



STUDY SKILLS EVENING
PLEASE PROCEED THROUGH TO
THE STREET





STUDY SKILLS

WEDNESDAY 28 OCTOBER 2026





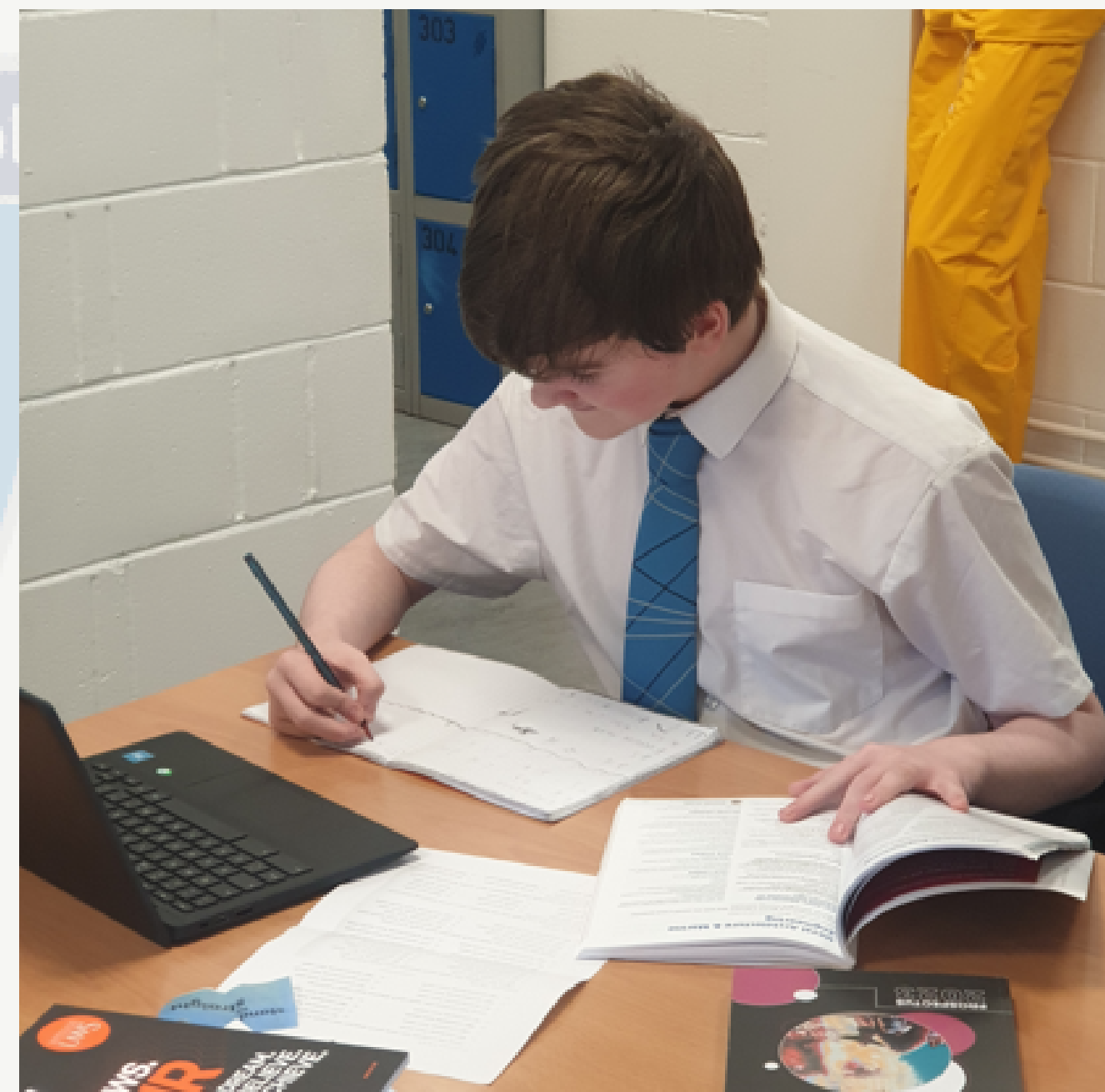
Why are Study Skills Important?

- Improved Performance
 - Active/Deeper Learning
- Efficient Time Management
- Reduced Stress
- Increased Confidence
- Lifelong Applicability



Tonight's Session

- Planning
- Helpful Theory
- Practical Techniques
 - Note-taking
 - Flashcards & Gamification
 - Achieve
 - AI
 - Past Papers
- Wellbeing
- What Next?





Planning

Planning

- Think about your space
 - Distractions...?
- Maintain the balance
 - Leisure Activities
 - Sleep
 - Relax



Planning

- Prepare to succeed!
 - Be detailed
 - what? Target tactically!
 - when?
 - how?
 - who?
 - Quality v quantity
- Motivation and Accountability
 - visibility
 - link to rewards

