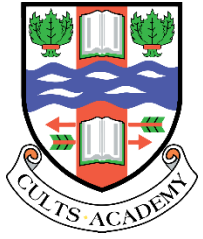


# S4 Study Skills Parent Event

## Cults Academy

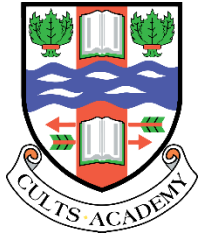
10.01.2023



# S4 Study Skills- Parent Event

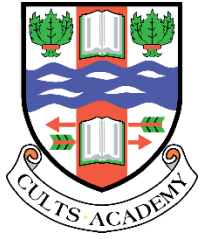
Supporting your child with revision

- How the teenage brain works
- Strategies to help your child
- Subject specific strategies used in the classroom
- Wider support
- Strategies used by our School Captains



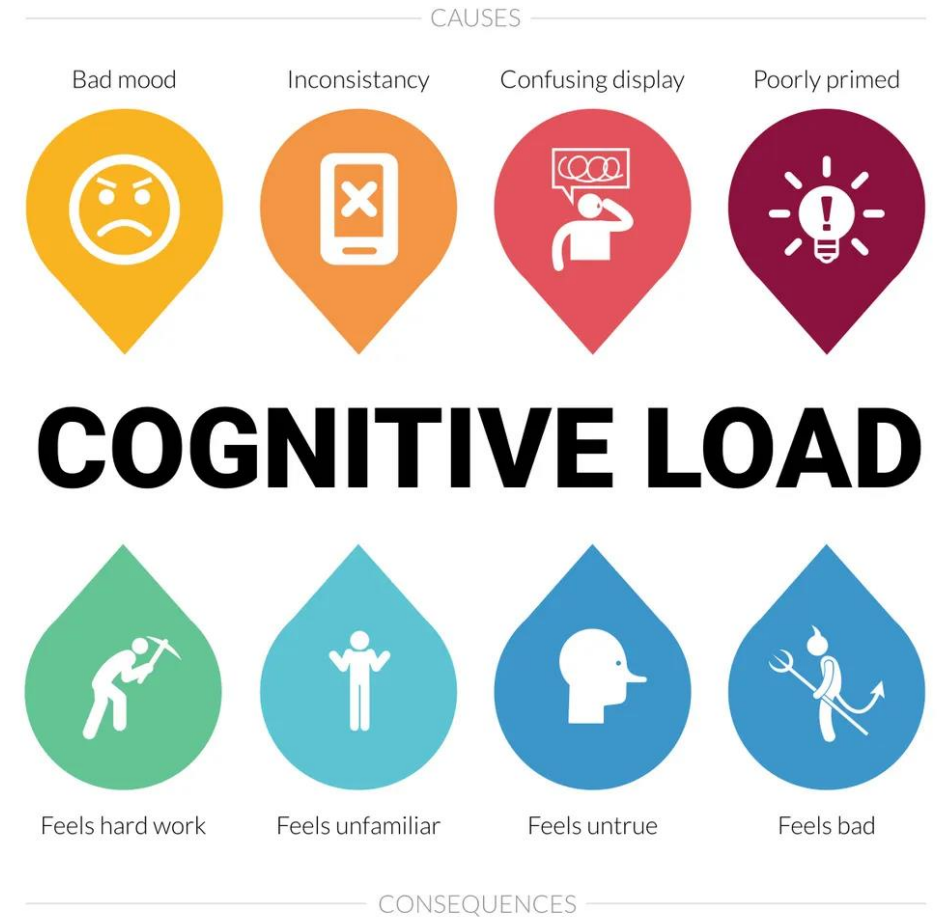
# The teenage brain is different

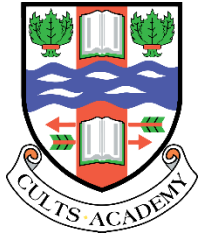
- Big and important changes are happening in the brain during adolescence.
- For girls, the brain reaches its largest size around 11 years old. For boys, the brain reaches its largest size around age 14.
- Although the brain may be finished with growing in size, it does not finish **developing and maturing until the mid- to late 20s.**
- The teenage brain has the ability to change, adapt, and respond to its environment.
- The stress hormone cortisol is produced more during this stage of brain development.



# Cognitive Load

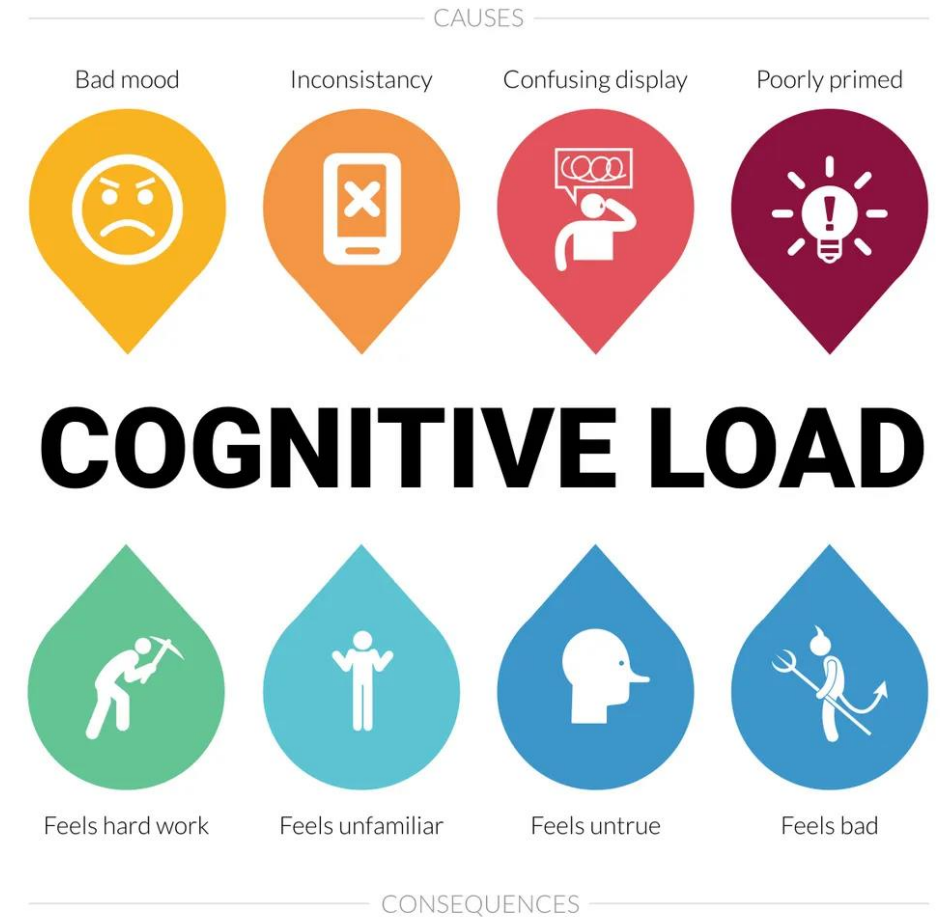
- Processing too much information at once can lead to a cognitive overload in **working memory**.
- **Overload** can slow down and hinder the learning process and have a negative impact on the transfer of information from working memory to long-term memory.

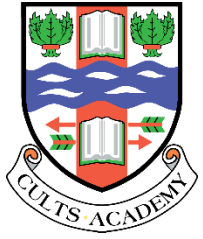




# Working Memory and Long-Term Memory

- Making connections between the information in your working memory to your long-term memory is what allows you to learn new things.
- Our long-term memory has a huge capacity and allows us to remember things for years.

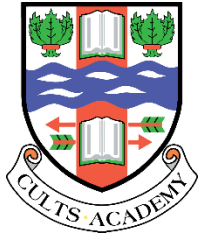




# Avoid cognitive load

- We can only process so much information at once.
- Too much information can lead to **cognitive overload**, which can affect the transfer from working memory to long-term memory.
- On average, humans can hold roughly 7 things in their working memory at one time.
- Using techniques like writing things down, chunking, acronyms and silly sentences can help our working memory.



