NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Administration and IT National 4

ADMINISTRATION & IT
SOCIAL STUDIES

NATIONAL 4

3 UNITS

ADMINISTRATIVE PRACTICES
IT SOLUTIONS FOR ADMINISTRATORS
COMMUNICATION IN ADMINISTRATION

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: ADMINISTRATION AND IT ASSIGNMENT

What skills will my child develop?

- an understanding of administration in the workplace
- knowledge and understanding of key legislation affecting employees
- knowledge and understanding of the key features of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar contexts
- the ability to use IT skills in straightforward administrative tasks
- organisational skills in the context of organising and supporting small-scale events
- the ability to use technology appropriately for communication and investigation in familiar contexts
- skills in organising, processing and communicating simple information in familiar contexts
- knowledge and understanding of social issues such as internet safety, the impacts of IT
- problem-solving, team-working and using initiative

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 practical and experiential learning; group work and peer learning; internet research; visits
- Collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- Space for personalisation and choice: learners could choose methods of communicating information; learners could choose tasks in the Added Value Unit (Assignment) which most suit their interests and abilities
- Applying learning
- Embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, presentations, diaries, written work. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will require learners to undertake practical administration and IT tasks in response to a brief, leading to a small-scale event or events.

National 4 progresses onto National 5

For more detailed course information:
SQA: Administration and IT National 4: www.sqa.org.uk/sqa/45687.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

Administration & IT

SOCIAL STUDIES

What skills will my child develop?

- An understanding of administration in the workplace and of the attributes required of good administrators
- Knowledge and understanding of key legislation affecting organisations and employees
- Knowledge and understanding the benefits to organisations of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar and some unfamiliar contexts
- The ability to use IT skills in more complex administrative tasks
- Organisational skills in the context of organising and supporting events
- The ability to use technology appropriately for communication and investigation in familiar and some unfamiliar contexts
- Skills in organising, processing and communicating information in largely familiar contexts
- Knowledge and understanding of social issues such as business use of IT and the impacts of IT
- Problem-solving, team-working and using initiative

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 practical and experiential learning; group work and peer learning; internet research; visits
- Collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- Space for personalisation and choice: learners could choose methods of communicating information.
- Applying learning
- Embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

ASSESSMENT

- The course will be assessed through a question paper and an assignment, which will be marked by SQA and graded A to D.
- The question paper is worth 50 marks and makes up 42% of the total assessment mark. Learners answer questions on problem solving, administration theory and the use of IT functions in spreadsheet and database applications.
- The assignment is worth 70 marks and makes up 58% of the total assessment mark. Learners work through a series of planning, support and follow-up tasks for an event or business.

National 5 progresses onto Higher Administration and IT

For more detailed course information:
SQA: Administration and IT National 5: www.sqa.org.uk/sqa/45688.html
Education Scotland: www.education.gov.scot/nationalqualifications
Curriculum for Excellence Key Terms and Features Factfile:
www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf

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NATIONALS IN A NUTSHELL

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

ART & DESIGN
EXPRESSIVE ARTS

NATIONAL 4

2 UNITS

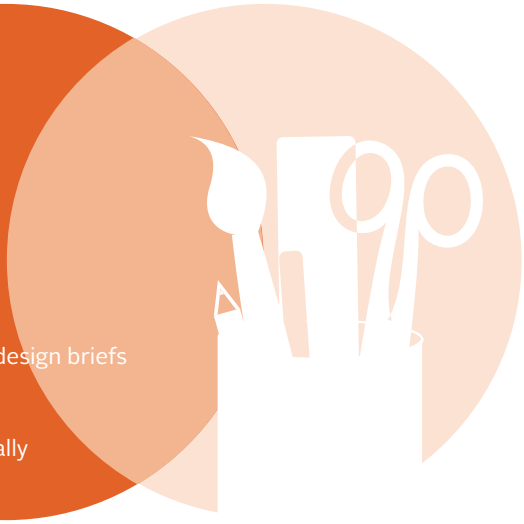
+ ADDED VALUE UNIT

EXPRESSIVE ACTIVITY
DESIGN ACTIVITY

ADDED VALUE UNIT: PRACTICAL ACTIVITY

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 4 progresses onto National 5

APPLYING LEARNING TO EXPRESSIVE PROJECTS

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

For more detailed course information:
SQA: Art and Design National 4: www.sqa.org.uk/sqa/47385.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

