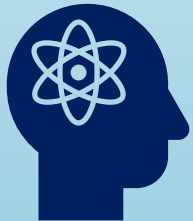




Success in Science

Biology, Chemistry, Physics

Laboratory Science & Scientific Technologies



Acting CL greg.pullen@currie.edin.sch.uk





Assessment format



N5 Bio/Chem/Phys – 20% assignment (in class research then 1.5 hour write up) 80% exam (2 hours)

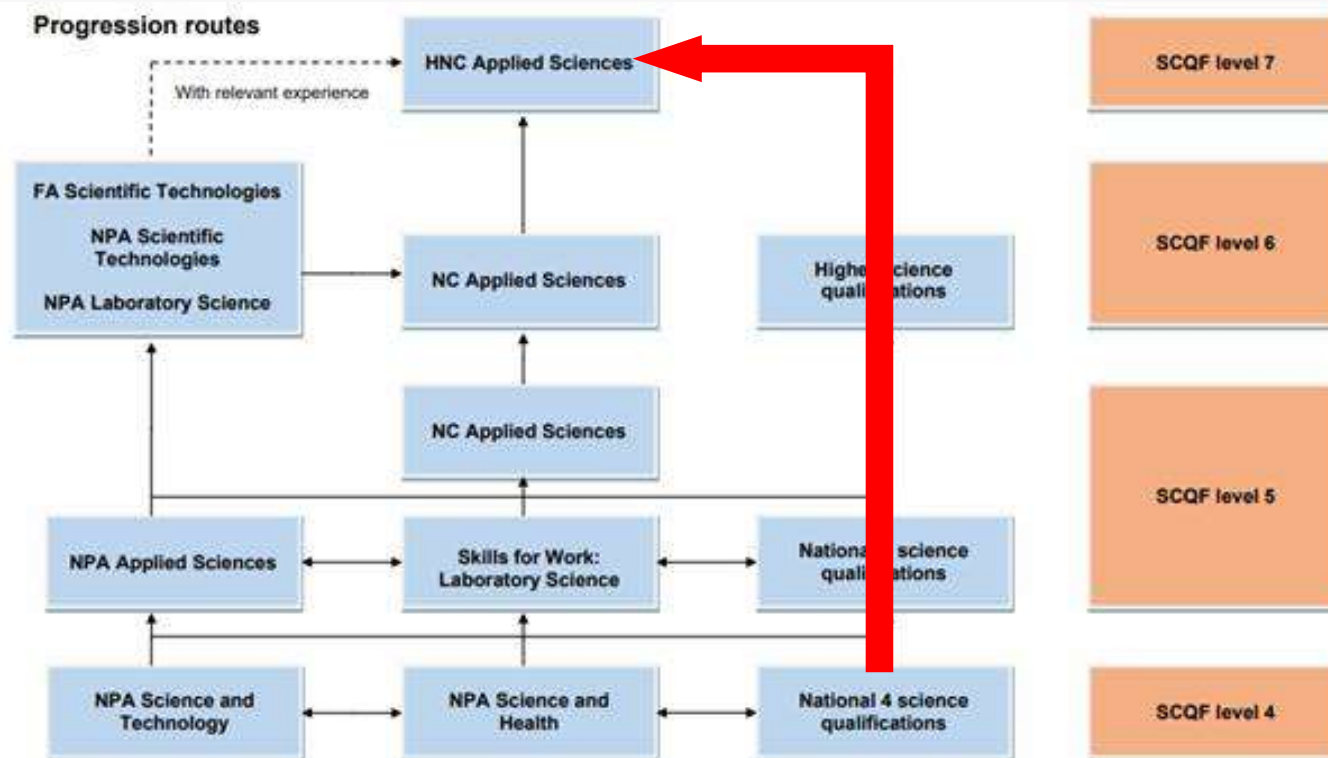


Higher Bio/Chem/Phys – 20% assignment (in class research then 2 hour write up) 80 % exam (2.5 hours total)

