

ABERDEEN GRAMMAR SCHOOL



Higher and Advanced Higher Study Support



Planning for Success

Session 2020-21

*'Some people dream of success while others wake up
and work hard at it'*

ADVICE FOR PARENTS AND PUPILS

Planning for Success

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October 2020

Dear Parent/Carer and Pupil

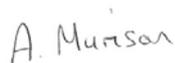
This booklet has been created to provide advice and support for all of our Senior Phase pupils as they prepare for National Qualifications. It also includes advice and information for parents/carers on how they can support their child through this important phase in their secondary education.

In each subject page, we have included information about the SQA external examination. Please be aware that, at time of publication, we are still awaiting subject specific details of the outcome of the SQA review for the 2021 examination diet. Due to COVID-19, the format and timing of SQA examinations are being amended this session. We will update you on any developments in a separate communication.

I would like to emphasise again that pupils will be assessed on an ongoing basis throughout the session. They should bear in mind that the prelim examinations in January are only one part of the assessment evidence which will be gathered by teachers. As previously stated, there will be no study leave for the prelim examinations in order to maximise learning time for pupils in school. Pupils should be working hard from the outset and following the advice and strategies for study and revision provided in this booklet.

I hope you find this booklet useful and wish all our pupils every success for this session.

Yours sincerely

A handwritten signature in black ink that reads "A. Murison". The signature is written in a cursive style.

Alison Murison
Head Teacher

ASSESSMENT AND REPORTING

What?	When?
<p>Presentation Level</p> <p>Parents/carers will receive a letter informing them of their child’s initial SQA presentation level (N4/N5/H) for each subject.</p>	<p>October 2020</p>
<p>Target Grade (TG)</p> <p>A target grade is agreed between the teacher and the pupil. The following will be considered in determining the TG for a pupil:</p> <ul style="list-style-type: none"> ● prior attainment in the subject or related subjects with similar skills ● current performance in classwork ● current performance in home learning tasks ● performance in class assessments ● prelim result ● aspirational element <p>The TG has to be realistic. It can be reviewed and changed at any time in the session based on pupil performance.</p> <p>NOTE: The Target Grade IS NOT an SQA Predicted Grade. The SQA have no knowledge of the TG and do not consider it in any way.</p>	<p>Initial TG - September 2020</p> <p>Ongoing review throughout the session.</p>
<p>Working Grade (WG)</p> <p>The working grade is determined by the teacher and is based on evidence generated by the pupil. The WG is reviewed throughout the session, taking a range of assessment evidence into account. Assessment evidence is generated from:</p> <ul style="list-style-type: none"> ● home learning tasks which reflect SQA grading ● class assessments ● prelim examinations <p>Class teachers will retain copies of assessment evidence.</p> <p>Teachers will submit a final WG in the school tracking system in April. This final WG becomes the Predicted Grade which is submitted to the SQA</p>	<p>Ongoing throughout the session.</p>
<p>Predicted Grade (PG)</p> <p>The predicted grade is determined by the teacher and submitted to the SQA. The PG is uplifted from the school tracking system by the SQA.</p> <p>This PG may be applied if a pupil is unable to sit the final examination.</p>	<p>April 2021</p>

What?	When?
<p>Reports to Parents/Carers</p> <p>Parents/carers will receive one full report and 2 summary reports this session.</p> <p>A Full Report will show the current target and working grades as well as a teacher comment on the pupil's strengths and areas for improvement. Effort, behaviour and homework will be graded.</p> <p>A Summary Report will show the current target and working grade as well as a grade for effort, behaviour and homework.</p> <p>Currently, there will be no parents' meetings due to the ongoing pandemic. This will be reviewed in line with Scottish Government guidelines.</p>	<p>November 2020</p> <p>SR1 - February 2021 SR2 - March 2021</p>
<p>Cause for Concern</p> <p>Parents/carers may receive a Cause for Concern notification where a pupil is under-performing or under-achieving in a subject. Parents/carers are informed at each stage.</p> <p>Stage 1 - the class teacher will discuss concerns with the pupil and set actions for improvement. A review date is agreed.</p> <p>Stage 2 - if no progress is made at Stage 1, the Principal Teacher will discuss the concerns with the pupil and reinforce the actions for improvement.</p> <p>Stage 3 - if no progress is made at Stage 2, the Principal Teacher Pupil Support will discuss concerns with the pupil and parent/carer in order to decide next steps.</p> <p>Stage 4 - if there is no progress after Stage 3, a request for Change of Level/Withdrawal from Presentation may be submitted by the teacher.</p>	<p>Ongoing as necessary</p>
<p>Assessment Evidence</p> <p><i>Please note that pupils will be assessed on an ongoing basis throughout the session in each subject. The January prelim examination is only one part of the assessment evidence gathered by teachers.</i></p>	<p>Ongoing</p>

Key to success How parents can support

<p>Commitment and motivation to learn</p>	<p>Give positive messages – pupils need to believe to achieve!</p> <p>Make the connection to longer term goals. Qualifications give pupils choices for their next steps. Work ethic in S5 carries into S6 and beyond!</p> <p>Encourage and acknowledge effort.</p> <p>Ensure balance between study, extra curricular activity and part-time job!</p>
<p>Attendance in class</p>	<p>Appointments during the school day should be kept to a minimum.</p> <p>No holidays during term time.</p> <p>Encourage effective use of study periods and (for S6 pupils) free periods in school.</p> <p>Contact PTPS , if extended absence.</p>
<p>Effort with homework</p>	<p>Establish a routine – same (length of) time on the same days each week.</p> <p>Encourage regular revision of classwork after each school day - this has a significant impact on retention.</p> <p>Provide a suitable environment and resources for homework/study - remove all mobile technology!</p> <p>Check the school calendar for deadlines (e.g. estimate examinations/ assignment preparation/assignment write ups/folio deadline).</p> <p>Ensure your child takes account of teacher feedback from homework/ assignment drafts. Encourage your child to re-do a piece of work after teacher feedback.</p>
<p>Planned revision</p>	<ul style="list-style-type: none"> • Encourage revision routines (around 40 minutes at a time/short breaks). Mix up subjects – not one evening on one subject. • Provide a suitable environment for study (remove all mobile technology!!) • Take an interest – offer to support (test memory tasks e.g. English quotes/ French vocabulary/reading over drafts). Do not insist! • Support your child to plan the year’s study – estimate exams in January and assignment deadlines in February/March are pressure points. • Copy your child’s study planner and display for easy reference. • Ensure your child attends school revision sessions, as appropriate. • Encourage healthy lifestyle – healthy food/exercise/sleep (remove all technology)/relaxation!
<p>Being in the know!</p>	<p>Find out:</p> <ul style="list-style-type: none"> • what the final examination consists of – refer to subject pages of this booklet • when the deadlines are for assessments and assignments • what the marking criteria are (marking schemes are available to download on the SQA website) • what pupils are expected to know for each subject

WHAT PARENTS CAN FIND ONLINE



The SQA website

On the homepage, choose National Qualifications. Select subject and level. For each subject there are specimen question papers and marking instructions, past paper and marking instructions and course work information. There is a link to information about marking instructions for subject assignments – **very useful!!**



SQA My Study Plan
Scottish Qualifications Aut
★★★★★ 3.7 • 108 Ratings
Free



2020 Results support

Site search

Parent | Choose Country | Sign in

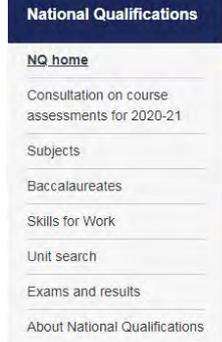


Home > National Qualifications



National Qualifications

Find information on our National 1 to National 5, Higher, Advanced Higher courses as well as Skills for Work and Baccalaureate qualifications.



NQ subject pages

Choose your subject and find course content, assessment and

Results in 2020

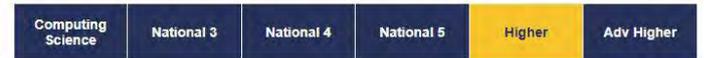
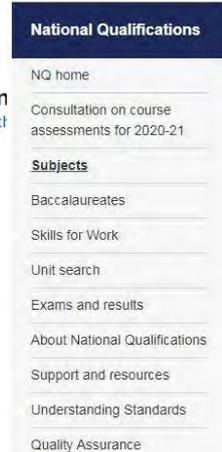
Find information on your certificate and the results process in 2020.

MySQA

Sign up to MySQA to receive your exam results by text or email.



Higher Computing Science



HIGHERS IN A NUTSHELL
The National Parent Forum of Scotland Higher Summary

'The National Parent Forum of Scotland' website supports parents to get involved in their child's education by providing parent friendly information through the '...in a Nutshell' series which gives the key facts about National Qualifications.

The full range of nutshells can be downloaded and will explain what your child will experience during the courses and how they are assessed.