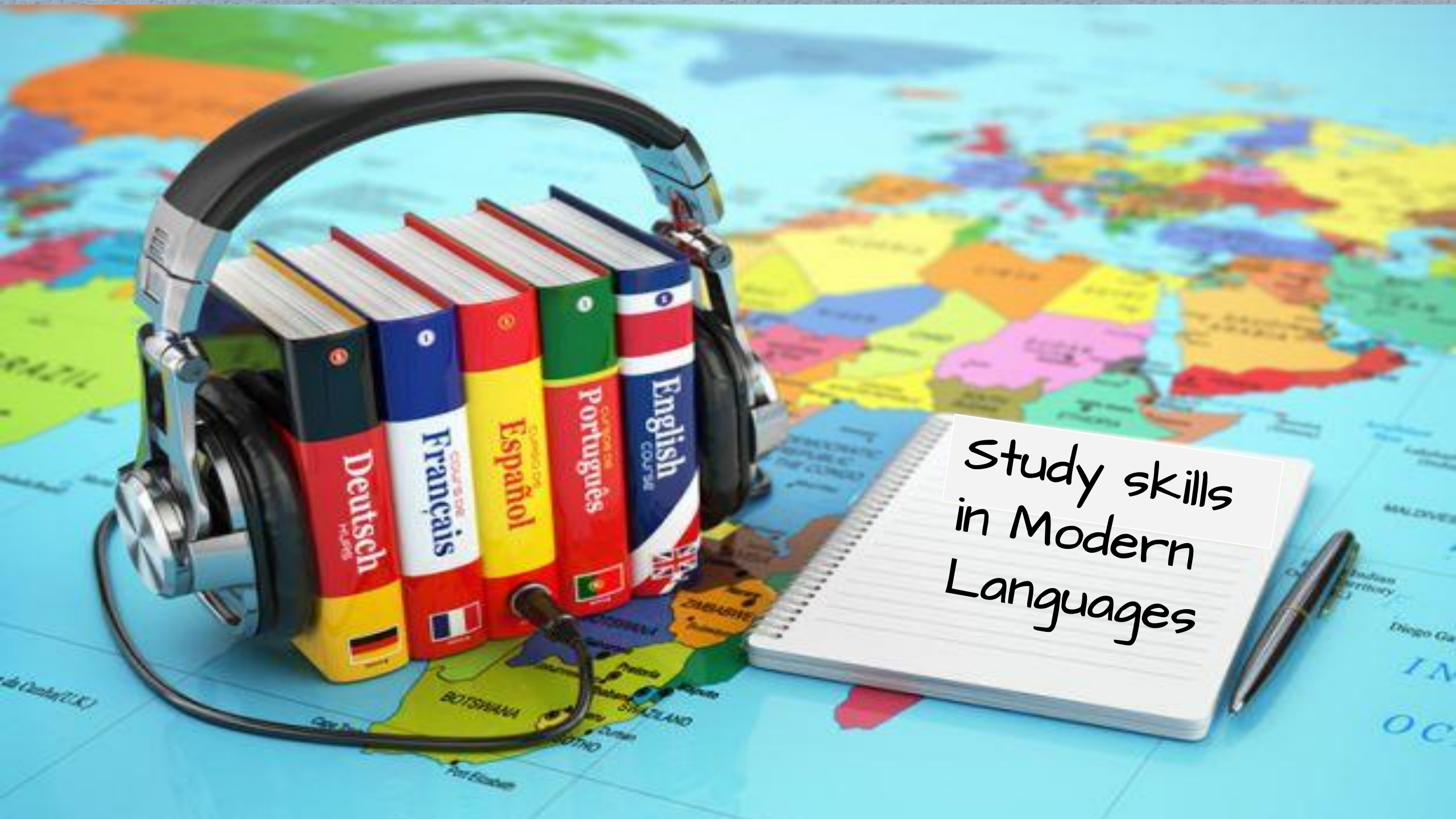


# Prioritise wellbeing

- Brain health is important and is affected by the amount of sleep you get, screen time, physical activity and what you eat and drink.
- Getting a good night's sleep has been proven to have numerous benefits to your health and cognitive performance.
- It helps with:
  - Concentration
  - Memory
  - Insight
  - Creativity
  - Your immune system





A conceptual image for language learning. In the foreground, a pair of black over-ear headphones is draped over a stack of five language textbooks. The books, from left to right, are: 'Deutsch' (German) with a red cover and German flag, 'Français' (French) with a blue cover and French flag, 'Español' (Spanish) with a yellow cover and Spanish flag, 'Português' (Portuguese) with a red cover and Portuguese flag, and 'English' (English) with a blue cover and the Union Jack. The books are resting on a world map that shows various countries in different colors. To the right of the books, an open spiral-bound notebook lies flat, with a silver pen resting on its right page. A white rectangular box with a black border is superimposed on the notebook, containing the text 'Study skills in Modern Languages' in a black, handwritten-style font.

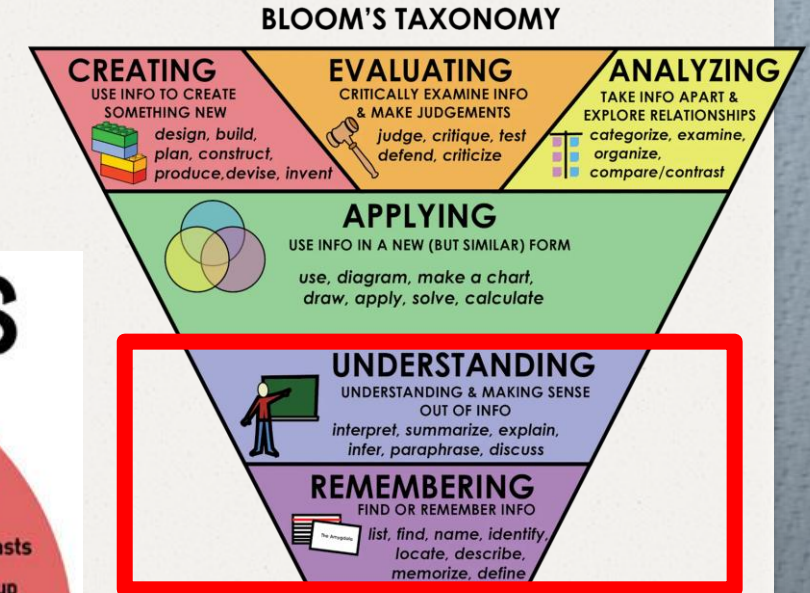
Study skills  
in Modern  
Languages



# Knowledge and Understanding

## Vocabulary and Grammar

- Indirectly assessed
- Active repetition / associations
- Retrieval Practice
- Apps & Quizzes
- Be the teacher!
- Learning styles
- Useful websites



**Quizlet**HomeExpert solutionsYour libraryCreate

### Les Vacances

In-class activity

Classic LiveCheckpoint

Self-study activity

FlashcardsLearnTestMatch

Term


5 / 69

My flight was cancelled

CLICK HERE

<

>




Il habite dans une maison.

He lives in a house

receive work set leave

Check




Les hommes se rasant.

RECORD WHAT HE SAID

CLICK HERE

Check




He reserves the table.

☒ Il réserve la table.

☐ Il réserve la éponge.

☐ Il croit la table.

Check



SCORE : 5

★★★★

La energía hidroeléctrica

★★★★

THE LANGUAGE GYM


Energy from the hydra

Electric energy

Hydroelectric energy

Geothermal energy

CLICK HERE



# Teaching the Passé Composé (past tense) in French

## Verbal Learners

### Dr & Mrs. Vandertramp(p)

[http://www.youtube.com/watch?v=y9U\\_VJWwtQg&feature=related](http://www.youtube.com/watch?v=y9U_VJWwtQg&feature=related)

|       |             |          |
|-------|-------------|----------|
| • D   | • DEVENIR   | devenu   |
| • R   | • REVENIR   | revenu   |
| • M   | • MONTER    | monté    |
| • R   | • RENTRER   | rentré   |
| • S   | • SORTIR    | sorti    |
| • V   | • VENIR     | venu     |
| • A   | • ALLER     | allé     |
| • N   | • NAÎTRE    | né       |
| • D   | • DESCENDRE | descendu |
| • E   | • ENTRER    | entré    |
| • R   | • RETOURNER | retourné |
| • T   | • TOMBER    | tombé    |
| • R   | • RESTER    | resté    |
| • A   | • ARRIVER   | arrivé   |
| • M   | • MOURIR    | mort     |
| • P   | • PARTIR    | parti    |
| • (P) | • (PASSER)  | (passé)  |

## Auditory learners



Mrs S Blanc posted a new material: Le passé composé avec "être"



Posted 22 Sept 2021



YouTube video



Passé Composé Music Vi...  
YouTube video 3 minutes

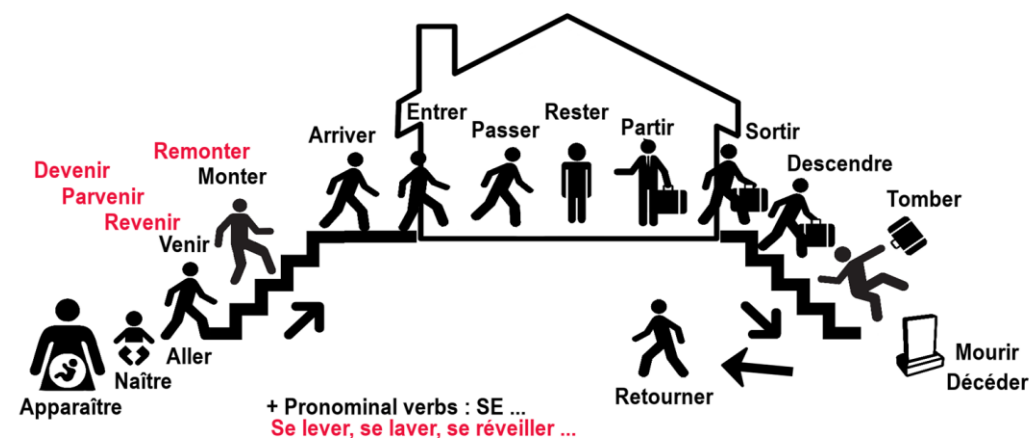


DR MRS VANDERTRAMP ...  
YouTube video 1 minute



Dr Mrs Vandertramp - Fr...  
<https://www.frenchcircles.ca/dl>

## Visual Learners



VERBES QUI SE CONJUGENT AVEC L'AUXILIAIRE ETRE AU PASSÉ-COMPOSÉ



# Skills Development

## Reading, Listening, Talking & Writing



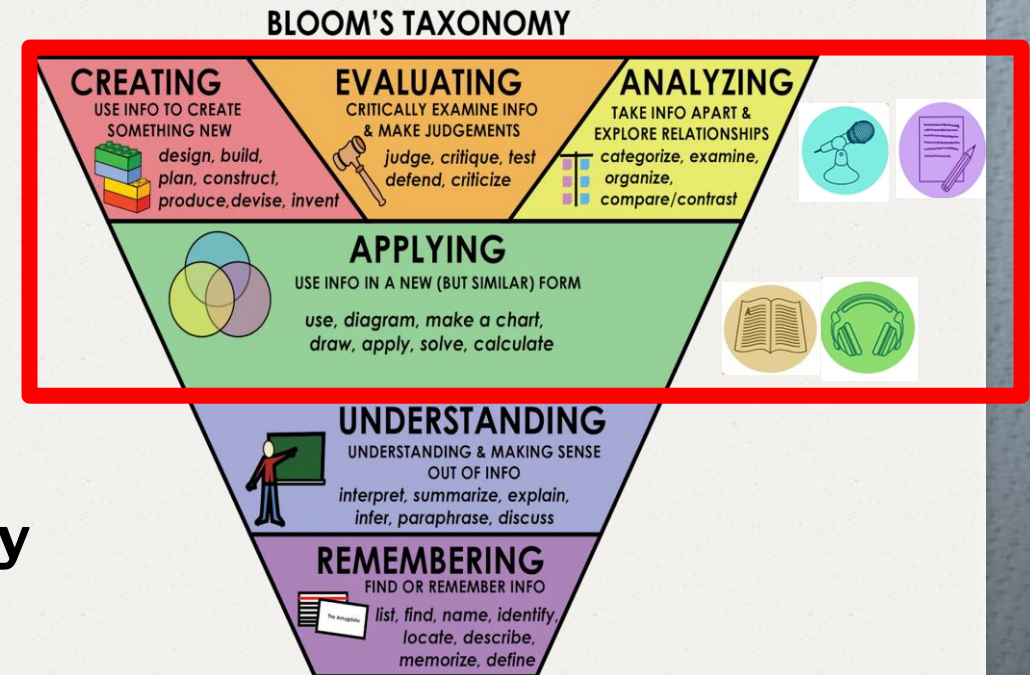
CLICK HERE

### Developing your skills the “traditional” way

- Familiarise with question styles
- Replicate the exam conditions
- Be clear on format and standards
- Review own performance

