



Revision Skills



Contents

P3-5: Organisation and Resources

P5-7: Routine and Schedule

P8-9: Learning Style

P10-31: Revision Techniques

P32-36: Revision Games

P36-45: Revision Resources

Organisation & Routine

The skill of organisation is one that is vital to master in order to keep your life in order. This could be about managing your stuff, your time, your energy... anything! However, it's worth remembering that it is a skill that you need to master - you won't be good at it straight away, and certain strategies will work better for you than others. It's about finding what works and using it to your advantage,

In terms of revision, a former pupil of Culloden Academy put it best: tidy folder, tidy mind!

When you know where your resources are, you're less likely to get stressed and will be better able to revise effectively.

Over the next few pages, we'll explore the importance of organisation and some techniques you may find useful.



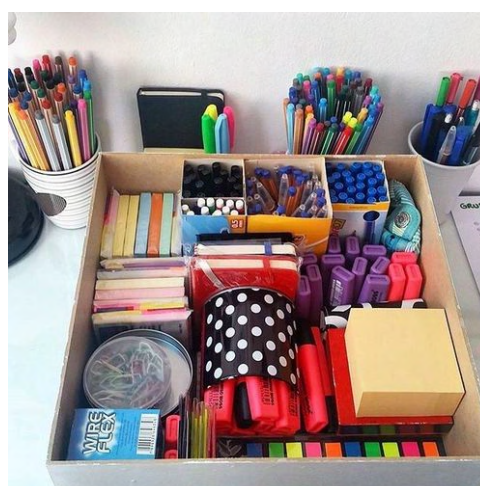
1.1 Organised Resources

The best way to keep your subject materials organised is to have a **separate folder for each subject you take**. This keeps things distinct and means you're not going to find random scraps of maths homework in amongst your modern studies homework!

Within that folder, you can use **dividers to further separate your work by topic or theme** (e.g. by mandatory content for SQA courses). This means that when you come to revise a certain topic or theme, all your resources are in one, easily accessible place.



Having a set of **Study Stationery** means that you'll always have the equipment you need to hand. For some subjects, it may just be paper, pencils and pens, but for others it could be specialised equipment like calculators. Wherever you decide to set up your study den (more on that soon), make sure everything you need is there.



Chaotic surroundings can bring about chaotic feelings. When you can't find the one piece of paper you need because it's lost in a pile of madness, you begin to feel more stressed. Keeping things tidy and clear helps keep your mind tidy and clear. **Make sure your study space is a place that you want to be!**

NHS Sleep Hygiene argues that you **shouldn't revise in your bedroom**. Your bedroom should only be for sleeping, as other activities lead to your brain associating your bedroom with those activities, rather than sleep. If you study in your bedroom, your brain begins to associate your room with stress, and you won't sleep. Try and revise somewhere else, if you can.



Be prepared for a study session – make sure you have **drinks and snacks**, but keep them in another room to give yourself **movement breaks** when you need them; have a means of listening to **music** if that works for you, but **avoid using a phone or an internet connected device** if you'll procrastinate with it!



When you're going to study, **don't roll straight out of bed to study**. If you're not properly awake yet, you're not going to work to your best. So **have a routine**, get out of bed and wake up. **Make a game plan** too – know what you're going to do before you start it.

1.2 Routine

Sleep is good for you! Your body has something called a **circadian rhythm** that helps you keep a sleep/wake cycle. Some people have more volatile circadian rhythms than others, and find that their ability to keep a sleep routine is more of a struggle than it is for their friends. When your circadian rhythm is disrupted, it has a negative effect on your ability to concentrate and keep a handle on your stress.



Sleep is a vital part of memory and learning. When you sleep, your body commits information to long-term memory. This is especially true of deep sleep. It then follows that if you miss out on good quality sleep, all of your revision will be for nothing, as your body will struggle to remember it.

Less sleep means that you can't concentrate, and your brain has to work harder to find the answers it seeks within the depths of your memory. Then, you get stressed out because you can't answer the questions you're being asked.

Look after yourself

Get some sleep: Brain recall becomes stronger after sleep and information becomes easier to access, Professor Della Sala says. "Sleep is fundamental, as it allows memories to consolidate. It's a good idea to learn something just before going to bed, and then let your brain do the work."

Source: Prof. Sergio Della Sala, professor of human cognitive neuroscience at the University of Edinburgh as written in the Guardian.

1.3 Study Schedule

There's a reason that schools run to timetables, and it's not just that it makes life easier. Having a routine makes it easier for your brain to process what's going on around you. However, it's worth noting that being too rigid with your routine is just as bad as ignoring it. Modelling any study schedule on school times is the best option - as long as you stick to it! Make sure you schedule in a morning break and lunchtime too.



A cautionary tale, though. Cases of poor mental health rise during exam time, and can be attributed to exam stress. Studying 24/7 and shutting yourself away during exam time is bad for your physical and mental health. It's important to strike a balance.

Schedule time to look after yourself, whether that's watching a film, walking the dog or seeing your friends... whatever helps you feel better.



Motivation is the big killer in study time. It can be hard to constantly motivate yourself to study when you need to as your mood and energy levels fluctuate. Setting goals and rewards can be a useful way to go about it.

Your rewards might be something tangible - "If I do my chemistry revision, I can have a Dairy Milk... and I love Dairy Milks..." or it might be an activity - "If I do all my RMPS revision, I can play video games for an hour..." Or it could be something bigger - "I know if I do enough revision tonight, I can take all of tomorrow off." If your friends plan to take the same days off, you can even enjoy your rewards together!

How I motivate myself to study. 100% works!



Revision Techniques

In order to revise effectively, you need to know how you best learn. You might already have an idea of this, and you can definitely be a hybrid of two or three different types.

It's important to remember that revision techniques aren't necessarily subject-specific. What might work in maths might work in other numeracy-centric subjects (e.g. science or technical), and they might even work in your literate subjects like English and social subjects! Don't feel like these revision techniques are limited to one subject at a time. Some of them do lend themselves more easily to some subjects than others but don't be afraid to mix and match. Some will work for you, others won't. It's all about finding the balance.

2.1 Learning Style

Half the battle of knowing how to effectively revise is knowing how you best learn. If you can apply this knowledge to your revision, you're going to retain information. Your teachers may have spoken to you about the Big 4 Learning Styles - Visual, Auditory, Reading and Kinaesthetic. It used to be believed that you were exclusively one of these four styles, but now, it's more commonly thought that you can be a mixture of 2 or 3 of them. You might find that you're a reading learner for things like History, but a kinaesthetic learner for subjects like maths - you just need to test the waters and see what works for you!

There are plenty of online tests to show you what kind of learner you are. VARK Learn has the best one via the VARK Questionnaire (<http://vark-learn.com/the-vark-questionnaire>) but don't take it as gospel - it might just nudge you towards the kind of learning style that works for you.



On the following pages are revision methods that have been suggested by staff and pupils at Culloden Academy. Each one tells you a bit about the method, how to do it, what resources you need, good and bad points about each method, and includes some pictures demonstrating how the method works.


This booklet is not saying that you need to try all of these methods - some of them absolutely won't work for you, but might work for your friends, and that's okay! It's about figuring out the right thing for you. Equally, don't be afraid to try out new ones from new styles to see if they work for you.

You may find that you need to combine some of these techniques to make them work. Mix and match, keep trying, find what works for you!

10 Growth Mindset Statements

What can I say to myself?


FIXED MINDSET



INSTEAD OF:

I'm not good at this.
I'm awesome at this.
I give up.
This is too hard.
I can't make this any better.
I just can't do Math.
I made a mistake.
She's so smart. I will never be that smart.
It's good enough.
Plan "A" didn't work.

TRY THINKING:



- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylvia duckworth

2.2 Revision Techniques

Technique 1: Chunking Content

It can be overwhelming to try and revise the entirety of a subject in one go - and that can make you freak out and decide not to revise at all, which is a bad idea! This method helps trick your brain by breaking things down into manageable chunks, for example, rather than saying "I'm going to do RMPS revision", or even "I'm going to do Buddhism revision", say "I'm going to revise the Noble Eightfold Path today". It's one part of the course, and it's much more manageable and defined than a whole course or unit.



A good way to approach this is by using the **SQA Mandatory Content** - you should be able to get this information from your class teacher, so ask them for it to help you chunk down your revision. Mandatory Content lists are published by the SQA and tell your teachers exactly what topics they should be covering. For example, in RMPS, the SQA tell teachers they have to teach what a religion believes about the nature of existence. What teachers choose to cover within that topic, however, is up to them, so make sure you know exactly what class content matches up with each part of the mandatory content.

Required Resources

- Mandatory content lists
- Notes
- Folders/poly pockets
- Paper

Benefits

Using mandatory content to chunk your work means your work is specifically targeted and focused, allowing you to focus on the areas you need to.

Disadvantages

It might feel a bit like pulling teeth to try and revise everything, and can be a bit overwhelming if you end up with huge lists of things for each subject.