Geography

SOCIAL STUDIES



Content
The course has three areas of study:

- Physical environments
- Human environments
- Global issues



Skills
Learners will be able to:

- use a wide range of geographical skills and techniques
- understand the complexity of ways in which people and the environment interact in response to physical and human processes on local, national, international and global scales
- understand spatial relationships and the complexity of the changing world in a balanced, critical and sympathetic way
- develop a geographical perspective on environmental and social issues and their significance
- develop an interest in, understanding of, and concern for the environment and sustainable development



Opportunities for Learners
Learners will be able to:

- use, interpret, evaluate and analyse a wide range of geographical information
- interpret and explain complex geographical phenomena
- use a wide range of maps and other data to process and communicate complex geographical information
- develop research skills, including fieldwork
- develop an awareness of a range of geographical information systems through ICT or alternative means



SUPPORTING YOUR CHILD TO MANAGE STRESS AND ANXIETY (Advice from ACC Educational Psychologists)

Stress is something that we all experience from time to time. Stress is not necessarily harmful: mild forms of stress can motivate and energise. Slightly increased stress levels may make students more alert and motivated to do their work.

Parents can play a key role in helping young people cope with the stress they may feel before, during and after exams. To help your child manage their experience of stress, do...

- encourage active timeouts - sports, exercise, fresh air.
- support your child to eat and drink regularly and properly. Staying hydrated with plenty of water is essential to keep the brain working.
- encourage a good sleep routine, especially on the night before exams, as the brain needs time to consolidate learning. (e.g. time limit on screen time/YouTube/Xbox/etc.)
- take an interest in how your child is getting on, listen to them and be available to help and support if/when needed (e.g. with timetabling and prioritising, subject specific help, or calming anxieties and worries)
- encourage your child to speak to School Staff (PTPS or subject teachers) if they are struggling with exam pressures and/or need extra support
- think about your conversations with your child and consider whether some things could wait till after exam time (e.g. family difficulties, money problems, and even tidying their room!)
- stay calm yourself and manage your own anxieties and expectations
- look out for signs of your child experiencing excessive stress e.g. headaches, loss of appetite/sleep, stomach pains and upsets, dizziness, shortness of breath.
- praise hard work and effort, rather than results. This will help your child stay motivated and to keep making an effort, even if they hit a hurdle.
- think about your child's personality and how to best help them keep a healthy balance of motivation and perspective (too much pressure can cause blocking and other stress responses)
- remember that there is life after exams and that many varied pathways to Further Education and Employment are possible and common.

If you notice stress building up or becoming a barrier to learning, encourage your child to develop some relaxation techniques, for example, through swimming, walking and breathing exercises. Letting your child pursue other interests is also important.

Notify your child's PTPS if you have any questions or concerns.

STEPS TO SUCCESS

ATTEND CLASSES

- Your teacher is your best resource.
- Use Google Classroom for catch-up and consolidation.

COMPLETE ALL HOMEWORK

- Give 100% to homework tasks – these help to prepare for assessment.
- Use teacher feedback to improve.

LEARN THE COURSE CONTENT

- Break the course down into units/topics and learn the content.
- Keep revisiting all topics/content.

Revise for all assessments – remember everything counts!

POST-ITS

- Write out key points and display around your room. Keep reading them!
- Write out what you don't know. Place post-its on your course notes and keep going back them.
- Improve a piece of work by re-doing an identified section on a post-it and place on top of the original section.
- Reference relevant pages from Success Guides and place on your notes.
- Reference relevant questions from past papers.

LEARN IT! TEACH IT!

Teaching someone else gives 90% retention rate as you have to understand something fully before you can explain it to someone else

HIGHLIGHTERS

Highlight sections of your notes which you don't know – revisit highlighted parts only

MINDMAPS

Visual signs and key words are easier for some people to remember than written notes. Mindmaps can summarise pages of notes and show links and associations.

Information can be reviewed at a glance. (Use Inspiration software on the school network to create your own Mindmaps)

Active Revision Techniques

FLASHCARDS

Turn your notes into portable revision tools that you can carry around with you. Test yourself or get someone to test you.

MAGIC PAPER

Display **key information** on any surface without damage

FLASHCARDS (REVISION CARDS)

Front of card	Back of card
'chunk' of information	key words
question	answer
quote	reference
specialist term	definition
topic	key facts
essay starters	key words
command words	how to answer question

PAST PAPERS

- Pick questions to consolidate the topic you are revising
- Look at answers to see what SQA is looking for / patterns of questions
- Listen to audio files
- Answer a number of questions – open book and closed book
- Time yourself (closer to exam time)
- Go back to your notes/teacher if you get a question wrong

QUIZZES

Make up quizzes and get someone to test you. Parents are keen to help!

RECORD YOURSELF

Record key information and play it on repeat. Listen while walking, running, in the car...



RESEARCH



Read and Ensure ➔ Strategy ➔ Effective searching ➔ Authorship and Recording ➔ Collecting information ➔ How to present your work

At every stage, you can ask for **HELP**.

Help can take many forms: success criteria, class notes/jotters, teacher help, Google Classroom, peer help...

Stage	RESEARCH	You could:
1 R E	Read and Ensure Read the task carefully and ensure you understand what you are being asked to do.	<ul style="list-style-type: none"> • read the task and identify the key words – you could highlight or underline these • refer to your research glossary for subject specific command words • refer to the success criteria as a guideline – this will tell you what the end product looks like • ask for help, if you are unsure
2 S	Strategy – Plan your research. Start by writing down what you already know and what you want to find out.	<ul style="list-style-type: none"> • use mind-maps • highlight notes and information • use post it notes • use sub-headings to organise your research (always be clear what a sub-heading means/information required) • rank information (themes, issues, facts...) in order of importance • use Read and Write to group research and notes
3 E	Effective searching The next step is to find relevant information using a variety of sources. Use a reliable search engine.	<ul style="list-style-type: none"> • start with the materials suggested by the teacher or given in class: class notes, printed notes, text books, library books, PowerPoints, articles, Google classroom materials and specified websites ... • ask the school librarian or your class teacher for more advice <p>For additional research information, try online resources following the strategy given below:</p> <ul style="list-style-type: none"> • use specific key words, dates, phrases to help narrow down your search • use quotation marks in the search bar around key words to narrow your search down further
4 A R	Authorship and Recording Before note taking from a source, you should make sure that the source is valid	<ul style="list-style-type: none"> • record the identified author of your source • record the date of publish/date the website accessed • consider the purpose of the source – is it persuasive, informative, fact or opinion, biased...
5 C	Collecting information There are several techniques to use to help you record information when researching a topic.	<ul style="list-style-type: none"> • make notes using your own words • use key words, not sentences • use bullet points • organise your notes using your sub-headings • keep a list of the sources you have used/bookmark websites
6 H	How to present your work	<ul style="list-style-type: none"> • refer back to your success criteria • look at the model answers or examples given • allow time to complete the task to a high standard • ensure the information is written IN YOUR OWN WORDS

How your library can help you

The library and library website have lots of resources to aid learning, research and revision. Miss Gould, the librarian, is always happy to help with research, finding resources and information.



In the library we have numerous study guides and study skills books, from Leckie and Leckie guides to books on how to take great notes. These can be borrowed. At peak times the loan period is reduced to one week.



Studying and exams can sometimes get on top of us. Our shelf help books offer strategies to help you relax and calm down. Also did you know reading something you enjoy for just 6 minutes can help reduce your stress levels by up to two thirds?



The library website is the ideal place to start any research or revision session with resources to help you with every step of the journey. The tools should help you study more efficiently, leaving you more time for the things you enjoy in your leisure time.

The website has two key areas that can really help you to succeed - Learning and Research and Online resources. You can find/ develop and gain the following information and skills:

Reading for study and note-taking strategies to help you learn more efficiently plus access summarising apps that can make text easier to read

Learn key strategies to separate fact from fiction and critically evaluate your sources to ensure what you use is reliable.

Recommended websites to help with research, study and exam pressure

Learn the skills to become an expert searcher to save trawling through 100s of irrelevant results.

<https://bit.ly/agslibweb>

HIGHER ACCOUNTING

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Practice tasks to repeat skills learned in class Exam style questions Theory reading	Weekly	30-60 minutes	Google Classroom SQA and SQA Understanding Standards websites SCHOLAR

HIGHER EXAMINATION (currently under review by SQA for session 2020/21)

	Brief Description	Details	Percentage
Question Paper	Section 1 has 2 x 40 mark questions Section 2 has 2 x 20 mark questions		66%
Assignment	Applying ICT and accounting skills, knowledge and understanding to a small business	2hrs 30mins in one sitting <i>By end of March 2021</i>	33%

*On the day of the Examination, pupils must bring their own: **Pen, calculator, ruler, Tippex***

HINTS AND TIPS FOR STUDY AND REVISION

- Review each lesson's learning, add notes to your task booklet/notes/answers where appropriate
- Practice tasks completed in class to test yourself (you can check your work against your 1st attempt which will have been checked and marked)
- Test your theory, read your notes then read the PPQ in your revision flashcards before answering – the solution is on the reverse side of the question so you can check your answer
- Practice, practice and practice layouts and formula
- Ask questions when unsure

HIGHER ART AND DESIGN

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Google Classroom Assignments - Research Tasks / Digital Moodboards / Essay Assignments. Practical assignments - completion of drawing and design pieces started in class.	Weekly	1 to 3 hours per day	All websites and resources are embedded within the Google assignments.

