Bridge of Don Academy

Advanced Higher & Higher Learner Booklet

TABLE OF CONTENTS

Page No

A letter from Mrs Cruickshank, Depute Head Teacher to all parents and carers 2

General advice to parents/carers of pupils sitting exams this session 3

Subject specific advice in alphabetical order

Administration & IT Higher 5
Application of Mathematics Higher 7
Art & Design Advanced Higher 11
Art & Design Higher 15
Biology Higher 18
Business Management Higher 20
Chemistry Higher 22
Computing Science Higher 24
Engineering Science Higher 25
English Higher 27
Geography Advanced Higher 30
Geography Higher 33
Graphic Communication Higher 35
Health and Food Technology Higher 37
History Higher 39
Maths Advanced Higher 43
Maths Higher 48
Modern Languages Higher 53
Modern Studies Higher 55
Music Advanced Higher 58
Music Higher 61
Physical Education Higher 64
Physics Higher 67
Pupil Support Department Advice 68
RMPS Advanced Higher 70
RMPS Higher 73

December 2021

Dear Parent/Carer

HOW TO SUPPORT PUPILS SITTING NATIONAL QUALIFICATIONS

As you will know from the school calendar, the estimates for pupils sitting their National exams and assessments are due to take place in week beginning **Monday 17 January 2022** for approximately two weeks. Pupils will be issued with a timetable detailing the exact dates and times of each of their exams as well as information relating to their conduct and the supervision of exams. They will be granted study leave for those two weeks which means that they only have to come to school for their exams/assessments. Some young people may be asked to work in school during this time on essential coursework or assignments. Further information on this will be given after the Christmas break. If asked to come in, the rest of the time is given to them to revise and prepare. Revision and preparation for these important estimates will also be taking place during their subject class time.

In Personal and Social Education pupils will also be learning how to organise their time and about different revision techniques. We are also delivering a number of online assemblies to advise them how to revise and help them prepare for their exams. However, it is important that pupils also begin to make their own preparations at home to revise topics that they have covered throughout the year and to establish their own strengths and weaknesses in subjects so that they can seek help and advice from their teachers to improve.

Therefore, I have attached information from each of the subjects giving brief details of what pupils should be revising and other useful information such as websites or resources they can access. This should help you to support and advise them in what can be a stressful time for families. I have also put together some general points on the next few pages which you may also find useful.

We understand that this can be a stressful time for pupils and their families and if we can help to alleviate some of that stress then we want to do so. Each guidance teacher can be contacted at school in the normal way and I am available to discuss any concerns you may have, as are the class teachers and Principal Teachers of the different subjects. The timetable and further advice on examination conduct will be issued to pupils and will be supported by further online presentations directly after the Christmas holidays. I hope you find this and the attached information useful as you support your young person in this important year.

Yours sincerely

J Cruickshank

Mrs J Cruickshank
Depute Head Teacher

Information for parents of pupils in preparation for Estimate Exams and Assessments

General Advice

Pupils will need somewhere quiet to study and access to their Chromebook will be beneficial. Natural light is better than artificial and a table or desk away from the window – to avoid distractions – is best. Some pupils believe that music helps them study and whilst it is true that music does stimulate the creative part of the brain loud music of any type is not likely to help anyone learn or revise. Music can however be useful to help some people relax. Enough sleep and exercise are also vital to doing well and regular breaks should be planned. 20-25 minute sessions with breaks of about 5 minutes over a 2 hour period are probably best. Young people often argue that watching TV late at night helps them relax but it is more than likely that this will stimulate their brain and prevent them from getting enough sleep.

Planning to consolidate learning

A timetable allocating even amounts of time over a period of weeks is a good idea. This is something that has been discussed and worked on during the PSE time in school. A timetable can be colour coded for the different subjects and a list of topics and parts of topics should be drawn up for each subject. This can be done using the topics that departments have advised to cover for the estimate. Alternatively headings from notes can be used. This list can then be colour coded:

- Red – really struggling with this topic
- Orange – not too sure about this – understand some of it
- Green – really understand and know that.

Young people can then concentrate their revision where it is needed most. They will also have a list of things they need to ask their teacher about or look up in their notes and revision guides. This is just a couple of examples of how young people can plan to consolidate their learning

Learning "*Off by Heart*"

To do well in their exams pupil will have to learn some things off by heart. Most will have been given ideas on how to do this by their teachers. Good methods are:

- Creating a mind map of a topic using colour and, where appropriate, diagrams/pictures.
- Recording notes on a tape to listen to.
- Having a friend or family member ask questions or listen as they try to verbally explain something.
- Repeating something out loud or trying to write it down without reference to notes/books.
- Completing past papers or questions to practise what they know.
- Using on line revision sites designed for the topic. Some departments have made reference to these in their section of this letter.

Learning styles

All of us have different or preferred learning styles. Some of us are quite visual and need picture/images to help us learn. Others learn best when listening to or watching something. Others prefer to be moving around – pacing the floor, for example, whilst reciting a verse from a poem or a formula for science. So don't be surprised if you find your son/daughter doing any of the above. It may work for them. What is probably least successful is reading notes over the night before an exam. Whilst the phenomenon of photographic memory is known, it is rare!

Some young people may argue that they have done plenty of revision in class and that they do not need to do any more. This is possible, but unlikely. There is advice attached from so many departments that there is bound to be something for your son/daughter to do to help them prepare for the exams.

These are just some of the ways that you can help your young person prepare for estimates and assessments. Many more will be discussed in PSE, assemblies and on Google Classroom.

Subject Specific Advice

Administration and IT Higher

How can I revise?

- Refer to your class notes and try to summarise them.
- Refer to your class activities and take notes from them.
- Go over the exercise material that you have already done in class.
- If you do not have access to a computer at home, arrange to come to the department at lunchtime or after school.
- If you do not have access to Microsoft at home, you can download Microsoft 365 from your Glow Account free of charge whilst you are a pupil.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions

How to access revision materials?

- Materials posted on Google Classroom
- Bridge of Don Academy – Business Education Website (BUSEDBODA) https://sites.google.com/ab-ed.org/busedboda/home
- Workbook materials in class
- Leckie & Leckie – Higher Administration & IT Course Notes
- Bright Red Higher Administraton & IT Notes
- SQA Past Papers
- Books are available in the Library or to borrow from the resource library from your Guidance teacher.

Topics/Areas to revise

- Topic lists are contained within the BUSEDBODA website: https://sites.google.com/ab-ed.org/busedboda/administration-information-technology/higher-administration-information-technology

Links to online materials

- All links available on the BUSEDBODA Website - https://sites.google.com/ab-ed.org/busedboda/administration-information-technology/higher-administration-information-technology

Hints and Tips on revision for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Times of Revision/Help sessions

Sessions are on offer at the following times:

- Online – send queries via Gmail or Google Classroom Private Comment
- In-built within class time

Applications of Mathematics Higher

How can I consolidate my learning?

- Refer to your class notes and try the examples therin.
- Go over the exercise material that you have already done in class.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions

How to access learner materials?

- Materials posted on Google Classroom
- Course notes, examples and exercises on www.scholar.hw.ac.uk (login required)
- SQA Specimen Papers https://www.sqa.org.uk/sqa/files_ccc/HigherSQPApplicationsOfMathematics.pdf , https://www.sqa.org.uk/sqa/files_ccc/HigherASQPApplicationsOfMathematics.pdf and https://www.sqa.org.uk/sqa/93396.html (spreadsheets and answers).

Books are available in the Library or to borrow from the resource library from your Guidance teacher.

Topics/Areas to revisit

Mathematical Modelling	
Skills	Explanation
Understanding and applying the process of mathematical modelling to evaluate, analyse and interpret mathematical models	♦ modelling a situation mathematically in a given context using: — appropriate variables — an appropriate form — formulae — graphs and charts ♦ defining appropriate units of measure for variables and checking for consistency ♦ evaluating and interpreting the output of mathematical models ♦ analyzing mathematical models and suggesting possible improvements

Using software effectively in calculations	♦ using software to carry out calculations in a way that another independent user can easily understand and check, including: — incorporating clear and consistent presentation — setting up key variables before using them in calculations ♦ understanding and applying the following knowledge: — editing and sorting data — creating and labelling charts and graphs — using standard functions to generate formulae producing output

Statistics and probability	
Skills	Explanation
Applying statistical literacy skills to data	♦ understanding the following: — types of data — populations and samples — outliers — gathering data and associated issues ♦ constructing and interpreting statistical diagrams, for example: — frequency tables — stem-and-leaf diagrams — pie charts — bar charts — box plots — contingency tables — histograms — misleading graphs ♦ interpreting the distribution of data, with particular reference to symmetry, normality, and skewness ♦ deriving, understanding, and interpreting sample measures of location and dispersion, including mean and standard deviation, and median and interquartile range
Applying statistical skills to correlation and linear regression	♦ interpreting and constructing scatter plots ♦ using simple linear regression ♦ interpreting the slope and intercept parameters in relation to data ♦ using linear models for prediction ♦ assessing the accuracy of predictions ♦ understanding and interpreting correlations ♦ understanding the applicability of Pearson's product-moment correlation coefficient ♦ exploring trends in data, for example seasonality
Applying statistical skills to data analysis,	♦ formulating research questions ♦ interpreting and reporting the results of a hypothesis test

interpretation and communication	♦ generating, understanding, and interpreting confidence intervals ♦ performing simple analysis using *t*-tests and paired *t*-tests ♦ using *z*-tests for two proportions ♦ understanding how errors can arise in statistical testing, including confounding variables ♦ interpreting and relating results of a hypothesis test to the original research question

Finance	
Skills	Explanation
Applying mathematical skills to calculating present and future values of monetary payments	♦ understanding the concept of capital and interest and performing calculations involving effective rates of interest, including: — interest rates that are fixed or vary over time — expressing interest rates in different time frequencies ♦ calculating the present value and accumulated value of a single payment and a series of payments under the following scenarios: — regular, level payments — irregular and ad hoc payments — regular payments that increase or decrease by a fixed amount or fixed proportion each time period — payments that are deferred for some period of time — an effective rate of interest that is fixed or varies overtime, including at a different frequency to that of the payments
Applying mathematical skills to solving problems related to personal financial products and transactions and analysing the results	**Credit cards and loans** ♦ understanding the purpose of credit cards and loans ♦ solving and analysing problems relating to credit cards and loans, including: — the effective rate of interest for a loan or credit card — constructing a schedule of repayments for a loan orcredit card — calculating revised figures as a result of alterations, for example to loan terms, interest rates, and overpayment — analysing the risks associated with credit cards and loans **Savings products** ♦ understanding the purpose of savings products ♦ solving and analysing problems relating to savings products, including saving for a specific goal (for example regular or irregular pension contributions saving towards retirement) or an unspecified goal (for example general savings for no specific purpose) ♦ analysing the risks associated with savings products
Applying personal financial planning skills	♦ understanding the following monetary concepts, applying these in financial calculations, and interpreting their impacts: — taxation systems

	— inflation and purchasing power of money; comparing alternative strategies that individuals could take in relation to their financial planning (for example borrowing money) — analysing and interpreting the risks associated with financial planning strategies

Planning and decision making	
Skills	Explanation
Understanding and applying project planning and decision making	♦ representing compound projects by activity networks using activity-on-node representation, for example Programme Evaluation and Review Technique (PERT) charts ♦ using systematic methods to find early and late times for activities, and then identifying critical activities and finding critical paths ♦ using Gantt charts to represent project activities

Links to online materials

- Lessons and online tasks - https://www.mymaths.co.uk/
- SQA Past Papers - https://www.sqa.org.uk/sqa/93396.html
- SCHOLAR - All topics covered with lessons and tasks https://scholar.hw.ac.uk/

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Times of Help sessions for Learners

Sessions are on offer on Tuesday lunchtime 1.30 pm in F9.

