

Organised and Focused:

S4-S6 Assessment at Grange Academy



SQA Exams

Main Prelim Diet

December

Easter Holidays

29th March – 12th April

New Term Begins

15th April

First Exam

22nd April

Last Exam

29th May

Results Day

6th August



SQA Coursework

Timelines	National 5	Higher	Advanced Higher
February – March	N5 Music Visiting Assessor	H Music Visiting Assessor	
February – April	N5 Drama Visiting Assessor	H Drama Visiting Assessor	AH Drama Visiting Assessor
March	N5 Coursework is uplifted: Business, Computing, English, Psychology		
April	N5 coursework uplifted: Graphic Communication, Music, PE, Practical Cookery, Art, Design and Manufacture	H coursework uplifted: Business, Computing, English, Graphic Communication, Applications of Mathematics, Psychology, Art, Design and Manufacture	AH coursework uplifted: PE, Music
May			AH coursework uplifted: English, Drama, Art

Prelims

What?

- full papers
- partial papers

When?

- prelim timetable: October
- main prelim diet: December
- additional assessment: January – April

Why?

- What is the purpose of prelims?
- What is not the purpose of prelims?

Prelims

Yeah but...

WHAT'S
THE
POINT?

Prelims

On the Day:

- where to meet;
- where to sit;
- equipment;
- mobile phones, earpods, smart watches;
- what's on your desk;
- talking;
- leaving early;
- toilet breaks;
- watching the time;
- needing more paper;
- the role of the invigilators.

Prelims

What if..?

- I'm not feeling well?
- I'm late?
- I'm absent?
- I'm anxious?
- I haven't studied?

Additional Support Needs

- your timetable
- your meeting place
- your SQA arrangement
- SQA arrangement evidence

Supported Study



Grange Academy Supported Study October – December 2023



Monday

SUBJECT	TEACHER	LEVEL	TIME	LOCATION
Graphic Communication	C. Cuthbert	National 5	08:00 - 08:45	G175
Physics	B McPherson	All Levels	15.35 – 16:35	S013
History	<i>Rotation: A Mora, T Callaghan, B MacDonald</i>	All Levels	15.35 – 16:35	G166
Biology	C Bell	National 5	08:00 - 08:45	S023
Biology	E Johnston	National 5	15.35 – 16:35	S010
Computing/Games Development	C Reid	All Levels	15.35 – 16:35	S017
Psychology	J. Walker	Higher	15.35 – 16:35	F083
Business Management	D Bruce	Higher	15.35 – 16:35	S032
			08:00 - 08:45	S008

- on the app;
- on the Year Group Teams page;
- on the school website;

e-Sgoil

www.e-sgoil.com



MONDAY		
Time	Subject	Level
5pm	HFT	N5/Higher
	Maths	N5
6pm	Practical Cookery	N5
	Physics	Higher
	Physics	Advanced Higher
	Human Biology	Higher
	Business Management	N5
	Applications of Maths	N5
	RMPS	N5
7pm	Applications of Maths	Higher
	Business Management	Advanced Higher
	Biology	Higher
	Computing Science	Higher
	Biology	Advanced Higher
	Computing Science	N5

When to Start Exam Prep

A month before the prelim

A week before the prelims?

The night before each prelim?

After the course work is finished?

During holiday?

Study leave?

Now

When to Start Exam Prep

“

But I can't! I've got my folio...my homework...my job...my football...my family stuff...my life!

”



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Little and often



Cramming in massive panicky chunks



The School Bits

–

The Home Bits



- Learning new knowledge and skills.
- Clearing up misunderstandings and filling gaps.
- Moral support.



- Creating revision notes.
- Memorising and practising.
- Moral support.

The Steps

1

Learn it and understand it.

2

Create revision notes (condense and organise).



3

Memorise and practise.



Learn it and Understand it

1

Lessons

Homework

Supported Study

acquire new knowledge
and skills

review class content -
notice
misunderstandings and
gaps

extra time to correct
misunderstandings and
fill gaps – more attention

1

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attendance

attendance

attendance

attendance

Lessons

Home

Sup

Study

attendance

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The Steps

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3

Memorise and practise.



