

# Hillhead High School

**Senior Phase study  
materials and advice**



# Senior Phase study materials and advice:

## Introduction



This document includes a range of study materials for each subject. In addition, you will find guidance on how **you** can help your child at home. The subjects are organised alphabetically and include levels/areas of focus.

In addition, our school website has **links to each department blog** and more advice for supporting study skills in the senior phase: <https://blogs.glowscotland.org.uk/gc/hillheadhigh/>

^search under '**Subjects**' for specific department blogs.

Check out or NEW **Study Skills and Advice blog for advice on coping with exam stress, new ways to study and more! It will be updated regularly:** <https://blogs.glowscotland.org.uk/glowblogs/hillheadstudyskills/>



Follow our **Twitter** for updates on Supported Study, study advice and information from various departments. You can follow us at <https://twitter.com/hillheadstudy>



For past papers to practice on: <https://www.sqa.org.uk/pastpapers/findpastpaper.htm>

# HILLHEAD HIGH SCHOOL

## Senior Phase study materials and advice



Subject	Areas to study	Study materials	How parents/carers can help
<b>Art &amp; Design</b> Nat 4, Nat 5 & Higher	<ul style="list-style-type: none"> <li>• <b>Expressive folio - individual chosen theme (usually still life or portraiture)</b></li> <li>• <b>Design Folio- individual chosen theme (usually graphic design, fashion, jewellery design or product design)</b></li> <li>• <b>Art &amp; Design Studies - Critical writing on chosen artists and designers and unseen art and design pieces</b></li> </ul>	<p><a href="https://blogs.glowscotland.org.uk/gc/HillheadHigh-ArtDesignDepartment/">https://blogs.glowscotland.org.uk/gc/HillheadHigh-ArtDesignDepartment/</a></p> <ul style="list-style-type: none"> <li>• Art &amp; Design/Photography Departmental Blog - Access to departmental work booklets and help booklets (Please contact Mr Reid via email to gain access to these password protected resources <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a>)</li> <li>• SQA Past Papers and departmental questions</li> <li>• Responses to critical examples of past papers and departmental questions</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that there is always homework to be completed on both individual Design and Expressive folios</li> <li>• SQA Past Papers and departmental questions are on our blog</li> <li>• Be aware of the exam question prompts and meanings in the departmental help booklets (pages 5-12)</li> <li>• Encourage Attendance at Supported Study</li> <li>• Encourage open book and timed questions</li> <li>• Direct email of Faculty head for any further questions <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a></li> <li>• Follow @HHS_Exparts</li> </ul>

<b>Art &amp; Design Advanced Higher</b>	<ul style="list-style-type: none"> <li>• <b>Individual Expressive or Design Practical Folio selected by the pupil.</b></li> <li>• <b>A critical studies piece of work linked to the practical folio.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://blogs.glowscotland.org.uk/gc/HillheadHigh-ArtDesignDepartment/">https://blogs.glowscotland.org.uk/gc/HillheadHigh-ArtDesignDepartment/</a></li> <li>• Examples of critical studies essays and previous examples of folios for pupils to take presentation inspiration from can be found on our departmental blog.</li> </ul> <p>(Please contact Mr Reid via email to gain access to these password protected resources Gw10reidross@glow.ea.glasgow.sch.uk)</p>	<ul style="list-style-type: none"> <li>• Be aware that there is always homework to be completed on the pupils chosen Design or Expressive folio</li> <li>• Encourage Attendance at Supported Study</li> <li>• Direct email of Faculty head for any further questions <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a></li> <li>• Encourage pupils to use extra periods within the department</li> <li>• Follow @HHS_Exparts</li> </ul>
<b>Administration and IT</b>	<b>Theory Practical IT skills Communication</b>	<ul style="list-style-type: none"> <li>• Administration and IT Textbooks N5 and Higher</li> <li>• Printed and jotter notes</li> <li>• SQA Past Papers</li> <li>• BBC Bitesize</li> <li>• Technologies Blog</li> <li>• Flash cards and mind maps</li> <li>• Practical IT tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Past papers available on SQA website</li> <li>• Timed practice of questions</li> <li>• Twitter: @ HHSTechnologies</li> <li>• <a href="mailto:Gw10cuthbertsonelain@glow.ea.glasgow.sch.uk">Gw10cuthbertsonelain@glow.ea.glasgow.sch.uk</a></li> </ul>
<b>Biology</b>	<b>National 5</b> <b>1) Cell Biology</b> <b>2) Multicellular Organisms</b> <b>3) Life on Earth</b> <b>4) Biology Assignment</b>	<ul style="list-style-type: none"> <li>• Past Paper booklets</li> <li>• Summary Notes</li> <li>• Pupil Workbooks with learning intentions</li> <li>• Revision Mind Maps for each subtopic</li> <li>• Problem Solving Question Booklets</li> <li>• SQA Command Words document</li> <li>• Glossary for subtopics</li> <li>• Overview and key areas for each subtopic</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the following:</li> <li>• Get a lever arch file to organise all materials issued</li> <li>• Create a summary of important points for each subtopic – key facts, definitions, explanations</li> <li>• Create flash cards/mind maps for each topic and get parents/carers to test you.</li> </ul>