Art and Design Advanced Higher

Expressive or Design Portfolio

How can I strengthen my learning & develop my skills?

- Experiment with a wide range of media (2D & 3D)
- Keep a daily sketchbook to practice drawings/designs or to write down ideas
- Maintain a folder of research – inspiration and justify where your ideas have come from
- Investigate different artistic and design styles and art movements to inform and develop your own style
- Evaluate your own work – what would you do differently? Think about the reasons behind why you're creating the work, challenge yourself by communicating your own thoughts, opinions and feelings
- Research challenging expressive art and design contexts, evaluating how artists respond creatively to stimuli

How to access materials for learning & inspiration

- Create a Pinterest board of art and design work that you find interesting
- The Deviant Art website for inspiration on artists & designers
- Instagram – use different hashtags related to art and design
- Departmental Google classroom
- SQA Understanding Standards website for past portfolios – range of grades achieved

Many books about different styles of art & design are available from the school library or from department staff.

Links to Online Materials

- SQA: At present there are only examples of expressive portfolios on the site. https://www.understandingstandards.org.uk/Subjects/ArtandDesign/AdvancedHigher/ExpressivePortfolio
- Deviant Art: https://www.deviantart.com/ - link to create an account
- Pinterest: https://www.pinterest.co.uk/ - link to create an account

- Seriously consider taking up a part-time college course in your area of interest or a general portfolio course if you are thinking about applying to art school or any other

- Online courses through websites such as SkillShare offer a wide range of drawing and design classes.

Expressive Portfolio

Research different styles & art movements	Use Google and social media listed above to find out more about contemporary & historical expressive arts. Look up artists, styles & movements that you have learned about so far that have interested you. Visit local galleries to find out more about contemporary and historical art & design: ● Aberdeen Art Gallery ● Peacock and The Worm ● Nuart Aberdeen (street art) **NESCOL** and **RGU Gray's School of Art** have student work displayed all year round that you can visit anytime. Student works are also found on their websites (linked above).
Experiment with different media and applications **Practice Mark Making**	The SQA like to see a range of media used throughout portfolios. Practice with materials such as: ● Acrylic paint ● Watercolours ● Oil pastels ● Chalk & charcoal ● Ink & water Traditionally we use paintbrushes, but wet media such as paint can be applied with almost anything. Pallet knives, toothpicks and string can create interesting effects and can be used as part of your development.
Strengthen observational drawing skills & techniques daily	Practice drawing from life as much as possible – these can be small quick sketches in your sketchbook. Try to show things like figures and movement. As part of the course you are expected to be keeping a sketchbook as part of your development. Pages of this can be taken out for mounting on your larger sheets.

	Use different types of tonal techniques like; cross-hatching & pointillism as well as blended tone.

Design Portfolio

Research a range of styles within the design area you are studying (Graphics/Textiles/ Architecture/Product Design)	Take time to look into the different areas of design to see which one interests you the most before you start the course. Looking up different designers will allow you to understand the many styles of design You will also learn more about the process and how a designer goes from a starting point and develops to a final outcome.
Practice line drawing from your imagination	As part of the development stage your own drawings can be turned into shapes and patterns to use in a design outcome.
Experiment using different materials and manipulation	This is important if you choose to work with fabric, paper in a 3D way. There are many different ways to manipulate these such as; folding, cutting, ripping etc. YouTube videos are a great resource to show how effective these techniques can be.
Analyse everything you make	Effective work is created through constant analysis and justification. Think strongly about why you are choosing to experiment with a certain material or technique and how this will add to your development and produce a final outcome.

Contextual Studies/Link to own work

Look for artists/designers that inspire you	Research the life of 2-4 artists/designers whose work you like and find out what inspires their work, this information will be added to your first sheet in your folio. You will choose one artist/designer to write about who has inspired you the most. Make sure you double check information that you find online, use the official websites that your artists/designers may have or gallery sites

	for information.
Create an inspiration board of imagery	Place the images of work that inspire you the most, somewhere in your house that you look at daily to help with development of folio work and inspire your written work.

Hints and Tips for Art & Design

- Ask your teacher if you do not understand something or need pointed in the right direction
- Spend time on the social media and websites listed above looking for inspiration
- Draw everyday - keep a sketchbook, write every idea down – sketches, no matter how small or unfinished they appear, can be used to show development and critical thinking.

Art and Design Higher

Expressive and Design Portfolios

How can I strengthen my learning & develop my skills?

- Experiment with a wide range of media (2D & 3D)
- Investigate different artistic styles and art movements to inform and develop your own style
- Evaluate your own work – what would you do differently? Think about the reasons behind why you're creating the work. Are you trying to communicate a feeling or idea?

How to access materials for learning & inspiration

- Create a Pinterest board of art and design work that you find interesting
- The Deviant Art website for inspiration on artists & designers
- Instagram – use different hashtags related to art and design
- Departmental Google classroom:
- Hodder Gibson books on How to Pass Higher Art & Design (link to purchase below)
- SQA Understanding Standards website for past portfolios – range of grades achieved

Many books about different styles of art & design are available from the school library or from department staff.

Links to Online Materials

- SQA: https://www.understandingstandards.org.uk/Subjects/ArtandDesign/national5/ExpressivePortfolio
- Deviant Art: https://www.deviantart.com/ - link to create an account
- Pinterest: https://www.pinterest.co.uk/ - link to create an account
- Hodder Gibson How to Pass: https://www.hoddergibson.co.uk/ - to purchase

Expressive Portfolio

Research different styles & art movements	Use Google and social media listed above to find out more about contemporary & historical expressive arts. Look up artis , styles & movements that you have learned about so far that have interested you. Visit local galleries to find out more about contemporary and historical art & design: ● Aberdeen Art Gallery ● Peacock and The Worm ● Nuart Aberdeen (street art) **NESCOL** and **RGU Gray's School of Art** have student work displayed all year round that you can visit anytime. Student works are also found on their websites (linked above).
Experiment with different media and applications **Practice Mark Making**	The SQA like to see a range of media used throughout portfolios. Practice with materials such as: ● Acrylic paint ● Watercolours ● Oil pastels ● Chalk & charcoal ● Ink & water Traditionally we use paintbrushes, but wet media such as paint can be applied with almost anything. Pallet knives, toothpicks and string can create interesting effects and can be used as part of your development for compositions.
Strengthen observational drawing skills & techniques daily	Practice tonal studies using pencils & paint in particular. Draw anything from simple forms such as spheres & cubes to objects or people that interest you. Use different types of tonal techniques like; cross-hatching & pointillism as well as blended tone.

Design Portfolio

Research different areas of design. **Taught as part of the course are:** ● **Textile design** ● **Graphic Design** ● **Body Adornment**	Take time to look into the different areas of design to see which one interests you the most. Looking up different designers will allow you to understand the many styles of design You will also learn more about the process and how a designer goes from a starting point and develops to a final outcome.
Practice line drawing from your imagination	As part of the development stage your own drawings can be turned into motifs to use in a design outcome. These motifs are usually simple shapes and forms rather than more complex life drawing.
Experiment using different materials and manipulation	This is important if you choose to work with fabric, paper in a 3D way. There are many different ways to manipulate these such as; folding, cutting, ripping etc. YouTube videos are a great resource to show how effective these techniques can be.

Hints and Tips for Art & Design

- Ask your teacher if you do not understand something or need pointed in the right direction
- Spend time on the social media and websites listed above looking for inspiration
- Draw everyday

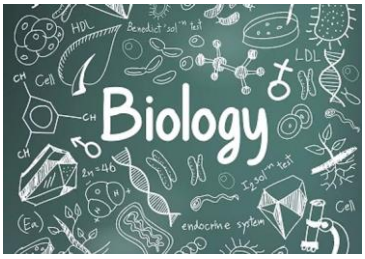
Time of help sessions for learners

Sessions are available at the following times:

- Monday and Friday lunchtimes in G1B
- After school sessions at request (ask department staff ahead of time)
- Google classroom (link above) email staff using Gmail addresses

Biology Higher

How can I revise?



Organise your notes, summary sheets, learning outcomes & homework into the different topics to be tested in the exam.

Ensure you have completed all subtopic booklets.
You can use data handling, homework booklets and the Learning Outcomes checklists to highlight gaps in knowledge target your revision.

Try to vary your revision methods

This will help you to stay motivated and focused. A range of methods will be more successful than simply reading your notes over and over again. Different methods worth trying are:

- Read through your notes, make lists of key headings and learn them. Test yourself by writing out your lists or labelling diagrams without looking at your notes.

- Use the Learning Outcomes to determine your areas of strength and pinpoint any weak areas. Spend extra time on the weaker areas.

- Get someone to ask you questions/try to explain your notes to others to demonstrate your understanding of the topics covered.

- Complete the revision exercises and checktests on a range of websites such as BBC Bitesize Biology Nat 5 and Higher Human Biology.

Use past papers for Nat 5 and Higher from either past paper books or from the SQA website. Take a sub topic and then look at the variety of questions relevant to this area. Familiarise yourself with how command words are used to answer questions effectively and fully.

- Come to the supported study on a Tuesday lunchtime to get help with specific topics or to complete/go over practice questions.

- Check google classroom for notes and PowerPoints for any missing information or to consolidate learning.

- Teachers will update google classroom with relevant revision materials for learning styles.

The prelim exam cover the following units:

Higher Human Biology:

Unit 3: Neurobiology & Immunology
Unit 1: Cell Biology

Remember: Start revision early, the more time you give yourself to revise then the more confident you will be as you head into the exam!

Business Management Higher

How can I revise?

- Refer to your class notes and try to summarise them.
- Refer to your class activities and take notes from them.
- Revision videos contained in the Business Education website.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions

How to access revision materials?