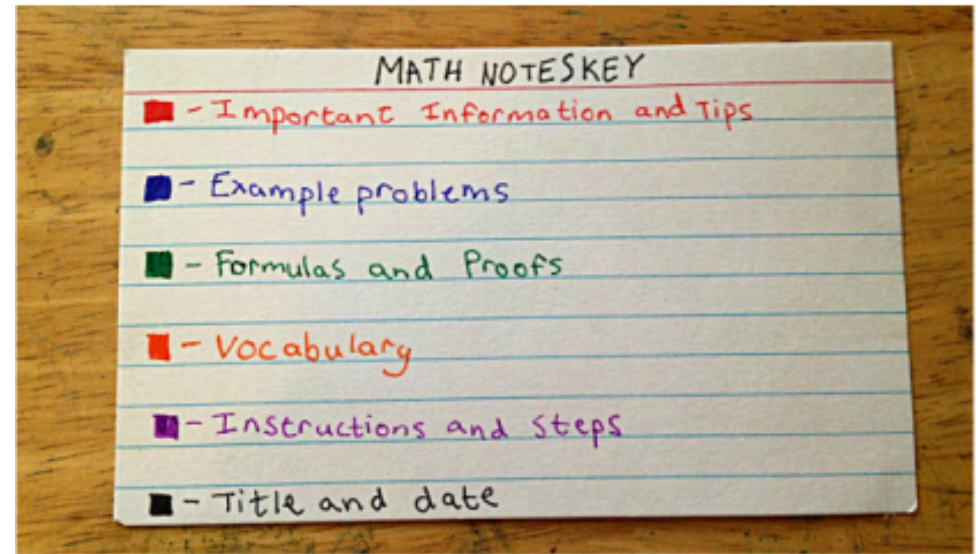
Works for...

- Visual Learners
- Auditory Learners
- Reader Learners
- Kinaesthetic Learners

Technique 2: Colour Coding

Colour helps with memory and retention – try writing notes in different colours, or using colours in your mind-maps and diagrams. This could be for things like factors in history essays, component parts of mathematical or scientific equations, or sentence structure in languages. Even highlighting notes in different colours and building associations between colours and words or colours and concepts can help create associations in your mind that help promote memory and learning. Building colour into the mundane parts of your work can also help with this, for example having colour coded folders or poly pockets, or even file dividers! Just be consistent.

This can be useful in a number of different ways. For example, you could choose to write in multi-coloured pens, show links in mind-maps with multi-coloured lines, or use different coloured highlighters to draw attention to information throughout your work. Colour is powerful as tools go, and even if you only use it to help jog your memory, it will be helpful.



Required Resources

- Content lists
- Highlighters
- Coloured pens
- Paper

Benefits

Colour provides clarity – at a glance it is easy to see and very visual. It can be used across a number of subjects and combined with other techniques.

Disadvantages

There are a limited number of colours versus the content needed for revision, so repetition happens. Make sure you don't get muddled up!

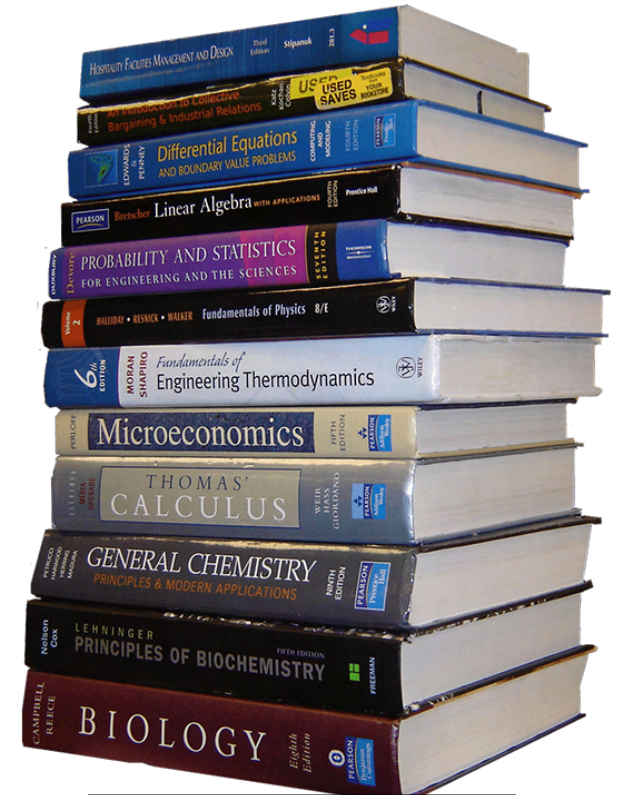
Works for...

- Visual Learners
- Reader Learners

Technique 3: Re-reading Information

Ah, the eternal classic... Taking your course notes, booklets and textbooks and reading them over and over again, hoping that the information sticks. This one is probably the one that most people default to when they're told to revise, and for some people, it'll work. However, it is a fairly limited strategy, and will only really work for those who learn best via reading. However, there is something to be said for re-reading - if you missed something the first time around, it will help you get the basics, and in subjects that are primarily literacy based (e.g. English, social subjects), this will be useful.

There isn't really much to say about this one... it's the very basics! However, it is worth noting that there's a difference between reading and re-reading. If you're picking up a book for the first time with a view to widening your knowledge base, then that's different to picking up the book your teacher gave you and reading the same chapter on the topic you hate for the 20th time this year. Both have their merits, but they both need to be used carefully.



Required Resources

- Course information (books, notes, textbooks)
- Any new, supplementary info

Benefits

It is good to revisit the basics and refresh your memory. Reading around a topic to expand knowledge is also good for getting extra details.

Disadvantages

Reading and re-reading are very passive. You're not necessarily using the information, and are therefore more likely to forget it again.

Works for...

- Reader Learners

Technique 4: Copying Notes

Taking your scruffy class notes, written in a hurry before your teacher moved the slide on, or your highlighted booklets that have seen better days after rolling around in your schoolbag and making them look beautiful... And, of course, writing in information in your own words. Fundamentally, rewriting notes at the end of a topic or a year will help you tie things together that you couldn't at the time of writing, now that you have all the information. It means you'll have the fullest version of the notes that are of the most use to you.

By doing this, you will help create muscle memory of writing down the information together at the same time, but also create trigger words in your own brain. For example, if you know that when you were writing about the Suffragettes, you were also writing about the Suffragists, women's war work and changing political attitudes, you're building positive associations in your memory that might be sparked off when you're writing in the exam.



Required Resources

- Course notes
- Pen
- Paper

Benefits

If you are putting things into your own words it shows a clearer understanding of the content, rather than just copying word for word.

Disadvantages

Knowing the content doesn't always mean you can answer the exam questions in the exact style and format you need to - but it is a step in the right direction!

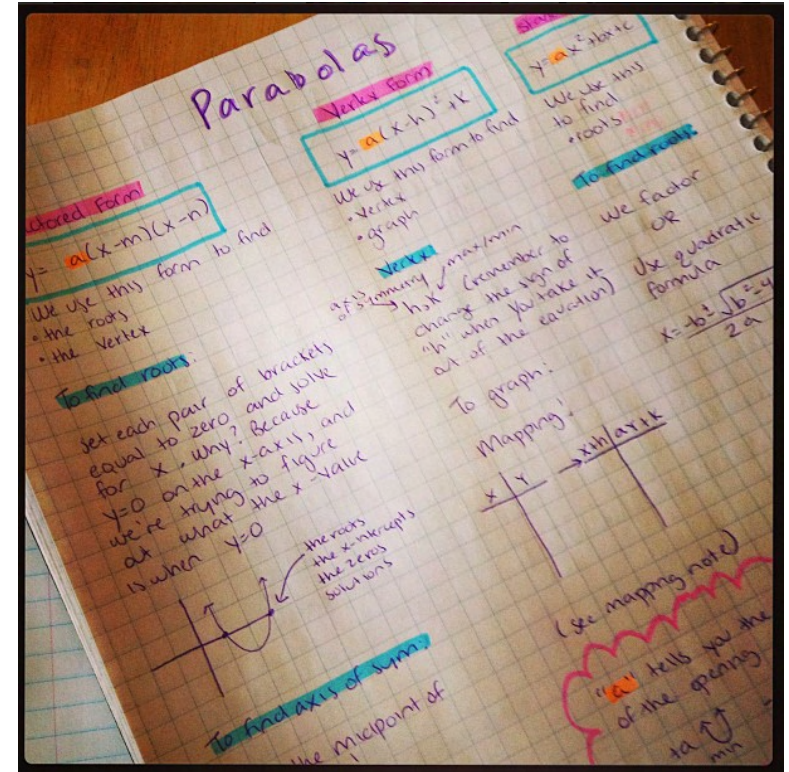
Works for...

- Visual learners
- Reader learners
- Kinaesthetic learners

Technique 5: Notes from Memory

After reading over your notes, put them away somewhere out of sight and try to rewrite as much of them as you can from memory. This technique will help you see what you can remember at any given time - and there's no need for it to be everything you can remember about one whole subject or even one whole topic! Combine it with our chunking method - see what you can remember about recessive genes in biology before branching out into the wider topic. If you can memorise it bit by bit, you're more likely to be successful when you add more stuff in.

As well as testing your memory, this method promotes making spontaneous links between topics, concepts and ideas. It might also show you that you can remember things that you don't expect to - so you maybe don't need to focus on revising them as much as you thought you did. Equally, you might realise that you have a bit of a gap in your knowledge somewhere that you thought was fairly sound... so not only can it highlight strengths, it can highlight weaknesses that you need to address in that revision timetable you made!



Required Resources

- Course notes
- Pen
- Paper

Benefits

This tests your memory and will demonstrate both strengths and weaknesses in your knowledge - as long as you're comparing with the full notes.

Disadvantages

Testing recall is good, but in exams you need to deploy that knowledge in specific ways, which this simply doesn't allow you to do.

