



S2

**Curriculum Information
Booklet**



Head Teacher's Introduction

Pupils in the current S2 year group will be making choices about their chosen 8 subjects in S3 and then will drop one subject to undertake 7 subjects in the Senior Phase. The Senior Phase provides pupils with a 3-year programme of study to develop their skills, and to achieve the necessary qualifications for their chosen future.

This booklet summarises key SQA courses in order to help pupils and families make the most appropriate curriculum choices. This booklet contains the "In A Nutshell" course summaries provided by the National Parent Forum of Scotland for courses at National 5 and highlights the skills, opportunities and assessments in each course. For courses not summarised in this booklet, pupils can speak with the relevant subject teacher if required.

Pupils should give their first thought to their intended destinations after school, whether that is in employment, training, college or university. The key question for pupils is whether their curriculum choices match their aspirations for life after school

The Curriculum Framework for pupils in S3-6 is as follows:

- In S1/2, all pupils undertake a Broad General Education across all curriculum areas.
- In S3, all pupils personalise their Broad General Education and choose **8 subjects** across all curriculum areas.
- In S4, all pupils study **7 subjects** including English/Literacy and Maths/Numeracy (chosen from their 8 subjects studied in S3).
- In S5, all pupils study **5 subjects** (chosen from their 7 subjects studied in S4).
- In S6, pupils study **5 subjects** (with bespoke arrangements for Advanced Highers). S6 pupils are guided to appropriately complete their Senior Phase, "topping up" achievements from S4/5 and adding value to their existing achievements.
- In addition, all pupils experience core experiences in Religious Education (RE) & Health & Wellbeing (through conference inputs across the year)

The curriculum choice process is as follows:

- Pupils review the subjects they are currently studying in S2.
- Pupils read through the S2 Curriculum Information Booklet to be informed about the courses on offer (available on the school website, and hard copies available from the school office).
- Pupils discuss their pathway options with parents/carers and complete the S2 into S3 Course Choice Form online.
- Pupils submit the completed online form before their one-to-one interview with PT Pupil Support in order that they can review and confirm their choices.

I hope the course information in this booklet is useful to pupils and parents/carers. If any further information is required during the course choice process, please get in touch with the Pupil Support Teacher in the first instance.

K O'Connor
Head Teacher



S2 INTO S3 COURSE CHOICE FORM



Pupil Name:		Class:	
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In S3, **all pupils will study English, Maths, core PE and RE**. In addition, pupils can make a personalised choice in 6 further curriculum areas. Please select your 6 choices by placing an “X” in the appropriate box below:

Think carefully about what your intended destination will be after school. Research your chosen career or course in Further/Higher Education to find out the skills and qualifications that you need.

Intended Leaving Time	End of S4 / End of S5 / End of S6
What are you planning to do when you leave school? (Please circle)	University / College / Training / Work / Other
What career area are you interested in after school? (This may be a broad area rather than a specific job.)	

STEM (choose 1)	Mark ONE 'X' in the choice below:
Biology	
Design & Manufacture	
Chemistry	
Graphic Communication	
Physics	
Social Subjects (choose 1)	Mark ONE 'X' in the choice below:
Business Management	
Geography	
History	
Modern Studies	
Travel & Tourism	
Technologies (choose 1)	Mark ONE 'X' in the choice below:
Business with Information Technology	
Computing Science	
Cyber Security	
Design & Manufacturing	
Graphic Communication	
Practical Woodworking	
Creative & Expressive (choose 1)	Mark ONE 'X' in the choice below:
Art & Design	
Drama	
Media	
Music	
Physical Education	
Spanish	
Free Choice (choose 2)	Mark TWO 'X's in the choice below:
Art & Design	
Drama	
Music	
Physical Education	
French	
Spanish	
Geography	
History	
Modern Studies	
Biology	
Chemistry	
Physics	
Design & Manufacturing	
Graphic Communication	
Practical Woodworking	
Reserve Option (from Free Choice)	

NATIONALS IN A NUTSHELL

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

2
UNITS

EXPRESSIVE ACTIVITY
DESIGN ACTIVITY

COURSE ASSESSMENT: PORTFOLIO + QUESTION PAPER

COURSE
ASSESSMENT

ART & DESIGN
EXPRESSIVE ARTS

NATIONAL
5

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

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!

