

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of History National 4

3
UNITS

+
ADDED
VALUE
UNIT

HISTORICAL STUDY:

Medieval, Early Modern or Later Modern Periods

1. SCOTTISH
2. BRITISH
3. EUROPEAN AND WORLD

ADDED VALUE UNIT: HISTORY ASSIGNMENT

What skills will my child develop?

- exploring, analysing, evaluating, problem-solving, communicating for different purposes
- a conceptual understanding of the past
- a straightforward knowledge and understanding of the factors contributing to, and the impact of, historical events
- the ability to apply a straightforward historical perspective and comment on historical sources
- investigating historical events and forming views
- explaining historical events and drawing straightforward conclusions
- selecting and researching evidence
- organising and applying learning



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Collaborative learning: through discussion/debate; in groups (to research a topic and share findings with the class); more widely (blogging and communicating findings with learner communities around the world)
- Space for personalisation and choice: Assignment topic choice and methodology
- The Added Value Unit (Assignment) allows learners to choose a historical theme, research it and present evidence of their extended learning.
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing

ASSESSMENT

- To gain National 4, learners must pass all Units and the assignment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units.

National 4 progresses onto National 5

For more detailed course information:

SQA: History National 4: www.sqa.org.uk/sqa/45628.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

HISTORY
SOCIAL STUDIES

NATIONAL
4



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Forum of Scotland**

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of History National 5



HISTORY
SOCIAL STUDIES

NATIONAL
5

3
UNITS

+
COURSE
ASSESSMENT

HISTORICAL STUDY: SCOTTISH

five topic choices eg Mary Queen of Scots and the Reformation

HISTORICAL STUDY: BRITISH

five topic choices eg The Atlantic Slave Trade 1770–1807

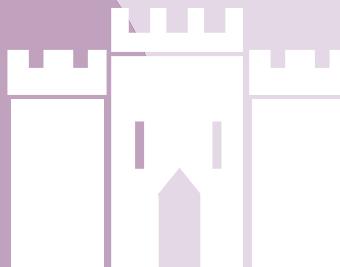
HISTORICAL STUDY: EUROPEAN AND WORLD

ten topic choices eg Free At Last? Civil Rights in the USA 1918–1968

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

What skills will my child develop?

- exploring, analysing, describing, explaining
- developing a detailed knowledge and understanding of historical themes and events
- evaluating the impact of historical developments
- evaluating the origin, purpose, content/context of historical sources
- handling a variety of primary and secondary sources eg print, photographs, artefacts, newspaper archives, oral recordings
- comparing and contextualising those sources and drawing reasoned conclusions from them
- presenting information and views
- researching, organising and analysing information
- decision-making and problem-solving
- communicating for different purposes
- thinking independently



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice: Assignment topic choice and methodology
- Collaborative learning: through discussion/debate; in groups (to research a topic and share findings with the class); more widely (blogging and communicating findings with learner communities around the world)
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed by schools/centres (following SQA external quality assurance)
- Unit Assessment (or ‘evidence of learning’) could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of the Assignment (a report on a historical issue of the learner’s own choice, researched in advance and written up under controlled conditions) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D.

ACTIVE AND COLLABORATIVE LEARNING IN THE CLASSROOM

The Rise of Hitler between 1928 and 1933

Learners divide into groups that represent the different social, ethnic and political groups such as Communists, Jews and the middle class. They then research the Nazi Party's rise to power from their group's point of view. Each group presents its findings to the class and a discussion takes place about economic crises and their impact.

National 5 progresses onto Higher History

For more detailed course information:

SQA: History National 5: www.sqa.org.uk/sqa/45628.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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Forum of Scotland**

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Chemistry National 4

CHEMISTRY
SCIENCES

NATIONAL
4

3
UNITS

+
ADDED
VALUE
UNIT

CHEMICAL CHANGES AND STRUCTURE

NATURE'S CHEMISTRY

CHEMISTRY IN SOCIETY

ADDED VALUE UNIT: CHEMISTRY ASSIGNMENT

What skills will my child develop?