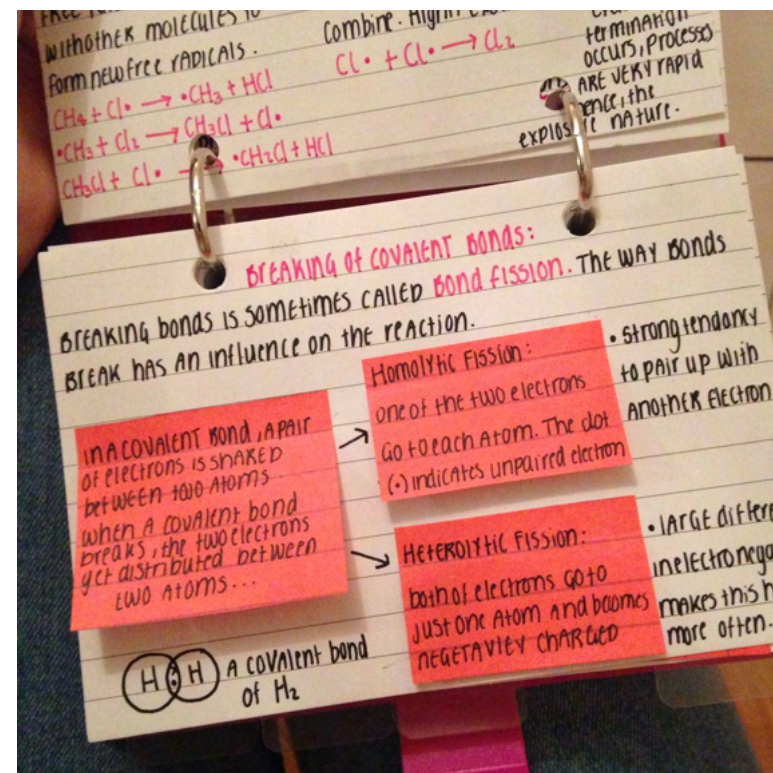
Works for...

- Visual learners
- Reader learners
- Kinaesthetic learners

Technique 6: Flash Cards

Flash cards are an often discussed tool in revision. They can be used in a number of different ways, but the most common is to write out a question on one side of a card, and the answer on another, then testing your memory to try and get the answers. They can also be used as a visual trick of sorts, where you write out a whole essay plan on a series of flash cards, rather than on a big piece of A4 paper and fool your brain into thinking it's not as much information - it all links into our chunking technique!

Flash cards are very versatile, and can be used across a range of subjects, ranging from English (themes in your set texts, perhaps?), Maths (proofs), Science (see example), Modern Studies (statistics)... I could go on, but I won't. There are so many different ways to use flash cards to your advantage, and they can be as detailed or as simple as you require them to be for your topic. You could have them be simple question and answers, or you could use the example here and add supplementary post-it notes and information - even adding in our colour coding! See how it all comes together...?



Required Resources

- Flash cards
- Coloured pens
- Pens
- Content lists

Benefits

Allows for self-assessment on specific topics that you feel you need to work on, and requires you to actually use the information actively.

Disadvantages

Works for short questions, can be less useful for essay-based topics beyond planning our making links between topics.

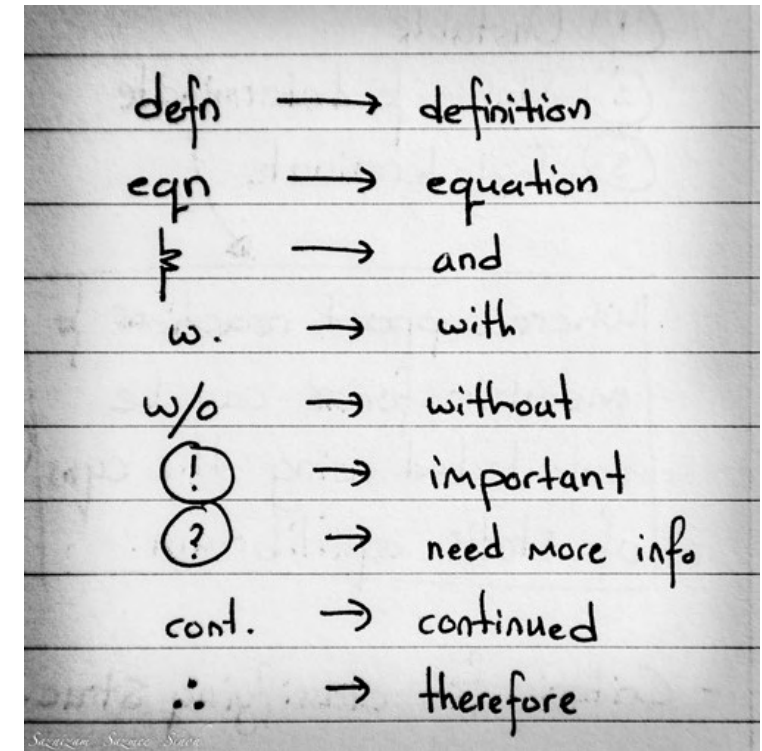
Works for...

- Visual learners
- Reader learners

Technique 7: Condensed Notes

In the name of timesaving, it can be worth developing shorthand in your notes. Shorthand is like a secret language that you use in your notes to make yourself faster in writing things down. Obviously, you can't use these in your exam - the marker probably wouldn't have a clue what you were on about - but you can use it in your own notes to help speed up the process of rewriting notes, or making up diagrams and mind-maps as a way of keeping things short, neat and tidy.

An example of this would be that a History student spends a lot of time writing the words "government" and "revolution". A Geography student may spend a lot of time writing the word "population". If you have to write these over and over again, it can become tiresome, and if you're trying to fit them into a diagram neatly, you might struggle. So our aforementioned History student might decide to write "gov't" instead of government, and "rev" instead of revolution, while our Geography student might opt for "pop" instead of population. Some shorthand languages already exist in medicine and law, but there's nothing stopping you from developing one for the sake of your revision.



Required Resources

- Course notes
- Pen
- Paper
- Your own shorthand list

Benefits

This technique makes writing up notes less time consuming, allowing for more time to write practice exam questions and essays.

Disadvantages

This might make your notes inaccessible to anyone you lend them to... as it might look like they're written in a foreign language!

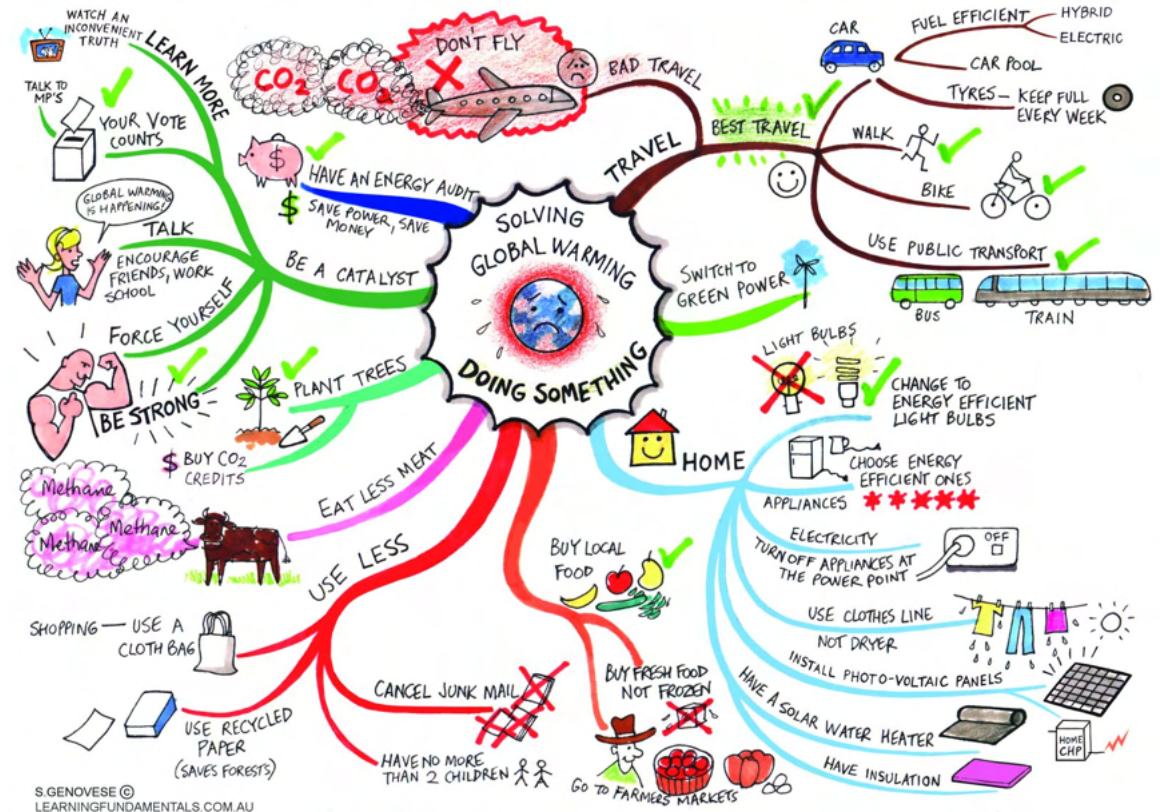
Works for...

- Reader learners

Technique 8: Mind Maps

Mind maps are all about creating visual displays of knowledge using mixed media. They might use words, pictures and colours to show connections between concepts and ideas. Mind maps are fantastic for visual learners, and can be as versatile as you want them to be. They can be simple and monochrome, or they can be busy, complicated and bursting with colour, depending on how you want to use them. The fundamental point of a mind map is about showing links, so as long as you're doing that in some capacity, your mind map is a success.