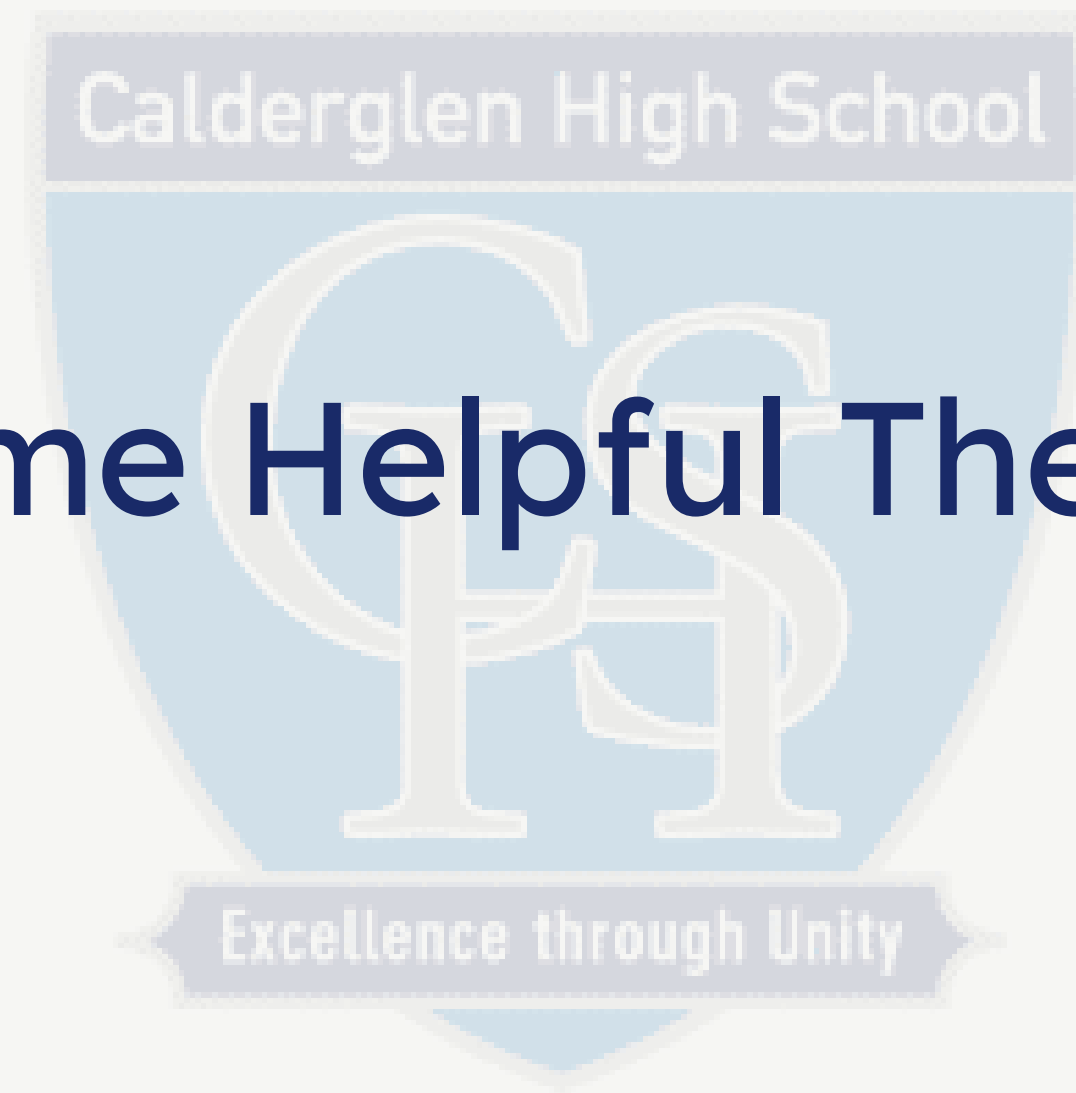


WEEKLY STUDY PLANNER

WEEK BEGINNING: NOVEMBER 2ND

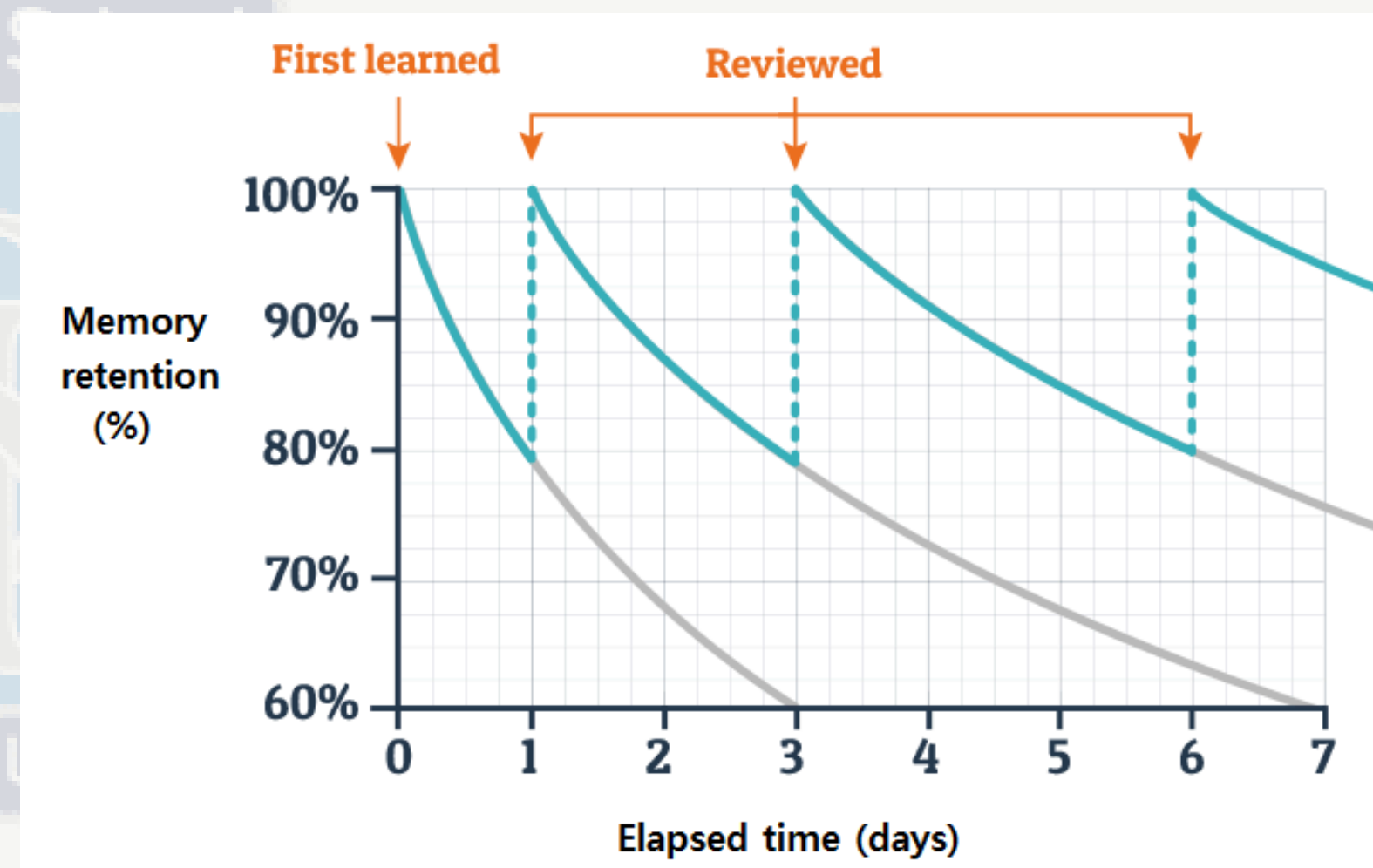
DAY	AFTER SCHOOL	6PM - 7PM	7PM - 8PM	8PM - 9PM	9PM - 10PM
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Some Helpful Theory



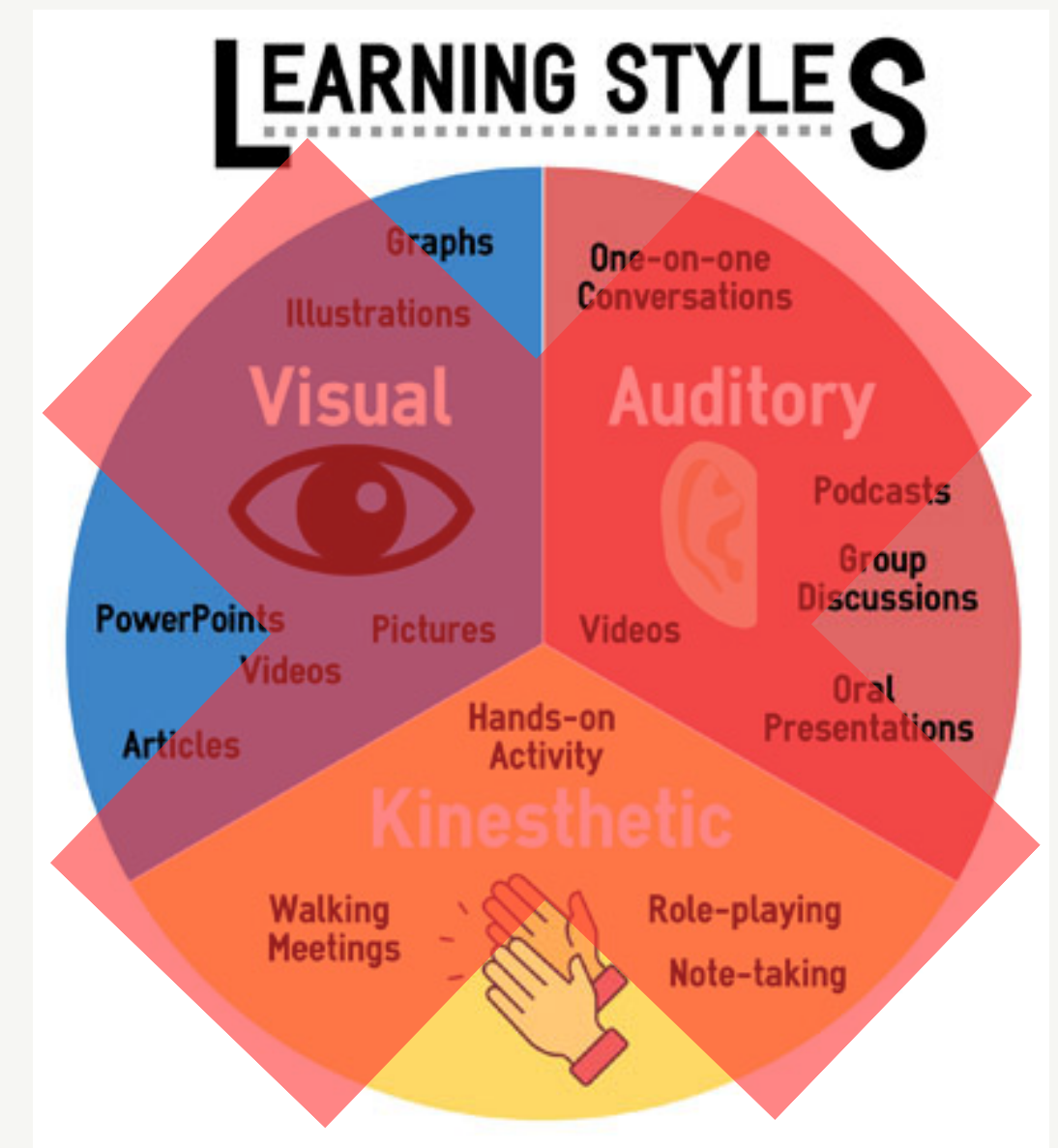
Useful Theory - Retrieval Practice

- More effective studying using less time
 - Add in longer time intervals between studying
 - Space out your studying to allow neural connections to solidify
- Forgetting Curve
 - One of the most important part of studying is 'forgetting'
 - More difficulty you have in retrieving information the more impactful your studying will be
- Use in conjunction with other study skills



Useless Theory - Learning Styles

- No evidence to support
 - Brain not modular
 - Not consistent attributes
- Prioritise cognitive engagement

