

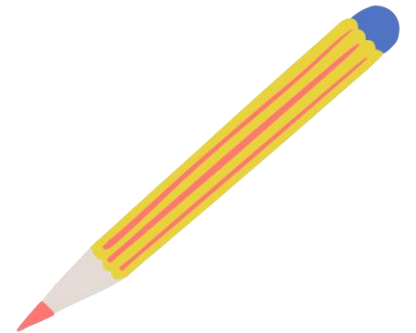


Success in S3 & S4

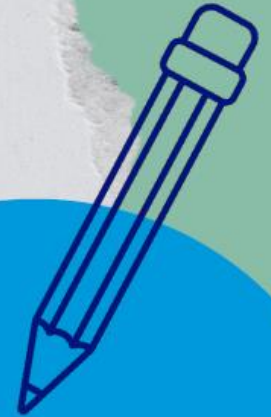
Mrs Boulton-Jones
Mrs Sinclair

Our aims for this evening

- You hear from two S5 pupils about their experiences in S3 & S4
- You better understand what pupils have to complete and learn in individual subjects
- You have a better understanding of study skills
- You know where to go for extra support



- Parents play such an important role in their child's life, even if we don't look like we appreciate it. Please continue to encourage and motivate us, even when we're being hard work!
- When we were in S3 we felt the workload was quite heavy as we were doing 10 subjects but there is no shame in asking for help when you are struggling.
- Eastwood has very hard working teachers, so use all the support on offer.



Holly

- Missed days of school result in stress due to the amount of catch up needed.
- Encourage your child to complete homework to the best of their ability as when it comes to the time for studying they will need the same mind-set for them to do well.
- Time away from studying is also important. Hobbies helped us both, clear our minds from studying. There are lots of extra curricular clubs in school too.
- While it is never too late to try, the best advice is to start now because although we managed to turn things around we made it a lot harder for ourselves by not trying from the start of S3.



Zoe

- Flashcards
- Mindmaps
- Clelland Maths on YouTube is also a good study technique specifically for Maths as he goes through past papers and explains how to answer questions.
- Doing timed past papers and marking them truthfully!
- Reading and re-writing long essays will help you retain the information and this is important for lots of subjects like Languages, Social subjects, English etc.



Our
Study
Tips

Attendance

This table shows that a young person with an attendance rate of 70% in June has been absent for 57 days; this is the equivalent of 376 lessons. An attendance rate this low would make it extremely difficult for a young person to achieve their full academic potential.



| Attendance from Aug to the end of June | Actual number of school days missed. | Approximate number of lessons missed. |
|--|--------------------------------------|---------------------------------------|
| 95% | 9 | 59 |
| 90% | 19 | 125 |
| 85% | 28 | 185 |
| 80% | 38 | 251 |
| 75% | 47 | 310 |
| 70% | 57 | 376 |






Late Coming

This table shows that arriving late each day by just 10 minutes equates to 1 week lost learning over a year.

| When your child misses just ... | Each week that is equal to ... | Which over a year is ... | And therefore from S1 – S6 equates to ... |
|---------------------------------|--------------------------------|--------------------------|---|
| 10 mins per day | 50 mins of learning | 1 week | 1.5 months of learning |
| 20 mins per day | 1 hour 40 mins of learning | 2.5 weeks | 4 months of learning |
| 30 mins per day | 2 hours 30 mins of learning | 3.5 weeks | 5 months of learning |
| 60 mins per day | 5 hours of learning | 7 weeks | 10 months of learning |


Google Classroom on a PC / Laptop




 Classroom 



Pupil Congress


E Gordon








Bronze DofE 25/26


Bronze S Bryson








Sports Council


L Lloyd








S3 Maths - Mr Carr


S3 J Carr








S3D Spanish


Ms Brown B Brown








3H Nat 5 Biology

A Wynne-Jones




Due tomorrow




1.1 Cells Test



3G Drama - Mrs Brennan


S3 (N4/5) C Brennan








3E Business Management


Mrs Drennan S Drennan








3F Admin & IT


2025/26 S Cameron








3C Modern Studies

Mrs Hill C Hill




Due today




"Explain, in detail, why some people are more likely to commit crime than others" (6 marks)



S3 Year Group


Mrs Boulton-Jones J Boulton - Jones








S3 English 2025-2026


Miss Matheson E Matheson








New S3 2025 Mrs Rorison


S3 P Rorison








S3 Loch Libo Miss Bell [...]


S Bell









S2 PE Work 24/25

L MacDonald





Google Classroom on a PC / Laptop




Classroom > To do


Assigned Missing Done

All classes

No due date 9

This week 2

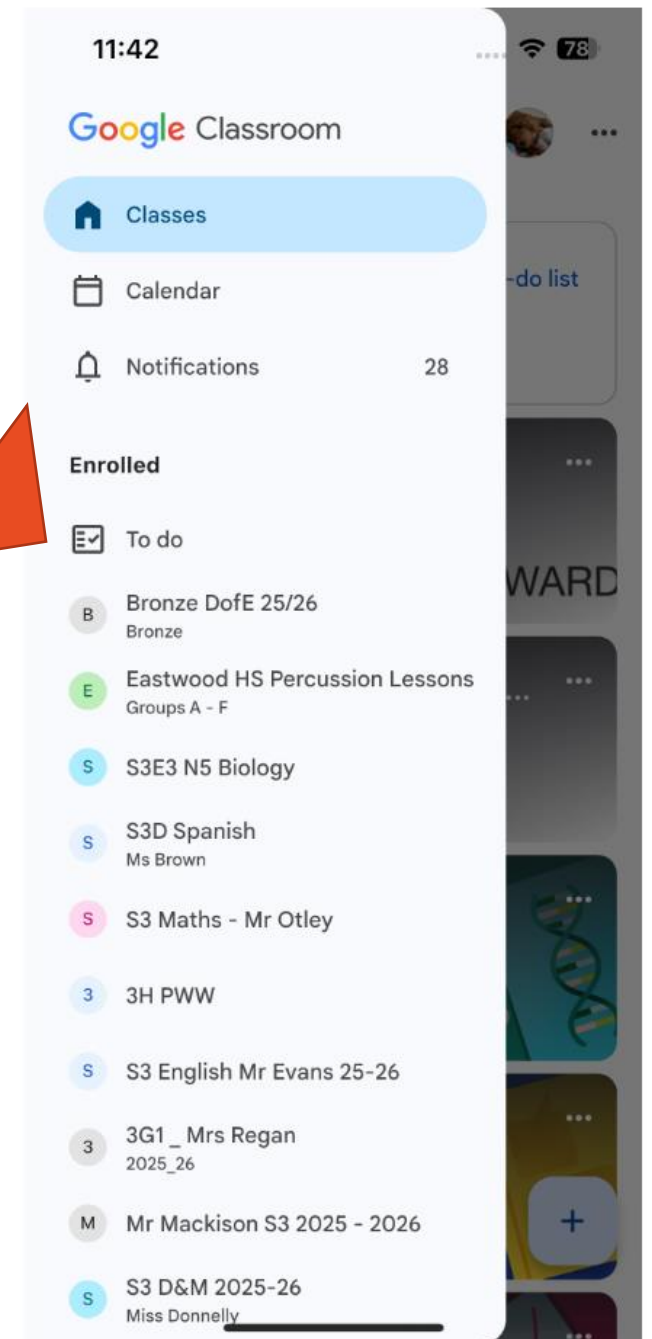
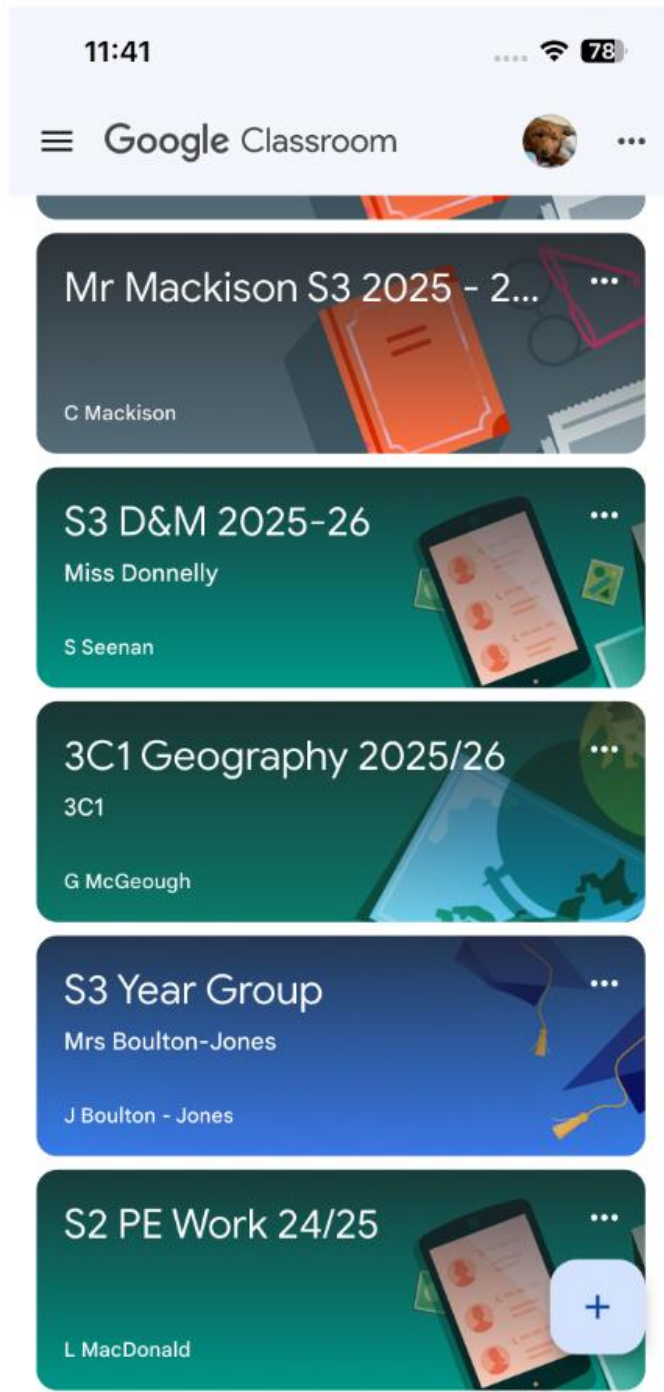
 "Explain, in detail, why some people are more likely to commit crime than other...
3C Modern Studies Today, 23:59

