

Grange Academy

S4/5 into S5/6 Subject Overviews

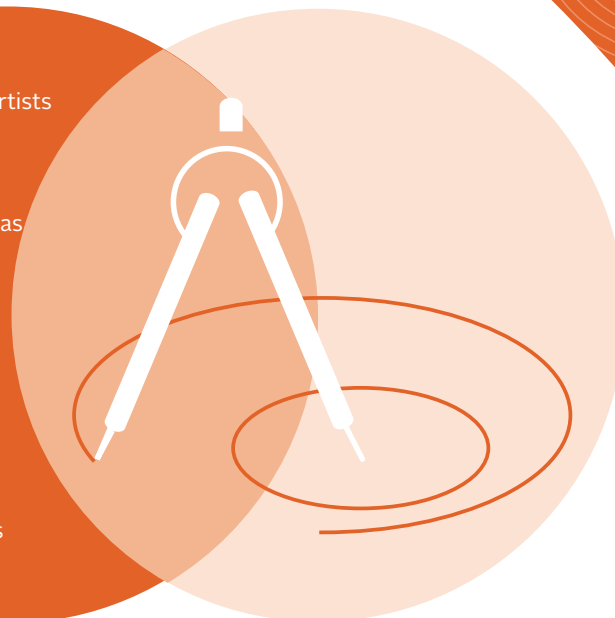
2022/23

Art and Design

EXPRESSIVE ARTS

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 portfolios, 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

- The course will be assessed through a question paper, a design portfolio and an expressive portfolio, which will be marked by SQA and graded A to D.
- The question paper is worth 50 marks and makes up 20% of the total assessment mark. Learners answer questions on expressive art studies and design studies.
- The expressive portfolio is worth 100 marks and makes up 40% of the total assessment mark. Learners produce artwork in response to an expressive theme, along with a written evaluation of their work.
- The design portfolio is worth 100 marks and makes up 40% of the total assessment mark. Learners carry out research and develop a design solution in response to a design brief, along with a written evaluation of their work.

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!



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.education.gov.scot/nationalqualifications


Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Art and Design

EXPRESSIVE ARTS



Content

The course has two areas of study:

- Expressive
- Design



Skills

Learners will be able to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practices
- critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills



Opportunities for Learners

Learners will be able to:

- develop knowledge of art and design practice
- experience a range of practical media handling skills in both expressive and design contexts
- exercise imagination and creativity
- analyse the factors influencing artists' and designers' work and practice
- explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work



Assessment

- The course will be assessed through a question paper (exam), an expressive portfolio and a design portfolio, which will be marked by SQA and graded A to D.
- The question paper makes up 23% of the total assessment mark. It will assess learners' knowledge and understanding of the work of artists and designers, and how social and cultural contexts impact on art and design works.
- The expressive and design portfolios are each marked out of 100, so combine to make up 77% of the total assessment mark. These assess the learners' ability to apply practical art / design skills and integrate them with their knowledge and understanding of art / design practice across the course.



Question Paper Section 1: Expressive Art Studies (3 questions, 30 marks)

2 hours

Section 2: Design Studies (3 questions, 30 marks)

60 marks

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Two portfolios Learners develop portfolios in response to an expressive theme/stimulus and a design brief.

200 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Art and Design: www.sqa.org.uk/sqa/47892.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Biology

SCIENCES

What skills will my child develop?

- A deeper knowledge and understanding of biology
- A deeper understanding of biology's role in scientific issues
- An understanding of biology in society and the environment
- Scientific inquiry skills to plan and carry out experiments
- Scientific analytical thinking skills in a biology context
- The ability to use technology, equipment and materials, in scientific activities
- Problem-solving skills in a biology context
- Use and understand scientific literacy, to communicate ideas and issues
- Finding associations and investigating models in real-life contexts
- Information-handling skills (selecting, presenting, processing information)
- The knowledge and skills for more advanced learning in biology
- The ability to review science-based claims in media reports
- An understanding of the importance of accuracy
- Evaluating environmental and scientific issues
- Risk assessment and decision-making

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, using feedback
- A blend of classroom approaches including more challenging experimental, practical, investigative approaches, whole class, small group, one-to-one discussions, interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning e.g. with other sciences, mathematics, social studies, technologies or RMPS; with organisations such as STEMNET
- Space for personalisation and choice: the assignment can be on a topic agreed by the learner and the teacher
- Applying learning
- Embedding literacy and numeracy skills: researching, processing and presenting information (using calculations and units); evaluating; recording, displaying and interpreting data; using technology.

ASSESSMENT

- The course will be assessed through a question paper (exam) and an Assignment, which will be marked by the SQA and graded A to D.
- The question paper makes up 80% of the total assessment mark. It will have two sections: section one is multiple choice and section two requires more structured and in-depth responses to questions.
- The assignment makes up 20% of the total assessment mark. Learners will be required to demonstrate that they are capable of gathering data from experimental work/fieldwork, as well as research, analysis and report writing skills.

National 5 progresses onto Higher Biology

For more detailed course information:

SQA: Biology National 5: www.sqa.org.uk/sqa/47427.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)



Biology

SCIENCES



Content

The course content includes the following areas of biology:

- DNA and the genome
- Metabolism and survival
- Sustainability and interdependence



Skills

Learners will be able to:

- apply knowledge and understanding of biology
- understand biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a biology context
- use technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning and problem solving skills in a biology context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- work independently



Opportunities for Learners

Learners will be able to:

- develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche
- become scientifically literate
- draw on knowledge and understanding and apply the skills of scientific inquiry to practical investigations/experiments



Assessment

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 120 marks and makes up 80% of the total assessment mark. It contains two papers: paper 1 (25 marks) is multiple choice and paper 2 (95 marks) requires more detailed responses.
- The assignment makes up 20% of the total assessment mark and has two stages: research and report. The topic must be chosen with guidance from teachers and must involve experimental work. It is recommended that no more than 8 hours is spent on the whole assignment. A maximum of 2 hours is allowed for the report stage.



Question Paper

Section 1: Multiple choice questions (25 marks)

3 hours

Section 2: restricted and extended response questions (95 marks)

120 marks

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

An investigation into a relevant topic, with research and a report written up under supervised conditions

8 hours



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Biology: www.sqa.org.uk/sqa/47912.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Business Management

SOCIAL STUDIES

What skills will my child develop?

- Enterprise and employability skills
- Knowledge and understanding of the impact of business activities on society
- Decision-making to solve straightforward business-related problems
- Knowledge and understanding of entrepreneurial attributes
- The ability to interpret and evaluate straightforward business financial data
- Knowledge of the use of technologies in business
- Communicating straightforward business-related information
- Knowledge and understanding of human resource management
- Knowledge and understanding of marketing and operations systems
- The ability to analyse effective business practice
- Awareness of the effects of internal and external influences on business activity




WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, theoretical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working co-operatively in pairs, small groups or larger groups on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work; the assignment also allows choice
- Applying learning
- Embedding literacy and numeracy skills: communicating; numeracy for financial management; researching, presenting and analysing information; interpreting data; using technology.

ASSESSMENT

- The course is assessed through a question paper and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 90 marks and makes up 75% of the total assessment mark. Learners answer a series of questions to demonstrate their knowledge and understanding of business concepts and information.
- The assignment is worth 30 marks and makes up 25% of the total assessment mark. Learners write a report on a business topic of their choice. For this, they must carry out research and analyse the data/information they have gathered.

DISCUSSION IN THE CLASSROOM

 My mum is looking into setting up a flower shop locally, with a delivery service. A small group of us did as much research as we could, interviewing the owner of a flower shop in the nearby city and using the internet to find out about customer feedback and wholesale suppliers and costs. We contacted the local Council to find out about business rates and also for help with business start-up information. We put all the information together in a report, with a business plan. My mum could see exactly what her overheads would be, what customers like and what her start-up actions and costs would be. She is looking for a suitable premises. Once she finds one, we will help her with some marketing and promotional ideas.