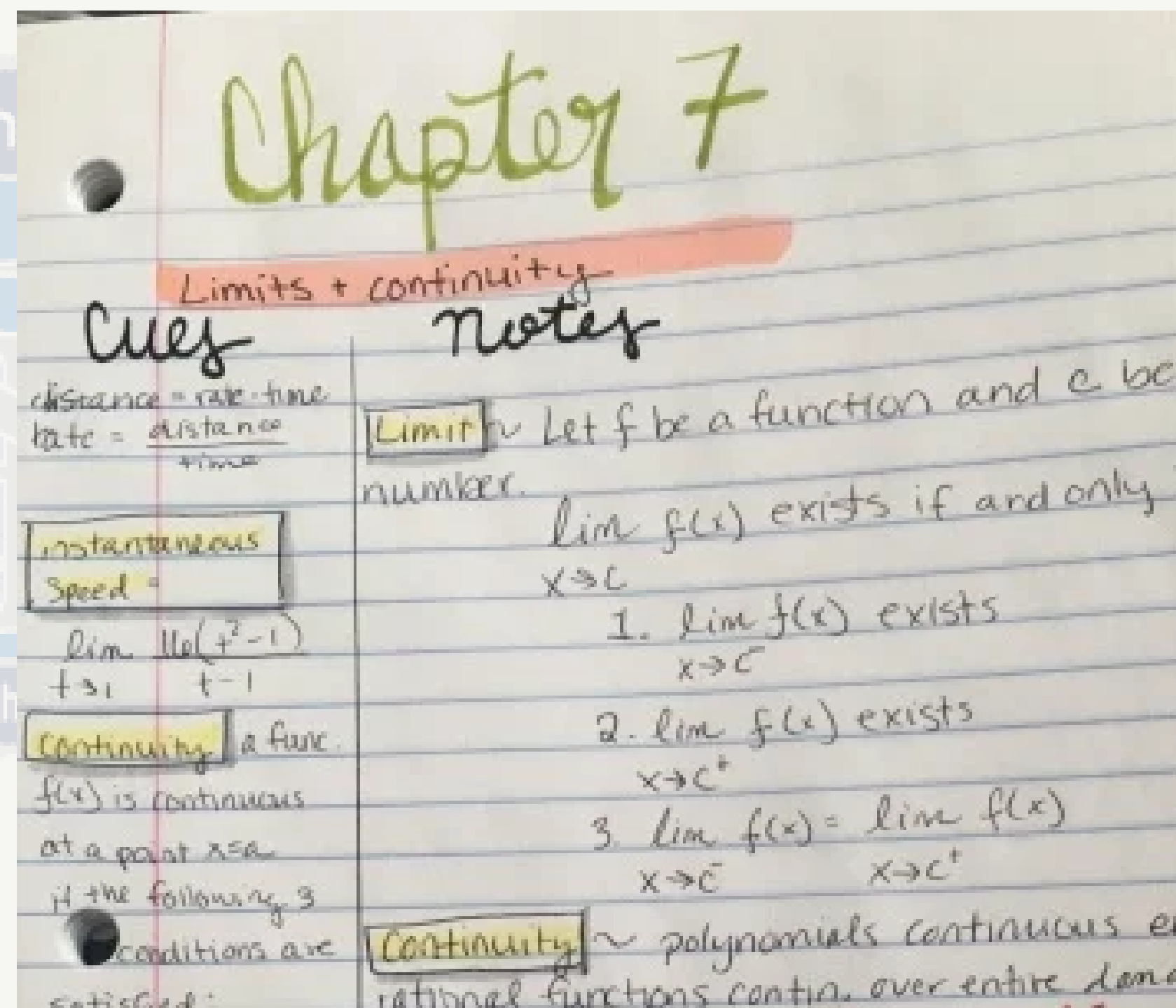


Practical Approaches - Note-taking



Approach to Note Taking - Quality v Quantity

- Actively Summarise
- Condense and Use Key Words
 - Simplify Key Ideas
 - See content in one place
 - Connect between units & key ideas - pattern



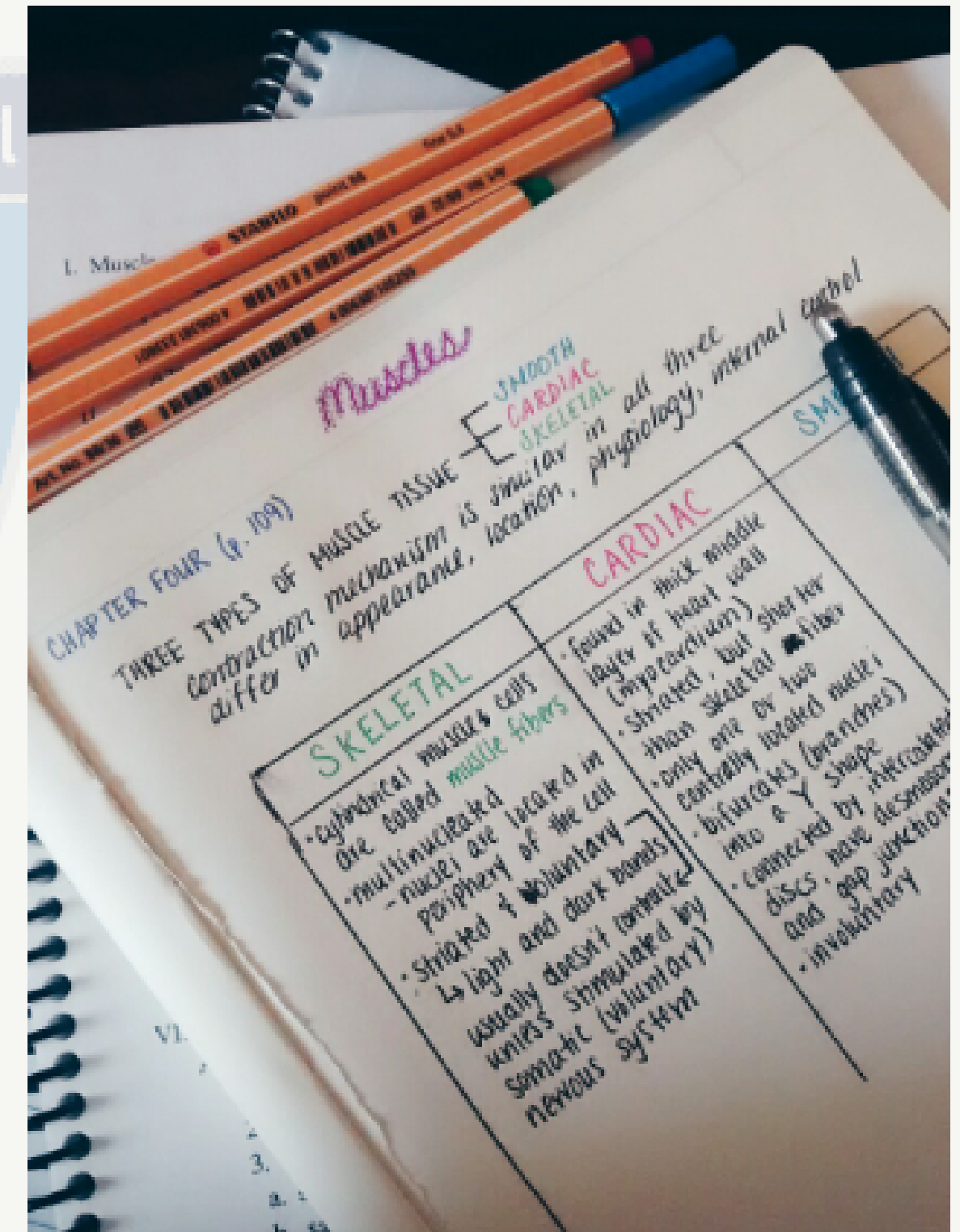
Approach to Note Taking - Quality v Quantity