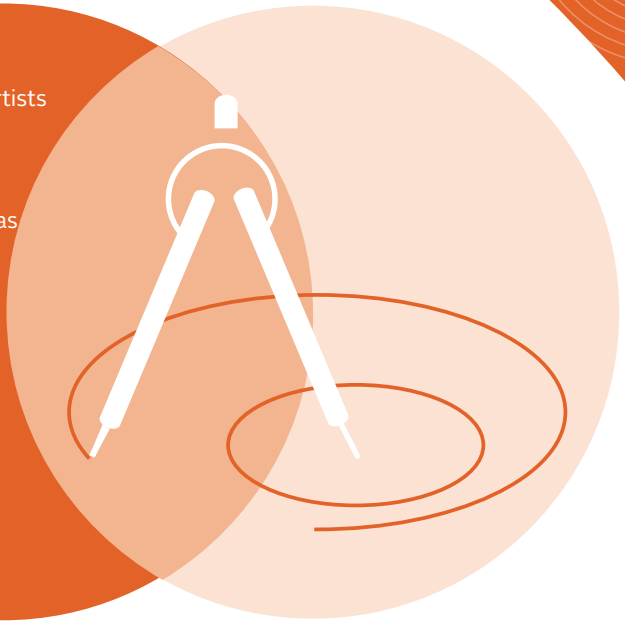
NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Biology National 4

BIOLOGY
SCIENCES

NATIONAL 4

3 UNITS

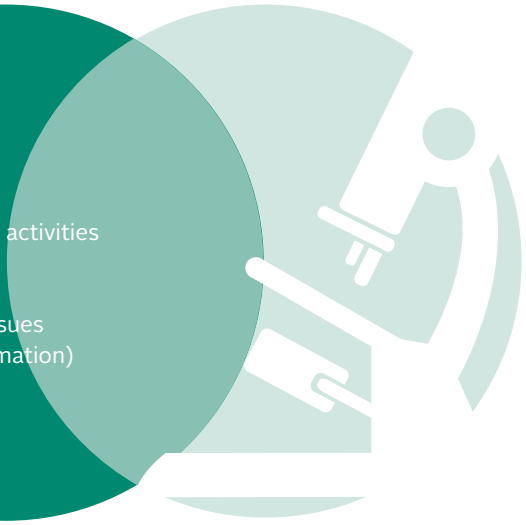
CELL BIOLOGY
MULTICELLULAR ORGANISMS
LIFE ON EARTH

+ ADDED VALUE UNIT

ADDED VALUE UNIT: BIOLOGY ASSIGNMENT

What skills will my child develop?

- knowledge and understanding of biology
- an 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
- finding associations and investigating models in real-life contexts
- use and understand scientific literacy to communicate ideas and issues
- information-handling skills (selecting, presenting, processing information)
- 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, reflecting on learning, setting targets, evaluating progress, making independent decisions, using feedback
- A blend of classroom approaches including experimental, hands-on, practical, investigative approaches, whole class discussions, interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning eg with other sciences, mathematics, social studies, technologies or religious, moral and philosophical studies; 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 Added Value Unit (Assignment)
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information; evaluating; recording and displaying data; interpreting data; using technology.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- The Assignment will require learners to research a topic of their choice, in consultation with their teacher. The investigation will be undertaken in up to 8 hours of class time and the findings will be written up in no more than 2 hours.

National 4 progresses onto National 5

For more detailed course information:
SQA: Biology National 4: www.sqa.org.uk/sqa/47422.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Business National 4

BUSINESS
SOCIAL STUDIES

NATIONAL 4

2 UNITS

BUSINESS IN ACTION
INFLUENCES ON BUSINESS

+ ADDED VALUE UNIT

ADDED VALUE UNIT: BUSINESS ASSIGNMENT

What skills will my child develop?

- enterprise and employability skills
- knowledge and understanding of the ways in which business operates
- knowledge and understanding of the role of business
- knowledge and understanding of financial and economic situations
- straightforward business planning techniques to ensure success
- straightforward knowledge and understanding of entrepreneurial attributes for business start-up
- understanding of the straightforward actions taken by business to meet customers' needs and to remain competitive
- knowledge and understanding of key business facts and characteristics
- awareness of straightforward internal and external influences on business activity
- interpreting and drawing elementary conclusions from straightforward business information
- independence, communication and ICT skills

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 ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working 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 and also their Assignment topic in discussion with teachers/lecturers
- Applying learning
- Embedding literacy and numeracy skills: communicating; financial awareness; researching, presenting and analysing information; using technology.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will require learners to produce a business proposal.

This National 4 can progress onto National 5s in Business Management Accounting or Economics

For more detailed course information:
SQA: Business National 4: www.sqa.org.uk/sqa/45692.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Chemistry National 4

CHEMISTRY
SCIENCES

NATIONAL 4

3 UNITS

CHEMICAL CHANGES AND STRUCTURE
NATURE'S CHEMISTRY
CHEMISTRY IN SOCIETY

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: CHEMISTRY ASSIGNMENT

What skills will my child develop?

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

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 4 progresses onto National 5

DISCUSSION IN THE CLASSROOM

Nature's Chemistry and Chemistry in Society:

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

For more detailed course information:
SQA: Chemistry National 4: www.sqa.org.uk/sqa/45721.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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.