National 5 progresses onto Higher Business Management

For more detailed course information:

SQA: Business Management National 5: www.sqa.org.uk/sqa/47436.html

Education Scotland: www.education.gov.scot/nationalqualifications


Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Business Management

SOCIAL STUDIES



Content

The course has five areas of study:

- Understanding business
- Management of marketing
- Management of operations
- Management of people
- Management of finance



Skills

Learners will be able to understand:

- the ways in which society relies on businesses and other organisations to satisfy its needs
- a range of methods businesses and other organisations use to ensure customers' needs are met
- enterprising skills and attributes by studying relatively complex business issues
- business-related financial matters
- the ways businesses and other organisations can use resources to achieve maximum efficiency
- the steps taken by businesses and other organisations to improve overall performance and effectiveness
- the main effects that external influences, such as economic impact and sustainability, have on large organisations



Opportunities for Learners

Learners will be able to:

- gain knowledge of the business environment
- understand how people contribute to business success
- find out about a range of business-based career opportunities that are available within all business sectors
- develop an enterprising attitude and critical appreciation of taking calculated risks in a business context
- gain an in-depth understanding of the importance to businesses of being customer-focused
- interpret, analyse and evaluate a range of complex business-related information to make critical, ethical, responsible and effective business decisions



Assessment

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper makes up 75% of the total assessment mark.
- The assignment makes up 25% of the total assessment mark. Learners select an appropriate business and topic, research and analyse information, and produce a business report using given headings.



Question Paper

Section 1: Case Study (30 marks)
Section 2: Four topic-based questions (60 marks)

2 hours 15 minutes
90 marks

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

The assignment is completed independently but is designed to take about 8 hours. Learners carrying out field research may need more time.

8 hours (approx.)
30 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Business Management: www.sqa.org.uk/sqa/45693.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
[parentforumscot](https://twitter.com/parentforumscot)

Chemistry

SCIENCES

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.

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?



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.education.gov.scot/nationalqualifications


Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Chemistry

SCIENCES



Content

The course includes the following areas of chemistry:

- Chemical changes and structure
- Nature's chemistry
- Chemistry in society
- Researching chemistry



Skills

Learners will be able to:

- apply knowledge and understanding of chemistry
- understand chemistry's role in scientific issues and relevant applications of chemistry, including the impact of these on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- use technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- problem-solve in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices



Opportunities for Learners

Learners will be able to:

- study matter and its interactions
- find out about and appreciate the application of chemistry in everyday contexts
- enjoy practical and experiential learning opportunities
- plan and design experiments/practical investigations
- process information, make predictions, and draw valid conclusions
- evaluate experiments/practical investigations



Assessment

- The course will be assessed through two question papers (exams) and an assignment, which will be marked by SQA and graded A to D.
- The question papers make up 80% of the total assessment mark.
- The assignment mark is scaled to make up 33% of the total assessment mark. The topic is chosen with guidance from the teacher/lecturer and must involve experimental work.



Question Paper

Section 1: Multiple choice questions (25 marks)

40 minutes

Section 2: Restricted and extended response questions (95 marks)

2 hours 20 minutes

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

Two stages: research and report. The whole assignment is recommended to take 8 hours max and the report is written up under timed conditions.

8 hours (of which, 2 hours max for the report stage)



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Chemistry: www.sqa.org.uk/sqa/47913.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Computing Science

TECHNOLOGIES

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

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 110 marks and makes up 69% of the total assessment mark. Learners will answer questions on all four areas of study: Software Design and Development, Database Design and Development, Web Design and Development and Computer Systems.
- The assignment is worth 50 marks and makes up 31% of the total assessment mark. Candidates carry out three short practical tasks, which assess the skills of analysis, design, implementation (including writing code), testing and evaluation.

National 5 progresses onto Higher Computing Science

For more detailed course information:

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

Education Scotland: <https://education.gov.scot/nationalqualifications>

Curriculum for Excellence Key Terms and Features Factfile:

<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>



the National Parent
Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://twitter.com/parentforumscot)

Computing Science

TECHNOLOGIES



Content

The course has four areas of study:

- Software design and development.
- Computer systems.
- Database design and development.
- Web design and development.



Skills

Learners will be able to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- understand advanced concepts and processes in computing science
- analyse, design, implement and evaluate a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society



Opportunities for Learners

Learners will be able to:

- understand the central role of computing professionals as creative problem-solvers and designers, able to design, implement and operate hardware and software systems
- understand the far-reaching impact of information technology on our environment and society
- develop and strengthen skills in analysis and problem-solving, software and information system design, development, implementation, testing and evaluation



Assessment

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 110 marks and makes up 69% of the total assessment mark.
- The assignment (50 marks) makes up 31% of the total assessment mark. There are three distinct development tasks: software design, database design and web design. Learners gain marks for skills including: analysis, design, implementation, testing and evaluation.



Question Paper

Section 1: Short answer questions (25 marks)

Section 2: Context-based questions requiring the application of knowledge and understanding (85 marks)

2 hours 30 minutes

110 marks

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

The assignment is completed under supervision and must be carried out within 8 hours.

8 hours

50 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Computer Science: www.sqa.org.uk/sqa/56924.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://twitter.com/parentforumscot)

Design & Manufacture

TECHNOLOGIES

What skills will my child develop?

- Skills in the design and manufacturing of straightforward models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society
- Knowledge and understanding of industrial designers and commercial production
- The ability to devise design and manufacturing solutions to straightforward and more complex practical problems
- The ability to select and use a range of tools, equipment, software and materials
- The ability to use modelling and manufacturing techniques in 3 D
- The ability to communicate design proposals
- Creativity in an exciting and dynamic technological context
- The ability to evaluate and apply suggestions for improvement
- The ability to read drawings and diagrams
- Planning, analysing and evaluation skills



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, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- Collaborative learning: partnerships with learners and staff in other curricular areas such as art and design; partnerships with the wider community and professional practitioners e.g. architects, manufacturers, design studios
- Space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the assignment
- Applying learning
- Embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT.

ASSESSMENT

- The course will be assessed through a question paper (exam) and two assignments, which will be marked by SQA and graded A to D.
- The question paper is worth 80 marks and makes up 44% of the total assessment mark. Learners answer questions on the topics of design, workshop-based manufacture and commercial manufacture.
- The two assignments are linked and make up 56% of the total assessment mark. The design assignment is worth 55 marks and requires learners to develop a proposed design in response to a set brief. For the practical assignment, learners manufacture their proposed product. The practical assignment is worth 45 marks.

National 5 progresses onto Higher Design and Manufacture

DISCUSSION IN THE CLASSROOM



Our design brief was to create some outdoor seating for the school grounds. It had to be sustainable, affordable and appealing to young people. We worked in groups, first of all undertaking research on the internet about school seating designs and seats in public places. The tricky part was the choice of materials - what would be comfortable, attractive and cope with wear and tear? Our group chose to use wood, sourced from fallen timber in the nearby park. We designed the seating with a very natural look, like a large log, to fit in with the location at the edge of the school playing field, and also because we remembered how much we liked to sit on logs in the local woods when we were younger.



For more detailed course information:

SQA: Design and Manufacture National 5: www.sqa.org.uk/sqa/47457.html

Education Scotland: <https://education.gov.scot/nationalqualifications>

Curriculum for Excellence Key Terms and Features Factfile:

<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Design & Manufacture

TECHNOLOGIES



Content

The course has two areas of study:

- Design (studying the design process from brief to design proposal).
- Manufacture (studying the manufacture of commercial products).

Skills

Learners will be able to:



- devise, plan and develop practical design solutions
- develop practical skills in the planning and development of models and prototypes
- evaluate and research
- understand manufacturing processes and materials
- understand the impact of design and manufacturing technologies on our environment and society
- develop research skills
- develop idea generation techniques
- read drawings and diagrams
- communicate design ideas and practical details



Opportunities for Learners

Learners will be able to:

- devise, plan and develop practical solutions to design opportunities
- consider the various factors that impact on a product's design
- consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle
- explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light
- apply practical skills and an understanding of the properties and uses of materials and manufacturing processes



Assessment

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 80 marks and makes up 47% of the total assessment mark.
- The assignment (90 marks) makes up 53% of the total assessment mark. Learners use their design skills to develop a proposal according to a set brief.



