking Instructions



Coursework

Resources



Understanding Standards

CPD webinar/audio and support

Data Booklet

The most useful sections for students and parents are (indicated by red arrows, above):

- Course Specification
- Specimen Question Papers
- Past Papers and Marking Instructions
- Coursework
- Understanding Standards


Course Specification

The **Course Specification** is written for teachers but parts of it should be incredibly useful to students and parents too. This guide will direct you to these parts.

Taking National 5 Chemistry as the example, clicking on the “Course Specification” section will take you to a screen like this:

Course Specification

This explains the overall structure of the Course, including its purpose and aims and information on the skills, knowledge and understanding that will be developed.

- [N5 Chemistry Course Specification 2017-18 session](#) 
September 2017

Opening the file will take you to a document like this:



National 5 Chemistry

| | |
|-------------------------|---------------------------------|
| Course code: | C813 75 |
| Course assessment code: | X813 75 |
| SCQF: | level 5 (24 SCQF credit points) |
| Valid from: | session 2017–18 |

While most of the content in the Course Specification should prove useful to you, **the most useful information is that which outlines exactly what it is that students must know or be able in this course.** An example section from this document looks as follows:

Skills, knowledge and understanding for the course assessment

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

| |
|---|
| Chemical changes and structure |
| Rates of reaction |
| <p>To follow the progress of chemical reactions, changes in mass, volume and other quantities can be measured. Graphs can then be drawn and be interpreted in terms of:</p> <ul style="list-style-type: none">◆ end-point of a reaction◆ quantity of product◆ quantity of reactant used◆ effect of changing conditions <p>Rates of reaction can be increased:</p> <ul style="list-style-type: none">◆ by increasing the temperature◆ by increasing the concentration of a reactant◆ by increasing surface area/decreasing particle size◆ through the use of a catalyst <p>Catalysts are substances that speed up chemical reactions but can be recovered chemically unchanged at the end of the reaction.</p> <p>The average rate of a chemical reaction can be calculated, with appropriate units, using the equation:</p> $\text{rate} = \frac{\Delta \text{quantity}}{\Delta t}$ <p>The rate of a reaction can be shown to decrease over time by calculating the average rate at different stages of the reaction.</p> |
| Atomic structure and bonding related to properties of materials |
| Periodic Table and atoms |
| <p>Elements in the Periodic Table are arranged in order of increasing atomic number.</p> <p>The Periodic Table can be used to determine whether an element is a metal or non-metal.</p> |

In short, students could be assessed on anything within these guidelines but they won't be assessed on anything not included here. Textbooks are of course very useful resources, but they often include content which won't be assessed. The Course Specification outlines very clearly everything that could be assessed.

Students should be referring to this regularly as part of their revision programme. For example, you could traffic-light statements to highlight how confident they are with them. It should serve as a very useful check-list for your revision.

Specimen Question Papers and Past Papers & Marking Instructions

Specimen Question Papers

Past Papers and Marking Instructions

Past papers are copies of exams that have been used in previous years. They can be used to help candidates revise for the live question paper.

2017

Past Papers

- [National 5 2017 all Past Paper \(1,035KB\)](#) 

Marking Instructions

- [National 5 2017 mi Marking Instructions \(520KB\)](#) 

2016

Past Papers

- [National 5 2016 all Past Paper \(1,727KB\)](#) 

Marking Instructions

- [National 5 2016 mi Marking Instructions \(472KB\)](#) 

2015

Past Papers

- [National 5 2015 all Past Paper \(1,582KB\)](#) 

Marking Instructions

- [National 5 2015 all Marking Instructions \(471KB\)](#) 

Whilst the Course Specification is an invaluable document to help students understand what you could be assessed on, **Specimen Question Papers** and **Past Papers** (with Marking Instructions) are equally essential resources. They give real examples of the sorts of questions that you are likely to be asked in exams. The **Marking Instructions** give clear illustrations of acceptable and unacceptable answers.

Students should start practising questions from the Specimen Question Papers and Past Papers early on in courses. Many teachers will get students to do this as part of their teaching programmes, with some setting Past Paper questions as part of weekly homework. Regardless of how a teacher is using them with you, our whole-school advice is that **by the October holiday at the latest, you should be into the habit of practising Past Papers questions on a weekly basis**. You should use the Marking Instructions to self or peer assess these, then discuss with your teachers questions you are not sure about.



Coursework

Many SQA courses are assessed using a combination of an end-of-course **exam** and in-course produced **Coursework**. Coursework is typically produced in-school and then sent away for external marking. For example, if you are studying the National 5 Chemistry course, you will complete an assignment in school, which is worth 20 marks. The total you achieve for this is added to the total you achieve in the final exam. Combined, this will determine your final grade. For that reason, doing the best that you can with Coursework is very important.