### Developing your skills the natural way

- Exposure and immersion







# Effective techniques to develop Reading & Listening skills



- Commentaries and marking instructions
- Read through and annotate transcripts
- Note-taking
- Dictionary skills
- Websites and publications

Nat5 French (A) - 2021/2022

Stream Classwork People

La Grammaire

All topics

Talking and Writing

Learning

Preparing for exams

SOCIETY - Media

Catch-up work

Culture - Les vacanc...

La Grammaire

La famille et les amis

Ms C Benkemoun posted a new material: Revision - le passé cor

Posted 18 Mar

BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/zpy17p3/revision/1>  
Work through the "Revise" section then do the "Test"

Languages Online: [https://www.languagesonline.org.uk/French/Grammar/Perfect\\_Tense/941.htm](https://www.languagesonline.org.uk/French/Grammar/Perfect_Tense/941.htm)  
[https://www.languagesonline.org.uk/French/Grammar/Perfect\\_Tense/943.htm](https://www.languagesonline.org.uk/French/Grammar/Perfect_Tense/943.htm)  
[https://www.languagesonline.org.uk/French/Grammar/Perfect\\_Tense/945.htm](https://www.languagesonline.org.uk/French/Grammar/Perfect_Tense/945.htm)

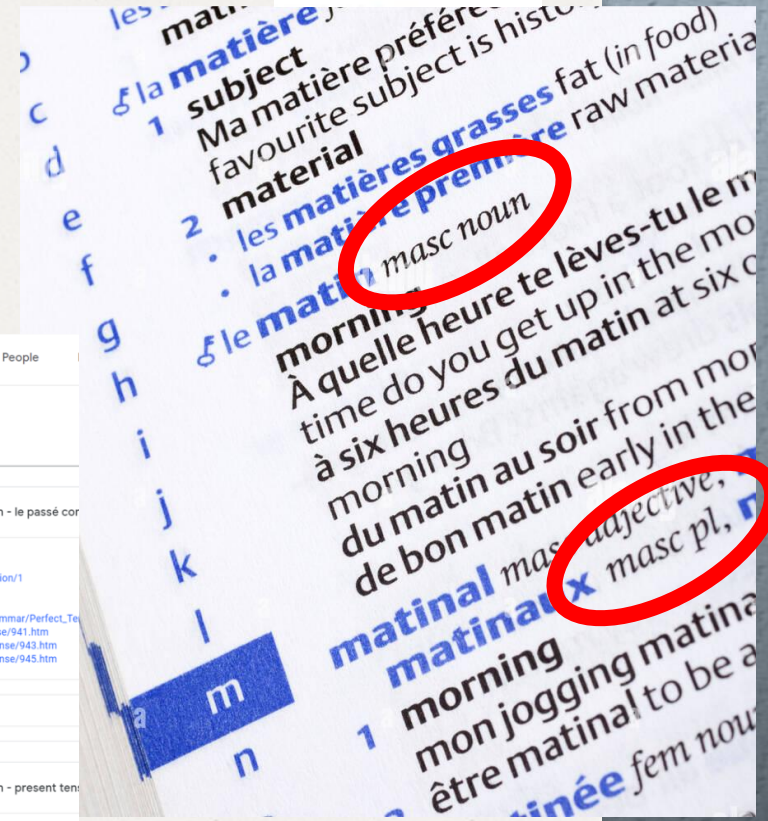
Add class comment...

Ms C Benkemoun posted a new material: Revision - present ten

Posted 11 Mar

1) BBC Bitesize  
<https://www.bbc.co.uk/bitesize/guides/z9d8y4j/revision/1>  
Read through the "Revise section" then complete the "Test" section.

2) Languages-Online  
[https://www.languagesonline.org.uk/French/Grammar/Tense\\_Practice/1152.htm](https://www.languagesonline.org.uk/French/Grammar/Tense_Practice/1152.htm)  
Complete the sentences with the correct form of the verb in brackets.





## 2. Reading package 1: Social networking

### Reading package 1: Social networking

- 1 Les réseaux sociaux: Social networks
- 2 La technologie et les jeunes: Young people and technology

## Reading package 1: Social networking

- 4.2.1 Les réseaux sociaux: Social networks
  - Vocabulary exercise: Les réseaux sociaux
- 4.2.2 La technologie et les jeunes: Young people and technology
  - Reading comprehension: La technologie et les jeunes

< Previous

Listening assessment: La santé en France

Next >

Les réseaux sociaux: Social networks

### Activities

All Activities

### Downloads

- National Assessment Resources
- National Assessment Resources
- Listening Exercises
- Exam Preparation

All Downloads



HERIOT  
WATT  
UNIVERSITY

CLICK HERE



## Available Courses

### Science and Mathematics

|                   | N5 | H | AH |
|-------------------|----|---|----|
| Biology           | ✓  | ✓ | ✓  |
| Chemistry         | ✓  | ✓ | ✓  |
| Computing Science | ✓  | ✓ | ✓  |
| Human Biology     | ** | ✓ | ** |
| Mathematics       | ✓  | ✓ | ✓  |
| Physics           | ✓  | ✓ | ✓  |

### Languages

|          | N5 | H | AH |
|----------|----|---|----|
| English  | ✓  | ✓ | ✓  |
| ESOL     | ✓  | ✓ | ** |
| French   | *  | ✓ | ✓  |
| Gaelic   | *  | ✓ |    |
| German   | *  | ✓ | ✓  |
| Mandarin | ✓  |   |    |
| Spanish  | *  | ✓ | ✓  |

### Business

|                     | N5 | H | AH |
|---------------------|----|---|----|
| Accounting          |    | ✓ | ✓  |
| Art and Design      |    | ✓ |    |
| Business Management |    | ✓ | ✓  |
| Economics           |    | ✓ | ✓  |
| Psychology          |    | ✓ | ** |

## Reading Skills (1 jour, 1 actu)

CLICK HERE

MILAN  
DÈS 8 ANS

N° 263 - Du 28 février au 5 mars 2020 - 1,65 €

**1jour 1actu** [www.1jour1actu.com](http://www.1jour1actu.com)

Chaque semaine, ton journal d'actu

**L'info est partout !**

Par la télé ou la radio, sur Internet ou en lisant les journaux... en France, il y a plein de moyens de s'informer. Et c'est une chance ! Pourtant, les Français sont de plus en plus méfiants. De tous les habitants d'Europe, ce sont même eux qui critiquent le plus sévèrement les médias d'actualité. Face à ce flot d'infos, ils se demandent comment trier le vrai et le faux. Comment être sûr que ce qu'ils lisent, voient ou entendent n'est pas transformé, ou carrément inventé ? Pour préparer la Semaine de la presse dans l'école qui aura lieu du 23 au 28 mars, 1jour1actu t'explique comment travaillent les journalistes. Car, pour être certain d'être bien informé, il faut savoir d'où vient l'info et comment elle arrive jusqu'à toi. Et ne pas hésiter à vérifier, quand tu as un doute sur ce qui t'est raconté...

Déplie ton journal et découvre comment l'info vient jusqu'à toi

Texte : Camille Laurans.

Page suivante : comment démêler le vrai du faux ?

## Listening Skills (1 jour, 1 question)

CLICK HERE

C'est quoi le Louvre ? - 1 jour, 1 question  
104K views • 4 years ago

Info ou Mytho ?  
C'est quoi le Louvre ? - 1 jour, 1 question propose de répondre chaque jour à une question d'enfant, en une minute

1:42

Info ou Mytho ?  
@infoouMytho • 451K subscribers  
Info ou Mytho ?, c'est la chaîne d'esprit critique pour les ados... et les plus grands : biais cognitifs, théories du complot, éducation ...

Qui a inventé le foot ? - 1 jour, 1 question  
342K views • 6 years ago

Info ou Mytho ?  
Qui a inventé le foot ? - 1 jour, 1 question Chaque jour sur le site 1jour1actu, l'info animée explique un mot ou un fait

1:42

C'est quoi le racisme ? - 1 jour, 1 question  
386K views • 5 years ago

Info ou Mytho ?  
C'est quoi le racisme ? - 1 jour, 1 question propose de répondre chaque jour à une question d'enfant, en une minute

1:42

La Laïcité en 3 minutes  
619K views • 6 years ago

COEXISTER FRANCE  
Une vidéo pour avoir une vision claire de la laïcité, présentée par Coexister, le mouvement interconvictionnel des jeunes

Subtitles

**LA LAÏCITÉ EN 3 MINUTES**  
ou presque...

4:34





# Effective techniques to develop Talking & Writing skills



- Use language that you understand
- Break it down into manageable chunks
- Text to speech technology / Memorising tools
- Compile a list of useful phrases
- Redraft pieces of work
- Identify recurrent errors
- Familiarise with and practice using a dictionary
- SQA Understanding Standards exemplars

## National 5 Job application example

You are preparing an application for the job advertised below. You write an email in **French** to the company.