Different Subjects - Different Methods

Knowledge-rich exam



For example:

Biology
Design and Technology

Skills-based exam



For example:

Maths

Mixed exam



For example:

English
History
French

Different Subjects - Different Methods

Your Science Teacher



Flashcards
quizzes
mindmaps ...

Your Maths Teacher



Loads of practice
questions...over and
over and over

Your English Teacher



For Q+A: flashcards
For essays: practices
For RUAE: past papers

Create Revision Notes

2



Condensed

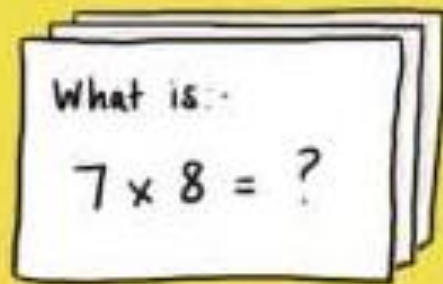
Correct Order

Personalised

Create Revision Notes

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



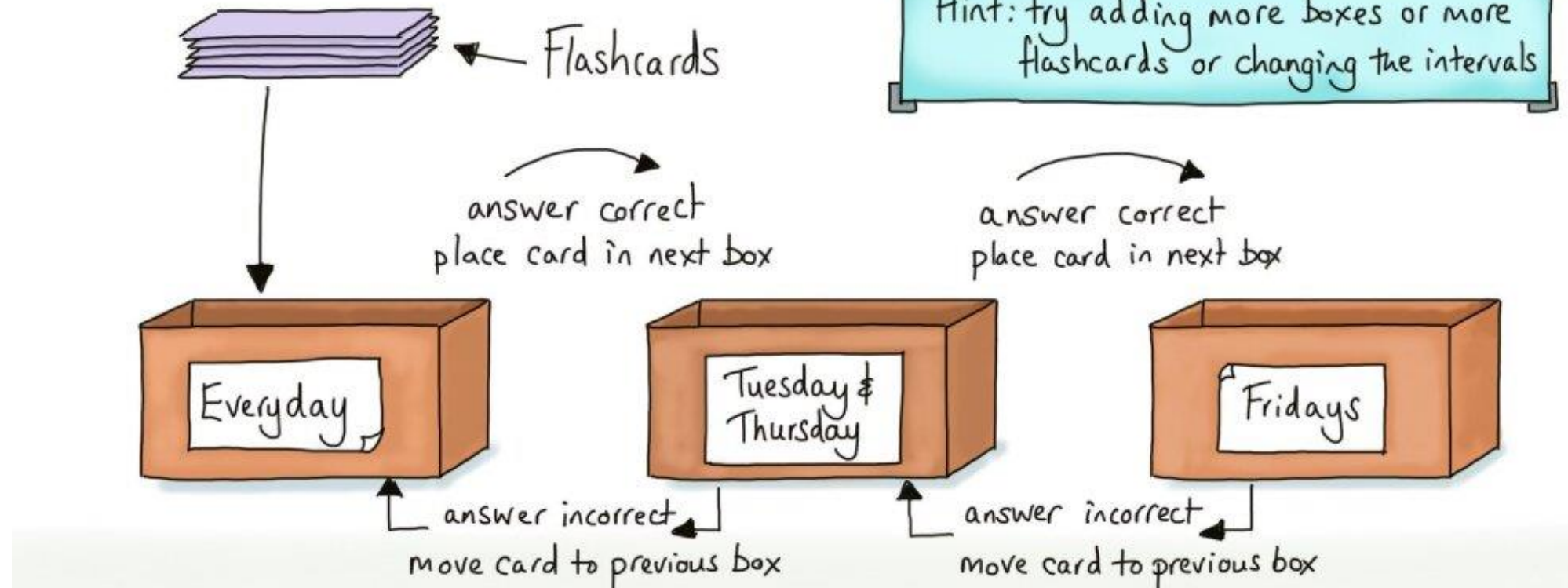
You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