ASSESSMENT

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

National 5 progresses onto Higher Art and Design

For more detailed course information:

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

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

Curriculum for Excellence Key Terms and Features Factfile:

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

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 Biology National 5

3
UNITS

CELL BIOLOGY
MULTICELLULAR ORGANISMS
LIFE ON EARTH

COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

BIOLOGY
SCIENCES

NATIONAL
5

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 eg 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

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation and report on the investigation. This may be evidenced in a portfolio of work
- The Course Assessment will be a two-section Question Paper (exam) and an Assignment which will require learners to research a topical issue. The Course Assessment will be marked by the SQA and graded A to D.

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.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Business Management National 5

3
UNITS

UNDERSTANDING BUSINESS
MANAGEMENT OF PEOPLE AND FINANCE
MANAGEMENT OF MARKETING AND OPERATIONS

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

BUSINESS
MANAGEMENT
SOCIAL STUDIES

NATIONAL
5

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

- To gain National 5, learners must pass all Units and the Course Assessment
- 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 Course Assessment consists of a Question Paper (exam) and an Assignment requiring learners produce a report on a business in response to a brief. Both are marked by the SQA and are graded A to D.

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.



This 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.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Chemistry National 5

3
UNITS

CHEMICAL CHANGES AND STRUCTURE
NATURE'S CHEMISTRY
CHEMISTRY IN SOCIETY

COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

CHEMISTRY
SCIENCES

NATIONAL
5

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

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.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

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

2
UNITS

SOFTWARE DESIGN AND DEVELOPMENT
INFORMATION SYSTEM DESIGN AND DEVELOPMENT

+
COURSE
ASSESSMENT

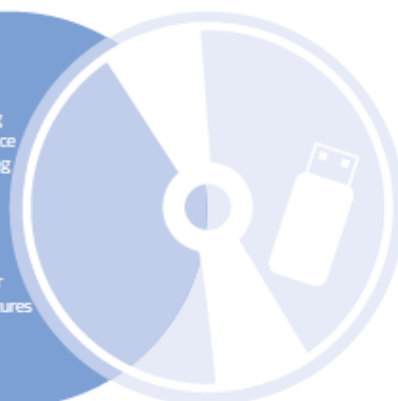
COURSE ASSESSMENT: ASSIGNMENT AND QUESTION PAPER

COMPUTING
SCIENCE
TECHNOLOGIES

NATIONAL
5

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 5 progresses onto Computing Science Higher

For more detailed course information:

SQA: Computing Science National 5: www.sqa.org.uk/sqa/56923.html
Education Scotland: www.educationsscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Design & Manufacture National 5

2
UNITS

DESIGN
MATERIALS AND MANUFACTURING

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: QUESTION PAPER + ASSIGNMENT

DESIGN &
MANUFACTURE
TECHNOLOGIES

NATIONAL
5

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 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 5, learners must pass all Units and the Course Assessment
- 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 Course Assessment consists of a two-section Question Paper (exam marked by the SQA) and an Assignment (marked in accordance with SQA guidelines). For the Assignment, learners will be given a brief for which they prepare a design folio and a prototype, applying skills and knowledge gained from the Units. The Course Assessment will be graded A to D.

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.

National 5 progresses onto Higher Design and Manufacture

For more detailed course information:

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

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



Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Drama National 5

2
UNITS

**DRAMA SKILLS
PRODUCTION SKILLS**

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: QUESTION PAPER + DRAMA PERFORMANCE

DRAMA
EXPRESSIVE ARTS

NATIONAL
5

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 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 roles for the Course Assessment (Performance).
- Applying learning
- Embedding literacy skills: communicating; researching and presenting information; reflecting; evaluating; using media and digital technology.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- 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 Course Assessment consists of a Question Paper (marked by the SQA) and a Performance (assessed by both the centre in accordance with SQA guidelines and the SQA) in which learners take part in a live production and keep a log with supporting information and background research. The Course Assessment is graded A to D.

National 5 progresses onto Higher Drama

For more detailed course information:

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

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

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of English National 5

2
UNITS

ANALYSIS AND EVALUATION

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

CREATION AND PRODUCTION

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

COURSE
ASSESSMENT

COURSE ASSESSMENT: PORTFOLIO OF WORK + QUESTION PAPER

ENGLISH
LANGUAGES

NATIONAL
5

What skills will my child develop?

