



S4-6 Course Descriptions

National Qualifications

Session 2024/2025

National Courses

National 3 and National 4 Courses

Courses at National 3 and National 4 consist of a number of units which are internally graded Pass/Fail.

Each unit consists of learning outcomes. In order to pass the unit, all learning outcomes must be achieved. To achieve an overall course award, a pass must be achieved in all of the unit assessments. Should a pupil fail a unit assessment, there will be one unit reassessment opportunity. Unit assessments are subject to the verification procedures of SQA.

The final course assessment at National 4 is the Added Value Unit. This unit is aimed at assessing pupils across a number of the skills developed throughout the whole course. The Added Value Unit is internally assessed at Pass/Fail. There is no final course assessment at National 3.

National 5 and Higher Courses

National 5 and Higher courses comprise of units of work which pupils will work through in class. In most courses, the course assessment is based on a course assignment submitted to SQA and a question paper which is undertaken by pupils as part of the SQA exam diet in April/May.

Advanced Higher Courses

Advanced Higher courses comprise of units of work which pupils will work through in class. In most courses, the course assessment is based on a course assignment and a question paper which is undertaken by pupils as part of the SQA exam diet in April/May.

Skills for Work Courses

Skills for Work courses focus on generic employability skills needed for the workplace. The courses offer learners opportunities to learn these skills through practical experiences that are linked to vocational areas. The courses we offer range from National 4, National 5 and Higher. There are no external assessments for these courses. Learners must successfully complete each unit of work to achieve an overall pass in the course. Skills for Work courses can facilitate entry into some further education courses such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs). They are not standard entry requirement for Scottish universities, though combined with Higher qualifications, they are useful in highlighting additional and valuable wider experience and achievements.

National Progression Awards

National Progression Awards (NPAs) are aimed at developing students' skills, knowledge and practical experience in specialist vocational areas. NPA's do not have external examinations and a pass is based on successful completion of related units of work. The courses we offer range from SCQF Level 4 to SCQF Level 6 (equivalent of National 4, National 5 and Higher respectively). NPA's can facilitate entry into some further education courses such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs). NPA's are not the standard entry requirement for Scottish universities, though combined with Higher qualifications, they are useful in highlighting additional and valuable wider experience and achievements.

ACCOUNTING

Higher Accounting

The Higher Accounting course consists of two areas of study:

Financial Accounting - This aims to develop the skills, knowledge and understanding relating to the preparation of both routine and complex financial accounting information. Pupils will develop an understanding of current financial accounting regulations and the ability to apply them in a range of business structures.

Management Accounting - This aims to develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of both routine and complex accounting techniques. Pupils will carry out learning activities that extend their understanding of the impact that management accounting information has on making decisions about the planning, control and future success of the organisation.

Course Assessment

The final course assessment consists of an Assignment and a Question Paper. The Assignment (worth 33% of the overall grade – 60 marks) will provide pupils with an opportunity to use ICT and accounting skills, knowledge and understanding to demonstrate investigative, analytical and decision making ability while undertaking a context-based assignment. The Question Paper (worth 67% of the overall grade – 120 marks) is divided into two sections: Section 1 - worth 80 marks with two 40 mark questions, and Section 2 - worth 40 marks with two 20 mark questions.

ADMINISTRATION & IT

National 4/5/Higher Administration & IT

The National 4/5/Higher Administration and IT courses consist of 3 units:

Administrative Practices - This aims to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Pupils will acquire a knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation, effective teams and customer care.

IT Solutions for Administrators - This aims to develop pupil's skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Pupils will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

Communication in Administration - This aims to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Pupils will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop pupil's knowledge and

understanding of how to maintain the security and confidentiality of information. This will enable learners to communicate information, taking account of the needs of the audience.

National 4 Course Assessment

As well as the unit assessments for each unit above, National 4 has an Added Value Unit involving pupils completing tasks to organise and support a small scale event to a given brief using current technologies including email, internet, electronic diary, spreadsheets, database and word processing software.

National 5 Course Assessment

The course assessment will include an integrated Assignment (worth 58% of the overall grade) that will be completed over 3 hours in class time. This will assess IT elements including word processing, presentations, desk-top publishing and electronic methods of communication. There will be a Question Paper (worth 42% of the overall grade) during the exam diet to assess spreadsheets, databases and the theory element of the course.

Higher Course Assessment

The final course assessment consists of an Assignment (worth 58% of the overall grade) and a Question Paper.

ART & DESIGN

National 4

The Art and Design course consists of **two Folios**:

One Expressive and one Design Folio.

Throughout the course pupils develop skills and experiment with new media, materials and technology; solve problems through design; observe and record through expressive drawing, painting and 3D activities. In addition, they develop knowledge and understanding of artists' and designers' work in the form of a written summary to describe their work and approach.

The National 4 course also consists of an **Added Value Unit**. This is based on the following:

One final design outcome e.g. a product, a hat, jewellery, light etc.

One final expressive outcome Unit e.g. painting or pastel study.

National 5

Pupils will complete two folios. Completion shall involve pupils in the following activities:

Design folio - Consists of two components – written and practical.

Written: Investigating and describing the work and approach of two designers.

Practical: Creating and answering of a brief. Following a design problem solving process to develop ideas into a three dimensional prototype for product, fashion, textiles or jewellery.

The brief, working process and outcome are evaluated and presented as a folio.

Expressive folios - Consists of two components – written and practical.

Written: Investigating and describing the work and approach of two artists.

Practical: Identifying a theme and genre. Investigating, developing and observing chosen subject matter in colour and monochrome media. Either portraiture or still life can be explored in producing a final piece of work in paint, chalk or pastel.

Course Assessment

Component 1 Design Portfolio	100 marks (40%)
Component 2 Expressive Portfolio	100 marks (40%)
Component 3 Question Paper	50 marks (20%)

All components are externally assessed.

Higher

The course consists of two units and the completion of two folios.

1. Art and Design : Expressive
2. Art and Design : Design

Expressive folio - Activities help learners develop personal thoughts and opinions in visual form. Learners develop critical understanding and knowledge of artists working practices and the social and cultural influences impacting their work. From select stimuli they will produce visual studies and develop using a range of materials and techniques in 2D and/or 3D.

Design folio - Activities allow learners to develop planning, research and creative skills in response to a brief. Creative problem solving and creative thinking skills are developed to resolve design issues and constraints. Learners develop a critical understanding and knowledge of designers' working practices plus, social and cultural influences impacting their work. They will refine ideas using various materials and techniques in 2D and 3D.

Course Assessment

Component 1:	2 x portfolios	200 marks
Component 2:	question paper	60 marks

Total marks: 260 marks.

All components are externally assessed.

Advanced Higher

Methodology

The National qualification in Art and Design gives candidates the opportunity to extend and apply either their **Design** or, **Expressive** skills in progressing from Higher Art & Design. The course enables them to demonstrate personal autonomy and creative decision making when developing practical ideas or, solutions. In the research & evaluation of their own work and that of practitioners within **Design** or, the **Expressive** arts Dissertations. Written work shall link to folios. The course allows candidates to achieve a course award or, units and folios may be used for college or, Art & Design school entry.

Design or Expressive choices comprises of:

Design or, Expressive Enquiry –A folio comprising of between 6-12 x A1 sheets inclusive of:

A brief, visual investigative research linking to a practitioners' work and practice and a working process; A plan linking to practitioner work in developing ideas and concepts; Creative use of a range of materials, techniques and or, technology. Analysis and evaluation of creative choices in response to a design brief.

Design or, Expressive Studies – A Dissertation explaining the relevance of a chosen area of **design or**, a genre and theme within the **expressive arts**. In researching the work of others, substantial judgements will be made on either designers' or expressive artist's work analysed. The contexts influencing practitioner work should link to the candidates own work; A bibliography & plan of action.