### **Guide touristique**

13 rue Beudanton  
75017 Paris

Guide touristique en France. Le/La candidat(e) devra avoir une bonne présentation. Vous serez responsable d'accueillir les touristes et d'accompagner les touristes pour les visites aux endroits populaires.

Vous devez parler le français et l'anglais, ce serait un avantage si vous parlez espagnol aussi.

Pour plus de détails ou si ce poste vous intéresse contactez Mme Paillet à l'adresse suivante [paristourisme@villeparis.fr](mailto:paristourisme@villeparis.fr)

To help you to write your email, you have been given the following checklist of information to give about yourself and to ask about the job.

You must include all of these points:

- Personal details (name, age, where you live)
- School/college/education experience until now
- Skills/interests you have which make you right for the job
- Related work experience
- When you will be available for interview and to work
- Request information about the job

Use all of the above to help you write the e-mail in French. The e-mail should be approximately 120–150 words. You may use a French dictionary.



1

## Memorizer: Memorizing, made easier.

Enter what you want to memorize.  
Be sure to use line breaks.

Hello there!  
Want to focus? [Go fullscreen.](#)  
Not sure what to memorize? [Try an example.](#)

Pour bien réussir aux examens, il est important de savoir comment étudier. J'espère que cette présentation vous aura donnés quelques conseils utiles. Merci.

Help me memorize it!

23 words

2

## Memorizer: Memorizing, made easier.

Firstly, say it at least a few times.  
Try glancing at the screen briefly.

It might help to also write down what you're trying to memorize. Even when writing, make sure to glance at the screen as briefly as possible.

Pour bien réussir aux examens, il est important de savoir comment étudier. J'espère que cette présentation vous aura donnés quelques conseils utiles. Merci. [AA A](#)

It's best to repeat this step until you know the flow of the text.

Back Next

3

## Memorizer: Memorizing, made easier.

Secondly, say it without mistakes.  
Below are the first letters of each word.

Unlike the previous step, keep looking at the text to ensure that you're not skipping words.

P\_\_ b\_\_ r\_\_\_\_\_ a\_\_ e\_\_\_\_\_, i\_\_ e\_\_ i\_\_\_\_\_ d\_ s\_\_\_\_\_ [AA A](#)  
c\_\_\_\_\_ é\_\_\_\_\_. J'\_\_\_\_\_ q\_\_ c\_\_\_\_\_ p\_\_\_\_\_ v\_\_ a\_\_ d\_\_\_\_\_  
q\_\_\_\_\_ c\_\_\_\_\_ u\_\_\_\_\_. M\_\_\_\_\_.

Make sure you're comfortable with every line of the text.

Back Next

4

## Memorizer: Memorizing, made easier.

Thirdly, say it without pausing.  
Below are the first words of each line.

If you have to learn a lot of text, try memorizing it in parts first and then all together. This is so that you don't take ages to get past this step.

Pour bien [AA A](#)

If you're unsure about a word, [go back two steps](#) and reread that part.

Back Next





|        | TIME | SUBJECT              | LEVEL           |
|--------|------|----------------------|-----------------|
| MONDAY | 5PM  | English              | Advanced Higher |
|        | 5PM  | Physics              | National 5      |
|        | 5PM  | RMPS                 | Higher          |
|        | 6PM  | Maths                | National 5      |
|        | 6PM  | RMPS                 | National 5      |
|        | 6PM  | Physics              | Higher          |
|        | 6PM  | Physics              | Advanced Higher |
|        | 6PM  | Human Biology        | Higher          |
|        | 6PM  | Business Management  | National 5      |
|        | 7PM  | Application of Maths | Higher          |
|        | 7PM  | Business Management  | Advanced Higher |
|        | 7PM  | PE                   | Higher          |
|        | 7PM  | Biology              | Higher          |
|        | 7PM  | Computing Science    | Higher          |
|        | 7PM  | Biology              | Advanced Higher |
|        | 7PM  | Computing Science    | National 5      |
|        | 7PM  | Biology              |                 |



Dee's Study Skills Part 4

CLICK HERE

E-Sgoil is a nationwide community for online learning and teaching and has a large number of resources that can be accessed for learners of all ages.

## STUDY SUPPORT

### 2022-23

### REGISTRATION NOW OPEN

Webinars for English, Maths, Social Subjects and Sciences start in the week beginning **26th SEPTEMBER**

All other webinars start in the week beginning **31st OCTOBER**

[www.e-sgoil.com](http://www.e-sgoil.com)

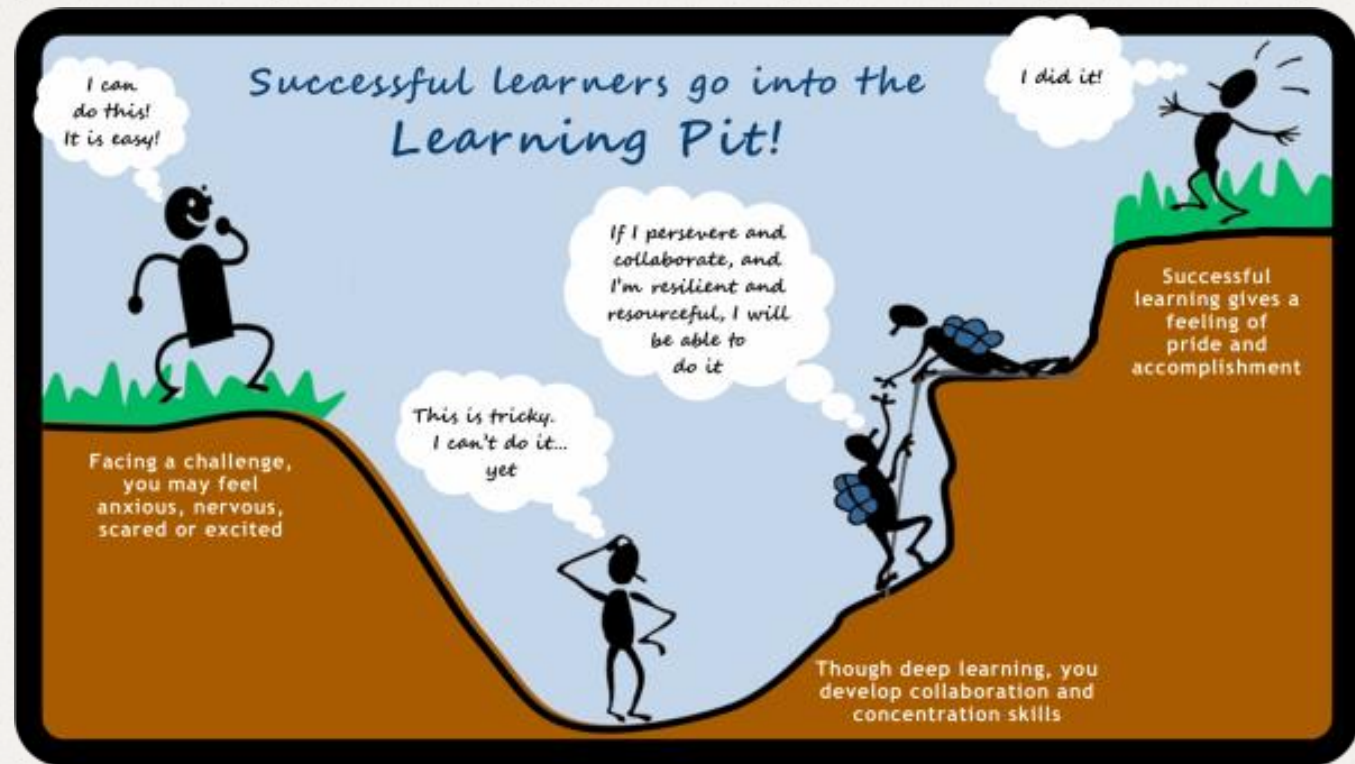
@eSgoil

National e-Learning Offer



# Achieving Success

- Embrace the challenge and persevere
- Think positive!





THANK YOU

thank you

merci

gracias



# **Accounting, Business Management & Economics**

Miss Crombie

# An Introduction to ‘The Infamous Trilogy’

- Pupils often choose Business Management as they enjoyed the activities in S2/S3
- Through the senior phase, they enjoy the real life contexts that are explored
- Consider similar subjects i.e. Accounting and/or Economics
- Many pupils study all 3 - very different in terms of how to revise



# Business Management & Economics

Subjects where pupils are assessed on their ability to answer exam style questions and follow the command words effectively.

Pupils are provided with core notes for each of the different topics in each course. Encouraged to focus on these materials as these tend to be a hybrid of external resources as well as original, updated course content.

Google Classroom is organised via topic with notes, slides and activities broken down into the different topics.

## NATIONAL 5 BUSINESS MANAGEMENT

### COMMAND WORDS



- Discuss** This term asks you to look at the possible benefits and drawbacks of options. Be careful how you answer these questions. You will not usually get marks if you state an advantage and then use exactly the opposite of it for a disadvantage. (For example, if you were asked to give the advantages and disadvantages of introducing a new marketing campaign, you might not get marks for a disadvantage if you said that an advantage would be increased consumer awareness while a disadvantage would be lost consumer awareness).
- Compare** This asks you to look at two or more options and identify the similarities and differences. (For example, if you were asked to compare sole traders and private limited companies, then your answer should look something like this, 'A sole trader is a business owned by one individual whereas a private limited company is owned by a group of shareholders').
- Describe** This indicates that the examiner is usually looking for a description of a business term by stating relevant factual points. There tends to be more to write about in 'describe' questions and therefore more marks are available for them
- Explain** Here the examiner is looking for you to be able to show the cause and effect and/or to make relationships clear. They want you to explain in detail WHY/HOW a situation would impact on a business.
- Justify** Give good reasons to support suggestions. This can be a statement of why something has been chosen or suggested.
- Distinguish** Identify the differences between two or more factors. Be careful that you only give differences and not similarities.
- Outline** Give a brief description.
- Identify** Simply name or state something.