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

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 5 progresses onto Higher English

For more detailed course information:

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

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

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Geography National 5

3
UNITS

PHYSICAL ENVIRONMENTS
HUMAN ENVIRONMENTS
GLOBAL ISSUES

COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

GEOGRAPHY
SOCIAL STUDIES

NATIONAL
5

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 (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 research methodology, including field work
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include more in-depth digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment and a Question Paper (exam marked by the SQA). The Assignment will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding. It will be written up under timed conditions (one hour). The Course Assessment is marked by the SQA and is graded A to D.

National 5 progresses onto Higher Geography

For more detailed course information:

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

ACTIVE LEARNING 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.



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Graphic Communication National 5

2
UNITS

2D GRAPHIC COMMUNICATION
3D AND PICTORIAL GRAPHIC COMMUNICATION

COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

GRAPHIC
COMMUNICATION
TECHNOLOGIES

NATIONAL
5

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

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate learners' responses to graphic communication tasks. This could be written evidence, printed material, CAD drawings, notes, group discussions, presentations, reviews of sketches. A portfolio of evidence may be prepared
- The Course Assessment consists of an Assignment (a brief to develop into a final solution, marked internally using SQA guidelines) and a Question Paper (exam marked by the SQA) of 1 hour and 30 minutes. Grades of A to D will be awarded.

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.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of History National 5

3
UNITS

HISTORICAL STUDY: SCOTTISH

five topic choices eg Mary Queen of Scots and the Reformation

HISTORICAL STUDY: BRITISH

five topic choices eg The Atlantic Slave Trade 1770–1807

HISTORICAL STUDY: EUROPEAN AND WORLD

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

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

HISTORY
SOCIAL STUDIES

NATIONAL
5

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 5 progresses onto Higher History

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.

For more detailed course information:

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

Education Scotland: www.education.scot.nhs.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.education.scot.nhs.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Mathematics National 5

3
UNITS

EXPRESSIONS AND FORMULAE
RELATIONSHIPS
APPLICATIONS

+
COURSE
ASSESSMENT

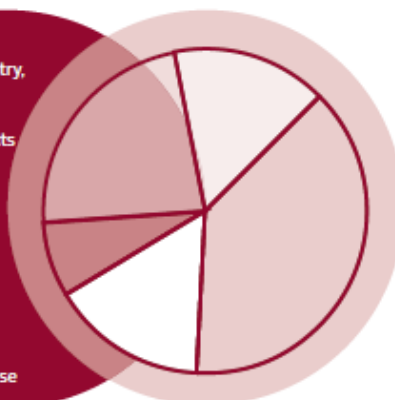
COURSE ASSESSMENT: TWO QUESTION PAPERS

MATHEMATICS

NATIONAL
5

What skills will my child develop?

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



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 5 progresses onto Higher Mathematics

ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

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

For more detailed course information:

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

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

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Media National 5

2
UNITS

ANALYSING MEDIA CONTENT
CREATING MEDIA CONTENT

COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT, CASE STUDY + QUESTION PAPER

MEDIA
LANGUAGES

NATIONAL
5

What skills will my child develop?

- the ability to analyse media content in detail and to create more complex media content
- knowledge of the role of media within society
- the ability to comment on media production processes
- knowledge of contextual factors, constraints and freedoms affecting producers of media content
- critical thinking about the media and its role in every day life
- an appreciation of media content in cultural and media contexts (print, broadcast, web-based)
- using different media effectively for learning and communication
- knowledge of key aspects of media (eg language, representation, audience)
- critical and creative thinking skills



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, critiques and using feedback
- A blend of classroom approaches including visits and real life contexts such as interviewing members of the community; filming outdoors; reporting real events; teamwork; whole class learning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally using blogs as digital scrapbooks, wikis
- Space for personalisation and choice: as well as choices embedded in Units, learners may choose their Assignment topic
- Applying learning
- Embedding literacy skills: researching, presenting and creating in a variety of media; evaluating; communicating.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment, Case Study and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will involve the completion of media production tasks or activities which may be evidenced in digital texts, presentations, a video, discussions, extended writing, multi-modal notes or podcasts. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment (marked by the SQA), a Case Study (internally assessed in accordance with SQA guidelines) and a Question Paper (exam marked by the SQA). The Assignment will require learners to create media content to a brief; the Case Study will require analysis of a media text. The Course Assessment will be graded A to D.

