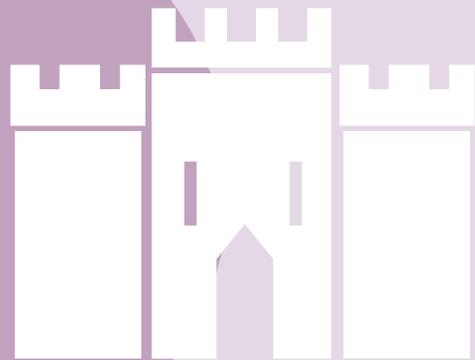


History

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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