ASSESSMENT

- The course will be assessed through a question paper and an assignment, which are marked by SQA and graded A to D.
- The question paper is worth 100 marks and makes up 83% of the total assessment mark. Learners answer questions that demonstrate their knowledge and understanding of chemistry, as well as their scientific inquiry and analytical thinking skills.
- The assignment is worth 20 marks and makes up 17% of the total assessment mark. Learners choose a topic, with guidance from the teacher, which they must then research and write a report on. They must carry out an experiment as part of their research.

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Design & Manufacture National 4

DESIGN & MANUFACTURE TECHNOLOGIES

NATIONAL 4

2 UNITS

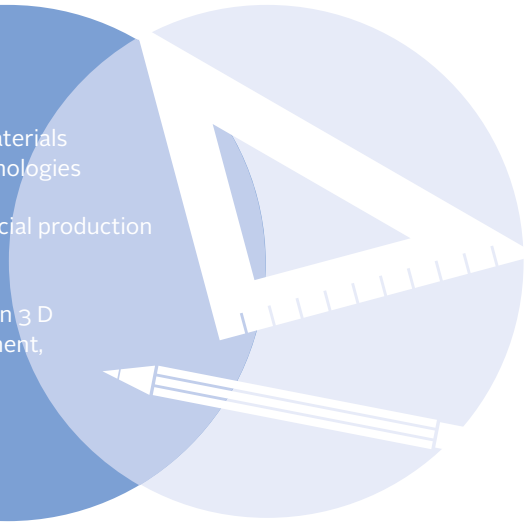
+ ADDED VALUE UNIT

DESIGN MATERIALS AND MANUFACTURING

ADDED VALUE UNIT: DESIGN AND MANUFACTURE ASSIGNMENT

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 practical problems
- the ability to use simple modelling and manufacturing techniques in 3 D
- the ability to select and use with guidance a range of tools, equipment, software and materials with guidance
- the ability to communicate design proposals
- creativity in an exciting and dynamic technological context
- the ability to read drawings and diagrams
- planning, analysing and evaluation skills with support



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 Graphic Communication and Art and Design; partnerships with the wider community and professional practitioners eg 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

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be sketch books, notes from group discussions, presentations, reviews and product evaluations, computer-generated class work. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will involve learners being given a brief to which they will respond, applying skills and knowledge gained from the Units, to prepare a design folio and a prototype.

National 4 progresses onto National 5

For more detailed course information:
SQA: Design and Manufacture National 4: www.sqa.org.uk/sqa/45646.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Drama National 4

DRAMA
EXPRESSIVE ARTS

NATIONAL 4

2 UNITS

DRAMA SKILLS
PRODUCTION SKILLS

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: DRAMA PERFORMANCE

What skills will my child develop?

- practical skills in creating and presenting drama
- 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 and reflection 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
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; internet research; DVDs; visits and field trips
- Collaborative learning: working in pairs, small groups or larger groups; partnerships with learners and staff in other curricular areas such as History, Media or Health and Wellbeing; partnerships with the wider community and professional practitioners eg 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 topics for the Added Value Unit (Performance)
- Applying learning
- Embedding literacy skills: communicating; reflecting; researching and presenting information; using media and digital technology.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented through a variety of media and technologies (video recording, blogs, written work, interview). A portfolio of work may be prepared
- The Added Value Unit (Performance) will require learners to apply their learning by participating in a live drama, either with an acting or a production role.

For more detailed course information:
SQA: Drama National 4: www.sqa.org.uk/sqa/45713.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of English National 4

ENGLISH
LANGUAGES

NATIONAL 4

3 UNITS

+ ADDED VALUE UNIT

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

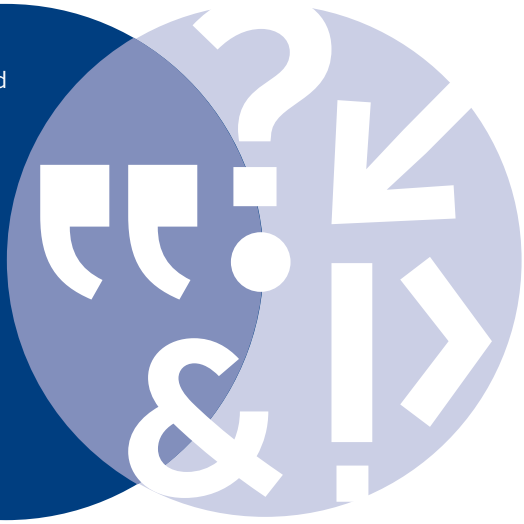
CREATION AND PRODUCTION
– the productive skills of writing and talking to create oral and written texts

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

ADDED VALUE UNIT: ENGLISH ASSIGNMENT

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 4 progresses onto National 5

For more detailed course information:
SQA: English National 4: www.sqa.org.uk/sqa/45672.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