- application of knowledge and understanding of chemistry
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments
- recording observations
- collecting and analysing data
- reviewing and re-designing research methods
- evaluating
- communicating findings



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- The Added Value Unit (Assignment) allows learners to choose their research topic and present their findings
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to familiar situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/tables; accuracy; interpreting and assessing data; using technologies.

ASSESSMENT

- To gain National 4, learners must pass all Units and the Assignment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts.
Learners may use these to build a portfolio to show their progress through the Units.

National 4 progresses onto National 5

DISCUSSION IN THE CLASSROOM

Nature's Chemistry and Chemistry in Society:

We are studying acids and alkalis and their use in the food and drink industry. We have been looking at media coverage of health issues and the healthy eating agenda. Our task is to examine to what extent media coverage is based on scientific evidence using numeracy and evaluation.

For more detailed course information:

SQA: Chemistry National 4: www.sqa.org.uk/sqa/45721.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Chemistry National 5

CHEMISTRY
SCIENCES

NATIONAL
5

3
UNITS

CHEMICAL CHANGES AND STRUCTURE
NATURE'S CHEMISTRY
CHEMISTRY IN SOCIETY

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

What skills will my child develop?

- application of knowledge to new situations and a more advanced understanding of chemistry and its impact
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments to test hypotheses or illustrate effects
- recording observations
- collecting, processing and analysing data
- making predictions and generalisations based on evidence
- drawing valid conclusions with explanations and evidence



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed by schools/centres (following SQA external quality assurance)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of the Assignment (a research investigation on a key topic, its application and its impact on society/environment. This will be presented as a report, researched in advance and written up under controlled conditions with the pupil's research/data available) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D.

National 5 progresses onto Higher Chemistry

For more detailed course information:

SQA: Chemistry National 5: www.sqa.org.uk/sqa/45722.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

DISCUSSION IN THE CLASSROOM

Chemistry in Society:



We are studying radioisotopes, our reliance of radioactivity, its risks and benefits. We are considering the following questions: Will global security depend on a nuclear future? and How does the work of Becquerel and Curie impact on health care in the 21st century? Does media coverage about nuclear chemistry accurately reflect scientific evidence and facts or does it use persuasive techniques?



NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of English National 4

ENGLISH
LANGUAGES

NATIONAL
4

3
UNITS

+
ADDED
VALUE
UNIT

ANALYSIS AND EVALUATION

- the receptive skills of reading and listening to understand, analyse and evaluate texts

CREATION AND PRODUCTION

- the productive skills of writing and talking to create oral and written texts

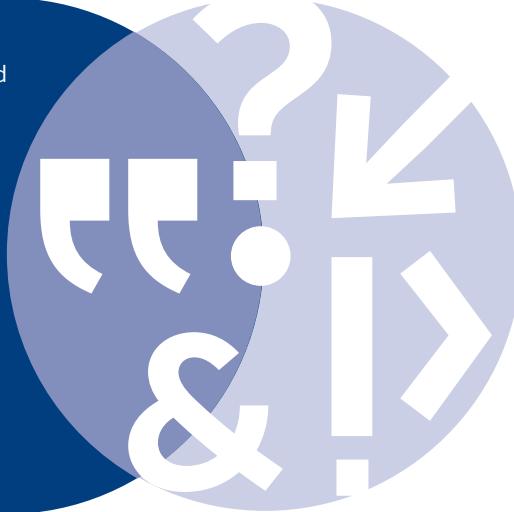
LITERACY

- the four skills of reading, listening, writing and talking in forms relevant to learning, life and work

ADDED VALUE UNIT: ENGLISH ASSIGNMENT

What skills will my child develop?