HIGHER EXAMINATION (currently under review by SQA for session 2020/21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Expressive Art Studies Answer Q1 and two other questions. Section 2 : Design Studies Answer Q7 and two other questions.		24%
Expressive Portfolio	Expressive research, development, final outcome and evaluation. Work produced throughout school year. All work presented to SQA on a maximum 3 x A2 Sheets.	Class deadlines set - shared on school website and google classrooms. Folio to be finished March 2021	38%
Design Portfolio	Design research, development and final outcome. Work to be annotated and evaluated. Work produced throughout school year. All work presented to SQA on a maximum 3 x A2 Sheets.	Class deadlines set. Folio to be finished March 2021	38%

*On the day of the Examination, pupils must bring their own: **Pen (blue or black)***

HINTS AND TIPS FOR STUDY AND REVISION

The course comprises a design project, expressive project and critical understanding of artists and designers. It is important you keep up with deadline dates for project work which will form evidence of the level you are working at. We gather work daily in class which builds up to become your folio. Critical understanding is tested in class through discussion and written papers.

We have published a deadline schedule to keep you on track with learning. Art packs have been distributed to enable you to produce work at home as well as in school. Devote 3-6 hours each week (includes class time) to your practical art work to see improvement.

Use Pinterest and Instagram for creative inspiration. YouTube drawing tutorials are also a great way to build skills and improve.

HIGHER BIOLOGY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Research for assignment Scientific literacy questions Active Revision	Weekly / Fortnightly. In addition pupils are expected to read over notes regularly	30 – 45 minutes per activity	BBC Bitesize Oronsay Biology Bright red digital SQA Questions and answers SQA understanding Standards Google classroom Scholar

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Multiple choice Section 2 : Extended answers		80%
Assignment	Report based on 6 hours research on a chosen topic.	<i>In class February/March 2 hours write-up</i>	20%

*On the day of the Examination, pupils must bring their own: **Pen, pencil, eraser, ruler, scientific calculator***

HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

As you progress through the course time yourself doing these questions, this will allow yourself to see if you will be able to complete a whole exam paper in the allocated time. Use the SQA marking instructions to check your answers. Pay attention to the “additional guidance” column as this may let you know about common unaccepted answers. After looking at the detailed marking instructions if you are still unsure about the answer please speak to your teacher about the question, noting down the year and question number.

HIGHER HUMAN BIOLOGY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Research for assignment Scientific literacy questions Active Revision	Weekly / Fortnightly. In addition pupils are expected to read over notes regularly	30 – 45 minutes per activity	Bright red digital SQA Questions and answers SQA understanding Standards Google classroom Scholar

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

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HIGHER BUSINESS MANAGEMENT

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Exam style questions Case study questions Reading notes, creating own notes/mindmaps/revision cards	Weekly	30-45 minutes	Google Classroom BBC Bitesize BBC News website SQA and SQA Understanding Standards websites SCHOLAR website Business Management Google Site https://sites.google.com/ab-ed.org/higherbusinessmanagement/home Make use of FlashCards for Revision

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 has a Case Study with questions based on the case study Section 2 has 4 topic based questions		75%
Assignment	Research and write-up on a business topic/issue with analysis and evaluation	6.5 hours research 1.5 hours write-up By the end of March 2021	25%

On the day of the Examination, pupils must bring their own: Pen

HINTS AND TIPS FOR STUDY AND REVISION

- Review notes after every lesson and highlight the important points.
- Make use of BBC Bitesize to revise topics and complete the revision tests.
- Ensure you understand Command Words by reviewing the lesson and materials on Google Classroom.
- Prepare Flash Cards so that someone at home can help you revise.
- Ensure homework is completed and submitted on time.
- Start a Word Bank of Key Terms and update regularly.
- Be aware of how marks are gained and lost.
- Practice Past Paper questions and prepare a bank of suggested solutions
- Read feedback from your class teacher.
- Use SCHOLAR and the Higher Business Management Google Site
- Refer to presentations on Google Classroom – they are available for every topic.
- Ask for help if required!

HIGHER CHEMISTRY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Research for assignment Scientific literacy questions Active Revision	Minimum of 4 per unit with possible additional tasks Pupils will be expected to spend time reviewing notes on a weekly basis.	10 – 45 minutes per activity	List of URL's updated regularly on Google Classroom (and S5 Revision Google Classroom) Scholar

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Multiple choice Section 2 : Extended answers		80%
Assignment	Report based on 6 hours research on a chosen topic.	<i>In class February/March 2 hours write-up</i>	20%

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HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

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HIGHER COMPUTING SCIENCE

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
All class tasks are located on Google Classroom. Short-answer questions Exam style questions Scholar questions and tests	Weekly	30-40 minutes	Google Classroom Scholar Programming languages for optional home learning – pupils developing programming skills

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	<p>Section 1 Questions assess breadth of knowledge and require some calculations</p> <p>Section 2 Questions assess application of understanding with very few questions requiring direct recall of knowledge</p>		68%
Assignment	<p>Pupils are issued with an IT problem and have the following tasks to complete; Analysing the problem, building a solution and reporting on the solution.</p> <p>Pupils have to keep a record of progress throughout the assignment. Task involves databases and programming.</p>	<p>3 weeks in class time. Extra time if needed in pupils own time. <i>By the end of March 2021</i></p>	32%

*On the day of the Examination, pupils must bring their own: **Pen***

HINTS AND TIPS FOR STUDY AND REVISION

Practise coding at home using Python, SQL and HTML

Useful websites for this would be

- w3school.com
- sqlbolt.com
- repl.it for completing tasks set in school

Working through tasks on scholar.hw.ac.uk

Working through tasks on Higher Computing Science section on BBC Bitesize

Revising using past papers from SQA website

HIGHER DRAMA

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
<u>Preparation Tasks</u> Learning Lines Research <u>Workbook/Google Classroom Tasks</u> Vocabulary Tests Character Card/Writing in Role Practice Questions Past Papers Preparation for Performance Essay <u>Evaluative Task</u> Live Production Analysis	The homework will be weekly to begin with and as the tasks get bigger it then shifts to once a fortnight.	The homework will start off at about 30 minutes but will increase to about an hour.	Pupils will be given a vocabulary and information guide. All resources will also be shared through google classroom, including essay guides.

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Part 1 – Is based on ‘The Crucible’. Part 2 – Application of understanding of production roles through structured questions. Part 3 – Is an analysis of a live production.	2hrs 30mins	40%
Practical Exam	Part 1 – Preparation for performance. A written piece of work describing their acting/design concepts. Part 2 – Candidates can choose between acting, directing and designing. Acting – preparation and performance of two contrasting roles Directing – conducting a 30-minute rehearsal with actors Designing – design of a set plus one other production role which complements this. All of these are externally assessed by an SQA examiner.	Part 1: Done in class time Acting and Designing: 20-30mins Directing: 30mins	60%

On the day of the Examination, pupils must bring their own: Pen

HINTS AND TIPS FOR STUDY AND REVISION

- Read and understand ‘The Crucible’, you need to know this in depth
- Watch and analyse chosen performance for production analysis, complete shared booklet on Google classroom
- Practice exam style questions regularly so you understand how to structure answers and access optimum marks. Hand these in for marking and teacher feedback
- Practical work – research the play that you have been given so you understand its content and context
 - Actors: rehearse and line learns, blocking and subtext
 - Designers: Ensure portfolios have all the aspects needed and your designs show progression. Make sure your design for your chosen production role has been brought to life.
 - Directors: Ensure that you fully understand your play, blocked the section of the script that you have chosen and practise using key vocab needed to direct actors.

- Communicate with class teacher – this is important for individual feedback about your progress. Don't let work pile up and become unmanageable, if you do not know what to do, ask the teacher
- Attend supported study sessions when available
- Check google classroom for up-dates and engage in posts and complete tasks on time
- Use resources posted on Google Classroom to help with revision

HIGHER ENGINEERING SCIENCE

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Exam/Assignment style questions.	4 per unit	30-45 minutes	Resources will be uploaded to google classroom.

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 – Short answers Section 2 – Extended answers		69%
Assignment	Design, simulate and test solutions to an Engineering problem.	Completed in school March 2021 8 Hours	31%

*On the day of the Examination, pupils must bring their own: **Pen, pencil, eraser, ruler, scientific calculator, protractor***

HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

As you progress through the course time yourself doing these questions, this will allow yourself to see if you will be able to complete a whole exam paper in the allocated time. Use the SQA marking instructions to check your answers. Pay attention to the “additional guidance” column as this may let you know about common unaccepted answers.