<b>Biology (continued)</b>		<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• National 5 Biology Quizlet</li> <li>• National 5 Biology videos for some subtopics on You Tube(ask teacher for further details)</li> <li>• Read notes after each lesson taking a short time to identify areas of strength and areas for further support</li> <li>• Pupil instructions for Assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular practice of past paper questions from booklet.</li> <li>• BBC Bitesize for revision and tests</li> <li>• Check YouTube clips (see your teacher for guidance)</li> </ul>
<b>Biology</b>	<b>Higher</b>	<ul style="list-style-type: none"> <li>• Homework booklets (1 per unit)</li> <li>• Summary notes (1 per subtopic)</li> <li>• Revision mind-maps (1 per sub topic)</li> <li>• Glossary Terms (1 per subtopic)</li> <li>• Problem Solving Booklets</li> <li>• Past Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at supported study</li> <li>• Create a summary of important points for each subtopic – key facts, definitions, explanations</li> <li>• Create flash cards/mind maps for each topic and get parents/carers to test you.</li> <li>• Regular practice of past paper questions from booklet.</li> </ul>
<b>Business Management</b>	<b>Understanding Business Marketing Operations People</b>  <b>Finance</b> <b>Answering questions in relation to a case study</b>  <b>Answering questions with a specific command word</b>	<ul style="list-style-type: none"> <li>• Business Management Textbooks N5 and Higher</li> <li>• Printed and jotter notes</li> <li>• SQA Past Papers</li> <li>• BBC Bitesize</li> <li>• Technologies Blog</li> <li>• Flash cards and mind maps</li> <li>• Technologies Blog</li> <li>• Flash cards and mind maps</li> </ul>	<ul style="list-style-type: none"> <li>• Past papers available on SQA website</li> <li>• Timed practice of questions</li> <li>• Reading and discussing business articles</li> <li>• Practice flash cards</li> <li>• <a href="https://www.bbc.com/bitesize/subjects/zw26n39">https://www.bbc.com/bitesize/subjects/zw26n39</a>.</li> <li>• <a href="https://www.bbc.com/bitesize/subjects/zd6fcdm">https://www.bbc.com/bitesize/subjects/zd6fcdm</a></li> <li>• Twitter: @ HHSTechnologies</li> <li>• <a href="mailto:Gw10cuthbertsonelain@glow.ea.glasgow.sch.uk">Gw10cuthbertsonelain@glow.ea.glasgow.sch.uk</a></li> </ul>

<b>Chemistry</b>	<b>Advanced Higher</b>	<ul style="list-style-type: none"> <li>• Summary notes ( 1 per subtopic)</li> <li>• Homework booklets ( 1 per unit)</li> <li>• Past Papers</li> <li>• Jotter notes</li> <li>• PPT files on GLOW account</li> <li>• Past paper books in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at supported study</li> <li>• Complete all extra tutorial questions in booklets</li> <li>• Access Scholar and complete practice questions</li> <li>• Access GLOW emails and use resources</li> </ul>
<b>Chemistry</b>	<b>National 5</b>	<ul style="list-style-type: none"> <li>• Summary notes</li> <li>• Homework Booklets</li> <li>• Jotter notes</li> <li>• Past papers</li> <li>• bbc bitesize</li> <li>• evans2chemweb</li> <li>• Supported study</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at supported study</li> <li>• Past papers available on SQA website</li> <li>• Make flashcards on topics, definition etc.</li> <li>• Revise summary notes</li> <li>• Practise past papers together</li> <li>• Check BBC Bitesize</li> </ul>
<b>Chemistry</b>	<b>Higher</b>	<ul style="list-style-type: none"> <li>• Summary notes are handed out for each unit to every candidate.</li> <li>• Exam Question booklets and marking schemes handed out to every candidate.</li> <li>• Past paper books in the department are available for pupils to utilise during revision periods and at supported study.</li> <li>• Past papers are available at <a href="https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=Chemistry&amp;level=NAH">https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=Chemistry&amp;level=NAH</a></li> <li>• Even more past papers can be found here (going back to 1973 – no excuse for running out!). <ul style="list-style-type: none"> <li>○ <a href="http://www.new.chemistry-teaching-resources.com/PastPapers.html">http://www.new.chemistry-teaching-resources.com/PastPapers.html</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the following :</li> <li>• Get a lever arch file to organise study materials.</li> <li>• Create a summary of important points – key facts, definitions, explanations etc.</li> <li>• Create flash-cards and get family/ friends to test you.</li> <li>• Regular practice of exam questions from booklet.</li> <li>• Regular attempts at past papers and pay close attention to the marking scheme!</li> <li>• Attend supported study (Monday after school in T24) to ask for help.</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional revision notes and mini-tests can be found on evans2chemweb and scholar (username and password available from Dr Gavin)</li> <li>• BBC bitesize.</li> </ul>	
<b>Computing Science</b>	<b>Software Design &amp; Development</b> <b>Database Design &amp; Development</b> <b>Web Design &amp; Development</b> <b>Computer Systems</b>	<ul style="list-style-type: none"> <li>• SDD Theory notes &amp; questions</li> <li>• SDD Practical Booklets</li> <li>• Information System Design &amp; Development Notes and Questions Booklets</li> <li>• Computer Systems Notes and Questions Booklets</li> <li>• SQA Past Papers</li> <li>• BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Keypoints</li> <li>• Course revision questions booklet</li> <li>• Timed practice questions</li> <li>• Practise coursework tasks</li> <li>• Materials on Glow</li> <li>• <a href="https://www.bbc.com/bitesize/subjects/zxmh34">https://www.bbc.com/bitesize/subjects/zxmh34</a></li> <li>• <a href="https://www.bbc.com/bitesize/subjects/zfs3kqt">https://www.bbc.com/bitesize/subjects/zfs3kqt</a></li> <li>• Twitter: @ HHSTechnologies</li> <li>• <a href="mailto:Gw10cuthbertsonelain@glow.ea.glasgow.sch.uk">Gw10cuthbertsonelain@glow.ea.glasgow.sch.uk</a></li> </ul>
<b>Drama National 5</b>	<b>Written Component –</b>  Section 1 – Pupils write about a play they’ve been involved in.  Section 2 – Pupils write about a play they’ve made up.	<ul style="list-style-type: none"> <li>• National 5 Drama Revision booklet</li> <li>• Examples of previous exam answers are available in the department</li> <li>• SQA past papers are available in the department and by accessing the SQA website</li> <li>• Pupils can book the Drama studio before school, during lunch or after school in order to rehearse their acting pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Help with line learning for exam piece</li> <li>• Past papers can be accessed from the SQA website</li> <li>• Direct email of Faculty head for any further questions <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a></li> <li>• Practise script writing</li> <li>• Revise lines together</li> <li>• Read and discuss plays together</li> <li>• Watch and discuss film versions of plays</li> </ul>