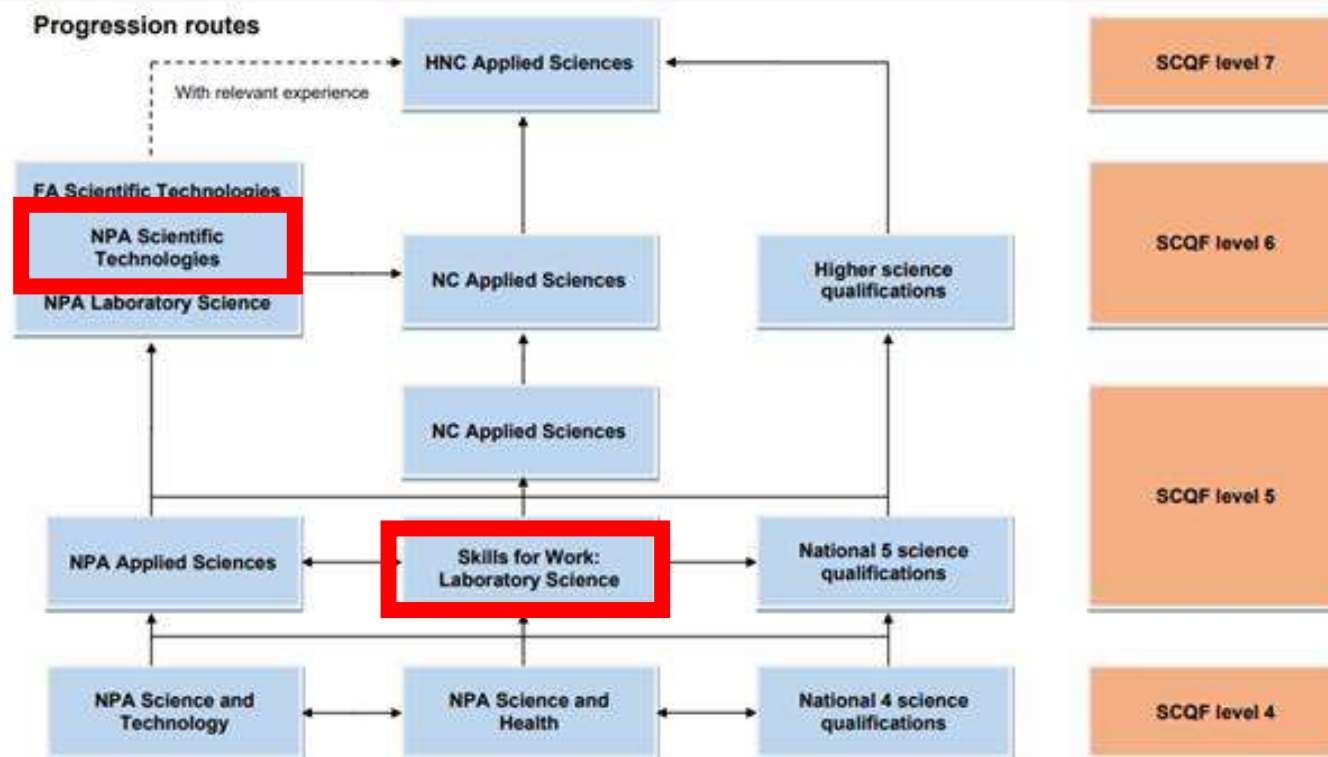


Advanced Higher Bio/Chem/Phys – 25% project (written up over period of time) 75% exam (2.5 hours)