# Business Management & Economics

There are a number of effective revision strategies for subjects like Business & Economics.

- BBC Bitesize Quizzes
- Online/Paper Flash Cards
- Mind-maps
- Highlighting of Core Notes
- Chapter Summaries

We've found the **Cornell Method** to be particularly effective as it allows pupils to initially study individual sub-topics before exploring larger, more substantial units.

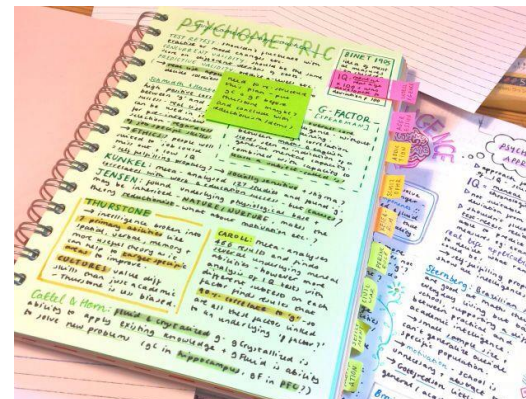
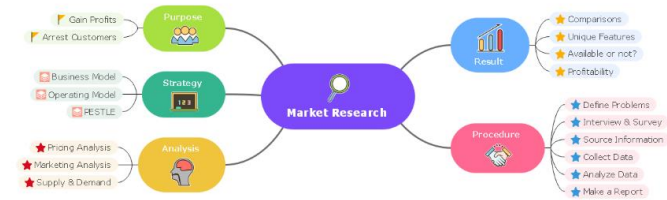
## Objectives test questions

1 What is the main objective for private companies?

- ☐ To serve the local communities
- ☐ To make profit
- ☐ To support a cause

2 Which of these objectives would be an aim for the public sector?

- ☐ To provide a service
- ☐ To raise awareness of a cause
- ☐ To increase market share



## chapter summary.

| SUBJECT |  |
|---------|--|
| CHAPTER |  |
| PAGES   |  |

| TEXTBOOK REVISION CHECKLIST                  |                          |
|--|--------------------------|
| Reading through chapter                      | <input type="checkbox"/> |
| Highlighting key points                      | <input type="checkbox"/> |
| Taken detailed notes                         | <input type="checkbox"/> |
| Chapter exercises                            | <input type="checkbox"/> |
| Summary notes                                | <input type="checkbox"/> |
| Revision resource (flashcards, mindmap etc.) | <input type="checkbox"/> |

| KEYWORDS |
|----------|
|          |

| IMPORTANT QUESTIONS |
|---------------------|
|                     |

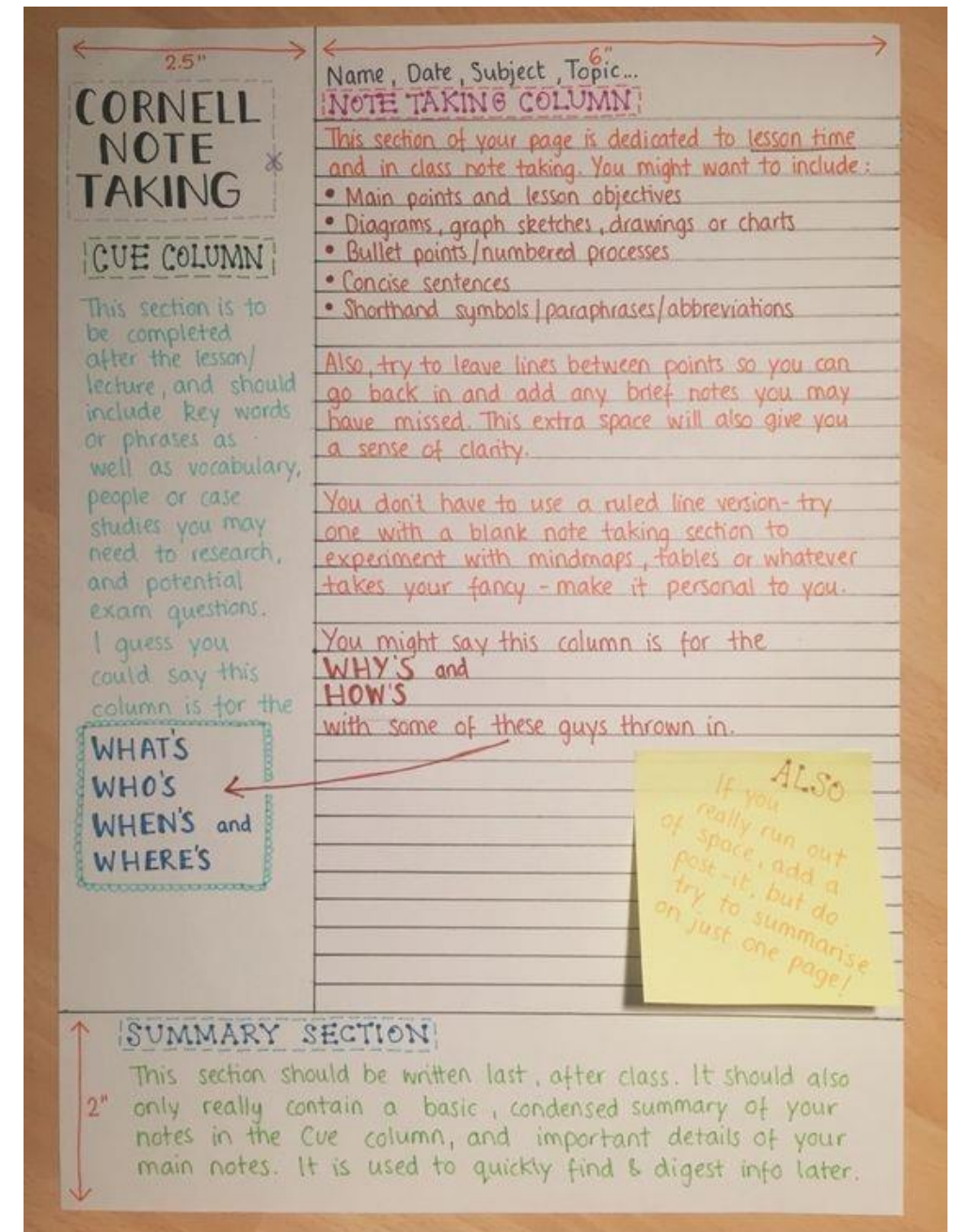
| CHAPTER SUMMARY AND KEY POINTS |
|--------------------------------|
|                                |

# The Cornell Method

Structured Revision Technique which involves the division of an A4 sheet of paper.

Each section has a different purpose:

- **What's/Who's/When's & Where's:** Key words/phrases or vocabulary for the particular topic
- **Main points/Objectives/Diagrams/Symbols required**
- **Summary Section:** Located at the bottom of the page. A basic, condensed summary of the material above - only important details from main notes - used to quickly find and digest info later



# Business Management & Economics

Following the chosen revision methods, pupils should then attempt to complete exam style questions on the topic(s) that they have revised - ensuring to use the command word correctly.

Past Paper Questions available via the SQA Website however many teachers will provide for each topic in a course.

Compile all questions from a particular topic and attempt these before checking solutions - **always** consult teachers if there is an uncertainty over whether an answer would receive a mark

## Past papers and marking instructions

Find past papers and marking instructions for your revision. You can search by topic and or refine by subject and level. To add the matching marking instructions simply tick the box.

We provide up to five years of past papers.

Business Management

National 5

Go >

☒ Include Marking Instructions Reset the search form

### 3 Past Papers found

| Select                   | Year▲ | Qualification  | Paper includes                                 |
|--------------------------|-------|--|--|
| <input type="checkbox"/> | 2022  | <a href="#">National 5 Business Management - QP</a><br> | 2019 (pg 4 )<br>2021 (pg 4 , 8 )<br>UK (pg 2 ) |

# Accounting

- Similar to Maths - pupils find it particularly difficult to revise for as you either know what to do or you don't
- Despite many parents being Accountants - we can confirm that ability in accounting is ***not hereditary***, much to pupils disappointment
- Variety of topics exploring both Financial and Management Accounting with a range of theory and practice

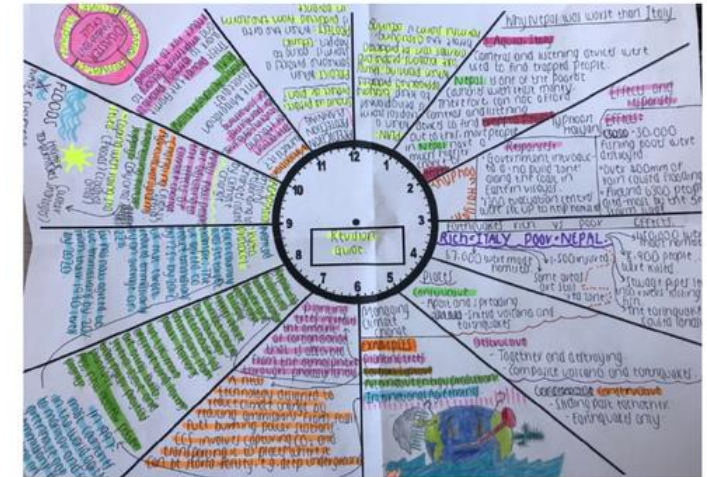




# Theory of Accounting

The use of any revision tool would be effective as the theory of Accounting has links to both Business Management and Economics:

- Revision Clocks
- Scholar
- Match It Activities - Ledgers/Financial Statements
- Past Paper Theory Questions



## Question 1

The admission of a new partner can only take place on the retirement or death of an existing partner.