Mind maps don't just have to be A4 pages in jotters, either. They can be A4, A3... or even A1! Revision mind maps can take up entire bedroom walls, so if mind maps are how you best work, make them work for you and display them wherever you'll get a chance to look at them.



Required Resources

- Course notes
- Pens
- Coloured pens
- Paper

Benefits

Very flexible, and really useful for visual learners. Can be applied to most topics in the school curriculum and good for showing links.

Disadvantages

Unless made into a huge mind map, it can be hard to get sufficient detail into a single mind map, so might need to chunk down topics significantly.

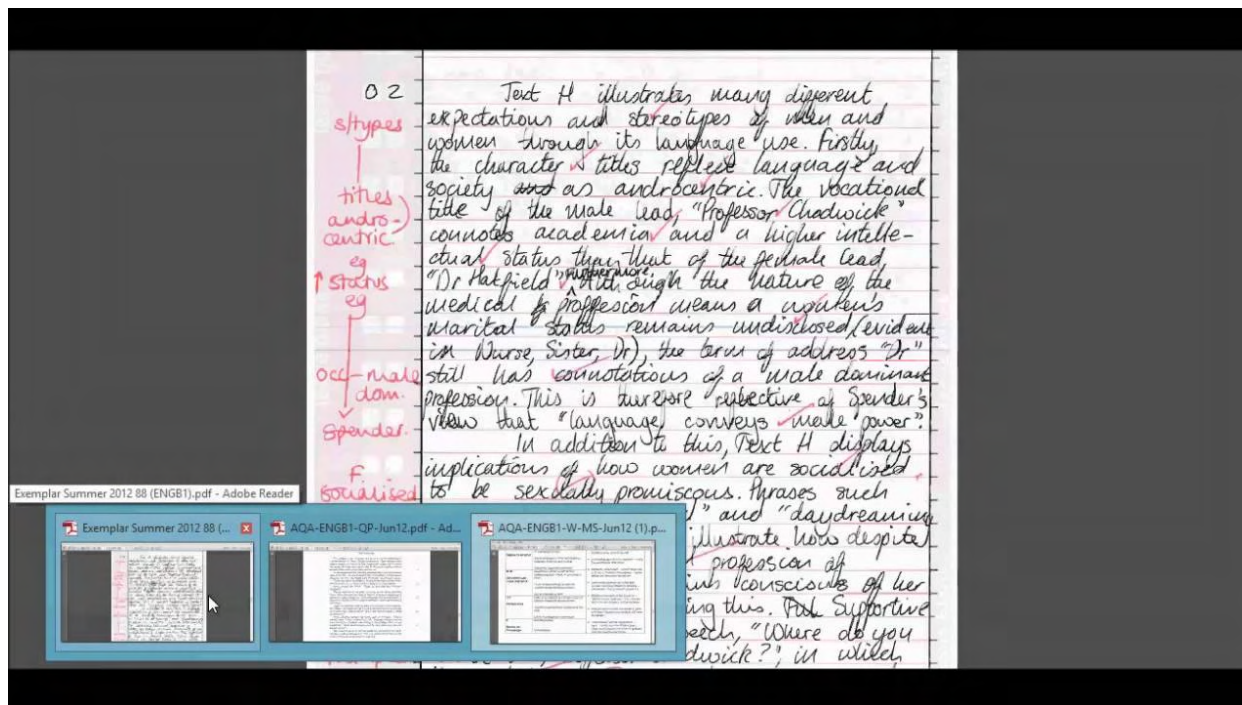
Works for...

- Visual learners

Technique 9: Model Answers

Your teacher may have provided you with model answers, or example answers that show you what the best kind of exam answer looks like. Even if they haven't, the SQA have a resource called Understanding Standards (<https://www.understandingstandards.org.uk>) that has example answers, marking schemes and commentary from the SQA markers to tell you how many marks each answer received. These will help you establish what a good answer looks like.

From the best examples, you can write your own best answers, but just make sure not to write a carbon copy. Try printing them out and annotating their answers to add to your folders.



Required Resources

- Model answers
- Internet access
- Pens/Highlighters
- Paper

Benefits

This models good practice and can be used as a "how to" guide. Shows you what to do in a more direct way than being described to you by a teacher.

Disadvantages

It can be very easy for you to fall into the trap of just copying the model answer, rather than writing your own, and that's not helpful!

Works for...

- Reader learners

Technique 10: Past Papers

More than just an easy way to keep you occupied in class once you've finished your courses, past papers are a really useful learning tool to help you consolidate what you've learned in classes and through other revision methods. They require you to use your knowledge in a way that the SQA want you to and can allow you to be flexible in the way you work. With the new qualifications (and by that, I mean National 5s and the current Highers), the number of past papers available is lower now than it used to be, but don't forget that the SQA always publish what they call Specimen Papers. Specimen Papers are designed to show you and your teachers what the most up to date May exam paper will look like.

You can source past papers digitally, or you can buy paper copies in places like Waterstones (other bookshops are available!) which have many papers in one book. The SQA Past Paper service (<https://www.sqa.org.uk/pastpapers/findpastpaper.htm>) has all the past papers for multiple levels for most years, and also offers marking instructions for each one, all for free. Subject pages, usually found by Google searching for the level and subject name (e.g. "SQA Higher RMPS") are where you can find the specimen paper and marking instructions.

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part A — The Wars of Independence, 1286–1328

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why Edward I was able to become involved in Scottish affairs between 1286 and 1292. 5
2. Describe what happened at the Battle of Stirling Bridge in 1297. 5

Source A is from the chronicle of Walter of Guisborough, written in 1306.

Source A

Robert the Bruce wanted to be king of Scotland but feared Lord John Comyn would stop him. He lured him to a meeting in Greyfriars Church in Dunfries to deal with business concerning them both. Comyn suspected nothing and they greeted each other in a friendly way. Suddenly Bruce accused Comyn of telling lies about him to the king of England. He struck him with his sword and marched out.

3. Evaluate the usefulness of Source A as evidence of Bruce's actions in 1306. (You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.) 5

Source B describes how Bruce established himself as king of an independent Scotland.

Source B

After Bannockburn, Bruce's parliament agreed that Scots nobles who had not made peace with him would lose their lands in Scotland. Bruce gave this forfeited land to his own supporters. The Douglases benefited greatly from this. Scots nobles would no longer be allowed to have English estates so their loyalties would not be divided. Bruce also backed his brother's campaign in Ireland to continue to challenge English rule. He continued to raid the north of England to put pressure on Edward to recognise him as king of an independent nation.

4. How fully does Source B describe how Bruce established himself as king of an independent Scotland after the Battle of Bannockburn? (Use Source B and recall.) 5

[Now go to SECTION 2 starting on Page eight]

Page three

Required Resources

- Past papers
- Paper
- Pen
- Timer?

Benefits

Past papers get you used to exam papers, and there's a lot of them out there. They get you used to exam language, and allow you to time yourself for practice!

Disadvantages

Past papers are only as useful as you make them! Hand them in for marking, or self-assess them using the marking instructions, or they're useless!

Works for...

- Reader learners
- Kinaesthetic learners

Technique 11: Reviewing Teacher Feedback

You know all those notes that your teacher writes on your essays in their scrawly handwriting? They're really for your benefit, and we don't do it for the good of our own health! We leave feedback on your essays and your classwork so that you, the students, can act upon them and make your work even better for next time!

By reviewing what your teacher has suggested you do, your work will improve, and in the case of exam-level classes, will more consistently meet the required standard for the SQA exams. To enact the feedback, you could have another go at writing the same essay, or taking the feedback and apply it to another essay on a different topic.

36

Extract of essay first draft with teacher feedback (blue)

Slang - Out of Favor with Some People

"Yo! Whassup G?" It is an example of slang and it means "Hi! What's up with my friend?" From young to adults, both men and women have ever used slang at least once in a life. Slang is very common and exists in every languages. Some people use slang to show solidarity with a member of certain group such as a gang or a community (Gardiner 100). Other people, especially among young people, prefer using it just because slang is seemed to be cool. However, slang is not always accepted by all people and in all situations. Some people has minus image to slang and does not like to use it. (There are three reasons) - slang itself, who uses it and where is used slang.

Teacher feedback (blue):
 - Circled '2' in the first sentence.
 - Circled '9' in the second sentence.
 - Circled '9' in the third sentence.
 - Circled '2' in the fourth sentence.
 - Circled '9' in the fifth sentence.
 - Circled '2' in the sixth sentence.
 - Circled '9' in the seventh sentence.
 - Circled '2' in the eighth sentence.
 - Circled '9' in the ninth sentence.
 - Circled '2' in the tenth sentence.

Required Resources

- Classwork with feedback
- Paper
- Pens

Benefits

Teacher feedback is designed to better your answers, so using their feedback will give you better answers in the long run.

Disadvantages

This one is only really useful if you check in with your teacher to make sure the changes you've made match up with what they meant you to do!

Works for...

- Visual learners
- Reader learners
- Kinaesthetic learners

Technique 12: Mnemonics

For some people, mnemonics are written off as childish, or just simply as something that doesn't work for them. However, mnemonics can be really useful to others. Mnemonics are a strategy that can be used for remembering parts of topics, concepts, structures, or strings of knowledge using a phrase made up from the first letters of the words in the term. You've probably used them throughout your school career, maybe for spelling, maybe for things like the colours of the rainbow, the order of the planets, or the points on the compass - Never Eat Shredded Wheat, or Naught Elephants Squirt Water to remember North, East, South, West, for example.