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LEITNER Flash card method

@ImpactWales

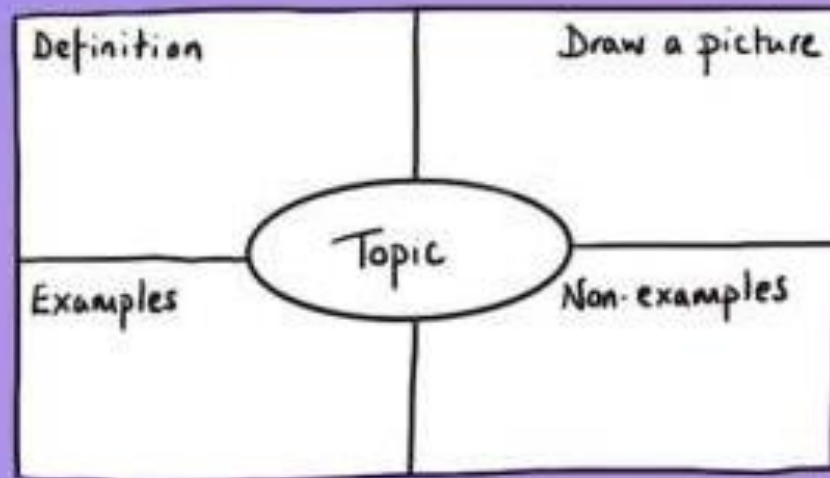
Hint: try adding more boxes or more flashcards or changing the intervals



Create Revision Notes

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

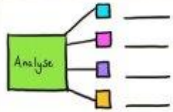
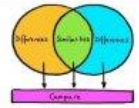

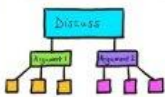
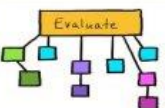




You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

Create Revision Notes

EXAM COMMAND WORDS on Impact Wales Guide

We provide bespoke research-informed school support designed for impact. To find out more www.impact.wales

@ImpactWales Analyse	Break down into its fundamental parts and examine each in detail, stating its significance.		key point 1 this shows/operates/gives/illustrates. Name and describe each key point.
Compare	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than.....
Describe	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
Discuss	Build up a balanced argument with supporting details.		Fact.. this is supported by shown by, you can see that, exemplified by, an example of this is....
Evaluate	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that.... I believe that... In my opinion... The evidence shows us that....
Explain	Give reasons or causes for. Show an understanding of how or why something has occurred.		this happened and this shows... causes a reaction... shows how it can/will
Summarise	Draw your key ideas and key points on a source of evidence together in one short section of writing.		Must be: Concise, accurate, objective Condenses information into key points

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Create Revision Notes

Dual coding
or
Combining words
& visuals

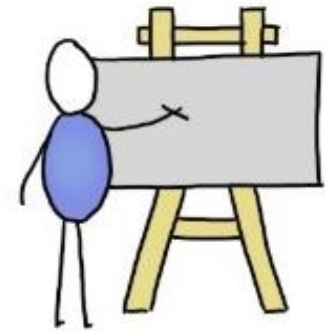
Using pictures or drawing as well as language to make sense of learning.

Examples: Draw a picture of your learning. Look at pictures & explain in words what they mean. Organise your understanding using a graphic organiser like a flowchart

Draw a picture to explain

- the water cycle
- empathy
- multiplication

Creating a mental image deepens learning



The Steps

1

Learn it and understand it.

2

Create revision notes (condense and organise).



3

Memorise and practise.



Memorise and Practise:

3



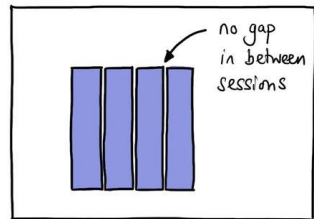
What works for
you?

Memorise and Practise

SPACED & INTERLEAVED PRACTICE

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Repeatedly practising something is good for learning. There are several different methods of repeated practice.

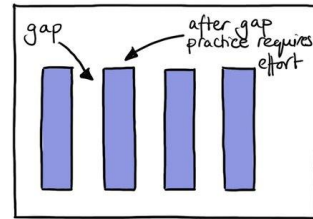


Mass Practice

Where practice happens 'all in one go' with no time in between for forgetting to happen.

Better for short-term learning.

E.g. Students cram the night before a test & perform well, but have forgotten everything 2 weeks later.

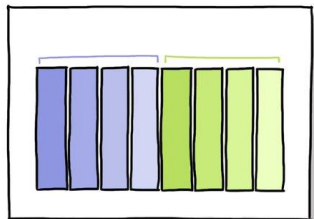


Spaced Practice

Repeated revisits to practice spaced out over time with a gap in between each practice session. This allows forgetting to happen & effort is required.