National 5 progresses onto Media Higher

For more detailed course information:

SQA: Media National 5: www.sqa.org.uk/sqa/47414.html

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

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CEFactfileOverview_tcm4-665983.pdf

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DISCUSSION IN THE CLASSROOM

“We had the option of filming a promotional video for a local band or one for a local tourist attraction. My group opted to promote the band, some of whom attended our school. We met with the band to devise a brief, and discussed the image they wanted to portray of the band and the nature of the song that was to be featured. We agreed to come back to them with some proposals. We prepared a story board of key scenes and suggested a location. The band loved our ideas. That turned out to be the easy bit – filming was much more challenging!”

The video is now on YouTube.



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Modern Languages National 5

Modern Languages National 5 is offered in the following: Cantonese, French, Gaelic (Learners), German, Italian, Mandarin (Simplified or Traditional), Spanish, Urdu

2
UNITS

UNDERSTANDING LANGUAGES

Receptive skills – listening and reading in contexts of society, learning, employability, culture

USING LANGUAGES

Productive skills – talking and writing in contexts of society, learning, employability, culture

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: TWO QUESTION PAPERS + PERFORMANCE

MODERN
LANGUAGES
LANGUAGES

NATIONAL
5

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 as well as topics within the Units
- Applying learning
- Embedding literacy: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (two Question Papers and a Performance)
- 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, discussions, extended writing, notes, multi-modal texts or podcasts. A portfolio to show progress through the units may be prepared
- The Course Assessment consists of two Question Papers (exams marked by the SQA), Paper 1 (reading and writing) and Paper 2 (listening). The Performance is a presentation followed by questions (internally assessed in accordance with SQA guidelines). The Assessment is graded A to D.

DISCUSSION IN THE CLASSROOM

We are lucky to live in a beautiful part of Scotland which has a strong tourism industry. Our project was to prepare an information leaflet for German visitors to our area. As part of our research, we invited the manager of the local Tourist Information Centre in to our German class, to find out what kind of information visitors needed and to look at the leaflets written in German that were already available. We realised that there was no information for German young people coming to our area. We worked in groups, having agreed section headings, and took one section each to research and write up. We were really delighted when the Tourist Information Centre printed up copies of our leaflet – we can be sure that young German visitors will certainly feel welcome now!

National 5 progresses onto Modern Languages Higher

For more detailed course information:

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

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

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Modern Studies National 5

3
UNITS

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

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

MODERN
STUDIES
SOCIAL STUDIES

NATIONAL
5

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: learners may select topics within units, 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 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include more in-depth digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, extended writing. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment and a Question Paper. Learners will research a topical issue and write up their findings (in timed conditions of one hour). The Course Assessment will be marked by the SQA and graded A to D.

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.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Music National 5

3
UNITS

PERFORMING SKILLS
COMPOSING SKILLS
UNDERSTANDING MUSIC

+
COURSE
ASSESSMENT

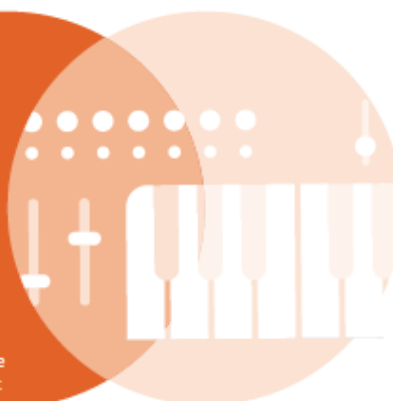
COURSE ASSESSMENT: PERFORMANCE + QUESTION PAPER

MUSIC
EXPRESSIVE ARTS

NATIONAL
5

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

- To gain National 5, learners must pass all Units and the Course Assessment (Question Paper and Performance)
- 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 presentations, podcasts, answers to questions and may be stored in an e-portfolio. Digital recordings of performances could be included
- The Course Assessment consists of a Question Paper (exam with listening component) and a Performance (an 8 minute programme of music with two instruments or instrument and voice).

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.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

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NATIONALS IN A NUTSHELL

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

2
UNITS

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

COURSE ASSESSMENT: PERFORMANCE + PORTFOLIO

COURSE
ASSESSMENT

PHYSICAL
EDUCATION
HEALTH &
WELLBEING

NATIONAL
5

What skills will my child develop?