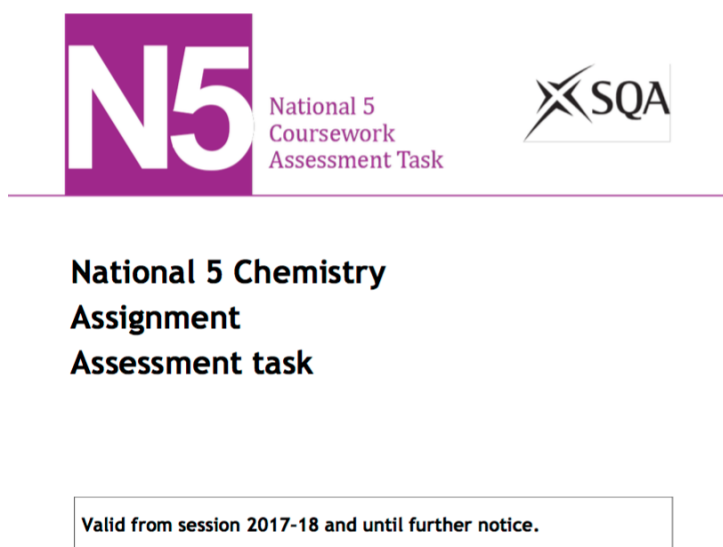
In order to achieve the best mark possible in Coursework, it is strongly recommended that students ensure they have a detailed understanding of the **assessment criteria** for the coursework.

Coursework

This section provides information on marking instructions and/or the coursework assessment task(s). It includes information that centres need to administer coursework and must be read in conjunction with the course specification.

- [Coursework assessment task for National 5 Chemistry](#) 
June 2017
- [Guidance on conditions of assessment](#) 

Taking National 5 Chemistry as an example, clicking on “Course assessment task for National 5 Chemistry” will take you to a document like this:



As with the Course Specification (discussed earlier), there is a lot of information within this document which should be useful, but this guide is designed to direct you to the information which is the most useful. In this case, it is the assessment criteria for the

assignment, which can be found in the “**Marking Instructions**” section. An example looks as follows:

| Section | Max mark | Expected response and marking instructions |
|-----------------------|----------|--|
| 1 Aim (1 mark) | | |
| | 1 | <p>An aim that describes clearly the purpose of the investigation.</p> <p>The word ‘aim’ is not required but the statement of the aim should be separate from the title.</p> <p>Acceptable versions of an aim could be:</p> <ul style="list-style-type: none"> ♦ ‘to determine the effect of different de-icers on depressing the freezing point of water’ ♦ ‘to find out how increasing the temperature affects the rate of the reaction between oxalic acid and potassium permanganate’ <p>Note: ‘investigate de-icers’ or ‘investigate rates’ would not be acceptable.</p> |

Put simply, the Marking Instructions will give you a clear illustration of how you can achieve each mark available for the different sections of the Coursework. You should take time to study them. Not doing so is the equivalent of shooting for a goal in hockey with your eyes closed - you don’t know what you’re aiming at. To repeat a point previously made: yes, these Marking Instructions are for teachers. But they are also for students.

Understanding Standards

Supporting use of Marking Instructions for Coursework is the **Understanding Standards** documentation which is available from the SQA website:

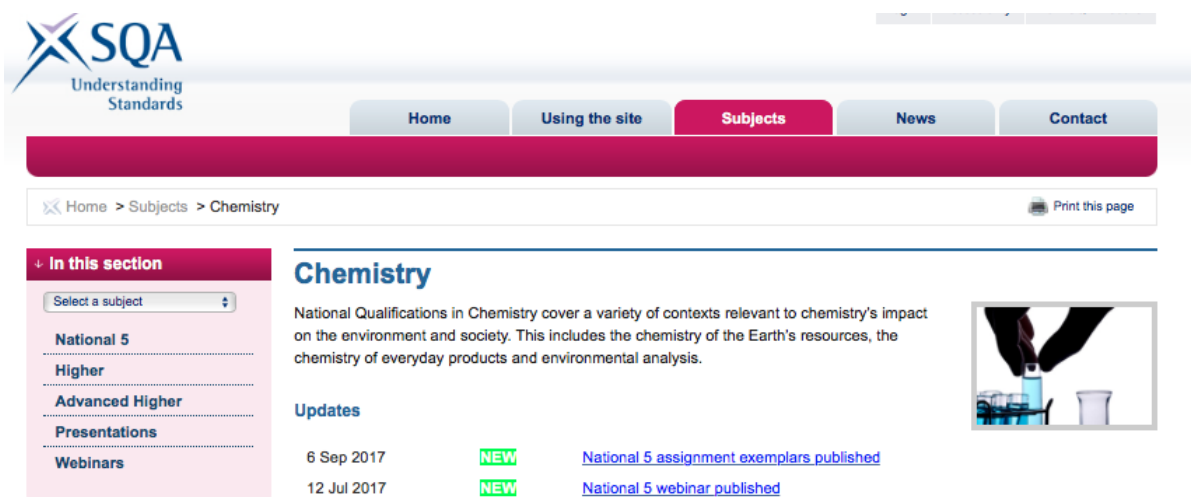
Understanding Standards

There is a range of material available, including examples of candidate evidence with commentaries, as part of our Understanding Standards programme. This material is for teachers and lecturers to help them develop their understanding of the standards required for assessment. As new material is developed we will publish this information in our weekly Centre News. All material available can be found in the following locations:

- **Available from our Understanding Standards website** Material relating to externally assessed components of course assessment, with the exception of those subject to visiting assessment.
- **Available from our secure website** Material relating to internally assessed components of course assessment, and components of course assessment which are subject to visiting assessment. In addition, material relating to freestanding units which are no longer part of National 5 courses can be found on this website. Teachers and lecturers can arrange access to these materials through their SQA Co-ordinator.