Other pathways in Science



Other pathways in Science



Other pathways in Science

Level 5 **Lab Science**
and Level 6 **Scientific
Technologies**

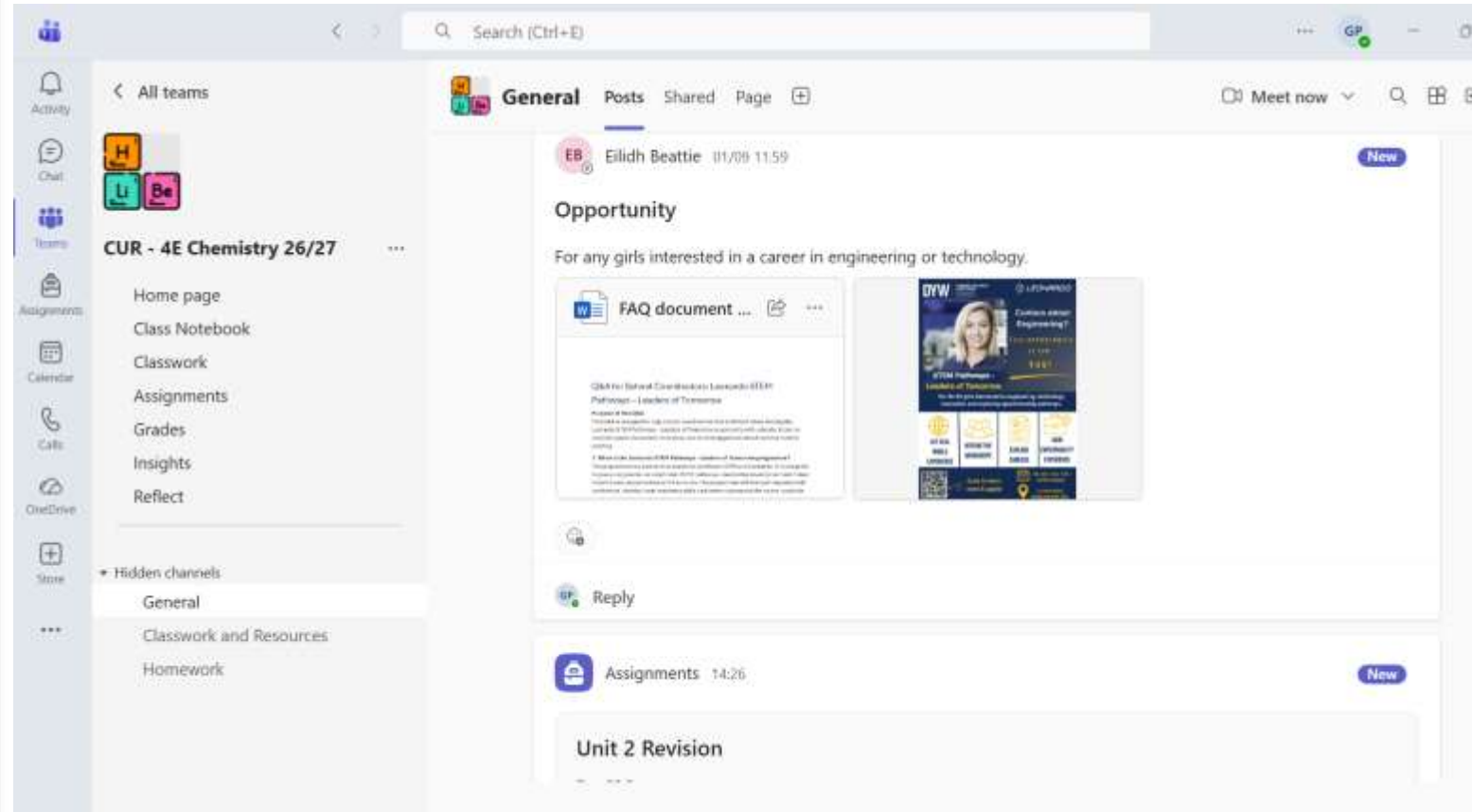
Both have three
units and an
investigative unit.

All internally
assessed

Build on skills
required at
Higher/National 5 to
allow for progression

Resources available:

- Teams
- OneNote
- Scholar
- BBC Bitesize
- Command Words
- Achieve
- SQA Understanding Standards