E.g. Every Monday students practice their times tables. During the week they begin to forget, until the next Monday.

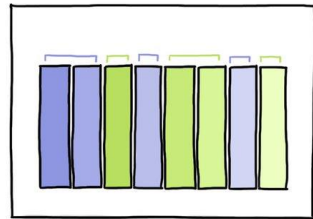
Blocked practice & interleaved practice can both be applied to mass practice & spaced practice.



Blocked Practice

Blocking practice means spending a chunk of time practising one thing, then moving onto another thing.

We do not return to blocks we've already practised.



Interleaved Practice

Interleaving practice means breaking up and mixing up the blocks of practice.

Jumping between different thought processes required by different types of practice makes students think harder.

Memorise and Practise

QUIZZING

Create practice questions on a topic. Swap your questions with a partner & answer.

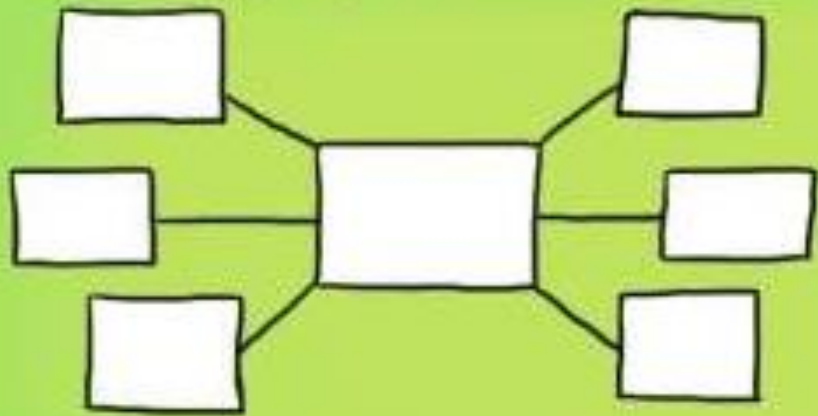
Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

Memorise and Practise

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

Memorise and Practise



Memorise and Practise



Past Papers

How to use them badly:

- Too early in the course
- Unlimited time
- With notes
- Informal – with distractions
- Not using the marking scheme

How to use them well :

- At the “end” of the learning
- With the same timing as the exam
- Without notes
- The full paper
- With no help or distractions
- Using the marking scheme



Past Papers – Marking Scheme

How many SQA marking schemes have you studied?



- allocation of marks;
- layout of answers;
- the expected length/amount of detail;
- accepted and unaccepted variations;
- the subtleties of wording;
- the exact expectations tied to each command word – and how they differ across subjects...

...but best of all:

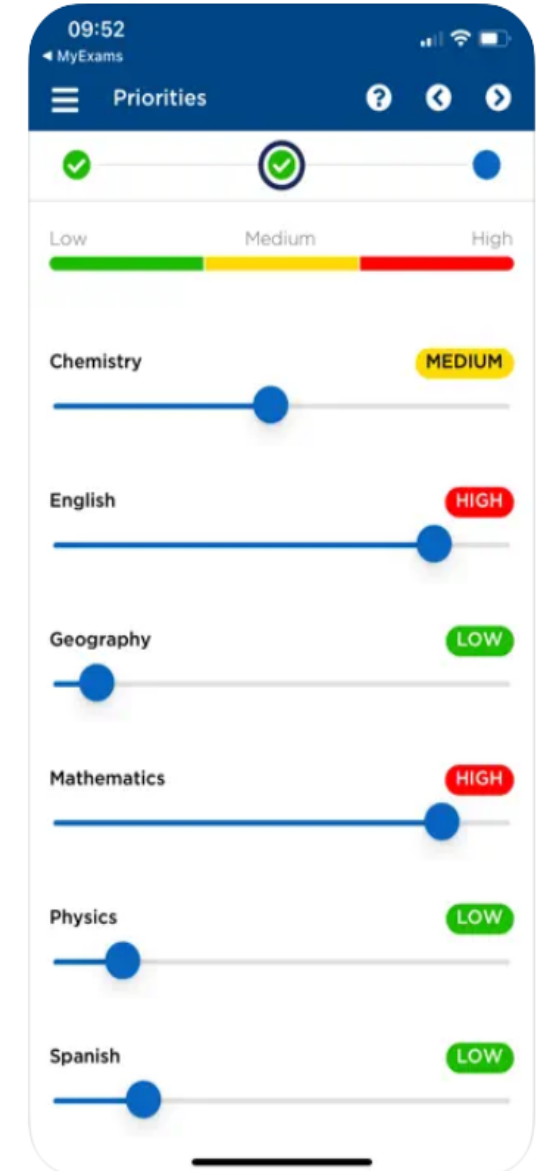
loads of examples – this is not just testing yourself; there is additional learning in a marking scheme.