- ☐ True  
☐ False

## Question 2

Replace the gaps with the most appropriate word from the word list.

**Word list:** assets: customers: going concern: Goodwill: intangible: location: realisable: reputation: selling: value

Goodwill is an \_\_\_\_\_ asset whose \_\_\_\_\_ will depend on the level of profit and the numbers of \_\_\_\_\_ together with the firm's \_\_\_\_\_ for reliability and \_\_\_\_\_. Goodwill is \_\_\_\_\_ on the sale of the firm as a \_\_\_\_\_. To calculate the value of \_\_\_\_\_ you subtract the value of \_\_\_\_\_ being sold from the \_\_\_\_\_ price.

[Display answer](#) ▾



# Practical Accounting: Preparation of Statements

Pupils will need to learn the layouts of the financial statements as well as be able to interpret the different styles of questions that could be asked by the SQA.

Breaking the statements down into multiple sections allows pupils to practice the different elements before combining into larger, more complex statements - easier to identify parts they are unsure of.

Using a trial balance and different coloured highlighters to pick apart key financial terms and check understanding of what belongs in different financial statements.

Video Tutorials from teachers/variety of youtube creators can be helpful for recall of previous lessons (be mindful of the origin of the video as certain accounting methodology is different elsewhere)



SECTION 1 — 80 marks

Attempt ALL questions

1. The following balances were extracted from the ledger of Glangordon plc on 31 December Year 9.

| Trial Balance as at 31 December Year 9           |                                      | £000   | £000  |
|--|--------------------------------------|--------|-------|
| 1,200,000 Ordinary Shares of £0.50 each          |                                      | 600    |       |
| 240,000 5% Preference Shares of £1 each          |                                      | 240    |       |
| Share Premium — 15,000                           |                                      | 150    |       |
| Investments (Market Value £300,000)              |                                      | 300    |       |
| 12% Debentures (Wear 12) — A.F.C.                |                                      |        | 120   |
| Unappropriated Profit at 1 January Year 9        |                                      |        | 116   |
| Sales Revenue                                    |                                      |        | 1,104 |
| Sales Revenue Returns                            | 160                                  |        |       |
| Inventory at 1 January Year 9                    | 168                                  |        |       |
| Purchases  | 1,480                                |        |       |
| General Expenses                                 | 1,200                                |        |       |
| Bad Debts  | 144                                  |        |       |
| Advertising                                      | 174                                  |        |       |
| Finance Cost — Debentures                        | (10)                                 |        | (12)  |
| Directors' Fees                                  | 5.96                                 |        |       |
| Dividend on Ordinary Shares                      | 12                                   |        |       |
| Dividend on Preference Shares                    | 12                                   |        |       |
| Property at cost                                 | 320                                  |        |       |
| Machinery at cost                                | 480                                  |        |       |
| Delivery Vans at cost                            | $(70 \times 20) \times 0.2 = 10,000$ |        |       |
| Goodwill — $24 - 8 - 1A = 16$                    | 24                                   |        |       |
| Trade Receivables                                | 222                                  |        |       |
| Trade Payables                                   |                                      |        | 43    |
| VAT  |                                      |        | 111   |
| Provisions for Depreciation at 1 January Year 9: |                                      |        |       |
| — Machinery                                      | 48                                   |        |       |
| — Delivery Vans                                  | 20                                   |        |       |
| Provision for Doubtful Debts at 1 January Year 9 | 14                                   |        |       |
| Cash and Cash Equivalents                        | 12                                   |        |       |
| Dividends on Quoted Investments                  |                                      |        | 12    |
| Unappropriated Profit at 31 December Year 9      |                                      |        | 116   |
|  | £2,452                               | £2,452 |       |

page 02

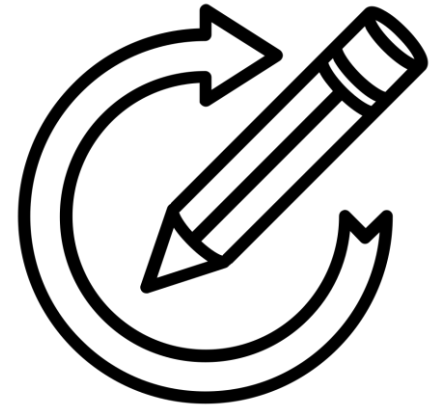
# Key Messages

**Feedback is critical for improvement** - pupils must ensure they action teacher feedback to ensure they achieve success

**Resilience is key!** Exam preparation is a marathon, not a sprint!  
Gradual improvement is just as impressive as significant improvement

**Choose the approach that suits you!** There is no one size fits all approach to revision and ensuring that you know your revision style is so important

**Be mindful of the mindmaps!!**



# Reclaim you body-mind connection

Transform stress from an enemy to a friend

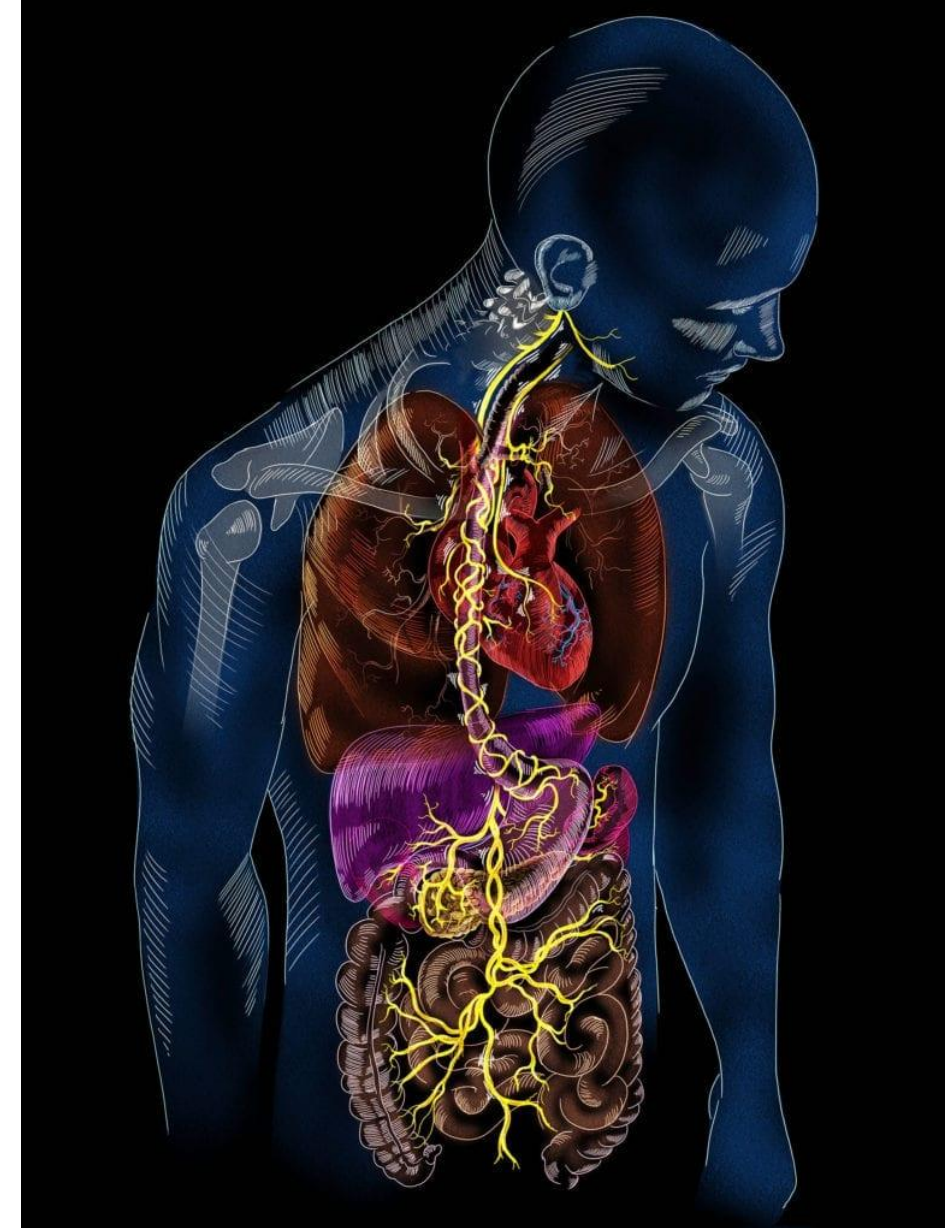
Chahrazed Ahriz  
Math/languages/Sfl teacher  
Yoga teacher/Certified breath coach

- It has been a roller coaster ride and it's not over just yet
- Protect and preserve body and mind
- We all know our triggers



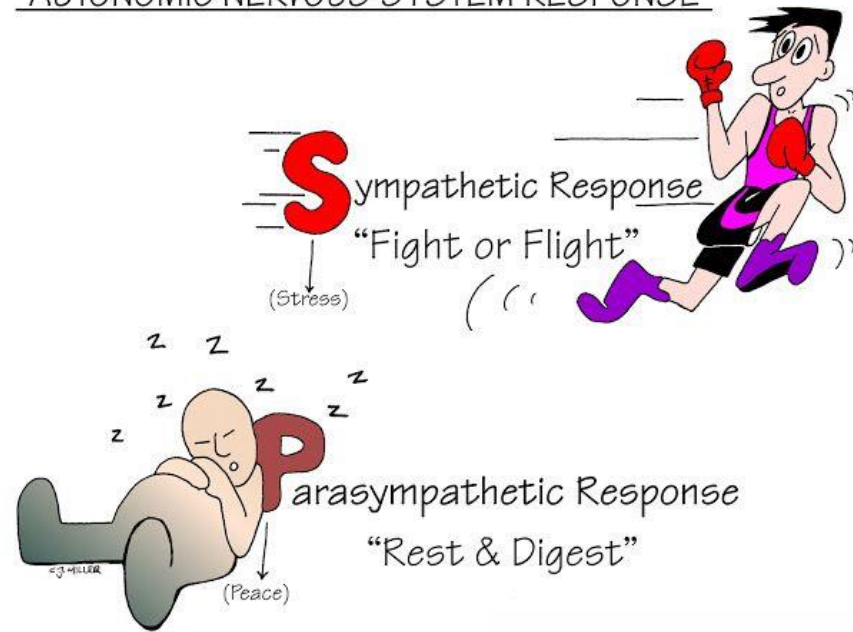
# Meet Mr VN, the Vagus Nerve

- The VN controls much of your internal show.
- Your gut and brain communicate with help from the VN.