<p><b>Drama Higher</b></p>	<p><b>Written Component</b></p> <ul style="list-style-type: none"> <li>• Section 1 - Textual analysis (Analysing, learning quotes, writing about performance, directing and design concepts).</li> <li>• Section 2 - Applying knowledge of theatre production to set text</li> <li>• Section 3 – Performance Analysis (Analysing a performance in terms of acting and theatre production)</li> </ul> <p><i>Practical</i></p>	<ul style="list-style-type: none"> <li>• Higher Set Text Study booklet</li> <li>• Higher Set Text Revision booklet</li> <li>• Textual Analysis exemplars</li> <li>• Past papers (in department and available online)</li> <li>• Higher performance analysis booklet</li> </ul> <ul style="list-style-type: none"> <li>• Copies of plays being performed</li> <li>• Pupils can book the drama studio before school, during lunch or after school in order to rehearse their acting pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Help with line learning for 2 exam pieces</li> <li>• Past papers can be accessed from the SQA website</li> <li>• Follow @HHS_Experts</li> <li>• Encourage pupils to attend supported study on a Thursday</li> <li>• Direct email of Faculty head for any further questions <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a></li> <li>• Encourage open book and timed questions</li> <li>• Practise analysing performances together</li> <li>• Create flashcards of quotes and lines from plays</li> <li>• Watch film versions of plays and critique</li> <li>• Read in for the other character</li> <li>• Research the context of the play you are studying together</li> <li>• Read issues of acting roles and themes</li> </ul>



<b>Drama Higher (continued)</b>	<i>Component</i> <ul style="list-style-type: none"><li>• Performance of two acting pieces OR a design project OR directing 8 pages of a play.</li></ul>	See your teacher for support on practical component	
---	---	---	--