Question Paper Section 1: Design process, factors, materials, production (25 marks)
Section 2: Questions on the whole course (55 marks)

2 hours 15 minutes
80 marks

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

Learners complete the assignment over an extended period of time and under some supervision.

90 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Design and Manufacture: www.sqa.org.uk/sqa/47927.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Drama

EXPRESSIVE ARTS

What skills will my child develop?

- A range of practical skills in creating and presenting drama
- Knowledge, understanding and the use of a range of drama production skills
- Creativity and the ability to express himself/herself in different ways
- Knowledge and understanding of social and cultural influences on drama
- The ability to respond to stimuli when creating drama
- Knowledge and understanding of form, structure, genre, style
- The ability to generate and communicate meaning, thoughts and ideas when creating drama
- Voice, movement and characterisation skills
- The ability to work collaboratively, sharing and using drama ideas
- Problem-solving, reflection, analysing and evaluation skills



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions, responding to feedback and challenge for improvement
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; internet research; DVDs; theatre visits and field trips; workshop sessions; discussion
- Collaborative learning: working in pairs, small groups or larger groups; partnerships with learners and staff in other curricular areas such as history or media; partnerships with the wider community and professional practitioners e.g. theatre companies, community productions
- Space for personalisation and choice: the course is flexible and adaptable, with opportunities for choosing different production roles, as well as selecting roles for the performance assessment
- Applying learning
- Embedding literacy skills: communicating; researching and presenting information; reflecting; evaluating; using media and digital technology.

ASSESSMENT

- The course will be assessed through a question paper (exam) and a performance, and will be graded A to D.
- The question paper makes up 40% of the total assessment mark. In section 1, learners respond to questions about a drama they have taken part in during the course, evaluating their own work and the work of others. In section 2, learners develop ideas for a drama in response to stimuli. The question paper is marked by SQA.
- The performance makes up 60% of the total assessment mark. Learners are assessed on their preparation for, and participation in, a performance of a textual extract, choosing either an acting or a production role. The performance is marked in collaboration between the teacher and SQA.

National 5 progresses onto Higher Drama

For more detailed course information:

SQA: Drama National 5: www.sqa.org.uk/sqa/45714.html

Education Scotland: <https://education.gov.scot/nationalqualifications>

Curriculum for Excellence Key Terms and Features Factfile:

<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[f parentforumscotland](https://www.facebook.com/parentforumscotland)
[parentforumscot](https://twitter.com/parentforumscot)

Drama

EXPRESSIVE ARTS



Content

The course gives learners the opportunity to develop practical and evaluative skills, as well as knowledge and understanding of drama and its influences.



Skills

Learners will be able to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama



Opportunities for Learners

Learners will be able to:

- use their drama skills and apply their production skills to present drama to communicate meaning to an audience
- explore, develop and communicate ideas in drama through creating, presenting and using complex drama and production skills
- explore voice, movement and characterisation skills
- work collaboratively



Assessment

- The course will be assessed through a question paper (exam) and a performance, and will be graded A to D.
- The question paper represents 40% of the total assessment mark and has three sections (see summary below). Learners have 2 hours 30 minutes to complete the question paper which is marked by SQA.
- The performance is worth 60 marks and makes up 60% of the total assessment mark. Learners are assessed on their preparation and performance of a textual extract from a full-length play - in an acting, directing or design role (e.g. lighting, sound, props and costumes). The performance is marked by an SQA visiting assessor.



Question Paper	Section 1: theatre production: text in context (extended-response questions)	20 marks
	Section 2: theatre production: application (structured questions)	10 marks
	Section 3: performance analysis (extended-response questions)	20 marks

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Performance	Section 1: preparation for performance	10 marks
	Section 2: performance in the chosen role of acting, directing or design	50 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Drama: www.sqa.org.uk/sqa/47894.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
[parentforumscot](https://twitter.com/parentforumscot)

English

LANGUAGES

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 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.

ASSESSMENT

- The course will be assessed through a performance, a portfolio and two question papers. It will be graded A to D.
- The performance is assessed internally by the teacher as 'achieved' or 'not achieved'. Learners show their talking and listening skills by taking part in a group discussion or giving a presentation.
- The portfolio is worth 30 marks and makes up 30% of the total mark. Learners will produce two different texts (one creative and one discursive/argumentative) to show they can write for different purposes.
- The 'Reading for Understanding, Analysis and Evaluation' question paper is worth 30 marks and makes up 30% of the total assessment mark. Learners answer a series of questions on a passage of previously unseen non-fiction text.
- The 'Critical Reading' question paper is worth 40 marks and makes up 40% of the total assessment mark. In section 1, learners answer questions on a Scottish text they have studied in class. In section 2, learners answer one essay question on a different text they have studied in class.
- The portfolio and question papers are marked externally by SQA.



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.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

parentforumscotland
 parentforumscot

English

LANGUAGES



Content

The course encourages the development of language skills, building on previous learning, most likely in National 5 English. Learners are made aware of the need for depth of thought, clarity and accuracy in their own use of language, and for reasoned and detailed analysis.



Skills

Learners will be able to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language



Opportunities for Learners

Learners will be able to:

- use different media for learning and communication
- understand how language works
- use language to communicate ideas and information in English
- think creatively and critically
- appreciate a wide range of literature and texts
- develop detailed and complex language skills



Assessment

- The course assessment has four components: two question papers (exams), portfolio-writing and performance-spoken language.
- The question papers and portfolio will be marked by SQA and graded A to D.
- The performance-spoken language is internally assessed and marked as Achieved / Not achieved.

Paper 1

Reading for Understanding, Analysis and Evaluation

1 hour 30 minutes, 30 marks

Two non-fiction pieces of writing are given, with questions

Paper 2

Critical Reading

1 hour 30 minutes, 40 marks

Different genres (prose, poetry, drama) must be chosen for Section 1 and Section 2

Section 1

Scottish Texts

Section 2

Critical Essay



Specimen Paper Portfolio

www.sqa.org.uk/pastpapers/findpastpaper.htm

Two written texts of no more than 1,300 words, demonstrate the learner's ability to write for different purposes: broadly creative and broadly discursive. Learners work independently and there is no time limit apart from the submission guidelines.

30 marks

Performance

Learners can take part in a group discussion or prepare and present a presentation.



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher English: www.sqa.org.uk/sqa/47904.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Environmental Science

SCIENCES

What skills will my child develop?

- Knowledge and understanding of environmental science
- Understanding environmental science's role in scientific issues and in society
- The ability to apply environmental science knowledge to new situations
- Practical fieldwork skills
- Scientific awareness of environmental issues and the validity of source material
- Using scientific technology, equipment and materials safely
- The ability to research and communicate findings
- Scientific literacy and scientific analytical skills
- Scientific inquiry and investigative skills to test hypotheses and to illustrate effects
- Creative thinking, analysing and problem-solving
- Selecting information from a range of sources
- Presenting and processing information appropriately in a variety of forms (using calculations and units where appropriate)

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including hands-on practical and experiential learning; experiments; one-to-one, whole-class, group and peer learning and discussion; field work; visits
- Collaborative learning: working in pairs or small groups; working with partners in science and social studies as this course has a strong interdisciplinary nature; employers; businesses; STEMNET
- Space for personalisation and choice: learners can choose their assignment topic in discussion with the teachers/lecturer
- Applying learning
- Embedding literacy and numeracy skills: information-handling; processing data; measuring; communicating; analysing and evaluating; using technology; discussing.

ASSESSMENT

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 100 marks and makes up 80% of the total assessment mark. Sections 1 and 2 involve a series of restricted response questions. In section 3, learners answer two extended-response questions.
- The assignment is worth 20 marks and makes up 20% of the total assessment mark. Learners carry out an experiment or fieldwork procedure and investigate a topic relevant to environmental science, before producing a report of their findings.