HIGHER ENGLISH

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Course revision: Reading of class text and class notes Plan and write critical essays Complete characterisation and theme work Completion of RUAЕ and set text papers Folio re-drafting	Weekly	Guideline of 1-2 hours per week	All resources will be issued and/or placed on Google website Links to study guides and further resources will be made available RUAЕ and Set text resources will be made available by class teacher All first drafts of folio must be completed in school and any further re-drafts MUST be the pupil's own work and in accordance with SQA guidelines
Talk Preparation	Min. once per year	At least a week to prep	All resources will be issued and/or placed on Google classroom
Research Tasks Discursive essay	As appropriate to class	At least two weeks to produce research	All resources will be issued and/or placed on Google classroom
Additional revision activities Revision Bingo grid A revision task a day	On-going	On-going	https://www.bbc.com/bitesize/levels/z6gw2hv https://scholar.hw.ac.uk/ https://www.brightredbooks.net/subjects/ https://quizlet.com/en-gb https://www.sporcle.com/ https://www.sparknotes.com/

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	Reading for Analysis and Evaluation 2 unseen non-fiction passages and questions	1hour 30 mins paper	30%
Question Paper 2	Critical Reading Section 1: one analysis of a set text extract, 20 marks Section 2: one critical essay on studied text, 20 marks	1hour 30 mins paper	40%
Writing Portfolio	One broadly creative essay, 15 marks One broadly discursive essay, 15 marks	Produced over the course of the year	30%

On the day of the Examination, pupils must bring their own: Pen (blue or black)

Please note -There will be no access to texts during the external examination

HINTS AND TIPS FOR STUDY AND REVISION

As well as referring to and revisiting the materials and feedback given in class and on your Google Classroom, you could try the following study hints and tips.

Support reading skills by looking at quality newspaper articles. You should:

- Read and SUMMARISE in your own words.
- Highlight and IDENTIFY unfamiliar vocabulary. Look these words up and note down their definition or try to work out what they mean using CONTEXT clues.

- Look for examples of effective word choice, imagery and sentence structure and explain why they are effective using your RUAE answer structures
- Set your own RUAE questions and make the mark scheme to go with them.

To revise set text and critical essay texts:

- ACTIVELY re-read your texts. Think about: predicting, visualising, connecting, questioning, reviewing and evaluating.
- REVIEW notes and class materials. Keep these organised.
- ANCHOR your learning. Annotate texts again. Make flash cards. Write mini TEA paragraphs for set text or PEDEL paragraphs for critical essays.
- If you are a visual learner, DRAW representations of texts and label them. Use HEXAGONS to challenge your thinking. Use GRAPHIC ORGANISERS. Create MIND MAPS.
- Create quote quizzes or try online resources such as BBC Bitesize, The Learning Cauldron, Sporcle, Memrise, Tinycards or Kahoot.
- Try past papers. Plan and write critical essays under timed conditions. Submit to your class teacher and work on the feedback given.

HIGHER FRENCH

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Learning of vocabulary Reading homework Listening practice (past papers) Grammar revision Prepare and practise for writing (Assignment & Directed Writing)	Ongoing/ weekly See Google classroom for details	Varies, but at least 20 minutes before a lesson of vocabulary and grammar revision 1-2hrs per essay	Scholar (course content) Quizlet.com (revision) Languagesonline.org.uk BBC Bitesize (general revision) 1jour1actu.com (news) TV5monde.com (news) Ilini.com (subtitled videos) Booklets issued in class

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	Reading, Translation (30) and Directed Writing (20)	2 hours	25% + 12.5%
Question Paper 2	Listening	Approx. 30minutes	25%
Performance -Talking	Conversation/discussion	Feb/March 2021 Approx. 15 mins	25%
Assignment Writing		Feb/March 2021 Done in class under controlled conditions	12.5%

On the day of the Examination, pupils must bring their own: Pen

Can use their own French-English dictionary, but need to hand this in for checking 48hrs before the exam

HINTS AND TIPS FOR STUDY AND REVISION

Reading: Buy your own dictionary and use it to practise reading from a variety of sources. Use past papers to practise reading and translation under timed conditions. Regularly revise your grammar to help you look up and understand more complex texts. Practise looking up idiomatic phrases.

Writing: Develop your writing over a period of time. Build in as much of the vocabulary covered in class as possible. Leave enough time to learn your draft texts before assessments.

Listening: Regularly revise key vocabulary from each context at home. Keep vocabulary lists for each and keep adding to this. You can use Quizlet.com to create study sets and virtual flashcards to help you revise these.

Speaking: Learn how to pronounce words correctly as you learn them. Keep asking your teacher for help if not sure. Quizlet.com and many online dictionaries now include sound icons to read words aloud. Use this to check the correct pronunciation of unfamiliar words. Speaking tests should be based on what you have covered in class and developed over a period of time.

HIGHER GEOGRAPHY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Past paper questions (timed and un-timed) Background reading for Assignment Information gathering and reading prior to teaching in class Independent fieldwork for assignment	Once per week for past paper questions Reading over notes weekly Revision for end of unit assessments	An average of 2 hours per week including reading over notes	All lesson material is available on Google Classroom BBC Bitesize for simple explanations Leckie and Leckie revision books Past paper booklets provided by teaching staff

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	This paper consists of two sections on Physical Environments and Human Environments.	1hr 50mins	73%
Question Paper 2	This paper consists of two sections on Global Issues and Application of Geographical Skills	1hr 10mins	
Assignment	Individual Research. Findings to be written up under exam conditions. Marked by SQA.	February-March 2021 1 hour 30 minutes write-up in class	27%

*On the day of the Examination, pupils must bring their own: **Pen, pencil, ruler, rubber***

HINTS AND TIPS FOR STUDY AND REVISION

- Read over notes each week
- Highlight key words
- Learn definitions and case studies
- Make flashcards with key words for each topic
- Re-draft model answers into your own words
- Use past paper booklets provided by your teacher to complete extra questions
- Practise exam questions under timed conditions (1.1 minutes per mark)
- Attend revision classes
- Meet all deadlines
- Catch up on lessons missed using materials posted on Google Classroom

HIGHER GRAPHIC COMMUNICATION

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
General theory Exam style questions Self-study/reflection of notes Sketching practice	Bi-weekly Weekly	30 minutes	Resources will be uploaded to Google Classroom.

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Knowledge & Understanding		65%
Assignment	2D Graphic Communication 3D and Pictorial Graphic Communication	8 hours folio Closed book Undertaken during class time, under exam conditions	35%

*On the day of the Examination, pupils must bring their own: **Pen (blue or black)***

HINTS AND TIPS FOR STUDY AND REVISION

- Make sure you spend time outside class reading over the course notes provided on Google Classroom on a regular basis. These notes cover all the Knowledge & Understanding required for the theory element of the course / course work assessment.
- It is really important that pupils work on their sketching skills by sketching everyday objects in both 2D and 3D to significantly enhance outcomes .
- SQA website for past papers and marking instructions to aid revision.

Higher Health and Food Technology

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
<p>Past paper style questions: focus on structuring answers to gain maximum marks - specifically explain, evaluate and analysis questions</p> <p>Consolidation of class work: completion of class notes so these are up-to-date prior to next lesson</p> <p>Revision for assessments: creation of note cards/mind maps of key course content. Pupils to keep track of their progress using the skills, knowledge and understanding check lists for each unit: food for health; food product development and contemporary food issues</p> <p>Assignment preparation: complete research based tasks focussing on food product development and contemporary food issues (surveys, interviews, literary research)</p>	<p>Weekly</p> <p>(will be a mixture of each of the tasks detailed in the left hand column)</p>	<p>1-2 hours</p> <p>(may vary slightly at different times of the year)</p>	<p>Food a Fact of Life https://www.foodafactoflife.org.uk/</p> <p>British Nutrition Foundation https://www.nutrition.org.uk/</p> <p>British Dietetic Association https://www.bda.uk.com/</p> <p>BrightRed Publishing https://www.brightredpublishing.co.uk/</p>

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

HINTS AND TIPS FOR STUDY AND REVISION

- Get to grips with command words used in Health and Food Technology (Describe, explain, evaluate, analyse) and the structures needed to answer them
- Regular practicing of exam style questions (especially evaluate and analysis questions); hand these in for marking and teacher feedback
- Watch / read current nutrition and health articles on BNF website in order to keep up knowledge of health and contemporary food issues
- Communicate with class teacher – this is important for individual feedback about your progress (don't let work pile up and become unmanageable)
- Attend supported study sessions when available
- Check google classroom for up-dates and engage in posts

HIGHER HISTORY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Essays Source questions Completion of class notes Checking over notes Revision for timed essays and timed source questions Reading around topics being studied Assignment research and draft	Homework essays every 2-3 weeks. Followed by a timed essay Source questions every fortnight Completion of class notes and checking over notes weekly	2-3 hours per week	Content booklets for each topic Instructions on essay writing and how to tackle source questions provided PowerPoints on Google Classroom Revision booklet for Migration and Empire topic BBC Bitesize SQA Website – Past Papers

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	This paper consists of two essay questions- one on Britain and one on European and World	1hr 30mins	40%
Question Paper 2	The paper consists of one section on Scottish contexts. This paper is mostly source based questions.	1hr 30mins	33%
Assignment	Individual research on a topic from the course. Candidates prepare a plan for their question and then write response up under exam conditions. Marked by SQA.	1 Hour 30 Minutes By the end of March 2021	27%