<p><b>English</b></p>	<p><b>All Levels: N5, H, ADV.H</b></p> <p><b>Close reading skills: summarising, using your own words, analysing language/structure, evaluating</b></p> <p><b>-Analysing Scottish Set texts</b></p> <p><b>-Critical Essay writing</b></p>	<ul style="list-style-type: none"> <li>• <b>English Department Blog:</b> links to websites, folio advice, study packs and recommended reading <a href="https://blogs.glowscotland.org.uk/glowblogs/hillheadhighenglish/">https://blogs.glowscotland.org.uk/glowblogs/hillheadhighenglish/</a></li> <li>• <b>Follow us on Twitter @ englishdept_hhs</b></li> <li>• National 5 (purple) and Higher (blue) SQA textbooks</li> <li>• Scottish Set Text revision packs (in department)</li> <li>• BBC Bitesize</li> <li>• Reading for UAE Skills revision packs from department (<b>pink</b> National 5 and <b>blue</b> Higher)</li> <li>• Critical Essay exemplars</li> <li>• Critical Essay plans/mind-maps</li> <li>• Past papers (in department, textbooks and available online)</li> <li>• Supported Study (check timetable on website/blog for most up to date sessions)</li> <li>• Individual teacher blogs/Glow pages/Microsoft Teams</li> <li>• Notes from class- organise by each section for exam ^consider colour-coding each section (Close Reading, Set Text, Critical Essay)</li> <li>• Film versions of class literature (depending on text)</li> <li>• Notes on how to structure close reading/textual analysis answers</li> <li>• Notes on key quotations for critical essay</li> </ul>	<ul style="list-style-type: none"> <li>• Visit our <b>BLOG</b> <a href="https://blogs.glowscotland.org.uk/glowblogs/hillheadhighenglish/">https://blogs.glowscotland.org.uk/glowblogs/hillheadhighenglish/</a> ^click <b>Senior phase tab for Recommended Reading, study materials and exam practice</b></li> <li>• <b>Follow our Twitter @ englishdept_hhs</b></li> <li>• Read a variety of non-fiction articles (from <i>The Telegraph, The Guardian etc.</i>) <i>This will help with close reading skills</i></li> <li>• Read and discuss critical essay text (main ideas, characters, setting, themes, plot, language, features of the genre etc.)</li> <li>• Create flashcards for key quotations from class literature (critical essay) and quiz together</li> <li>• Create tables comparing Scottish Poems in preparation for the final question (based on commonality-theme, language, persona, setting, etc.)</li> <li>• Create theme mats (see models from class) together</li> <li>• Use BBC Bitesize quizzes to test knowledge for Scottish Set Text</li> <li>• Practice Close Reading skills / questions together (a session of own words questions, then a session revising analysis and evaluation)</li> <li>• Revise Close Reading formulas taught in class</li> </ul>
-----------------------	--	--	--

**English  
(continued)**

- Annotated Scottish Set Text (poetry, drama, prose) in class
- For folio advice: check our blog/SQA site (we can only provide a small amount of input in this aspect of the course!)
- Glossary of key terms (poetry, close reading etc.) available in the department + form class notes

- **Timed** practice at home for UAE, Set Text or Critical Essay (questions available on **Blog**)
- Past papers available on SQA website + Look at marking schemes together
- Encourage pupils to attend **supported study**
- Stay tuned for revision videos created by staff online. Links available soon!
- Vocabulary revision:  
<http://freerice.com/#/english-vocabulary/1485>
- **Read, read read!!!**

<b>Geography</b>	<b>All course units for Higher and National 5 Physical, Human, Global Issues &amp; assignment</b>	<ul style="list-style-type: none"> <li>• Higher &amp; National 5 Geography Course Notes (Leckie &amp; Leckie).</li> <li>• SQA Pastpapers.</li> <li>• 'How to Pass Higher Geography' book SQA endorsed.</li> <li>• Class booklets.</li> <li>• Practice Papers and Specimen Papers found on SQA website.</li> <li>• Bitesize - Higher Geography</li> <li>• <a href="https://highergeogblog.blogspot.com/">https://highergeogblog.blogspot.com/</a></li> <li>• <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>• BBC iplayer – documentaries</li> <li>• <b>Twitter - @hillheadgeo</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussing current topical issues e.g. Climate Change.</li> <li>• Keeping up to date with the news.</li> <li>• Make sure all homework is completed and pupils make use of their planner.</li> <li>• Creating a timetable at home for revision.</li> <li>• Attending all supported study sessions.</li> <li>• Keeping up to date with Geography Assignment.</li> </ul>
<b>Graphic Communication</b>	<b>CAD and Technology in Society DTP &amp; Design Elements and Principles Manual Graphics, Standards &amp; Conventions</b>	<ul style="list-style-type: none"> <li>• National 5 Revision Pack</li> <li>• Higher Revision pack</li> <li>• SQA Past Papers</li> <li>• National 5 and Higher Leckie and Leckie books</li> <li>• Revision notes on MS Teams</li> <li>• Regular exam style, timed questions</li> <li>• Regular review of command words</li> <li>• Practical skill builders in CAD and Manual Drawing questions.</li> <li>• Supported study</li> </ul>	<ul style="list-style-type: none"> <li>• Past Papers available on SQA Website</li> <li>• Timed Practice of Questions</li> <li>• Ask teacher questions via Microsoft Teams</li> <li>• <a href="https://www.bbc.com/bitesize/subjects/z276yrd">https://www.bbc.com/bitesize/subjects/z276yrd</a></li> <li>• <a href="https://www.bbc.com/bitesize/subjects/znp4wx">https://www.bbc.com/bitesize/subjects/znp4wx</a></li> <li>• Twitter: @ HHSTechnologies</li> <li>• <a href="mailto:Gw10cuthbertsonelain@glow.ea.glasgow.sc.h.uk">Gw10cuthbertsonelain@glow.ea.glasgow.sc.h.uk</a></li> </ul>