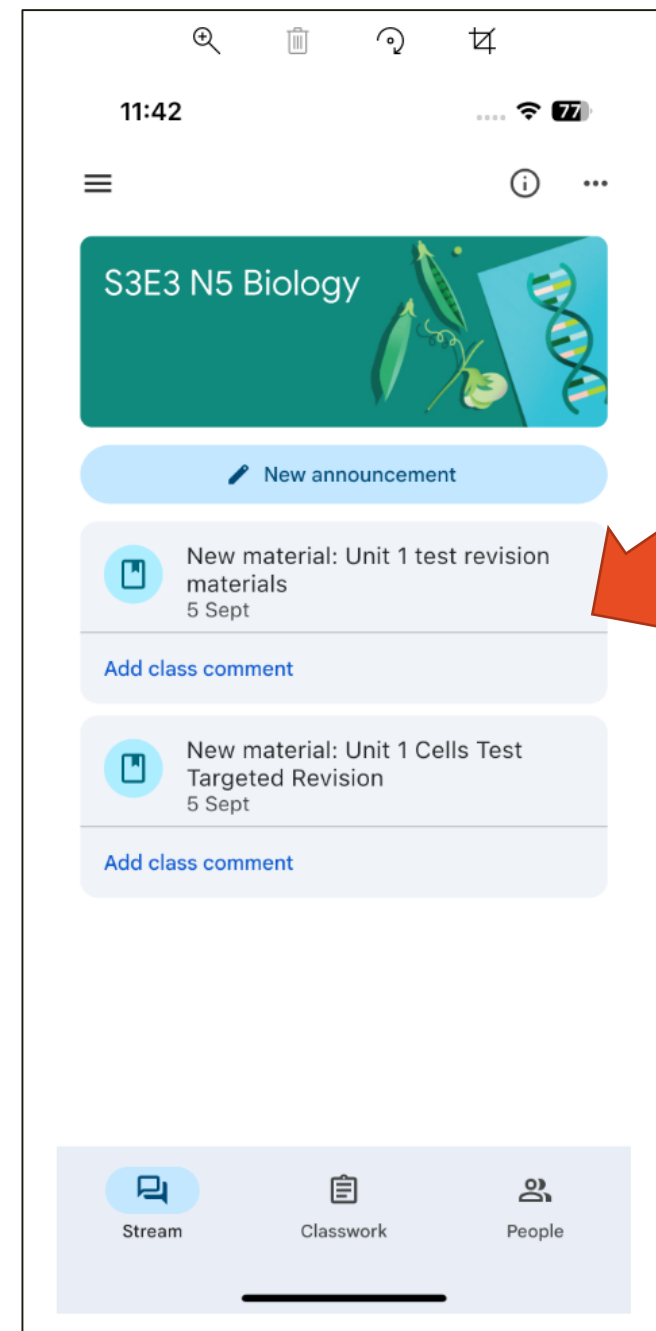
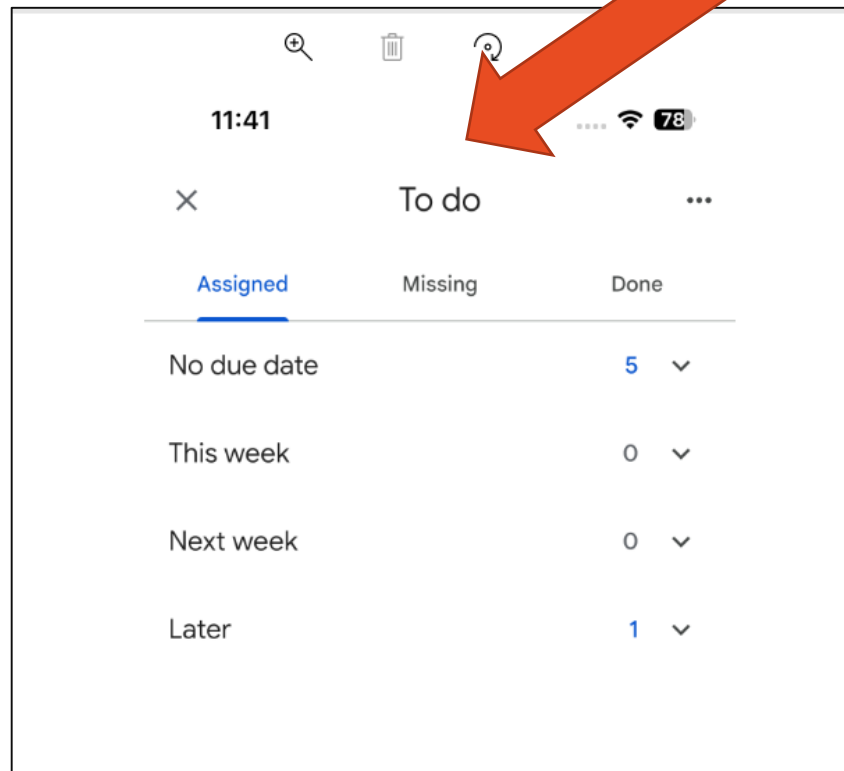
 1.1 Cells Test
3H Nat 5 Biology Tomorrow, 23:59

Next week 0

Later 1

Google Classroom on a Mobile Phone







Subject Information

Mathematics and Numeracy

How to be successful:

- Bring necessary equipment to all lessons
(notes and homework jotter, show me board pens, writing pen/pencil and scientific calculator)
- Arrive to class on time with a positive attitude and ready to work
(arrive to class promptly and independently work through starter activity)
- Give your best in maths – engage in learning and class discussions and ask teacher and peers questions
- Take pride in your work – present working using the methods and structures shown in class
- Pay attention and listen to instructions and feedback- work with teacher and support assistants to action next steps
- Complete daily homework to a high standard, in particular avoid missing out questions
(all pupils get daily homework tasks to complete for due dates detailed on Google Classroom)
- Maximise attendance in class and catch up on any work that is missed
- Utilise support in the department
(seek help from teachers for class and homework and attend homework club and supported study (S4 onwards))
- Revise at home using class notes and resources and textbooks on Google Classroom

SUCCESS IN S3 - ENGLISH

1. Read!

This is by far the best thing learners can be doing in S3. As they move through the National 5 course they will encounter increasingly complex ideas and vocabulary. Reading fiction and quality journalism often and in their own time will help them with this.