High School



ough Unity

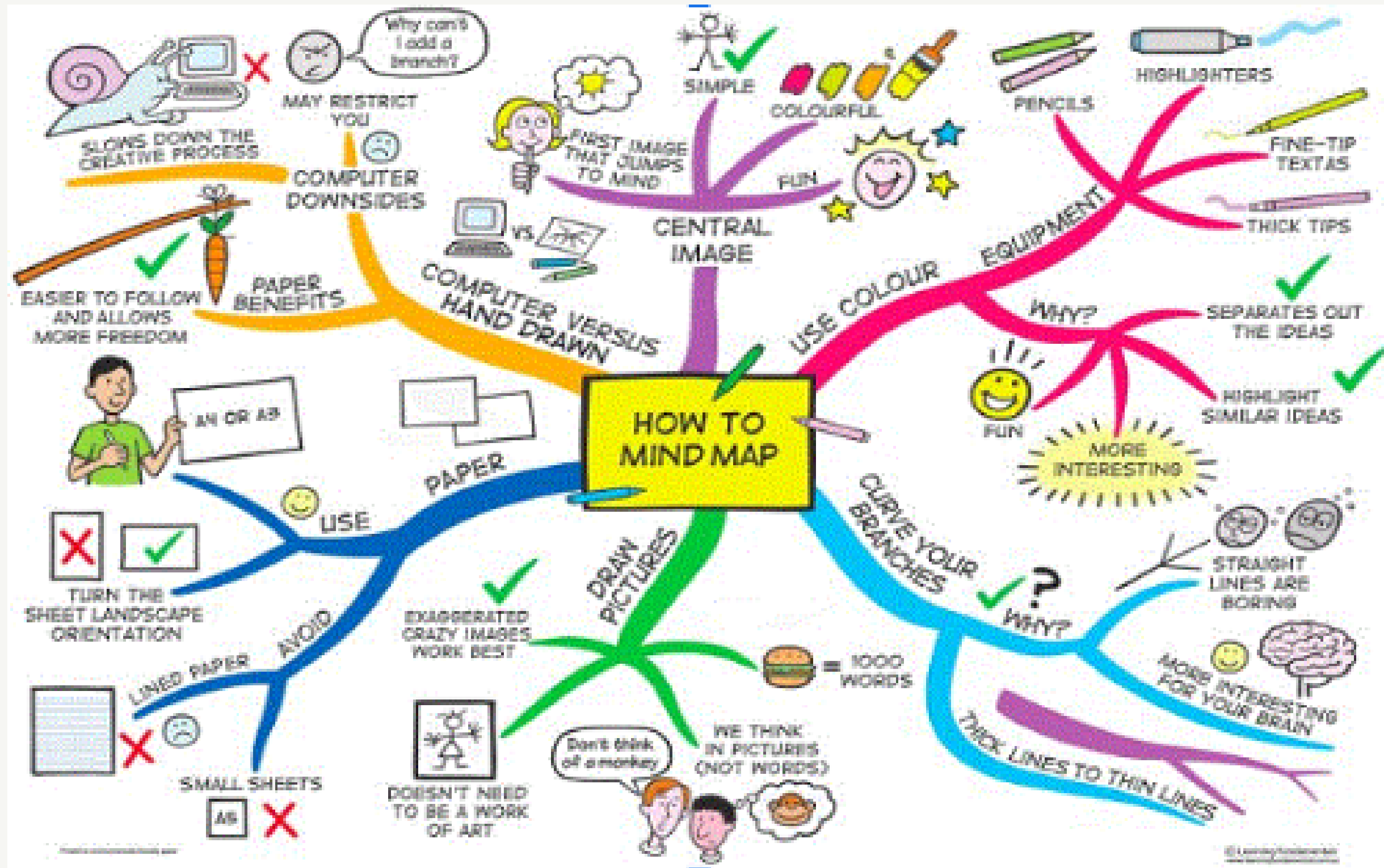


Approach to Note Taking - Quality v Quantity

- Mind-mapping
 - Organisation
 - Understanding
 - Retention
- Dual coding

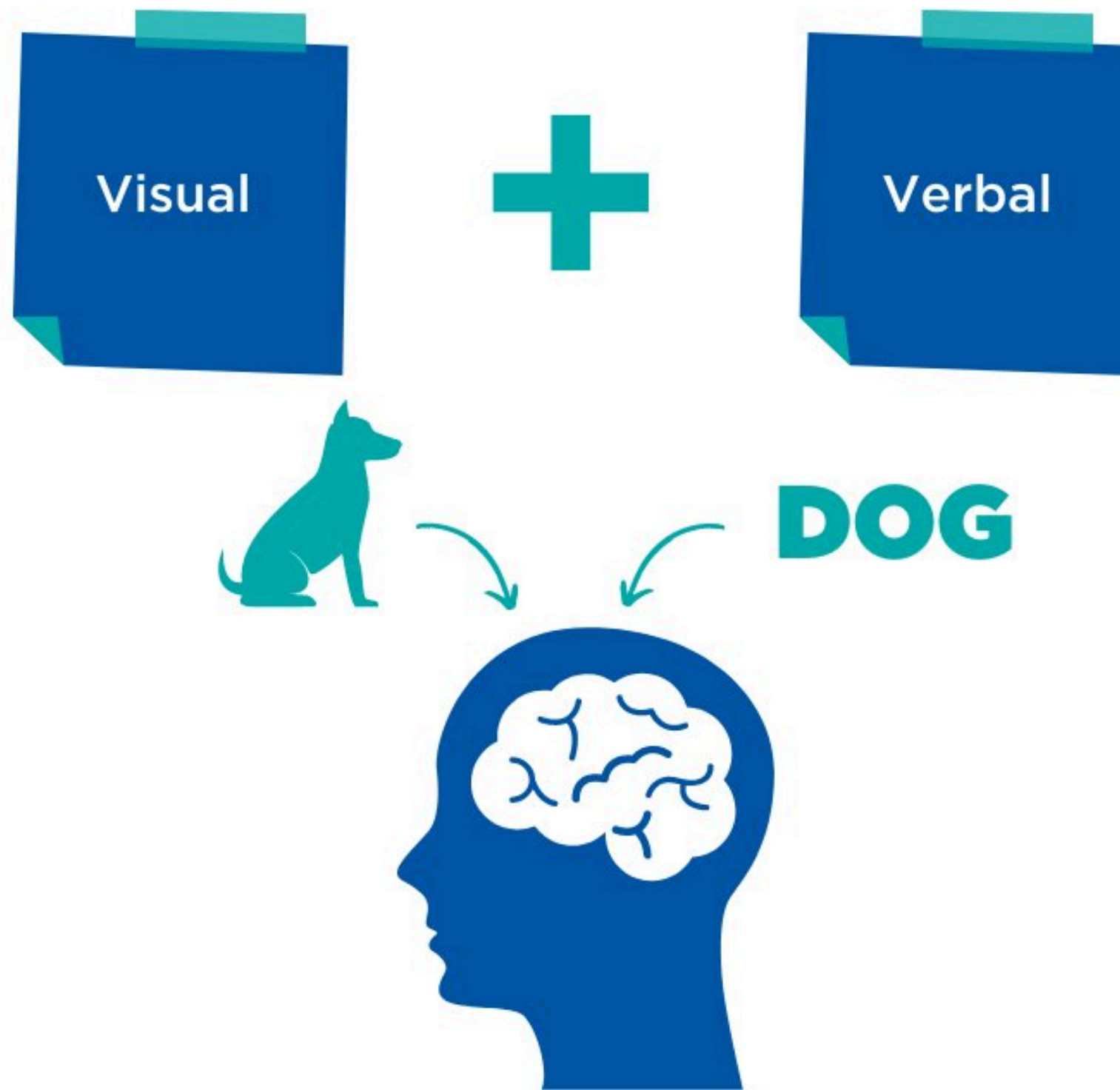


Approach to Note Taking - Quality v Quantity



The Dual Coding Theory

A teaching and learning strategy



CONCEPT

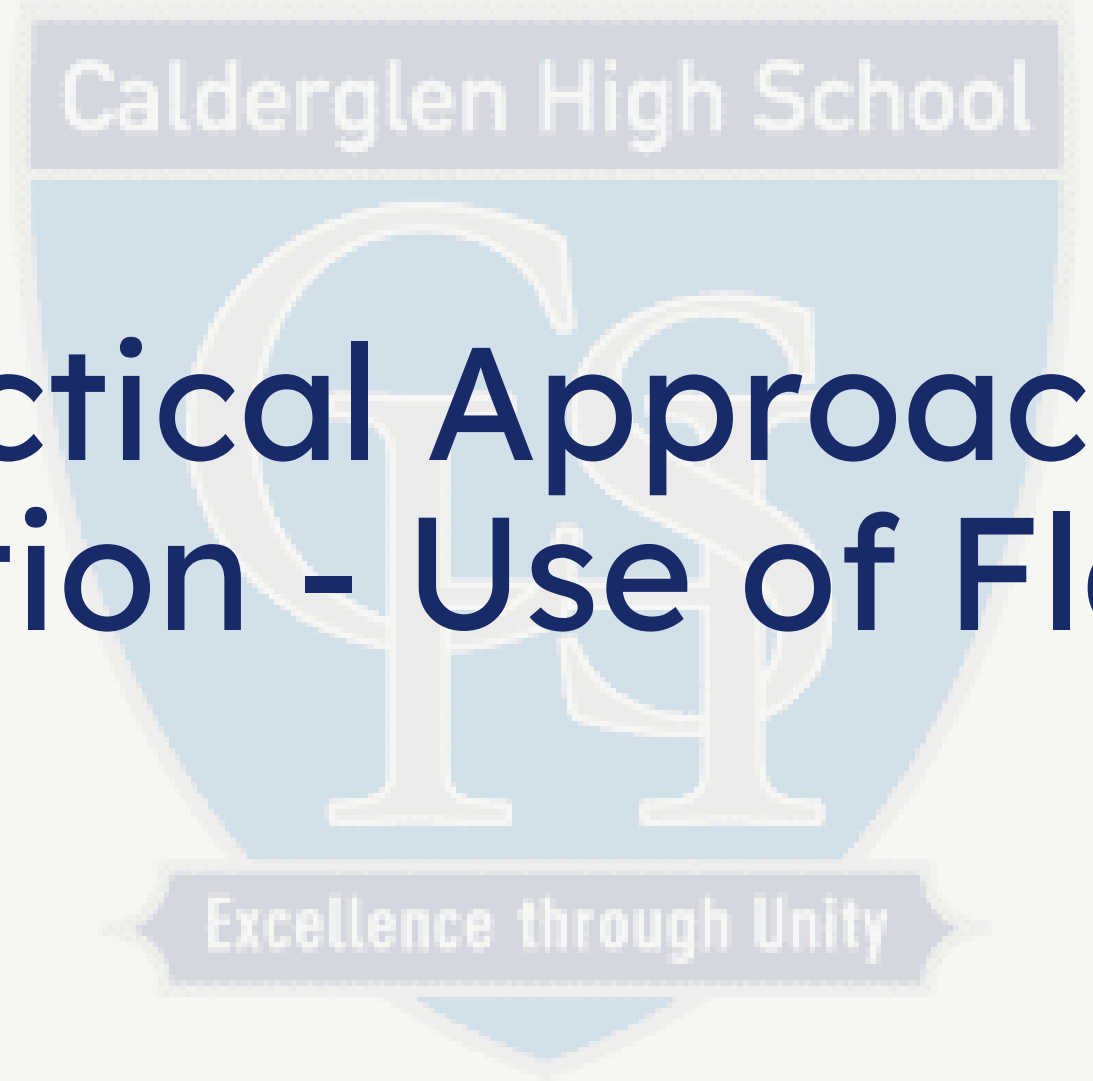
The process of combining verbal materials with visual materials as an effective way to learn.

PURPOSE

Dual Coding helps to blend information in our working memory and effectively encode it into long term memory.



www.readcloud.com

The crest of Calderglen High School is a shield-shaped emblem. At the top, a grey banner contains the text "Calderglen High School" in white. The center of the shield is light blue and features a large, stylized white monogram "CHS". At the bottom, a grey banner contains the text "Excellence through Unity" in white.