- ‘every level’/reference to inversion (1) suggests/emphasises eg he is impressed with all aspects of the programme (1)
- ‘unbeatable’ (1) suggests eg he thinks the programme is the best/unsurpassable (1)
NB: do not accept ‘one of the best’
- ‘use of dash (1) introduces the qualities he respects (1)
- ‘charm...appeal’/reference to use of list (1) emphasises the number/range of the programme’s qualities he respects (1)
- ‘charm’ (1) suggests eg the programme is likeable/engaging (1)
- ‘perceptiveness’ (1) suggests eg the programme is insightful/sharp (1)
- ‘ambition’ (1) suggests eg he likes the programme’s aims/aspirations (1)

Planning Your Time

1. Getting into a habit: your own personal dairy/planner/schedule
2. Share it with your parents/carers.



Planning Your Time



Take pity on your parents
and carers!

Share. Let them in. Let them help.

Your Parents and Carers



Let them help!

Signposts



GRANGE ACADEMY

Becoming the people we are capable of being...

[ABOUT GRANGE](#)

[ONLINE LEARNING HUB](#)

[WEEKLY BULLETIN](#)

[CURRICULUM](#)

[PASTORAL SUPPORT TEAM](#)

[PUPILS](#)

[PARENTS/CARERS](#)

[EXTRACURRICULAR ACTIVITIES](#)



Your Space

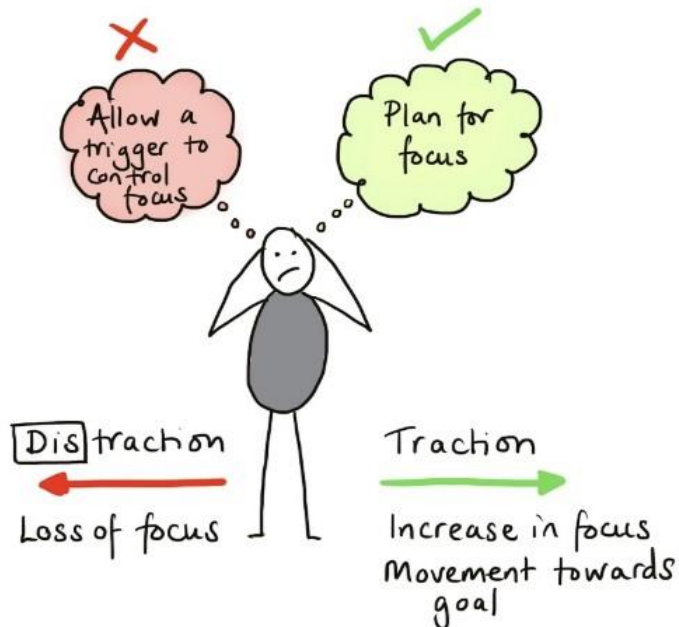
From: Eyal & Li (2019)
'Indistractable'

How To RESIST DISTRACTION & increase cognitive control

@Impact Wales

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Cognitive control is the ability to monitor, reflect on & govern our thoughts & actions. It is linked to attention, working memory & goal management.