National 5 progresses onto Higher Environmental Science

For more detailed course information:

SQA: Environmental Science National 5: www.sqa.org.uk/sqa/47429.html

Education Scotland: <https://education.gov.scot/nationalqualifications>

Curriculum for Excellence Key Terms and Features Factfile:

<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Geography

SOCIAL STUDIES

What skills will my child develop?

- Detailed knowledge and understanding of our changing world and its human and physical processes
- A range of geographical skills, techniques and experiences including fieldwork and practical activities
- Detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- A geographical perspective on environmental and social issues
- An open mind and respect for other values, beliefs and cultures
- An interest in, and concern for, the environment, leading to sustainable development and environmental stewardship
- Using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data
- The ability to investigate, research, critically evaluate and communicate information and findings
- An awareness of geographical information systems (e.g. using ICT)



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?


- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning
- Collaborative learning: learners can work in groups and with others locally, nationally and internationally; inter-curricular projects with the sciences and other social studies
- Space for personalisation and choice: learners may choose their assignment topic and research methodology, including field work
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ASSESSMENT

The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.

- The question paper is worth 80 marks and makes up 80% of the total assessment mark. It has three sections: physical environments (30 marks), human environments (30 marks) and global issues (20 marks).
- The assignment is worth 20 marks and makes up 20% of the total assessment mark. The assignment has two stages: research and production of evidence on a chosen geographical topic or issue. Learners research, organise and process their findings, and reach a conclusion supported by evidence.

DISCUSSION IN THE CLASSROOM

 We organised a formal debate, working with a Modern Studies class. We divided into two teams, one for the motion and one against. Our issue was “This house believes that wind farms are a blot on the landscape of Scotland”. Each team had to undertake research on the internet and in the media, to see what the arguments were in support of the motion and against the motion. We were all given the task of researching one argument for our team, supported by evidence. This was tricky! To help us organise our arguments, we invited two guest speakers in, both local elected politicians, who had opposing views on the debate topic. The key argument was about having sustainable energy sources versus the look of wind farms. The debate was held in front of sixth year pupils, who voted on the winners. It was a very heated debate and those supporting wind farms won, but not by much.



National 5 progresses onto Higher Geography

For more detailed course information:

SQA: Geography National 5: www.sqa.org.uk/sqa/45706.html

Education Scotland: <https://education.gov.scot/nationalqualifications>



Curriculum for Excellence Key Terms and Features Factfile:

<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Geography

SOCIAL STUDIES



Content

The course has three areas of study:

- Physical environments
- Human environments
- Global issues



Skills

Learners will be able to:

- use a wide range of geographical skills and techniques
- understand the complexity of ways in which people and the environment interact in response to physical and human processes on local, national, international and global scales
- understand spatial relationships and the complexity of the changing world in a balanced, critical and sympathetic way
- develop a geographical perspective on environmental and social issues and their significance
- develop an interest in, understanding of, and concern for the environment and sustainable development



Opportunities for Learners

Learners will be able to:

- use, interpret, evaluate and analyse a wide range of geographical information
- interpret and explain complex geographical phenomena
- use a wide range of maps and other data to process and communicate complex geographical information
- develop research skills, including fieldwork
- develop an awareness of a range of geographical information systems through ICT or alternative means



Assessment

- The course will be assessed through two question papers (exams) and an assignment, which will be marked by SQA and graded A to D or as no award.
- The assessment marks are scaled so that question paper one (physical and human environments) makes up 46% of the total assessment mark and question paper two (global issues and geographical skills) makes up 27%.
- The assignment makes up 27% of the total assessment mark. There are two stages: research and production of evidence. Learners have an open choice of geographical topic or issue.



Question Paper 1 Section 1: Physical environments (50 marks)

Section 2: Human environments (50 marks)

1 hour 50 minutes

100 marks

Question Paper 2 Section 1: Global issues (40 marks)

Section 2: Application of geographical skills (20 marks)

1 hour 10 minutes

60 marks

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

The research stage is completed over a notional period of 8 hours.

The production of evidence stage must be done in one sitting

(1 hour 30 minutes) in time to meet a submission date set by SQA.

8 hours (approx.)

1 hour 30 minutes

30 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Geography: www.sqa.org.uk/sqa/47922.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

[f parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://twitter.com/parentforumscot)

Graphic Communication

TECHNOLOGIES

What skills will my child develop?

- Broader and deeper skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software in familiar and in unfamiliar contexts
- Knowledge and understanding of graphic communication standards, protocols and conventions in unfamiliar contexts
- An understanding of the impact of graphic communication technologies on our environment and society
- An awareness of graphic communication as an international language
- The ability to read, interpret and create graphic communication
- To develop solutions to graphics tasks with some complex features
- Planning, organising, critical thinking, evaluating and decision-making
- Basic knowledge of computer-aided graphics techniques and practice
- Knowledge of colour, illustration and presentation techniques
- Describe, respond to and analyse the work of others

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through ownership of practical tasks, self and peer evaluations, setting agreed learning intentions and success criteria and using feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT
- Collaborative learning: learners can work independently and with others on group enterprise tasks
- Space for personalisation and choice is embedded throughout the course
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion.

ASSESSMENT

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 80 marks and makes up 67% of the total assessment mark. It includes both short and extended response questions in relation to topics studied throughout the course. Learners can draw sketches to support their responses but it is not a requirement.
- The assignment is worth 40 marks and makes up 33% of the total assessment mark. It requires learners to carry out a series of graphic design tasks and has three areas covering preliminary, production and promotional graphics.

National 5 progresses onto Higher Graphic Communication

For more detailed course information:

SQA: Graphic Communication National 4: www.sqa.org.uk/sqa/47459.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumsotland.org
enquiries@parentforumsotland.org

[parentforumsotland](https://www.facebook.com/parentforumsotland)
 [parentforumsotland](https://twitter.com/parentforumsotland)

Graphic Communication

TECHNOLOGIES



Content

The course has two areas of study:

- 2D graphic communication
- 3D and pictorial graphic communication



Skills

Learners will be able to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- demonstrate creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- evaluate the effectiveness of graphics in communicating and meeting their purpose
- develop an understanding of graphic communication standards protocols and conventions, where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society



Opportunities for Learners

Learners will be able to:

- enjoy practical and experiential learning opportunities
- initiate, develop and communicate often complex ideas graphically and with clarity
- interpret often complex graphic communications initiated by others
- select and use appropriate graphic communication equipment with skill and confidence
- employ software and materials effectively in tasks
- apply knowledge and understanding of graphic communication standards and protocols, where these apply



Assessment

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper makes up 64% of the total assessment mark. Marks are awarded for areas including: computer-aided design techniques, desktop-publishing features, design elements and principles.
- The assignment makes up 36% of the total assessment mark. Learners apply graphic communication skills and knowledge to a set problem or situation. It has three areas covering preliminary, production and promotional graphics.



Question Paper

It has one section, allowing for a variety of response types across the paper.

2 hours 30 minutes
90 marks

Specimen Paper Assignment

www.sqa.org.uk/pastpapers/findpastpaper.htm

Learners will respond to a graphic communication brief with a folio of research and development ideas, drawings, publications etc. Learners complete the assignment over 8 hours and under supervision.

8 hours
50 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Graphic Communication: www.sqa.org.uk/sqa/47929.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

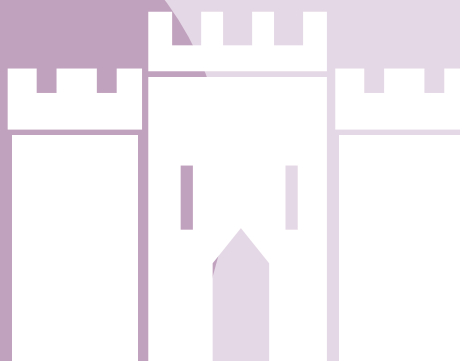
[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

History

SOCIAL STUDIES

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

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 80 marks and makes up 80% of the total assessment mark. It contains three sections - one for each area of the course. In each section, learners are required to answer short and extended response questions on one time period.
- The assignment is worth 20 marks and makes up 20% of the total assessment mark. Learners are required to research, analyse and evaluate a historical issue or question of their choice. The assignment has two stages: research (collating evidence and references) and production of evidence (presenting findings to address the question).