<b>History</b>		<ul style="list-style-type: none"> <li>• N5 Source Pink Sheets</li> <li>• Higher Scaffolding Source sheets</li> <li>• Higher Essay Structures</li> <li>• Homework booklets - Available from department</li> <li>• Revision booklets - Available from department</li> <li>• "How to pass" for Higher and N5 - Books available for all pupils in department</li> <li>• Revision textbooks - books available in department</li> <li>• Glow groups for Higher - Pupils already added. Access to teaching power points</li> <li>• Glow group for N5 - Pupils already added. Access to teaching power points</li> <li>• SQA past papers</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at supported study</li> <li>• Revise flash cards and homework booklets together</li> <li>• Revise scaffolding sheets together</li> <li>• Encourage use of Glow groups and create notes, mind-maps etc. from PowerPoints</li> <li>• Practise essays and questions together</li> </ul>
<b>Maths</b>	<b>All course units for Higher and Nat 5</b>	<p><a href="https://sites.google.com/a/edubuzz.org/maths-past-papers/home/higher"><u>https://sites.google.com/a/edubuzz.org/maths-past-papers/home/higher</u></a></p> <p><a href="https://www.highermathematics.co.uk/higher-maths-whole-course/"><u>https://www.highermathematics.co.uk/higher-maths-whole-course/</u></a></p> <p><a href="https://www.national5maths.co.uk/free-national-5-maths-2/"><u>https://www.national5maths.co.uk/free-national-5-maths-2/</u></a></p> <p><b>Supported study</b> Every night after school, all year round. Come to the department to see which teachers are available. All welcome, at any teacher.</p> <p><b>Class resources</b></p> <ul style="list-style-type: none"> <li>• Notes Jotter</li> <li>• Department worksheets and textbook</li> <li>• Past Paper questions</li> </ul>	<ul style="list-style-type: none"> <li>• Maths is a practical subject. Do questions. Do not copy out notes, or re-read. This is ineffective.</li> <li>• Encourage attendance at supported study</li> <li>• Encourage pupils to do the weekly homework</li> <li>• Encourage pupils to do pre assessment revision packs and post assessment remediation packs</li> <li>• SQA Course content document</li> <li>• SQA understanding standard documents</li> </ul>

<b>Modern Languages</b>	All Modern Languages cover 4 main skills : reading, listening, talking and writing. Each of these has specific tasks allocated to them and class teachers will direct students accordingly	<ul style="list-style-type: none"> <li>• Bright Red Study Guides : N5 and Higher (Spanish and French)</li> <li>• How to Pass Guides : N5 and Higher (French)</li> <li>• Past Papers (all languages) : SQA website</li> <li>• Department hand-outs and support notes</li> <li>• Websites from Department blog</li> <li>• Senior phase Support page Department Blog</li> <li>• Scholar</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have right to use a dictionary in Reading papers, so parents could ensure students have access to bi-lingual dictionary – becoming proficient in dictionary use saves time and can therefore benefit students in the exam</li> <li>• Vocabulary revision – testing</li> <li>• Encourage attendance at Supported Study</li> </ul>
<b>Modern Languages : French Higher</b>	Reading : Identifying key information from text	<ul style="list-style-type: none"> <li>• As above</li> <li>• Reading rules</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have access to Study Guides – parents could buy their own one if they feel it would support pupil better</li> <li>• Follow famous French people on Twitter</li> <li>• Read and discuss French news and websites</li> </ul>
<b>Modern Languages : French Higher</b>	Translation	<ul style="list-style-type: none"> <li>• As above</li> <li>• Materials given in class</li> <li>• Revise grammar to identify verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Read over translated work to ensure makes sense in English</li> <li>• Revise materials in class together</li> </ul>
<b>Modern Languages : French Higher</b>	Directed Writing	<ul style="list-style-type: none"> <li>• As above</li> <li>• Class materials</li> <li>• Dept blog support</li> </ul>	<ul style="list-style-type: none"> <li>• Timing : 30 mins max</li> <li>• Test on passé compose</li> <li>• Revise class notes together</li> <li>• Look at model answers together</li> <li>• Revise bullet point structure for writing</li> </ul>