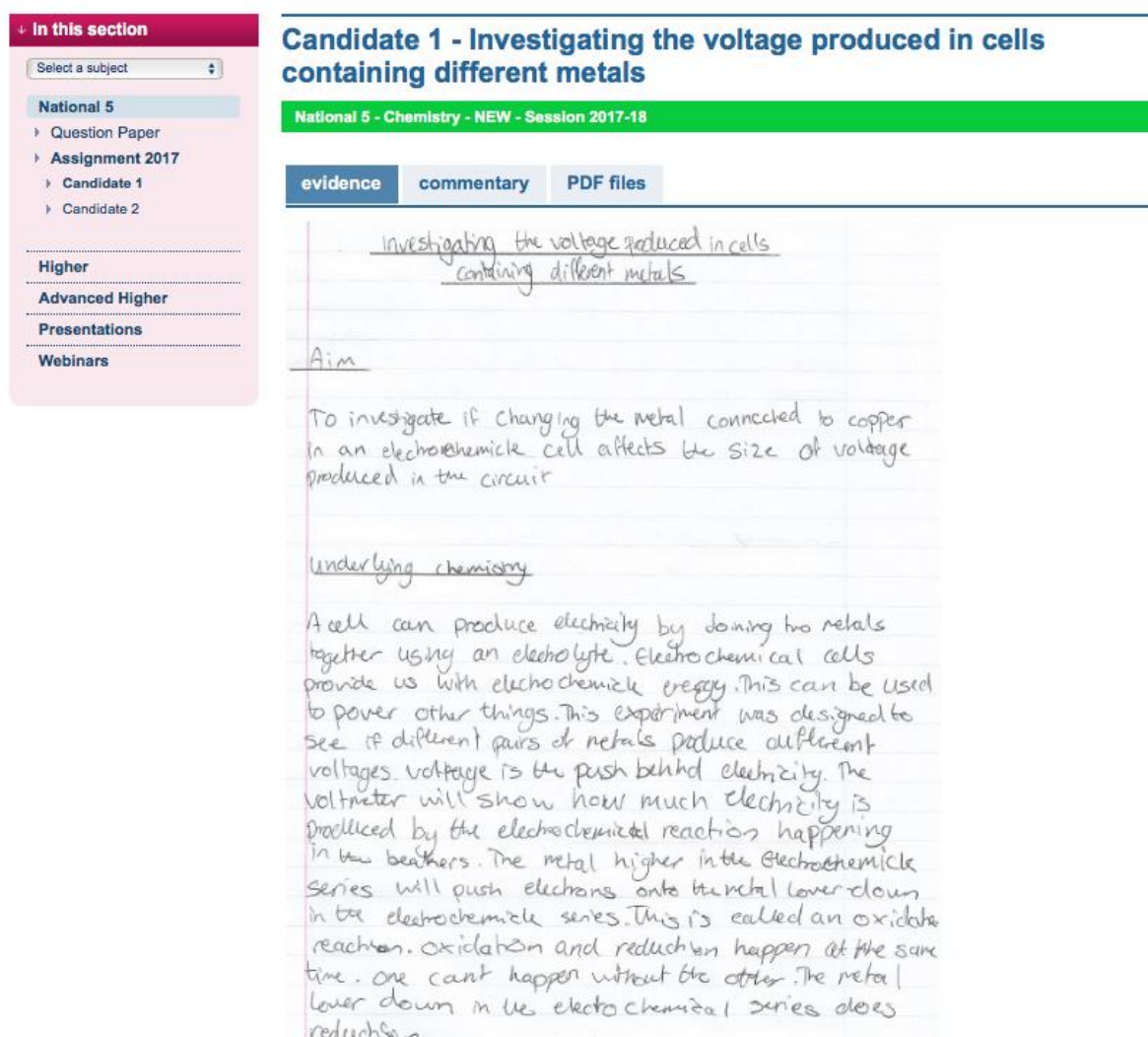
More information on Understanding Standards material for this subject can be found on our Understanding Standards website
at <http://www.understandingstandards.org.uk/Subjects/Chemistry>

Clicking on the link like the one shown above takes you to an area like this:



The screenshot shows the SQA (Scottish Qualifications Authority) website. The header includes the SQA logo and navigation tabs: Home, Using the site, Subjects (highlighted), News, and Contact. Below the header is a breadcrumb trail: Home > Subjects > Chemistry. A sidebar on the left titled 'In this section' lists various resources: National 5, Higher, Advanced Higher, Presentations, and Webinars. The main content area is titled 'Chemistry' and contains a brief description of National Qualifications in Chemistry. Below this is an 'Updates' section with two entries: '6 Sep 2017' and '12 Jul 2017', both marked as 'NEW'. The first entry links to 'National 5 assignment exemplars published', and the second links to 'National 5 webinar published'. An image of a person pouring liquid from a beaker into a test tube is shown on the right.