Practical Approaches Gamification - Use of Flash Cards

Flash Cards - Active Recall

- Two-step revision process - make your own flashcards
 - Add pictures - dual-coding
 - 1 card - 1 focus
 - Break down complex ideas
 - Be creative
 - Separate the signal from the noise
- How to use your flash cards
 - Say your answers out loud
 - Study cards both directions
 - Target areas
 - 'Gamify' - involve parents

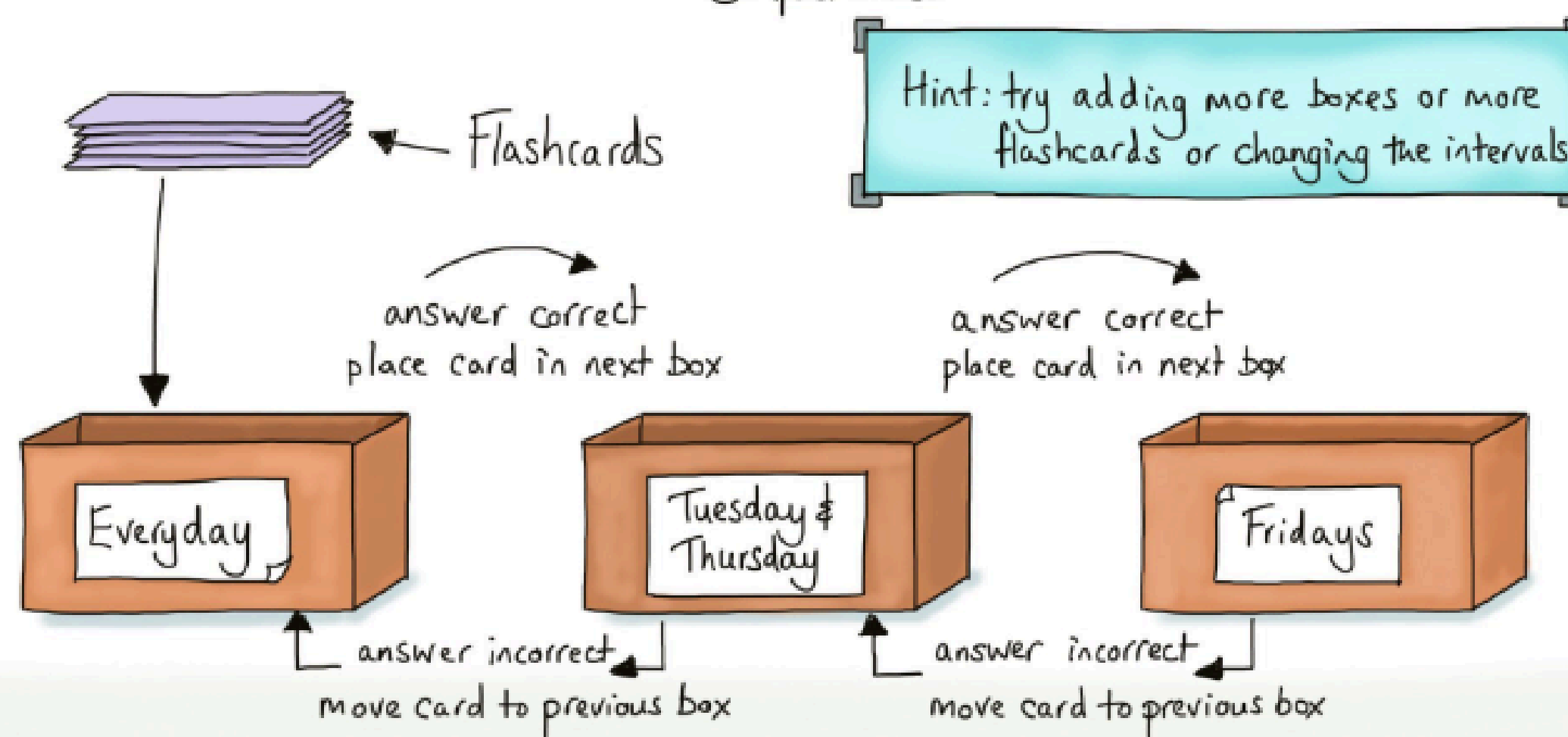


Flash Cards - Retrieval Practice

Copyright © 2018

LEITNER Flash card method

@ImpactWales



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

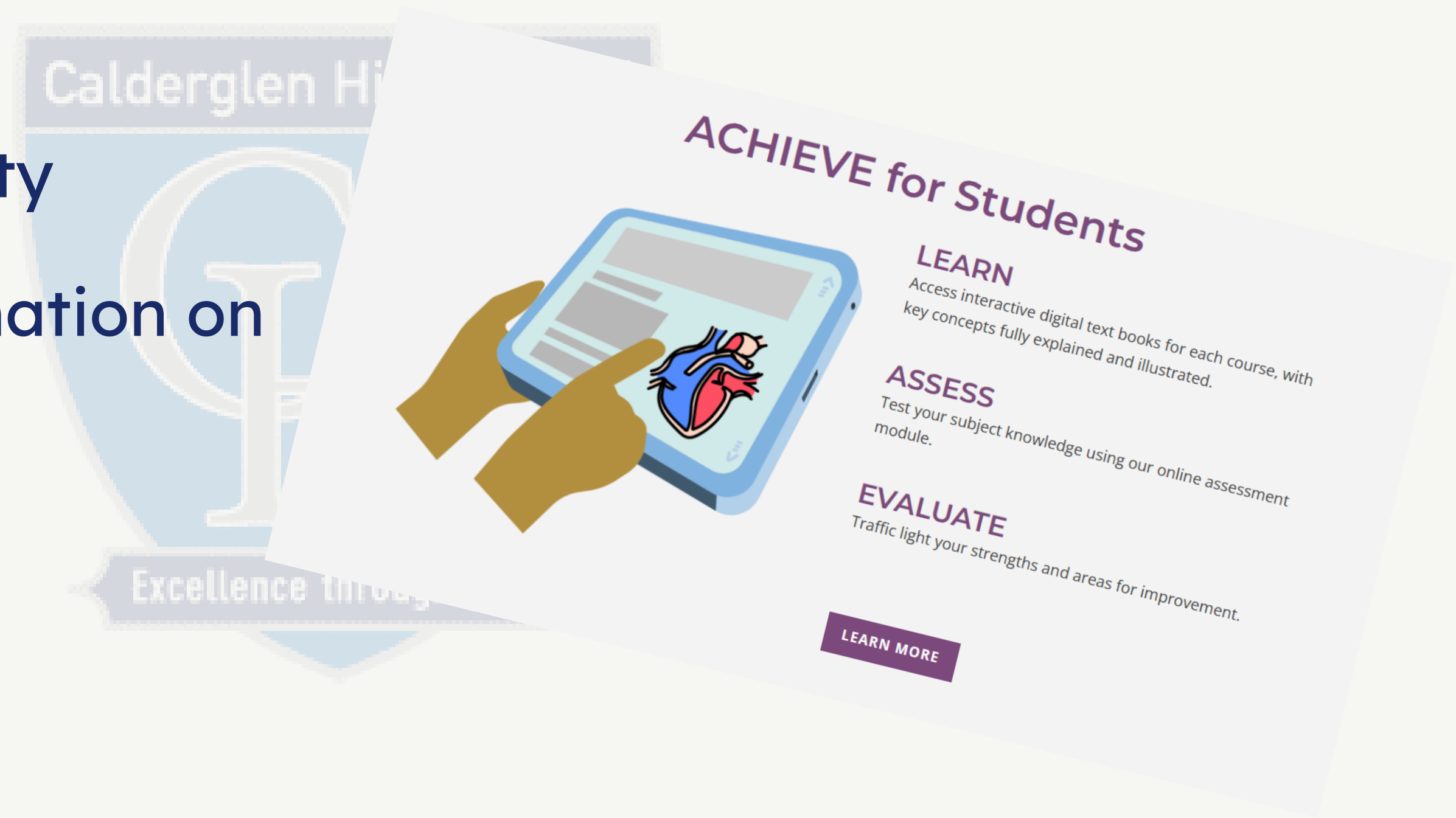
Practical Approaches Use of Achieve

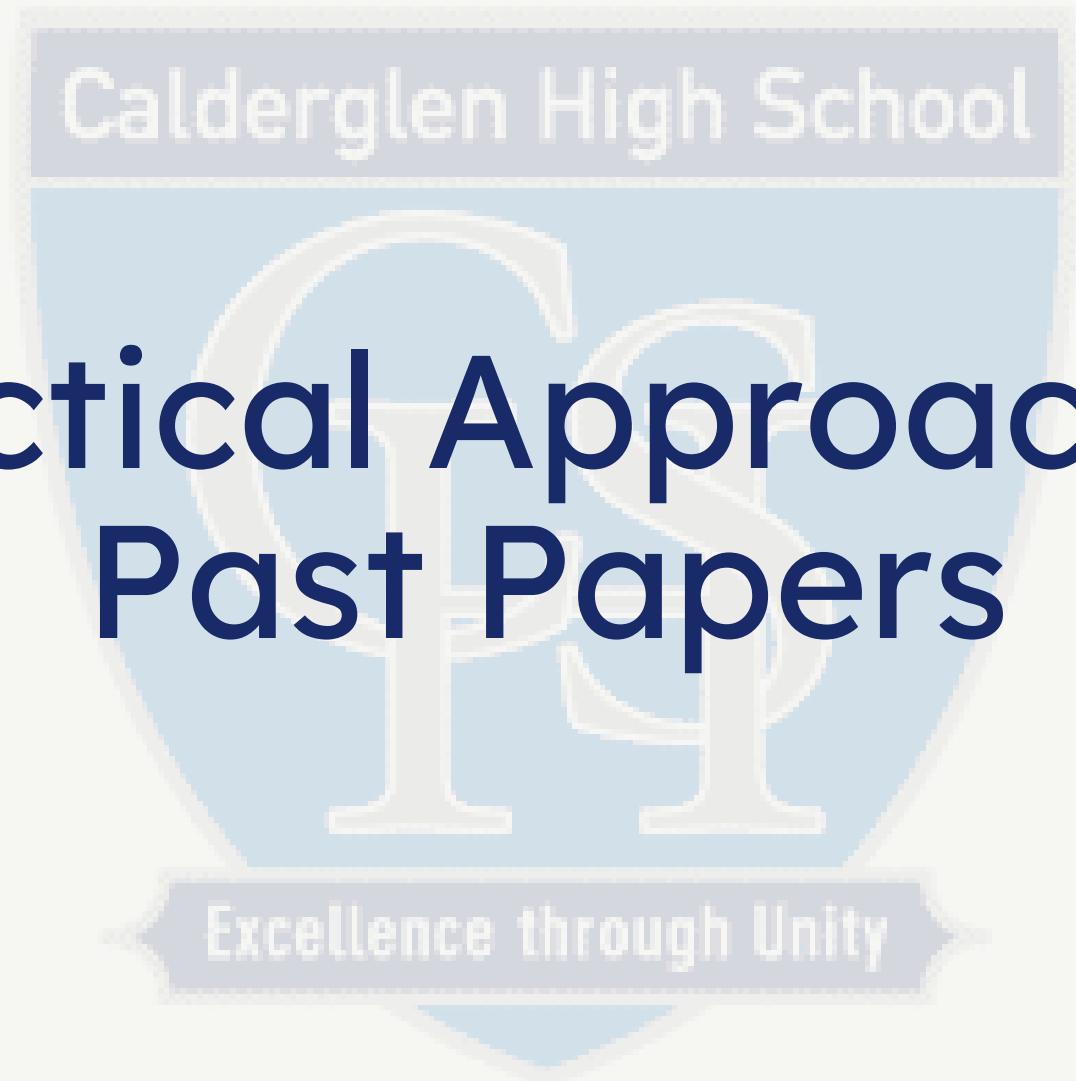




Achieve - Targeted Revision, Instant Feedback

- Increase familiarity
- Reduce Stress
- Get quality information on how to improve



The crest of Calderglen High School is a shield-shaped emblem. At the top, a grey banner contains the text "Calderglen High School" in white. The center of the shield is light blue and features a large, stylized white monogram "CHS". At the bottom, a grey banner contains the text "Excellence through Unity" in white.

Practical Approaches Past Papers



Approach to Past Papers - Create a Process

- Completing a Past Paper
- Reflecting on your Past Paper
- Plan your next steps

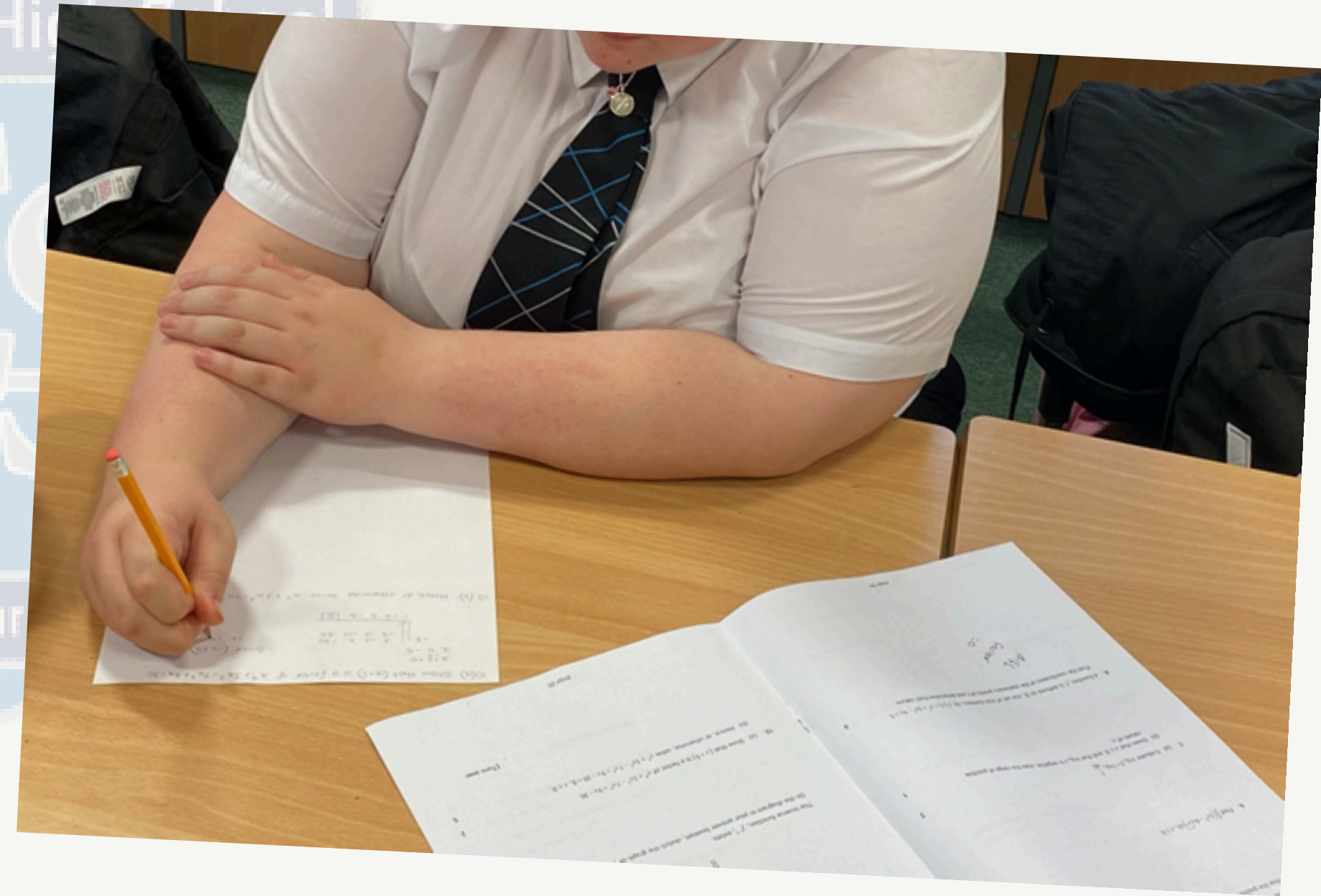
The image shows a sample of a National Qualifications 2019 N5 Mathematics Paper 1 (Non-calculator) exam form. The form is tilted and features the following elements:

- Header:** "Calderglen High School" and "Excellence through Unity" (partially visible).
- Large Text:** "N5" in a large, bold font.