Weighting

Design or, Expressive **Enquiries** (Folios) = **70%** of the overall course award.

Design or, Expressive **studies** (Dissertations) = **30%** of the overall course award

Assessment

The **Design or Expressive Enquiry** (folio) and **Design or Expressive Studies** (written) amounts to 100 marks. These are assessed within bands ranging from A-D. Folios and written Dissertations are submitted to the SQA for external assessment.

Re-assessment

Projects and re-assessment opportunities are available following term-by-term reviews.

BAKERY

National Progression Award in Bakery SCQF Level 4

The course is designed to give candidates the skills to be successful and to progress into future employment in the bakery industry or to progress to further study in this area.

The National Progression Award (NPA) in Bakery at SCQF level 4 develops practical bakery skills in craft baking, bread making, cake decoration and pastry making. This award is aimed at candidates who are interested in pursuing a career in the bakery or catering industries, but do not necessarily have any prior experience.

The National Progression Award in Bakery consists of four mandatory Units; three of the Units are at SCQF level 4 and one at SCQF level 5.

The units are: Craft Baking: An Introduction, Bread Making: An Introduction, Cake Decorating: An Introduction and Pastry. To complete the course pupils must pass all 4 units. The Bakery course is internally assessed, and there is no final exam.

NPA has been developed by SQA with the purpose of introducing a range of bakery skills and can lead to employment within the bakery industry. The craft bakery industry currently has a skills shortage, the public are requesting better quality and varieties of breads and flour confectionery made by traditional methods and there is now a rise in the artisan baker and flour confectioner. Large supermarket chains have either their own in-house bakery training programme or they no longer scratch bake. It is therefore vitally important to improve sales and productivity by boosting the skills of this sector's workforce. Increasingly, to meet the growing demand of a more discerning clientele, hotels and restaurants are reverting to traditional methods of craft baking to produce their own in-house speciality breads and pastries. This course provides invaluable practical experience and knowledge to candidates who aspire to the more technical professions which exist in bakery.

BIOLOGY, HUMAN BIOLOGY & HEALTH SECTOR

National 4

The course consists of three units: Cell Biology, Multicellular Biology and Life on Earth.

Each unit is assessed internally. Pupils must also complete an assessment of their practical skills. At National 4 an Added Value Unit is also completed. This Added Value Unit consists of research on an area of Biology with an impact on society or the environment, and a written report based on this research.

These courses are internally assessed, and there is no final exam.

National 5

The course consists of three units: Cell Biology, Multicellular Biology and Life on Earth.

Course Assessment

The final course assessment consists of an exam paper, worth 80% of the total mark, including both knowledge and problem solving type questions.

An assignment must also be completed which makes up the remaining 20% of the mark. This involves research on an application of Biology with an impact on society or the environment, a practical experiment and a written report based on this research. Both the exam paper and assignment are marked by the SQA.

Higher

The course consists of three units. These include:

DNA and the Genome: this unit explores the molecular basis of evolution and biodiversity through an understanding of genetics;

Metabolism and Survival: this unit covers the key areas of metabolic pathways and their control;

Sustainability and Interdependence: this unit covers the key areas of food supply; plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity.

Course Assessment

The final course assessment is an exam paper consisting of multiple choice questions, short answer questions and an extended response question. The exam paper is split into two: a 40-minute multiple choice paper worth 25 marks and a 2 hour 20-minutes question paper worth 95 marks, which includes both knowledge and problem solving type questions. These total 80% of the overall grade. An assignment must also be completed which makes up the remaining 20% of the total mark. This involves research on an application of Biology with an impact on society or the environment, a practical experiment and a written report based on this research. Both the exam paper and assignment are marked by the SQA.

Advanced Higher

The course consists of three units. These include:

Cells and Proteins: This unit builds on understanding of the genome from Higher Biology and Higher Human Biology;

Organisms and Evolution This unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology;

Investigative Biology: This unit will develop knowledge and understanding of the principles and practice of investigative biology and its communication.

Course Assessment

The final course assessment is an exam paper consisting of multiple choice questions, short answer questions and an extended response question. The exam paper, worth 100 marks (75% of the course assessment), includes both knowledge and problem solving type questions.

Students must carry out an independent research project (minimum 15 hours of practical), conducting scientific experiments both in class and in their own time, to complete a written scientific report of around 3300 words. The written report of the independent research project (30 marks) makes up the remaining 25% of the total mark.

Both the exam paper and project are marked by the SQA.

Higher Human Biology

The course consists of three units. These include:

Human Cells : The unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

Physiology and Health: the unit covers reproductive biology, the cardiovascular system and healthy lifestyle choices.

Neurobiology and Immunology: The unit covers structure of the nervous system, communication, memory and social behaviours, the immune system, disease and immunisation.

Course Assessment

The final course assessment is an exam paper consisting of multiple choice questions, short answer questions and an extended response question. The exam paper is split into two: a 40-minute multiple choice paper worth 25 marks and a 2 hour 20-minutes question paper worth 95 marks, which includes both knowledge and problem solving type questions. These total 80% of the overall grade. An assignment must also be completed which makes up the remaining 20% of the total mark. This involves research on an application of Biology with an impact on society or the environment, a practical experiment and a written report based on this research. Both the exam paper and assignment are marked by the SQA.

Health Sector

National 4 / 5 Skills for Work: Health Sector

This course is aimed at pupils who have successfully completed National 4 Biology or above and are interested in a career in the Health Sector. It provides an alternative progression to National 5 Biology in S5. The emphasis of this course is to prepare candidates for working in the Health Sector and to develop employability skills valued by employers.

The N5 course consists of 5 Units:

- **Working in the Health Sector – Scotland:** Introduces learners to the range of provision and the services provided by the health sector in their local area. Pupils participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.
- **Life Sciences Industry and the Health Sector:** Investigates the contribution of the life sciences industry in the diagnosis and treatment of illness, the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry.
- **Improving Health and Wellbeing:** Investigates areas of the health sector that help tackle current health and lifestyle issues, health and safety risks to workers in the health sector and the importance of a healthy lifestyle.
- **Physiology of the Cardiovascular System:** Investigates structure and function of the cardiovascular system and the effect of specific disorders on the structure and function of the cardiovascular system. Includes taking physiological measurements at different activity levels and demonstrating current first aid procedures to provide emergency life support.
- **Working in Non-Clinical Roles:** Investigates a range of careers in non-clinical roles in the health sector including customer care skills in a non-clinical role.

Course Assessment

The course is entirely internally assessed and relies heavily on the continual maintenance of a personal portfolio of work. Presentation level will be at the discretion of the class teacher and Principal Teacher.

BUSINESS MANAGEMENT

National 4 Business Management

The National 4 Business course consists of 2 units:

Business in Action - Pupils develop skills, knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Pupils will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources. Pupils will also apply their understanding of these areas to support business planning and decision making.

Influences on Business - Pupils will develop an understanding of the impact that a range of internal and external influences has on business decision making. Pupils will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate.

Course Assessment

As well as the unit assessments for each unit above, National 4 has an Added Value Unit which is a research assignment. Pupils will research a business topic of their choice and present the findings to others. This assignment will involve planning, researching, preparing and communicating.

National 5/Higher Business Management

The National 5/Higher Business Management courses consist of 3 units:

Understanding Business - This is to extend pupils understanding of the ways in which large organisations in the private, public and third sectors operate. Pupils will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. Pupils will also be able to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.

Management of People and Finance - Pupils will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance. Pupils will be able to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. Pupils will also be able to explain and analyse relevant business information, in each of these contexts.