- understanding, explaining, analysing and evaluating straightforward texts (language, literature and media) both orally and in writing
- creating, structuring and producing straightforward texts for different purposes
- using technology to communicate
- social and interpersonal skills
- identifying sources, selecting and using information
- planning, researching and decision-making
- effective questioning and reflection
- understanding how language works and applying language skills in different contexts
- communicating ideas, views, feelings and information orally and in writing with technical accuracy
- creative thinking



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas; with learners in other curricular areas to reinforce and transfer skills
- Space for personalisation and choice: selecting texts and ways of showing evidence (presentation, e-document, critical essay); choice of Assignment topic
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing
- The Added Value Unit (Assignment) allows learners to choose a topic, research it and present their findings orally or in writing.

ASSESSMENT

- To gain National 4, learners must pass all Units including the Assignment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts.
Learners may use these to build a portfolio to show their progress through the Units
- The Assignment will involve an oral presentation or an essay.

National 4 progresses onto National 5

For more detailed course information:

SQA: English National 4: www.sqa.org.uk/sqa/45672.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of English National 5



ENGLISH
LANGUAGES

NATIONAL
5

2
UNITS

+
COURSE
ASSESSMENT

ANALYSIS AND EVALUATION

- the receptive skills of reading and listening to understand, analyse and evaluate texts

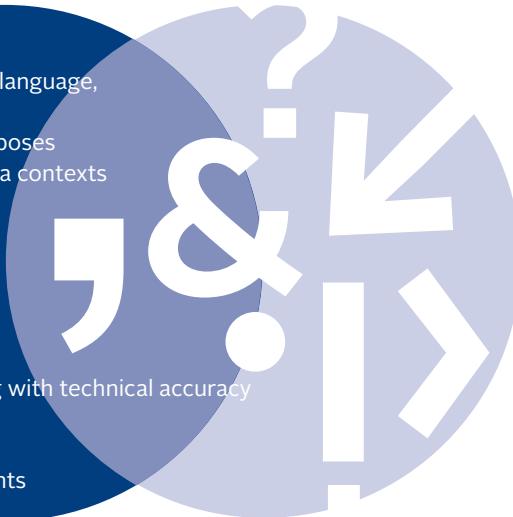
CREATION AND PRODUCTION

- the productive skills of writing and talking to create oral and written texts

COURSE ASSESSMENT: PORTFOLIO OF WORK + QUESTION PAPER

What skills will my child develop?

- understanding, explaining, analysing and evaluating detailed texts (language, literature and media) in oral and written forms
- creating, structuring and producing detailed texts for different purposes
- developing detailed language skills in language, literature and media contexts
- using different media for learning and communication
- social and interpersonal skills
- identifying sources, selecting and using information
- planning, researching and decision-making
- effective questioning and reflection
- justifying ideas with evidence
- communicating ideas, feelings and information orally and in writing with technical accuracy
- understanding how language works
- developing cultural awareness
- using creative and critical thinking to synthesise ideas and arguments



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas; with learners in other curricular areas to reinforce and transfer skills
- Space for personalization and choice: Selecting texts and ways of showing evidence (presentation, e-document, critical essay); choice of Assignment topic
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') for the units could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts
- The Course Assessment consists of the Portfolio of written work and a Question Paper (exam) which will incorporate a question on a selected Scottish text as well as a critical essay on any text of their choosing. Both are marked by the SQA and will be graded A to D.

National 5 progresses onto Higher English

For more detailed course information:

SQA: English National 5: www.sqa.org.uk/sqa/47410.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Physical Education National 4

PHYSICAL EDUCATION

HEALTH & WELLBEING

NATIONAL
4

2
UNITS

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

+
ADDED
VALUE
UNIT

ADDED VALUE UNIT: PERFORMANCE

What skills will my child develop?

- effective and safe performance in a range of physical activities
- identifying impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and reflecting on performance development
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving in straightforward contexts
- selecting and applying skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- evaluation and analysis
- communication and interpersonal skills to build positive relationships
- strategic skills
- confidence and creativity



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners select their activities
- The Added Value Unit (Performance) allows learners to choose their own specialism
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') may be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT. A portfolio may be prepared
- The Added Value Unit consists of a Performance in an activity of the learner's choice.