In the above example, clicking on “National 5 assignment exemplars published” takes you to a section like this:



The screenshot shows the SQA Chemistry page for 'Candidate 1 - Investigating the voltage produced in cells containing different metals'. The page is titled 'National 5 - Chemistry - NEW - Session 2017-18'. The left sidebar is the same as the previous screenshot. The main content area has three tabs: 'evidence' (selected), 'commentary', and 'PDF files'. The 'evidence' tab displays a handwritten student assignment. The assignment is titled 'Investigating the voltage produced in cells containing different metals'. It includes an 'Aim' section, a paragraph describing the investigation, and an 'Underlying chemistry' section explaining the electrochemical process.

Investigating the voltage produced in cells containing different metals

Aim

To investigate if changing the metal connected to copper in an electrochemical cell affects the size of voltage produced in the circuit

Underlying chemistry

A cell can produce electricity by joining two metals together using an electrolyte. Electrochemical cells provide us with electrochemical energy. This can be used to power other things. This experiment was designed to see if different pairs of metals produce different voltages. Voltage is the push behind electricity. The voltmeter will show how much electricity is produced by the electrochemical reaction happening in the beakers. The metal higher in the electrochemical series will push electrons onto the metal lower down in the electrochemical series. This is called an oxidation reaction. Oxidation and reduction happen at the same time. One can't happen without the other. The metal lower down in the electrochemical series does reduction.

Here, you are given an example of completed student Coursework. It's not a perfect example, but it's a good example.

Clicking on the “commentary” tab will take you to a completed marking *pro forma* for this example of Coursework, showing you how many marks it achieved and giving you the breakdown for each section. Studying this should really help you to get a better mark than you would have without looking at it.

Candidate 1 - Investigating the voltage produced in cells containing different metals

National 5 - Chemistry - NEW - Session 2017-18

evidence

commentary

PDF files

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

| Section | Mark available | Mark awarded | Comments |
|--------------------------------|----------------|--------------|---|
| 1 Aim | 1 | 1 | The aim clearly describes the purpose of the investigation. |
| 2 Underlying chemistry | 3 | 3 | A good understanding of the underlying chemistry, at a depth appropriate to National 5, is given. |
| 3 Data collection and handling | 6 | a 1 | A brief description of the approach used to collect experimental data is given. There is sufficient detail to allow the nature of the experiment to be visualised by a marker. |
| | | b 1 | Sufficient raw data from the experiment is given. The candidate has used 6 different pairings of metals and repeat measurements have been made. |
| | | c 0 | The candidate has shown both experimental measurements and mean data in a table. Every column in the table must have a clear heading and units. The mark cannot be awarded as the final column has no units. |
| | | d 1 | The mean values (averages) from the candidate's experimental data are correctly calculated. These are included in the table of results which is acceptable. |
| | | e 1 | Information from an internet source is included. This is relevant to the aim and can be compared to the experimental data. |
| | | f 0 | The source of the research information is given beside the internet/literature data. However it is not appropriately referenced as it has neither year of publication or ISBN. |
| 4 Graphical presentation | 4 | a 1 | The graph produced is based on the candidate's experimental data. A bar graph is selected which is the appropriate format for this data. |
| | | b 1 | The graph has been drawn to a suitable size that allows the accuracy of plotting of the data points to be checked. The y-axis has an acceptable linear scale. |
| | | c 0 | The y-axis label is acceptable but it has no units. |
| | | d 0 | The values are not plotted correctly. The value for aluminium has been plotted as 0.96 rather than 0.93. |
| 5 Analysis | 1 | 1 | A valid comparison is made between the experimental data and the table of data from their research. The candidate has found that, when arranged in order of decreasing voltage, they appear in the same order as in the literature source. |
| 6 Conclusion | 1 | 1 | There is a suitable conclusion given which is supported by evidence in the report. |
| 7 Evaluation | 2 | 0 | The candidate has not identified a factor which has had a significant effect. There is very little variation between repeats, therefore acquiring a greater number of repeats is unlikely to result in a significant improvement in the reliability of the results. |
| 8 Structure | 2 | a 1 | An informative title is given. |
| | | b 1 | The report flows in a logical manner. |
| Total | 20 | 14 | |

Section 2: BBC Bitesize website

The BBC Bitesize website is an excellent revision resource. It contains:

- Revision notes
- Videos
- Tests

Students are strongly encouraged to make use of it for all of their subjects on a weekly basis. Examples of what is available are shown below:

Revision Notes

The screenshot shows the BBC Bitesize Chemistry website. At the top, there's a navigation bar with 'Home' and 'National 5'. Below this is a large orange banner with the word 'Chemistry'. Underneath the banner, there's a 'Topics' section with a dark blue box labeled 'Chemical changes and structures'. To the right of this box, there's a list of topics: '7 Learner Guides', 'Rates of reaction', and 'Atomic structure'. Below the topics section, there's a row of four buttons: 'Revise' (orange), 'Video' (grey), 'Test' (grey), and an empty grey button. Below these buttons is a navigation bar with arrows and numbers 1 through 8. The main content area is titled 'Temperature' and contains a paragraph explaining that increasing temperature increases the rate of reaction because particles have more energy and move quicker, leading to more frequent and energetic collisions. Below the text are two diagrams illustrating particle movement. The left diagram, labeled 'Low temperature', shows particles moving slowly. The right diagram, labeled 'High temperature', shows particles moving quickly, indicated by motion lines. Below the diagrams is a paragraph explaining that an increase in temperature leads to an increase in the speed of release of carbon dioxide, but not the total volume of carbon dioxide released.