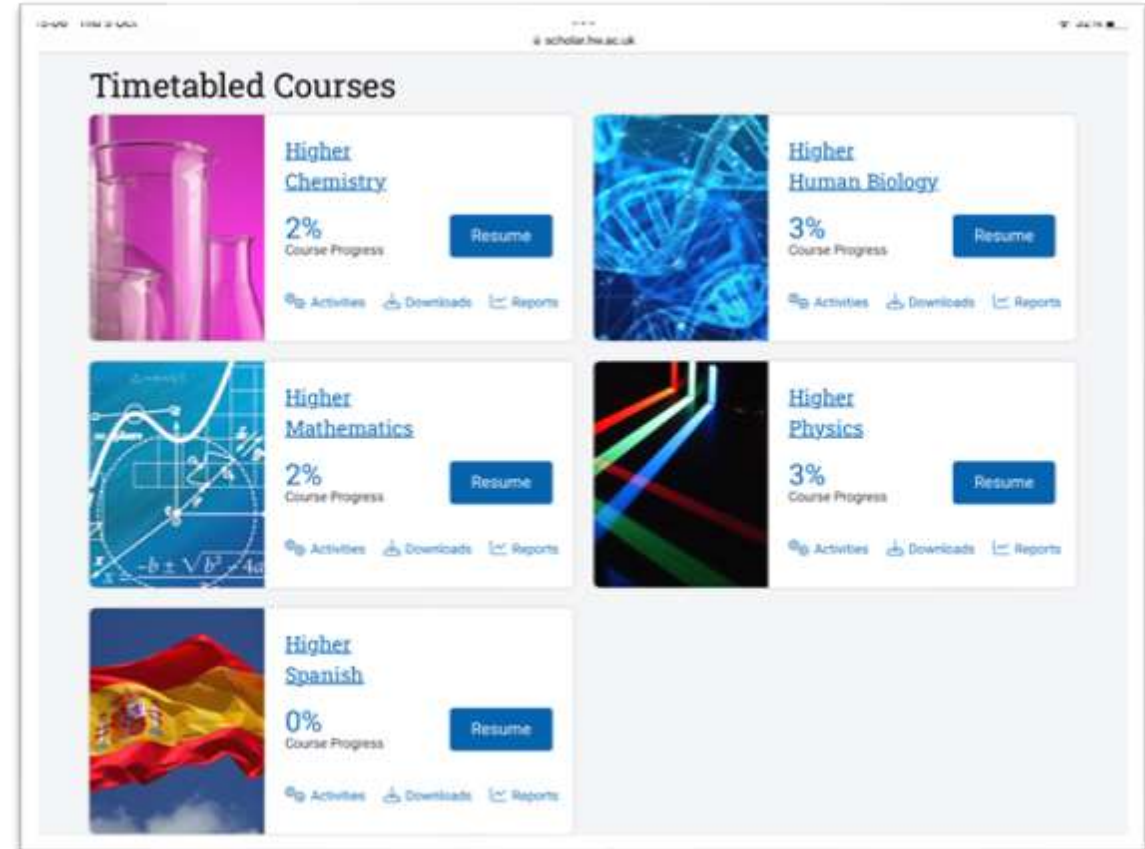
Resources available:

- Teams
- **OneNote**
- Scholar
- BBC Bitesize
- Command Words
- Achieve
- SQA Understanding Standards

The screenshot shows a OneNote page titled "Bond enthalpy questions" with a timestamp of "16 March 2026 12:50". The page content includes a "Bond Enthalpy tutorial" icon and a question: "1. Complete the following sentence: a) Bond breaking is an _____ reaction. b) Bond making is an _____ reaction." The right-hand sidebar displays a table of contents with sections such as "3.1 Getting the most from react...", "3.2 Equilibria", and "3.3 Chemical energy". The "Bond enthalpy questions" section is currently selected and highlighted.