National 4 progresses onto National 5

APPLYING LEARNING

Strategic Thinking In The Classroom



We were learning about volleyball and about denying space to the other team. We learned about two strategies - a two-player block and a 2:1 defensive set-up behind the block. First, we practised them both; then we watched video clips which showed them being used. Finally, we filmed ourselves using them. Then we played our film back and we had a discussion about when and why either of the strategies was effective and what skills we needed. It was really helpful to try them out and to look more closely at them afterwards. Tactics and strategies are important!



For more detailed course information:

SQA: Physical Education National 4: www.sqa.org.uk/sqa/45742.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Physical Education National 5



PERFORMANCE SKILLS FACTORS IMPACTING ON PERFORMANCE



COURSE ASSESSMENT: PERFORMANCE + PORTFOLIO

PHYSICAL EDUCATION
HEALTH & WELLBEING

NATIONAL
5

What skills will my child develop?

- effective and safe performance in a comprehensive range of physical activities
- understanding impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and evaluating to enhance performance
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving
- selecting, applying and adapting skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- communication and interpersonal skills to build positive relationships
- demonstrating initiative and strategic skills
- confidence and creativity
- analysis and evaluation



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners choose their specialism for the Course Assessment Assignment (Performance) and select their activities for their Portfolio
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Performance and the Portfolio)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT
- The Course Assessment consists of the Performance and the Portfolio which will be marked according to SQA guidance and instructions and graded A to D.

APPLYING LEARNING

Strategic Thinking In The Classroom

Our topic was basketball. We found out about defensive strategies – full court pressure player to player, half court player to player, half court trap and zone defence. We tried them out using models and different scenarios, to help us make tactical choices. Then we used the strategies ourselves, taking it in turns to make the decisions. With our teams, we assessed the effectiveness of the strategies.

National 5 progresses onto Higher Physical Education

For more detailed course information:

SQA: Physical Education National 5: www.sqa.org.uk/sqa/45743.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Mathematics National 4



MATHEMATICS

NATIONAL
4

3
UNITS

EXPRESSIONS AND FORMULAE

RELATIONSHIPS

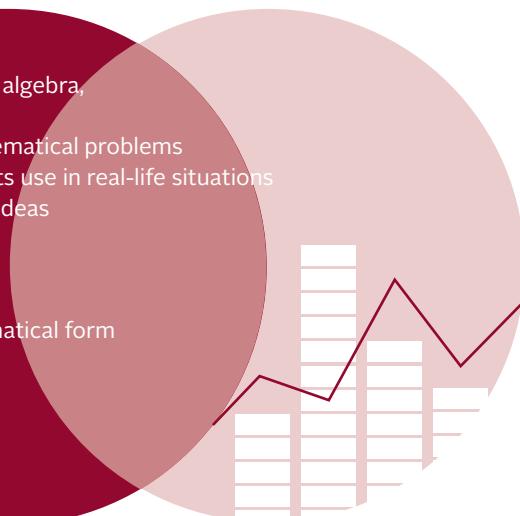
NUMERACY

+
ADDED
VALUE
UNIT

ADDED VALUE UNIT: MATHEMATICS TEST

What skills will my child develop?

- understanding and applying straightforward mathematical skills in algebra, geometry, trigonometry, and statistics
- using mathematical techniques and reasoning skills to solve mathematical problems
- a positive attitude to mathematics based on an understanding of its use in real-life situations
- skills in using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical skills
- understanding the importance of accuracy
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- communicating solutions, using presentation skills
- decision-making
- creativity and deduction
- leadership and teamwork skills in group activities



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning will develop confidence and self-motivation as learners experience a range of tasks activities
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice for developing areas of interest
- Collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects
- Applying learning to real-life situations and to course work in other subjects
- Embedding literacy skills by learning to use mathematical language and abstract terms.

ASSESSMENT

- To gain National 4, learners must pass all Units including the Added Value Unit (test)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs. Learners may use these to build a portfolio to show their progress through the Units
- The Added Value Unit (the Test) is in two parts (non calculator and calculator).