Management of Marketing and Operations - Pupils will extend their knowledge and deepen their understanding of the importance to large organisations of having effective marketing and operations systems. Pupils will be able to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide pupils with a firm understanding of the importance of satisfying both internal and external customers' needs.

National 5 Course Assessment

The final course assessment is an Assignment and a Question Paper. The Assignment involves researching a business and preparing a business report (worth 25% of the overall grade). The Question Paper (worth 75% of the overall grade) will have a variety of different question types including questions based on case studies and extended response questions.

Higher Course Assessment

The final course assessment consists of an Assignment and a Question Paper. The Assignment (worth 25% of the overall grade) will provide pupils with an opportunity to apply and extend their research, analytical, evaluative and decision making skills. The pupils will be expected to research a business and decide on a suitable business proposal. The Question Paper (worth 75% of the overall grade) is divided into two sections: Section 1 – A case study, consisting of a set of mandatory short-answer questions based on the case study, worth a total of 30 marks and Section 2 – Will consist of four topic based mandatory questions, worth a total of 60 marks.

Advanced Higher Business Management

The Advanced Higher Business Management course consists of three units:

The External Business Environment - Pupils will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. Pupils will have the opportunity to investigate how an organisation is affected by external factors and to gain an in-depth understanding of the responsibilities of managers in an economic, social and environmental context. Pupils will analyse and evaluate the impact of such external factors and consider the effectiveness of various courses of action.

The Internal Business Environment – Pupils will carry out activities that will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise their efficiency. It also allows pupils to analyse and evaluate theories relating to internal factors that influence the success of teams.

Evaluating Business Information - Pupils will develop skills in evaluating a range of business information used by organisations to reach conclusions. This will help pupils to become competent and confident in the analysis and evaluation of business information, based on a research project carried out on a topic from the Course.

Course Assessment

The final course assessment consists of a Question Paper and a Project.

The question paper is worth 80 marks and is divided into two sections. Section 1 is a case study and stimulus questions accumulating to 40 marks. Section 2 is extended response questions drawn from any aspect of the course, accumulating to 40 marks.

The project is worth 40 marks and will involve pupils selecting an appropriate business or industry to investigate. They will then carry out research into this business on a suitable topic and prepare a Report on this topic and business including making use of analytical techniques and making decisions/solving problems.

CARE

National 5

There are five elements to this course at National 5: Three units taught in class time, a pupil led assignment which is evaluated under controlled conditions and a final written exam. At National 4 level the taught units and the pupil led assignment address the same area of content but are internally assessed and verified.

Unit One: Care: Human Development and Behaviour

Learners will develop an understanding of factors influencing human development and behaviour and will be able to explain how a care worker can use psychological concepts to understand the behaviour of individuals using care services.

Unit Two: Care: Social Influences

Learners will use sociological concepts to describe social influences and the impact these might have on people's life chances. Learners will also describe actions taken in society to improve the life chances of individuals using care services.

Unit Three: Care: Values and Principles

Learners will explore the skills, qualities, values and principles required by care workers and develop an understanding of what it means to work as a professional in the care sector

The Assignment

Learners will draw their knowledge and skills from the three taught units to Investigate care services that meet the needs of an individual and create a project. At National 4 this will be with the support of the teacher and will be marked on a pass/fail basis

At National 5 level Candidates will plan their work, respond to the SQA set brief and evaluate their project. Evidence for sections 1 and 2 will be presented in an appropriate format, under supervised conditions. Section 3 will be completed by the candidate under controlled conditions. The project will be external marked and is worth 80 marks out of a total of 120 marks

The Nat 5 exam is to assess candidates' use of skills, and their knowledge and understanding of concepts, approaches, theories and applications in a care context.

The question paper has 40 marks out of a total of 120 marks for the course assessment. There are three sections to the question paper: values and principles 20 marks; human development and behaviour 10 marks; social influences 10 marks

Candidates will answer all sections. There are no optional sections to the paper. The format of the questions will allow a variety of response types across the paper.

CHEMISTRY

National 4

The course comprises four mandatory units, as follows:

Unit 1	Chemical Changes and Structure (Nat 4)
Unit 2	Nature's Chemistry (Nat 4)
Unit 3	Chemistry in Society (Nat 4)
Unit 4	Added Value Unit (Nat 4)

Course assessment structure

To gain the award of the National 4 course, the candidate must pass the internal assessments associated with the component units. Learners must pass all unit assessments (including the Added Value Unit). There are no external assessment instruments such as an examination.

Added Value Unit (AVU)

The Added Value Unit requires learners to apply skills, knowledge and understanding to research and investigate a relevant topic in chemistry and its effect on the environment and/or society. Learners will then be required to produce a report in class, under supervised conditions, based on their research findings.

Unit assessment

All Units are internally assessed. They will be assessed on a pass/fail basis within school.

National 5

The course comprises three mandatory units, as follows:

Unit 1 Chemical Changes and Structure (Nat 5)
Unit 2 Nature's Chemistry (Nat 5)
Unit 3 Chemistry in Society (Nat 5)

Course assessment structure

To gain the award of the National 5 course, the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are an examination (2.30 hours) with a total allocation of 100 marks, and an assignment report with an allocation of 20 marks.

Examination

The National 5 examination will have 100 marks and will contribute 80% of the total marks.

The National 5 Chemistry paper will be divided into the following sections:

- Section 1 - Multiple choice questions - 25 marks
- Section 2 - Extended answer questions - 75 marks

Assignment

The assignment requires learners to apply skills, knowledge and understanding to carry out an experimental investigation in their group, within the classroom. Learners must then write a report independently in class, under supervised conditions, based on their experimental results and their own research findings.

The assignment report will be submitted to the SQA and will be externally assessed.

A total of 20 marks will be allocated to the National 5 assignment report and, after scaling, will contribute to 20% of the total marks.

Grading

Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D. The grade is determined on the basis of the total scaled mark (out of 125) for all Course assessments together.

Higher

The course comprises three mandatory units, as follows:

Unit 1 Chemical Changes and Structure (Higher)
Unit 2 Nature's Chemistry (Higher)
Unit 3 Chemistry in Society (Higher)

Course assessment structure

To gain the award of the Higher course, the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are an examination split in to a multiple choice section (40 minutes) and a written section (2.20 hours) with a total allocation of 120 marks, and an assignment report with an allocation of 20 marks.

Examination

The Higher examination will have 120 marks and will contribute 80% of the total marks.

The Higher Chemistry paper will be divided into the following sections:

- Section 1 - Multiple choice questions - 25 marks
- Section 2 - Extended answer questions - 95 marks

Assignment

The assignment requires learners to apply skills, knowledge and understanding to carry out an experimental investigation in their group, within the classroom. Learners must then write a report independently in class, under supervised conditions, based on their experimental results and their own research findings.

The assignment report will be submitted to the SQA and will be externally assessed.

A total of 20 marks will be allocated to the Higher assignment report and, after scaling, will contribute to 20% of the total marks.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total scaled mark (out of 150) for all Course assessments together.

Advanced Higher

The course comprises four mandatory units, as follows:

- Unit 1 - Inorganic & Physical Chemistry
- Unit 2 - Organic Chemistry
- Unit 3 - Researching Chemistry

Course assessment structure

To gain the award of the Advanced Higher course, the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are an examination of 3 hours, with a total allocation of 110 marks, and a project report with an allocation of 25 marks.

Examination

The Advanced Higher examination will have 110 marks and will contribute 75% of the total marks, after scaling.

The Advanced Higher Chemistry paper will be divided into the following sections:

- Section 1 - Multiple choice questions - 25 marks
- Section 2 - Extended answer questions - 85 marks

Project

The project requires learners to apply skills, knowledge and understanding to independently research and carry out an experimental project. Learners must then type a project report (2500-4500 words) based on their experimental results and their own research findings.