CASE STUDY FOR 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.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)



History

SOCIAL STUDIES



Content

The course has three areas of study:

- British, European and world
- Scottish history

There is flexibility in the contexts and themes which can be studied.



Skills

Learners will be able to:

- develop a conceptual understanding of the past and an ability to think independently
- apply a detailed historical perspective in a range of contexts
- analyse various interpretations of historical sources and critically evaluate a variety of views
- understand the relationship between factors contributing to, and the impact of, historical events
- analyse, evaluate and synthesise historical information
- research complex historical issues, drawing well-reasoned conclusions



Opportunities for Learners

Learners will be able to:

- develop a coherent and balanced understanding of Scottish, British, European and world history
- develop thinking skills
- develop skills in literacy through using and synthesising information in a variety of ways
- research and investigate themes and events
- synthesise information from a wide range of sources to produce detailed and reasoned lines of argument



Assessment

- The course will be assessed through two question papers (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question papers make up 73% of the total assessment mark and the assignment makes up 27%.
- In the assignment, learners have an open choice of historical topic, question or issue to research.



Question Paper 1 British, European and world history

Section 1: British (22 marks)

Section 2: European and world history (22 marks)

Explaining the impact of historical developments and analysing the factors that contributed to them.

1 hour 30 minutes

44 marks

Question paper 2 Scottish History

Includes evaluating the usefulness of a source and explaining an event or development.

1 hour 30 minutes

36 marks

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

Two stages: research and production of evidence

It is recommended that the research stage takes approximately 8

hours. Production of evidence is in one sitting of 1 hour 30 minutes.

8 hours

+ 1 hour 30 minutes

30 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher History: www.sqa.org.uk/sqa/47923.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[f parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://www.twitter.com/parentforumscot)

Hospitality: Practical Cookery

SOCIAL STUDIES

What skills will my child develop?

- Proficiency in a range of cookery skills, food preparation techniques and cookery processes when following recipes
- The ability to select and use ingredients to produce and garnish or decorate dishes
- An understanding of ingredients from different sources and their uses and an awareness of responsible sourcing
- The ability to choose, weigh, measure and cost appropriate ingredients and calculate proportions
- An awareness of current dietary advice relating to the use of ingredients
- The ability to work safely and hygienically
- Organisational and time-management skills in a largely familiar cookery context
- Analytical, creative and evaluative skills



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, using feedback
- A blend of classroom approaches including practical, experiential learning; learning through group and class discussion; visits to restaurants
- Collaborative learning: working with others to prepare group presentations or preparing food in a team for an event in real life scenarios; links with the food industry
- Space for personalisation and choice: learners can choose how they respond to the Course Assessment brief
- Embedding literacy and numeracy skills: remembering, understanding and applying; measuring; evaluating.

ASSESSMENT

- The course will be assessed through a question paper (exam), an assignment and a practical activity, and will be graded A to D.
- The question paper and assignment will be marked externally by SQA, and the practical activity will be marked internally by the school or college.
- The question paper is worth 30 marks and makes up 25% of the total assessment mark. Learners will answer questions which assess their knowledge and understanding of food preparation, ingredients, dietary advice, food safety and hygiene, and their ability to cost recipes and evaluate dishes.
- The assignment is worth 18 marks and the practical activity is worth 82 marks. They are inter-related and will be assessed using one activity, which makes up 75% of the total assessment mark. Learners will plan (assignment) and produce (practical activity) a three-course meal to a given specification and timescale.

CASE STUDY FOR ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

Our school was fund-raising for a charity. Each year group agreed targets and action plans for their fund-raising. Our class offered to run a baking stall each break-time for a week. We went into school early every day and baked everything from scones to chocolate brownies. Our stall was a sell-out and we raised over £300.



National 5 progresses onto other qualifications in hospitality or related areas

For more detailed course information:

SQA: Hospitality: Practical Cookery National 5: www.sqa.org.uk/sqa/47439.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

parentforumscotland
 parentforumscot

Laboratory Science

SCIENCES



Content

The course includes the following areas of laboratory science:

- Careers Using Laboratory Science
- Working in a Laboratory
- Practical Skills
- Practical Investigation



Skills

Learners will be able to:

- Learn in real or simulated workplace settings
- Learn through role play activities in vocational contexts
- Carry out case study work
- Plan and carry out practical tasks and assignments



Opportunities for Learners

Learners will be able to:

- Develop skills for learning, life and work
- Develop knowledge in a broad vocational area
- Develop positive attitudes to learning
- Develop skills and attitudes for employability
- Develop skills in self-evaluation through practical activities and group work.



Assessment

- Each unit will be assessed internally.



Progression

- This course is offered for all S5/6 pupils to allow them to develop their skills for life, learning and work.
- The course will also benefit pupils currently studying a science subject, at any level, or who has plans to continue their education in science.

For course information visit:

Skills for Work National 5 Laboratory Science: www.sqa.org.uk/sqa/69495.html

Curriculum for Excellence Key Terms and Features Factfile

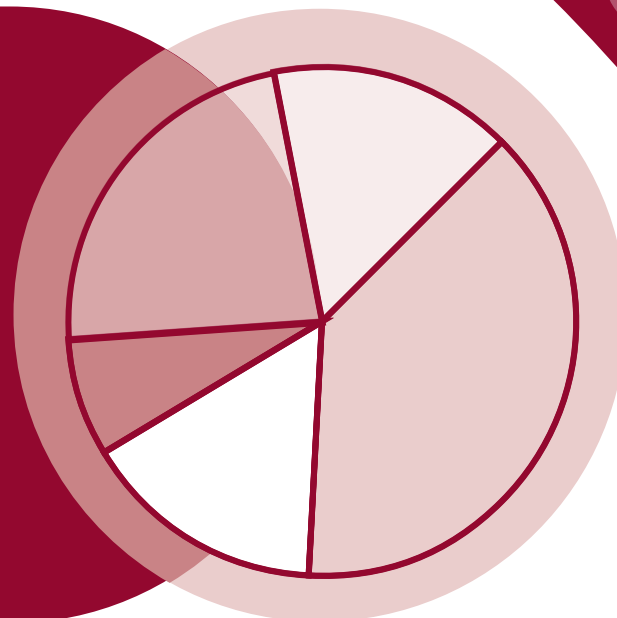
Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications www.parentforumsotland.org

Mathematics

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

- The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.
- Question paper 1 (non-calculator) is worth 50 marks and makes up 45% of the total assessment mark. Learners answer a series of questions that demonstrate their mathematical skills and their understanding of mathematical processes. They must show their working in their answers.
- Question paper 2 is worth 60 marks and makes up 55% of the total assessment mark. Learners answer a series of questions that assess their mathematical skills and they are allowed to use a calculator.

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.



National 5 progresses onto Higher Mathematics

For more detailed course information:

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

Education Scotland: www.education.gov.scot/nationalqualifications



Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

$$n(\sum x^2)$$

Mathematics



Content

The course develops, deepens and extends the mathematical skills necessary at this level and beyond.



Skills

Learners will be able to:

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features



Opportunities for Learners

Learners will be able to:

- select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- study in-depth mathematical concepts and the ways in which mathematics describes our world
- interpret, communicate and manage information in mathematical form - vital skills for scientific and technological research and development
- use mathematical language and explore advanced mathematical ideas



Assessment

- The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.
- Question paper 1 makes up 47% of the total assessment mark and question paper 2 makes up 53%.
- The question papers will assess the learner's understanding of the underlying processes involved in numerical, algebraic, geometric, trigonometric, calculus, and reasoning skills.
- For question paper 2, using a calculator allows more opportunity for application and reasoning when more complex calculations are required to solve problems.