Fiction

Where possible, pupils should always have a book on the go! They can ask their teachers and the school librarian for recommendations or, if you are looking for a way to provide them with recommendations, the Carnegie Medal lists are a good place to start. (<https://carnegies.co.uk/archive/>)

Non-Fiction

To help them prepare for the RUAE (Reading for Understanding, Analysis, and Evaluation) work they will encounter in S3, reading quality journalism is the best thing they can do. If they are reading online, the Herald opinion page is a good place to start (and it is free!) but it doesn't have to be newspapers. Good magazines about subjects they are interested in (Four-Four-Two for football, Empire for film and television, Edge for gaming, etc) will also be useful.

SUCCESS IN S3 - ENGLISH

2. Get into good study habits

The novels, poems, plays, and other texts pupils study in S3 also increase in complexity. In preparation for National 5, they should get into the habit of studying these texts even if they do not have official homework. They should learn quotes, write about their own ideas, and go over Google Classroom resources in their own time.

3. Practise writing

The National 5 folio (worth 30% of the final mark) is a 1000 word essay on a topic of the learner's choosing. To prepare for this, pupils should practise writing with technical accuracy (full stops, capital letters, a range of sentence structures, etc) as often as possible.

Key to Success in Business Education and Computing Science Department (BECS)

Admin and IT

- ☐ **Attendance** – skills are continually being added to each lesson, so missed lessons have a detrimental impact
- ☐ **Resilience** with problem solving – don't give up with challenging spreadsheets!
- ☐ N5 Assignment is worth 58% - this is a vital element
- ☐ **Perfection** – keyboarding errors lose marks, so good proof reading skills are required.

Business

- ☐ Using mind maps to revise as this subject is content heavy
- ☐ Regular homework completion
- ☐ Practice command words – this is crucial to achieving a good grade.
- ☐ Keeping notes up to date and organised.
- ☐ N5 assignment is worth 25%, so this is an element which will boost grades achieved.

Computing

- ☐ **Resilience** with problem solving – don't give up with challenging programming!
- ☐ **Attendance** – skills are continually being added to each lesson, so missed lessons have a detrimental impact
- ☐ N5 Assignment is worth 33.3% - this is a vital element
- ☐ Keeping notes up to date and organised.
- ☐ Regular revision of content as this subject has a written element worth 66.6%.

Computer Games

- ☐ **Creativity** – make sure you are always trying to come up with new ideas and concepts and not be scared to try them out!
- ☐ **Attendance** – skills are continually being added to each lesson, so missed lessons can have a detrimental impact on the level achieved



The Key to Success in Modern Languages

All pupils in S3 and S4 have a module booklet with all of the key language for each topic. These are also available on Google Classroom.

Weekly homework consists of revising key vocabulary from the module booklet, followed by a learning check in class the following week. Pupils may also be given a multiple choice google form homework quiz on Google Classroom, linking to the key vocabulary to be studied that week. This should be submitted online.

Revising little and often is the key to success in Modern Languages!

All pupils have the Eastwood username and password for www.linguascope.com and can play games on this to consolidate their knowledge of many different topics or even start to learn a new language!

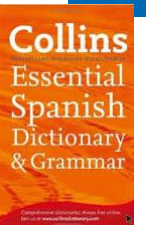
Before talking and writing assessments, pupils will be asked to learn their own responses to topic questions for homework to allow them to confidently say and write the key language that they need to use. S3 pupils will sit their first talking assessment after October week – a presentation about themselves and their relationships.

In S3, pupils practise 4 skills (reading, listening, writing and talking) and have assessments in each skill area over the year. The SQA allows use of a bilingual dictionary in reading and writing exams so having a book dictionary to practise with at home and use in exams and assessments is highly beneficial.

In S4, pupils undertake their final SQA talking exam in November. This includes a presentation and a conversation and is worth 25% of the qualification. In each of the S3 topics, we prepare responses to topic questions and these help pupils to prepare for this exam. Many of these responses will also help pupils to succeed in their writing assignment (January of S4) and their final SQA writing exam so regular revision is crucial.



Google Classroom





Key to Success – S3 Music Technology



One **key aim** of the music technology course in S3 is for pupils to **become familiar with using DAW software** as this is what will be used to produce their assignment looking ahead to National 5 in S4.

- The assignment is heavily weighted and makes up **70% of the final course award at National 5**.
- In preparation for this, young people will learn skills in S3 such as **working with microphones, capturing audio and mixing and mastering audio** through the completion of mini assignments to build on the skills needed for the N5 assignment.
- This will involve projects such as **creating a radio broadcast, sound design for video games and film or recording an audiobook**.

The second aim is to begin to **become familiar with listening concepts**, as the final **30% of the N5 course is based on a written listening paper**.

- This focusses on identifying styles, genres
- and production features heard in a variety of music.



- **Regular attendance:** The DAW software we use at Eastwood is called Logic Pro. This software can only be accessed in class so it is important that pupils attend class regularly and are ready to learn.
- **Time- management :** Pupils need to meet project deadlines to allow them to receive feedback on their work. Pupils can access to the technology room before or after school or at lunch if they need more time to use the software.
- **Revise concepts regularly:** Pupils should use revision resources on Google Classroom to revise listening concepts at home.
- **Ask for help:** Pupils should check in with their teacher if they are struggling with any element of the course.



Key to Success – S3 Music: Nailing the N5! 🎵🎵



The Three Pillars of Success

The S3 Music course is all about preparing for the National 5 (N5) qualification in S4, which has three main parts: **Performing**, **Composing**, and **Understanding Music**.

Performing: Practice Makes Perfect (50% of your N5 grade!)

Consistent practice is the key to success here. We recommend practicing your instrument **2-3 times a week for 20-30 minutes**.

Encourage your young person to:

- **Be Organized:** Have their instrument, music, and any piano accompaniments ready for every lesson.
- **Practice with Purpose:** Set clear goals for each practice session using feedback from teachers and peers.
This helps them make real progress.
- **Join a Club:** Getting involved in school clubs or ensembles is a great way to improve skills and build confidence.
- **Get on Stage:** S3 concerts are designed to help students feel comfortable performing and get them ready for their final practical exam in S4.

Composing and Understanding Music (50% of your N5 grade!)

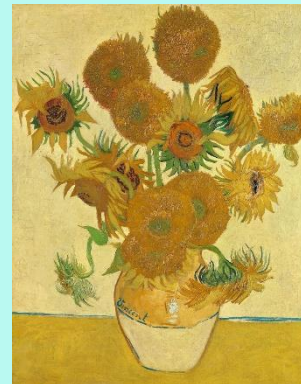
In S3, students will develop their creativity through composing and their listening skills by exploring different musical styles and concepts.

- **Homework & Revision:** Students should use **Google Classroom** to complete all their composing tasks and regularly revise key musical concepts.
- **Take Ownership:** The biggest improvements come from students who take responsibility for their own learning by being prepared and practising regularly.

S3 Art & Design: The Key to Success is in the Process



- Success in S3 and National 5 Art and Design isn't about natural talent. It's about a structured, disciplined, and strategic approach to your creative work.
- **Start Your Portfolio Mind-set Now:** Your portfolio is not just a collection of finished pieces. It is a story of your creative journey—your investigations, your experiments, and the **single line of development** from idea to final piece. The journey *is* the final piece.
- **Master the Art of Analysis:** Success requires you to be a detective. Study the work of artists and designers you admire to understand their choices, techniques, and motivations. Your research will directly inform your creative work.
- **Learn the Language of Success:** Art and Design have their own vocabulary. Terms like **composition, tone, function,** and **target market** are not just for the exam. They are the tools you will use to plan, create, and explain your work. Use them every day.
- **What you do in S3 impacts your success in N5.**
- **Start now:** be focused, be organized, and embrace the creative process.







Key to Success in S3 Drama



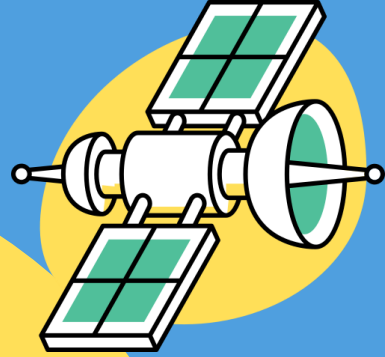
- **Engage in ALL aspects of the course:** Actively participate and be ready to contribute enthusiastically to both the **practical (acting)** and **written** components of the course. Attendance is key to this.
- **Embrace Feedback:** A vital part of drama is responding to feedback from both your teacher and your peers. Be open to constructive criticism, as this is how you develop your skills and improve your learning outcomes.
- **Take Ownership of Your Learning:** Meet deadlines for performances and homework. Don't be afraid to ask for support when you need it, and use class time and studio time effectively to prepare.
- **Build Your Meta Skills:** Drama is about more than just performing. Focus on developing essential skills like **collaboration, communication, creativity, and leadership** within your groups.
- **Extend Your Learning Beyond the Classroom:** Drama, like other creative arts, is a passport to a world of exciting careers. Actively seek out and take advantage of opportunities like trips, workshops, and cultural events to broaden your knowledge and fuel your creativity.
- **Prepare for National 5:** S3 is the foundational year for the National 5 course. Use this time to build the skills you'll need for the **final performance** and the **written question paper** in S4.