Bitesize
Home / National 5

Chemistry

Topics

Chemical changes and structures

- 7 Learner Guides
- Rates of reaction
- Atomic structure

Revise Video Test

< > 1 2 3 4 5 6 7 8

Temperature

If the temperature is increased, the particles have more energy and so move quicker. Increasing the temperature increases the rate of reaction because the particles collide more often and with more energy. The higher the temperature, the faster the rate of a reaction will be.

Low temperature High temperature

Look at the graph of the reaction between hydrochloric acid and calcium carbonate. Notice how an increase in temperature leads to an increase in the speed of release of carbon dioxide, but not the total **volume** of carbon dioxide released.


Videos

Revise

Video

Test

Rates of reaction



Learn how to measure the rate of a reaction and about the factors that affect it.

Tests

Revise

Video

Test

Reaction rates

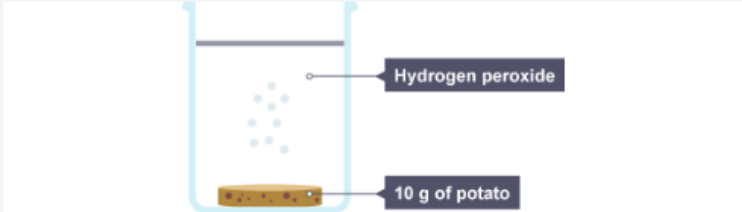
1 Which of the following factors will not speed up a chemical reaction?

- ☐ Increasing the temperature of the reaction
- ☐ Increasing the particle size of reactants
- ☐ Increasing the concentration of reactants

2 A pupil places 10g of potato into 1 mol/l hydrogen peroxide solution.


The potato has a biological catalyst inside it that breaks the hydrogen peroxide down to water and oxygen gas.

What term is used to describe a biological catalyst such as catalase?



- ☐ Fermentation
- ☐ Enzyme

Bitesize App





The screenshot shows the top of the BBC Bitesize website. At the top is a black navigation bar with the BBC logo, a 'Sign in' button, and links for News, Sport, Weather, iPlayer, TV, Radio, and More. A search bar is on the right. Below the navigation bar is a large blue banner with the word 'Bitesize' in white. A large orange box in the center of the banner contains the text 'Download the BBC Bitesize - Revision app!' in white. Below this box is a white button with the text 'Let's go' and a large orange downward-pointing arrow. The background of the banner features abstract blue and orange shapes, including a stylized person icon.


We've updated the Bitesize - Revision app!


The updated BBC Bitesize - Revision app for 14-16 year olds is now available to download to your mobile phone (iOS and Android). The app now includes GCSE Maths (9-1) and GCSE English (9-1) Flashcards (simply 'Edit' your preferences in the 'Menu' to add them to your app). We've launched the Bitesize - Revision app for 14-16 year olds across England, Northern Ireland, Scotland and Wales, giving you Bitesized Flashcards and revision materials, whenever you want, wherever you are.

Download the app now and take brilliant Bitesize revision tools with you everywhere you go.



Get it now
Download for
Android 



Get it now
Download for iPhone


Also available is a BBC Bitesize App, which can be downloaded for iPhone and Android devices. This often contains a slightly reduced version of what is on the BBC Bitesize website but is particularly useful in the run up to the exams: say between the Prelim and the May diet. It is not simply the same materials as the website and the presentation is often more chunked.

Section 3: Scholar website

The Scholar website offers students video tutorials which go through in detail how to answer exam questions. It can be accessed at: <http://scholar.hw.ac.uk/>

The screenshot shows the SCHOLAR website homepage. The header includes the SCHOLAR logo and the tagline 'Online courses for schools across Scotland'. A navigation bar contains links to Home, Search, and Text size. The main content area is divided into several sections: 'Access SCHOLAR' with links to Login and Try SCHOLAR; 'Resources' with links to Live Online Sessions, Newsletter, and Teachers; 'Information' with links to News Archive, Courses and Materials, Registration, Staff CPD and Pupil Induction, and Forum Partners; 'Try SCHOLAR' with a description of the material provided and a link to Try SCHOLAR; 'SCHOLAR What's New' with a section for Live Online Sessions 05 - 09 Mar 2018; and 'Live Online Sessions' with a description of the sessions and a link to Read More.

Video Tutorials

There are “live online sessions” (see left hand-side of screenshot below) where students can watch a teacher teach a live tutorial. All these sessions are recorded and can be accessed via the “Previous Sessions” link (again, see screenshot below) at any time.