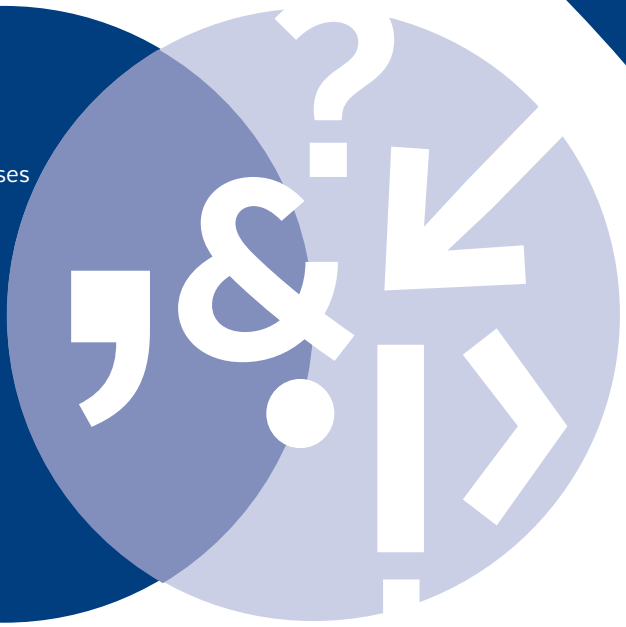
NATIONAL 5

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

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NATIONALS IN A NUTSHELL

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

ENVIRONMENTAL SCIENCE

SCIENCES

NATIONAL 4

3 UNITS

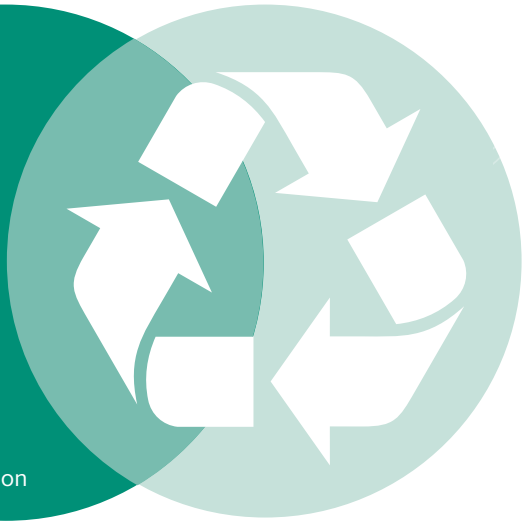
LIVING ENVIRONMENT
SUSTAINABILITY
EARTH'S RESOURCES

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: ENVIRONMENTAL SCIENCE ASSIGNMENT

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 familiar 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 illustrate effects
- creative thinking, analysing and problem-solving
- information-handling skills to select, present and process information



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

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as experiment reports, presentations, questioning, data loggers, graphs and tables, notes, podcasts. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will require learners to investigate a topical issue in approx 8 hours of class time and present it in no more than two hours.

National 4 progresses onto National 5

For more detailed course information:
SQA: Environmental Science National 4: www.sqa.org.uk/sqa/45727.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

DISCUSSION IN THE CLASSROOM

"We were fortunate to go on two visits this term. First, we went to a managed forest so that we could learn about the processes involved in timber production. A few weeks later, we visited a local open-cast coal mine. During each visit, we received a talk from the site managers of companies involved. They described what they do to protect the environment and what they do to try and make their operations as sustainable as possible. We also received information about where the timber and coal goes and what it is used for. Before we went on the trips, we did some research in pairs into each company and into their respective industries, so that we had several challenging questions to ask. Back at school after the visits, we had a lively discussion about our questions and the answers we had received – there were lots of views about whether the answers were convincing or not."

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

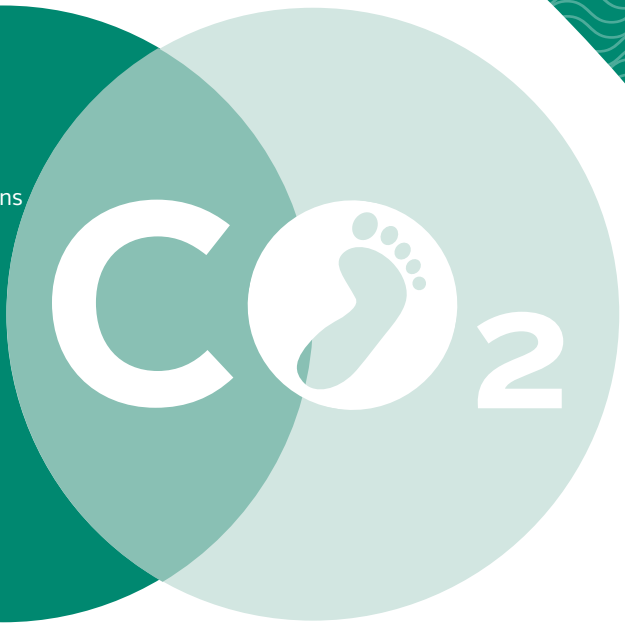
NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Geography National 4