*On the day of the Examination, pupils must bring their own: **Pen, pencil, ruler, rubber***

HINTS AND TIPS FOR STUDY AND REVISION

- Read over notes each week
- Highlight key words
- Make Flashcards for each factor for essay topics (KU/A/A+/EV)
- Make detailed essay plans for each essay topic
- Prepare an introduction for each essay topic
- Make a list of 10 KU points for each Migration and Empire topic
- Redraft your essays / practice questions based on feedback
- Highlight essays to show KU/A/A+/EV
- Complete extra question practice (preferably under timed conditions)
- Attend revision classes
- Meet all deadlines

HIGHER MATHEMATICS

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Review notes after each lesson to check understanding and aid retention.	Ongoing	½ hour per week	Resources: <ul style="list-style-type: none"> • Free Higher Maths Resources • Free HSN Higher Notes • SQA Past Papers Higher Hodder Gibson How to pass Higher Maths : Second Edition Leckie and Leckie CfE Higher Success Guide Bright Red Study Guide : CfE Higher Mathematics Websites <ul style="list-style-type: none"> • Scholar Pupils have their own log in details • BBC Bitesize - Higher • DLB Maths Higher - Full Worked solutions • Bright Red Higher Digital Zone
Learning intention and success criteria booklet - learn facts and techniques and answer practice questions.	Ongoing	During/after each topic	
Completion of day to day work.		1-2 hours per week	
Homework Exercise to be completed and handed in or uploaded at the end of each topic.	Ongoing	½ to 1 hour	
Estimate and Final Examination Preparation – Google Classroom	Ongoing	Appropriate to each learner.	

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	NON Calculator Paper consisting of short response questions.	1hr 30mins	47%
Question Paper 2	Calculator Paper consisting of extended response questions.	1hr 45mins	53%

*On the day of the Examination, pupils must bring their own: **Pen, calculator***

HINTS AND TIPS FOR STUDY AND REVISION

Encourage your child to review their learning on a regular basis.

A thorough knowledge and understanding of the course content is essential to support problem solving ability.

Practice is the best preparation for the course assessment, open book revision of past papers by topic will build confidence before moving onto complete past papers under exam conditions.

Encourage perseverance, if at first you don't succeed go back and try again.

HIGHER MODERN STUDIES

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Essay questions Timed questions Source questions Finishing notes Revision tasks Assignment research and drafts	Practice questions once per fortnight plus revision, timed essays and going over notes	2-3 hours per week	Revision booklets for each topic Past paper style question booklet PowerPoints from google classroom BBC Bitesize Regularly watch and keep up to date with the news. SQA past papers (available from SQA website) flashcards

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	The paper of asks pupils to complete 3 essays. Two essays will be worth 20 marks and one essay will be worth 12 marks. Pupils will have a choice of question to attempt in each section.	1hr 45mins	47%
Question Paper 2	Pupils have to complete three different skill based questions. Two of the questions are worth 10 marks (selective in the use of facts and conclusion questions). The reliability of three different sources is worth 8 marks.	1hr 15mins	26%
Assignment	Individual research. Candidates prepare a plan for their question and then write response up under exam conditions. Marked by SQA.	1hr 30mins write-up By the end of March 2021	27%

*On the day of the Examination, pupils must bring their own: **Pens, highlighters***

HINTS AND TIPS FOR STUDY AND REVISION

Read over notes each week
 Highlight key words
 Make Flashcards for each factor for essay topics (KU, Analysis, Links)
 Prepare an introduction for each essay on the essay title sheets
 Make detailed essay plans for each essay topic
 Redraft your essays / practice questions based on feedback
 Complete extra essay and question practice (preferably under timed conditions)
 Watch the news for examples you can use in your answers
 Meet all deadlines

HIGHER PHYSICAL EDUCATION

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Factors impacting Performance	Weekly	30mins - 2 hrs depending on the task	All resources on google classroom
Practical Performance	Weekly	1-2 hrs	BBC Bitesize https://www.bbc.com/bitesize/subjects/zhf3cdm
Participation in school based extracurricular sports and/or own personal activities outside of school is highly recommended.			

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	<p>The exam paper will assess the pupil's knowledge via a range of questions and has 3 sections. Section 1 will sample the pupil's knowledge from all 4 Factors of the course: Physical, Mental, Emotional and Social. Section 2 will ask the pupils specific questions about a development plan that they must have designed and carried out during the Higher course. Section 3 will present the pupils with a scenario and they must apply their knowledge and critical thinking to answer accordingly.</p> <p>All questions are drawn from a sample of the mandatory course content. Each question will have a focus command word: Identify, Describe, Explain, Evaluate, Justify or Analyse. This will dictate how the pupil should respond to the question.</p>	2hrs 30mins paper	50%
Performance	<p>Pupils are assessed on their ability to perform effectively in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context. Pupils are awarded a score on a scale from 0-30 per performance. There are no mandatory physical activities prescribed in the National 5 Physical Education course. The two activities selected for each candidate's single performance events must be significantly different.</p>	By the end of March 2021	50%

HINTS AND TIPS FOR STUDY AND REVISION

- Familiarise yourself with the COMMAND WORDS
- Use the Cycle of Impact diagram to lead your learning
- Familiarise yourself with the "what you need to know to pass Higher PE" Document
- Use google classroom and google drive resources to aid learning and understanding
- Look carefully at feedback and use the traffic light marking scheme on written tasks to gain an understanding of where marks are being awarded and where more detail is required.

HIGHER PHYSICS

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Research for assignment Scientific literacy questions Active Revision	Minimum of 4 per unit with possible additional tasks Pupils will be expected to spend time reviewing notes on a weekly basis.	10 – 45 minutes per activity	BBC Bitesize SQA Questions and answers SQA Understanding Standards Google classroom Scholar Virtual Physics on school network

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Multiple choice	45mins	80%
	Section 2 : Extended answers	2hrs 15mins	
Assignment	Report based on 6 hours research on a chosen topic.	<i>In class February/March 2 hours write-up</i>	20%

*On the day of the Examination, pupils must bring their own: **Pen, pencil, eraser, ruler, scientific calculator***

HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

As you progress through the course time yourself doing these questions, this will allow yourself to see if you will be able to complete a whole exam paper in the allocated time. Use the SQA marking instructions to check your answers. Pay attention to the “additional guidance” column as this may let you know about common unaccepted answers. After looking at the detailed marking instructions if you are still unsure about the answer please speak to your teacher about the question, noting down the year and question number.

HIGHER RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Essays Preparation for Timed Essays Consolidating class notes Preparation for Assessments	Fortnightly plus revision for timed essays	2 hours per week minimum	Class Powerpoints uploaded to H RMPS Google classroom. Textbooks and photocopied information sheets given out in class www.sqa.org.uk/sqa/47911.html www.bbc.com/bitesize/subjects/2782fg8

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	World Religion & Morality and Belief. Two questions in each section: 10 marks (knowledge and analysis) 20 marks (knowledge, analysis and evaluation)	2hr 15mins	55%
Question Paper 2	Religious and Philosophical Questions. One question worth 20 marks (knowledge, analysis and evaluation)	45mins	18%
Assignment	Individual research. Candidates prepare a plan for their question and then write response up under exam conditions. Marked by SQA.	1hr 30mins	27%

On the day of the Examination, pupils must bring their own: Pens, pencil, rubber, ruler

HINTS AND TIPS FOR STUDY AND REVISION

- Read over notes and Powerpoints each week
- Rewatch video clips at your own pace and note down additional KU/A points
- Redraft essays based on feedback
- Complete all Model Essay tasks (highlighting and underlining to show KU/A/EV etc)
- Complete all Not-Model Essay tasks (identifying why points are not RAD)
- Highlight and underline own essays to show KU/A/EV
- Make revision cards/checklists/mindmaps for the Mandatory Content of each unit
- Make essay plans for each unit
- Practise writing essays under timed conditions
- Attend revision classes
- Meet deadlines for essays

HIGHER SPANISH

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Learning of vocabulary and grammar revision	After each lesson	30 minutes approximately	Language booklets Grammar booklets Google classroom
Written or reading task	weekly	1 hour approximately	Set by teacher from language booklets & feedback given
Prepare and practise for: Discursive writing Directed Writing Speaking (conversation topics)	weekly	minimum 30 minutes per week	Directed Writing booklets Homework jotter Language booklets Discursive writing vocabulary

HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	Reading, Translation (30) and Directed Writing (20)	2 hours	25% + 12.5%
Question Paper 2	Listening	Approx. 30minutes	25%
Performance -Talking	Conversation/discussion	Feb/March 2021 Approx. 15 mins	25%
Assignment Writing - Done in class under controlled conditions		Feb/March 2021	12.5%

*On the day of the Examination, pupils must bring their own: Pen
Can use their own Spanish-English dictionary, but need to hand this in for checking 48hrs before the exam*

HINTS AND TIPS FOR STUDY AND REVISION

Reading: Buy your own dictionary and use it to practise reading from a variety of sources. Use past papers to practise reading and translation under timed conditions. Regularly revise your grammar to help you look up and understand more complex texts. Practise looking up idiomatic phrases.