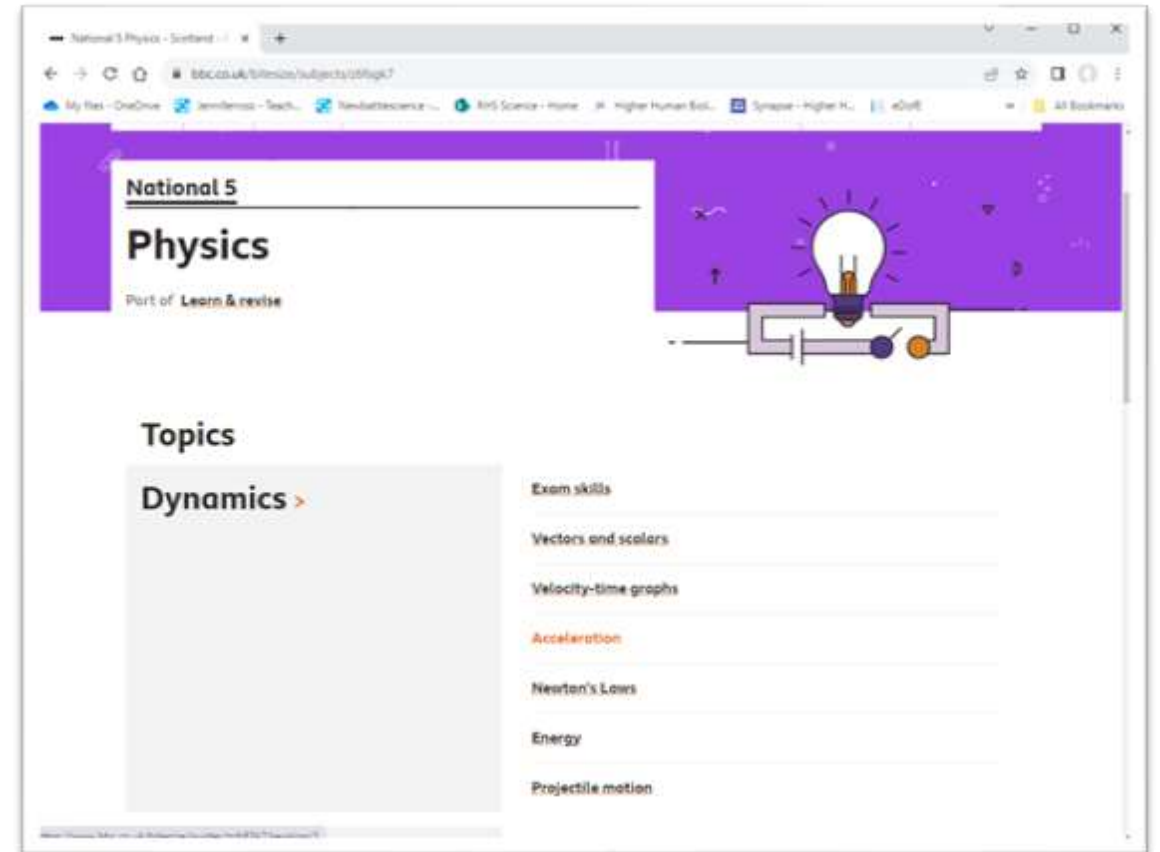
Resources available:

- Teams
- OneNote
- **Scholar**
- BBC Bitesize
- Command Words
- Achieve
- SQA Understanding Standards



Resources available:

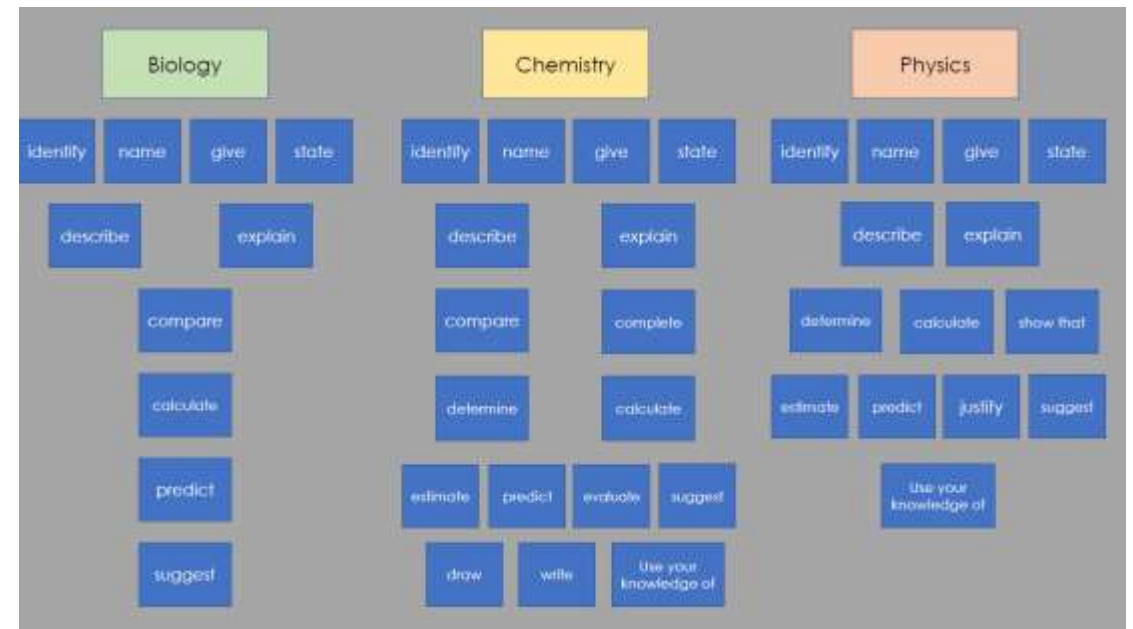
- Teams
- OneNote
- Scholar
- **BBC Bitesize**
- Command Words
- Achieve
- SQA Understanding Standards