The project report will be submitted to the SQA and will be externally assessed.

A total of 25 marks will be allocated to the Advanced Higher project report and, after scaling, will contribute to 25% of the total marks.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total scaled mark (out of 160) for all Course assessments together.

COMPUTING SCIENCE

National 5/4

The course has four areas of study:

Software design and development - Pupils will develop their knowledge and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems – Pupils will develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database design and development - Pupils will develop knowledge and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows pupils to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

Web design and development - Pupils will develop knowledge in web design and development, through a range of practical and investigative tasks. They will analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.

Course Assessment

The course award is out of 120 marks:

- An assignment worth 40 marks (33% of the final award)
- An external question paper worth 80 marks (67% of the final award)

Higher

The Higher course consists of four areas of study. At the end of the course there is a course assignment and a course exam.

Software Design and Development – Pupils will develop the learning from N5 and be introduced to the concept of modular programming. They will learn more advanced programming techniques within the programming language Python.

Computer Systems – Pupils will look into what makes a computer. We will look into the effect of a DOS attack on computer systems and the laws that protect them. We will look into encryption and how it works over the network.

Database Design and Development – Pupils will take the concept of a relational database and take that into a relationship with a minimum of three linked tables. We will look at how to create complex queries using SQL to interact with the database.

Web Design and Development – Pupils will take what they learned about HTML and CSS and create more complex web sites. New concepts of JavaScript will also be introduced.

Course Assessment

- The course award is out of 120 marks:
 - An assessment worth 40 marks (33% of the final award)
 - An external question paper worth 80 marks (67% of the final award)

CRIMINOLOGY (S6 only option)

NATIONAL PROGRESSION AWARD SCQF LEVEL 6

Criminology is the scientific study of crime, including its causes, responses by the criminal justice system, and methods of prevention.

Pupils will study the following three units:

Criminology: Nature and Extent of Crime

- Pupils will develop an understanding of the complex nature of crime and the problems with measuring crime.

Criminology: Forensic Psychology

· The purpose of this unit is to provide candidates with an introduction to the work of Forensic Psychologists in the Police, Courts and the Prison Estate. Pupils will develop an understanding of different psychological theories of criminal behaviour, including psychopathy. They will also have the opportunity to explore extraordinary criminal behaviour.

Crime Control Strategies

The purpose of this unit is to provide learners with an introduction to the different criminal courts in Scotland. This unit examines the role, structure and power of the Scottish Criminal Justice System. Learners will be able to explain and evaluate custodial and non-custodial sentencing strategies in different jurisdictions. Aims and evaluation of contrasting penal system across the world will also be studied.

Course Assessment:

Although there is no external examination for Level 6 Criminology the course is still demanding.

Pupils are assessed on a unit-by-unit approach where they must complete between two and three outcomes per unit.

Pupils must pass all outcomes within the three units to gain a full course award.

- Closed and open book assessments
- Group and individual research projects and presentations

Skills Developed:

- data handling, critical analysis and complex thinking skills
- problem solving
- research skills
- reaching and drawing conclusions

DANCE

National 5

National 5 Dance course consists of 2 Units

Technical Skills

In this unit learners will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. Learners will develop critical thinking skills and appreciation of dance. They will evaluate their own work and the work of others

Choreography

In this unit learners will develop and use self-expression and creative problem-solving skills. They will apply their knowledge and understanding of a range of choreographic devices and

structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance..

Course Assessment

The Course assessment will consist of three Components —a performance and a practical activity and an exam.

Component 1 - Performance

The purpose of this performance is to assess the learner's ability to apply and combine technical skills and performance skills to perform a solo in one dance genre.

The performance will have 35 marks (35% of the total mark).

The performance will be of a tutor-choreographed technical solo in a selected dance genre. It will last 1.5 to 2 minutes.

The learner will be assessed on application of technique and performance skills as follows:

1. Application of technique

- a. Technical accuracy and use of turnout/parallel as appropriate to the dance style (5 marks)
- b. Centering, balance, alignment and posture (5 marks)
- c. Stamina, strength and flexibility (5 marks)
- d. Spatial awareness and accurate recreation of choreography (5 marks)

2. Application of performance skills

- a. Timing and musicality (5 marks)
- b. Quality and dynamics (5 marks)
- c. Self-expression, sense of performance, concentration and focus (5 marks)

Component 2 — Practical Activity

The purpose of the practical activity is to assess the learner's ability to apply problem-solving, critical thinking, interpretation and reflective practice to create and present a choreography for two dancers, and review the choreographic process.

The practical activity will have 65 marks (45% of the total marks). There are two Sections: Choreography and Choreography Review

Component 3 - Question Paper (20%). This will assess the knowledge and understanding of unit work.

Higher

The Higher Dance course consists of 2 Units

Dance: Technical Skills (Higher)

In this unit, learners will develop refined technical skills in contrasting dance styles for solo and/or group dance performances. Dance techniques will be explored before being applied in tutor-choreographed dance sequences and performance. Safe dance practice will also be developed and applied. Learners will develop knowledge and understanding of the social and cultural factors influencing dance, and will also apply critical thinking skills when developing knowledge and understanding of dance styles and practitioners. They will evaluate their own work and that of others.

Dance: Choreography (Higher)

In this unit, learners will develop the skills and knowledge required to plan and create a piece of choreography. Learners will develop their knowledge and understanding of choreographic structures, devices and spatial patterns, and the relationships between these and theme/stimulus; they will then go on to apply these in the development of their own choreography. They will explore the use of theatre arts in choreography and, through experience of the choreographic process, will develop creative, problem solving and evaluation skills.

Course Assessment

The Course assessment will consist of three Components — a performance and a practical activity and an exam:

Component 1 — Performance

The purpose of this performance is to assess the learner's ability to apply and combine technical skills and performance skills. Learners will perform two solos, each in a different dance genre.

In total the performance will have 70 marks, comprising two technical solos, each worth 35 marks (40% of overall course award).

Each solo will be assessor-choreographed and last one and a half to two minutes.

In each solo, the learner will be assessed on application of technique and performance skills as follows:

1. Application of technique
 - a. technical accuracy and use of turnout/parallel as appropriate to the dance style (5 marks)
 - b. centering, balance, alignment and posture (5 marks)
 - c. stamina, strength and flexibility (5 marks)
 - d. spatial awareness and accurate recreation of choreography (5 marks)
2. Application of performance skills
 - a. timing and musicality (5 marks)
 - b. quality and dynamics (5 marks)
 - c. self-expression, sense of performance, concentration and focus (5 marks)

Component 2 — Practical Activity

The purpose of the practical activity is to assess the learner's ability to apply problem-solving, critical thinking, interpretation and reflective practice to create and present a choreography for a minimum of three dancers, and review the choreographic process.

In total the practical activity will have 70 marks. There are two Sections: Choreography and Choreography Review (30% of overall course award).

In Section 1: Choreography learners follow the choreographic process to create a dance for one person (a solo) or for a group (minimum of three dancers) and lasting two to three minutes. Learners present their choreography in a performance event in which the following elements are assessed:

- use of movement/motif to convey theme
- use of choreographic structure
- use of three choreographic devices

- use of space
- use of music/sound
- use of theatre arts

In Section 2: Evaluative review of Choreographic process and final creation.

Component 3 – A written exam. 40 marks. This will assess the knowledge and understanding of unit work (30% of overall course award).

DRAMA

National 4/ National 5 Drama

Drama helps pupils explore and develop dramatic techniques and ways of communicating ideas to an audience. They will learn how to respond to text, stimulus and context. They will also learn how to interpret a role and character.

Pupils will be required to provide evidence to demonstrate their skills and apply knowledge of production skills and technologies when creating and presenting drama. Pupils will demonstrate knowledge of the use of theatre arts, production skills technologies, and will evaluate their own work and that of others.