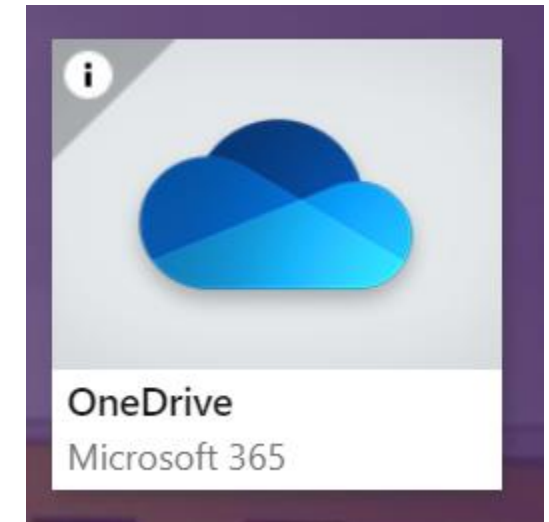
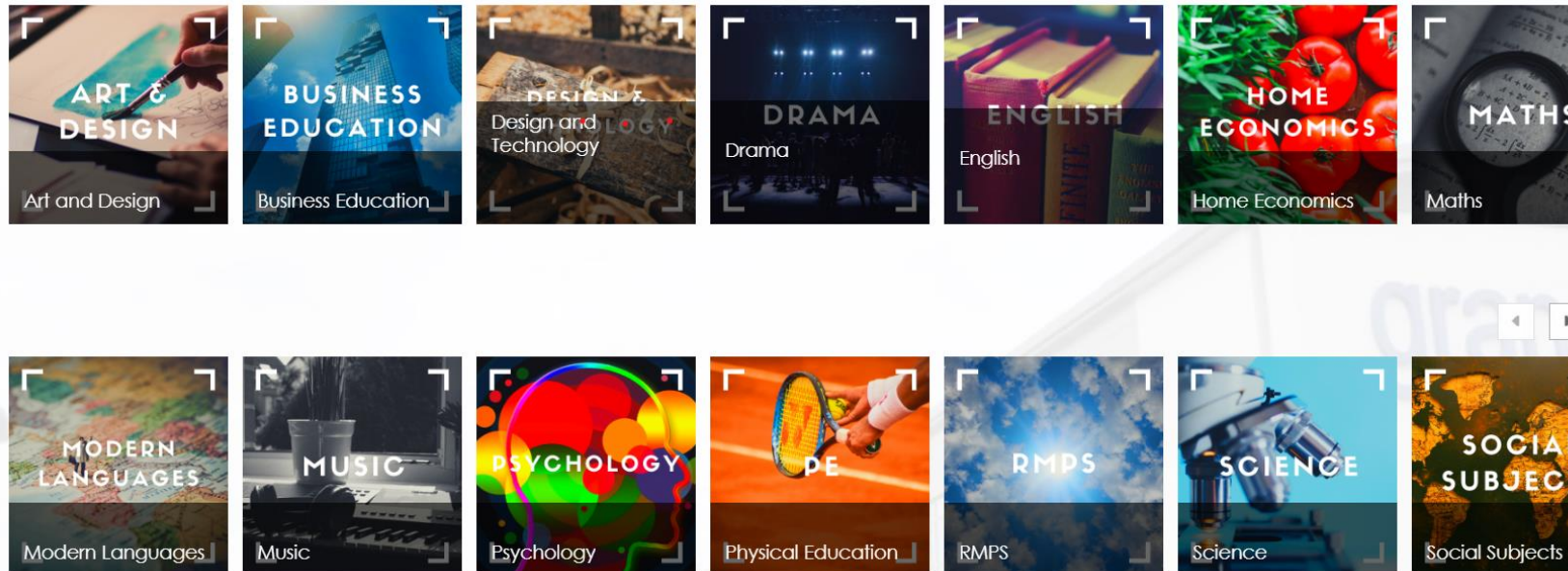