These can just as easily be applied to other concepts in your school career, and there's no rule stating that they have to be conventional ones. Some are very common - there are probably plenty of mnemonics out there to help remember things like hydrocarbon sequences in chemistry, and the PEEL structure in Modern Studies is an example of a non-content based mnemonic - but you can make up your own that is unique to you that will help you remember anything that you need to!



Required Resources

- Good imagination
- Pens
- Paper
- Diagrams?

Benefits

Aids memory, can be made relevant to subjects, and sequences can be personalised to suit you by adding things easy for you to remember.

Disadvantages

Mnemonics only work with sequences or concepts, you still need to work on the detail from each part of the mnemonic to make sure your knowledge is full!

Works for...

- Visual learners
- Auditory learners
- Reader learners

Technique 13: PowerPoints

This is a bit like making up notes, but done on a computer, which for some people might be quicker. It also allows for better and more obvious chunking and easier sharing with friends. PowerPoints can also be made to look lovely and pretty, and can be much easier to share with your class teachers during study leave for checking over, or even collaborative working with friends if you can't get together to work in the same location. You could use Microsoft Office PowerPoint, Keynote on a Mac, PowerPoint on Open Office (a free version of Microsoft Office), or Google Slides which is available to you as part of your Google Classroom and Google Drive.



Required Resources

- Computer
- Software
- Internet access?
- Notes

Benefits

Much like redoing notes, but quicker. Easier to share, easier to edit out mistakes rather than starting all over again!

Disadvantages

No computer = no access, files can corrupt and become inaccessible. Printing can also be an issue if you're not in school.

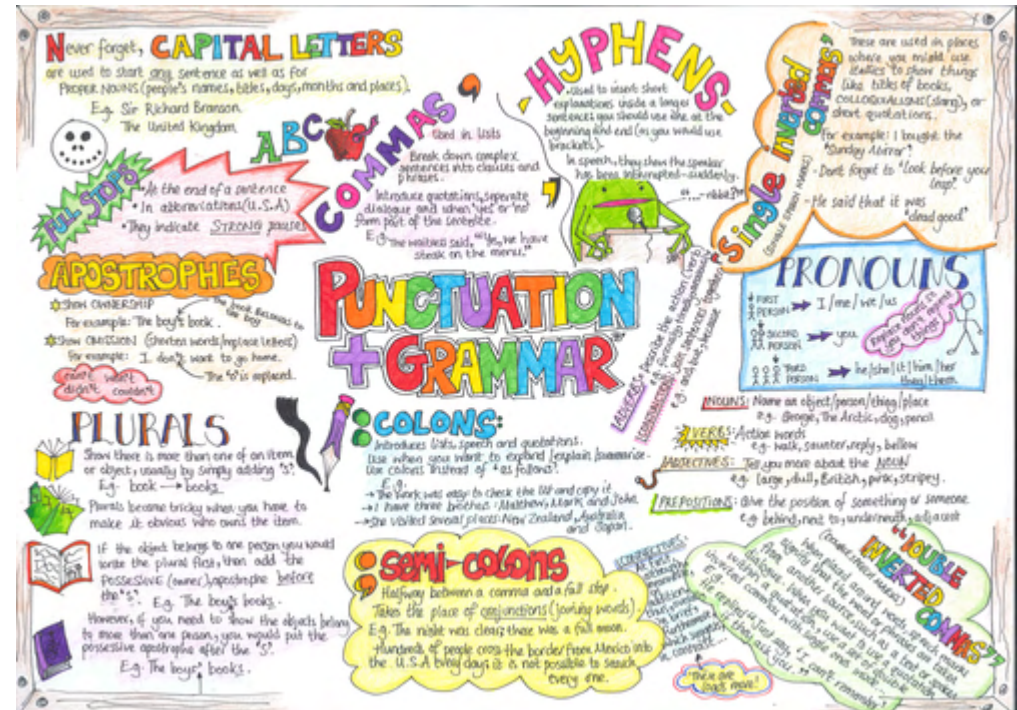
Works for...

- Visual learners
- Reader learners
- Kinaesthetic learners

Technique 14: Posters

Indulge your creativity a bit! Create some visual displays of your work that demonstrate everything you know in a bright and colourful way. These might include mixed media – you could use words, pictures, cut-outs, anything! Posters can be a nice break after you've done some past papers or been reviewing your notes. They can be a way of displaying what you know that isn't just doing endless past paper questions and oversaturating your brain.

If you make these posters, you can display them in your study space and refer to them while doing other study tasks. This will help embed the visuals in your memory and allow you to recall the image of your posters in your final exam, aiding your recall and knowledge in the long run.



Required Resources

- Paper
- Pens
- Notes/books
- Mandatory content

Benefits

A bit more fun than writing notes, more useful for visual learners as they allow for more colour and diagrams than notes do.

Disadvantages

Only as useful as you make them - less detail = less useful, so it's worth trying to make posters big and detailed if you can!

Works for...

- Visual learners
- Reader learners

Technique 14: Voice Notes

This technique is actually used by medical students and fully qualified doctors! They record themselves saying the details of their patient information and review it when required, so there's no reason that you can't use it too! Rather than re-writing your notes over again, you might find that saying the information aloud will help commit the information to memory - you might be the kind of person who mutters to yourself in an exam without thinking about it. You might also find it useful to try and record yourself saying essays aloud if your subject requires the memorising of essays (or even if it's for the assignments in subjects like History and RMPS). You can then listen to your notes or essays on the walk home, on the bus, on the train, in bed, wherever...

In terms of apps to help you do this, there are tons out there that are helpful. Apple's own Voice Memos app on the iOS store is a good free app to get you started, and there are a ton of third party free apps that will do the same thing. There are some paid-for apps too, if you're interested. On the Google Play store, there are lots of Voice Recorder apps, including Easy Voice Recorder which is free. Google Keep also allows for voice recording on both iOS and Android.



Required Resources

- Notes
- Recorder

Benefits

More likely to remember things you've said or heard, rather than things you've read; especially good for auditory learners.

Disadvantages

Time consuming to record it all and can be awkward to listen to yourself. It's also possible to be a passive listener, and disengage while listening!

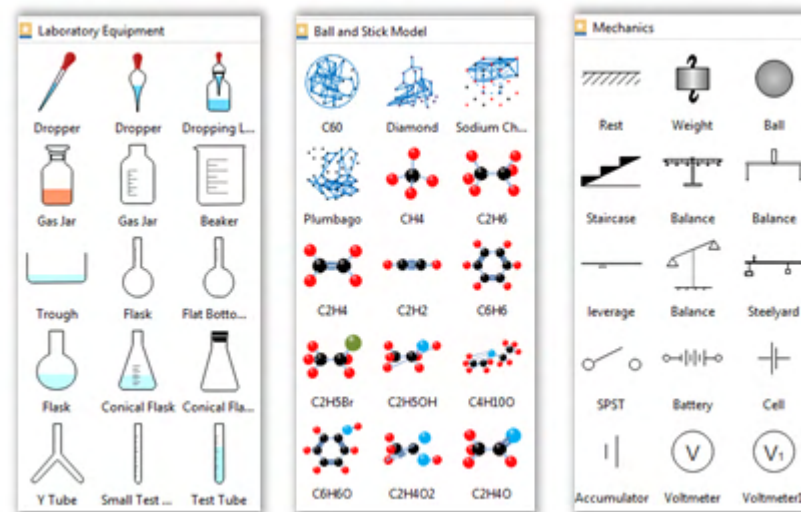
Works for...

- Auditory learners

Technique 15: Diagrams

These have been alluded to a fair few times throughout this booklet so far, but diagrams in and of themselves have various benefits in consolidating knowledge and helping you to understand concepts and ideas. The easiest subjects to use as examples are the sciences. Where you need to explain an experiment or a proof, you can do so best using an experiment. It is more concise and better demonstrates what was going on at the time. Science even has a set of pre-determined diagrams to use!

These diagrams can help you demonstrate a process, data or connections with ease, in a way that is easy to see at a glance, and that could even be replicated in miniature at the top of exam pages as a refresher before you start writing an answer to a question.



Required Resources

- Notes
- Paper
- Pen
- Colours

Benefits

Very visual, very clear, a good way to map process or steps, or display data in a way that isn't just words for visual learners.

Disadvantages

Small diagrams can't hold a lot of information, so make sure they're large enough for your initial revision materials.

Works for...

- Visual learners
- Reader learners

Technique 16: Jigsaws

A bit of an odd one, but there are a few ways to go about it. In the picture here, you can see that in the space for the jigsaw piece is a question, and the answer is on the corresponding piece of the puzzle. This version is a bit like flash cards, but perhaps a little bit more exciting than your standard ones.

Another way involves using your skills of analysis. In subjects like RMPS where things can be linked together in multiple ways, you can write down the names of beliefs and practices from a religion onto cards, put them in a box, shake it, and then create networks linking things together. Explain the links each time, and then create another network with different connections.

You could also do this with essay paragraphs, if you were feeling particularly brave!



Required Resources

- Notes
- Card
- Colours and pens
- Tin

Benefits

Kinaesthetic and visual learners may find this most useful. It's adaptable too and can be used across subjects or disciplines (e.g. facts vs. essays).

Disadvantages

Shapes can sometimes give away placement and answers... And sometimes you may take the lazy route in making connections. Remember to push yourself!