- Text:** "National Qualifications 2019".
- Code:** "X847/75/01".
- Timing:** "FRIDAY, 3 MAY" and "9:00 AM – 10:15 AM".
- Subject:** "Mathematics Paper 1 (Non-calculator)".
- Barcode:** A barcode with the number "X 8 4 7 7 5 0 1" below it.
- Form Fields:** Several empty boxes for "FOR OFFICIAL USE", "Mark", "Full name of centre", and "Town".
- Instructions:** "Fill in these boxes and read what is printed below."



Completing a Past Paper - Replicate Conditions

- Increase familiarity
- Reduce Stress
- Get quality information on how to improve





Reflecting on a Past Paper

- Marking
- Reviewing - MARCKD
 - Maths Error
 - Application
 - Reading the Question
 - Communication
 - Knowledge
 - Depth
- Course Reports

The screenshot shows the SQA (Scottish Qualifications Authority) website. The top navigation bar includes links for 'Qualifications', 'Services', 'Past Papers', 'About SQA', and 'Contact us'. A search bar is located on the right. The main content area is titled 'National 5 Mathematics'. On the left, there is a sidebar with a 'Select subject' dropdown menu and a list of links under 'National Qualifications', including 'NQ home', 'Find your subject', 'Baccalaureates', 'Learner support 22-23', 'Teaching support', 'Skills for Work', and 'About National Qualifications'. The main content area features a table with tabs for 'Mathematics', 'National 4', 'National 5' (which is selected), 'Higher', and 'Adv Higher'. Below the tabs, there are four expandable sections: 'Subject updates', 'Course modifications 2022-23 (18/08/22)', 'Course Specification', and 'When are the exams?', each with a plus sign icon to its right.