5 STRATEGIES to increase cognitive control

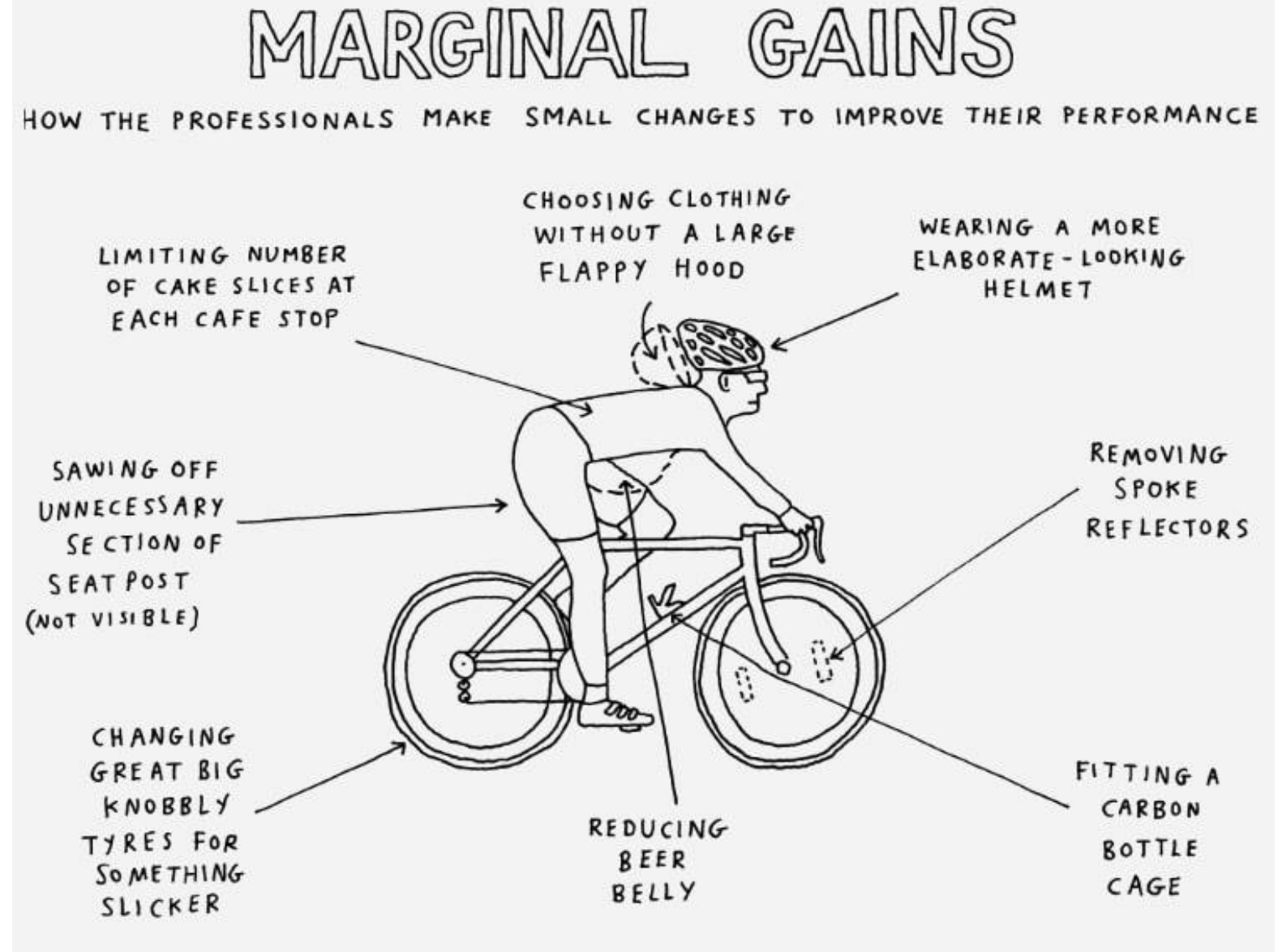
- 1 Identify & acknowledge potential distractions e.g. tv, music, social media, games, chatter.
- 2 Limit access to the distraction - turn phone off, work in a separate room to tv.
- 3 Work & reward in chunks - set a specific time limit on work time, e.g. work for 20 mins, Follow this with 10 mins reward time watching tv, playing outside, on social media.
- 4 Engage other's help - be transparent about the behaviour change. Tell others when you will be unavailable.
- 5 Set your own goals. Don't just work to the teacher's deadline, decide how to break up that goal into manageable chunks.

A Pupil-Eye-View

Departments & Learning Resources



Mindset



Mindset

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Mindset

Normal Anxiety vs. Problem Anxiety

Normal

- Triggered by certain events and situations
- Intermittent
- Beneficial



verywell

Problem

- Interference with daily life
- Irrational
- Chronic



Starting Now...

1

Decide. Believe. Start.

2

Planner. (Share with your parents and carers.)

3

School stuff. Home stuff.

The Science of Learning

- Retrieval Practice
- Interleaving/Spaced Practice
- Dual Coding
- Cognitive Control
- Marginal Gains
- Growth Mindset

Acknowledging Our Sources!



- Impact Wales
- The Noun Project
- Very Well
- Global Grit

Questions, Comments, Ideas, Requests...