The screenshot shows the 'Live Online Sessions' page on the SCHOLAR website. The page has a navigation bar with links to Home, Resources, and Live Online Sessions. The main content area is divided into two sections: 'Upcoming Sessions' and 'Previous Sessions'. The 'Upcoming Sessions' section contains a table with session details. A red arrow points to the 'Live Online Sessions' link in the left-hand navigation menu, and another red arrow points to the 'Previous Sessions' link in the main content area.

| Session: | |
|---------------|--|
| Theme: | Reproduction and fertility (Download worksheet) |
| Subjects: | Higher Human Biology |
| Audience: | Student |
| When: | Thursday, 8 March 2018 6:00 PM |
| Presented by: | Nikki Haddow, SCHOLAR Online Tutor for Human Biology |
| Session link: | http://theriot-watt.adobeconnect.com/scholarhomework (Enter as a Guest) |

These video tutorials are available for:

- Biology: Higher & Advanced Higher
- Chemistry: Higher & Advanced Higher
- Computing Science: Higher & Advanced Higher
- English: Higher & Advanced Higher
- Maths: National 5 & Higher
- Modern Languages: Higher & Advanced Higher
- Physics: Higher & Advanced Higher

The tutorials get students to first practice exam-style questions themselves, and then watch a video where a teacher goes over the questions in detail to explain how to best answer them:

Higher Chemistry - Unit 2: Nature's Chemistry Topics 5 to 7 - 12/12/2017

Question 1 – Fragrance Functional Groups

1. A compound with the following structure is used in perfumes to help provide a sweet, fruity fragrance.

COc1ccc(cc1)CC(=O)C

This compound could be classified as

A. an aldehyde
B. a carboxylic acid
C. an ester
D. a ketone

Vote for the correct answer now.

Q01. Select your answer below:

a) ☐
b) ☐
c) ☐
d) ☐

Attendees (13)

Hosts (1)
User 5

Presenters (1)
User 1

Participants (11)
User 10
User 11
User 12

Chat (Everyone)

User 12: Is it alright if you haven't?

User 5 is typing...

Notes and End Of Topic Assessments

In addition to the video tutorials, there are **detailed notes** and **end of topic assessments**. The assessments get marked electronically and give students feedback. They are an excellent revision resource and are available for:

- Accounting: Higher & Advanced Higher
- Art & Design: Higher
- Biology: Higher & Advanced Higher
- Business Management: Higher & Advanced Higher
- Chemistry: Higher & Advanced Higher
- Computing Science: Higher & Advanced Higher
- Economics: Higher & Advanced Higher
- English: Higher & Advanced Higher
- Maths: National 5 & Higher
- Modern Languages: Higher & Advanced Higher
- Physics: Higher & Advanced Higher
- Psychology: Higher

Students need a username and password to access this feature (but not the video tutorial), with their Glow usernames and passwords giving them access:

SCHOLAR
Online courses for schools across Scotland

Home

Home

Search

Text size : A A A

Access SCHOLAR

Login to SCHOLAR

Try SCHOLAR

Resources

Live Online Sessions

Try SCHOLAR

Experience some of the material provided by SCHOLAR covering a range of subjects such as Mandarin, Chemistry and Mathematics.

Delve into learning materials and activities provided for teachers and students across Scotland.

SCHOLAR What's New

Live Online Sessions 12 - 16 Mar 2018

SCHOLAR's popular Live Online Sessions for this week!

[Read More >](#)

The notes section looks as follows:

1 The Periodic Table Advanced Search Search this course 99 Text S

General
My SCHOLAR
Reports
Revision Planner

Resources
Activities

Revision Today
None

Information
Live Online Sessions
Technical Requirements
Be safe on the internet

1 The Periodic Table

1.1 Prior knowledge

1.2 Arrangement of elements in the Periodic Table: Introduction

1.3 History of the Periodic Table

1.4 Trends and patterns (periodicity)

1.5 Summary

1.6 Resources

1.7 End of topic test

Assessment Calculation Case study Discussion Extra help
Interactivity Paper-based Practical Programming Reading
Video Notebook Internet Listening Extra study

Probably the most useful feature - certainly as students are preparing for exams - is the “End of Topic Test” feature (which can be seen towards the bottom of the screenshot, above). An example is shown:

Q1 Periodic Table ⓘ Exit 1

1.1) Mendeleev is famous for producing the Periodic Table on which the modern version is based.
Which of the following statements is true?

- ☐ Mendeleev left gaps for elements which had not yet been discovered.
- ☐ Mendeleev organised the elements in order of their atomic number.
- ☐ Mendeleev swapped some elements round so that their atomic masses fitted the pattern.
- ☐ Mendeleev left gaps because some elements did not fit the pattern of reactivity.