Resources available:

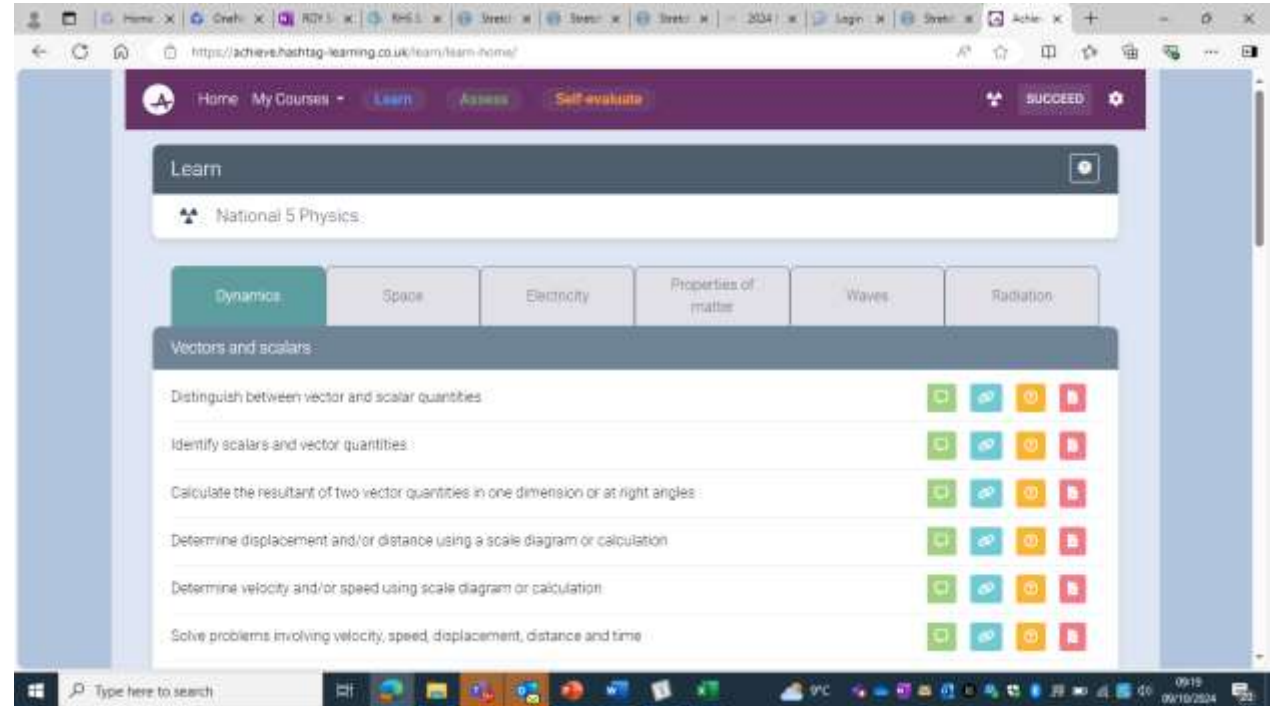
- Teams
- OneNote
- Scholar
- BBC Bitesize
- **Command Words**
- Achieve
- SQA Understanding Standards

Command words in Physics	
Use your knowledge of Physics Pull together different areas of Physics to answer an open-ended question	Justify Support your statement by referring to physics principles
Estimate/predict Give a sensible value by following the trend	Suggest Give a short explanation for why something may have happened or an improvement to an experiment
Describe Give the key features or characteristics of a physics concept/application – What is it/ what happens/ how does it do that?	Explain Make the relationship between two things clear – relate cause and effect – Why does that happen?
Show that Give all the steps of a calculation starting with the correct equation and ending with the value and unit given in the question	
Determine Carry out a calculation given some data	Calculate Carry out a calculation using an equation from the Relationship Sheet
Identify, give, name, state Answer with a brief statement, either a simple explanation or a definition	