National 4 progresses onto National 5

ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

Maths in Business

The class divides into two groups. One makes contact with a local company which uses data to develop its business. A representative comes in and talks about the importance and uses of reliable data. The other invites a local kitchen designer to talk about how maths is used in design and installation.

For more detailed course information:

SQA: Mathematics National 4: www.sqa.org.uk/sqa/47417.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Mathematics National 5



MATHEMATICS

NATIONAL
5

3
UNITS

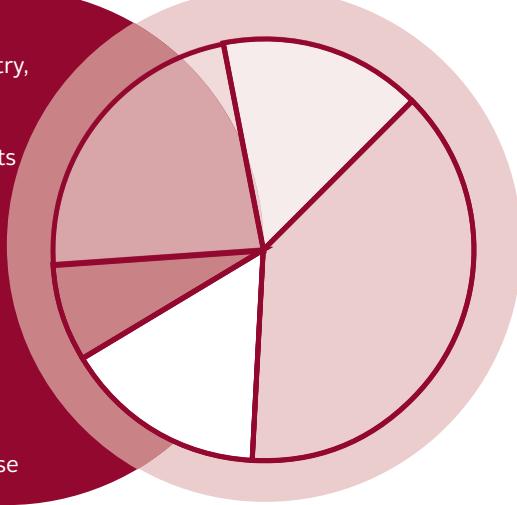
EXPRESSIONS AND FORMULAE
RELATIONSHIPS
APPLICATIONS

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: TWO QUESTION PAPERS

What skills will my child develop?

- understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- simplifying and solving problems
- selecting and applying mathematical techniques to real-life contexts
- making connections and informed predictions
- using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical and evaluative skills
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- assessing risk and making informed decisions
- creativity and the ability to think in abstract ways
- the manipulation of abstract terms to solve problems and generalise



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning will develop confidence and self-motivation as learners experience a range of tasks and activities
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice for developing areas of interest
- Collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects
- Applying learning to real-life situations and to course work in other subjects
- Embedding literacy skills by learning to use mathematical language and abstract terms.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (two Question Papers)
- Unit Assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs or project or investigative work. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of two Question Papers (exams marked by the SQA) and is graded A to D.

National 5 progresses onto Higher Mathematics

ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

We worked with younger Modern Studies pupils, comparing annual gun crime statistics from the United States with those from the United Kingdom. We discussed whether the statistics were valid before working out how they could be turned into user-friendly graphs on the computer. These were used to illustrate the PowerPoint presentations the Modern Studies pupils were preparing. We explained the graphs to the younger pupils and helped them to understand the importance of statistics and of interpreting them.

For more detailed course information:

SQA: Mathematics National 5: www.sqa.org.uk/sqa/47419.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Art and Design National 4

ART & DESIGN
EXPRESSIVE ARTS

NATIONAL
4

2
UNITS

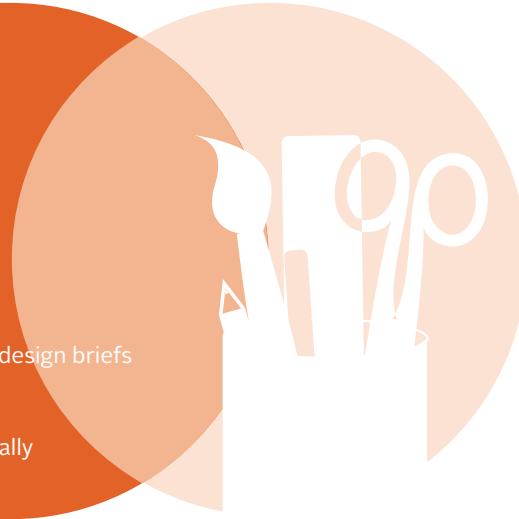
EXPRESSIVE ACTIVITY
DESIGN ACTIVITY

ADDED VALUE UNIT: PRACTICAL ACTIVITY

+
ADDED
VALUE
UNIT

What skills will my child develop?