- Materials posted on Google Classroom
- Bridge of Don Academy – Business Education Website (BUSEDBODA) https://sites.google.com/ab-ed.org/busedboda/home
- Leckie & Leckie – Higher Business Management Course Notes
- Bright Red Higher Business Management
- Hodder Gibson How to Pass Higher Business Management
- SQA Past Papers
- Books are available in the Library or to borrow from the resource library from your Guidance teacher.

Topics/Areas to revise

- Topic lists are contained within the BUSEDBODA website: https://sites.google.com/ab-ed.org/busedboda/business-management/higher-business-management

Links to online materials

- All links available on the BUSEDBODA website: https://sites.google.com/ab-ed.org/busedboda/business-management/higher-business-management

Hints and Tips on revision for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

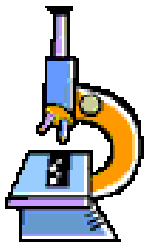
Times of Revision/Help sessions

Sessions are on offer at the following times:

- Online – send queries via Gmail or Google Classroom Private Comment
- In-built within class time

Chemistry Higher

How can I revise?



Organise your notes, summary sheets, learning outcomes & homework into the different topics to be tested in the exam.

Ensure you have completed all unit booklets. You can use revision questions, homework exercises and the Learning Outcomes checklists to highlight gaps in knowledge target your revision.

Try to vary your revision methods

This will help you to stay motivated and focused. A range of methods will be more successful than simply reading your notes over and over again. Different methods worth trying are:

- Read through your notes, make lists of key headings and learn them. Test yourself by writing out your lists or labelling diagrams without looking at your notes.

- Use the Learning Outcomes to determine your areas of strength and pinpoint any weak areas. Spend extra time on the weaker areas.

- Get someone to ask you questions/try to explain your notes to others to demonstrate your understanding of the topics covered.

- Complete the revision exercises and checktests on a range of websites such as BBC Bitesize Chemistry Nat 5 and Higher Chemistry.
- Use past papers for Nat 5 and Higher from either past paper books or from the SQA website. Take a sub topic and then look at the variety of questions relevant to this area. Familiarise yourself with how command words are used to answer questions effectively and fully.

- Scholar and Evans2Chemweb are excellent online resources which we have subscriptions to. They have notes, videos and tests to complete.

- Come to the supported study on a Tuesday lunchtime (N5) or Wednesday Lunchtime (Higher) to get help with specific topics or to complete/go over practice questions.

- Check google classroom for notes and PowerPoints for any missing information or to consolidate learning.

- Teachers will update google classroom with relevant revision materials for learning styles.

The prelim exam will cover the following units:

Higher Chemistry:

Unit 1: Chemical Changes and Structures
Unit 3: Chemistry in Society

Remember: Start revision early, the more time you give yourself to revise then the more confident you will be as you head into the exam!

Computing Science Higher

How can I consolidate my learning?

- Targeted Prelim revision posted in Google Classroom
- Unit Assessments are posted in Google Classroom along with the marking scheme and your marks - highlighting any areas for improvement.
- Refer to your Higher Computing Science Revision Website for a summary of key topics.
- Complete SQA past paper questions and self mark them, using the past papers and marking instructions from the SQA website posted in Google Classroom.
- Find a study method suitable for you – post it notes, cue cards, mind map, etc

Hints and Tips

Ask the teacher if you do not understand something.

Practice past paper questions – then follow the marking scheme to see where you need to improve. If you are not sure where you went wrong, ask your teacher.

If you do not have access to a computer at home, arrange to come to the department at lunchtime or after school.

How to access learner materials?

- All assignments posted on Google Classroom.
- Specific links to Scholar and BBC Bitesize Topics inside related assignments within Google Classroom.
- Bright Red Higher Computing Science study guide.
- SQA Past Papers - in Google Classroom.

If in doubt about your revision please refer to information already in the Google Classroom

Engineering Science Higher

How can I consolidate my learning?

- Refer to your class notes and redo examples in your revision jotter.
- Pick out examples from the problem booklet in GClassroom to redo.
- If you do not have access to a computer at home, arrange to come to the department at lunchtime or after school.
- Download Yenka - if you can - and practice building and testing flowcharts.
- Follow revision guidance in GClassroom.
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Refer to SQA past paper questions that we have completed in class and practise completing them under timed conditions.

How to access learner materials?

- Materials posted on Google Classroom.
- Workbook materials in class.
- Bright Red H Engineering Science study guide.
- SQA Past Papers - in GClassroom.

Topics/Areas to revisit

ANALOGUE ELECTRONICS	• Electronic components and input transducers • Voltage Dividers • Bipolar Junction Transistors • MOSFETs • Op-Amp Configurations
DIGITAL ELECTRONICS	• Logic Gates • Logic circuits • NAND equivalent circuits • Truth Tables • Boolean expressions • Flowcharts • PBasic coding • Pulse Width Modulation

STRUCTURES	• Concurrent force systems • Conditions of static equilibrium • Calculating beam reactions • Using moments to find unknown forces • Nodal Analysis • Stress / Strain • Young's Modulus • Ultimate tensile stress • Factor of Safety • Material properties

If in doubt about your revision please refer to information already in the Google Classroom

English Higher

How to Revise

- Revise in short bursts of twenty minutes.
- Revisit learning regularly.
- Revise class notes and course content.
- Complete timed practice using past papers.
- Make revision notes using note cards, mind maps, colour coding, bullet points, voice recording, etc.

What to Revise

Reading for Understanding, Analysis and Evaluation (close reading)

- 30 marks (30% of overall grade)
  - Regularly read opinion pieces from quality publications
  - Practise different types of questions (own words, use of language, etc)
  - Revise techniques (for example, use Scholar)
  - Complete past papers

Scottish Set Text

- 20 marks (20% of overall grade)
  - Revise all notes for the text
  - Memorise quotations/key incidents
  - Revise layout of last question
  - BBC Bitesize for your class text
  - Complete past papers in timed conditions
- Revise critical terminology

Critical Essay

- 20 marks (20% of overall grade)
  - Regularly revise notes on text(s)

- Memorise quotations/key incidents
- Revise critical terminology
- Practise planning for unseen questions
- Identify appropriate questions for your class text(s) and genre
- Complete past papers in timed conditions
- Use SQA criteria for standards

Folio

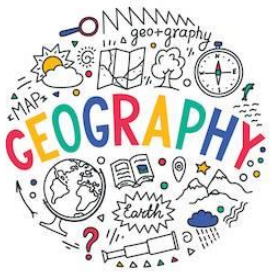
- 30 marks (30% of overall grade)
  - Use SQA Understanding Standards to identify expectations and standards
  - Be aware of SQA expectations and mechanics regarding plagiarism
  - Use SQA criteria for standards
  - Refer to SQA English Course Specification
  - Ensure referencing is included for transactional pieces
- Do not exceed the set word limits (N5: 1,000 words / Higher: 1,300 words)

Useful Resources

Resource	**National 5**	**Higher**
Scholar	https://scholar.hw.ac.uk/sso/login?service=https%3A%2F%2Fscholar.hw.ac.uk%2Fcourses%2F	https://scholar.hw.ac.uk/sso/login?service=https%3A%2F%2Fscholar.hw.ac.uk%2Fcourses%2F
BBC Bitesize	https://www.bbc.co.uk/bitesize/subjects/zmcrd2p	https://www.bbc.co.uk/bitesize/subjects/zqxhfg8
SQA Understanding Standards:	https://www.understandingstandards.org.uk/Subjects/English/national5	https://www.understandingstandards.org.uk/Subjects/English/higher
Past Papers:	https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&level=N5	https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&level=NH
SQA Course Requirements:	https://www.sqa.org.uk/sqa/47410.html	https://www.sqa.org.uk/sqa/47904.html

Google Classroom:	https://classroom.google.com	https://classroom.google.com
SQA Coursework Booklet:	https://www.sqa.org.uk/sqa/files_ccc/Your-coursework-2020-21.pdf	https://www.sqa.org.uk/sqa/files_ccc/Your-coursework-2020-21.pdf
Quality Newspapers:	The Guardian: https://www.theguardian.com/uk/commentisfree The Spectator Coffee House: https://www.spectator.co.uk/coffee-house The Independent: https://www.independent.co.uk/voices The Telegraph, Opinion: https://www.telegraph.co.uk/opinion/ The Scotsman: https://www.scotsman.com/news/opinion The Herald: https://www.heraldscotland.com/opinion/	The Guardian: https://www.theguardian.com/uk/commentisfree The Spectator Coffee House: https://www.spectator.co.uk/coffee-house The Independent: https://www.independent.co.uk/voices The Telegraph, Opinion: https://www.telegraph.co.uk/opinion/ The Scotsman: https://www.scotsman.com/news/opinion The Herald: https://www.heraldscotland.com/opinion

Geography Advanced Higher



How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to your homework and exam style answers and read the feedback you have been given.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, revision clocks etc
- Refer to past paper questions and practise completing them under timed conditions

How to access learner materials?

- Materials posted on Google Classroom
- Written/typed notes from class
- Bright Red AH Geography
- SQA Past Papers https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Geography&level=NAH&includeMi=true&_includeMi=on

Hints and Tips for the subject area

- 70% of the grade is from externally marked Geographical Study and Geographical Issue – use all advice and feedback from your teacher to do these really well
- 30% of the grade is from a written assessment on skills- gathering, processing and mapping skills. Become confident looking at maps and understanding what they show.
- Ask the teacher if you do not understand something.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.
- Mapwork – be confident.