Paper 1 Non-calculator

1 hour 30 minutes, 70 marks

Paper 2 Calculator

1 hour 45 minutes, 80 marks

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Mathematics: www.sqa.org.uk/sqa/47910.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://twitter.com/parentforumscot)

Modern Languages

LANGUAGES

What skills will my child develop?

- Reading, listening, talking and writing in a modern language
- The ability to understand and use a modern language
- Applying knowledge of a modern language
- Applying grammatical knowledge
- Plan, research and apply detailed, more complex language skills
- The development of cultural awareness
- Develop creative and critical thinking
- Develop literacy skills and reflect on how this relates to English
- Develop an understanding of how language works
- Using different media effectively for learning and communication
- Using detailed, more complex language to communicate ideas and information
- Explore the interconnected nature of languages
- Analysis and evaluation eg defining the purpose of a text
- Dictionary skills



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, using feedback, practising extended writing in timed conditions
- A blend of classroom approaches including group and class discussion, game-based learning, websites, interactive tasks using IT, video conferencing, audio recordings
- Collaborative learning: working with others in group or partner activities eg paired reading, 'give one, get one' and jigsaw activities; holding debates; links with other curricular areas
- Space for personalisation and choice: learners can choose their topics for their performance
- Applying learning
- Embedding literacy: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

ASSESSMENT

- The course will be graded A to D and will be assessed through two question papers (exams), an assignment and a spoken performance. The question papers and assignment will be marked by SQA and the performance will be marked by the school or college.
- The Reading and Writing question paper is worth 50 marks and the Listening question paper is worth 20 marks. Combined, they make up 62.5% of the total assessment mark. The question papers enable learners to show that they can understand the language when it is written or spoken, and that they can also write in the language.
- The written assignment is worth 20 marks and makes up 12.5% of the total assessment mark. Learners produce a piece of writing in the modern language (120-200 words or 150-250 Chinese characters).
- The performance is worth 30 marks and makes up 25% of the total assessment mark. Learners carry out a spoken presentation and conversation in the modern language.

National 5 progresses onto Higher Modern Languages

For more detailed course information:

SQA: Modern Languages National 5: www.sqa.org.uk/sqa/45671.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)



Modern Languages

LANGUAGES



Content

The course allows learners to develop reading, listening, talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, culture.



Skills

Learners will be able to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language



Opportunities for Learners

Learners will be able to:

- develop detailed and complex language skills in the meaningful real-life contexts of society, learning, employability, and culture
- develop skills in reading, listening, talking and writing
- understand how language works
- use different media effectively for learning and communication
- use language to communicate ideas and information



Assessment

- The course will be graded A to D and will be assessed through two question papers (exams), an assignment and a spoken performance. The question papers and assignment will be marked by SQA and the performance will be marked by the school or college.
- The marking is scaled so that the total assessment is proportioned as follows: Paper 1: Reading 25% & Directed writing 12.5%; Paper 2: Listening 25%; Assignment-writing 12.5%; Performance-talking 25%.



Paper 1

Reading and Directed Writing

2 hours (Chinese languages - 2 hours and 40 minutes)

Section 1 Reading Questions in English about a written text in the modern language

Section 2 Directed writing One piece of writing on a chosen scenario, of 150–180 words (180–240 Chinese characters)

Paper 2

Listening

One monologue and one conversation, with questions in English

30 minutes (approx.)

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment-writing One piece of writing in the modern language, of 200–250 words (260–330 Chinese characters).

Performance A discussion with the teacher or lecturer on at least two different contexts

10 minutes (approx.)



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Modern Languages: www.sqa.org.uk/sqa/47909.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Modern Studies

SOCIAL STUDIES

What skills will my child develop?

- Detailed knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- Detailed knowledge and understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- Awareness of different views about the extent of state involvement in society
- The ability to detect and explain bias and exaggeration
- An awareness of the nature and processes of conflict resolution
- Straightforward understanding of human and legal rights and responsibilities and their application in different societies
- A range of research and information handling skills
- The ability to draw valid conclusions from evidence
- Critical thinking skills such as explaining, analysing, evaluating



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, learning logs
- A blend of classroom approaches including visits and real life contexts; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally; inter-curricular projects with English, maths and other social studies
- Space for personalisation and choice: flexibility in the themes which can be studied. Learners also choose their assignment topic and their methods of researching and presenting evidence
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information including statistics; evaluating; communicating.

ASSESSMENT

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 80 marks and makes up 80% of the total assessment mark. It has three sections - Democracy in the United Kingdom, Social Issues in the United Kingdom, and International Issues - which each contain questions on two topics. Learners must answer questions on one topic from each section.
- The assignment is worth 20 marks and makes up 20% of the total assessment mark. Learners research and analyse a Modern Studies topic or issue of their choice, then present a written report on their findings.

National 5 progresses onto Higher Modern Studies

For more detailed course information:

SQA: Modern Studies National 5: www.sqa.org.uk/sqa/45702.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)



Modern Studies

SOCIAL STUDIES



Content

The course has three areas of study:

- Democracy in Scotland and the United Kingdom
- Social issues in the United Kingdom
- International issues.



Skills

Learners will be able to:

- develop a range of research and evaluation skills
- understand the democratic process and complex political issues
- understand complex social and economic issues at local, Scottish, national and international levels
- understand different views about the extent of state involvement in society
- understand the nature and processes of conflict resolution
- understand the importance of human and legal rights and responsibilities and their application in different societies



Opportunities for Learners

Learners will be able to:

- achieve an understanding of contemporary society and their place in it
- research, understand and use a wide range of evidence on contemporary issues
- evaluate, analyse and synthesise evidence in order to detect and explain the degree of objectivity
- make and justify decisions and draw conclusions with supporting evidence
- construct complex arguments in a balanced and structured way
- communicate, by a variety of means, views, opinions, decisions and conclusions based on evidence



Assessment

- The course will be assessed through two question papers (exams) and an assignment, which will be marked by SQA and graded A to D.
- Question paper 1 makes up 47% of the total assessment mark, paper 2 makes up 26% and the assignment 27%.
- For the assignment, learners can choose any contemporary political, social or international topic or issue to research.



Question Paper 1 Section 1: Democracy in Scotland and the UK
Section 2: Social issues in the UK
Section 3: International issues

1 hours 45 minutes
52 marks

Question Paper 2 Three mandatory questions: analysing, evaluating and synthesising sources.

1 hour 15 minutes
28 marks

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

Two stages: research and production of evidence
It is recommended that the research stage takes approximately 8 hours. Production of evidence is in one sitting of 1 hour 30 minutes.

8 hours
+ 1 hour 30 minutes
30 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Modern Studies: www.sqa.org.uk/sqa/47924.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

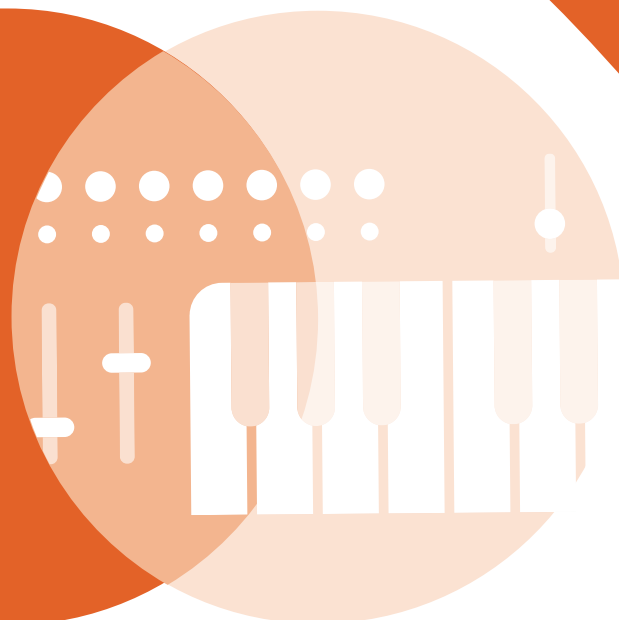
[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Music

EXPRESSIVE ARTS

What skills will my child develop?

- Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- The ability to create original music using compositional methods and music concepts and music concepts when composing, arranging or improvising
- Deeper knowledge and understanding of the social and cultural factors influencing music
- Deeper knowledge and understanding of music and musical literacy by listening to music
- Identifying level-specific annotated music signs, symbols, concepts and styles
- Understanding the creative process and expressing him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: in research methodology, choice of pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ASSESSMENT

- The course is assessed through a question paper (exam), an assignment and a performance, and will be graded A to D. The question paper and assignment will be marked by SQA and the performance will be marked by the school or college.
- The question paper is worth 40 marks and makes up 35% of the total assessment mark. Learners are played excerpts of music in different styles and then answer questions.
- The assignment is worth 30 marks and makes up 15% of the total assessment mark. It has two parts: composing a piece of music and reviewing the composing process.
- The performance is worth 60 marks and makes up 50% of the total assessment mark. Learners perform two pieces of music and each piece must be performed on a different instrument. They can use two instruments or one instrument and voice (singing). Each performance can be solo or in a group setting.

National 5 progresses onto Higher Music

For more detailed course information:

SQA: Music National 5: www.sqa.org.uk/sqa/45717.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)



Music

EXPRESSIVE ARTS



Content

The course has an integrated approach to learning and combines practical learning and understanding of music. Learners develop their performing skills on two selected instruments, or on one selected instrument and voice, through regular practice and self-reflection.



Skills

Learners will be able to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- perform challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others



Opportunities for Learners

Learners will be able to:

- develop and extend their applied musical skills and understanding of music
- perform a programme of music with accuracy and maintaining musical flow
- create their own original music
- self-reflect on and evaluate their own work and that of others
- listen to music with awareness, understanding and discrimination
- improve their musical creativity and performing skills by critically evaluating their own work and the work of others



Assessment

- The course will be assessed through a question paper (exam), an assignment and two performances. All components will be marked by SQA and graded A to D.
- The marking is scaled so that the two performances make up 50% of the total assessment mark, the question paper 35% and the assignment 15%.
- In the assignment, learners explore and develop musical ideas to create music and review the composing process.



Question Paper

Learners will be tested on music concepts and music literacy and is based on listening to excerpts

1 hour

40 marks

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Performance

Learners will perform on two contrasting pieces on each of two selected instruments or one instrument and voice for 12 minutes

12 minutes

60 marks

Assignment

Composing music
Composing review

20 marks

10 marks

The composed piece can be any style/genre and must last a minimum of 1 minute and a maximum of 3 minutes and 30 seconds. It must have at least four elements from melody, harmony, rhythm, structure and timbre, one of which must be harmony.



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Music: www.sqa.org.uk/sqa/47895.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://twitter.com/parentforumscot)

Physical Education

HEALTH & WELLBEING

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 (performance) and select their activities for their portfolio
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

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.

ASSESSMENT

- The course will be assessed through a performance and a portfolio, which will be graded A to D. Each assessment is worth 60 marks and makes up 50% of the total assessment mark.
- The Portfolio is marked by SQA. It assesses the learner's knowledge and understanding of performance development and has three sections:
 1. Understanding factors that impact on performance (i.e. mental, emotional, social and physical)
 2. Planning, developing and implementing approaches to enhance personal performance
 3. Monitoring, recording and evaluating performance development.

Learners complete the portfolio using a template provided by SQA.
- The Performance assesses the learner's ability to effectively perform two different physical activities in a challenging, competitive and/or demanding context. It is marked internally by the teacher and quality assured by SQA.

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.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 parentforumscotland
 parentforumscot



Physical Education

HEALTH & WELLBEING



Content

The course has two areas of study:

- Factors impacting on performance (Developing knowledge and understanding of mental, emotional, social and physical factors.)
- Performance (Developing their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities.)



Skills

Learners will be able to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance to enhance personal effectiveness



Opportunities for Learners

Learners will be able to:

- improve their own health and wellbeing
- develop, demonstrate and evaluate performance
- use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance



Assessment

- The course will be assessed through a question paper (exam) and a performance, which will be graded A to D. The marks are scaled so that each assessment makes up 50% of the total assessment mark.
- The question paper is marked by SQA. The performance is marked internally by the teacher and quality assured by SQA.



Question Paper Three sections which include questions on:

Section 1: The four factors impacting on performance (32 marks)

Section 2: Learners' experience of creating and implementing a Personal Development Plan (PDP) (Range of 6–10 marks)

Section 3: A scenario that may include text, images, graphs or other information. (Range of 8–12 marks)

2 hours 30 minutes
50 marks

Specimen Paper www.sqa.org.uk/pastpapers/findpastpaper.htm

Performance

Assesses learners' ability to perform in two different physical activities. (Each marked out of 30)

The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding.

60 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Physical Education: www.sqa.org.uk/sqa/47901.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Physics

SCIENCES


What skills will my child develop?

- In-depth knowledge and understanding of physics
- Applying this knowledge and understanding to new situations
- An understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- Scientific inquiry, investigative, analytical and evaluative thinking skills in physics and real life contexts
- The ability to use technology, equipment and materials
- Problem-solving skills and creativity in a physics context
- Extended scientific literacy, in everyday contexts, to communicate ideas and issues
- An insight into the underlying nature of our world and its place in the universe
- A deeper understanding of the processes behind scientific advances
- Information-handling skills
- Drawing valid conclusions and formulating hypotheses

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- A blend of classroom approaches including challenging experimental, practical and investigative approaches, whole class discussions and interactive teaching
- Collaborative learning: working with others in group or partner activities; intercurricular learning with other sciences, mathematics, technologies, religious and moral education; with organisations such as STEMNET
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their assignment
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting more complex data; using technology and data loggers.

DISCUSSION IN THE CLASSROOM

 We were given the question: "Is space exploration good value for money?" First of all, we had to decide how to answer the question. Some suggested a debate, with 'yes' and 'no' positions. In the end, we put together a double-page spread for an imaginary science magazine. We looked at real magazines to work out layout and word counts, and decided how we would divide the tasks. The 'yes' page and the 'no' page each had an editor who wanted the strongest possible arguments. Some of us researched the costs of specific space projects, others found information on what had been achieved (or not). Each was turned into a small story. We ended up with a great feature, packed full of information.



National 5 progresses onto Higher Physics

For more detailed course information:

SQA: Physics National 5: www.sqa.org.uk/sqa/47430.html

Education Scotland: www.education.gov.scot/nationalqualifications


Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

 [parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Physics

SCIENCES



Content

The course includes the following areas of study:

- Our dynamic Universe
- Particles and waves
- Electricity



Skills

Learners will be able to:

- apply knowledge and understanding of physics
- understand the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- problem-solve in a physics context
- use scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics



Opportunities for Learners

Learners will be able to:

- develop their interest in and understanding of the world
 - engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
 - evaluate environmental and scientific issues, consider risk, and make informed decisions
 - describe and interpret physical phenomena using mathematical skills
- practise scientific methods of investigation from which general relationships are derived and explored



Assessment

- The course will be assessed through two question papers (exams) and an assignment, which will be marked by SQA and graded A to D.
- The marks are scaled so that the question papers together make up 80% of the total assessment mark and the assignment makes up 20%.
- The assignment topic is chosen with guidance from the teacher/lecturer and must involve experimental work.



Question Paper 1

Multiple choice questions (25 marks)

45 minutes

Question Paper 2

Restricted-response and extended-response questions (130 marks)

2 hours 15 minutes

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

Two stages: research and report. The whole assignment is recommended to take 8 hours max and the report is written up under timed conditions.