GEOGRAPHY
SOCIAL STUDIES

NATIONAL 4

3 UNITS

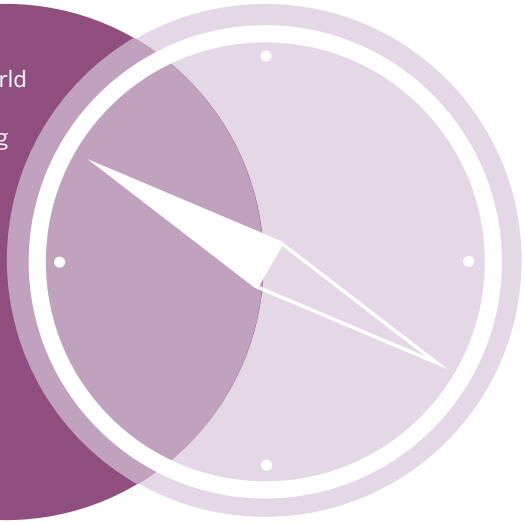
PHYSICAL ENVIRONMENTS
HUMAN ENVIRONMENTS
GLOBAL ISSUES

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: GEOGRAPHY ASSIGNMENT

What skills will my child develop?

- straightforward 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
- straightforward 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 (eg 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 their methods of researching and presenting evidence, including fieldwork
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ACTIVE LEARNING IN THE CLASSROOM

> We were encouraged to think about the built environment around us. We walked around the local village and looked at housing, our school, our community facilities and mapped them out. My dad is a town and country planner and he came in and explained to the class what town planning is all about. Planning applications must meet certain requirements, such as providing housing or facilities which are needed by local people, and being the right size, shape and look for the place where they will be built.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding.

National 4 progresses onto National 5

For more detailed course information:
SQA: Geography National 4: www.sqa.org.uk/sqa/45705.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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.

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

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.

the National Parent Forum of Scotland

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MAY 2018

The National Parent Forum of Scotland is grateful for the support of the Scottish Government, the Scottish Qualifications Authority and Education Scotland in the preparation of this series.

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Graphic Communication National 4

GRAPHIC COMMUNICATION TECHNOLOGIES

NATIONAL 4

2 UNITS

+ ADDED VALUE UNIT

2D GRAPHIC COMMUNICATION
3D AND PICTORIAL GRAPHIC COMMUNICATION

ADDED VALUE UNIT: GRAPHIC COMMUNICATION ASSIGNMENT

What skills will my child develop?

- skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software, in straightforward and familiar contexts
- knowledge and understanding of graphic communication standards, protocols and conventions
- develop 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
- design skills and creativity to develop solutions to simple graphics tasks
- planning, organising, critical thinking, evaluating and decision-making
- basic knowledge of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward and familiar contexts

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer-generated class work. A portfolio may be prepared
- The Added Value Unit (Assignment) will involve learners being given a brief to which they will respond, applying skills and knowledge gained from the Units.

> We were given the design brief of developing a logo for our school, capturing the school's values and its community context. First of all, we invited a parent who is a graphic designer in to our class to explain how she goes about working on a logo for a client. We developed a really clear idea of the process involved and of the importance of the client relationship. The headteacher was our main point of contact for the brief, but we put together a focus group of teachers and pupils to gather their views on the school and the image we would like to portray. We worked in groups to develop different ideas and then tested them on another focus group. We put together elements of three of the designs and now we have a fantastic new school logo.

National 4 progresses onto National 5

For more detailed course information:
SQA: Graphic Communication National 4: www.sqa.org.uk/sqa/47452.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

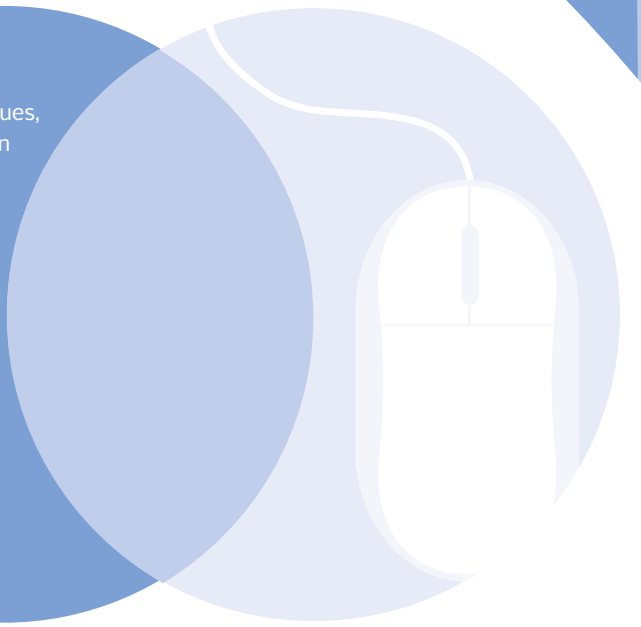
NATIONAL 5

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

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NATIONAL 5
SKILLS FOR WORK IN A NUTSHELL

SKILLS FOR WORK NAT5

Health Sector

SCIENCES

Content

The course includes the following areas of the health sector:

- Working in the Health Sector
- Life Sciences Industry and the Health Sector
- Improving Health and Wellbeing
- Physiology of the Cardiovascular System
- Working in Non-Clinical Roles

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 Leaners

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

Assessment

- Each unit will be assessed internally.