Works for...

- Visual learners
- Kinaesthetic learners

Technique 17: Teaching

At times, the best way for you to revise a subject is to teach others about it, especially those who know nothing about it. Of course, you need to know the topic to begin with, so make sure you've used one of the other techniques from this booklet (or another from your own set) to get the information before you try this one. Then, pick out a student. This might be an inanimate object like a teddy bear, or it could be something like a pet, but this might come with a few pitfalls. Cats might not sit and listen to you, and dogs might not have the attention span for it.

If you can manage it, the best way to do it is to get another person, someone who doesn't know much about your topic, maybe a little sibling or a parent who hasn't studied the subject, and teach them what they need to know. This route is best because another human can ask you supplementary questions if you're hazy on something where a pet won't, which will help you explain things fully.



Required Resources

- A willing pupil
- Teaching materials, e.g. notes

Benefits

Requires you to explain things in a way that makes sense to the "student" so you get more clarity and detail than you might do otherwise.

Disadvantages

Inanimate objects and pets can't respond, and people can't always help, so this particular method isn't always an option for everyone.

Works for...

- Auditory learners
- Kinaesthetic learners

Technique 18: Act it Out

If you already have a flair for drama, then why not use it in your other subjects? Even if you don't have a flair for drama, you might be able to use this one for little bits and pieces of subjects to help you remember things.

Creating a series of gestures or mimes to help you remember things (e.g. question structures in History) or acting out scenes from your English books with friends. Using your school resources to do something active will help you to remember it - even if you remember a particular scene from a book because it was that time when you and your friend had a laughing fit because one of you fluffed a line, as long as you remember it right, you still remembered it!

Active learning is a significant part of classroom learning, so it makes sense that it should carry over into your revision, rather than just being stuck in a chair or flopped on a bed. Get up, get energised, your brain will become energised too!



Required Resources

- Notes/books
- Space
- Partner (if required)

Benefits

Ties in with the principles of active learning, and by getting your body and brain active at the same time, uses muscle memory as well as brain memory.

Disadvantages

This can be hard to do individually, and quite hard to apply across the board - maths doesn't lend itself to acting very easily, for example.

Works for...

- Auditory learners
- Kinaesthetic learners

Technique 19: Collaborative Revision

A study buddy, working with your friends... potentially a double-edged sword when it comes to revising for your exams. When you work with other people, and are able to bounce ideas off each other, or ask for help from people who have different strengths to you, you are more likely to succeed. You can help bring out the best in each other, but, unfortunately, it's really easy to bring out the worst in each other too...

If you're going to choose to study with a friend or friends, make sure you're all on the same page and have the same goals. Keep encouraging each other and try and help each other out where you can, as that will make your revision most effective.



Required Resources

- A study buddy
- Course content
- Course info
- A place to study

Benefits

Good for auditory learners as it promotes debate and discussion about topics or solutions; can also be good for your mental and emotional wellbeing.

Disadvantages

Very easy to get distracted and procrastinate. Keep clear rules, maybe even some penalties if you think you and your friends need them!

Works for...

- Visual learners
- Auditory learners
- Reader learners
- Kinaesthetic learners

Technique 20: Post-it Takeover

Post-it notes might not always be the most helpful resource in your revision. Unless you manage to source rather large post-it notes, they can't hold huge amounts of information, and if you buy cheap ones, they don't always stick very well. However, one method of revision that is becoming increasingly common is to completely take over your home with post-it notes... and if not your whole home, at least your space. Colour code them by subject, write information on them, or questions and use them like flash cards in unexpected places! Just make sure your family don't mind finding post-it notes in the bathroom...



Required Resources

- Post-its
- Pens
- Information
- Forgiving family

Benefits

This can build association between action and information, e.g. I know this maths fact because I read about it while I was brushing my teeth.

Disadvantages

It is easy to overload using this method, if you put too many post it notes around the house you may miss things, or begin to get them muddled up.

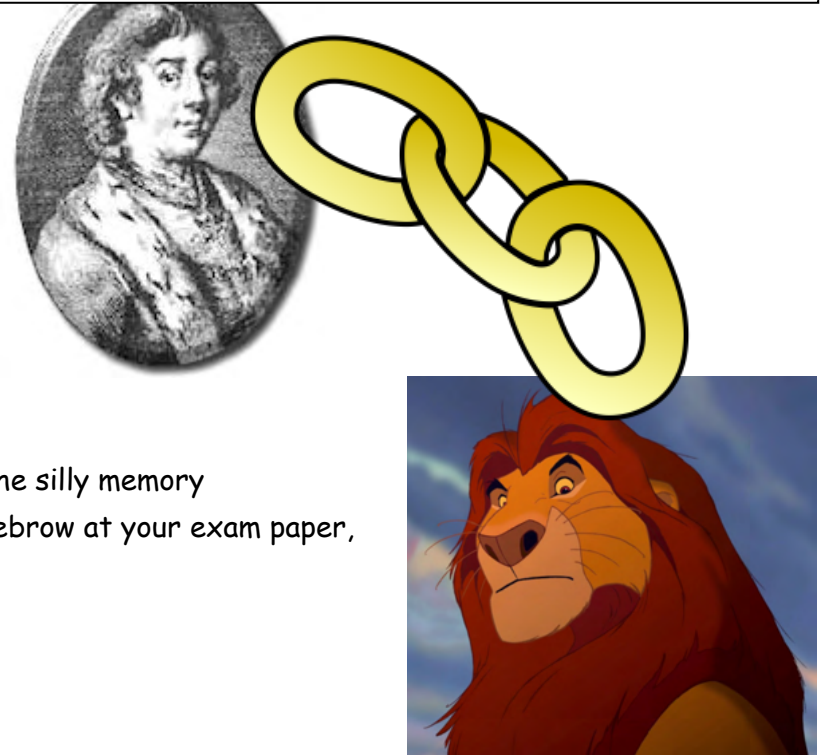
Works for...

- Visual learners
- Reader learners
- Kinaesthetic learners

Technique 21: Associations

Trying and contextualise your learning by linking things in your notes to things you already know or enjoy. This could be as simple or as complicated as you like and can be as crazy as you need it to be, as long as you don't get muddled up and write about the weird thing in your exam. For example, King Duncan II of Scotland was murdered by his brother - someone who enjoys Disney films may associate this with the Lion King, casting Duncan II as Mufasa and his brother as Scar. Of course, if, in their exam, they wrote about Mufasa and Scar, they wouldn't receive marks, but if it helped them remember which way around the murder was (e.g. that Duncan was killed), then the technique worked.

As long as you can be clear about how your association is working and separate the silly memory tricks from the real facts, keeping your marks safe from a marker raising an eyebrow at your exam paper, making these silly associations will help you with course information.



Required Resources

- A good imagination!

Benefits

This can help with retaining information or remembering facts, or even make things seem a bit nicer than they are, or even a little bit less complex.

Disadvantages

These only really work for facts, rather than essay writing. They can also lead to you getting muddled up between facts and fiction.

Works for...

- Visual learners
- Auditory learners
- Reader learners

Technique 22: Games!

Gamifying learning is an easy way to hook you in and make learning seem fun. You can borrow things from TV game shows, board games, apps, any kind of game that you can rip something off from, you can probably make it happen as part of your revision, and on the next few pages, you'll see a few suggestions of the kind of revision games you can play at home with your friends.



Required Resources

- Paper
- Pens
- Questions
- Notes

Benefits

Fun, slightly easier to get motivated to do because it makes revision feel a bit easier in the long run.

Disadvantages

Very superficial, good for definitions and deducing answers, and can be a bit passive at times.

Works for...

- Visual learners
- Auditory learners
- Reader learners
- Kinaesthetic learners

2.3 Revision Games

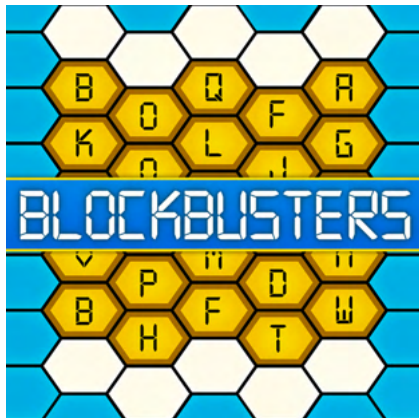
Hangman



Hangman can be a good way to get to grips with specialist terminology in your subjects and get the spellings right.

A way to level it up and make it more challenging is to make it competitive - you get one point for guessing the word, and a second point for being able to explain what the word means in relation to your topic.

Blockbusters



Based on the TV show of the same name, team up and aim to get to the opposing side of the board by answering questions to create a pathway. The letters correspond to a key-word that is what the question is about.

Much like hangman, you can level up the difficulty by making the questions more challenging, or adding forfeits.

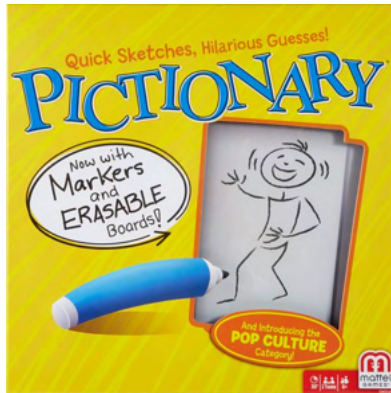
Jeopardy



An American TV show, Jeopardy is a quiz show that gives you the answer to a question and requires the contestant to provide the question that is answered by what has been given by the host.

This could provide for a range of questions to be suggested by the participants in subjects like RMPS, English or Modern Studies.