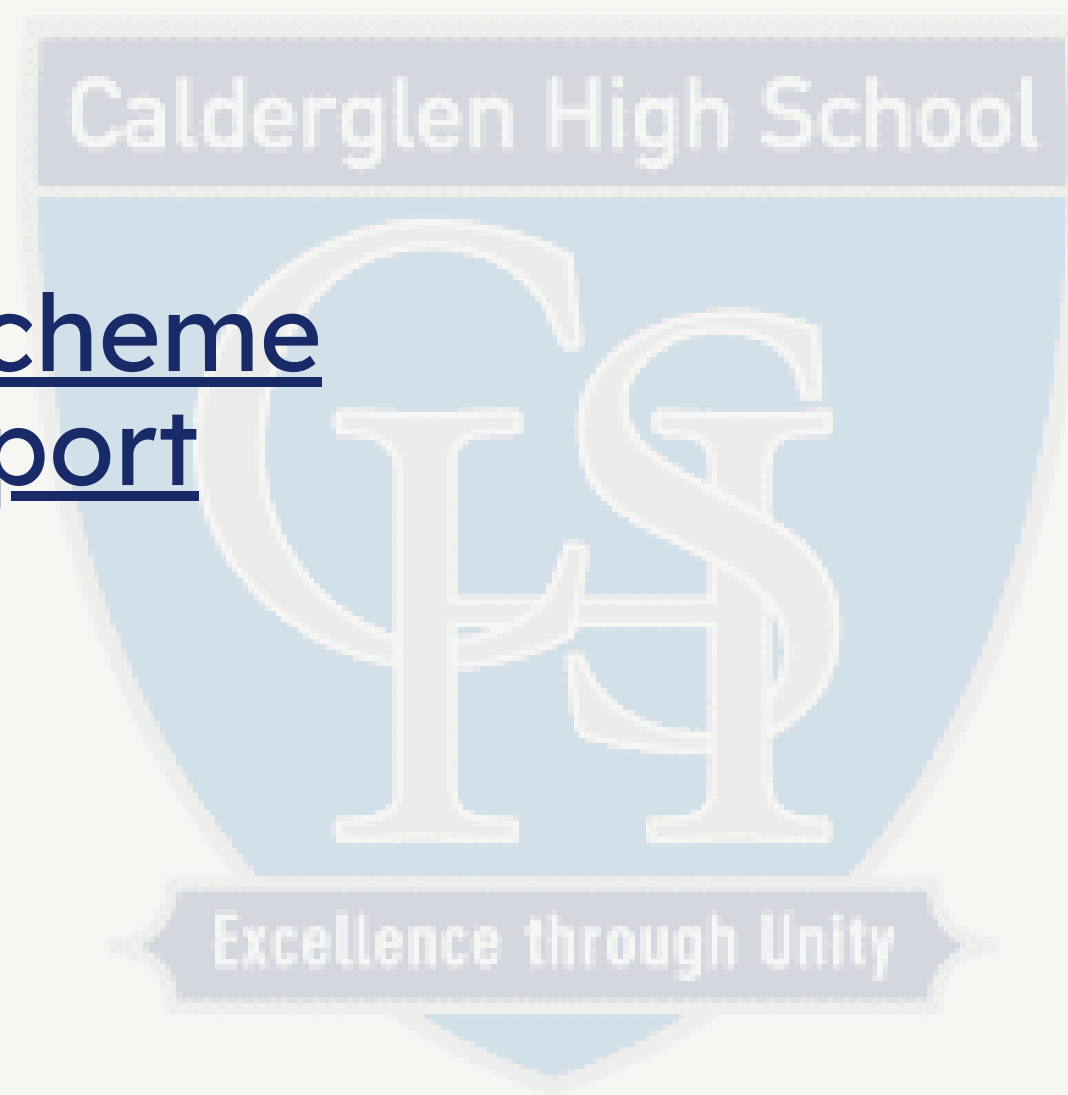


Reflecting on a Past Paper

2023 Nat 5 Paper 1

2023 Nat 5 Marking Scheme

2023 Nat 5 Course Report





Reflecting on a Past Paper

12. Simplify $\frac{2ab+6a}{b^2-9}$.

3



Reflecting on a Past Paper

Question			Generic scheme	Illustrative scheme	Max mark
12.			<ul style="list-style-type: none"> •¹ factorise numerator •² factorise denominator •³ express fraction in simplest form 	<ul style="list-style-type: none"> •¹ $2a(b+3)$ •² $(b+3)(b-3)$ •³ $\frac{2a}{b-3}$ 	3

Notes:

1. Correct answer without working award 0/3

2. For the award of •³, only accept simplification consistent with candidate's factorising in •¹ and •²

eg (a) $\frac{2a(b-3)}{(b-3)^2} = \frac{2a}{(b-3)}$

award 1/3 xx✓1

(b) $\frac{2a(b+3)}{b^2-9} = \frac{2a(b+3)(b-3)}{(b-3)^2} = \frac{2a(b+3)}{(b-3)}$

award 1/3 ✓xx

3. For subsequent incorrect working, the final mark is not available

Commonly Observed Responses:

Reflecting on a Past Paper

Question 12 Simplifying an algebraic fraction

This question was challenging for many candidates, but some achieved full marks. Many did not recognise the common factor or difference of two squares, and did not attempt to factorise first, but incorrectly cancelled out individual terms in the numerator and denominator. For example, the following were common responses:

$$\frac{2ab + 6a}{b^2 - 9} = \frac{2a + 6a}{b - 9} = \frac{8a}{b - 9} \text{ and } \frac{2ab + 6^2 a}{b^2 - 9^3} = \frac{2a + 2a}{b - 3} = \frac{4a}{b - 3}$$



Reflecting on a Past Paper

23. Explain the reasons why some people became conscientious objectors.

6



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. some people objected to the war on moral grounds, for example, belief in the idea that killing was wrong 2. some people belonged to religious groups who were pacifists, for example, the Quakers 3. some soldiers became conscientious objectors after their experience of the fighting 4. some thought it was wrong to fight because Scotland and the UK was not being directly threatened 5. some people believed that peace should be achieved by negotiation not fighting 6. some people had political ideas which meant they believed the war was a rich man's fight, for example, socialism 7. some people had political ideas which meant they could not accept the government control over peoples' lives, for example, Liberals 8. some people belonged to political parties who were opposed to the war, for example, the ILP 9. some people were conscientious objectors because they could not accept the increasing power of the state, for example, John Maclean 10. any other valid reason.

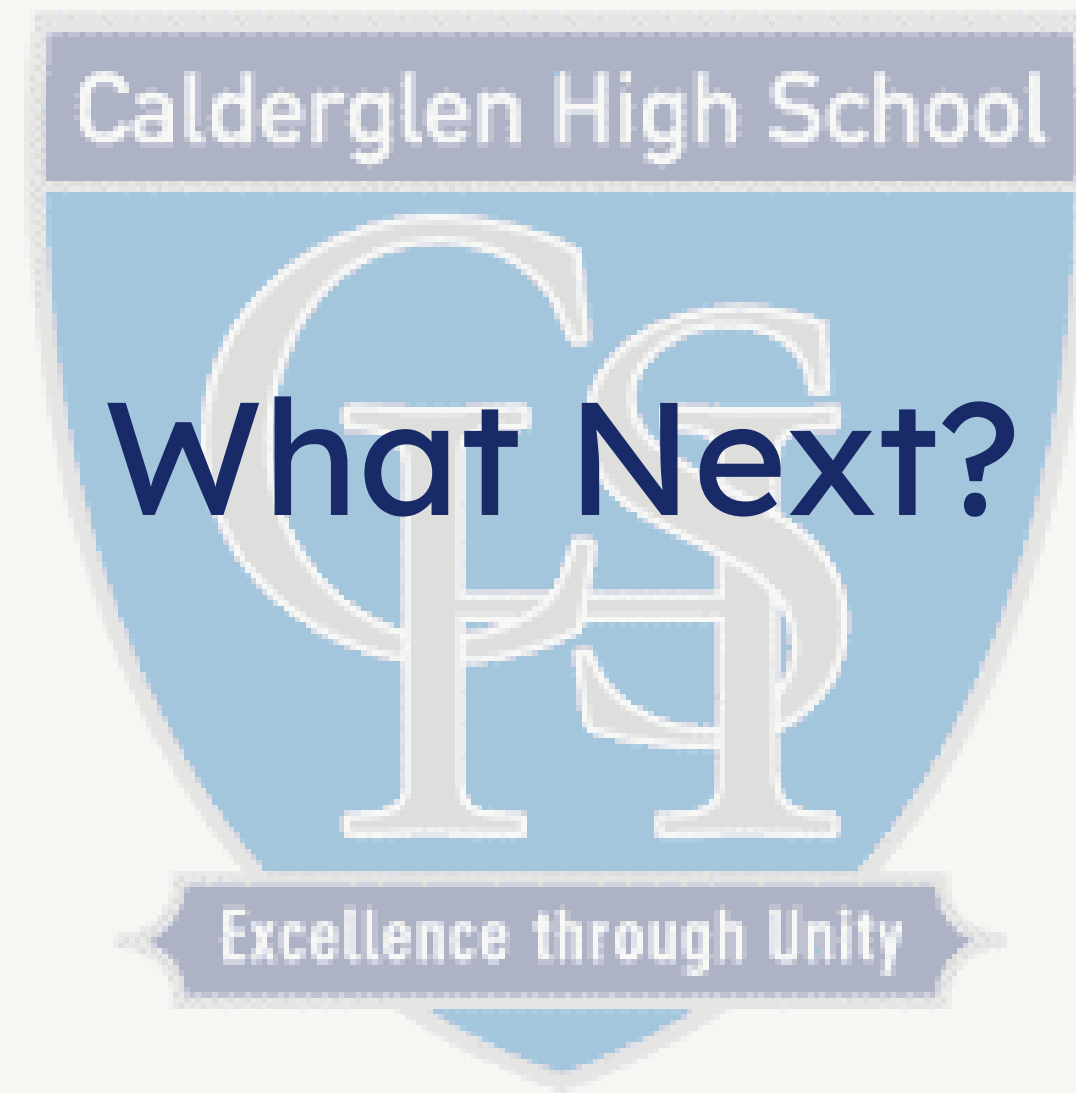
For the 'Explain' question, a few candidates were not awarded marks because they made statements rather than explanations. A few candidates did not access the full range of marks because of the limited number of reasons they provided in their answer or the limited nature of their specific historical knowledge. In question 23, a few candidates were uncertain about the reasons why some people became conscientious objectors in Scotland.