Progression

- This course provides progression to Social Care at level 2, National courses of units, further education, training or employment within the health sector.

For course information visit:
Skills for Work National 5 Health Sector: www.sqa.org.uk/sqa/69504.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

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of History National 4

HISTORY
SOCIAL STUDIES

NATIONAL 4

3 UNITS

+ ADDED VALUE UNIT

HISTORICAL STUDY:
Medieval, Early Modern or Later Modern Periods
1. SCOTTISH
2. BRITISH
3. EUROPEAN AND WORLD

ADDED VALUE UNIT: HISTORY ASSIGNMENT

What skills will my child develop?

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

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 4 progresses onto National 5

ACTIVE LEARNING IN THE CLASSROOM

Learners work in groups to create scripts for a role-play on their topic: the Act of Union.

The script is based on a range of sources so that the characters and events in the role-play are portrayed as accurately as possible. Pupils then enact their script which is about the final debate in the Scottish Parliament in 1707. One group is 'for' the union, one 'against' and one group is 'undecided'. An intercurricular project enables History students to share information and then enact their debate with Modern Studies pupils who have undertaken similar work on the proposed 2014 Independence vote.

For more detailed course information:
SQA: History National 4: www.sqa.org.uk/sqa/45628.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Mathematics National 4

MATHEMATICS

NATIONAL 4

3 UNITS

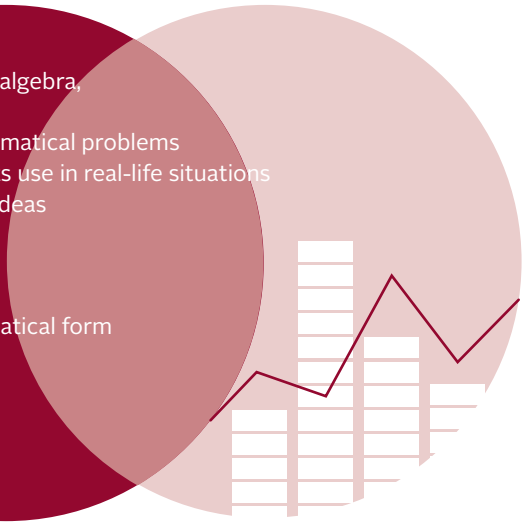
EXPRESSIONS AND FORMULAE
RELATIONSHIPS
NUMERACY

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: MATHEMATICS TEST

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 4 progresses onto National 5

ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

Maths in Business

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

For more detailed course information:
SQA: Mathematics National 4: www.sqa.org.uk/sqa/47417.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

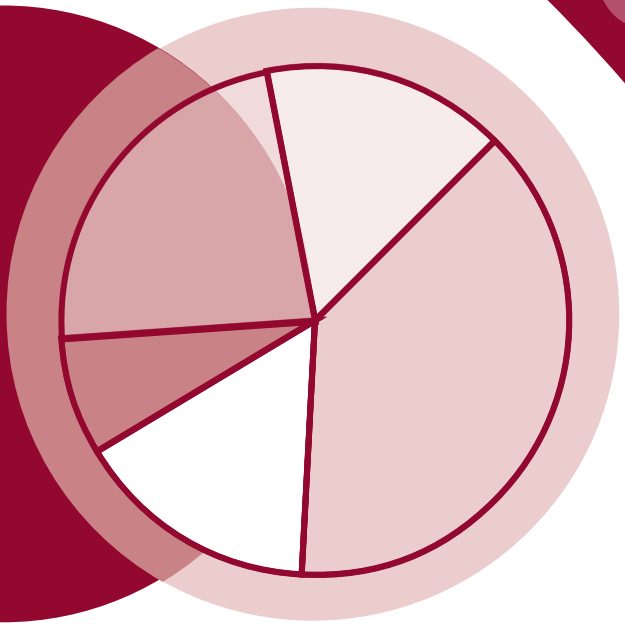
The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Modern Studies National 4

MODERN STUDIES
SOCIAL STUDIES

NATIONAL 4

3 UNITS

DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM
SOCIAL ISSUES IN THE UNITED KINGDOM
INTERNATIONAL ISSUES

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: MODERN STUDIES ASSIGNMENT

What skills will my child develop?

- straightforward knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- straightforward 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: learners may 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

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, extended writing. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding.