Course Assessment

At **National 4** the Added Value unit is a devised performance or application of production roles, which is recorded under exam conditions.

At **National 5**, the course assessment comprises of a practical exam worth 60% and a question paper worth 40%.

The practical acting exam takes place in February/March and requires pupils to act in one extract. This will be assessed by an external examiner and will be worth 60% of the overall course award.

The written exam contains two sections: (This component has 60 marks, scaled to 40%)

Section 1: These questions require candidates to give a personal evaluative response (not from a group perspective) of self and of others on a piece of work that they have been involved with or seen during the course, either as an actor or in one of the production roles.

Section 2: This section assesses the candidate's ability to respond to stimuli and create their own imagined piece of drama suitable for performance

Candidates are required to demonstrate knowledge and understanding of both process and performance. They are expected to use drama terminology throughout.

Higher

Higher Drama progresses on from National 5 Drama and helps pupils explore and develop dramatic techniques and ways of communicating ideas to an audience. They will learn how to respond to a variety of texts, stimuli and contexts. They will also develop their ability to interpret role and character.

Pupils will be required to demonstrate their skills and apply knowledge of more complex production skills and technologies when creating and presenting drama. Pupils will demonstrate a higher knowledge of theatre arts, production skills technologies, and will thoroughly evaluate their own work and that of others.

Pupils will observe live productions where possible, and learn to analyse what they are watching and use this knowledge in the written part of the exam.

Course Assessment

The practical acting exam takes place in February / March and requires pupils to act in two extracts lasting approximately 10 minutes each. This will be assessed by an external examiner and will be worth 60% of the overall course award.

The written exam contains three sections: (*Worth 50 marks, scaled to 40%*)

Section 1: theatre production: text in context (extended-response questions)

Section 2: theatre production: application (structured questions)

Section 3: performance analysis (extended-response questions)

ENGINEERING SCIENCE

National 5/4

This course provides a broad introduction to engineering. It uses knowledge from other areas of the curriculum in order to solve everyday engineering problems.

The course has three topics of work and an internal assignment, as indicated below:

Contexts and Challenges

Learners who complete this topic will be able to:

1. Investigate engineered objects
2. Investigate engineering challenges and relate these two key engineering concepts
3. Describe some aspects of the impact of engineering

Electrical and Electronic Systems

Learners who complete this topic will be able to:

1. Develop analogue electronic control systems
2. Develop digital electronic control systems

Mechanical Systems

Learners who complete this topic will be able to:

1. Investigate a range of mechanical and pneumatic systems
2. Develop mechanical or pneumatic solutions to solve problems

Course Assessment – National 5

The course assessment consists of two components:

A final Course Examination

The final exam will take place during the exam diet, usually May, and cover the topics of work undertaken throughout the session. This component is worth 69% of the course award.

A Course Assignment

Following the completion of the coursework, all learners will undertake an SQA issued assignment. This assignment is an externally assessed course component worth 31% of the overall qualification. The purpose of the assignment is to assess the learner's ability to apply skills, knowledge and understanding to produce a solution to an engineering problem.

Course Assessment – National 4

To gain the National 4 course award, the learner must pass all of the Units as well as the Added Value Unit. The Added Value Unit is completed in class time.

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Engineering Science Course through the successful completion of this SQA set assignment. If successful, learners will be credited with a National 4 pass grade.

There is no final exam at National 4 level.

Higher

The course has 3 topics of work plus an assignment, which is carried out in class time:

Engineering Contexts and Challenges

Pupils investigate complex engineering systems, problems and solutions, involving some existing and emerging technologies, and consider implications relating to the environment, sustainable development, and to economic and social issues.

Electronics and Control

Learners develop a deep understanding of electronic control systems, and will investigate and explore engineering problems and design, simulate, construct, test and evaluate solutions.

Mechanisms and Structures

Completion of this topic will develop a deep understanding of mechanism and structures. Learners will analyse and explore mechanical and structural engineering problems and design, simulate, construct, test and evaluate solutions.

Course Assignment

Set by the SQA, learners will apply knowledge and skills from the coursework to solve an appropriately challenging engineering problem. This component of the course accounts for 31% of the overall candidate course award.

Assessment

Assessment of each unit will take place when candidates are ready to be assessed. Each unit is assessed by the completion of a series of practical assessment standards, as well as problem solving questions in order to test knowledge of the topic. Every practical and problem solving assessment must be achieved in order to gain an overall award at the end of the course. Standard arrangements apply for the conditions of assessment and reassessment as explained in the S5/6 induction day.

The examination in May will account for 69% of the course award, with the Assignment contributing the other 31%.

ENGLISH

National 4

In National 4 English, students go on to further develop their skills in Close Reading, Critical Reading, Writing, Talking and Listening.

There are four core units at National 4 level which must be passed internally for an overall award to be awarded externally:

- Analysis and Evaluation comprises Reading and Listening
- Creation and Production comprises Writing and Talking
- Literacy
- Added Value Assignment

Course Assessment

Students complete a number of assessments to complete the course and all units are marked internally and judged to be pass or fail.

The Added Value Unit is completed by allowing students to focus on one area of study through a series of electives that they opt in to.

The Literacy Unit is completed concurrently with the other core units.

National 5

In National 5 English, students go on to further develop their skills in Close Reading, Critical Reading, Writing, Talking and Listening.

There is one core unit at National 5 level which must be passed internally for an overall award to be awarded externally: Spoken Language

Course Assessment

In addition, there is a folio of writing containing one piece that is submitted for external marking: Argumentative / Persuasive, Personal / Reflective or Creative Writing.

The exam consists of two papers:

- Paper One: Reading for Understanding, Analysis and Evaluation – 30%
- Paper Two: Critical Reading – Critical Essay and Scottish Set Text – 40%
- The folio makes up the last 30% of the overall award.

The Reading for UAE paper contains one passages with one (sometimes two) 5 or 6 mark question testing a candidates ability to summarise the key ideas. The paper lasts 1 hour.

The Critical Reading paper requires the completion of two tasks on texts previously studied in class: one a critical essay and one a series of questions on an extract from a Scottish text. Students have no access to texts or notes. The paper lasts 1 hour and 30 minutes.

Higher

In Higher English, students go on to further develop their skills in Close Reading, Critical Reading, Writing, Talking and Listening.

There is one core unit at Higher level which must be passed internally for an overall award to be awarded externally: Spoken Language

Course Assessment

In addition, there is a folio of writing containing two pieces that is submitted for external marking: Argumentative / Persuasive, Personal / Reflective or Creative Writing.

The exam consists of two papers:

- Paper One: Reading for Understanding, Analysis and Evaluation – 30%
- Paper Two: Critical Reading – Critical Essay and Scottish Set Text – 40%
- The folio makes up the last 30% of the overall award.

The Reading for UAE paper contains two passages with a final 5-mark question testing a candidate's ability to summarise and analyse the key points of agreement and/or disagreement in both passages. The paper lasts 1 hour and 30 minutes.

The Critical Reading paper requires the completion of two tasks on texts previously studied in class: one a critical essay and one a series of questions on an extract from a Scottish text. Students have no access to texts or notes. The paper lasts 1 hour and 30 minutes.

Advanced Higher

The Advanced Higher course is largely based on the analysis and production of literature and, therefore, is a course best suited to those who enjoy and have a passion for both reading and writing.