20 marks

8 hours (of which, 2 hours max for the report stage)



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Physics: www.sqa.org.uk/sqa/47916.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

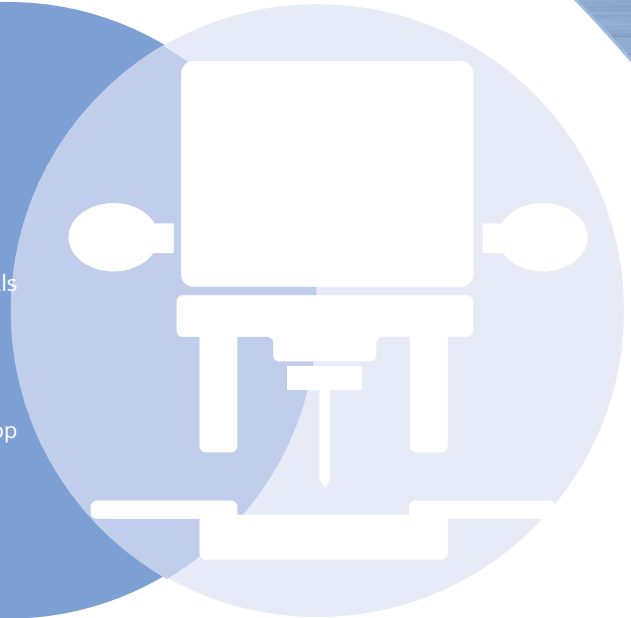
[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Practical Metalworking

TECHNOLOGIES

What skills will my child develop?

- A range of metalworking hand tool skills on tasks with some complex features
- The ability to use a range of metalworking tools, equipment and materials
- Reading and interpreting drawings and diagrams in familiar and unfamiliar contexts
- Skills in measuring and marking out metal sections and sheet materials
- Cutting and forming skills
- Creativity with familiar metalworking tasks with some complex features
- A problem-solving approach to metalworking tasks
- Knowledge and understanding of safe working practices in a workshop
- Knowledge of the properties and uses of a range of common metals and metalworking materials
- Knowledge and understanding of sustainability issues in a practical metalworking context



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; investigative work
- Collaborative learning: working in pairs, small groups or larger groups; working with partners in other technologies subjects, maths, sciences
- Space for personalisation and choice: learners can choose how they develop their practical activity
- Applying learning
- Embedding literacy and numeracy skills: interpreting drawings/diagrams, measuring, marking out, analysing data, designing.

ASSESSMENT

- The course will be assessed through a question paper (exam) and an Assignment, which will be graded A to D.
- The question paper makes up 30% of the total assessment mark and involves a combination of restricted response questions (short answers) and extended response questions (longer, more detailed answers). The question paper will be externally marked by SQA.
- The practical activity makes up 70% of the total assessment mark. Learners produce a finished product, to a given standard and specification, and complete a log book of their activity. The practical activity is internally assessed by the teacher and quality assured by SQA.

National 5 can progress onto a variety of Technology, Science and Skills for Work courses, or training or work

For more detailed course information:

SQA: Practical Metalworking National 5: www.sqa.org.uk/sqa/47461.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Practical Woodworking

TECHNOLOGIES

What skills will my child develop?

- Skills in woodworking techniques for tasks with some complex features
- Using a range of woodworking tools, equipment and materials safely and correctly
- Reading and interpreting drawings and diagrams
- Measuring and marking out timber sections and sheet materials
- Cutting and shaping tasks with some complex features
- Practical creativity in the context of woodworking tasks with some complex features
- Following given stages to take a practical problem-solving approach to woodworking tasks
- Awareness of safe working practices in a workshop environment
- Knowledge and understanding of the properties and uses of a range of woodworking materials
- Knowledge and understanding of sustainability issues in a practical woodworking context



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits
- Collaborative learning: working in pairs, small groups or larger groups; working with partners in other technologies subjects, Maths and Sciences
- Space for personalisation and choice: learners can choose how they develop their practical activity
- Applying learning
- Embedding literacy and numeracy skills: interpreting drawings/diagrams, measuring, marking out, analysing data, designing.

ASSESSMENT

- The course will be assessed through a question paper (exam) and a practical activity, which will be graded A to D.
- The question paper makes up 30% of the total assessment mark and will include restricted response questions (short answer) and extended response questions (longer, more detailed answer). The question paper is externally marked by SQA.
- The practical activity makes up 70% of the total assessment mark. Learners produce a finished product, to a given standard and specification, and complete a log book. The practical activity is internally assessed by the teacher and quality assured by SQA.

National 5 can progress onto a variety of Technology, Science and Skills for Work courses, or training or work

For more detailed course information:

SQA: Practical Woodworking National 5: www.sqa.org.uk/sqa/47462.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)

Psychology

HEALTH & WELLBEING



Content

The course has three areas of study:

- Individual behaviour
- Social behaviour
- Research



Skills

Learners will be able to:

- develop knowledge and understanding of psychological concepts, theories, approaches and terminology
- use thinking skills when analysing, evaluating and applying knowledge and understanding of psychology
- understand the role of research evidence in explaining human behaviour
- select, organise, interpret and evaluate information
- plan and carry out psychological research, using appropriate methods and according to ethical and scientific standards
- develop communication and numeracy skills used in psychology



Opportunities for Learners

Learners will be able to:

- understand psychological approaches to analysing the human mind and behaviour
- investigate psychological knowledge and research
- analyse and evaluate concepts, theories and approaches
- draw on research evidence to explain human behaviour



Assessment

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The question paper makes up 67% of the total assessment mark. Learners show their knowledge and understanding of psychological theories, concepts and topics, using psychological explanations and research evidence to respond to questions.
- The assignment makes up 33% of the total assessment mark. Learners use research and communication skills appropriate to psychology.



Question Paper

Section 1: individual behaviour (40 marks)

2 hours 40 minutes

Section 2: social behaviour (40 marks)

80 marks

In each section learners answer one mandatory question plus one selected from a choice of three questions.

Specimen Paper

www.sqa.org.uk/pastpapers/findpastpaper.htm

Assignment

Learners carry out their own primary research, based on a topic they have studied, and produce a psychological research report. 40 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Psychology: www.sqa.org.uk/sqa/47902.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)

[parentforumscot](https://twitter.com/parentforumscot)

RMPS

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES



Content

The course has three areas of study:

- World religion
- Morality and belief
- Religious and philosophical questions



Skills

Learners will be able to:

- critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- investigate religious, moral and philosophical questions and responses
- express detailed, reasoned and well-structured views
- gain in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- gain in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them



Opportunities for Learners

Learners will be able to:

- investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues
- interpret and explain sources related to world religions
- enquire into and evaluate contemporary moral questions and responses
- critically analyse religious and philosophical questions and responses



Assessment

- The course will be assessed through two question papers (exams) and an assignment, which will be marked by SQA and graded A to D.
- Question paper 1 makes up 55% of the total assessment mark, paper 2 makes up 18% and the assignment 27%.
- For the assignment, learners choose a question based on an issue of religious, moral or philosophical significance on which there are a range of viewpoints. They research the issue and gather sources relevant to their question, then produce an extended piece of writing in response to their question.



Question Paper 1	World religion and morality and belief Section 1: World religion Two questions (30 marks) Section 2: Morality and belief Two questions (30 marks)	2 hours 15 minutes 60 marks
Question Paper 2	Religious and philosophical questions One question.	45 minutes / 20 marks
Specimen Paper	www.sqa.org.uk/pastpapers/findpastpaper.htm	
Assignment	Two stages: research and write-up. It is recommended that the research stage takes approximately 8 hours. The write-up must be completed in one sitting of 1 hour 30 minutes.	8 hours + 1 hour 30 minutes 30 marks



Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:
Higher RMPS: www.sqa.org.uk/sqa/47911.html

Curriculum for Excellence Key Terms and Features Factfile

Education Scotland: <https://education.gov.scot/nationalqualifications>

Further Information for Parents and Learners Information on assessment, skills, progression, revision resources and summaries of National Qualifications
www.parentforumscotland.org



the National Parent
Forum of Scotland

www.parentforumscotland.org
enquiries@parentforumscotland.org

[parentforumscotland](https://www.facebook.com/parentforumscotland)
 [parentforumscot](https://twitter.com/parentforumscot)