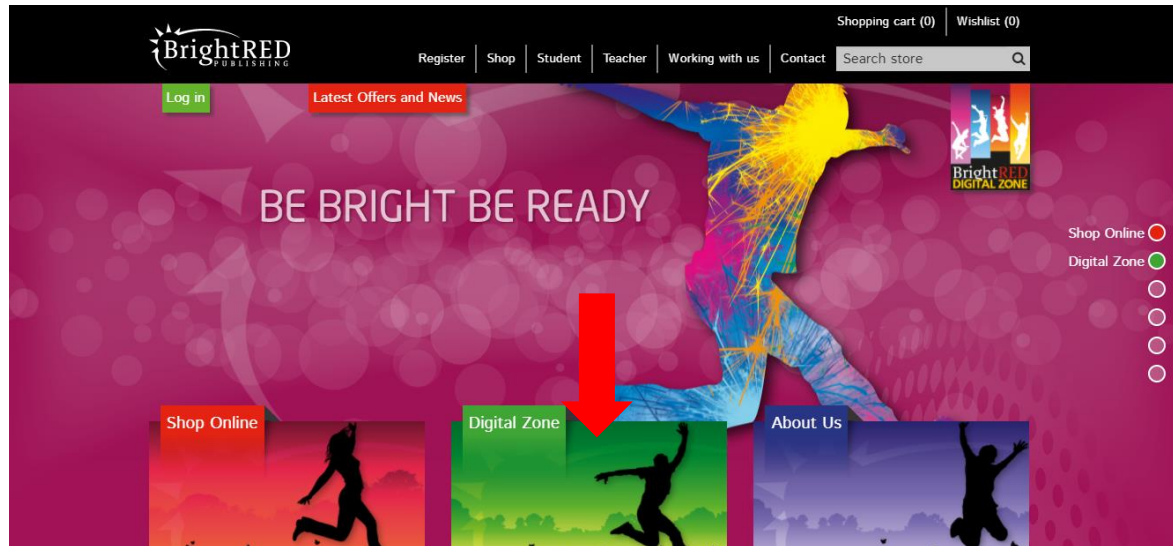
Submit Reveal

The assessment gets marked online so students can self-evaluate how they are getting on.

Section 4: Bright Red

Bright Red Publishing offer a free and very useful revision website which is similar to the BBC Bitesize and Scholar websites. The website contains **revision notes** and **practice assessments** for most National 5 and Higher courses. All students need to do to use it is to register with the site.

Click on the green “Digital Zone” area:



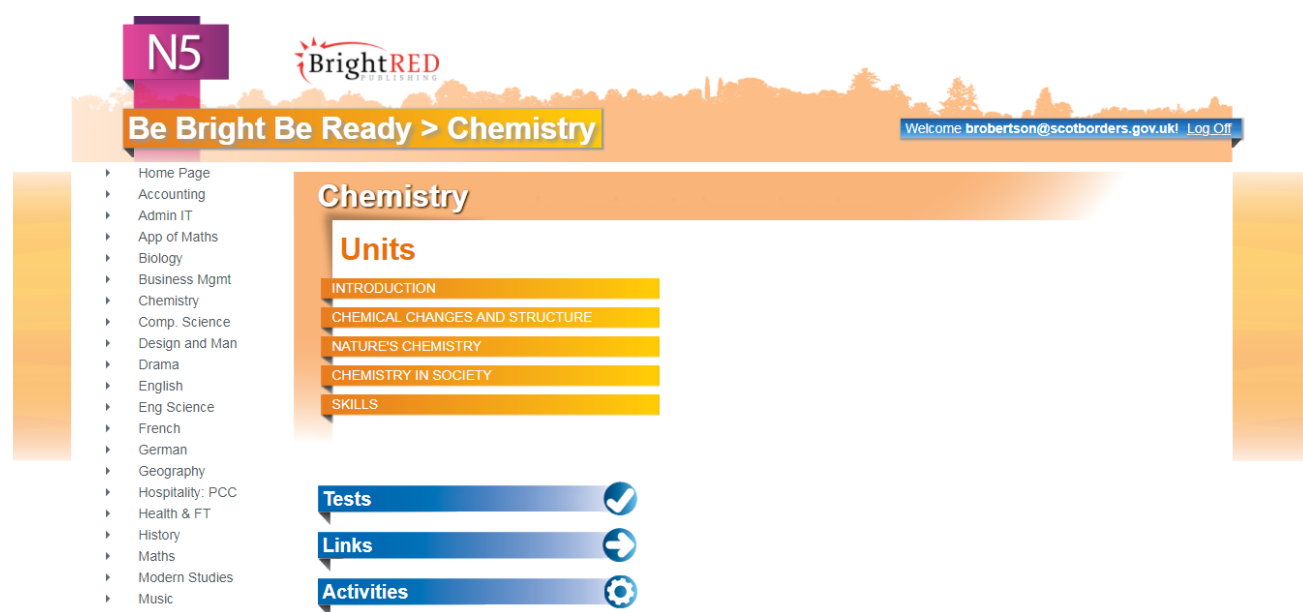
Then choose National 5 or Higher:



From there, after registering, you should be able to access support resources (including notes and practice assessments) for almost all National 5 and Higher courses:



For example:



From here, students can access a wide range of revision resources and practice assessments, which are marked online.