<b>Modern Languages</b> : <b>French</b> <b>Higher</b>	Listening	<ul style="list-style-type: none"> <li>• Websites to support class materials and Study Guides</li> <li>• TV5.fr</li> <li>• Scholar</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to French music!</li> <li>• Listen to French podcasts</li> <li>• Watch French films and news together</li> </ul>
<b>Modern Languages</b> : <b>French</b> <b>Higher</b>	Assignment Writing	<ul style="list-style-type: none"> <li>• Writing frames</li> <li>• Bullet points</li> <li>• Pour et contre</li> </ul>	<ul style="list-style-type: none"> <li>• Remind pupils of deadline</li> <li>• Practice writing together</li> <li>• Build vocabulary list</li> <li>• Discuss marking keys</li> </ul>
<b>Modern Languages</b> : <b>French</b> <b>Higher</b>	Talking	<ul style="list-style-type: none"> <li>• Essays</li> <li>• Recorded materials</li> </ul>	<ul style="list-style-type: none"> <li>• Practice asking questions</li> <li>• Check for pronunciation against sound file</li> <li>• Record self and listen together/critique</li> </ul>
<b>Modern Languages</b> : <b>French</b> <b>Adv Higher</b>	Reading, Translation, Listening, Writing,	<ul style="list-style-type: none"> <li>• Scholar</li> <li>• Class materials</li> <li>• Past Papers</li> <li>• Dept blog</li> <li>• Websites to ensure latest news</li> <li>• Essays</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at Supported Study (Monday)</li> <li>• Revise class materials and past papers</li> <li>• Read French news and websites</li> <li>• Listen to and watch French music, film, news</li> </ul>
<b>Modern Languages</b> : <b>French</b> <b>Adv Higher</b>	Portfolio	<ul style="list-style-type: none"> <li>• Class materials</li> <li>• Websites</li> </ul>	<ul style="list-style-type: none"> <li>• Essay structure</li> <li>• Check logical sequence of argument</li> <li>• Ensure bibliography attached</li> </ul>
<b>Modern Languages</b> : <b>French</b> <b>Adv Higher</b>	Talking	<ul style="list-style-type: none"> <li>• Class materials</li> <li>• Essays</li> <li>• Dept blog</li> </ul>	<ul style="list-style-type: none"> <li>• Practice with young person</li> <li>• Check for pronunciation against sound file</li> </ul>

<b>Modern Languages</b> <b>:</b> <b>Spanish Higher</b>	Reading : Identifying key information from text Translation	<ul style="list-style-type: none"> <li>• Study Guides</li> <li>• Dept blog</li> <li>• Class materials – reading booklets on each topic area with translation section</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have access to Study Guides – parents could buy their own one if they feel it would support pupil better</li> </ul>
<b>Modern Languages</b> <b>:</b> <b>Spanish Higher</b>	Directed Writing	<ul style="list-style-type: none"> <li>• Class materials</li> </ul>	<ul style="list-style-type: none"> <li>• Timing : 30 mins max</li> </ul>
<b>Modern Languages</b> <b>:</b> <b>Spanish Higher</b>	Listening	<ul style="list-style-type: none"> <li>• Dept blog web links</li> <li>• Weblinks to Study Guides</li> <li>• SQA site – past papers</li> </ul>	Timing past papers
<b>Modern Languages</b> <b>:</b> <b>Spanish Higher</b>	Talking	<ul style="list-style-type: none"> <li>• Essays</li> <li>• Recorded materials</li> </ul>	<ul style="list-style-type: none"> <li>• Practice asking questions</li> <li>• Check for pronunciation against sound file</li> </ul>
<b>Modern Languages</b> <b>:</b> <b>Chinese Higher</b>	<b>-Reading skills</b> <b>-Directed Writing</b> <b>-Assignment Writing (discursive writing)</b>	<ul style="list-style-type: none"> <li>• Quizlet-MrsCWang</li> <li>• Vocabulary booklet- also on the Quizlet</li> <li>• Grammar Booklet</li> <li>• Higher Reading and Listening Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary revision</li> <li>• Timed practice at home for Directed Writing and Assignment Writing</li> <li>• Past papers available on SQA website</li> <li>• Revise grammar, reading and listening booklets together</li> </ul>
<b>Modern Languages</b> <b>:</b> <b>Urdu Higher</b>		<ul style="list-style-type: none"> <li>• Past papers - SQA website</li> <li>• <a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a></li> <li>• <a href="http://www.ibtada.com">http://www.ibtada.com</a></li> <li>• Alphabet Urdu:  <a href="https://www.youtube.com/watch?v=G2ueGTGVCuM&amp;list=RDG2ueGTGVCuM">https://www.youtube.com/watch?v=G2ueGTGVCuM&amp;list=RDG2ueGTGVCuM</a></li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at Supported Study</li> <li>• Encourage Reading at home with up-to-date newspaper articles, books, magazines, etc and issues of relevance to community</li> <li>• Practice Urdu alphabet together</li> <li>• Attempt past papers together</li> </ul>