Writing: Develop your writing over a period of time. Build in as much of the vocabulary covered in class as possible. Leave enough time to learn your draft texts before assessments.

Listening: Regularly revise key vocabulary from each context at home. Keep vocabulary lists for each and keep adding to this. You can use Quizlet.com to create study sets and virtual flashcards to help you revise these.

Speaking: Learn how to pronounce words correctly as you learn them. Keep asking your teacher for help if not sure. Quizlet.com and many online dictionaries now include sound icons to read words aloud. Use this to check the correct pronunciation of unfamiliar words. Speaking tests should be based on what you have covered in class and developed over a period of time

NPA MUSICAL THEATRE

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY / TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
<p>Preparation/Research and Rehearsing for tasks.</p> <p>Read through Google Classroom Guides and materials.</p> <p>Studying the musicals that the songs for dance and singing have come from. Looking at plots/characters/styles/time periods.</p>	<p>Weekly</p> <p>Up to two hours per week.</p>	<p>All guides/links/videos and resources are embedded within the google classroom in a google slide unit structure.</p> <p>Practical assignments can be carried out within the department during designated class time. Planning and rehearsals should be done at home using own notes and information from the google classroom.</p>

Level 4 / Level 5 coursework assessment (currently under review by SQA for session 2020-21)

Unit	Brief Description Outcome 1	Brief Description Outcome 2	Brief Description Outcome 3
Group Dance	<p>Logbook</p> <p>Documenting the process of creating the choreography. Including rehearsal plans and reflections.</p>	<p>Performance</p> <p>Learn and recreate the choreography in performance. Thinking about expression and spatial awareness.</p>	<p>Evaluation</p> <p>Evaluate the process and the performance. Thinking about Strengths and Areas for Improvement. Evaluating their impact on the process at the two stages.</p>
Acting Through Song	<p>Song Study</p> <p>Research on two songs being performed. Researching the context of the song by studying the characters place in the musical. One song study for each song.</p>	<p>Performance</p> <p>Perform two contrasting songs. Learn the lyrics and portray the interpretation of the character.</p>	<p>Evaluation</p> <p>Evaluate the development of the character. Evaluate the effectiveness of the vocal techniques used. Then evaluate the final performance looking at the appropriate emotion and sustaining the character.</p>
Group Singing	<p>Song Study</p> <p>Research on two songs being performed. Researching the context and songs place in the musical. One song study for each song.</p>	<p>Performance</p> <p>Perform two contrasting songs. Learn the lyrics and harmonies, thinking about facial expression and staging.</p>	<p>Evaluation</p> <p>Evaluate the process of learning the songs and harmonies. Then evaluate the final performance looking at facial expression and staging.</p>

HINTS AND TIPS FOR STUDY AND REVISION

Ideally students who choose this course should have an interest in Musical Theatre; this could be encouraged by taking a trip to the Theatre when they reopen, looking online at performances that are available. Pupils should listen to Soundtracks to broaden their knowledge of Musical Theatre. A musical of the week will be set on a Monday so encouraging them to listen to/research the show and discuss it with them. The course materials are available on Google Classroom - Keep on target with tasks set by the teacher.

NPA PHOTOGRAPHY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY / TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
<p>Coursework catch-up (Research Tasks / uploads / written Evaluations)</p> <p>Read through Google Classroom Assignments/material.</p> <p>Photographic enquiry - own research underpinning in-class work.</p>	<p>Weekly</p> <p>Up to two hours per week.</p>	<p>All websites/links/videos and resources are embedded within the google classroom power-point unit structure.</p> <p>Practical assignments can be carried out within the department during designated class time, or at home out-with school hours at own leisure (using own equipment).</p>

Level 4 / Level 5 coursework assessment

Unit	Brief Description Outcome 1	Brief Description Outcome 2	Brief Description Outcome 3	Brief Description 4
Understanding Photography	Research task	Written or oral critical thinking task		
Photographing People	Written or oral planning task	Practical photography task involving working with others	Image selection and presentation task including written or oral information	
Photographing Places	Written or oral planning task	Practical Photography task	Image selection and presentation task including written or oral information	
Working with Photographs	Practical digital organisational task	Written or oral evaluation task	Practical image enhancement and presentation task	Practical image resizing

HINTS AND TIPS FOR STUDY AND REVISION

Ideally students who choose this course should have an interest in Art & Design and Photography; this could be encouraged by taking photographs at home when out and about, documenting the environment around them and at home. Take a trip to the Art Gallery to look at Art and Photography, forming your own opinions on artworks. Look at websites, books, magazines or newspaper articles on famous or contemporary photographers to be inspired.

The unit course material is available on Google Classroom for parents to have a look at - Keep them on target with weekly tasks set by the teacher. Pupils are issued with weekly tasks all listed on the relevant unit Google powerpoint slides.

Support them by discussing their weekly photographic evaluations, which accompany their latest practical task (which has to be uploaded to the NPA Shared Drive on Google).

ADVANCED HIGHER ART AND DESIGN – Expressive OR Design

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Continual ongoing self-study based on research, essay writing and practical work relating to the main project of choice. Research tasks via Google Classroom assignments, personal research enquiries, Gallery/Exhibition visits. Practical studies based on personal projects - design or expressive.	Daily	Pupils are expected to progress projects through research and development of idea on an ongoing basis. 1 to 3 hours per day.	Pupils will be directed by teachers to suitable websites, however, they are expected at this stage to self-direct the majority of personal study and research. Instagram, Pinterest and YouTube tutorials are fantastic inspirational creative resources.

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020/21)

	Brief Description	Details	Percentage
Design or Expressive Studies: VU	Critical analysis based on an in depth study on one piece of design/art or a closely linked group of designs/artworks.	Maximum of 2000 words – penalties issued if 10% over word count.	30%
Design or Expressive Enquiry : AVU	Practical Design/Expressive Work: Up to A1 in Size. Presentation to be agreed with teacher.	Work produced throughout school year. All work presented to SQA on a minimum 8 x A1 sheets, maximum 16 x A1 sheets Hand-in April 2021	64%
<i>Evaluation</i>	<i>Evaluation submitted with Design/Expressive Enquiry.</i>	<i>Maximum of 300 words – penalties issued if 10% over word count.</i>	6%

On the day of the Examination, pupils must bring their own: Pen (blue or black)

HINTS AND TIPS FOR STUDY AND REVISION

The course is all about your chosen theme and the evidence you produce throughout the session. You should comply with the deadlines issued by the faculty to ensure you are staying on track. Select a project and theme that interests and intrigues you as it will last all year. Although this course is based primarily on self lead study and personal projects, the department staff will set personal targets to ensure you are able to access all parts of the course.

Utilise resources such as Instagram, online tutorials and Pinterest to explore your idea and application of media. This course is time consuming and will require devotion of personal time. We recommend investing approximately 8 hours each week on this subject.

ADVANCED HIGHER BIOLOGY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Active Revision Project research and practical work is a substantial quantity of the homework in addition to this.	Weekly	30 – 45 minutes per activity	SQA Questions and answers SQA Understanding Standards Google classroom Scholar PLOS Scholar Various sources of scientific journals

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Multiple choice Section 2 : Extended answers		75%
Assignment	Report based on individual research and at least 10-15 hours practical work on a chosen topic.	Write-up in class and at home <i>Due March/April</i>	25%

*On the day of the Examination, pupils must bring their own: **Pen, pencil, eraser, ruler, scientific calculator***

HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

As you progress through the course time yourself doing these questions, this will allow yourself to see if you will be able to complete a whole exam paper in the allocated time. Use the SQA marking instructions to check your answers. Pay attention to the “additional guidance” column as this may let you know about common unaccepted answers. After looking at the detailed marking instructions if you are still unsure about the answer please speak to your teacher about the question, noting down the year and question number.

ADVANCED HIGHER CHEMISTRY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Active Revision Project research and practical work is a substantial quantity of the homework in addition to this.	Minimum of 4 per unit with possible additional tasks Pupils will be expected to spend time reviewing notes on a weekly basis.	30 – 45 minutes per activity	List of URL's updated regularly on Google Classroom (including scholar.hw.ac.uk and chemguide.co.uk) SQA Questions and answers SQA Understanding Standards Scholar

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Multiple choice Section 2 : Extended answers		75%
Assignment	Report based on individual research and at least 10-15 hours practical work on a chosen topic.	Write-up in class and at home <i>Due March/April</i>	25%

On the day of the Examination, pupils must bring their own: Pen, pencil, eraser, ruler, scientific calculator

HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

As you progress through the course time yourself doing these questions, this will allow yourself to see if you will be able to complete a whole exam paper in the allocated time. Use the SQA marking instructions to check your answers. Pay attention to the "additional guidance" column as this may let you know about common unaccepted answers. After looking at the detailed marking instructions if you are still unsure about the answer please speak to your teacher about the question, noting down the year and question number.