Course Assessment

Students will be assessed by the following means:

- A dissertation (independently studied and written) of around 2500 words, on a text/texts of literacy merit. This element is worth 30% of the final grade.
- A portfolio of one piece of writing, from a choice of genre: persuasive, informative, argumentative, personal/reflective, poetry, prose and/or drama. Students can nominate their preferred types of writing. The portfolio is worth 30% of the overall grade.
- Lastly, an examination consisting of two papers, worth 40% of the overall mark.
 - Paper one – a critical essay on a prose or drama text previously studied in class. This is worth 20% of the final mark.
 - Paper two – textual analysis on poetry not previously studied in class. This paper is worth 10% of the final mark.

The Advanced Higher course offers a challenge to those who enjoy the subject, and rewards students with stimulating reading and writing tasks.

FASHION AND TEXTILE TECHNOLOGY

National 4

The course consists of 4 areas:

Fashion and Textile Technology: Textile Technologies (National 4)

Provides learners with the opportunity to develop straightforward knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses. Learners will have the opportunity to make straightforward fashion/textile items, to an appropriate standard of quality, using a pattern

and a range of textile construction techniques. Learners have the opportunity to select, set up and use equipment and tools safely and correctly.

Fashion and Textile Technology: Fashion/Textile Item Development (National 4)

Provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for straightforward fashion/textile items based on those trends. Learners will plan and make straightforward fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends. It also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Fashion and Textile Technology: Fashion and Textile Choices (National 4)

Provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate straightforward fashion/textile items, with a focus on factors that affect fashion/textile choice. It also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Added Value Unit — Fashion and Textile Technology: Making a Fashion/Textile Item (National 4)

The general aim is to enable the learner to provide evidence of added value for the National 4 Fashion and Textile Technology Course through the successful completion of a practical activity, which will allow learners to demonstrate breadth and application of skills and knowledge. Learners will draw on and extend their skills and knowledge in order to produce an effective overall response to a practical task. The task will be sufficiently open and flexible to allow for personalisation and choice.

National 5

The course consists of 3 areas:

Fashion and Textile Technology: Textile Technologies

Provides learners with the opportunity to develop detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. Learners will have the opportunity to make detailed fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. It also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Fashion and Textile Technology: Fashion/Textile Item Development

Provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends. Learners will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends. It also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Fashion and Textile Technology: Fashion and Textile Choices

Provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate detailed fashion/textile items, with

a focus on factors that affect fashion and textile choice. It also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

The National 5 Fashion and Textile Technology course develops practical skills, construction techniques and knowledge and understanding of fabrics and fashion trends. The course involves learning through practical textile activities. Learners plan, make and evaluate fashion and textile items to given design briefs. Skills and knowledge are developed in relation to textile properties and characteristics. The factors which influence fashion and textile choices and the ability to set up and use tools and equipment for textile construction are developed by learners. The course has an emphasis on practical activity and skills development.

Course Assessment

The course assessment for National 5 is 45 marks for the practical assignment activity which is the making of a Fashion Textile item in response to a given brief. The question paper and course assignment are set by SQA and account for a further 70 marks.

Higher Fashion

The main purpose of this Course is to develop knowledge, understanding and skills related to the technological processes involved in the fashion/ textile industry.

1. Fashion and Textile Technology: Fashion and Textile Choices

Learners will investigate a range of issues influencing the fashion/textile industry. This could include ethical, environmental, economic, social and cultural issues. They will explain how these issues influence decisions taken by industry and choices made by consumers, and evaluate how fashion/textile items meet a range of consumer or industry needs. They will communicate their findings in an appropriate way.

2. Fashion and Textile Technology: Fashion/Textile Item Development

Learners will explore the fashion item development process. They will develop knowledge and understanding of how industry develops and creates fashion/textile items. They will produce and evaluate their own fashion item to meet the needs of a brief.

3. Fashion and Textile Technology: Textile Technologies

Learners will develop and apply their knowledge and understanding of textile technologies and construction techniques. Learners will explore the characteristics and properties of a range of textiles and analyse the impact of these in making fashion/textile items for a specified purpose. They will develop and use a range of textile construction techniques and independently use tools and equipment to make fashion/textile items which are fit for purpose.

Course Assessment

The learner will draw on, apply and extend the skills, knowledge and understanding they have developed during the Course.

These will be assessed by an assignment, practical activity and a question paper

Learners will draw on, apply and integrate a range of skills, knowledge and understanding from across the course to produce an effective overall response to a **given brief, set by the SQA.**

Evidence produced during the process of designing, planning, making and evaluating a fashion/textile item will be presented in the following ways:

- **The assignment** will involve learners in designing, planning and evaluating a completed fashion/textile item in response to the given brief and is worth 46 marks.
- **The practical activity** will involve learners in selecting and applying a range of appropriate textile construction techniques to make the fashion/textile item is worth 36 marks
- The question paper set by SQA will involve learners applying their knowledge on the key top areas and is worth 45 marks

The assignment brief will be appropriately challenging and sufficiently open and flexible to allow for personalisation and choice. Briefs will be set by SQA.

GEOGRAPHY

National 4/5

The purpose of the course is to investigate the world through three main areas of study:

- **Physical Environments:** The study of weather, climate, scenery and conservation issues.
- **Human Environments:** The study of agriculture, population and urban landscapes.
- **Global Issues:** The study of world diseases and the issues faced through global climate change. The emphasis of the course will be on the acquisition of skills such as the use of new technology, map reading, report writing etc.

Course Assessment

At National 4 the Added Value Unit is an assignment based on fieldwork undertaken by the student relating to one of the topics studied in Geography.

At National 5 the final course assessment is an assignment worth 20% and a question paper worth 80%.

Higher

This Course encourages learners to develop a respect for the values, beliefs and cultures of others.

Course Structure

The Higher Geography Course develops a range of analytical, practical skills and encourages active learning, including fieldwork. This Course has three mandatory Units:

Geography: Physical Environments (Higher)

Learners will develop their mapping skills and apply knowledge and understanding of the processes and interactions at work within physical environments which include: atmosphere, hydrosphere, lithosphere and biosphere.

Geography: Human Environments (Higher)

Learners will develop their research skills in geographical contexts and apply knowledge and understanding of urban and rural environments in developed and developing countries. The key topics include: population, rural land degradation and management, urban change and management.

Geography: Global Issues (Higher)

In this unit, learners will develop their skills of numerical and graphical analysis in geographical contexts and apply knowledge and understanding of global geographical issues. Key topics include: climate change and development and health.

Course Assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1 — question paper 1

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding from across the Physical and Human units of the course.

This question paper will have 100 marks (46% of the total mark).

This question paper has two sections.

Section 1: Physical Environments. This section will be made up of extended response questions. Candidates will answer all questions in this section.

Section 2: Human Environments. This section will be made up of extended response questions. Candidates will answer all questions in this section.

Component 2 — question paper 2

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding from across the Global Issues and Application of Geographical Skills units.

This question paper will have 60 marks (27% of the total mark).

This question paper has two sections.

Section 1: Global Issues will have 40 marks. Candidates must answer questions from two out of four options. Each question will be out of 20 marks.

Section 2: Application of Geographical Skills will have 20 marks. This Section will be made up of an extended response question requiring the learner to apply geographical skills acquired during the Course.

Component 3 - assignment

The purpose of this assignment is to demonstrate candidate's skills, knowledge and understanding within the context of a geographical topic or issue.

The assignment will have 30 marks (27% of the total mark).

The assignment component of the course assessment will have a greater emphasis on the assessment of skills than the question paper.

Advanced Higher

The main aims of this Course are to enable learners to understand the ways in which people and the environment interact and enables them to further acquire a geographical perspective on environmental and social issues and their significance.

Course structure

The Geography Course has three mandatory Units:

Geographical Skills (Advanced Higher)

In this unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research for example plan and manage a complex programme of

research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

Geographical Issues (Advanced Higher)

In this unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

Geographical methods and techniques

Fieldwork/research techniques: the learner will be expected to use fieldwork/research gathering techniques and analyse the data which might be obtained as a result of using those techniques.