Topics/Areas to revisit

Geography prelim	
Geographical Skills	
Map interpretation	Candidates demonstrate mapping skills techniques through their ability to use evidence from maps and other supplementary items. The question paper uses map extracts from the 1:25,000 scale Ordnance Survey (OS) Explorer Series topographical sheets of England and Wales. Although candidates are assessed on their map interpretation skills, they are expected to apply prior knowledge of map reading and interpretation, for example, using scale, drawing to scale, interpretation of relief and surface features. This also includes grid references and reference to features symbolised on the map. In addition to the OS map, candidates are expected to interpret and use information from supplementary items such as: ♦ maps or map-based diagrams ♦ photographs ♦ sketches ♦ graphical information ♦ outline drawings ♦ drawings based on photographs, data tables and written text about the area
Gathering and Processing techniques	Pupils demonstrate their knowledge and understanding of gathering and processing techniques in the context of research and/or fieldwork, and the analysis and/or evaluation of data which might be obtained as a result of using those techniques. Questions may use the supplementary items supplied with the question paper. The question paper samples from the following skills and techniques: Physical ♦ beach profile analysis ♦ micro-climate analysis ♦ pebble analysis ♦ slope analysis ♦ soil analysis ♦ stream analysis ♦ vegetation analysis Human ♦ environmental quality survey ♦ interview design and implementation ♦ pedestrian survey ♦ perception studies ♦ questionnaire design and implementation ♦ rural land use mapping

	♦ traffic survey ♦ urban land use mapping
Geographical Data Handling	Pupils interpret and analyse a given set of data, including statistical data, to evaluate any techniques used and their effectiveness in order to explain geographical relationships. Questions use the supplementary items supplied with the question paper. The question paper samples from the following skills and techniques: ♦ handling different data types — nominal, ordinal, interval sampling methods — random, regular, stratified ♦ graphical presentation of data — bipolar analysis, dispersion diagram, kite diagram, logarithmic graph, scattergraph, triangular graph ♦ map or map-based diagram —choropleth map, dot map, cross sections ♦ descriptive statistics: — measures of central tendency — mean, median, mode ♦ inferential statistics: nearest neighbour analysis, Spearman's rank correlation coefficient

Links to online materials

- Bright Red Advanced Higher Geography – web links in textbook
- SQA Past Papers https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Geography&level=NAH&includeMi=true&_includeMi=on

Hints and Tips for the subject area

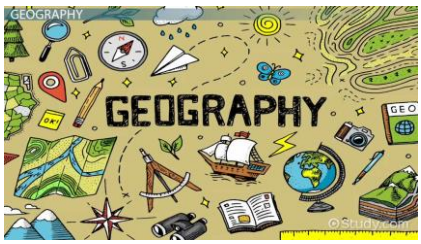
- Ask the teacher if you do not understand something.
- Meet deadlines for work and drafts of Study and Issue.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Times of Help sessions for Learners

Sessions are on offer at the following times:

- As required
- Online – please use Googlemail to contact me with any queries

Geography Higher



How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to your homework and exam style answers and read the feedback you have been given.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, revision clocks etc
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions

How to access learner materials?

- Materials posted on Google Classroom
- Content of course in jotters
- Leckie & Leckie – Higher Geography Notes
- Bright Red Higher Geography
- SQA Past Papers https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Geography&level=NH&_includeMi=on
- Departmental Google Site - https://sites.google.com/ab-ed.org/bodasocialstudies/home

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.
- Help with **command** words these can be found in the Higher Geography Google Classroom.

Topics/Areas to revisit

Physical Environments	
Hydrosphere	♦ formation of erosional and depositional features in river landscapes: — V shaped valley

	— waterfall — meander — oxbow lake ♦ hydrological cycle within a drainage basin ♦ interpretation of hydrographs
Lithosphere	♦ formation of erosional and depositional features in glaciated landscapes: — corrie — arête — pyramidal peak — U shaped valley — hanging valley — ribbon lake — drumlin — esker — terminal moraine
Biosphere	♦ properties and formation processes of podzol, brown earth and gley soils

Human Environments In relation to human environments, candidates: ♦ develop and apply geographical skills and knowledge and understanding ♦ develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries ♦ evaluate the impact/effectiveness of management strategies	
Population	♦ methods and problems of data collection ♦ consequences of population structure ♦ causes and impacts of forced and voluntary migration
Urban	the need for management of recent urban change (housing and transport) in a developed and in a developing world city (Glasgow and Rio de Janeiro) ♦ management strategies employed ♦ impact of management strategies

Global Issues	Answer about one only
Climate change	♦ physical and human causes ♦ local and global effects ♦ management strategies and their limitations
Health	♦ distribution of a range of world diseases ♦ causes, effects and strategies adopted to manage: — HIV/AIDS in developed and developing countries — one disease prevalent in a developed country (heart disease) — one disease prevalent in a developing country (malaria)

Geographical Skills	
Mapping skills	♦ interpretation and analysis

	♦ using maps, including Ordnance Survey maps, in association with photographs, field sketches, cross sections/transects
Using numerical and graphical information	Using numerical and graphical information which may be presented in the following ways: ♦ statistical ♦ graphical ♦ tabular

Links to online materials

- Bitesize Higher Geography - https://www.bbc.co.uk/bitesize/subjects/zmhs34j
- SQA Past Papers - https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Geography&level=NH&_includeMi=on

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.
- Help with **command** words (these can be found in the Higher Geography Google Classroom)

Times of Help sessions for Learners

Sessions are on offer at the following times:

- Friday Lunchtime 1.20 pm in G14 (or when required)
- Online – please use Googlemail to contact me with any queries

Graphic Communication Higher

How can I consolidate my learning?

- Refer to the notes in your jotter that you have been taking throughout the year.
- Look over the work you have completed on the Google Classroom.
- If you do not have access to a computer at home, arrange to come into the department at lunchtime.
- Look at the resources posted on the Google Classroom.
- Go onto the Higher Graphic Communication website and read through the presentations and use the study resources.
- Find a study method suitable for you – post it notes, cue cards, mind map, etc
- Complete past paper questions and self mark them, using the past papers and marking instructions on the SQA website.

Useful Websites & Resources

- All GSlides and practice questions/practical tasks are posted on the Google Classroom
- Bright Red – Higher Graphic Communication Textbook
- SQA Past Papers
- Higher Graphic Communication Google Site
- Design Class Website - Full of extension tasks you can work on to practice your practical modelling, drafting and desktop publishing skills.
- SQA Standards & Conventions Booklet

Hints and Tips

- Ask your teacher if you do not understand something.
- Practice past paper questions, then follow the marking scheme to see where you need to improve. If you are not sure where you went wrong, ask your teacher
- Arrange with your teacher when you would like to come into the department to study.

Health and Food Technology Higher

How can I consolidate my learning?

- Refer to your class notes and try to summarise them
- Refer to the google slides for each topic (on google classroom) and take notes from them. **Write down a summary of a topic** before you move on to the next one. If you are able to sum up all of the key points from memory, you can confidently say that you know it
- Draw mind maps to organise information visually or make flashcards to organise information into an easily reviewable format
- Refer to your class activities and take notes from them
- Refer to activities/homeworks on Google Classroom
- Refer to past papers and practise completing them under timed conditions without your notes. Links to these and marking instructions are available on Google Classroom and SQA website https://www.sqa.org.uk/sqa/47899.html

How to access learner materials?

- Revision materials posted on Google Classroom
- All google slides from lessons on Google Classroom
- Workbook materials from class
- Leckie & Leckie – National 4 & 5 Health and Food Technology course notes (for notes)
- Past papers – SQA website

Topics/Areas to revisit

Food For Health	• Nutrients – their functions, sources and effects on health (Protein, fat, carbohydrates, vitamins A,D, E, K, C, B group, minerals – iron, calcium, sodium, phosphorus) • Function, sources and effects on health of fibre and water • The role of antioxidant vitamins • The inter-relationship of nutrients (Calcium, phosphorus and vitamin D/ vitamin C, Iron and Folic Acid) • Preventing nutrient loss when preparing and cooking food • Scottish Dietary Goals • Dietary Reference Values *Practise diet evaluation questions* • Dietary needs of different individuals (pregnant woman,

	babies/infants, young children, teenagers, adults, elderly, vegetarians) • The effects of diet related illnesses on health (Obesity, high blood pressure, coronary heart disease, diabetes, osteoporosis, anaemia, bowel diseases, dental caries
Food Product Development	• The functional properties of eggs, flour, sugar, fat, milk and other liquids • The seven stages of food product development • Safe food production • Benefits of market research to the manufacturer • Investigative techniques • Sensory testing (preference tests, discrimination tests)
Contemporary Food Issues	• Factors affecting consumer choice (budget, lifestyle, advertising/media, nutritional knowledge, health/allergies) • Contemporary food issues affecting consumer choice (Environmental and ethical issues, sustainability, packaging, fair trade factory farming, farmers markets, genetic modification) • Technological developments affecting consumer food choice (Food additives, chilling and cook-chill products, UHT, modified atmosphere packaging, developments to meet dietary needs) • Organisations that protect the interests of consumers (Trading standards, Consumers' association, Citizens Advice Bureau, Environmental Health Department, Food Standards Scotland, Advertising Standards Authority • Food labelling

Links to online materials

Links to useful online materials are on Google Classroom under the 'Revision' topic in the 'Classwork' tab.

Hints and Tips for the subject area

- Know the nutrients! You need to know the sources, functions and effects on health off by heart. This is the basic foundation for the course. Most questions in the exam paper will require you to draw on your knowledge of nutrition.

- Practise exam style questions using the different command words – **Explain/Evaluate/Analyse**). There are videos posted on google classroom which help to explain how to structure your answers for each type of question. https://youtu.be/gYvvFrhNDX4

Times of Help sessions for Learners

- Lunchtime revision sessions – Wednesday 1.20pm G8

- Online – contact teacher via gmail

History Higher

How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to your homework and exam style answers and read the feedback you have been given.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, revision clocks etc
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions

How to access learner materials?

- Materials posted on Google Classroom
- Content of course in jotters
- Leckie & Leckie – Higher History Notes
- Bright Red Higher History
- SQA Past Papers - https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=History&level=NH&includeMi=true&_includeMi=on
- Departmental Google Site - https://sites.google.com/ab-ed.org/bodasocialstudies/home

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Topics/Areas to revisit

Britain 1851-1951 (Paper One)	
1. An evaluation of the reasons why Britain became more democratic, 1851–1928	♦ Effects of industrialisation and urbanisation ♦ Pressure groups ♦ Examples of developments abroad ♦ Party advantage ♦ Effects of the First World War
2. An assessment of how democratic	♦ Widening of the franchise ♦ Distribution of seats

Britain became, 1867–1928	♦ Corruption and intimidation ♦ Widening membership of the House of Commons ♦ Role of the House of Lords
3. An evaluation of the reasons why some women were given the vote in 1918	♦ Changing attitudes to women in society ♦ Suffragist campaign ♦ Suffragette campaign ♦ Women in the war effort, 1914–18 ♦ Example of other countries
4. An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14	♦ Social surveys of Booth and Rowntree ♦ Municipal socialism ♦ Fears over national security ♦ New Liberalism ♦ Rise of Labour
5. An assessment of the effectiveness of the Liberal social welfare reforms	The extent to which the Liberal reforms met the needs of: ♦ The young ♦ The old ♦ The sick ♦ The unemployed ♦ The employed
6. An assessment of the effectiveness of the Labour reforms, 1945–51	The extent to which the Labour reforms tackled 'the Five Giants' of: ♦ Want ♦ Disease ♦ Squalor ♦ Ignorance ♦ Idleness

USA 1918-1968 (Paper One)	
1. An evaluation of the reasons for changing attitudes towards immigration in the 1920s	♦ Isolationism ♦ Fear of revolution ♦ Prejudice and racism ♦ Social fears ♦ Economic fears
2. An evaluation of the obstacles to the achievement of civil rights for black people, up to 1941	♦ Legal impediments ♦ Popular prejudice ♦ Activities of the Ku Klux Klan ♦ Lack of political influence ♦ Divisions in the black community
3. An evaluation of the reasons for the economic crisis of 1929–33	♦ Republican government policies in the 1920s ♦ Overproduction of goods and underconsumption ♦ Weaknesses of the US banking system ♦ International economic problems ♦ Wall Street Crash
4. An assessment of the effectiveness of the New Deal	♦ Role of Roosevelt and 'confidence building' ♦ Banking ♦ Agriculture ♦ Industry