Section 5: Things that students should do in school

Teachers and students who have previously done well in exams advise the following:

1. Take notes during lessons (may seem fairly obvious, but a lot of people don't).
2. Ask teachers for any resources they use like PowerPoints (many teachers are happy to give you copies; some share them using Edmodo or Glow).
3. Ask your teachers for additional work e.g. old Past Papers.
4. Speak to teachers about areas you are finding difficult. Ask for help - don't wait for them to come to you.
5. Find out when each subject offers study support and attend the sessions throughout the year. This may be before school, at break, lunchtime, afterschool or in their non-teaching periods. This also includes Study Zone.
6. Use self-assessment traffic-light colours (including in Planners) to identify where there are gaps in learning and then focus on these. This will also help you to keep a record of the areas you have covered in class.
7. Keep the Progress Record in your Planner up-to-date - this will help guide your revision at home.
8. Keep on top of deadlines by using your Planner.
9. Always keep note of which questions you struggle with (for example, after a class test, write down which questions/areas were difficult and do more work on these before the exam).
10. Make good use of your Study Periods and "free" periods. Make sure you are prepared for these and have meaningful work to do. Use them well and you'll save yourself time at home.

Section 6: Things that students should do at home

Teachers and students who have previously done well in exams advise the following:

1. For National 5 courses, you should be putting in a minimum of one hour's study per week per subject; for Higher and Advanced Higher courses, this should be a minimum of two hours a week per subject.
2. If you're going to get the best grade you can, you need to invest time working at home. Your work in school is just a small part of what you need to be doing. The people who do the best go the extra mile - they ask for more help, they take the initiative and practise more questions.
3. Read through notes that you've made in class - don't just wait for a test to revise.
4. Focus on the areas you have been finding difficult (you should have marked these as "red" in the self-evaluation section of your Planner).
5. Focus on difficult subjects and on the topics that are "red". Use specific targets listed in the Progress Record of your Planners to prioritise work. Act on feedback.
6. Access support materials that your teachers have developed for you (e.g. on Glow, Edmodo or the school website).
7. Do EXTRA questions e.g. complete SQA Past Paper questions (available on the SQA website). Use the marking instructions on this website to self-assess or peer assess. Arrange to meet your teacher to discuss anything you're not sure about.
8. Collect all the SQA Past Papers you can find and decide which ones to do to prepare for Prelims but also save some for the real exams (save more of the recent ones) so that you have had plenty of practise for both (this means you can record the scores you get and which bits are more difficult than others). This can take a bit of time and research it will help keep you more organised and is very helpful when you get to real exams and panic sets in! It can help you see how much progress you're making.
9. Create mind-maps or sets of cue cards for different topics.
10. Rewrite old notes/key information/things you find difficult to understand or remember when revising as more concise bullet points and cue cards help you to learn key facts. Also, you can use them to get someone to test you (for Sciences I usually wrote key points of the whole course on these; for Languages it helped me learn essays and verbs, etc.; for English it was for quotes and info about our novels and things).
11. Look at subject pages from other schools because sometimes these have lots of material - ask your friends if they've come across anything good from another school.
12. When working alone or in face-to-face groups, switch off mobile phones and tablets. If using a computer to complete work, shut down social media apps like Skype, Whatsapp & Facebook. Don't have the TV on.

13. Review deadlines. Look at all of the workload and plan to hit deadlines in good time. Many students find it useful to develop a weekly at-home study timetable.
14. Take your time with homework and make sure it's your best work - don't hand in something that's only partly done or that you've rushed.
15. If you've done poorly in something (e.g. a homework exercise) re-do it and ask your teacher if they'll re-mark it.
16. Catch up on any schoolwork you've fallen behind with or missed due to absence.

Section 7: Things that won't really help you

Teachers and students who have previously done well in exams advise the following:

1. Students often make the mistake of focusing their revision on topics they are interested in and which they know well, while avoiding revising more challenging topics. Don't practise exam questions you're already good at.
2. Reading and the re-reading notes and books without doing anything else. You need to do more than that. Practising questions, marking these and getting teacher or peer help/feedback is key.
3. Excessive note taking from books. It's easy to basically just copy your textbook and while it's important to put notes into your own words it can sometimes take up too much time and isn't very effective.
4. Ignoring deadlines or trying to postpone work.
5. Focusing on one subject to the exclusion of others. You need to develop a study timetable with includes ALL of your subjects.
6. Attending Study Lessons or Study Zone without a particular focus in mind.
7. Being frightened of Past Papers, not using them early enough, not getting feedback from teachers about how you've done with them.

Section 8: Revision Checklist

1. I am spending an **appropriate amount of time revising** each of my subjects each week (at least one hour for National 5 subjects and 2 hours for Higher and Advanced Higher subjects).
2. I have a **Revision Timetable** which I stick to each week.
3. I am using **SQA Course Specifications** to check and self-assess my learning for each of my subjects each week.
4. I am using **SQA Specimen Papers** and **Past Papers** to practice exam-style questions each week for each of my subjects, **using Marking Instructions** to assess how I have done.
5. I am using the **BBC Bitesize website or app**, **Scholar** and/or **Bright Red website** on a weekly basis to **revise** each of my subjects and to **test** my knowledge.
6. When **preparing for Coursework**, I have studied the **Marking Instructions** and **Understanding Standards examples** which are available from the SQA website.
7. I know when **Study Support** is available for each of my subjects and I am attending this when I feel that I need to.
8. I plan to attend the school's **Study Zone** in the lead-up to Prelims and final exams.