Plan your Next Steps

- Areas to target
- Knowledge to strengthen
- Be relentless
- Ask, ask, ask! But be specific...
 - AI - a note of caution





What Next?

Support from the School

CALDERGLEN HIGH SCHOOL STUDY SUPPORT TIMETABLE - WINTER TERM			
MONDAY	MONDAY CONTINUED	TUESDAY	THURSDAY
Media Ms Sinclair B111 Lunch Drop In	Engineering Science Mrs Martin E003 15:00	Admin & IT Mr Strachan C101 15:50	French Mr Hobbs C106 4pm
English Mr Swan B104 12:45-13:15	Art Mrs Gallacher and Ms Linning E201 15:00	WEDNESDAY D of E Mr Bleach PE Social 15:30	Chemistry Mrs Casey C004 4pm
Physics Mr Edgar C002 15:00	Electronics Mrs Clarke E004 4:00pm	Business Mr Mills E107 12:30	Drama Miss Richardson D001 15:50
Gaidhlig Ms MacDonald C105 15:35	Design & Graphics Mrs Clark & Miss Reid E005 15:00	Business Mr Strachan C101 15:00	EVERY DAY Music Mr Paterson D009 Drop in at lunch or after school
Biology Ms Aitchison/ Miss Ross/Miss Muir 15:00	Woodwork Mrs Clarke E001 15:00	RMPS Mrs Williams C208 Drop in at lunch	
Maths Mr McDougall CLG06 3pm	Drama Miss Richardson D001 12:45-13:15	Maths Mrs Findlay CLG03 3pm	
Electronics Mr Bell E004 3pm	Chemistry Mr Docherty C005 15:00	Art & Design Mr Galloway E202 3pm	
Computing Mrs Black C102 3pm			



N5 NATIONAL 5 LEVEL

H HIGHER LEVEL

PRELIM PREP ON A PAGE
NATIONAL 5 BIOLOGY

SIX
effective ways
to study for
Biology

- Create a Study Timetable**
Making a study timetable that includes *short daily* sessions rather than cramming will better prepare you for your prelims. See google classroom for a template and video to help.

Use the *Pomodoro Technique* (25 minutes studying, 5-minute break) to help maintain focus.
- Identify the Key Areas to Target**
It will not be possible for you to recap every part of the course before the prelim.

Use the *Prelim check list* to identify which *specific Key Areas* you want to focus your studies on.
- Use Achieve**
Once you have identified the Key Areas you want to revise, use Achieve.

Use the interactive links and tests to revise specific themes of work.
- SQA Past Papers**
SQA past papers are invaluable for getting used to the types of questions asked.

Complete the questions (using your notes of you need to) and review the marking scheme to see what examiners look for.

Use Achieve to revise specific topics, or use JabSTEM to revise full papers.
- Create Flashcards for Key Terms**
Biology is vocabulary-heavy, so make flashcards for terms and concepts. Quizlet has pre-made sets, or you can create your own on paper or a digital app.
- Diagrams & Drawings**
Biology involves processes and structures, so drawing them out can reinforce understanding.

N5 PRELIM CHECKLIST

Unit 1: Cell Biology	Unit 2: Life on Earth
1.1 Cell Structure	5.1 Ecosystems
1.2 Transport Across Membranes	5.2 Distribution of Organisms
1.3 DNA and Protein Production	5.3 Photosynthesis
1.4 Proteins	5.4 Energy in Ecosystems
1.5 Genetic Engineering	5.5 Food Production
1.6 Respiration	5.6 Evolution of Species

REVISION SITES

Achieve: achieve.hashtag-learning.co.uk/
BBC Bitesize: bbc.co.uk/bitesize/subjects/zyn687h
SQA Biology: sqa.org.uk/sqa/47427.html
JAB STEM: jabchem.org.uk/biology/national5
Mr Murray Bio: mrmurraybio.org/

IMPORTANT INFO

Biology Supported Study

N5
Monday 3PM
8:00/8:04/8:06

HIGHER
Monday 3PM
8:03/8:04/8:07

Biology FREE Timetable

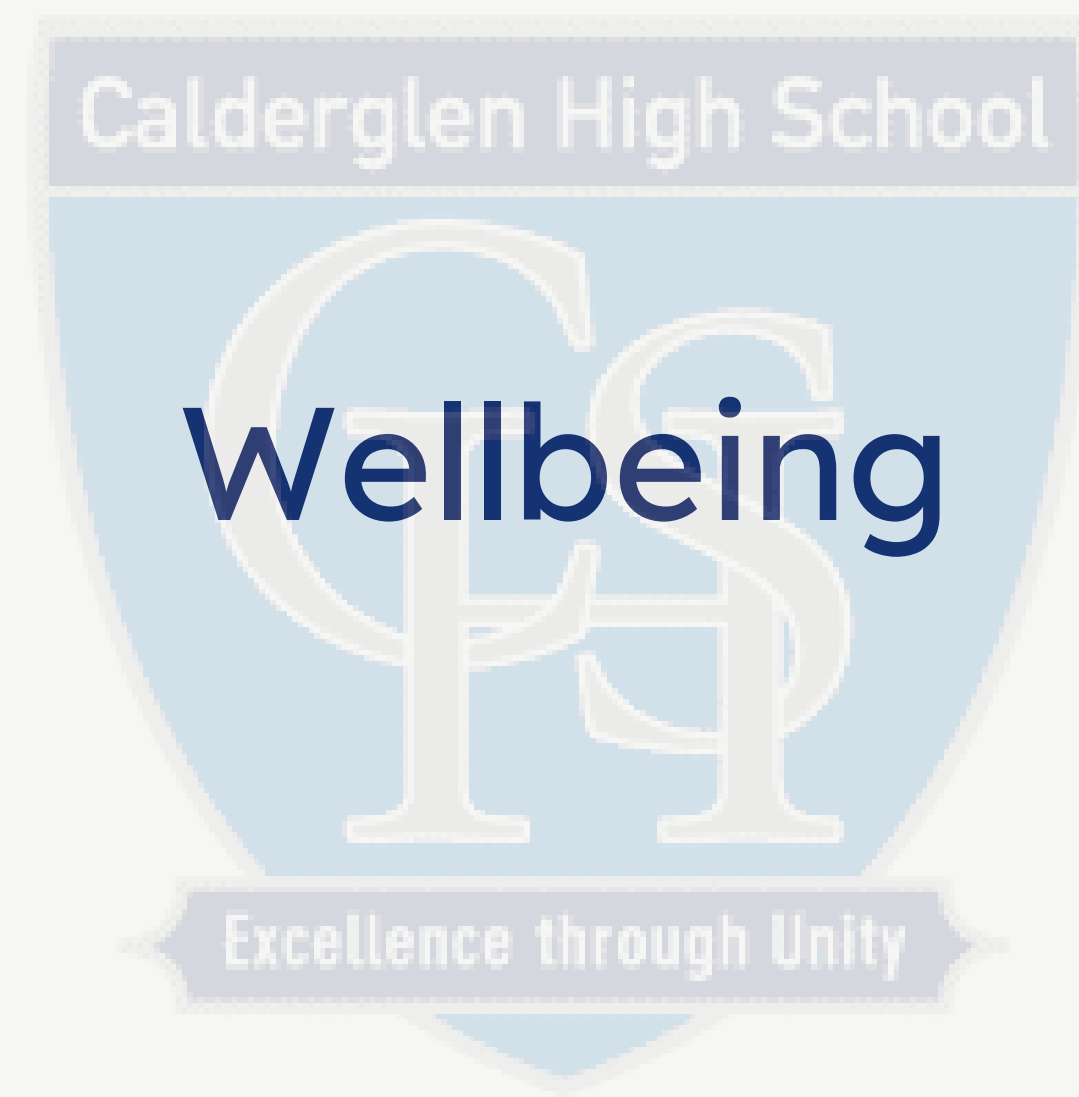
N5
Gates Hall 08:06-11:00

HIGHER
THURS 10th December
GATES HALL 08:06-11:00

ALL
FRI 9th December
8:01 11:06-18:00



THANK YOU FOR COMING



Wellbeing



Common Mistakes



Plan your Next Steps

1. Studying things you already know
2. Not taking the time to plan
3. Not removing distractions
4. Repetitive studying with no spacing
5. Reading/copying/highlighting notes
6. Not checking answers for questions
7. Not planning your next steps

Excellence through Unity