	♦ Society
5. An evaluation of the reasons for the development of the Civil Rights campaign, after 1945	♦ Prejudice and discrimination ♦ Experience of black servicemen in the Second World War ♦ Role of black civil rights organisations ♦ Role of Martin Luther King ♦ Emergence of effective black leaders
6. An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968	♦ Roles of NAACP, CORE, SCLC ♦ Role of Martin Luther King ♦ Changes in federal policy ♦ Social, economic and political changes ♦ Rise of black radical movements

Migration and Empire, 1830-1939 (Paper Two)	
1. The migration of Scots	♦ Push and pull factors in internal migration and emigration: — economic — social — cultural — political aspects ♦ Opportunity and coercion
2. The experience of immigrants in Scotland	♦ The experience of immigrants, with reference to Catholic Irish, Protestant Irish, Jews, Lithuanians and Italians ♦ The reactions of Scots to immigrants ♦ Issues of identity and assimilation
3 The impact of Scots emigrants on the empire	♦ The impact of Scots emigrants on the growth and development of the empire with reference to Canada, Australia, New Zealand and India in terms of: — economy and enterprise — culture and religion — native societies
4. The effects of migration and empire on Scotland, to 1939	♦ The contribution of immigrants to Scottish society, economy and culture ♦ The impact of empire on Scotland The significance of migration and empire in the development of Scottish identity.

Historical Skills	
Paper One – Essay Writing	♦ Knowledge ♦ Analysis ♦ Evaluation
Paper Two - Questions	♦ Evaluate the usefulness (8 marks) ♦ Two source (10 marks) ♦ How fully (10 marks) ♦ Explain (8 marks)

Links to online materials

- Bitesize Higher History - https://www.bbc.co.uk/bitesize/subjects/zxpfb9q
- SQA Past Papers https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=History&level=NH&includeMi=true&_includeMi=on

Hints and Tips for the subject area

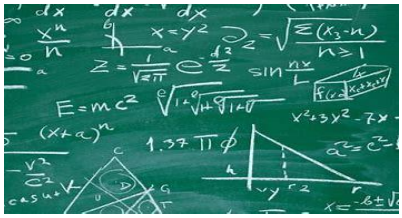
- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Times of Help sessions for Learners

Sessions are on offer at the following times:

- Date and Time TBC (or when required)
- Online – please use Googlemail to contact your teacher with any queries

Mathematics Advanced Higher



How can I consolidate my learning?

- Refer to your class notes and try the examples therin.
- Go over the exercise material that you have already done in class.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Refer to past paper questions that we have completed in class and practise completing them under timed condition

How to access learner materials?

- Materials posted on Google Classroom and from www.advancedhighermaths.co.uk
- Maths in Action – Advanced Higher Mathematics 1, 2 and 3 textbooks
- DynamicMaths Notes on the Maths Notes Google Classroom: https://classroom.google.com/c/MTI3NjgxNzU5ODda (code: plvg2yw)
- SQA Past Papers https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Mathematics&level=NAH&_includeMi=on

Books are available in the Library or to borrow from the resource library from your Guidance teacher.

Topics/Areas to revisit

Calculus	
Skills	Explanation
Differentiating exponential and natural logarithmic functions	differentiating functions involving e^x, $\ln x$
Differentiating functions using the chain rule	applying the chain rule to differentiate the composition of at most three functions
Differentiating functions given in the form of a product and in the form of a quotient	♦ differentiating functions of the form $f(x)g(x)$ and $\frac{f(x)}{g(x)}$ ♦ knowing the definitions and applying the derivatives of tan x, cot x, sec x and cosec x ♦ deriving and using the derivatives of tan x, cot x, sec x and cosec x

	♦ differentiating functions that require more than one application or combination of applications ofchain rule, product rule, and quotient rule ♦ applying $\frac{dy}{dx}=\frac{1}{\frac{dy}{dx}}$ where appropriate
Differentiating inverse trigonometric functions	♦ differentiating expressions of the form 1. $\sin^{-1}[f(x)]$, $\cos^{-1}[f(x)]$, $\tan^{-1}[f(x)]$
Finding the derivative where relationships are defined implicitly	♦ using differentiation to find the first derivative of a relationship defined implicitly, including in context ♦ using differentiation to find the second derivative of a relationship defined implicitly ♦ using logarithmic differentiation; recognising when it is appropriate in extended products, quotients, and in functions where the variable occurs in an index ♦ applying differentiation to related rates in problems where the relationship may or may not be given
Finding the derivative whererelationships are defined parametrically	♦ using differentiation to find the first derivative of a relationship defined parametrically ♦ applying parametric differentiation to motion in a plane, including instantaneous speed ♦ using differentiation to find the second derivative of a relationship defined parametrically
Applying differentiation to problems in context	♦ applying differentiation to problems in context ♦ applying differentiation to optimisation
Integrating expressions using standard results	♦ using $\int e^{ax+b}\,dx,\ \int \frac{dx}{ax+b},\ \int \sec^2(ax+b)\,dx,$ $\int \frac{1}{\sqrt{a^2-x^2}}dx,\ \int \frac{1}{a^2+x^2}dx$ ♦ recognising and integrating expressions of the form $\int g(f(x))f'(x)dx$ and $\int \frac{f'(x)}{f(x)}dx$ ♦ using partial fractions to integrate proper or improper rational functions □ 1.
Integrating by substitution	1. integrating where the substitution is given
Integrating by parts	2. using integration by parts with one or more applications
Applying integration to problems incontext	♦ applying integration to volumes of revolution, where the volume generated is by the rotation of the area under a single curve about the *x*-axis ory-axis ♦ applying integration to the evaluation of areas, including integration with respect to *y* ♦ applying integration to problems in context
Solving first-order differential equations with variables separable	♦ finding general and particular solutions to equations that can be written in the form 1. $\frac{dy}{dx}=g(x)h(y)$ or $\frac{dy}{dx}=\frac{g(x)}{h(y)}$
Solving first-order linear differential equations using an integrating factor	♦ finding general and particular solutions to equations that can be written in the form

	$$\frac{dy}{dx} + P(x)y = f(x)$$
Solving second-order differentialequations	♦ finding general and particular solutions of second-order linear ordinary differential equations of the form $$a\frac{d^2y}{dx^2} + b\frac{dy}{dx} + cy = 0 \text{ (homogeneous)}$$ $$a\frac{d^2y}{dx^2} + b\frac{dy}{dx} + cy = f(x) \text{ (non-homogeneous)}$$ where the roots of the auxiliary equation may be: ▪ real and distinct ▪ real and equal ▪ complex conjugates

Algebra, proof and number theory	
Skills	Explanation
Decomposing a rational function into a sum of partial fractions (denominator of degree at most three)	♦ decomposing a proper rational function as a sum of partial fractions where the denominator may contain distinct linear factors, an irreducible quadratic factor, or a repeated linear factor ♦ reducing an improper rational function to a polynomial and a proper rational function by division or otherwise
Expanding expressions using the binomial theorem	♦ using the binomial theorem $(a+b)^n = \sum_{r=0}^{n} \binom{n}{r} a^{n-r}b^r$ to expand an expression of the form $(ax^p + by^q)^n$, where $a, b \in Q$; $p, q \in Z$; $n \leq 7$ ♦ using the general term for a binomial expansion, finding a specific term in an expression
Finding the general term and summing arithmetic and geometric progressions	♦ applying the rules of sequences and series to find: ▪ the *n*th term ▪ the sum to *n* terms ▪ common difference of arithmetic sequences ▪ common ratio of geometric sequences ♦ determining the sum to infinity of geometric series ♦ determining the condition for a geometric series to converge
Applying summation formulae	1. knowing and using sums of certain series, and other straightforward results and combinations of these
Using the Maclaurin expansion to find specified terms of the power series for simple functions	♦ using the Maclaurin expansion to find a power series for simple functions ♦ combining Maclaurin expansions to find a power series 2.
Disproving a conjecture by providing a counter example	♦ disproving a conjecture by providing a counter example ♦ knowing and using the symbols ∃ (there exists)and ∀ (for all) ♦ giving the negation of a statement 1.

Using indirect or direct proof in straight forward examples	♦ proving a statement by contradiction ♦ using proof by contrapositive ♦ using direct proof in straight forward examples 1.
Using proof by induction	1. using proof by induction
Using Euclid's algorithm to find the greatest common divisor of two positive integers	♦ using Euclid's algorithm to find the greatest common divisor of two positive integers, for example using the division algorithm repeatedly ♦ expressing the greatest common divisor (of two positive integers) as a linear combination of thetwo ♦ expressing integers in bases other than 10 ♦ knowing and using the fundamental theorem of arithmetic

Matrices, vectors and complex numbers	
Skills	Explanation
Using Gaussian elimination to solve a 3 × 3 system of linear equations	♦ finding the solution to a system of equations $A\boldsymbol{x} = \mathbf{b}$, where A is a 3 × 3 matrix and where the solution is unique — candidates should understand the term 'augmented matrix' ♦ showing that a system of equations has no solutions (inconsistency) ♦ showing that a system of equations has an infinite number of solutions (redundancy) ♦ comparing the solutions of related systems of two equations in two unknowns and recognizing ill-conditioning
Understanding and using matrix algebra	♦ performing matrix operations (at most order three): addition, subtraction, multiplication by a scalar, multiplication of matrices ♦ knowing and applying the properties of matrix addition and multiplication: ▪ $A + B = B + A$ (addition is commutative) ▪ $AB \neq BA$ (multiplication is not commutative in general) ▪ $(A + B) + C = A + (B + C)$ (associativity) ▪ $(AB)C = A(BC)$ (associativity) ▪ $A(B + C) = AB + AC$ (addition is distributive over multiplication) ♦ knowing and applying key properties of the transpose, the identity matrix, and inverse: ▪ $\left(a_{ij}\right)'_{m\times n} = \left(a_{ji}\right)_{m\times n}$ (rows and columns interchange) ▪ (A')' = A ▪ (A + B)' = A' + B' ▪ (AB)' = B'A' ▪ A square matrix A is orthogonal if $A'A = AA' = I$ ▪ The $n \times n$ identity matrix I_n for any square matrix A , $AI_n = I_n A$ A A ▪ $B = A^{-1}$ if $AB = BA = I$ ▪ $(AB)^{-1} = B^{-1}A^{-1}$
Calculating the determinant of a matrix	♦ finding the determinant of a 2 □ 2 matrix and a3 □ 3 matrix ♦ determining whether a matrix is singular ♦ knowing and applying $\det(AB) = \det A \det B$
Finding the inverse of a matrix	♦ knowing and using the inverse of a 2 × 2 matrix ♦ finding the inverse of a 3 × 3 matrix
Using transformation matrices	♦ using 2 × 2 matrices to carry out geometric transformations in the plane — the transformations

	should include rotations, reflections, and dilatations ♦ applying combinations of transformations
Performing algebraic operations on complex numbers	♦ performing the operations of addition, subtraction, multiplication, and division ♦ finding the square root ♦ finding the roots of a cubic or quartic equation with real coefficients when one complex root is given ♦ solving equations involving complex numbers
Performing geometric operations on complex numbers	♦ plotting complex numbers in the complex plane(an Argand diagram) ♦ knowing the definition of modulus and argumentof a complex number ♦ converting a given complex number from Cartesian to polar form and vice-versa ♦ using de Moivre's theorem with integer and fractional indices ♦ applying de Moivre's theorem to multiple angle trigonometric formulae ♦ applying de Moivre's theorem to find the *n*th roots of a complex number ♦ interpreting geometrically certain equations or inequalities in the complex plane by sketching or describing a straight line or circle that represents the locus of points that satisfy a given equation or inequality