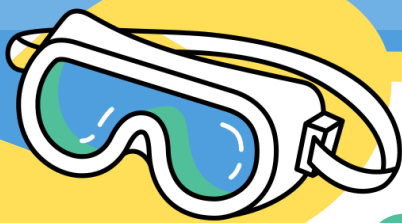


physics 5 steps to success

1. Learn all formulae on sheet. What the letters mean, and what units they are measured in.
2. Ensure you know all prefixes (nano, micro, giga etc), as well as rules for significant figures.
3. Review SQA course specification.
4. Learn all knowledge & experiments in summary notes.
5. Complete as many SQA past paper questions as possible.

All resources on Google
classroom.
Remember to ask for help!





chemistry

5 steps to
success

1. Get to know your data book!
2. Know your conversions ie g to Kg
3. Review SQA course specification.
4. Learn all knowledge (including chemistry definitions) & experiments (practice drawing diagrams).
5. Complete as many SQA past paper questions as possible.

Steps to Success in Biology

Know what to revise

Teachers will share key questions for each topic and regular revision tasks on Google Classroom. These outline exactly what pupils need to be able to answer.

Check understanding

Encourage your child to ask questions in lessons, attend supported study sessions (Monday or Wednesday lunchtimes), and use Mr Mitchell's website for short revision lessons to understand key ideas and correct any misconceptions.

Use effective revision strategies

Simply reading notes isn't enough. Active methods help information stick in long-term memory:

Active recall – testing knowledge, e.g. flashcards for biology terms.

Interleaving – mixing different topics during revision.

Spaced practice – revisiting material after a gap, then answering questions.

Dual coding – combining key words with diagrams or visuals.

Elaboration – expanding on statements by adding “how” and “why.”

Apply knowledge

Past paper questions are vital. Pupils should practise answering, mark their work, and turn mistakes into revision cards.

Steps to Success in Biology

Don't forget skills

Around 20% of the exam tests numeracy and practical experimental skills, such as:

- Making tables, graphs and charts

- Calculating ratios, averages, percentages, and percentage change

- Understanding the scientific method: naming variables, ensuring valid experiments, repeating for more reliable results, and linking conclusions directly to the aim.

Assignment preparation

The enzyme investigation report in S4 gives pupils a chance to practise these skills.

Though marked out of 20, it counts for **25 marks** towards the final grade. Careful preparation for this assessment is essential.

S3 Social Subjects

Support Guides

National Geography

| Assessment | Topics | Mark | % of grade |
|----------------|------------------------|------|------------|
| Question Paper | Physical | 30 | 80 |
| | Human | 30 | |
| | Global Issues | 20 | |
| Assignment | Loch Lomond Case Study | 20 | 20 |

*We will be completing the assignment in S4.
Imperative that learners are working hard at home on this aspect of the course.*

Revision Techniques:

- Mind Maps/Revision Clocks - for each topic summarise the main points on A3.
- Past Paper Practice - encourage your child to bring these in to be marked for feedback.
- Flashcards - Ask your child to write an exam question on one side, and the answer on the other - then use it to quiz them
- Acrostics - make up acrostics to help memorise topics.
- Highlight notes, copy highlighted sections, and then use these notes to develop more detailed revision notes.
- The revision notes booklets contain exam style questions which can be attempted at any time.
- All revision materials, with a variety of exam questions can be found on Google Classroom. Please encourage your child to download revision booklets to their phone.

Online Support Sites for Geography:

- Chalktalks
- Time for Geography
- Geography Podcasts
- BBC Bitesize
- BBC Teach - YouTube
- Glow/Google Classroom **all learners have personal log-in details*
- Scholar **learners should log-in using their glow log-in details*
- Achieve **all learners have unique log-in details*
- West OS Senior Phase Online Lessons: **all learners have unique log-in details*
- SQA Course information **includes past papers and marking schemes*
- Seterra
- City Guesser
- Population.io
- Our World in Data

National History

| Assessment | Topics | Mark | % of grade |
|----------------|--|------|------------|
| Question Paper | Migration and Empire 1830-1939 | 25 | 80 |
| | Trade in Enslaved African People 1770-1807 | 26 | |
| | Free at Last 1918-1968 | 29 | |
| Assignment | Own Choice | 20 | 20 |

We will be completing the assignment in S4. Imperative that learners are working hard at home on this aspect of the course.

Revision Techniques:

- Mind Maps/Revision Clocks - for each topic, summarise the main points on A3.
- Past Paper Practice - encourage your child to bring these in to be marked for feedback.
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- The revision notes booklets contain exam style questions which can be attempted at any time. Complete under timed conditions, reducing time as they gain confidence.
- Revising template structures - rewriting and using acronyms.
- Creating collaborative quizzes to test knowledge in pairs or at home.
- All revision materials, with a variety of exam questions can be found on Google Classroom. Please encourage your child to download revision booklets to their phone.

Online Support for History:

- Mr Marr History - Youtube
- Clickview History Videos
**learners should log-in using their glow log-in details*
- BBC Bitesize
- BBC Teach - YouTube
- Glow/Google Classroom
**all learners have personal log-in details*
- Achieve **all learners have unique log-in details*
- West OS Senior Phase Online Lessons: **all learners have unique log-in details*
- SQA Course information
**includes past papers and marking schemes*

National Modern Studies

| Assessment | Topics | Mark | % of grade |
|----------------|-----------------|------|------------|
| Question Paper | Democracy | 27 | 80 |
| | Social Issues | 27 | |
| | World Power USA | 26 | |
| Assignment | Own Choice | 20 | 20 |

*We will be completing the assignment in S4.
Imperative that learners are working hard at home on this aspect of the course.*

Revision Techniques:

- Mind Maps/Revision Clocks -for each topic summarise the main points on A3.
- Past Paper Practice - encourage your child to bring these in to be marked for feedback.
- Flashcards - Ask your child to write an exam question on one side, and the answer on the other- then use it to quiz them
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- Creating collaborative quizzes to test knowledge in pairs or at home.
- All revision materials, with a variety of exam questions can be found on Google Classroom. Please encourage your child to download revision booklets to their phone.

Online Support for RMPS:

- Clickview Modern Studies Videos **learners should log-in using their glow login details*
- BBC Bitesize
- BBC Teach - YouTube
- Glow/Google Classroom **all learners have personal log-in details*
- Achieve **all learners have unique log-in details*
- West OS Senior Phase Online Lessons: **all learners have unique log-in details*
- SQA Course information **includes past papers and marking schemes*

National RMPS

| Assessment | Topics | Mark | % of grade |
|----------------|--|------|------------|
| Question Paper | World Religion Judaism | 27 | 80 |
| | Morality and Relationships | 27 | |
| | R and P Question Evil and Suffering | 26 | |
| Assignment | Own Choice | 20 | 20 |

*We will be completing the assignment in S4.
Imperative that learners are working hard at home on this aspect of the course.*

Revision Techniques:

- Mind Maps/Revision Clocks -for each topic summarise the main points on A3.
- Past Paper Practice - encourage your child to bring these in to be marked for feedback.
- Flashcards - Ask your child to write an exam question on one side, and the answer on the other - then use it to quiz them
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- learningrmps.com
- BBC Teach - YouTube
- Glow/Google Classroom
**all learners have personal log-in details*
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- SQA Course information
**includes past papers and marking schemes*



Key to Success in S3



Design & Manufacture, Graphic Communication & Woodwork

Common

- **Attendance** – each period you'll build up your skills and knowledge...miss one and your tool kit will be emptier!
- **Resilience** – We don't expect you to get everything right first time, but you should always be trying your best.
- **Communication** – Talk to your teacher if you're finding something hard...we can find ways to help!
- **Organisation** – Take responsibility for note taking and your learning in general, if you miss a deadline organise with your teacher when you can catch up...there's always someone in the department before & after school and at lunch.