<b>Modern Studies</b>		<p><b>Online Resources</b></p> <ul style="list-style-type: none"> <li>• Glow Blog – Restricted to those in the class</li> <li>• <a href="https://blogs.glowscotland.org.uk/gc/modernstudieshillheadn5/">https://blogs.glowscotland.org.uk/gc/modernstudieshillheadn5/</a></li> <li>• BBC Bitesize</li> <li>• SQA Past Paper and Course Specification</li> <li>• BBC News, Guardian Website, Independent</li> </ul> <p><b>Class Materials</b></p> <ul style="list-style-type: none"> <li>• Leckie and Leckie National 4 and 5 Course Support Notes</li> <li>• Jotter</li> <li>• Example Questions and Answers available from Miss Wilson</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at supported study</li> <li>• Practice example questions and answers</li> <li>• Read the News: BBC News, Guardian Website, Independent</li> <li>• Create flash cards with examples for essays</li> <li>• Create mind maps on each topic</li> <li>• Help create essay plans for different past paper questions</li> <li>• Test your child's knowledge with quizzes</li> <li>• Engage in political conversations based on news stories or current events</li> <li>• Watch political documentaries- Panorama, BBC Documentaries, Politics Live, FMQT/PMQT</li> <li>• Read a wide range of news websites: BBC, The Guardian, The Independent, Al Jazeera</li> <li>• Join twitter and follow political journalists and news outlets</li> </ul>
<b>Music</b>	<p><b>N5 – Advanced Higher</b></p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Composition</b></li> <li>• <b>Listening</b></li> </ul>	<ul style="list-style-type: none"> <li>• Repertoire discussed and selected with class teacher/instrumental tutor.</li> <li>• Music Department available before, during and after school for practice.</li> <li>• Use of DAW ( Sibelius, Logic Pro X ) for production of composition work available before and during school hours in the Music Department and Library NB: Library has Sibelius only.</li> <li>• Booklets for revision of concepts in Listening/Understanding Music element of SQA course.</li> <li>• <a href="http://www.ataea.co.uk/">http://www.ataea.co.uk/</a></li> <li>• <a href="https://mymusiconline.co.uk/">https://mymusiconline.co.uk/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Guardians should be aware of a regular practice regime. (30 minutes per day for each instrument )</li> <li>• Parents/Guardians should notify Music Department if regular practice is faltering.</li> <li>• Parents/Guardians should encourage regular attendance in an extra-curricular music ensemble EG: Pupils specialising in voice attending choir (Supported Study).</li> <li>• Parents/Guardians should be aware of more detailed course requirements through familiarisation with the Senior Phase Options booklet.</li> </ul>

			<ul style="list-style-type: none"> <li>• Follow @HHS_Expats</li> <li>• Encourage attendance at Supported Study</li> </ul>
<b>Photography Higher</b>	<ul style="list-style-type: none"> <li>• <b>Individual chosen theme portfolio</b></li> <li>• <b>Question Paper Exam looking at technical and creative responses to photography</b></li> </ul>	<p><a href="https://blogs.glowscotland.org.uk/gc/HillheadHigh-ArtDesignDepartment/">https://blogs.glowscotland.org.uk/gc/HillheadHigh-ArtDesignDepartment/</a></p> <ul style="list-style-type: none"> <li>• Art &amp; Design/Photography Departmental Blog - Access to departmental work booklets and help booklets (Please contact Mr Reid via email to gain access to these password protected resources <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a>)</li> <li>• SQA Past Papers and departmental questions</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that there is always homework to be completed on the pupils chosen folio theme</li> <li>• SQA Past Papers and departmental questions are on our blog</li> <li>• Direct email of Faculty head for any further questions <a href="mailto:Gw10reidross@glow.ea.glasgow.sch.uk">Gw10reidross@glow.ea.glasgow.sch.uk</a></li> <li>• Follow @HHS_Expats</li> <li>• Encourage attendance at Supported Study</li> <li>• Encourage discussions around chosen Theme</li> <li>• Encourage open book and timed questions</li> </ul>
<b>Physical Education National 5</b>	<b>Practical Component -</b> Personal Performance Practice in 2 One Off Performance Activities	Physical Education Department Facilities – Pupils have access to the facilities in order to practice for final practical assessments (Before school, lunch time and after school – parental note required for pupils practicing unsupervised)	<ul style="list-style-type: none"> <li>• Encourage additional personal practice time /school clubs / personal clubs / assist with additional personal practice at local sports centres.</li> </ul>

<p><b>Physical Education National 5</b></p>	<p><b>Portfolio Component –</b></p> <p>Methods of Gathering Information Approaches to Develop Performance Monitoring and Evaluating Progress</p> <p>Command Words          -Identify          -Describe          -Explain          -Justify          -Evaluate</p>	<ul style="list-style-type: none"> <li>• Physical Education Department Blog – Link to National 5 Portfolio template</li> <li>• Physical Education Department Revision Guide</li> <li>• Leckie and Leckie National 4 and 5 Course Support Notes</li> <li>• BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage immediate downloading of National 5 Portfolio. This is a ‘seen’ document and allows pupils permanent access for practicing the questions they will complete and have sent away to be marked by SQA.</li> <li>• Practice questions together</li> <li>• Revise command words together</li> <li>• Direct Email of Faculty Head for any further questions (<a href="mailto:gw14gemmilljohn3@glow.sch.uk">gw14gemmilljohn3@glow.sch.uk</a>)</li> </ul>
<p><b>Physical Education Higher</b></p>	<p><b>Practical Component –</b></p> <p>Personal Performance Practice in 2 One Off Performance Activities</p>	<ul style="list-style-type: none"> <li>• Physical Education Department Facilities – Pupils have access to the facilities in order to practice for final practical assessments (Before school, lunch time and after school – parental note required for pupils practicing unsupervised)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage additional personal practice time /school clubs / personal clubs / assist with additional personal practice at local sports centres.</li> </ul>