Links to online materials

- Worksheets, tasks and powerpoints by topic - www.advancedhighermaths.co.uk
- Lessons and online tasks - https://www.mymaths.co.uk/
- SQA Past Papers - https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Mathematics&level=NAH&_includeMi=on
- SCHOLAR - All topics covered with lessons and tasks https://scholar.hw.ac.uk/

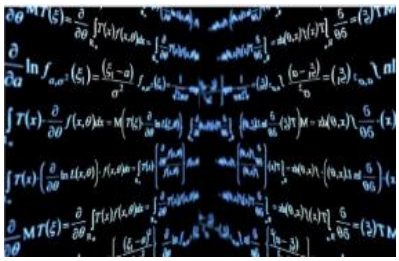
Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Times of Help sessions for Learners

Sessions are on offer on Tuesday lunchtime 1.30 pm in F9.

Mathematics Higher



How can I consolidate my learning?

- Refer to your class notes and try the examples therin.
- Go over the exercise material that you have already done in class.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions

How to access learner materials?

- Materials posted on Google Classroom and from https://www.highermathematics.co.uk/higher-maths-whole-course/ .
- Heinemann – Higher Mathematics textbook
- Higher Maths Notes on the Maths Notes Google Classroom: https://classroom.google.com/c/MTI3NjgxNzU5ODda (code: plvg2yw)
- SQA Past Papers https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Mathematics&level=NH&includeMi=true&_includeMi=on

Books are available in the Library or to borrow from the resource library from your Guidance teacher.

Topics/Areas to revisit

Algebraic and trigonometic skills	
Skills	Explanation
Manipulating algebraic expressions	♦ factorising a cubic or quartic polynomial expression ♦ simplifying a numerical expression using the laws of logarithms and exponents
Manipulating trigonometric expressions	♦ applying the addition formulae and/or double angle formulae ♦ applying trigonometric identities ♦ converting $a\cos x + b\sin x \ \ to\ k\cos(x \pm a) or\ k\sin(x \pm a), k > 0$
Identifying and sketching related functions	♦ identifying a function from a graph, or sketching a function after a transformation of the form $kf(x),\ f(kx),\ f(x)+k,\ f(x+k)$ or a combination of these

	♦ sketching $y = f'(x)$ given the graph of $y = f(x)$ ♦ sketching the inverse of a logarithmic or an exponential function ♦ completing the square in a quadratic expression where the coefficient of x^2 is non-unitary
Determining composite and inverse functions	♦ knowledge and use of the terms domain and range is expected ♦ determining a composite function given $f(x) and\ g(x)$ where $f(x) and\ g(x)$ can be trigonometric, logarithmic, exponential or algebraic functions ♦ determining $f^{-1}(x)$ of functions
Solving algebraic equations	♦ solving a cubic or quartic polynomial equation ♦ using the discriminant to find an unknown, given the nature of the roots of an equation ♦ solving quadratic inequalities, $ax^2 + bx + c \geq 0$ (or ≤ 0) ♦ solving logarithmic and exponential equations ♦ using the laws of logarithms and exponents ♦ solving equations of the following forms for a and b, given two pairs of corresponding values of x and y: $\log y = b \log x + \log a, y = ax^b$ and $\log y = x \log b + \log a, y = ab^x$ ♦ using a straight-line graph to confirm relationships of the form $y = ax^b$ and $y = ab^x$ ♦ mathematically modelling situations involving the logarithmic or exponential function ♦ finding the coordinates of the point(s) of intersection of a straight line and a curve or of two curves
Solving trigonometric equations	♦ solving trigonometric equations in degrees or radians, including those involving the wave function or trigonometric formulae or identities, in a given interval

Calculus skills	
Skills	Explanation
Differentiating functions	♦ differentiating an algebraic function which is, or can be simplified to, an expression in powers of x ♦ differentiating $k \sin x \ \ and\ k \cos x$ ♦ differentiating a composite function using the chain rule
Using differentiation to investigate the nature and properties of functions	♦ determining the equation of a tangent to a curve at a given point by differentiation ♦ determining where a function is strictly increasing or decreasing ♦ sketching the graph of an algebraic function by determining stationary points and their nature as well as intersections with the axes and behaviour of f(x) for large positive and negative values of x
Integrating functions	♦ integrating an algebraic function which is, or can be, simplified to an expression of powers of x ♦ integrating functions of the form $f(x) = (x + q)^n, \ n \neq 1$ ♦ integrating functions of the form

	$f(x) = p\sin x$ *and* $f(x) = p\cos x$ ♦ integrating functions of the form $f(x) = (px+q)^n,\ n \neq -1$ ♦ integrating functions of the form $f(x) = p\sin(qx+r)$ *and* $f(x) = p\cos(qx+r)$ ♦ solving differential equations of the form $\frac{dy}{dx} = f(x)$
Using integration to calculate definite integrals	♦ calculating definite integrals of functions with limits which are integers, radians, surds or fractions
Applying differential calculus	♦ determining the optimal solution for a given problem ♦ determining the greatest and/or least values of a function on a closed interval ♦ solving problems using rate of change
Applying integral calculus	♦ finding the area between a curve and the x-axis ♦ finding the area between a straight line and a curve or two curves ♦ determining and using a function from a given rate of change and initial conditions

Algebraic and geometric skills	
Skills	Explanation
Applying algebraic skills to rectilinear shapes	♦ finding the equation of a line parallel to and a line perpendicular to a given line ♦ using $m = \tan\theta$ to calculate a gradient or angle ♦ using properties of medians, altitudes and perpendicular bisectors in problems involving the equation of a line and intersection of lines ♦ determining whether or not two lines are perpendicular
Applying algebraic skills to circles and graphs	♦ determining and using the equation of a circle Applying algebraic skills to circles and graphs ♦ using properties of tangency in the solution of a problem ♦ determining the intersection of circles or a line and a circle

Reasoning skills	
Skills	Explanation
Interpreting a situation where mathematics can be used and identifying a strategy	♦ analysing a situation and identifying an appropriate use of mathematical skills
Explaining a solution and, where appropriate, relating it to context	♦ explaining why a particular solution is appropriate in a given context

Additional Information
The following symbols, terms and sets may appear in the question papers.

Candidates are expected to understand their use but they are not required to use them in their answers.

♦ the symbols: $\in$, $\notin$, $\{\ \}$
♦ the terms: set, subset, empty set, member, element
♦ the conventions for representing sets, namely:
— $\mathbb{N}$, the set of natural numbers, $\{1, 2, 3,\ldots\}$
— $\mathbb{W}$, the set of whole numbers, $\{0,1, 2, 3,\ldots\}$
— $\mathbb{Z}$ the set of integers
— $\mathbb{Q}$, the set of rational numbers
— $\mathbb{R}$, the set of real numbers

Links to online materials

- Worksheets, tasks and powerpoints by topic
  https://www.national5maths.co.uk/n5-lifeskills-maths/

- Lessons and online tasks
  https://www.mymaths.co.uk/

- SQA Past Papers
  https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=Mathematics&level=NH&includeMi=true&_includeMi=on

- SCHOLAR – All topics covered with lessons and tasks
  https://scholar.hw.ac.uk/

- Videos to help with basic skills

  https://corbettmaths.com/
- HSN notes
  https://www.hsn.uk.net/higher-maths/notes

- Larbert flipped learning – link to videos for each topic
  https://www.larberthigh.com/departments/maths_and_computing/mathematics/flipped_learning.html

- Zeta Maths learning checklist
  https://www.zetamaths.com/resources/Higher%20Mathematics%20Checklist%20ZETA%20MATHS%20.pdf

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.

- Research topics online.

- Practice past paper questions – then follow the marking scheme to see where you need to improve.

Times of Help sessions for Learners

Sessions are on offer on Tuesday lunchtime 1.30 pm in F9.

Session 2021-22

Content not assessed in session 2021-22: Vectors, Recurrence relations.

The marks and durations are:

Quesiton paper 1: 55 marks, 1 hour and 15 minutes
Question paper 2: 65 marks, 1 hour and 30 minutes

Modern Languages Higher

How can I consolidate my learning?

- Go over the work covered in class on a daily basis by covering up vocabulary, recording it on your phone and using post its/cue cards /mind maps with vocabulary that you are finding difficult to remember
- Refer to past paper questions that we have completed in class and practise completing them under timed conditions
- Use the past papers provided on line to practise at home
- Do the homework on time and review it. If you do the regular homework and learn vocabulary at home by heart you will not need to revise as much at exam time hereby freeing up time for other subjects
- BBC Bitesize is a great resource for consolidating all skills from each topic
- Use music and foreign film clips to practise listening skills

Where can I access learner materials?

- Materials posted on Google Classroom
- Workbook materials in class
- Leckie & Leckie –HIGHER French and Spanish
- Bright Red HIGHER online resources
- SQA Past Papers
- BBC Bitesize

Topics/Areas to revisit

Reminder: Two from the following must be prepared for the Performance Talk Assessment

Society	**Family/where you live/the environment/technology/ media/health**
Learning	**Your school/ subjects/ teachers/ future plans**
Employability	**Your job plans/ work experience/ part-time job**
Culture	**Traditions/ celebrations / events/ holidays**

Links to Online Materials

- BBC Bitesize - https://www.bbc.co.uk/bitesize/subjects/z7cwhyc
- You tube Easy French/Easy Spanish

https://www.youtube.com/watch?v=-0NZaPdWKMA

https://www.youtube.com/channel/UCAL4AMMMXKxHDu3FqZV6CbQ

- SQA Past Papers
https://www.sqa.org.uk/pastpapers/findpastpaper.htm?searchText=&subject=dministration+and+IT&level=N5&_includeMi=on

Hints and Tips for the Subject Area

- Ask your teacher if you do not understand something.
- Do practice papers and submit them to your teacher.
- Learn vocabulary every week.