Design & Manufacture

- **Creativity** – Try and think outside the box...remember there is no wrong answer!
- **Pride** – Take care with all your work, present it in the best way making sure to fully annotate as you go and keep practising those sketching skills!
- **Homework** – Complete this weekly as it will help build your knowledge and understanding for how to answer exam style questions when you move into S4.

Graphic Communication

- **Software** – Make sure you are using all tools available to you in Inventor & Affinity...the more you use the better the quality of your folio of evidence. We start keeping this evidence from the beginning of S3!
- **Independence** – Use all the videos and resources on Google Classroom to push your limits...you should always be striving to make yourself better!
- **Homework** – Complete this weekly to build on knowledge to allow for time to practise software skills in class.

Woodwork

- **Care** – You only have a tolerance of +/- 1mm in any joints you complete...that's the width of a steel rule! Take time when marking out and using tools, you should have pride in what you complete!
- **Reading of Drawings** – Teachers know this is a difficult skill...but be confident and make sure you look at all the information that are on project sheets.
- **Homework** – Complete this fortnightly as it will help to build knowledge and skills to tackle the final written assignment in S4.



Key to Success in S3



Fashion & Textile Technology, Health & Food Technology and Healthy Food Skills

Common

- **Attendance** – each period you'll build up your skills and knowledge...miss one and your tool kit will be lacking!
- **Resilience** – We don't expect you to get everything right first time, but you should always be trying your best.
- **Communication** – Talk to your teacher if you're finding something hard...we can find ways to help!
- **Organisation** – Take responsibility for note taking and your learning in general, if you miss a deadline organise with your teacher when you can catch up...there's always someone in the department before & after school and at lunch.

Fashion & Textile Technology

- **Creativity** – Use the world of Fashion to inspire you for what you can create.
- **Pride & Care** – Keep your work area tidy and remember to finish off all garments in the correct way...no loose threads should be visible!
- **Homework** – Complete this fortnightly as it will help build your knowledge and understanding for how to answer exam style questions when you move into S4 as well as tackle the final written assignment.

Health & Food Technology

- **Command Words** – Take care to read command words and apply answering structures like Fact, Opinion & Consequence.
- **Revision** – Use notes/classwork and homework tasks to prepare for end of unit tests...these let us know how you are coping and adjust learning & teaching to suit to ensure progress to National 5 in S4.
- **Homework** – Complete this weekly as it will help build your knowledge and understanding for how to answer exam style questions when you move into S4.

Healthy Food Skills

- **Care** – Keep your work area tidy, remember to clean as you go with all equipment used.
- **Pride** – Take pride in how you present your dishes, try and following cooking processes as demonstrated.
- **Theory** – Keep up to date with written tasks that are covered in class, these will help you gain multiple unit passes across a range of H.E. based subjects.

PE in S3 – The secret to success!!

- **Sick or Fit bring your kit:** Alongside the practical work undertaken pupils will be involved with analysing/evaluating performance, providing feedback to others or undertaking a special role or responsibility (Coach, Umpire, referee, setting up equipment etc) This requires them to bring their kit every time they have PE.
- **Maintain Motivation:** All pupils will be introduced to target setting and training plans to improve their understanding of performance development across a variety of activities.
- **Homework:** In S4 the course assessment is 50% practical, 50% portfolio so make sure you keep up with all homework set on your Google Classroom.
- **Join a Club!** The best way to improve is to practice, so join a club with a friend and start your journey today! 😊

STUDYING

HOW TO MAKE IT HAPPEN

4 EASY STEPS...

UNDERSTAND

Take the time to think about what you're trying to grasp. How does it relate to you? Are you listening in class? If you don't get it yet, then ask for help.

CONDENSE

It's not possible to remember everything. Make it smaller and more manageable with coloured notes, mind maps or post it notes to organise key points.

MEMORISE

Rather than just rereading your notes, make things more memorable by using your imagination with funny stories, rhymes or songs that help you relate to the topic.

REVIEW

Break the forgetting curve! Make time to come back and review after a day, then a week and a month to help it stick in your long term memory. Test yourself or ask someone to test you, don't let all your hard work drain away.

5 WAYS TO DEVELOP A GROWTH MINDSET

Don't Rush to "I can't"

When you start a new task or are doing one that is difficult, it is easy to think 'I can't do this!' or 'I can't be bothered'. With a bit of effort, you might surprise yourself by how well you can do the task and how much you enjoy it.

Remember the Power of Yet

This simple word can have a big impact. There is a big difference between saying 'I am not good at this' and 'I am not good at this yet'. By adding the word 'yet', it reminds you that you can get there with some hard work and resilience.

Ask yourself...

'What would I do differently next time?' This is a great question to ask after a setback. It stops you worrying about the past and helps you focus and think about what you need to improve on to be better the next time.

Failing Better

Everyone fails at some point in their life, but can you learn to fail better? This doesn't mean trying to fail more often or on purpose. One way to fail better is to ask someone for feedback and then use it.

Try New Things

Having the confidence to try new things and the courage to fail can help you learn. The unknown can be quite scary, but it doesn't have to be this way. Sometimes new experiences can be the most rewarding and the most exciting times of our life!



ACHIEVE Student Support Pack
Eastwood High School



Student Code:
uxFQXELj

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Hello, Bruce!



**Administration and
IT**

National 5



Biology

National 5



**Business
Management**

National 5



English

National 5



Mathematics

National 5



Modern Studies

National 5



PE

National 5



RMPS

National 5



Spanish

National 5

Recent Activity



Sep 05

• Sectors of Industry & Sectors of Economy homework

[View All Activities](#)

SEPTEMBER 2025



| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |

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Learn



National 5 Business Management

Understanding
business

Marketing

Operations

People

Finance

Role of business in society

The nature of business organisations



Factors of production



The sectors of industry



Sectors of the economy



Consumers

Needs and wants



Consumer satisfaction



Types of customer service



The importance of customer service



Course notes

The nature of business organisations



Business organisations

- A business is an organisation that makes, buys or sells goods or provides a service. This may involve one person or a group of people working together to achieve a common goal, such as making a profit or providing a valuable product or service to customers.
- Small businesses are often family-owned enterprises that cater to the immediate community, for example, convenience stores, plumbers, boutique clothing shops, independent bookstores, and local cafes. These businesses play a vital role in providing essential goods and services to their local customers and contributing to the community's economy.
- At the other end of the scale there are multinational companies that operate across multiple countries and have a global presence. Examples include technology giants like Apple and Google, car manufacturers like Toyota and BMW, and retail giants like Tesco and Amazon. Large corporations often employ thousands of people and have a significant impact on the global economy.
- Larger businesses often have different departments, which handle specific functions of the business, including finance, marketing, operations, and human resources.
- Even in smaller businesses where separate departments may not exist, the owner or a small team still needs to handle various functions to ensure the success of the business. They must manage the finances, market their products or services, handle operations, and take care of their employees.

Useful Links

Further learning links: The nature of business organisations

BBC Bitesize

[Role of business in society](#)

BBC Bitesize

[Dynamic nature of business](#)

BBC Bitesize

[The impact of globalisation](#)

Business Education for Learners

[Understanding business - notes](#)

Tutor2U

[Why businesses exist](#)

BBC Bitesize








[The nature of business](#)

Close

Revision questions

National 5 Business Management

The nature of business organisations

1. Explain what is meant by a business organisation. 
2. Give examples of small businesses. 
3. Give examples of large businesses. 
4. Briefly describe different types of business and their aims. 
5. Suggest why businesses are essential for our daily lives and the prosperity of our society. 
6. In business, explain what is meant by the term "goods" giving examples. 
7. In business, explain what is meant by the term "services" giving examples. 