National 4 progresses onto National 5

ACTIVE LEARNING IN THE CLASSROOM

"We took a topical issue that had just hit the news headlines and compared and contrasted how the issue was covered in different broadsheet and tabloid newspapers, as well as on the television news and on the internet. We analysed the importance the topic was given in each – how many minutes or column inches and words were allocated to it in each medium and what kinds of words were used to describe the story. Once we had this information, we each had to think of three explanations for the differences between the media types. Broadly, these were: types of reader/viewer; political bias of the publication; available images and information. It has made me think differently when I watch the news on television!"

For more detailed course information:
SQA: Modern Studies National 4: www.sqa.org.uk/sqa/45701.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Music National 4

MUSIC
EXPRESSIVE ARTS

NATIONAL 4

3 UNITS

PERFORMING SKILLS
COMPOSING SKILLS
UNDERSTANDING MUSIC

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: PERFORMANCE

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 straightforward compositional methods and music concepts when composing, arranging or improvising
- knowledge and understanding of the social and cultural factors influencing music
- 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
- critical and analytical listening skills and evaluation for improvement
- personal creativity and applying music concepts to personal practice

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations
- 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: learners may choose research and presentation methods, musical pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or may be gathered through video or audio recordings, presentations, podcasts, answers to questions and may be stored in an e-portfolio
- The Added Value Unit (Performance) will require learners to prepare and perform a programme of music.

National 4 progresses onto National 5

For more detailed course information:
SQA: Music National 4: www.sqa.org.uk/sqa/47387.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

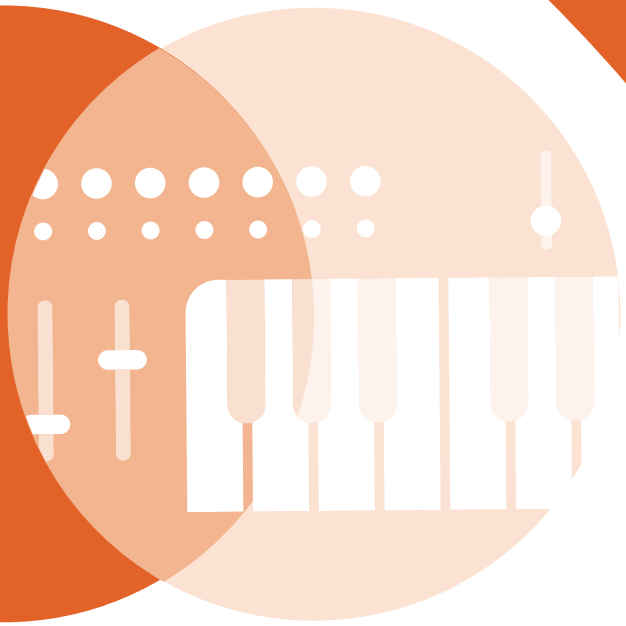
NATIONAL 5

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

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NATIONALS IN A NUTSHELL

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

PHYSICAL EDUCATION
HEALTH & WELLBEING

NATIONAL 4

2 UNITS

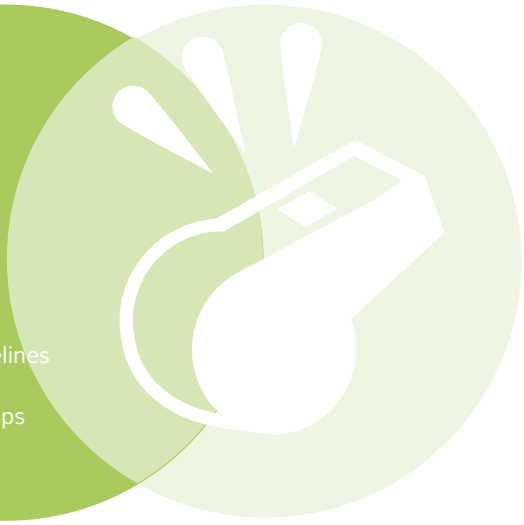
+ ADDED VALUE UNIT

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

ADDED VALUE UNIT: PERFORMANCE

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 4 progresses onto National 5

APPLYING LEARNING

Strategic Thinking In The Classroom

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

For more detailed course information:
SQA: Physical Education National 4: www.sqa.org.uk/sqa/45742.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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.

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.