Times of Help Sessions for Learners

Sessions are on offer according to pupil preference and by individual arrangement

- Use Google classroom to contact us if you are not in school

Modern Studies Higher

How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to your homework and timed essays and read the feedback you have been given.
- Use the materials provided on Google Classroom including revision booklets (also available on Google site)
- Use model essays to help improve your own
- Find a method suitable for you – post it notes, cue cards, mind map, revision clocks etc
- Complete past paper questions under timed conditions and hand these in for feedback

How to access learner materials?

- Materials posted on Google Classroom
- Content of course in jotters
- Bright Red Higher Modern Studies
- Hodder Gibson “How to pass Modern Studies”
- SQA Past Papers https://www.sqa.org.uk/sqa/47924.html
- Departmental Google Site - https://sites.google.com/ab-ed.org/bodasocialstudies/home

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.
- Work on **analysis and evaluation.** The best way to analyse is to think about the consequence/impact of the example, and suggest what it shows. Evaluatio is coming to an overall judgement – making conclusions and linking back to the question.

Topics/Areas to revisit

Democracy
Alternatives for the governance of Scotland
Implications of the UKs decision to leave the EU
Effectiveness of parliamentary representatives in holding government to account
Strengths and weaknesses of different electoral systems used in elections within the UK
Factors which influence voting behaviour including class, age and media
Ways in which citizens can influence government decision-making, including pressure groups (in your notes this is two topics as you can be asked about PGs or participation)

Social inequality
Reasons why income and wealth inequality exists
Reasons why health inequality exists
Effect of inequality on a group or groups in society
Individualist and collectivist debate
Effectiveness of measures taken to tackle inequalities, including government measures

World Power: The USA
Extent to which the political system allows democratic participation
Political institutions and their ability to dominate government decision-making
Socio-economic inequality and its impact on a specific group in society (ethnic minorities)
Effectiveness of government responses to socio-economic inequality
A world power's international influence

Paper 2: Skills Questions
Reliability
Conclusions
Accuracy

Links to online materials

- Bitesize Higher Modern Studies https://www.bbc.co.uk/bitesize/subjects/ztsvr82
- SQA Past Papershttps://www.sqa.org.uk/sqa/47924.html

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.
- Practice past paper questions – then follow the marking scheme to see where you need to improve.
- Practise timed essays and skills questions at home and hand these in for feedback

Times of Help sessions for Learners

Revision sessions available at lunchtime and after school by arrangement with Mrs Beattie/Miss Strachan.

Music Advanced Higher

How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to class presentations on google classroom and take notes from them.
- If you do not have access to a computer at home, arrange to come to the department at lunchtime or after school.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
- Practice at home, if you have an instrument. If not, practice rooms and classrooms are available at lunchtime and after school.

How to access learner materials?

- Materials posted on Google Classroom
- Sheet music available in class and on Google site.
- Type concepts into Youtube or similar site
- Departmental Google Site – https://sites.google.com/ab-ed.org/bridgeofdonacademymusic/home

Topics/Areas to revisit

Theory	
Literacy	• Key Signatures • Time Signatures • Dynamics • Tempo Markings • Note names and values • Rests • Chords and inversions • Transposing to the bass clef • Cadences

Understanding Music	
Concepts	• Styles • Rhythm and tempo • Melody and Harmony • Texture, structure and form • Timbre

Performing	
	• Continuous practice • Check times of pieces and overall time needed • Check levels of pieces • Add in dynamics and articulation

Links to online materials

- Google site https://sites.google.com/ab-ed.org/bridgeofdonacademymusic/home
- Music Theory https://www.musictheory.net/
- National Qualification Music- http://web.archive.org/web/20161014110717/http://www.educationscotland.gov.uk/nqmusic/index.asp
- Musipedia – all concepts and YouTube examples - https://ataea.co.uk/index.php/Welcome
- My online music – https://mymusiconline.co.uk/advancedhigher

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.

Performing Tips

1. Practice a little every day; this is far more beneficial than one or two long practice sessions a week.
2. Have a certain time each day that is set aside specifically for your practice. It will then become part of your daily routine.
3. Split your practice into even smaller time chunks i.e. technical work in the morning and pieces in afternoon.
4. Learn each piece slowly, a phrase at a time. Practice each phrase slowly until you have it and then go onto the next phrase.
5. Starting at the beginning of the piece and playing through to the end each time you practice is not an effective use of your time. You are merely practising mistakes.
6. Don't practice mistakes or you will become very good at playing them.
7. Sometimes start in the middle of your piece and work to the end.

8. Regularly record yourself and listen carefully to it.
9. Practice hard bits - not just the bits you like.
10. Listen to your piece being played by a professional.

Times of Help sessions for Learners

- Department is open to senior pupils every lunchtime.
- Senior choir is on Friday lunch time.

Music Higher

How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to class presentations on google classroom and take notes from them.
- If you do not have access to a computer at home, arrange to come to the department at lunchtime or after school.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc
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Performing	
	• Continuous practice • Check times of pieces and overall time needed • Check levels of pieces • Add in dynamics and articulation

Links to online materials

- Google site https://sites.google.com/ab-ed.org/bridgeofdonacademymusic/home
- Music Theory https://www.musictheory.net/
- National Qualification Music- http://web.archive.org/web/20161014110717/http://www.educationscotland.gov.uk/nqmusic/index.asp
- Musipedia – all concepts and YouTube examples - https://ataea.co.uk/index.php/Welcome
- My online music – https://mymusiconline.co.uk/higher

Hints and Tips for the subject area

- Ask the teacher if you do not understand something.
- Research topics online.

Performing Tips

1. Practice a little every day; this is far more beneficial than one or two long practice sessions a week.
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6. Don't practice mistakes or you will become very good at playing them.
7. Sometimes start in the middle of your piece and work to the end.

8. Regularly record yourself and listen carefully to it.
9. Practice hard bits - not just the bits you like.
10. Listen to your piece being played by a professional.

Times of Help sessions for Learners

- Department is open to senior pupils every lunchtime.
- Senior choir is on Friday lunch time.

Physical Education Higher

How can I consolidate my learning?

- Refer to your class notes and try to summarise them.
- Refer to your class activities and take notes from them.
- Go over the exercise material that you have already done in class.
- If you do not have access to a computer at home, arrange to come to the department at lunchtime or after school.
- Use the materials provided on Google Classroom
- Find a method suitable for you – post it notes, cue cards, mind map, etc

How to access learner materials?

- Materials posted on Google Classroom
- Workbook materials in class
- Leckie & Leckie – Higher Physical Education Course Notes
- Leckie Leckie - Higher Physical Education Success Guide
- BrightRED Revision - HIgher Physical Education
- BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zhf3cdm

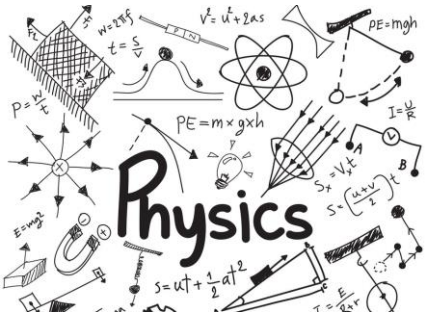
Topics/Areas to revisit

Topic	Content
Command words	Identify
	Describe
	Explain
	Analyse
	Evaluate
	Scenario questions

Methods of gathering data	Identifying methods to gather information for specific weaknesses in ALL factors
	Explaining/analysing the appropriateness of the methods (MRPAV)
	Describing methods for ALL factors
	Difference between quantitative and qualitative data
	Benefits and limitations of quantitative and qualitative data
	Describing the information that is gathered using different methods
	Describing strengths and weaknesses in ALL factors
Goal Setting	Can set SMARTER goals for ALL factors
	Identify/describe goals set in ALL factors
	Understand the difference between short, medium and long term goals
	Explain the importance of goal setting
Model performers	Describing strengths and weaknesses in comparison to model performers
	Explaining why you would use a model performer
Development approaches	Describing development approaches for ALL factors
	Explaining/analysing benefits and limitations of the approaches
	Carrying out a PDP specific to your weakness in ALL factors
	Understand and can apply progressive overload (FITT)
	Understand performance development principles (EFFECTIVE)
Monitoring	Describing monitoring tools for ALL factors
	Explaining/analysing benefits and limitations of monitoring tools (MRPAV)

	Describing adaptations you could make to your PDP
	Explaining why it is important to adapt your PDP
	Describing feedback you received about your performance
	Types of feedback
	Explaining the effectiveness of feedback (PICA)
Evaluating performance and/or PDP	Evaluating the effectiveness of your PDP on your overall performance development
	Evaluating effectiveness of your PDP
	Identify/describe future development needs
Factors impacting	Positive and/or negative impact of ALL factors on performance in a variety of activities
	Potential impact of sub-factors on another sub-factor
	Impact of your strengths/ weaknesses before and after training

Physics Higher



How can I revise?

- Organise your notes, summary sheets and learning outcomes into the different topics to be tested in the exam.

- You can use your learning outcomes to highlight gaps in knowledge and target your revision.

Try to vary your revision methods

This will help you to stay motivated and focused. A range of methods will be more successful than simply reading your notes over and over again. Different methods worth trying are:

- Use the Learning Outcomes to determine your areas of strength and pinpoint any weak areas. Use BBC bitesize for N5 or H Physics, revising weak areas before completing the check tests.

- Read through your notes, make lists of key headings and learn them. Test yourself by writing out your lists or labelling diagrams without looking at your notes.

- Get someone to ask you questions/try to explain your notes to others to demonstrate your understanding of the topics covered.

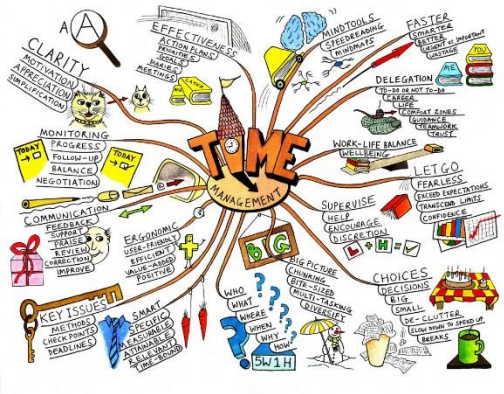
- Target your revision by trying past papers. They are organised by key area on google classroom or as full papers on the SQA website. Familiarise yourself with how SQA command words are used to answer questions effectively and fully.

