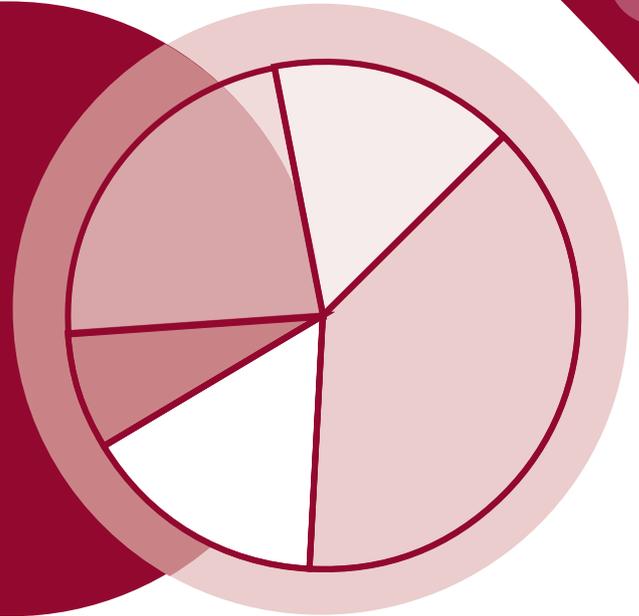


Mathematics

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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