ADVANCED HIGHER COMPUTING SCIENCE

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
All class tasks and learning materials are located on Google Classroom. Short-answer questions Exam style questions Investigations Scholar questions and tests	Weekly	30-40 minutes	Google Classroom Scholar https://stackoverflow.com/ https://www.w3schools.com/

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Short questions Longer scenario based questions	2Hours 30 Mins	20marks 60marks
Project	Create a program, database or website	Completed over the duration of the course	80marks

*On the day of the Examination, pupils must bring their own: **Pen***

HINTS AND TIPS FOR STUDY AND REVISION

Practise coding as much as possible at home using your chosen programming language, SQL, PHP, HTML and CSS

Useful websites for this would be

- w3schools.com
- stackoverflow.com
- learn-php.org

Study and revise using scholar.hw.ac.uk, the RGC Advanced Higher Computing Website and Google Classroom

Spend equal time on your project and learning theory

Use past papers from the SQA website

ADVANCED HIGHER DRAMA

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
<p><u>Preparation Tasks</u> Learning Lines Research <u>Workbook/Google Classroom Tasks</u> Dissertation Preparation for Performance Essay <u>Evaluative Task</u> Live Production Analysis</p>	<p>This course has an element of self-study. The pupils will be given a course guide at the start of the year with all the deadlines. So it is up to them to plan and manage their time accordingly.</p>	<p>It is up to the pupils to decide how long to spend on a task. Tasks such as the dissertation will take a number of weeks to complete.</p>	<p>Pupils will be given a vocabulary and information guide. All resources will also be shared through google classroom, including a dissertation guide.</p>

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Project Dissertation	<p>The task assesses the following skills, knowledge and understanding:</p> <ul style="list-style-type: none"> - exploring and investigating the influence, theory and practice of key theatre practitioners - identifying and exploring performance issues 	<p>Dissertation should be completed out with class and it needs to be between 2,500 and 3,000 words on a performance issue of their choice</p>	30%
Performance	<p>Candidates can choose between acting, directing and designing. Acting - preparation and performance of and interactive piece and a monologue Directing - conducting a 40-minute rehearsal with actors Designing - design and create a model of a set plus two other production roles which complements this. All of these are externally assessed by an SQA examiner.</p>	<p>Acting - 20mins (17mins interactive piece & 3mins monologue) Directing - 40mins Designing - 20mins</p>	50%
Assignment	<p>Candidates need to write about a performance, answering a question provided by the SQA. They will have a choice of 2 questions.</p>	<p>Candidates will undertake this under timed conditions within class.</p>	20%

*On the day of the Examination, pupils must bring their own: **Pen***

HINTS AND TIPS FOR STUDY AND REVISION

- Watch and analyse chosen performance for assignment, complete shared booklet on Google classroom
- Stick to dissertation deadline given throughout the year.
- Practical work – research the play that you have been given so you understand its content and context
 - Actors: rehearse and line learns, blocking and subtext
 - Designers: Ensure portfolios have all the aspects needed and your designs show progression. Make sure your design for set has been brought to life.
 - Directors: Ensure that you fully understand your play, blocked the section of the script that you have chosen and practise using key vocab needed to direct actors.

- Communicate with class teacher – this is important for individual feedback about your progress. Don't let work pile up and become unmanageable, if you do not know what to do, ask the teacher
- Attend supported study sessions when available
- Check google classroom for up-dates and engage in posts and complete tasks on time
- Use resources posted on Google Classroom to help with revision

ADVANCED HIGHER ENGLISH

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Textual Analysis Practice	Monthly	2 hours	Text books issued Task sheets Booklet
Dissertation Project	Weekly	1-2 hours	Primary and Secondary resources Booklet issued
Creative Writing	Every 2 weeks	1-2 hours	All resources will be issued and/or placed on Google classroom
Literary Study	Weekly	1 hour	Text books All resources will be issued and/or placed on Google classroom

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Portfolio Section 1: Dissertation	A dissertation of between 2500-3500 words on literature of the pupils' choice – to be submitted in March	On-going throughout the course By March 2021	30%
Portfolio section 2: Writing	Two pieces of writing of a minimum of 1000 words	On-going throughout the course By March 2021	30%
Question Paper	One critical essay One textual analysis of an unseen text: drama, poetry, prose fiction and prose non-fiction	3 hours	40%

*On the day of the Examination, pupils must bring their own: **Pen (blue or black)**
There will be no access to texts during the external examination*

HINTS AND TIPS FOR STUDY AND REVISION

- Adhere to the calendar of submission dates provided
- Use list of quality websites, also available in google classroom, & advice from librarian, to support work in dissertation & discursive essay. <http://scholar.google.co.uk/> may also have useful material.
- Organise notes as go - folders / dividers / online
- Ask if unsure of anything
- Proofread work
- Practise planning & writing critical essays and Textual analysis papers using those provided by staff & those available at <http://www.sqa.org.uk>
- Re-read texts & revise using notes, materials available on Google Classroom etc.
- Revise by reading / writing out / illustrating / colour coding / mind mapping / speaking to yourself (aural learners) / placing key phrases on flash cards / post its / on walls etc (subliminal revision)
- Revise seriously for 20 – 40 min blocks. Have a break/ a treat
- Revise by yourself or with others – test each other electronically

ADVANCED HIGHER FRENCH

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Discursive essay Research for portfolio Independent reading of newspapers Scholar exercises Past papers	Weekly / ongoing See Google classroom for details	Varies, but at least 20 minutes before every lesson of vocabulary and grammar revision 2hrs per essay	Scholar (course content) Quizlet.com (revision) Languagesonline.org.uk 1jour1actu.com (news) TV5monde.com (news) Ilini.com (subtitled videos) Booklets issued in class

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	Reading and Translation	1hr 30mins	25%
Question Paper 2	Listening and Discursive Writing	1hr 20mins	35%
Performance-Talking	Conversation with external examiner	Feb/March 2021 Approx. 20 mins	25%
Portfolio	Analysis of media or literature. 1200-1500 words	Throughout the year To be completed by the end of March 2021	15%

On the day of the Examination, pupils must bring their own: Pen
Can use their own French-English dictionary, but need to hand this in for checking 48hrs before the exam

HINTS AND TIPS FOR STUDY AND REVISION

Reading: Buy your own dictionary and use it to practise reading from a variety of sources. Use past papers to practise reading and translation under timed conditions. Regularly revise your grammar to help you look up and understand more complex texts. Practise looking up idiomatic phrases.

Writing: Develop your writing over a period of time. Build in as much of the vocabulary covered in class as possible. Leave enough time to learn your draft texts before assessments.

Listening: Regularly revise key vocabulary from each context at home. Keep vocabulary lists for each and keep adding to this. You can use Quizlet.com to create study sets and virtual flashcards to help you revise these.

Speaking: Learn how to pronounce words correctly as you learn them. Keep asking your teacher for help if not sure. Quizlet.com and many online dictionaries now include sound icons to read words aloud. Use this to check the correct pronunciation of unfamiliar words. Speaking tests should be based on what you have covered in class and developed over a period of time.

ADVANCED HIGHER GEOGRAPHY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Timed and un-timed past paper questions Background reading for Geographical Study and Issue Independent fieldwork for Study Statistics calculations Completing presentation techniques	Weekly Reading over notes weekly Revision for end of unit assessments	An average of 4-6 hours including reading over notes	All lesson material is available on Google Classroom Librarian Bright Red course notes and revision guide FSC and RGS for fieldwork ideas Journal articles

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	1. Map Interpretation 2. Gathering and Processing Techniques 3. Geographical Data Handling	2hrs 30mins	33%
Project-folio	Section A: Geographical study - detailed research of a geographical nature which uses primary and/or secondary sources (3000 words) Section B: Geographical Issue - critical evaluation of a complex geographical issue (1800 words)	Deadlines set throughout the year. To be completed by April 2021	66%

*On the day of the Examination, pupils must bring their own: **Pens, pencils, rulers and coloured pencils***

HINTS AND TIPS FOR STUDY AND REVISION

- Read over notes each week
- Practise map interpretation questions and act upon feedback given
- Complete practice questions under timed conditions
- Make lists of generic possibilities for map interpretation questions
- Complete weekly background reading for the Issue and Study and keep up-to-date record of sources
- Incorporate appropriate fieldwork/statistical techniques into Study
- Learn applicability/appropriateness of human and physical data collection techniques, data handling and statistics
- Undertake weekly reading of contemporary geographical news articles
- Practice summarising and evaluating sources
- Use Google Meet recordings and material posted on Google Classroom to catch up on work missed/consolidate learning
- Meet all deadlines

ADVANCED HIGHER HISTORY

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Essays Source questions Completion of class notes Checking over notes Revision for timed essays and timed source questions Reading around topics being studied Research for dissertation	Homework essays every 2 weeks. Followed by a timed essay Source questions every fortnight Completion of class notes and checking over notes weekly	At least 4 hours per week	Content booklets, also found on Google classroom Instructions on essay writing and how to tackle source questions provided PowerPoints on Google Classroom SQA Website – Past Papers Copies of text book chapters