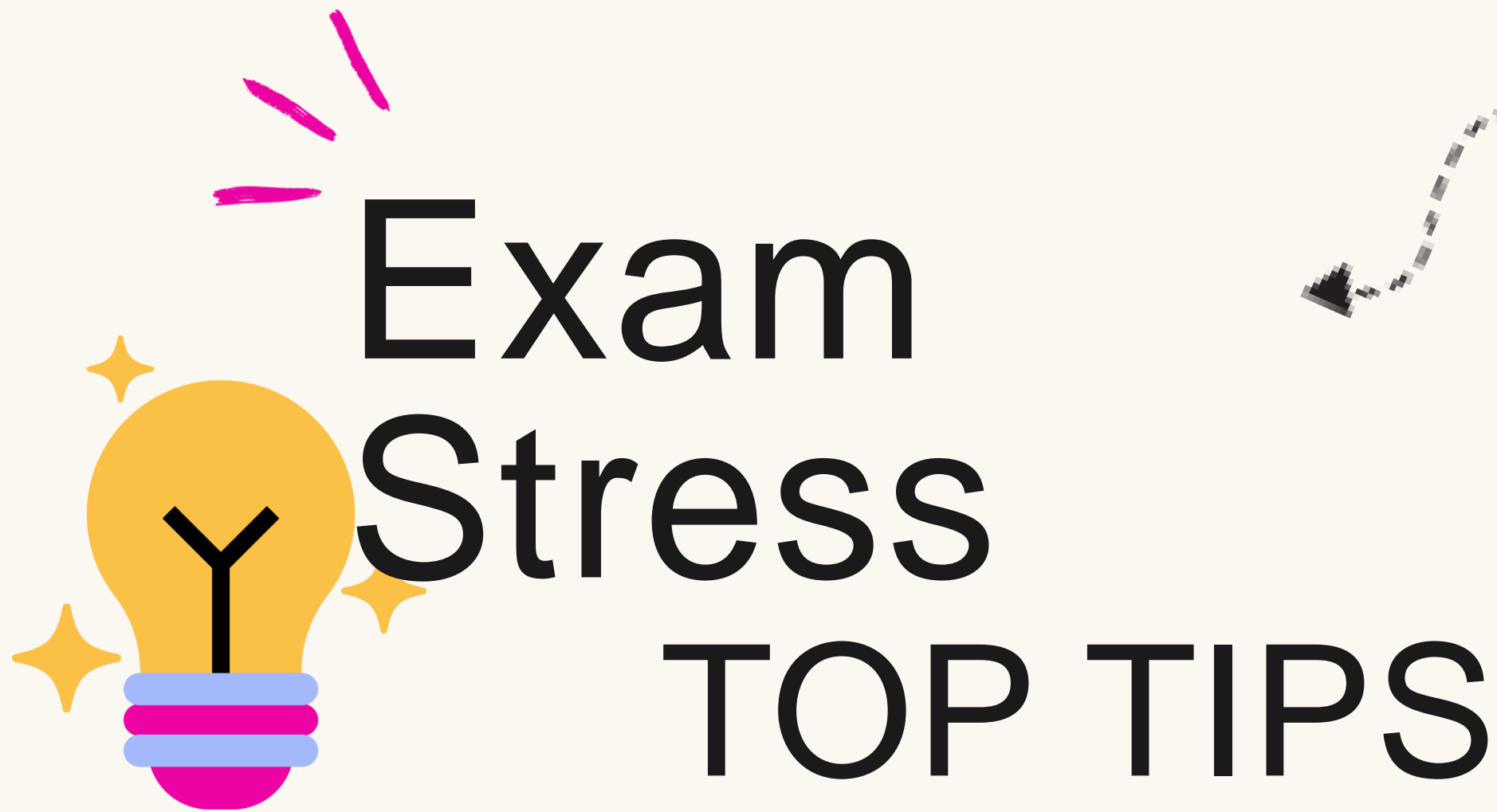
Done

Past Paper
Questions
linked to
topic.



Past paper questions: Factors of production

| | |
|---|---|
| 2023 Question paper | 2021 Question paper |
| Question 7(a) Solution | Question 1 (a) Solution |
| 2021 Question paper | 2014 Question paper |
| Question 2 (b) Solution | Question 6(b) Solution |

Close



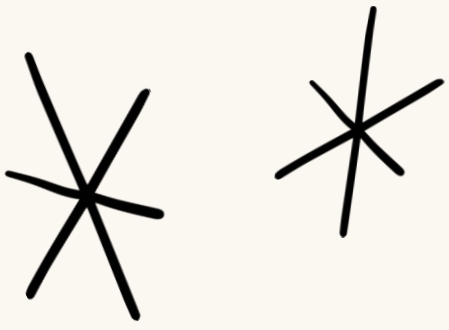
Exam Stress TOP TIPS



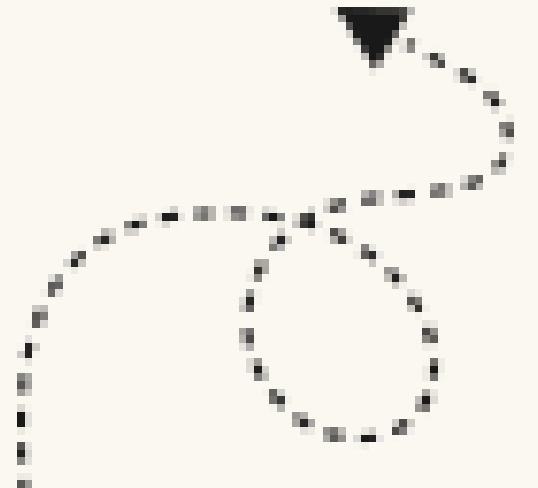


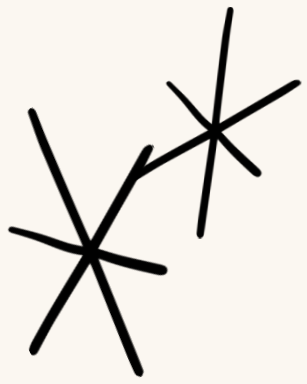
S3 pupils will take part in an exam stress workshop incorporating principles based on coaching techniques, NLP therapy and positive psychology.





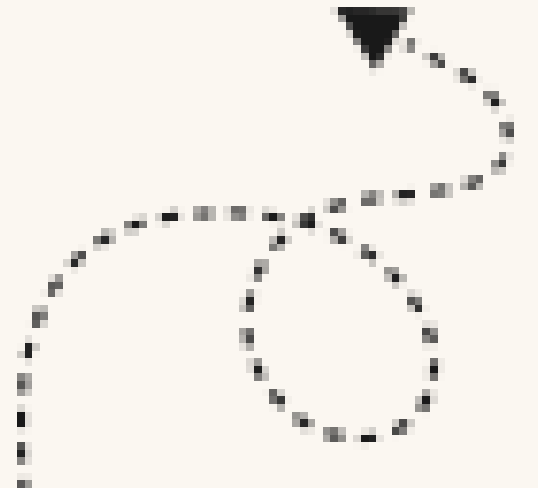
Pupils will be introduced to strategies to support them in understanding and controlling their thoughts with regards to stress and exams.

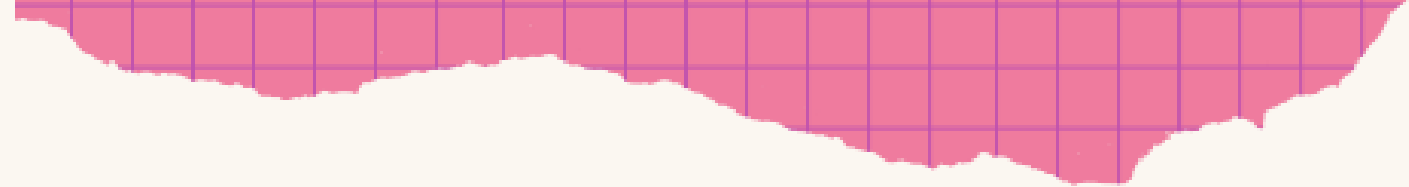




Logical thinking vs Emotional Thinking

- Pupils will develop an understanding of the difference between logical and emotional thinking
- Pupils will complete an activity to recognise the emotional thoughts they are having with regards to exams.



