



Hyndland at Home

A Parent's Guide to Studying

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1.1 Background

At Hyndland Secondary we are committed to ensuring that all students fulfil their potential during the Senior Phase. Education is seen as a partnership - of school, home and community. Teachers, pupils and parents working in co-operation, each group and all individuals assuming responsibility for their contribution, can create a positive atmosphere and ethos and bring out the best in all.

We aim to combine our high expectations with a sympathetic, supportive approach to the needs of the individual, all within a culture of mutual respect. This ensures that our learners can develop the skills and knowledge to become active and responsible members of the wider community.

Our school vision and values, reinforces this ideology:



1.2 Purpose

Fourth year can be a stressful time for everyone in our partnership, but it doesn't have to be. This booklet is designed to provide support for parents & carers during the competition of your child's National Qualifications.

It is important that children and young people are supported at home and school to prepare them well for internal assessments in school and external exams.

The type of support required may depend upon the course assessment. Assessments may be carried out using one or two of the following methods:

- Assignment
- Case Study
- Practical Activity
- Performance
- Portfolio
- Project / Research Investigation
- Question paper / Test

Regular attendance throughout the year will help to ensure that your child or young person keeps up with course work and homework. We would also appreciate your support in ensuring that young people attend classes in a timely manner as the effects of persistent late coming can have a hugely negative impact on learning.

If they do fall behind, through illness or otherwise, don't hesitate to contact the school about any support which can help them catch up.

Talking to your young person to reassure and encourage them and taking an appropriate level of interest in what they are doing will help them get through what can be a stressful time and will help them to do their best.

"I sometimes fell short of being the best, but I never fell short of giving it my best."

2.1 Managing their Time

The number of competing priorities on a young person's time often makes it difficult for them to decide where to start and what to do next.

Preparing for assessments and exams is often something that some young people only begin to think about in the last few weeks (and sometimes only days) before the event. Encourage your young person to start revising in good time to avoid cramming and panic. Encourage them to organise work and prioritise by making a checklist that will allow tasks to be overtaken in good time and without the last-minute panic caused by being forgetful.

Help your child or young person to plan a realistic timetable of study for each subject. Use the study timetable at the back of this booklet to set aside time to complete homework, catch up on any work missed in class or to keep on top of your subjects. Subject teachers will give students information on when internal assessments will take place, this can also be something to consider when planning.

2.2 Getting Organised

Talk to your young person and help them decide on a comfortable and well-lit area at home where they can study with the least amount of distractions. Make sure that they have everything they need i.e. pens, pencils, paper, notebooks and make sure that they have a functioning i-pad or device that can allow them access to Microsoft Teams. We would discourage mobile phones, music and TV from being accessible as this is often an irresistible distraction. Speak to other members of the family, particularly younger children, about respecting this study area and as far as possible ask them to try to avoid interrupting.

Encourage your young person to get their resources in order for each subject before starting. Having easy access to organised notes will prevent procrastination and allow the full study time to be used effectively. Classwork and resources will likely be in a digital format these days with most subjects providing course materials through Microsoft Teams, it is essential the young person knows how to access them. Check and note the dates of each exam, Pupils can also use the SQA [Personal Timetable Builder](#) facility to create their own exam timetable. You can access the full [Exam Timetable](#) on the SQA website.

Some young people find it difficult to study at home, perhaps making use of the local library or enquiring about attending some after school support where available might be a better option.

2.3 Tips to Encourage Studying

Exam times can be stressful so encourage your young person to take breaks. Hour long revision sessions with short regular breaks of 10 minutes can be effective and is proven to support the learning process much better than longer sessions. They may prefer to complete each task and then build in a break rather than stick to definite time slots. It is the quality of studying which is important.

Finding the right time to study is also important as different people are more active at different times of the day. Some young people focus better in the morning while others prefer the afternoon or early evening. Encouraging them to study at their preferred time may be more beneficial. Late in the evening is NOT recommended.

Ask your young person how you can best support them with studying. They may find it useful for you to read through revision notes with them, quiz them or simply ask them what they have learned that day and let them demonstrate.

2.4 Keeping Well

In order to feel confident and prepared for studying and exams it is important that we feel well both physically and mentally.

- Encourage your young person to get into a good sleep routine ensuring adequate rest and taking care not to overwork themselves as this will be detrimental.
- Encourage your young person to eat well. Eat breakfast and ensure to consider a balanced diet that includes plenty of water and encourage regular exercise. This is especially crucial on the day of an exam as we require energy to be at our best physically and mentally.
- Help your young person to avoid any unnecessary anxiety or panic by making sure they are in plenty of time for each exam and have everything they need for it i.e. equipment. Preparation is one of the best ways to combat stress and anxiety when it comes to exams.
- Mindfulness is another way of managing stress and reducing anxiety and allows for young people to help regulate themselves when feeling overwhelmed.