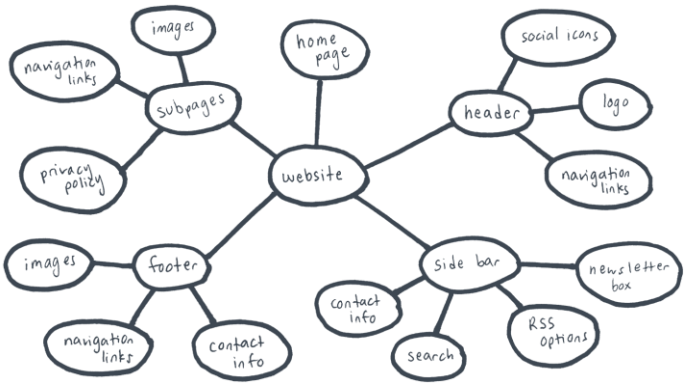
Pupil Support Department

There are many ways to revise and many tools to help you do so. Of these ways we have found ‘mindmaps’ to be highly effective when used correctly as well as the “Read&Write” app.

Mindmaps

These are a way of organising your notes much like bullet points. They help you to visualise the connections between the information.
They can be as simple or as complicated as you need; adding pictures (without wasting time doing so) can also add interest and so help you remember the key facts.

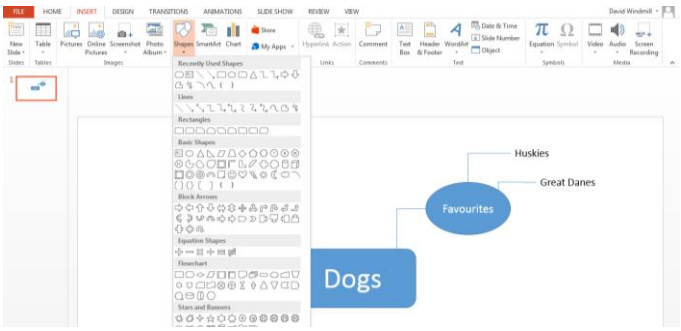




To make one you start with your topic area in the middle of your page and then write the related topics around it. Then for each topic you can break it down further or add relevant facts. Remember though, this is just the key facts to help you learn them, not your entire notes you are copying out!
You can handwrite them quickly however there are a number of online tools that can help.

Useful tools

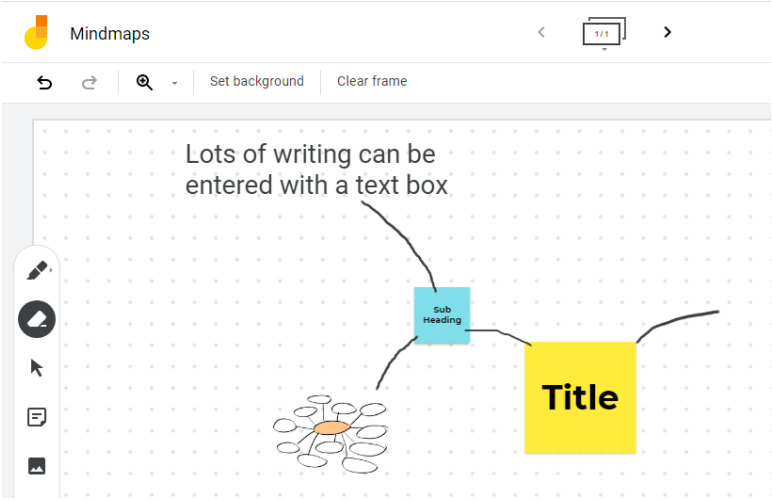
Microsoft PowerPoint offers easy mindmaps by using the flowchart tools (Insert a shape then use the line connectors to link it together)



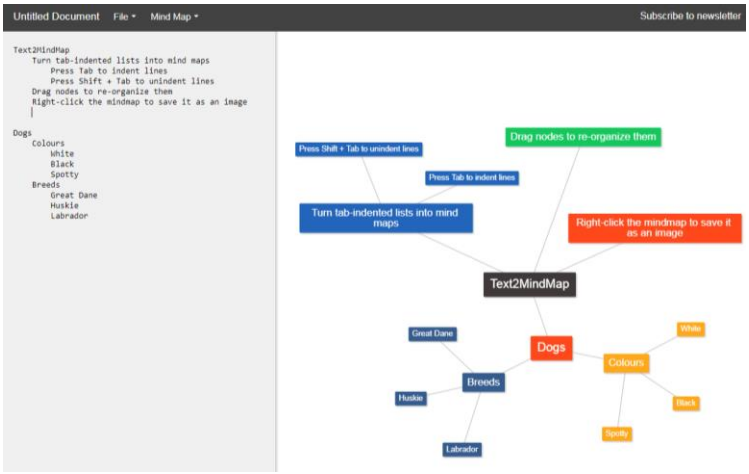
If you don’t have PowerPoint or want to be able to easily access it at school and home then you can use *Google Doc* instead: you need to do this one though by Inserting a Drawing. Here is a short video to help you

https://youtu.be/gMk6KK-zDLo

Google Jamboard is another easy way to work through adding ‘post-its’ for topics, dragging in pictures or adding text then connecting them up with the pen tools.



If you already have bulleted lists of notes then an easy way to change them into a mind map is by using **https://tobloef.com/text2mindmap/** which will change the lists you type in to a mindmap that you can drag around to organise.



RMPS Advanced Higher

How can I revise?

There are a number of different ways in which you can revise the content that we have covered in class. You will have already highlighted the key information in class and completed tasks relevant to each section. In order to consolidate this, you should go over your jotters and your support notes to aid in your revision. You could make mind maps, bullet points, draw images that help to you remember the learning, you could plan an answer to the 15 mark source questions and the 30 mark essays, make flash cards etc. You should then try past paper questions in both timed and un-timed conditions. Then look over the marking instructions (remember, these are only provisional, as there is so many things that could be used to answer the same question!)

SQA have a site called “Understanding Standards” which is also a great place to look over real past exam questions.(This link is already on your google classroom) There you will see the mark and the comments from the SQA markers as to why they have been awarded this mark.

BBC Bite size does have a good range on each of the topics that we cover and it is also a good place to go, especially if you are finding some parts really tricky, they often explain complex ideas in a very simple way! Again, this link is on the google classroom. There is also a lot of stuff you can find on BBC that is aimed at A level, but there is a lot cross over with the content.

You also have the RS Review that you have access to on google classroom, these help with your dissertations but also a place to go to help with content. You are expected to be able to use a variety of different resources to help consolidate your learning by this stage

Finally, you can always ask within the department for further help! There will be time in class set aside to help with revision and there will be lunchtime revision sessions too. Remember to give yourself plenty time for each topic or subject, don’t leave things to the last minute!! Plan and organise your time make a study timetable to follow! Also give yourself a break!!

So what do I study?

You need answer 2 sections in the exam, Philosophy of Religion and Religious Experience. In both sections you should pick ONE 30 mark essay and answer the 15 mark source question.

Philosophy of Religion

SQA have divided the Philosophy Unit into three sections. These are listed below along with the bullet points which provide further detail of what is to be studied in each section

Cosmological argument and responses
• Aquinas: argument from motion, contingency, causation
• Leibniz: principle of sufficient reason
• Kalam argument
• Philosophical responses
• Scientific responses
• Religious responses
Teleological argument and responses
• Aquinas: argument from design
• Paley: argument from design
• Argument from intelligent design
• Philosophical responses
• Scientific responses
• Religious responses
Atheism
• The improbability of God
• Incoherence of the God of classical theism
• Presumption of atheism
• Philosophical responses
• Scientific responses
• Religious responses

Religious Exeprience

SQA have divided the Religious Experience Unit into three sections. These are listed below along with the bullet points which provide further detail of what is to be studied in each section

Understandings of religious experience
• James' ideas about religious experience
• Otto's ideas about religious experience
• Tillich's ideas about religious experience
• Swinburne's ideas about religious experience
Faith perspectives
• Mystical experiences
• Conversion experiences
• Miracles
• Sensory experiences
• Personal relationship
• Meditative experiences
Alternative accounts of religious experience
• Psychological accounts of religious experience
• Scientific accounts of religious experience
• Sociological accounts of religious experience

RMPS Higher

How can I revise?

There are a number of different ways in which you can revise the content that we have covered in class. You will have already highlighted the key information in class and completed tasks relevant to each section. In order to consolidate this, you should go over your jotters and your support notes to aid in your revision. You could make mind maps, bullet points, draw images that help to you remember the learning, you could plan an answer 10 and 20 mark essays, make flash cards etc. You should then try past paper questions in both timed and un-timed conditions. Then look over the marking instructions (remember, these are only provisional, as there is so many things that could be used to answer the same question!)

SQA have a site called “Understanding Standards” which is also a great place to look over real past exam questions.(This link is already on your google classroom) There you will see the mark and the comments from the SQA markers as to why they have been awarded this mark.

BBC Bite size does have a good range on each of the topics that we cover and it is also a good place to go, especially if you are finding some parts really tricky, they often explain complex ideas in a very simple way! Again, this link is on the google classroom.

Finally, you can always ask within the department for further help! There will be time in class set aside to help with revision and there will be lunchtime revision sessions too. Remember to give yourself plenty time for each topic or subject, don’t leave things to the last minute!! Plan and organise your time make a study timetable to follow! Also give yourself a break!!

So what do I study?

You need answer 3 sections in the exam, World Religion, Morality and Philosophical Questioning. In the exam the sections are clearly labelled in the index page as SQA gives you the WHOLE PAPER!! So you must know which section to answer. World Religion (Islam- Part D) and Morality (Religion and conflict- Part E) are in **Paper 1.** Origins, is section A, and is in **Paper 2.**

Area of Study – World Religion Unit- Islam

The SQA have divided the units into sections, it will be really important to know these as your question can come from any of these sections!!

SQA Islam Bullet Points
• Nature of God
• Nature of Human Beings: Free will; Suffering; Khalifas
• Beliefs about Muhammad
• Akhira: Day of Judgement; Al-Jannah; Jahannam
• Living according to the Five Pillars
• Submission
• Worship: Prayer; Mosque

Area of Study – Morality Unit- Religion and Conflict

SQA Bullet points- Morality and Conflict
• Conflict: Types, Justifications and Alternatives
• Consequences of war: For Humans, For Environment and Economy
• Modern armaments: Weapons of Mass Destruction, Conventional Weapons, Smart Weapons
• Assignment

AND the final Unit….

Area of Study – Religious and Philosophical questioning Unit- Origins

SQA Origins Bullet Points
• How does religion explain the origins of the universe and of life?
• What evidence does religion use to support these explanations?

• What are the strengths and weaknesses of evidence/explanations?
• How does science explain the origins of the universe and of life?
• What evidence does science use to support these explanations?
• What are the strengths and weaknesses of evidence/explanations?
• Can religious and scientific views on origins be compatible?