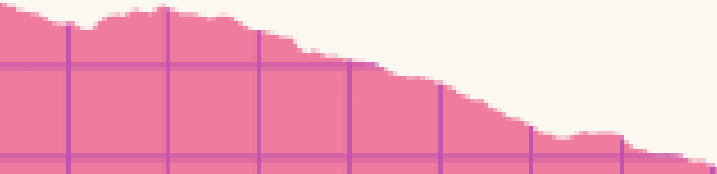


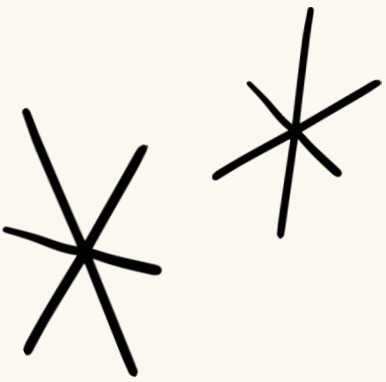
You can help your child by helping them start to recognise the difference between logical and emotional thinking;

Emotional thinking

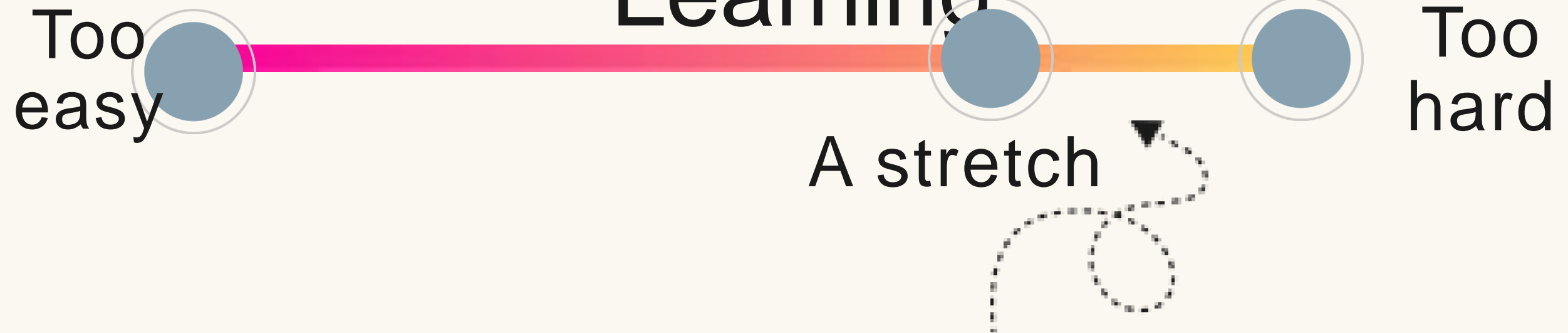
- **I don't know any of this**
- **I'm going to fail everything**
- **I'm stupid**
- **I can't do maths**

Logical Thinking

- **I don't know some of this**
 - **I'm finding this difficult right now**
 - **I'm finding maths hard**
- 

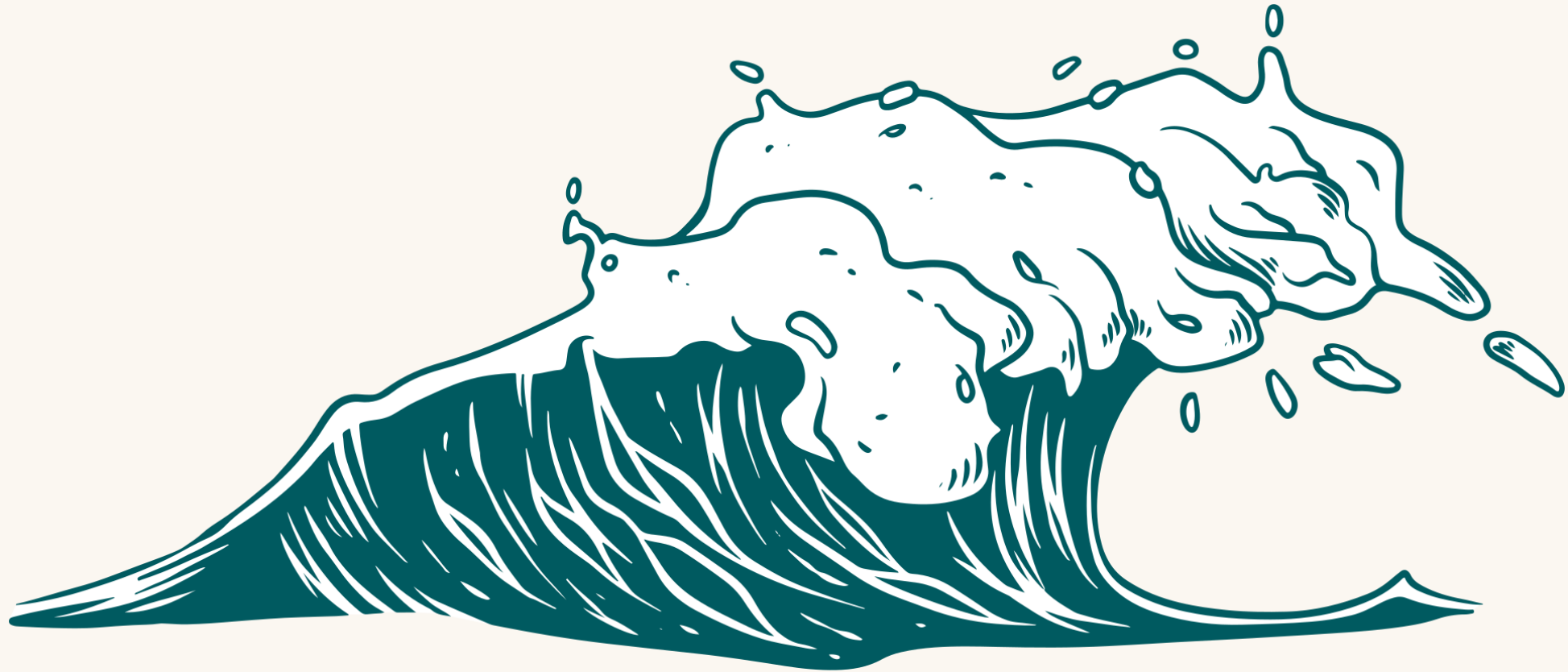



The Stretch of Learning



Pupils will also take part in an activity to help them recognise that it is normal for learning to feel challenging or 'uncomfortable' and ways of embracing and working through this.

One way of thinking about this is learning being like a wave. It may feel like a struggle but will soon pass.

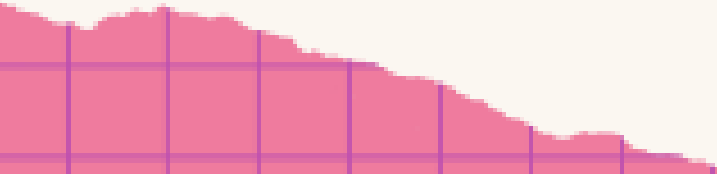


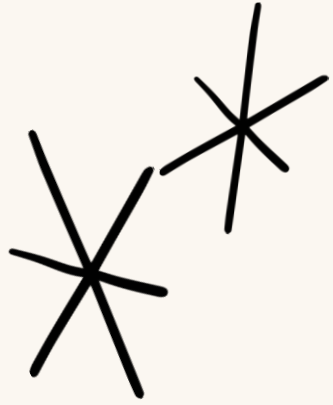


The Stretch of Learning

You can help your child by normalising the challenge of learning.

Normalise that learning should feel like a 'stretch' and that we all feel this way when 'real' learning is taking place.



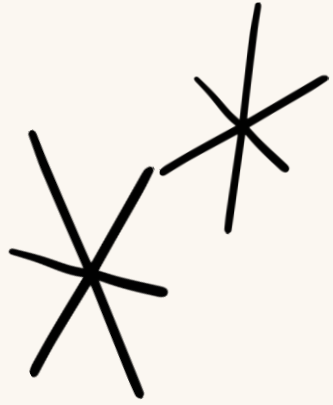


Understanding Stress

Pupils will learn about their brains and how they cannot recall information or problem solve effectively when we are under stress or in ‘fight, flight or freeze’.