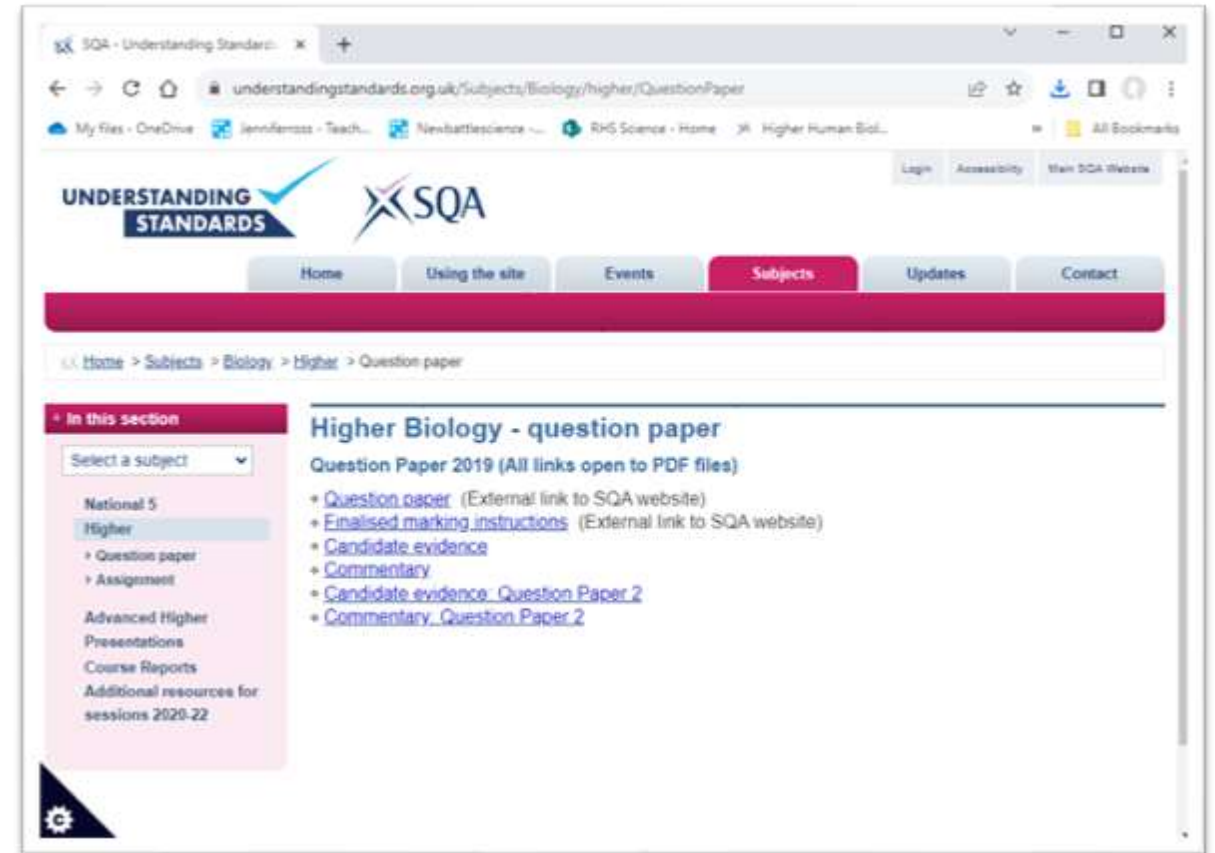
Resources available:

- Teams
- OneNote
- Scholar
- BBC Bitesize
- Command Words
- **Achieve**
- SQA Understanding Standards



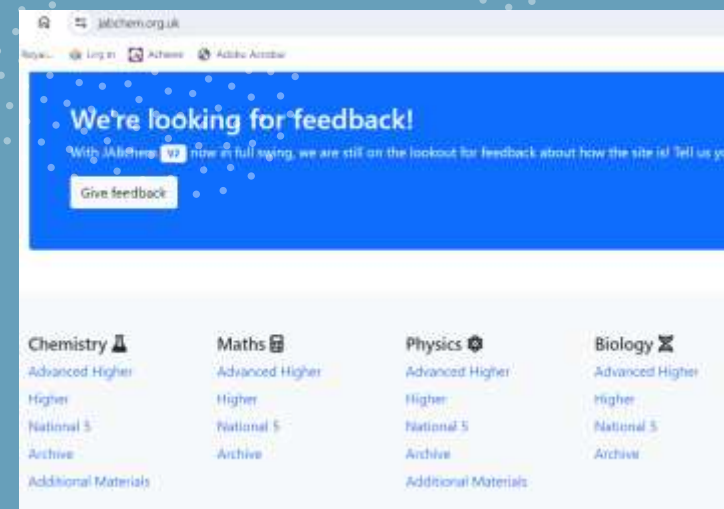
Resources available:

- Teams
- OneNote
- Scholar
- BBC Bitesize
- Command Words
- Achieve
- SQA Understanding Standards



Where to find past papers

- Recent years – SQA subject page
- Additional – jabchem.org.uk
- Recommend tackling each question then rigorously comparing to marking instructions – especially additional guidance column



Question		Expected response		Max mark	Additional guidance
4.	(a)	$W = mg$	(1)	3	Accept: 90 93.8 93.80
		$W = 67 \times 1.4$	(1)		
		$W = 94 \text{ N}$	(1)		
	(b)	exposure to radiation OR pressure differential OR lower gravitational field strength OR extreme temperatures		1	Accept any other physics-related challenge. Ignore non-physics-related challenges, eg 'lack of air/oxygen', 'lack of food/water', Apply +/- rule for surplus answers. Accept: Different gravitational field strength 'g' for 'gravitational field strength' Do not accept: 'gravity' in place of 'gravitational field strength'.

Assignments to keep up to date:

The screenshot shows a Blackboard LMS interface. At the top, there is a search bar with the text "Search (Ctrl+E)". Below the search bar, there are tabs for "Forthcoming", "Ready to grade" (which is selected), "Past due", "Returned", and "Drafts". The main content area is divided into two sections based on dates: "25 Sept Friday" and "24 Sept Thursday".

25 Sept Friday

- Endangered species research COMPLETE**
Due at 09:30
CUR-BIO-3H-26/27
3 Ready to grade

24 Sept Thursday

- AVU**
Due at 23:59
CUR-PHYSICS-3I 2026/27
8 Ready to grade
- ACHIEVE HW- 1.4dii) Vertebrate eye nerve impulse initiation**
Due at 23:59
CUR-BIO-AdvH 26/27
6 Ready to grade
- ACHIEVE HW- 1.7 Evolution**
Due at 23:59
CUR-BIO Higher B 26/27
3 Ready to grade

The left sidebar contains navigation icons for "Activity", "Chat", "Teams", "Assignments" (highlighted), "Calendar", "Calls", "OneDrive", and "Store".

Feedback

Physics Assessment Wrapper

Name		Score	
Assessment			

Revision time investment

How much time did you spend revising for this assessment?	
When did you start revising for this assessment?	
Was this enough time?	

Revision activities

Revision technique	Used	% of revision time	Revision environment	Used
Past paper questions			Created a revision timetable and stuck to it	
Mind-map creation and use			Created a distraction-free environment	
Flashcard creation and use			Attended supported study	
Rereading notes			Asked questions in private channel	
Reading Achieve/Scholar			Studied with a friend/group of friends	
Answering questions on Achieve/Scholar			Other:	
Other:				

Where were marks lost and why?

Reason	Question(s)	Number of marks
Rounding/wrong unit/significant figures/prefix error		
Didn't read the question properly		
Used wrong physics in my answer		
Didn't know how to do this question		
Didn't include enough detail		
Ran out of time		

Which question(s) did I find most challenging?

Why did I find this/these most challenging?

Three things I will do differently next time are:

Active Revision



Memorizing content
before starting past
paper questions



Start with a blank
page and use retrieval
practice to help you
memorise processes



Use diagrams and
doodles (dual coding)



Flash cards are great
for learning specific
wording – try Leitner
method



Little and often is best
– don't cram!

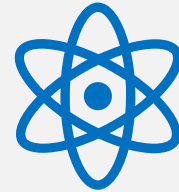
Supported study



BIOLOGY – WEDNESDAY



CHEMISTRY – MONDAY
AND WEDNESDAY



PHYSICS – MONDAY AND
WEDNESDAY

Subject specific resources



Biology

The Biology Classroom

Mr Mitchell (YouTube)



Chemistry

JabChem

Miss Adams Chemistry (YouTube)

Andrew Hay (YouTube)



Physics

Ridley Physics

Mr Smith (YouTube)

<https://mrsphysics.co.uk/>