Pictionary



A non-verbal communication game where you have to try and guess what the other person is trying to draw. Best done in teams of two where you have to be the first team to guess.

Again, levelling up, you could try to guess with the most minimalist drawing possible, or within a time frame.

Jenga



Sure, you'll need a Jenga set for this one, but if you get your hands on one, stick questions to the bottom of the blocks. Then, whenever you remove one of the Jenga pieces, you have to answer the question on the block that you've removed.

Levelling up, you could add a forfeit for bringing the tower down, or colour code certain Jenga blocks for various question difficulties and then you score more points for taking out more difficult question blocks.

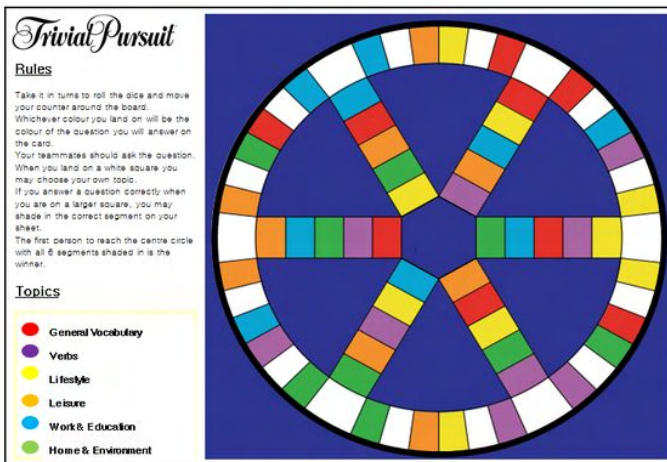
BAM!



With some multicoloured lollipop sticks and a bucket, write some questions on the sticks and take turns drawing them from the bucket, keeping the ones that you answer correctly.

If you draw a lollipop stick that says "BAM!" you have to return all your sticks to the bucket. Winner is the one with the most sticks when the bucket is empty.

Trivial Pursuit



Take it in turns to roll the dice and move the counter around the board. Whichever colour you land on will be the category of question you answer (use your mandatory content!). Fill in the segments of your counter. First person to reach the centre of the wheel wins!

20 Questions



Take a piece of vocabulary from your topic and stick it to a friend's forehead via a post-it note (or a fancy headband like the one pictured). They have to guess what they are by asking questions that can only be answered with "yes" or "no". You could limit them to 20 questions or limit them with a timer.

Trashketball



Mark out a line on the floor in front of the bin that is your shot line. Take turns answering questions on pieces of paper. If you get them right, you get to take a free throw for your team. If you can throw the piece of paper into the bin, you get a point for your team. Team with the most points, and therefore the most correct answers, win!



Guess Who?

This can be made to work with important figures (e.g. with characters in your English novels), elements in the periodic table, or concepts in music, but you'd need to make the grid together and give distinguishing characteristics.

Make it more challenging by limiting the number of questions you can ask each other!

3.1 Revision Resources

General

Get Revising (<https://getrevising.co.uk>)

BBC Bitesize (<https://www.bbc.com/education>)

SQA Understanding Standards (<https://www.understandingstandards.org.uk>)

SQA Past Papers (<https://www.sqa.org.uk/pastpapers/findpastpaper.htm>)

English

SQA National 4 English (<https://www.sqa.org.uk/sqa/47403.html>)

SQA National 5 English (<https://www.sqa.org.uk/sqa/45674.html>)

SQA Higher English (<https://www.sqa.org.uk/sqa/47904.html>)

SQA Advanced Higher English (<https://www.sqa.org.uk/sqa/48453.html>)

BBC Bitesize N5 English (<https://www.bbc.com/education/subjects/zmcrcd2p>)

CliffsNotes (<https://www.cliffsnotes.com>)

Grade Saver (<http://www.gradesaver.com/study-guides>)

LitCharts (<https://www.litcharts.com>)

No Fear Shakespeare (<http://nfs.sparknotes.com>)

Grammar

(http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/index.htm)

Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/section/4/20/>)

MyeTutor (<http://blog.myetutor.tv/author/national-5-english-tutor/>)

Mathematics

SQA National 4 Mathematics (<https://www.sqa.org.uk/sqa/47417.html>)

SQA National 5 Mathematics (<https://www.sqa.org.uk/sqa/47419.html>)

SQA Higher Mathematics (<https://www.sqa.org.uk/sqa/47910.html>)

SQA Advanced Higher Mathematics (<https://www.sqa.org.uk/sqa/48507.html>)

BBC Bitesize N5 Mathematics

(<https://www.bbc.com/education/subjects/ztrjmp3>)

BBC Bitesize Higher Mathematics

(<https://www.bbc.com/education/subjects/z6nygk7>)

Free National 5 Maths (<http://www.national5maths.co.uk/free-national-5-maths-2/>)

Maths Revision National 5

(http://www.mathsrevision.com/index_files/National5.htm)

Maths Revision Higher (http://www.mathsrevision.com/index_files/Higher.htm)

HSN UK Maths Notes (<http://www.hsn.uk.net/higher-maths/notes/>)

All Saints RC Secondary Maths Dept. (<http://www.allsaints-sec.glasgow.sch.uk/PlainText/PlainText.aspx?SectionId=2da67a87-6b8a-4119-957b-2a1a13108db8>)

French

SQA National 4 Modern Languages (<https://www.sqa.org.uk/sqa/47409.html>)

SQA National 5 Modern Languages (<https://www.sqa.org.uk/sqa/47415.html>)

SQA Higher Modern Languages (<https://www.sqa.org.uk/sqa/47909.html>)

SQA Advanced Higher Modern Languages

(<https://www.sqa.org.uk/sqa/48456.html>)

Linguascope (<https://www.linguascope.com>)

BBC Bitesize N5 French (<https://www.bbc.com/education/subjects/z9b4q6f>)

BBC Bitesize Higher French (<https://www.bbc.com/education/subjects/z43cjxs>)

Ielanguages French listening (<http://ielanguages.com/frenchlistening.html>)

Languages Online (<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>)

Francais Extra (<http://www.francaisextra.com>)

French Revision (<http://www.francaisextra.com>)

Coffee Break Podcast on Spotify (<https://radiolingua.com/coffeebreakfrench/>)

Duolingo French (<https://www.duolingo.com/course/fr/en/Learn-French-Online>)

Zut! (<http://zut.languageskills.co.uk/index.html>)

Spanish

SQA National 4 Modern Languages (<https://www.sqa.org.uk/sqa/47409.html>)

SQA National 5 Modern Languages (<https://www.sqa.org.uk/sqa/47415.html>)

SQA Higher Modern Languages (<https://www.sqa.org.uk/sqa/47909.html>)

SQA Advanced Higher Modern Languages
(<https://www.sqa.org.uk/sqa/48456.html>)

BBC Bitesize N5 Spanish (<https://www.bbc.com/education/subjects/zrtykqt>)

BBC Bitesize Higher Spanish
(<https://www.bbc.com/education/subjects/zchv87h>)

Linguascope (<https://www.linguascope.com>)

Lingolex (<http://www.lingolex.com>)

Languages Online (<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>)

Oye! (<http://oye.languageskills.co.uk/index.html>)

Seven Kings High School MFL
(http://www.sevenkingsmfl.typepad.com/gcse_spanish/)

Coffee Break Podcast on Spotify (<https://radiolingua.com/coffeebreakspanish/>)

Duolingo Spanish (<https://www.duolingo.com/course/es/en/Learn-Spanish-Online>)

Gaelic

SQA National 4 Modern Languages (<https://www.sqa.org.uk/sqa/47409.html>)

SQA National 5 Modern Languages (<https://www.sqa.org.uk/sqa/47415.html>)

SQA Higher Modern Languages (<https://www.sqa.org.uk/sqa/47909.html>)

SQA Advanced Higher Modern Languages
(<https://www.sqa.org.uk/sqa/48456.html>)

BBC Bitesize N5 Gaelic (<https://www.bbc.com/education/subjects/zgxmn39>)

BBC Bitesize Higher Gaelic (<https://www.bbc.com/education/subjects/zpscdmn>)

Linguascope (<https://www.linguascope.com>)

Learn Gaelic! (<https://www.learnghaelic.net>)

Learners Materials Online (<http://www.smo.uhi.ac.uk/gaidhlig/ionnsachadh/>)

Go Gaelic (<https://go-gaelic.scot/classroom-resources/>)

German

SQA National 4 Modern Languages (<https://www.sqa.org.uk/sqa/47409.html>)

SQA National 5 Modern Languages (<https://www.sqa.org.uk/sqa/47415.html>)

SQA Higher Modern Languages (<https://www.sqa.org.uk/sqa/47909.html>)

SQA Advanced Higher Modern Languages
(<https://www.sqa.org.uk/sqa/48456.html>)

BBC Bitesize National 5 German
(<https://www.bbc.com/education/subjects/zqyc7ty>)

BBC Bitesize Higher German
(<https://www.bbc.com/education/subjects/z7v42hv>)

Linguascope (<https://www.linguascope.com>)

Chemistry

SQA National 4 Chemistry (<https://www.sqa.org.uk/sqa/47423.html>)

SQA National 5 Chemistry (<https://www.sqa.org.uk/sqa/47428.html>)

SQA Higher Chemistry (<https://www.sqa.org.uk/sqa/47913.html>)

SQA Advanced Higher Chemistry (<https://www.sqa.org.uk/sqa/48459.html>)