# "AUTONOMIC NERVOUS SYSTEM RESPONSE"



**FIGHT**



**FLIGHT** Oohlala!



**FREEZE**



**STRESS**  
SYMPATHETIC

**CALM**  
PARASYMPATHETIC

PUPILS EXPAND

PUPILS SHRINK

FAST & SHALLOW  
BREATHS

SLOW, DEEP  
BREATHS

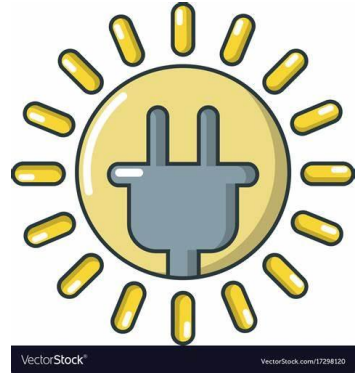
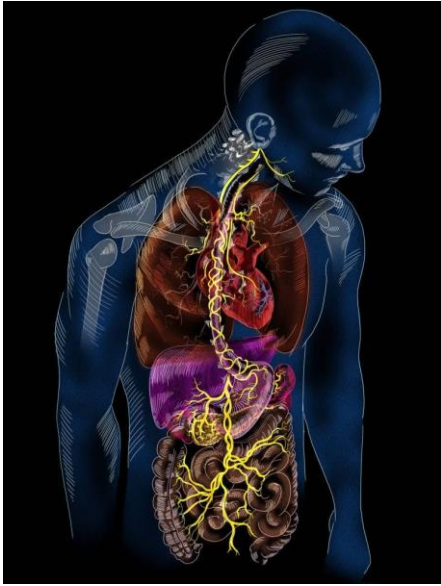
HEART PUMPS  
FASTER

HEART SLOWS

GUT INACTIVE

GUT ACTIVE





Into soothing our stress response

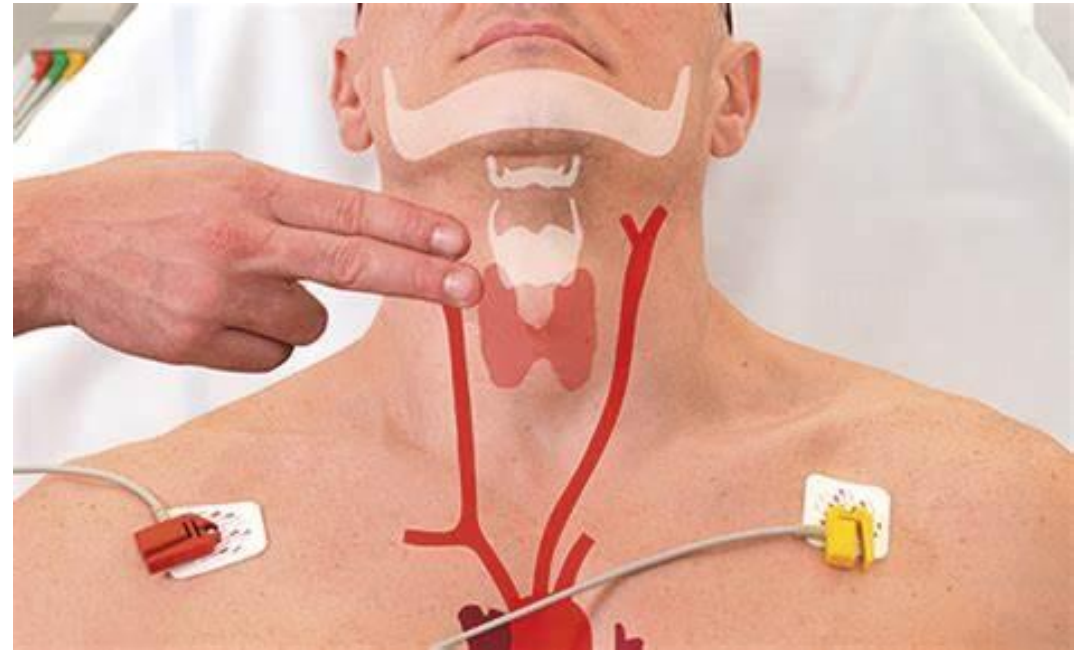
**Vagal tone or VN stimulation**



# Vagal tone or VN stimulation

1. Deep breathing
2. Laughing
3. Singing
4. Hanging with people you enjoy
5. Splash cold water on your face
6. Massages

# Vagus nerve massage (Carotid)



90% of breathing techniques work on  
extending the outbreath

Nose is for breathing, mouth is for  
eating/speaking except cardio

Practice makes perfect, want to have a  
go?

2 deep inhales...1 long extended  
exhale





# Extras...just in case

5 ways to regulate yourself using Neuropsychology:

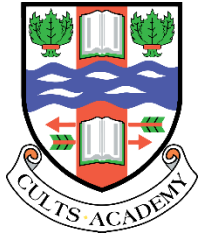
1. If you are stressed use “physiological sigh”: 2 inhales quickly and 1 long exhale and you do that over and over again.
2. If you are anxious, go for a walk, it deactivates your Amygdala (the center of emotions and motivation).
3. If you are sad, acknowledge your feelings and then move your body, it releases endorphins.
4. If you are impulsive, like angry, you can't think straight, look out the window and don't look at anything, just like dilate you gaze, it blunts your adrenaline so you can think clearly.
5. If you have low motivation, focus on one spot on the screen for 1 minute, ignore everything else, pupillary convergence increases focus.

شُكْرًا جَزِيلًا

Shukran jazeelan

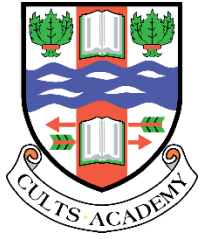
Thanks a lot/

Thank you so much

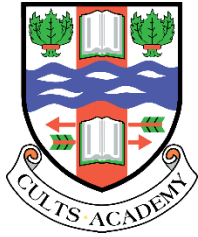


# Studying Tips and Experiences

Louisa Benson and Murray Bone







X810/75/11

Business Management

FRIDAY, 18 MAY  
9:00 AM — 11:00 AM

Total marks — 90

SECTION 1 — 40 marks

Attempt BOTH questions.

SECTION 2 — 50 marks

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use blue or black ink.

You may use a calculator.

Before leaving the examination room you must give your answer booklet to the invigilator; if you do not, you may lose all the marks for this paper.

<https://www.sqa.org.uk/pastpapers/findpastpaper.htm>

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 Dumfries 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 him 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. 5  
(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.)

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

Source B

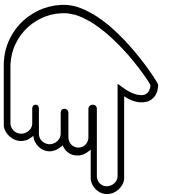
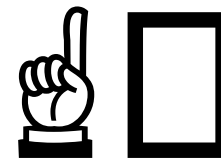
After Bannockburn, Bruce's parliament agreed that Scots nobles who had not made peace with him would lose their lands in Scotland. Bruce gave this forfeited land to his own supporters. The Douglas family benefited greatly from this. Scots nobles would no longer be allowed to have English estates so their 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

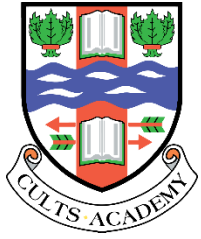
**UNDERSTANDING  
STANDARDS**



**Curriculum Explorer**

<https://www.understandingstandards.org.uk/>

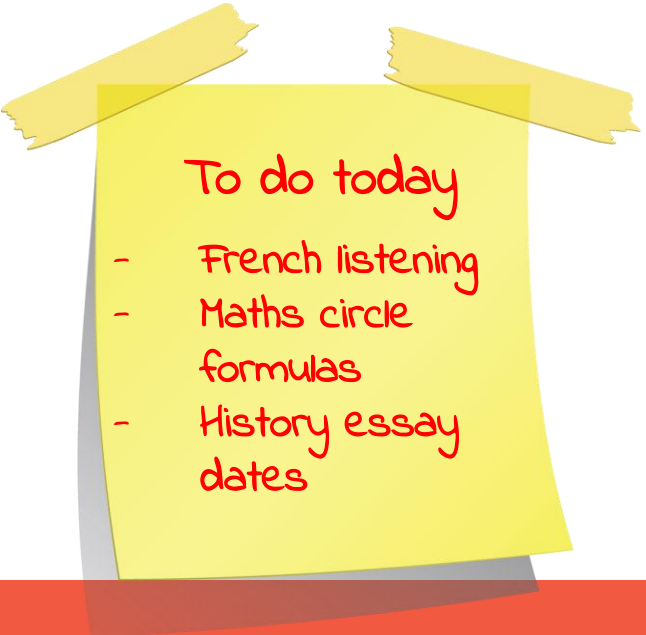
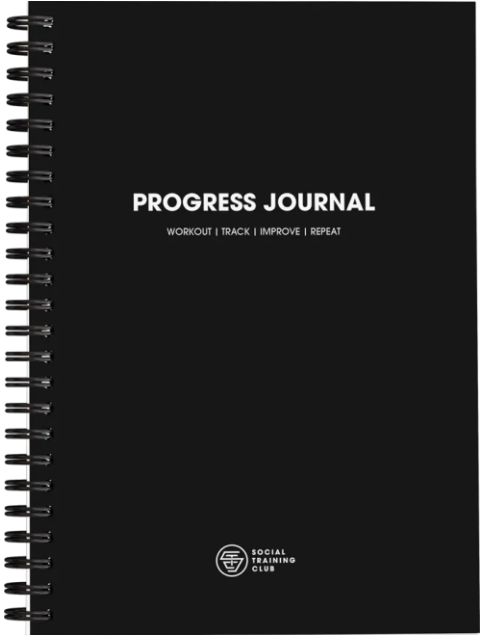
**YOUNG PEOPLE AT THE HEART OF ALL THAT WE DO**