Geographical data handling: learners will be expected to process, interpret and analyse data, including statistical data in order to explain geographical relationships.

Map interpretation: learners will be expected to demonstrate geographical methods and techniques using a range of maps, photographs, sketches or outline drawings or drawings based on photographs, statistics, and data.

Course Assessment

The Course assessment will consist of two Components: a question paper and a project: folio.

Component 1 — question paper

This question paper will give learners an opportunity to demonstrate their skills and knowledge and understanding from the mandatory content of the Course:

- ◆ knowledge of a range of geographical methods and techniques and understanding of the contexts in which they ought to be used
- ◆ application of a wide range of geographical methods and techniques including mapping skills, fieldwork skills, graphical techniques and statistical techniques for analysing and interpreting geographical data

The question paper will have 50 marks.

Component 2 — project: folio

The purpose of this project is to demonstrate skills, knowledge and understanding through undertaking independent research and critical evaluation.

The project will consist of a project: folio of Coursework in two Sections:

- ◆ Project: Folio Section A: Geographical Study — a report on geographical research
- ◆ Project: Folio Section B: Geographical Issue — an essay which critically evaluates an issue from a geographical perspective

The project will have 100 marks. The total mark will be distributed as follows:

- ◆ Folio Section A: Geographical Study — 60 marks
- ◆ Folio Section B: Geographical Issue — 40 marks

GRAPHIC COMMUNICATION

National 5/4

The course has two topics of work and an internal assignment, as indicated below:

2D Graphic Communication

Learners who complete this topic will be able to:

1. Produce and interpret 2D sketches and drawings
2. Produce preliminary 2D designs and illustrations for single-page promotional displays
3. Create 2D promotional graphic layouts

3D and Pictorial Graphic Communication

Learners who complete this topic will be able to:

1. Produce and interpret pictorial sketches, pictorial drawings and 3D models
2. Produce pictorial and 3D illustrations
3. Create pictorial or 3D promotional displays

Course Assessment – National 4

To gain the National 4 course award, the learner must pass all of the units as well as the Added Value Unit. The Added Value Unit is completed in class time.

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Graphic Communication Course through the successful completion of this SQA set assignment. If successful, learners will be credited with a National 4 pass grade. There is no final exam at National 4 level.

Course Assessment – National 5

The course assessment consists of two components –

A final course examination

The final exam will take place during the exam diet, usually May, and cover the topics of work undertaken throughout the session. This component is worth 67% of the course award.

A course assignment

Following the completion of the unit coursework, all learners will undertake an SQA issued assignment. This assignment is an externally assessed course component worth 33% of the overall qualification. The purpose of the assignment is to assess the learner's ability to apply skills, knowledge and understanding to produce a solution to an appropriately challenging graphic communication problem.

Higher

The course has two topics of work and an internal assignment, as indicated below:

2D Graphic Communication

There are 4 outcomes to be completed in this topic. Each outcome will be achieved by undertaking and completing a task in class. Learners who complete this topic will be able to:

1. Produce and interpret 2D orthographic sketches and drawings
2. Produce 2D computer-aided designed/drafted production drawings
3. Produce preliminary 2D designs and illustrations for a multi-page promotional document
4. Create a multi-page 2D promotional publication and a project set of promotional publications

3D and Pictorial Graphic Communication

There are 4 outcomes to be completed in this unit of work. Learners who complete this topic will be able to:

1. Produce and interpret pictorial sketches and drawings
2. Produce 3D computer-aided designed/drafted models and associated production drawings
3. Produce pictorial and 3D illustrations of everyday objects
4. Plan and produce promotional publications incorporating pictorial and/or 3D models

Assessment

Course assessment will provide the basis for grading attainment in the Course award.

The course assessment consists of two components –

A final course examination (90 marks)

The final exam will take place during the exam diet, usually May, and cover the topics of work undertaken throughout the session.

A course assignment (50 marks)

Following the completion of the unit coursework, all candidates will undertake an SQA issued assignment. This assignment is an externally assessed course component worth 36% of the overall qualification. The purpose of the assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the course.

The evidence of this is produced through the candidate's graphic responses to the assignment.

HISTORY

National 4/5 Courses in S4 History

Pupils can study History at National 3, 4 or 5 levels. The course consists of three units:

The Era of the Great War, 1910–1928

This unit develops pupils' understanding of the impact that the First World War had on Scotland, from the initial mobilisation of the population behind the war effort to the substantial legacy that it left on the country's society, economy and politics.

The Making of Modern Britain, 1880 – 1951

This unit examines the changing role of government in tackling the problem of poverty, tracking its evolution from 19th century beliefs of laissez-faire and self-help through to the birth of the welfare state.

Hitler and Nazi Germany 1919-1939

This unit investigates Germany's descent into dictatorship. It begins with the emergence of the newly democratic Weimar Republic after the First World War and explains how by 1939 it had fallen into the grip of Adolf Hitler and the Nazi Party.

Course Assessment National 4

The course assessment at National 4 will consist of the following:

- Three Unit Assessments that must be passed.
- An Added Value Unit which involves selecting, researching and presenting findings from one of the three units.

Course Assessment National 5

Course Assessment will consist of the following:

- A 2 hour and 20 minute question paper worth 80 marks.
- An Assignment worth 20 marks.

National 4/5 Courses in S5/6 History

Pupils study History at National 4/5. The course consists of three units.

Migration and Empire, 1830 – 1939

This unit explores the movement of people into and away from Scotland during the period 1830s to 1930s. This focuses on the influence that key immigrant groups, such as the Irish, Jews, Lithuanians and Italians, had on Scotland. It also looks at the significant impact of Scots on countries like Canada, Australia, New Zealand and India.

The Making of Modern Britain, 1880 – 1951

This unit examines the changing role of government in tackling the problem of poverty, tracking its evolution from 19th century beliefs of laissez-faire and self-help through to the birth of the welfare state.

Russia, 1881 - 1921

This unit tracks the development of opposition to the Tsarist regime, examines the factors that finally brought the Tsar's downfall and investigates why it was the Bolsheviks that emerged to take control of Russia during this period.

Course Assessment National 4

The course assessment at National 4 will consist of the following:

- Three Unit Assessments that must be passed.
- An Added Value Unit which involves selecting, researching and presenting findings from one of the three units.

Course Assessment National 5

Course Assessment will consist of the following:

- A 2 hour and 20 minute question paper worth 80 marks.
- An Assignment worth 20 marks.

Higher History

Migration and Empire 1830 – 1939

This unit explores the movement of people into and away from Scotland during the period 1830s to 1930s. This focuses on the influence that key immigrant groups, such as the Irish, Jews, Lithuanians and Italians, had on Scotland. It also looks at the significant impact of Scots on countries like Canada, Australia, New Zealand and India.

Britain 1851 – 1951

This unit is a study of the development of Britain into a modern democracy, focussing on key developments like the enfranchisement of women. It also examines the changing role of government in tackling the problem of poverty, tracking its evolution from 19th century beliefs of laissez-faire and self-help through to the birth of the welfare state.

Russia, 1881 – 1921

This unit tracks the development of opposition to the Tsarist regime, examines the factors that finally brought the Tsar's downfall and investigates why it was the Bolsheviks that emerged to take control of Russia during this period.

Course Assessment

The course Assessment will consist of the following;

- Two 1 hour and 30 minute question papers worth 80 marks in total.
- An assignment worth 30 marks.

Advanced Higher History

At Advanced Higher pupils will examine one topic in detail.