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Topic: USA: “A House Divided”, 1850-1865 Part A – Historical Issues Candidates will answer two essay questions from a choice of five. Part B- Historical Sources Candidates will respond to three source questions	3 hours	64%
Dissertation	Candidates research and write a 4000 word dissertation relating to their topic of study. This piece of work must be completed by April and submitted to the SQA for marking.	Deadlines set throughout the year. To be completed by April 2021	36%

On the day of the Examination, pupils must bring their own: Pens and (highlighters if required)

HINTS AND TIPS FOR STUDY AND REVISION

- Read over notes each week
- Highlight key words
- Keep a list of key individuals (who they were and what their attitudes were)
- Make a timeline showing the key dates
- Make detailed essay plans for each topic
- Make a list of historian’s views for each topic
- Redraft your essays / source questions based on feedback
- Highlight essays / source questions to show how marks were awarded
- Complete extra practice essays/questions (preferably under timed conditions)
- Meet all deadlines

ADVANCED HIGHER MATHEMATICS

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Copy notes and review after each lesson to check understanding and aid retention.	Ongoing	1 hour per week	Resources <ul style="list-style-type: none"> Advanced Higher Maths: Home HSN Course Summary SQA AH Past Papers Bright Red Study Guide CfE Advanced Higher Mathematics
Learning intention and success criteria booklet - revise facts and techniques and answer practice questions.	During/after each topic	Throughout the session	
Completion of questions from lesson to lesson as directed by the class teacher.	Ongoing	2-3 hours per week	
Summary booklet of facts and techniques – learn these.	Ongoing		
Homework Exercise to be completed and handed in or uploaded at the end of some topics.	Every 2-3 weeks	1 hour	
Estimate and Final Examination Preparation – Google Classroom	Ongoing	Appropriate to each learner.	

ADVANCED HIGHER EXAMINATION (Currently under review by SQA for Session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	NON Calculator Paper consisting of short response questions.	1 hour	30%
Question Paper 2	Calculator Paper consisting of extended response questions.	2hrs 30mins	70%

*On the day of the Examination, pupils must bring their own: **Pen, calculator***

HINTS and TIPS

- Complete your notes before or after each lesson.
- Read over the notes again to make sure you understand each skill and the worked examples. - ask if you are confused.
- Complete all home learning tasks to the best of your ability – practice helps to make the learning permanent.
- As you progress through the course use the LISC booklet to regularly review each topic and practice your skills.
- All resources and materials are posted on google classroom – check this regularly for updates.
- Complete assignments as instructed, and upload work as indicated by your teacher.

ADVANCED HIGHER MODERN STUDIES

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Essay questions Timed questions Source questions Finishing notes Revision tasks Readings Dissertation research, readings and drafts	Continuously ongoing	At least 4 hours per week	Revision booklets for each topic Past paper style question booklet PowerPoints from google classroom SQA past papers (available from SQA website) Regular watch and keep up to date with the news. Various readings made available via google classroom.

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	There are two 30 mark questions on crime. There are two 15 mark questions based on research methods and validity.	3 Hours	64%
Dissertation	Candidates research and write a 4000-4500 word dissertation relating to their topic of study. This piece of work must be completed by April and submitted to the SQA for marking.	Deadlines set throughout the year. To be completed by April 2021	36%

On the day of the Examination, pupils must bring their own: Pens, highlighters

HINTS AND TIPS FOR STUDY AND REVISION

- Read over notes each week
- Highlight key words
- Keep a list of key individual theorists
- Make detailed essay plans for each topic
- Redraft your essays / source questions based on feedback
- Highlight essays / source questions to show how marks were awarded
- Complete extra practice essays/questions (preferably under timed conditions)
- Watch the news for examples you can use in your answers
- Meet all deadlines

ADVANCED HIGHER MUSIC

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Listening - Revision of musical concepts covered during previous lesson in preparation for the starter activity the following week.	Weekly	30mins	http://mymusiconline.co.uk/ - password music17 http://jamesgillespies.co.uk/music-revision-materials/ http://jm-education.com/page17.html
Performing - Where possible, pupils to practise their instruments in preparation for performance exams.	Daily	30mins	https://www.bbc.com/bitesize/learn http://www.ataea.co.uk/ YouTube

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	A listening paper which tests music literacy, music style and concept knowledge.	1hr 15mins	35%
Performing or 'Composition' Portfolio	Performing - An 18 minute performance in front of a visiting SQA examiner demonstrating the skills on 2 instruments or instrument and voice. Portfolio - include a minimum of two contrasting pieces of music and will be presented in the form of an audio folio. This must include at least one original composition. It may also include elements of improvisation and/or arranging.	May 2021 18 minute performance 12minutes of music that is original to the learner	50%
Composing Assignment	Musical composition – Maximum length 4mins 30secs as well as a composition review which details the composing process and an analysis of a piece of their choice.	End of March 2021	15%

On the day of the Question Paper, pupils must bring their own: **Pen**

On the day of the Performance, pupils must bring their own: **sheet music, instruments**

HINTS AND TIPS FOR STUDY AND REVISION

- Get to grips with key terminology used in Music by using concept dictionary and websites e.g. NQ Music MyMusicOnline
- Practice performance programme on two selected instruments
- Communicate with class teacher – this is important for individual feedback about your progress. Don't let work pile up and become unmanageable, if you do not know what to do, ask the teacher
- Attend supported study sessions when available
- Check google classroom for up-dates, engage in posts and complete tasks on time
- Use resources posted on Google Classroom to help with revision.on their concept knowledge using class notes and online resource

ADVANCED HIGHER PHYSICS

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Knowledge and understanding past paper questions Problem solving past paper questions Data handling past paper questions Active Revision Project research and practical work is a substantial quantity of the homework in addition to this.	Minimum of 4 per unit with possible additional tasks Pupils will be expected to spend time reviewing notes on a weekly basis.	30 – 45 minutes per activity	SQA Questions and answers SQA understanding Standards Google classroom Scholar Virtual Physics on school network

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper	Section 1 : Multiple choice Section 2 : Extended answers	3 HOURS	75%
Assignment	Report based on individual research and at least 10-15 hours practical work on a chosen topic.	Write-up in class and at home <i>Due March/April</i>	25%

On the day of the Examination, pupils must bring their own: Pen, pencil, eraser, ruler, scientific calculator

HINTS AND TIPS FOR STUDY AND REVISION

Start looking at, and attempting SQA Past Papers questions early in the course. Continue to work through these throughout the year.

As you progress through the course time yourself doing these questions, this will allow yourself to see if you will be able to complete a whole exam paper in the allocated time. Use the SQA marking instructions to check your answers. Pay attention to the “additional guidance” column as this may let you know about common unaccepted answers. After looking at the detailed marking instructions if you are still unsure about the answer please speak to your teacher about the question, noting down the year and question number.

ADVANCED HIGHER SPANISH

HOME LEARNING

HOME LEARNING TASKS	FREQUENCY	TIME ALLOCATION	RECOMMENDED RESOURCES AND WEBSITES
Learning of vocabulary and grammar revision	After each lesson	40 minutes approximately	Language booklets Grammar booklets Scholar (course content)
Written or reading task (Research for portfolio, Independent reading of newspapers)	weekly	2 -3 hours approximately	Set by teacher from language booklets & feedback given [Rtve.es (news, videos) Videoele.com (videos) Spanish newspapers (e.g. El mundo, el país)]
Prepare and practise for: Discursive writing Speaking (conversation topics)	weekly	minimum 40 minutes per week	Discursive Writing booklets Homework jotter Language booklets

ADVANCED HIGHER EXAMINATION (currently under review by SQA for session 2020-21)

	Brief Description	Details	Percentage
Question Paper 1	Reading and Translation	1hr 30mins	25%
Question Paper 2	Listening and Discursive Writing	1hr 20mins	35%
Performance-Talking	Conversation with external examiner	Approx. 20 mins	25%
Portfolio	Analysis of media or literature. 1200-1500 words throughout the year	<i>To be completed by the end of March 2021</i>	15%

On the day of the Examination, pupils must bring their own: Pen

Can use their own Spanish-English dictionary, but need to hand this in for checking 48hrs before the exam

INTS AND TIPS FOR STUDY AND REVISION

Reading: Buy your own dictionary and use it to practise reading from a variety of sources. Use past papers to practise reading and translation under timed conditions. Regularly revise your grammar to help you look up and understand more complex texts. Practise looking up idiomatic phrases.

Writing: Develop your writing over a period of time. Build in as much of the vocabulary covered in class as possible. Leave enough time to learn your draft texts before assessments.

Listening: Regularly revise key vocabulary from each context. Keep vocabulary lists for each and keep adding to this. You can use Quizlet.com to create study sets and virtual flashcards to help you revise these.

Speaking: Learn how to pronounce words correctly as you learn them. Keep asking your teacher for help if not sure. Quizlet.com and many online dictionaries now include sound icons to read words aloud. Use this to check the correct pronunciation of unfamiliar words. Speaking tests should be based on what you have covered in class and developed over a period of time.