<p><b>Physical Education Higher</b></p>	<p><b>Exam Component</b> –</p> <p>Methods of Gathering Information Approaches to Develop Performance Monitoring and Evaluating Progress</p> <p>Command Words -Describe -Explain -Evaluate -Analyse</p>	<ul style="list-style-type: none"> <li>• Physical Education Department Blog</li> <li>• Mandatory Course Content check off</li> <li>• Physical Education Department Model Answers</li> <li>• Physical Education Department Exam Preparation Guide</li> <li>• Physical Education Department Practice Questions</li> <li>• Leckie and Leckie Course Support Notes</li> <li>• Leckie and Leckie Verified Questions and Answers</li> <li>• Leckie and Leckie Success Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Timed questions practice</li> <li>• Revise structure of answers based on class notes</li> <li>• Review and compare personal answers in comparison to SQA verified ones</li> <li>• Encourage pupils to change SQA verified questions with different Factors / Features and different command words</li> <li>• Direct Email of Faculty Head for any further questions (<a href="mailto:gw14gemmilljohn3@glow.sch.uk">gw14gemmilljohn3@glow.sch.uk</a>)</li> <li>• Revise command words</li> </ul>
<p><b>Physics</b></p>	<p><b>All course units for Higher and Nat 5</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://mrmackenzie.co.uk">http://mrmackenzie.co.uk</a></li> <li>• <a href="http://www.lesmahagow.s-lanark.sch.uk">http://www.lesmahagow.s-lanark.sch.uk</a></li> <li>• <a href="http://smarshallsay.weebly.com">http://smarshallsay.weebly.com</a></li> <li>• bbc bitesize</li> <li>• scholar</li> <li>• Supported study <ul style="list-style-type: none"> <li>• Monday lunchtime and after school</li> <li>• Tuesday, Wednesday and Thursday Lunchtime</li> </ul> </li> </ul> <p><b>Class resources</b></p> <ul style="list-style-type: none"> <li>• Class textbooks</li> <li>• Class past papers</li> <li>• Unit notes</li> <li>• Jotter notes</li> <li>• Key definition hand out</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage attendance at supported study</li> <li>• Weekly past paper work</li> <li>• Revision of notes/creation of flash cards</li> <li>• SQA Course content document</li> <li>• SQA understanding standard documents</li> </ul>

<b>Practical Woodwork</b>	<p>Flat Frame Construction</p> <p>Carcase Construction</p> <p>Measuring and Marking Out</p> <p>Reading and Interpreting Drawing Materials</p> <p>Bench work</p> <p>Cramping</p> <p>Mechanical fixings and adhesives</p> <p>Safe use of machines and power tools</p> <p>Surface preparation and finishing</p> <p>Safe working practices</p> <p>Sustainability and recycling</p>	<ul style="list-style-type: none"> <li>• National 5 Bright Red Publishing</li> <li>• BBC Bitesize</li> <li>• Posters in the workshops</li> <li>• Past Papers</li> <li>• Command Words Booklet</li> <li>• Quizlet</li> <li>• Microsoft Teams</li> <li>• Design &amp; Technologies on Glow</li> <li>• Supported Study</li> <li>• Technologies Blog</li> </ul>	<ul style="list-style-type: none"> <li>• Past Papers available on SQA Website</li> <li>• Timed Practice of Questions</li> <li>• Revise command words booklet</li> <li>• Encourage use of Glow blogs and Microsoft Teams for revision materials</li> <li>• Twitter: @ HHSTechnologies</li> <li>• <a href="mailto:Gw10cuthbertsonelain@glow.ea.glasgow.sc.h.uk">Gw10cuthbertsonelain@glow.ea.glasgow.sc.h.uk</a></li> <li>• Encourage attendance at supported study</li> </ul>

**RMPS**

- “How to pass” for Higher and N5 - Books available for all pupils in department
- Joe Walker textbooks - books available in department
- Glow group for Higher & N5- Pupils already added.
- Access to teaching power points & notes. Pupils are able to email work to me.
- SQA past papers and Course Specification
- BBC Bitesize
- Jotters
- Unit booklets
- Example Questions available from Miss Thomson
- Miss Thomson tweets relevant news stories and articles @ThommoTeachesRE search for the hashtag #RMPSinTheNews
- **Miss Thomson's YouTube** channel has relevant playlists for each unit - search for @ThommoTeachesRMPS (the link is also shared via the glow group email)

- Encourage attendance at supported study
- Encourage pupils to practice example questions and answers
- Encourage pupils to catch up on work missed via glow group
- Revise past papers online
- Read news online
- Follow Twitter page and ~RMPSinTheNews
- Watch videos on YouTube channel together and discuss @ThommoTeachesRMPS
- Revise class notes together