The Lawyer Portal

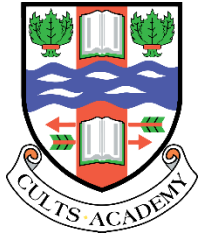
## REVISION TIMETABLE

| MON                                     | TUE                                     | WED                                     | THU                                     | FRI                                     | SAT                                     | SUN   |
|---|---|---|---|---|---|-------|
| 9AM - 11AM<br>REVISE<br>SUBJECT 1       | 9AM - 11AM<br>REVISE<br>SUBJECT 1       | 9AM - 11AM<br>REVISE<br>SUBJECT 1       | 9AM - 11AM<br>REVISE<br>SUBJECT 1       | 9AM - 11AM<br>REVISE<br>SUBJECT 1       | 10AM - 12PM<br>REVISE<br>SUBJECT 1      | REST! |
| BREAK!                                  |   |   |   |   |   |       |
| 11:15AM - 1:15PM<br>REVISE<br>SUBJECT 2 | 11:15AM - 1:15PM<br>REVISE<br>SUBJECT 2 | 11:15AM - 1:15PM<br>REVISE<br>SUBJECT 2 | 11:15AM - 1:15PM<br>REVISE<br>SUBJECT 2 | 11:15AM - 1:15PM<br>REVISE<br>SUBJECT 2 | 12:45AM - 2:45PM<br>REVISE<br>SUBJECT 2 | REST! |
| BREAK!                                  |   |   |   |   |   |       |
| 2PM - 4PM<br>REVISE<br>SUBJECT 3        | 2PM - 4PM<br>REVISE<br>SUBJECT 3        | 2PM - 4PM<br>REVISE<br>SUBJECT 3        | 2PM - 4PM<br>REVISE<br>SUBJECT 3        | 2PM - 4PM<br>REVISE<br>SUBJECT 3        | 3PM - 5PM<br>REVISE<br>SUBJECT 3        | REST! |
| BREAK!                                  |   |   |   |   |   |       |
| 4:15PM - 6:15PM<br>REVISE               | 4:15PM - 6:15PM<br>REVISE               | 4:15PM - 6:15PM<br>REVISE               | 4:15PM - 6:15PM<br>REVISE               | 4:15PM - 6:15PM<br>REVISE               | GO HAVE FUN                             | REST! |



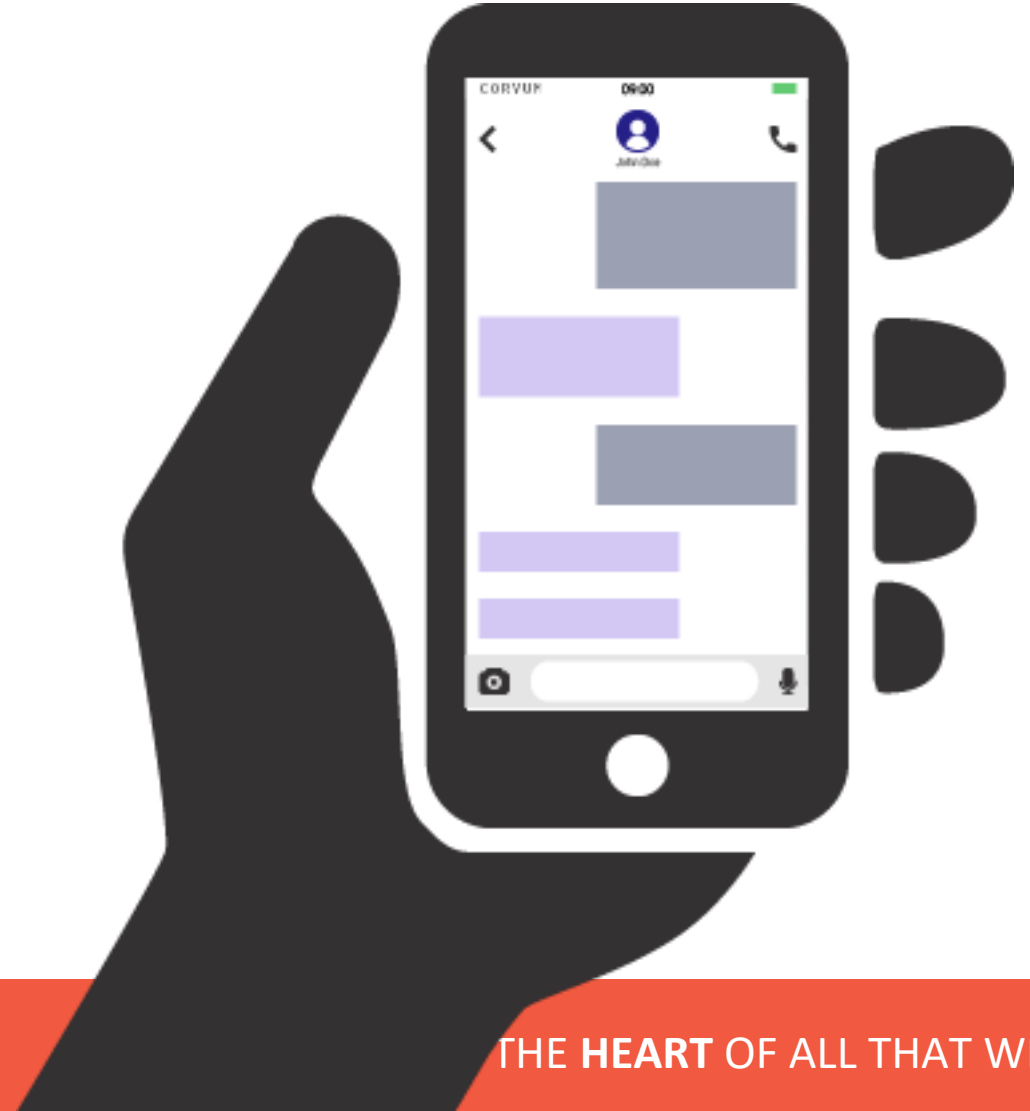
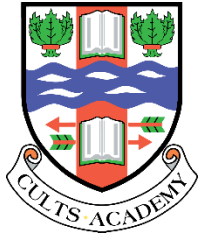
To do today

- French listening
- Maths circle formulas
- History essay dates

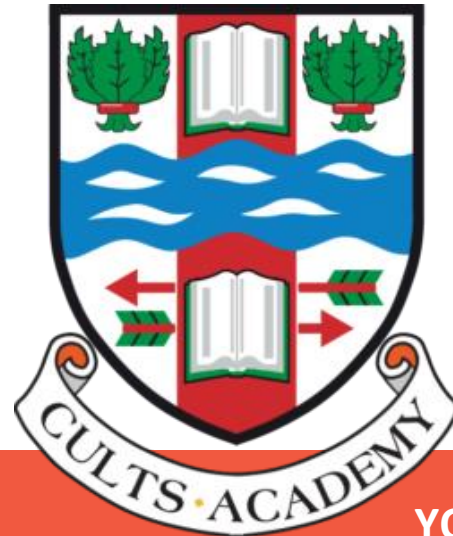
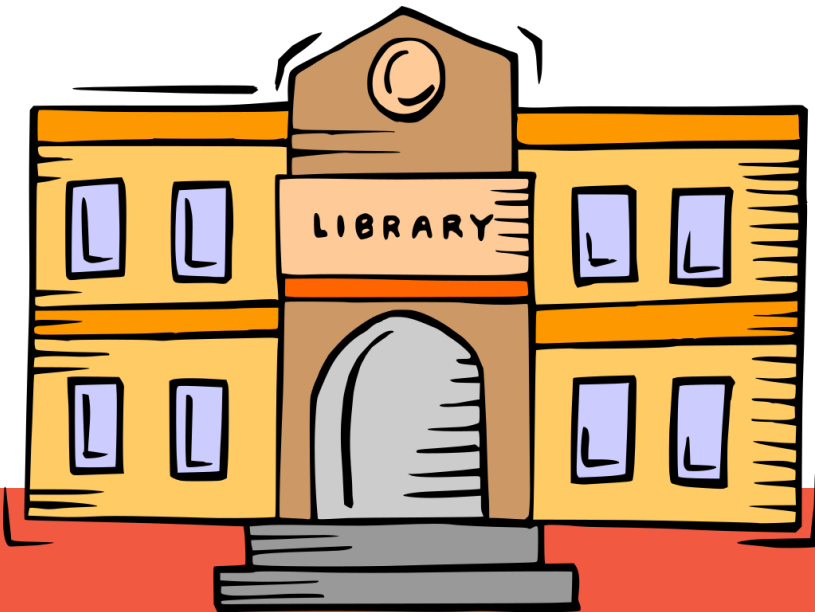
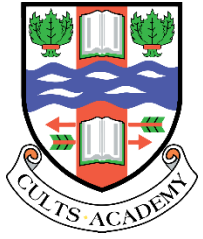


# Quizlet





THE HEART OF ALL THAT WE DO



YOUNG PEOPLE T WE DO