APPLYING LEARNING

Strategic Thinking In The Classroom

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

National 5 progresses onto Higher Physical Education

For more detailed course information:

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

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

Curriculum for Excellence Key Terms and Features Factfile:

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Physics National 4

PHYSICS
SCIENCES

NATIONAL 4

3 UNITS

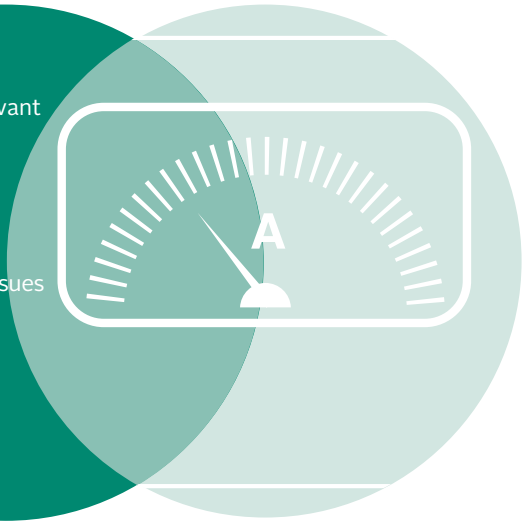
ELECTRICITY AND ENERGY
WAVES AND RADIATION
DYNAMICS AND SPACE

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: PHYSICS ASSIGNMENT

What skills will my child develop?

- knowledge and understanding of physics
- 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 in a physics context
- 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
- an understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions
- an understanding the importance of accuracy
- the knowledge and skills for more advanced learning in physics



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 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 Added Value Unit (Assignment)
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting data; using technology and data loggers.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- The Added Value Unit (Assignment) will require learners to research a topical physics issue during approximately 8 hours of class time. Findings will be written up in timed conditions (up to two hours).

National 4 progresses onto National 5

For more detailed course information:
SQA: Physics National 4: www.sqa.org.uk/sqa/47425.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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.

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 80% of the total assessment mark and has two sections. The questions in section 1 are multiple choice and the questions in section 2 require written responses.
- The assignment makes up 20% of the total assessment mark. Learners choose a topic, with guidance from the teacher, which they must then research and write a report on. They must carry out an experiment as part of their research.

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

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Practical Woodworking National 4

PRACTICAL WOODWORKING TECHNOLOGIES

NATIONAL 4

3 UNITS

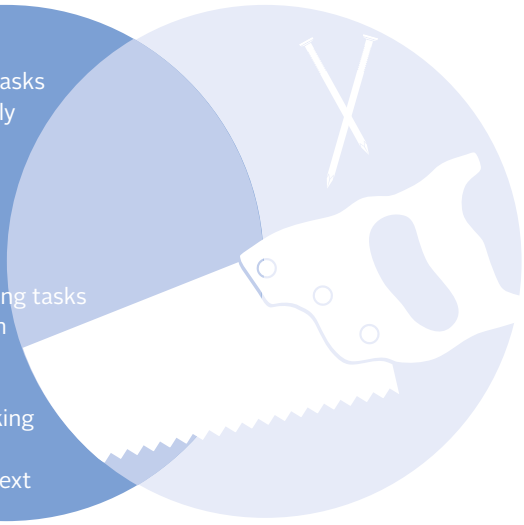
FLAT-FRAME CONSTRUCTION
CARCASE CONSTRUCTION
MACHINING AND FINISHING

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: PRACTICAL ACTIVITY – MAKING A FINISHED PRODUCT FROM WOOD

What skills will my child develop?

- skills in woodworking techniques for straightforward and familiar tasks
- using a range of woodworking tools, equipment and materials safely and correctly, with guidance
- reading and interpreting simple drawings and diagrams
- measuring and marking out straightforward timber sections and sheet materials
- straightforward cutting and shaping tasks
- practical creativity in the context of simple and familiar woodworking tasks
- following given stages to take a practical problem-solving approach to woodworking tasks with guidance
- awareness of safe working practices in a workshop environment
- knowledge of the basic properties and uses of common woodworking materials
- knowledge 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, 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

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as completed tasks, records of the task development (blogs, logs, diaries). A portfolio of work (including a learner checklist) may be prepared
- The Added Value Unit (Practical Activity) will require learners to produce a finished product in wood, completing a record of progress and an evaluation of the project.

National 4 progresses onto National 5

For more detailed course information:
SQA: Practical Woodworking National 4: www.sqa.org.uk/sqa/47455.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland National 5 Summary

NATIONAL 5

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

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NATIONAL 4
IN A NUTSHELL

NATIONAL 4

Science

SCIENCES

Content

The course includes the following areas of science:

- Fragile Earth
- Human Health
- Applications of Science

Skills

Learners will be able to:

- Recognise the impact science makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others
- Develop a range of practical skills required in the science laboratory
- Develop and apply numeracy, information handling and citizenship

Opportunities for Leaners

Learners will be able to:

- Develop skills for learning, like and work
- Develop knowledge in Science and be able to apply it to various contexts
- Develop positive attitudes to learning
- Develop skills and attitudes for employability

Assessment

- Each unit will be assessed internally
- Candidates will be required to produce an Added Value Unit (assignment) which will be marked and verified internally.

Progression

- This course is offered to all S4 pupils and will allow them to progress to National 4 or 5 Course in another science subject, Skills for Work Courses (SCQF levels 4 or 5), National Certificate Group Awards, National Progression Awards (SCQF levels 4 or 5) or employment.

For course information visit:
National 4 Science: https://www.sqa.org.uk/sqa/47426.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