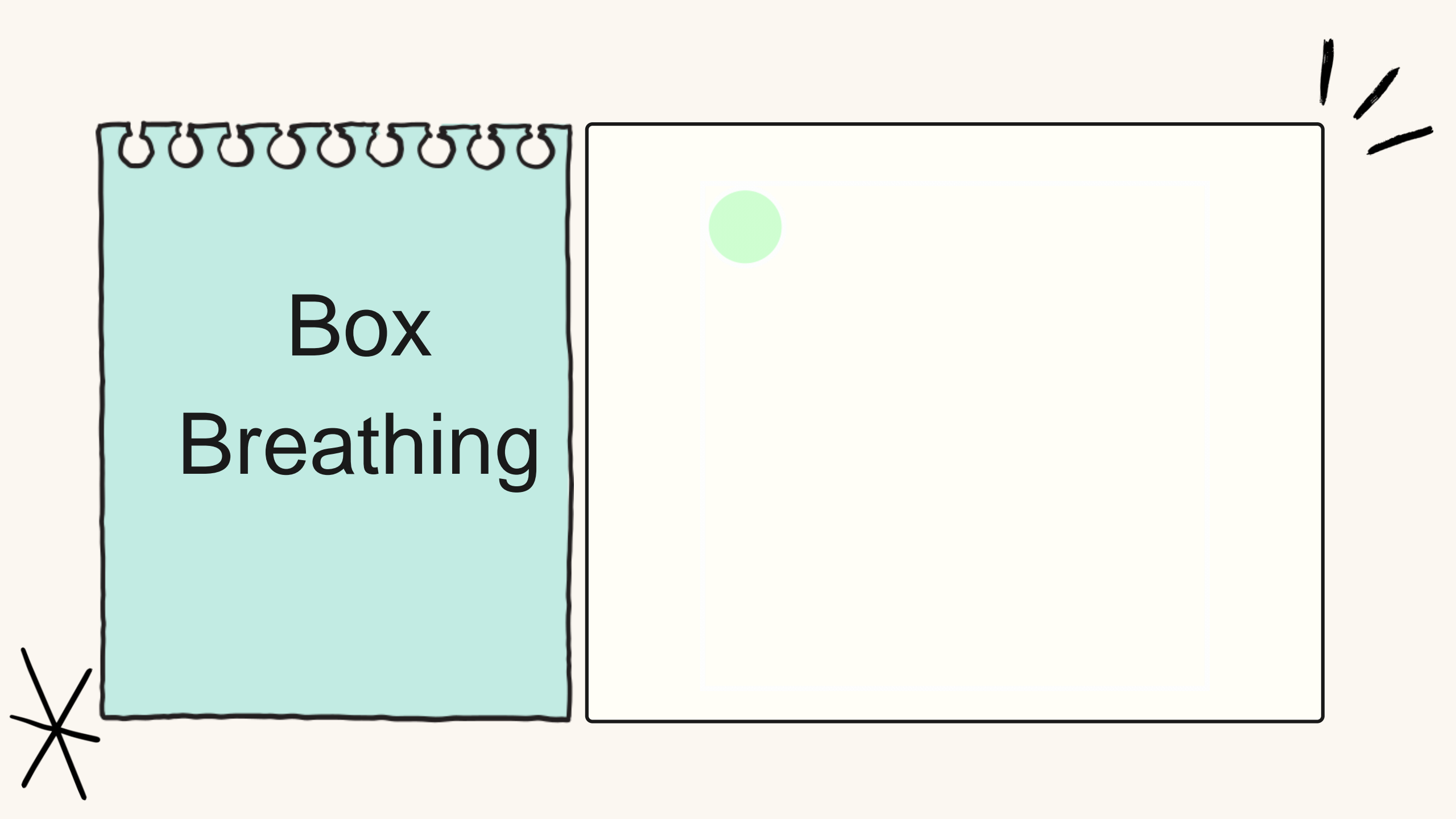
Pupils will be introduced to the following techniques to support them in staying calm:

- **Breathing exercises**
- **Flipping the thought**
- **Recognising the ‘what if?’ voice in your head**



Understanding Stress

You can help your child by starting to practice breathing exercises with them and helping them to reframe thoughts more positively.



Box Breathing

Flipping the Thought

Old thought: What if I fail all my exams?

New thought: If I fail all my exams I'll be able to resit?



Flipping the Thought

Old thought: I don't know any of this!

New thought: I know some of this!



Overall...

- **Encourage them to put stress into perspective by analysing whether they are using emotional or logical thinking.**
- **Reaffirm to them that the 'uncomfortable' feeling of challenge is normal and healthy.**
- **During times of stress encourage them to use their breathing exercises and to try to reframe their thoughts.**

MONDAY

| Club | When | Open to | Where |
|-----------------------------|-----------------|---------|----------------------------------|
| Debating Club | Lunch | S1-3 | Rm 113 Mrs Hill |
| Keyboard Club | Lunch | ALL | Music Dept. |
| Languages & Culture Club | Lunch | S1-3 | Rm 308 Miss Moran |
| Football Analysis Club | Lunch | ALL | PE Classroom Mr Barratt |
| Computer Games Club | Lunch | S1-2 | Rm 115 Mr Bryson |
| Geoguesser | Lunch | S1-2 | Rm 211 Miss Raeburn |
| Cricket | Lunch | ALL | Games Hall 2 Mr Ingram |
| School Show | 3.35- 4.35pm | ALL | Drama Box |
| Running | 3.35- 4.30pm | ALL | Running Track Mr Shirra |
| Karate | 3.35- 4.30pm | ALL | Dance Studio Japan Karate |
| Girls Rugby | 3.35- 4.45pm | S1-3 | Hockey Pitch Mr Martin |
| Netball | 3.35- 4.45pm | S4 | Games Hall 2 Miss Campbell |
| Fitness | 4-5pm | S4-6 | Fitness Suite |

TUESDAY

| Club | When | Open to | Where |
|-------------------------|-------------|---------|--|
| Ceilidh Band | Lunch | ALL | Music Dept. |
| DofE Bronze | Lunch | S3 | Rm 115 Mr Bryson |
| Rights Respecting Group | Lunch | ALL | Drama Box Mrs La Combre & Miss O'Neill |
| Cosy Reading Club | Lunch | ALL | Rm 210 Miss Raferty |
| Young Carers | Lunch | ALL | Rm 004 Miss Macaulay |
| Volleyball | Lunch | ALL | Games Hall 2 Mrs Dobbin |
| Futsal | Lunch | S1-2 | Games Hall 1 Mr Bryson |
| Jazz Band | 3.35-4.35pm | ALL | Music Dept. |
| Recreational Football | 3.35-4.45pm | S1 | Football Pitch PC McQuilken |
| Girls Football | 3.35-4.45pm | ALL | Football Pitch Ms Burns |
| Gymnastics | 3.35-4.45pm | ALL | Gymnasium ERCL Coaches |
| Dance | 3.35-4.45pm | S1 | Dance Studio Dance Leaders |
| Fitness | 4-5pm | S4-6 | Fitness Suite |

WEDNESDAY

| Club | When | Open to | Where |
|------------------------------------|--------------|---------|----------------------------------|
| Choir | Lunch | ALL | Music Dept. |
| Craft Club | Lunch | ALL | Art Dept. |
| Eco Committee | Lunch* | S1-6 | Rm 215 Mrs Milby |
| Geeky Film Club | Lunch | ALL | Rm 105 Mr Evans |
| Warhammer | Lunch | S1-6 | Rm 217 |
| Muay Thai Boxing / Self Defence | 2.45- 4pm | S1-6 | Small Gym Pro Judo/Cha |
| Dance | 2.45- 4pm | S2-3 | Dance Studio Dance Leaders |

*Selected dates only.

THURSDAY

| Club | When | Open to | Where |
|-------------------------|-------------|---------|---------------------------------------|
| Guitar Club | Lunch | ALL | Music Dept. |
| LGBTQIA+ | Lunch | ALL | Drama Box Mrs La Combre & Mr Mousa |
| Horrible Histories Club | Lunch | S1-4 | Rm 310 Mr MacDiarmid |
| Board Games & Puzzles | Lunch | ALL | Rm 107 Miss Matheson |
| Science Club | Lunch | S1 | Rm 220 Miss Lynn |
| Science Club | Lunch | S2 | Rm 220 Miss Hepburn |
| Wind Band | 3.35-4.35pm | ALL | Music Dept. |
| Junior Netball | 3.35-4.45pm | S1-3 | Games Halls 1 & 2 Mrs Kincaid |
| Boys Rugby | 3.35-4.45pm | S1-3 | Football Pitch Mr Martin |
| Fitness | 4-5pm | S4-6 | Fitness Suite |

FRIDAY

| Club | When | Open to | Where |
|-------------------|-----------------|---------|-----------------------------------|
| Social Media Club | Lunch | S3-6 | Art Dept. |
| Coding Club | Lunch | S1-2 | Rm 115 Mr Bryson |
| Crochet Club | Lunch | ALL | Rm 215 Mrs Milby |
| Taylor Swift Club | Lunch | S1-3 | Rm 210 Miss O'Neill |
| Cinema Club | Lunch | ALL | Rm 304 Ms Harland & Ms Reid |
| Chess Club | Lunch | S1-4 | Rm 108 Mr Duffin |
| Basketball Club | 2.45- 4pm | S1-6 | Games Hall 1&2 Mr Gibson |
| School Show | 2.45- 3.45pm | ALL | Drama Box |
| Fitness | 4-5pm | S4-6 | Fitness Suite |

Important dates

- w/b Mon 10th November – S3 Tracking report
- w/b Mon 9th March '26 – S3 Tracking report
- Tuesday 17th March – S3 Parents' Evening
- w/b Mon 27th April – start of S3 exams (runs over 3 weeks)
- w/b Mon 1st June – S3 Full reports



**ANY
QUESTIONS?**