- knowledge and understanding of artists, designers and their work
- understanding the factors that influence artists and designers
- experimenting with a variety of art and design materials
- practical skills in using materials, techniques and/or technology
- understanding artistic and cultural values, identities and ideas
- developing ideas
- researching and collating information from a range of sources
- understanding his/her own creative practice
- creativity and imaginative expression
- planning, critical thinking and problem-solving to find solutions to design briefs
- confidence in creative practice
- enjoyment in the arts
- communicating and representing ideas, thoughts and feelings visually



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning including planned critiques to discuss choices and monitor progress
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning. Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- Space for personalisation and choice: in both the expressive and the design units and in the practical activity
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- The Added Value Unit (Practical Activity) asks learners to produce a 'final solution' or piece of work for both the Expressive Unit and the Design Unit.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are as pass or fail assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could take a variety of 2D or 3D forms. A portfolio may be prepared.

National 4 progresses onto National 5

APPLYING LEARNING TO EXPRESSIVE PROJECTS



Our brief was to produce a poster in the style of an artist of our own choice which promoted an upcoming school show. We had to think about composition, images and symbols, colour and typography. The posters that everyone produced were astonishing and one of them was used to advertise the show!



For more detailed course information:

SQA: Art and Design National 4: www.sqa.org.uk/sqa/47385.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Art and Design National 5

ART & DESIGN
EXPRESSIVE ARTS

NATIONAL
5

2
UNITS

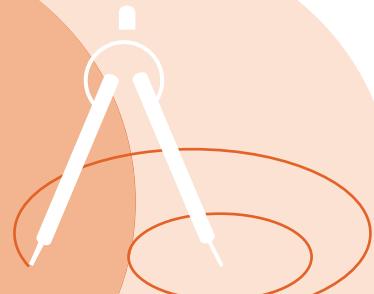
EXPRESSIVE ACTIVITY
DESIGN ACTIVITY

COURSE ASSESSMENT: PORTFOLIO + QUESTION PAPER

+
COURSE
ASSESSMENT

What skills will my child develop?

- a greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- a deeper understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find solutions to design briefs
- confidence in creative practice and in creative self-expression
- enjoyment in the arts



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning including learning intentions and success criteria; planned critiques and ongoing dialogue to discuss choices and monitor progress, then plan next steps
- A blend of classroom approaches including experiential, practical learning with staff facilitating, guiding and supporting learners
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning
- Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- Space for personalisation and choice: in both the expressive and the design units and in the Portfolio, with extensive research options
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

ASSESSMENT

- To gain National 5, learners must pass both Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D and may include sketch books, extended writing, notes, group discussions, reviews, critiques
- The Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.

National 5 progresses onto Higher Art and Design

For more detailed course information:

SQA: Art and Design National 5: www.sqa.org.uk/sqa/47388.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

APPLYING LEARNING TO EXPRESSIVE PROJECTS

A local business was looking for some branding advice. We were given a brief to design a logo and an A5 flyer promoting the business. Working in small teams, we developed our ideas before arriving at two possible design solutions which we presented to the owner of the business. She picked one of the ideas and now we see it around our village!



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Religious, Moral and Philosophical Studies (RMPS) National 4



WORLD RELIGION
MORALITY AND BELIEF
RELIGIOUS AND PHILOSOPHICAL QUESTIONS



ADDED VALUE UNIT: RMPS ASSIGNMENT

RMPS
RELIGIOUS & MORAL STUDIES

NATIONAL
4

What skills will my child develop?

- straightforward knowledge and understanding of beliefs, practices and sources related to world religions
- straightforward knowledge and understanding of religious, moral and philosophical questions and responses to them
- straightforward factual knowledge and understanding of the impact and significance of religion today
- expressing reasoned views about contemporary moral questions
- critical thinking and philosophical enquiry
- making comparisons
- putting values or beliefs into action to benefit others
- making informed moral decisions
- researching and communicating findings on RMPS topics or issues
- commenting on the meaning and context of sources



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting targets, reflecting on learning, evaluating progress
- A blend of classroom approaches including learning from each other, in partnership and in teams as well as through whole class learning
- Collaborative learning: working with others will enable learners to understand and respect the views and perspectives of others
- Space for personalisation and choice: learners select topics from one of the world's six major religions and can choose their issue for their Added Value Unit (Assignment)
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- The Added Value Unit consists of an Assignment in which learners investigate an issue or topic of their choice in greater depth.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units.