See the useful websites below for more information:

- <https://www.timeshighereducation.com/student/advice/how-deal-exam-stress>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>
- <https://youngminds.org.uk/find-help/feelings-and-symptoms/exam-stress/>
- <https://young.scot/campaigns/national/aye-feel> <https://breathingspace.scot/>
- <https://www.npfs.org.uk/>
- <https://www.nhs.uk/mental-health/self-help/tips-and-support/mindfulness/>
- <https://www.bcu.ac.uk/exams-and-revision/wellbeing/mindfulness-and-breathing-techniques>
- <https://www.bbc.co.uk/programmes/articles/56QvfTRpXlqV31CJss3Hr6R/five-reasons-to-meditate-during-exam-season>



03

Exam
Technique
Advice from
Students

3.1 Tips for Students from Students
3.2 Advice

3.1 Tips for Students from Students

Understand the difference between command words. This will help you to answer exam style questions.

- **State** – Give a simple answer such as a correct term or name.
- **Describe** – Give detail about what happens, where it happens and when it happens. If it is “describe a graph”, give numbers and data from the graph.
- **Explain** – Give detail about how and why it happens. Use specific key terminology within the topic/subject.
- **Suggest** – Come up with an idea based on what you have learnt (do not panic you may not know the answer – the examiner just wants you to apply your knowledge).
- **Calculate** – Come up with a numerical answer from facts, figures or information in the question.

Make sure you read the question thoroughly, a good technique is **BUG**. This allows you to analyse the question and find out what the examiner is asking.

- **Box** – Firstly, box the command word. This highlights what type of answer the examiner is looking for.
- **Underline** – Underline key words, this allows you to jog your memory of the topic.
- **Glance** – Finally, glance over the question again to gain any more information.

Structuring your answers is just as important as reading the question.

The **Point, Evidence, Explanation** method (**PEE**) is great for organising paragraphs around your ideas and gives your argument some direction. This method is good for essay questions and written exams.

Finally consider how many marks a question is for as this will give you an idea of the level of description / detail / explanation that is required to achieve them.

3.2 Advice

Check past papers:

This is a great way to get accustomed to the type of questions you'll face in an exam, as well as the language the questions will be told in – something like this might throw you off if you're encountering it for the first time on exam day. This allows you to perfect your exam technique.

*“Put down those revision cards and mind-maps once you've learned them.
There's no point going over something a million times; you need to be able to apply it.
At least two weeks before your exams, start concentrating on past papers.
Do each one at least twice. With each one, Study the
marking scheme and ensure you understand everything there.
This gives you a better idea of how to think through an exam question.”*

Be prepared:

It might seem tedious, but it's best to have all your bases covered than spend the exam kicking yourself that you didn't revise that one area you glossed over.

*“If you're unsure what will come up in an exam, get a copy of the
specifications off the SQA website and literally tick off every single thing on course the list.”*

Don't be tempted to cram:

Don't leave things to the last minute, thinking that it will stick in your head if you do (it won't). Get into the habit of doing a little work a few times a week throughout the year. By the time you get to revision season, everything will (hopefully) feel more manageable. This will also leave you more time to practise exam technique and test what you really know using past papers etc.

"Don't frantically cram for an exam, Revise continually. Don't leave it just before an exam to begin study as by this time it's too late to make a meaningful impact. Revise the content as you learn it. At home make flash cards, posters, mind-maps and so on, that way when you come to the exam period it's just brushing up on final details and you already know most of it."

Create a Study Plan:

Having everything written down in front of you will ensure nothing gets forgotten and give you a basis to work from. This can make a real difference when you have multiple subjects to study for.

"The best thing I did to help my studying was to set up a revision timetable. I wrote out every topic within every subject I needed to revise, then estimated how many sessions of 50 minutes I would need to revise that topic. I then put this into a timetable so when it came to revising I had a clear plan and this allowed me to focus and I knew exactly what I was to cover in a session. "

Read the Course Reports:

Rather than try to guess what an SQA marker is looking for in an answer, it can pay off to do a little digging. Believe it or not, the answer is out there. The SQA publish a document every year called a course report. This analyses the exam paper and provides details about how young people coped with the exam. This means you can get an explanation as to why marks were awarded or not as well as insight as to which questions were considered the most challenging to learners.

"My number one piece of advice which helped me achieve an "A" in English is this: read the course reports, study them and get inside the mind of the marker. What baffled me is that, year upon year, the SQA make public a document that is, wait for it... written by the people who are going to mark the papers and provide you with model answers and examples of what not to do."

Also available is the SQA My Study Plan App which allows you to create a digital version of how you are planning to study based on the subjects you are sitting.



04

Going Digital

- 4.1 Glow
- 4.2 Microsoft Teams
- 4.3 iPad Support
- 4.4 Scholar
- 4.5 E-SGOIL

This section will give you an overview of some the main digital tools we use to support learning:

We encourage all students to use their iPads to support their learning. Technology can be an amazing tool to enhance learning and teaching and where all your child's resources can be accessed at the touch of a screen. At Hyndland, the default application used by all departments for digital communication of class and homework is Microsoft Teams.