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

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

ASSESSMENT

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

National 5 progresses onto Higher Physical Education

For more detailed course information:

SQA: Physical Education National 5: www.sqa.org.uk/sqa/45743.html
Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp
Curriculum for Excellence Key Terms and Features Factfile:
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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.



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NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Physics National 5

3
UNITS

**ELECTRICITY AND ENERGY
WAVES AND RADIATION
DYNAMICS AND SPACE**

+
COURSE
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

PHYSICS
SCIENCES

NATIONAL
5

$$E = \frac{1}{2}mv^2$$

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

- To gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') 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 Course Assessment will consist of an Assignment and a two-part Question Paper (both are marked by the SQA). For the Assignment, learners will research a topical issue, then write it up. The Course Assessment is graded A to D.

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.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 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.



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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 Practical Woodworking National 5

3
UNITS

FLAT-FRAME CONSTRUCTION
CARCASE CONSTRUCTION
MACHINING AND FINISHING

COURSE
ASSESSMENT

COURSE ASSESSMENT: PRACTICAL ACTIVITY – MAKING A FINISHED
PRODUCT FROM WOOD

PRACTICAL
WOODWORKING
TECHNOLOGIES

NATIONAL
5

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, 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 5, learners must pass all Units and the Course Assessment
- 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 Course Assessment consists of a Practical Activity which requires learners to produce a finished product in wood, with working drawings, a record of progress and an evaluation of the project. This will be marked by the centre in accordance with SQA guidelines and will be graded A to D.

National 5 progresses onto 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.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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Cyber Security NPA Level 4/5

★ What will I learn in this subject?

The National Progression Award in Cyber Security at SCQF levels 4 and 5 provide foundation knowledge and skills in data security, digital forensics and ethical hacking — and provide a skills pipeline into the cyber security industry.

This award is designed to raise awareness of cyber security and fill the current skills gap in this field. It will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

The course is the first school-based national qualifications in cyber security to be developed and will prepare learners for further studies and future employment in this area.

Skills

During the course you will build your skills:

- Awareness of digital security and hygiene
- Ethics and law in the digital world
- Digital forensics
- Ethical Hacking Skills

Cyber Security at SCQF levels 4 and 5 aim to develop digital skills and awareness needed across a broad range of scenarios in education and beyond and is an ideal stepping-stone to help prepare students for the challenges of SCQF level 6 in S5 and S6 which is the equivalent of Higher level.

Aims

The course aims to enable learners to:

- develop knowledge and awareness of data security and data handling and storage
- develop digital forensic skills in the location and recovery of files and media
- develop Ethical hacking skills.
- identify security weaknesses and how to address these.
- apply safe working practices in a digital environment.

★ How can I find out more about Cyber Security?

Any questions, please see Mr Kerr, Faculty PT (Technologies)

Business with Information Technology NPA Level 5

★ What will I learn in this subject?

The National Progression Award in Business with Information Technology at SCQF level 5 is designed to provide candidates with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression to further academic qualifications.

The structure provides candidates with fundamental knowledge and skills relating to the study of business and information technology, as well as allowing for choice and personalisation.

Skills

During the course you will build your skills:

- Information and Communication Technology
- Critical Thinking
- Communication and Problem Solving

Aims

The course aims to enable learners to:

- develop candidates' knowledge and understanding of the role of business in society
- develop candidates' knowledge, application and usage of a variety of software
- provide candidates with the relevant Core Skills for business, administration and technology for employment and further study.

★ How can I find out more about Business with IT?

Any questions, please see Mrs Parker, Faculty PT

Skills for Work: Travel & Tourism SCQF level 4/5

★What will I learn in this subject?

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop: skills to become effective job-seekers and employees; skills to deal effectively with all aspects of customer care and customer service in travel and tourism; the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

Skills

During the course you will build your skills:

- Employability
- Customer Service
- Communication and Problem Solving

Aims

The course aims to enable learners to:

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work related activities in relation to travel and tourism industry
- encourage learners to develop skills for learning and life as well as work build learners' confidence
- encourage learners to take greater responsibility for their own learning and development
- prepare learners for progression to further education, training or employment

★ How can I find out more about Travel & Tourism?

Any questions, please see Mrs Fulton, Faculty PT