BBC Bitesize N5 Chemistry (<https://www.bbc.com/education/subjects/zmnp34j>)

BBC Bitesize Higher Chemistry
(<https://www.bbc.com/education/subjects/zjmtsbk>)

Biology

SQA National 4 Biology (<https://www.sqa.org.uk/sqa/47422.html>)

SQA National 5 Biology (<https://www.sqa.org.uk/sqa/47427.html>)

SQA Higher Biology (<https://www.sqa.org.uk/sqa/47912.html>)

SQA Advanced Higher Biology (<https://www.sqa.org.uk/sqa/48458.html>)

BBC Bitesize N5 Biology (<https://www.bbc.com/education/subjects/zync87h>)

BBC Bitesize Higher Biology
(<https://www.bbc.com/education/subjects/zm6tyrd>)

Physics

SQA National 4 Physics (<https://www.sqa.org.uk/sqa/47425.html>)

SQA National 5 Physics (<https://www.sqa.org.uk/sqa/47430.html>)

SQA Higher Physics (<https://www.sqa.org.uk/sqa/47916.html>)

SQA Advanced Higher Physics (<https://www.sqa.org.uk/sqa/48460.html>)

BBC Bitesize N5 Physics (<https://www.bbc.com/education/subjects/z6fsgk7>)

BBC Bitesize Higher Physics
(<https://www.bbc.com/education/subjects/zpyb4wx>)

Practical Woodwork

SQA National 4 Practical Woodwork (<https://www.sqa.org.uk/sqa/47455.html>)

SQA National 5 Practical Woodwork (<https://www.sqa.org.uk/sqa/47462.html>)

Design & Manufacture

SQA National 4 Design and Manufacture
(<https://www.sqa.org.uk/sqa/47450.html>)

SQA National 5 Design and Manufacture
(<https://www.sqa.org.uk/sqa/47457.html>)

SQA Higher Design and Manufacture (<https://www.sqa.org.uk/sqa/47927.html>)

SQA Advanced Higher Design and Manufacture
(<https://www.sqa.org.uk/sqa/48468.html>)

BBC Bitesize N5 Design and Manufacture
(<https://www.bbc.com/education/subjects/z6xpb9q>)

BBC Bitesize Higher Design and Manufacture
(<https://www.bbc.com/education/subjects/zwd7pv4>)

Graphic Communication

SQA National 4 Graphic Communication
(<https://www.sqa.org.uk/sqa/47452.html>)

SQA National 5 Graphic Communication
(<https://www.sqa.org.uk/sqa/47459.html>)

SQA Higher Graphic Communication (<https://www.sqa.org.uk/sqa/47929.html>)

SQA Advanced Higher Graphic Communication
(<https://www.sqa.org.uk/sqa/48470.html>)

BBC Bitesize N5 Graphic Communication
(<https://www.bbc.com/education/subjects/znp4wx>)

BBC Bitesize Higher Graphic Communication
(<https://www.bbc.com/education/subjects/z276yrd>)

Drama

SQA National 4 Drama (<https://www.sqa.org.uk/sqa/47386.html>)

SQA National 5 Drama (<https://www.sqa.org.uk/sqa/47390.html>)

SQA Higher Drama (<https://www.sqa.org.uk/sqa/47894.html>)

SQA Advanced Higher Drama (<https://www.sqa.org.uk/sqa/48449.html>)

BBC Bitesize N5 Drama (<https://www.bbc.com/education/subjects/zrs3kqt>)

BBC Bitesize Higher Drama (<https://www.bbc.com/education/subjects/zgnv9j6>)

Art & Design

SQA National 4 Art and Design (<https://www.sqa.org.uk/sqa/45707.html>)

SQA National 5 Art and Design (<https://www.sqa.org.uk/sqa/47388.html>)

SQA Higher Art and Design (<https://www.sqa.org.uk/sqa/47892.html>)

BBC Bitesize N5 Art and Design
(<https://www.bbc.com/education/subjects/zts3kqt>)

BBC Bitesize Higher Art and Design
(<https://www.bbc.com/education/subjects/zhfb87h>)

Music

SQA National 4 Music (<https://www.sqa.org.uk/sqa/47387.html>)

SQA National 5 Music (<https://www.sqa.org.uk/sqa/47391.html>)

SQA Higher Music (<https://www.sqa.org.uk/sqa/47895.html>)

SQA Advanced Higher Music (<https://www.sqa.org.uk/sqa/48450.html>)

BBC Bitesize N5 Music (<https://www.bbc.com/education/subjects/zkty4wx>)

BBC Bitesize Higher Music (<https://www.bbc.com/education/subjects/z8hv9j6>)

Physical Education

SQA National 4 Physical Education (<https://www.sqa.org.uk/sqa/47394.html>)

SQA National 5 Physical Education (<https://www.sqa.org.uk/sqa/47399.html>)

SQA Higher Physical Education (<https://www.sqa.org.uk/sqa/47901.html>)

SQA Advanced Higher Physical Education
(<https://www.sqa.org.uk/sqa/48452.html>)

BBC Bitesize N5 Physical Education
(<https://www.bbc.com/education/subjects/zctsr82>)

BBC Bitesize Higher (<https://www.bbc.com/education/subjects/zhf3cdm>)

Business Management

SQA National 5 Business Management (<https://www.sqa.org.uk/sqa/47436.html>)

SQA Higher Business Management (<https://www.sqa.org.uk/sqa/47919.html>)

SQA Advanced Higher Business Management
(<https://www.sqa.org.uk/sqa/48462.html>)

BBC Bitesize N5 Business Management
(<https://www.bbc.com/education/subjects/zd6fcdm>)

BBC Bitesize Higher Business Management
(<https://www.bbc.com/education/subjects/zw26n39>)

Administration

SQA National 4 Administration (<https://www.sqa.org.uk/sqa/47431.html>)

SQA National 5 Administration (<https://www.sqa.org.uk/sqa/47435.html>)

SQA Higher Administration (<https://www.sqa.org.uk/sqa/47918.html>)

Computing

SQA National 4 Computing (<https://www.sqa.org.uk/sqa/56922.html>)

SQA National 5 Computing (<https://www.sqa.org.uk/sqa/56923.html>)

SQA Higher Computing (<https://www.sqa.org.uk/sqa/56924.html>)

SQA Advanced Higher Computing (<https://www.sqa.org.uk/sqa/48508.html>)

BBC Bitesize N5 Computing (<https://www.bbc.com/education/subjects/zfs3kqt>)

BBC Bitesize Higher Computing
(<https://www.bbc.com/education/subjects/zxmh34j>)

Accounting

SQA National 5 Accounting (<https://www.sqa.org.uk/sqa/47434.html>)

SQA Higher Accounting (<https://www.sqa.org.uk/sqa/47917.html>)

SQA Advanced Higher Accounting (<https://www.sqa.org.uk/sqa/48461.html>)

Economics

SQA National 5 Economics (<https://www.sqa.org.uk/sqa/47437.html>)

SQA Higher Economics (<https://www.sqa.org.uk/sqa/47920.html>)

SQA Advanced Higher Economics (<https://www.sqa.org.uk/sqa/48463.html>)

History

SQA National 4 History (<https://www.sqa.org.uk/sqa/47442.html>)

SQA National 5 History (<https://www.sqa.org.uk/sqa/47447.html>)

SQA Higher History (<https://www.sqa.org.uk/sqa/47923.html>)

SQA Advanced Higher History (<https://www.sqa.org.uk/sqa/48466.html>)

BBC Bitesize N5 History (<https://www.bbc.com/education/subjects/z2phvcw>)

BBC Bitesize Higher History
(<https://www.bbc.com/education/subjects/zxpfb9q>)

Modern Studies

SQA National 4 Modern Studies (<https://www.sqa.org.uk/sqa/47443.html>)

SQA National 5 Modern Studies (<https://www.sqa.org.uk/sqa/47448.html>)

SQA Higher Modern Studies (<https://www.sqa.org.uk/sqa/47924.html>)

SQA Advanced Higher Modern Studies
(<https://www.sqa.org.uk/sqa/48467.html>)

BBC Bitesize N5 Modern Studies
(<https://www.bbc.com/education/subjects/zxsnb9q>)

BBC Bitesize Higher Modern Studies
(<https://www.bbc.com/education/subjects/ztsvr82>)

Geography

SQA National 4 Geography (<https://www.sqa.org.uk/sqa/47441.html>)

SQA National 5 Geography (<https://www.sqa.org.uk/sqa/47446.html>)

SQA Higher Geography (<https://www.sqa.org.uk/sqa/47922.html>)

SQA Advanced Higher Geography (<https://www.sqa.org.uk/sqa/48465.html>)

BBC Bitesize N5 Geography
(<https://www.bbc.com/education/subjects/znbw2hv>)

BBC Bitesize Higher Geography
(<https://www.bbc.com/education/subjects/zmhs34j>)

Religious, Moral and Philosophical Studies

SQA National 4 RMPS (<https://www.sqa.org.uk/sqa/47420.html>)

SQA National 5 RMPS (<https://www.sqa.org.uk/sqa/47421.html>)

SQA Higher RMPS (<https://www.sqa.org.uk/sqa/47911.html>)

SQA Advanced Higher RMPS (<https://www.sqa.org.uk/sqa/48457.html>)

BBC Bitesize N5 RMPS (<https://www.bbc.com/education/subjects/z2dmyrd>)

BBC Bitesize Higher RMPS (<https://www.bbc.com/education/subjects/z782fg8>)