All pupils should be part of a class team and this will provide them with access to classwork, homework and course resources. This ensures consistency across all departments and makes things much simpler for pupils to access resources.

4.1 Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead all learners are provided with a username and password that gives access to a number of different web services. Including Microsoft Teams, One Drive and, E-SGOIL, Heriot-Watt University's Scholar E-Learning suite and much more. If any young person has issues with accessing Glow such as forgetting usernames or passwords, all teaching staff have the ability to support with these issues.



4.2 Microsoft Teams

Teams is an online communication platform where Teachers can share resources, schedule homework and assignments. Pupils have access to all the resources they need at the tap of a screen and they can ask their teachers questions remotely if needed.



Teachers can provide feedback quickly and easily on assignments which can be used to help support progress. Microsoft Teams is part of the Office 365 suite, in order to sign in to teams you need to sign into your Glow account. If you realise you are not part of a class team, let your subject teacher know and they can add you.

4.3 iPad Support

From forgotten passcodes/passwords to issues with apps, accessing the internet or physical problems with the iPad we understand that technology comes with its challenges. To support this, the School has weekly iPad support sessions for students. If they have any issues with their iPad, they should bring it along to room [A111](#) every [Wednesday at 1PM](#). Our dedicated team will be happy to help!



In order to make full use of the iPads in class it's crucial that they are brought to school fully charged and ready for use. We have a dedicated charging station in the Deputes office if young people wish to give the battery a boost throughout the day but our expectation would be that after any homework has been completed at night the iPad should be charged in preparation for the next day.

5.1 Introduction

Your young person's teacher will provide resources for them to access course content and homework. For most subjects this is now online and can be accessed through Microsoft Teams. Each subject and department are different so it is important that your child knows how to access the resources available to them. Pupils can ask teachers how to access resources if they are unsure.

5.2 SQA

The SQA website is useful for subject specific content especially Past Papers. Search the subject and level (N4/5/Higher/AH) you require information for from the A-Z list. You should be able to access the past paper questions and the marking instructions for your subject as well as the course reports.



When looking at the marking instructions it is important to remember that these are used as guidance for markers and by copying bullet point answers may not be enough to award marks for a question depending on the question command word. See [Section 3](#) for detailed information on command words.

5.3 Scholar

The Heriot-Watt Scholar website serves as a dynamic platform designed for S4-S6 students. The key features include access to a comprehensive list of academic resources from a variety of subjects across the curriculum. The subjects you will have access to are linked to the classes you are studying. The content is aligned with the SQAs course specifications and provides regular practical activities, theory questions, unit tests and best of all it records your progress all of which can be tracked by the subject teacher. Scholar is an excellent way to complement course materials provided by the class teacher and has been a successful in doing so for over 25 years. To access Scholar, you can access it through Glow or visit the website directly and use your Glow credentials to access it.

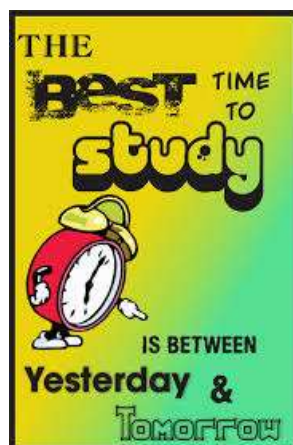


5.4 E-SGOIL

e-Sgoil is a national e-learning service established in 2016 in the Western Isles of Scotland. They focus on live, interactive, online learning using technology to remove barriers and improve outcomes for young people. e-Sgoil (which stands for e-School in Gaelic) has equity at its heart and seeks to support schools to offer a wide-ranging and resilient curricular offer in response to learner needs.



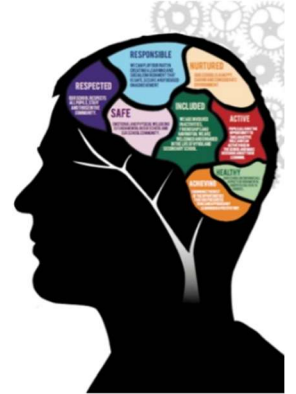
They offer a wide-ranging suite of programmes designed to complement the work of schools and support learners at all levels. These programmes are available to schools at no cost and include Study Support, DYW Live, Gaelic Enrichment, Dug's Discovery Den, Scotland's Assembly and provide provision for interrupted learners (i-Sgoil). e-Sgoil has a strong belief that digital approaches ought to be used to enrich the curriculum experience of all learners. Such an approach will lead to enhanced choice, engagement, achievement and attainment for learners.



6.1 School Website

The school website is updated regularly and provides the school community with important information. Subject guidance, Parent Hub, What's Happening @Hyndland and School Policies can all be found on our website.

<http://www.hyndland-sec.glasgow.sch.uk/>



6.2 Contact

Please note that all email communications should be sent to: headteacher@hyndlandsec.glasgow.sch.uk

This is monitored daily and will be forwarded to appropriate staff member or department.

Phone: 0141 582 0130

Fax: 0141 582 0131

Email: headteacher@hyndland-sec.glasgow.sch.uk