National 4 progresses onto National 5

TEAMWORK FOR LEARNING

We organised a formal debate. The class was divided into two teams and the first task was to find out about the rules of debating. We then allocated roles (judges, first and second speakers and the House) and decided on the two questions that we would debate. Everyone had to find out three pieces of information on their topic, so that our debaters had really good research to draw on for their speeches and answers. We all had a vote to decide on the winners. It was a great way to gather up a lot of information by sharing the work.



For more detailed course information:

SQA: Religious, Moral and Philosophical Studies National 4: www.sqa.org.uk/sqa/47420.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Religious, Moral and Philosophical Studies (RMPS) National 5



WORLD RELIGION
MORALITY AND BELIEF
RELIGIOUS AND PHILOSOPHICAL QUESTIONS



COURSE ASSESSMENT: ASSIGNMENT AND QUESTION PAPER



What skills will my child develop?

- detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- detailed factual knowledge and understanding of religious, moral and philosophical questions and responses to them
- detailed factual and theoretical knowledge and understanding of the impact and significance of religion today
- expressing detailed and reasoned views about contemporary moral questions
- critical thinking and philosophical enquiry
- making comparisons
- putting values or beliefs into action to benefit others
- making informed moral decisions
- researching, processing and analysing information in detail
- commenting on the meaning and context of sources



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting targets, reflecting on learning, evaluating progress
- A blend of classroom approaches including learning from each other, in partnership and in teams as well as through whole class learning
- Collaborative learning: working with others will enable learners to understand and respect the views and perspectives of others
- Space for personalisation and choice: learners select one of the world's six major religions to study in each Unit. They also choose their Assignment topic
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may build a portfolio
- The Course Assessment consists of an Assignment (written up under controlled conditions) and a Question Paper (exam). Both are marked by the SQA and are graded A to D.

National 5 progresses onto RMPS Higher

TEAMWORK FOR LEARNING



For the units in this course, we specialise in one of the world's six major religions. Because we live in a city, we were fortunate to be able to invite the local representatives of four of the religions to come in and discuss their faith and practices with the whole class. I am studying Islam, as are three others in the class, and we prepared questions for the Imam. Having a guest speaker was a great way to ask deeper questions. It was really useful to hear about the other religions too.



For more detailed course information:

SQA: Religious, Moral and Philosophical Studies National 5: www.sqa.org.uk/sqa/47421.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Computing Science National 4

COMPUTING
SCIENCE
TECHNOLOGIES

NATIONAL
4

SOFTWARE DESIGN AND DEVELOPMENT
INFORMATION SYSTEM DESIGN AND DEVELOPMENT

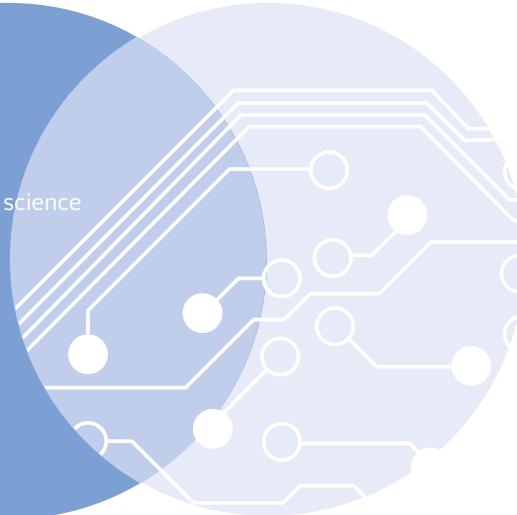
ADDED VALUE UNIT: COMPUTING SCIENCE ASSIGNMENT

2
UNITS

+
ADDED
VALUE
UNIT

What skills will my child develop?

- understanding the technologies that underpin the digital world
- essential skills for everyday life
- understanding and applying computational processes and thinking across straightforward contexts
- knowledge and understanding of key facts and ideas in computing science
- analysing, designing, modelling, implementing and testing digital solutions to straightforward problems
- programming skills
- communicating basic computing concepts
- planning, researching, organising and problem-solving
- understanding the impact of computing science on our society
- understanding the relationship between software, hardware and system performance
- understanding information representation and transfer



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- A blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- Collaborative learning: the subject brings aspects of technology, science and creative digital media together, providing the opportunity for cross curricular learning and team-work
- Space for personalisation and choice: learning activities can link to learners' own interests and learners can choose their issue for their Added Value Unit (Assignment)
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; discussing; listening; talking; number processes; information handling
- The Assignment will involve learners analysing and solving a computing science problem and gathering evidence of progress (this could be recorded using a blog or a diary)
- The Added Value Unit is an Assignment which requires learners to analyse and solve a computing science problem and to gather evidence of progress (eg in a blog or diary).

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer-generated class work.

National 4 progresses onto National 5

For more detailed course information:

SQA: Computing Science National 4: www.sqa.org.uk/sqa/56922.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

First we designed three objects using Paint. We made a canon, a ball of ketchup and a splat of ketchup. We programmed the cannon to move around and summon the ball of ketchup which we also programmed to move. We then programmed the ketchup ball to transform into a splat at random intervals. It was a very interesting way to get started with programming.

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Computing Science National 5

COMPUTING
SCIENCE
TECHNOLOGIES

NATIONAL
5

SOFTWARE DESIGN AND DEVELOPMENT
INFORMATION SYSTEM DESIGN AND DEVELOPMENT

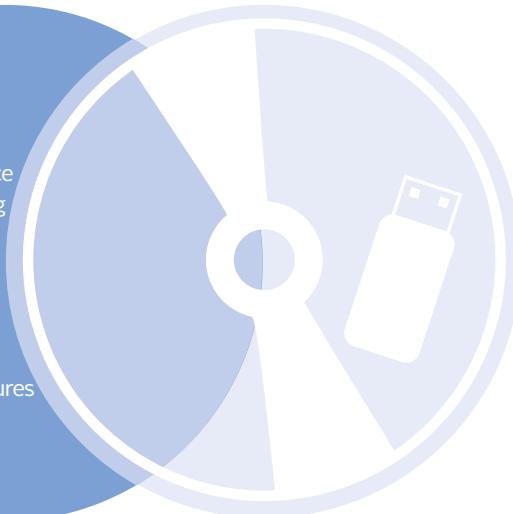
2
UNITS

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT AND QUESTION PAPER

What skills will my child develop?

- understanding of the technologies that underpin the digital world
- essential skills for everyday life
- understanding and applying computational processes and thinking
- knowledge and understanding of key facts and ideas in computing science
- analysing, designing, modelling, implementing, testing and evaluating digital solutions (including computer programs) to problems
- reading and interpreting code
- computational thinking
- programming skills and software and information system design
- communicating computing concepts and computational behaviour
- planning, researching, organising and problem-solving with complex features
- understanding the impact of computing science on our society
- understanding the legal and environmental implications of IT
- understanding information representation and transfer



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- A blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- Collaborative learning: the subject brings aspects of technology, science and creative digital media together, providing the opportunity for cross curricular learning and team-work
- Space for personalisation and choice: learning activities can link to learners' own interests
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; discussing; listening; talking; number processes; information handling.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer-generated class work
- The Course Assessment consists of an Assignment (learners will analyse and solve a computing science problem and gather evidence) and a Question Paper (exam). Both are marked by the SQA and are graded A to D.

National 5 progresses onto Computing Science Higher

For more detailed course information:

SQA: Computing Science National 5: www.sqa.org.uk/sqa/56923.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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