Russia: from Tsarism to Stalinism, 1914–45

A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

1. **The Bolshevik Rise to Power** - the condition of society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the causes, nature and immediate consequences of the October Revolution.
2. **Lenin and the Consolidation of Power** - the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory; changing economic policy from War Communism to the New Economic Policy; the political development of the Soviet state; foreign policy under Lenin.
3. **The Making of the Stalinist System** - Stalin's struggle for power with his rivals; the policies of industrialisation and collectivisation; the Purges.
4. **The Spread of Stalinist Authority** - political, social and cultural aspects of the Stalinist state; Russia and the Great Patriotic War.

Course Assessment

The course assessment will consist of the following:

- A 3 hour question paper worth 90 marks.
- A dissertation worth 50 marks.

HOME ECONOMICS: HEALTH AND FOOD TECHNOLOGY

National 4 Health and Food Technology

Health and Food Technology: Food for Health (National 4)

The general aim is to develop learners' knowledge of the relationship between food, health and nutrition. Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

Health and Food Technology: Food Product Development (National 4)

The general aim is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs. Learners will develop and apply a basic knowledge and understanding of safe and hygienic food practices and techniques.

Health and Food Technology: Contemporary Food Issues (National 4)

Learners will develop knowledge of consumer food choices. They will consider factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food and organisations which protect consumer

interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

Added Value Unit: Health and Food Technology Assignment (National 4)

The general aim is to enable the learner to provide evidence of added value for the National 4 Health and Food Technology Course through the successful completion of an assignment. The Added Value unit at National 4 is an Assignment Task to Produce a Food Product in response to a given brief.

National 5 Health and Food Technology

Health and Food Technology: Food for Health (National 5)

The general aim is to develop learners' knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

Health and Food Technology: Food Product Development (National 5)

The general aim is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Learners will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

Health and Food Technology: Contemporary Food Issues (National 5)

The general aim is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

Course Assessment

The final course assessment at National 5 is an assignment and a question paper. The course assignment at National 5 is 50% of the overall course assessment.

Higher Health and Food Technology

The course consists of:

Health and Food Technology: Food for Health

The general aim is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice.

Health and Food Technology: Food Product Development

The general aim is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of

consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Health and Food Technology: Contemporary Food Issues

In this unit, learners will investigate a range of contemporary food issues. They will explain how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

Course Assessment

The learner will be assessed by an assignment and a question paper. Each is worth 50% of the course award. The assignment and the question paper will be marked by SQA. Practical activity in the assignment will involve manufacturing a food product to meet a brief set by SQA.

HOSPITALITY: PRACTICAL CAKE CRAFT

National 5 Practical Cake Craft

Practical Cake Craft qualification develops cake-baking and cake finishing skills, and creativity in cake finishing, in a range of production methods. Learners embed food safety and hygiene skills, and develop organisational skills in the context of managing time and resources.

Cake Baking (National 5)

The purpose is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, there are opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

Cake Finishing (National 5)

The purpose is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, there are opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

Course Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to demonstrate their knowledge and understanding related to cake baking and cake finishing and to apply their skills in the production of cakes or other baked items. The practical activity is worth 70 marks. A question paper and course assignment task set by SQA will contribute to a further 55 marks.

HOSPITALITY: PRACTICAL COOKERY

National 4 Hospitality: Practical Cookery

The National 4 Hospitality Practical Cookery course aims to enable learners to be proficient in cookery skills, food preparation techniques and cookery processes. The main emphasis of

the course is practical cookery. The practical work involves following recipes to produce dishes that are cooked and presented to a high standard. Learners develop an understanding of the characteristics of ingredients and their sustainability. Knowledge of current dietary advice in relation to the use of ingredients is developed through the planning and preparation of meals that are produced safely, hygienically and with appropriate garnish and decoration.

Cookery Skills, Techniques and Processes (National 4)

Aims to develop learners' cookery skills, food preparation techniques, and their ability to follow cookery processes, in the context of producing dishes with minimal guidance.

Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Understanding and Using Ingredients (National 4)

Aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Learners will develop an ability to select and use appropriate ingredients, with minimal guidance, in the preparation of dishes and to do so safely and hygienically.

Organisational Skills for Cooking (National 4)

Aims to develop learners' organisational and time management skills.

Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

Producing a Meal (National 4)

Aims to enable learners to draw on the knowledge, understanding and skills developed in the other three Units. Learners will carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale. It will require learners to demonstrate their ability to follow safe and hygienic practices throughout.

National 5 : Practical Cookery

The Practical Cookery qualification develops a range of cookery skills and processes, as well as food preparation techniques.

Planning and producing meals and presenting them appropriately, learners develop understanding of ingredients from a variety of different sources, as well as of their uses and responsible sourcing and sustainability. Learners develop understanding of the impact of the choice of ingredients on health and wellbeing, and embed food safety and hygiene skills.

Cookery Skills, Techniques and Processes

Learners will be required to provide evidence of their cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes.

Understanding and Using Ingredients

Learners will be required to provide evidence of their ability to:

- apply their understanding of a range of ingredients
- select appropriate ingredients and use them in the preparation of dishes
- work safely and hygienically

Organisational Skills for Cooking

Learners will be required to provide evidence of their ability to:

- plan a two-course meal
- follow recipes and implement a time plan to produce a two-course meal
- carry out an evaluation of the meal
- work safely and hygienically

At National 5, the course assessment is a Practical Assignment of producing a three course meal. The practical assignment is worth 82 marks. The question paper and course assignment task set by SQA will contribute to a further 48 marks of the overall course award.

MATHEMATICS

National 3 Applications of Mathematics

This course includes the study of number, money, shape, space and measurement in everyday life, allowing students to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way.

This course is suitable for anyone who has previously followed a level 2/3 Maths course in S3.

The course comprises of 3 units:

- **Numeracy (Level 3)**
This unit contains work on number, money, time & measurement and includes the solving of real-life problems. Learners will also interpret graphical data and use their knowledge and understanding of probability.
- **Shape, Space and Measures (Level 3)**
This unit enables learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.
- **Manage Money and Data (Level 3)**
This unit enables learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Students will also organise, present and interpret data based on real-life contexts.

Course Assessment

Students sit internal assessments after each of the 3 units. To be awarded a pass at National 3 Applications, all 3 unit assessments must be passed. There is no external SQA assessment in the May exam diet for this course.

Progression

Pupils who are successful at National 3 Applications will go on to study National 4 Maths.

National 4 Mathematics

The National 4 Mathematics course enables learners to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations.

This course is suitable for anyone who has previously followed a level 3/4 Maths course in S3 or for anyone who has passed National 3 Applications in S4.

This course consists of four units:

- **Numeracy (Level 4)**
This unit contains work on number, money, time & measurement and includes the solving of real-life problems. Learners will also interpret graphical data and use their knowledge and understanding of probability.
- **Expressions & Formulae (Level 4)**
This unit contains work on aspects of algebra, geometry, statistics and reasoning.
- **Relationships (Level 4)**
This unit contains work on aspects of algebra, geometry, trigonometry, statistics & reasoning.
- **Added Value (Level 4)**
The added value unit gives learners the opportunity to demonstrate breadth and challenge. Questions will involve the integration of mathematical topics from the first 3 units. The assessment consists of two parts, a non-calculator and calculator section.

Course Assessment

Students sit internal assessments after each of the 4 Units. To be awarded a pass at National 4, all four unit assessments must be passed. There is no external SQA assessment in the May exam diet for this course.

Progression

Pupils who are successful at National 4 level will be recommended to progress to National 5 Applications of Mathematics in the next year. In *some* cases, it may be possible to select National 5 Maths.

National 5 Applications of Mathematics

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. It is widely recognised by many universities and colleges as a valid alternative to National 5 Mathematics.

This course is suitable for anyone who has previously followed a level 4+ Maths course in S3, for pupils as a progression from National 4 Maths or for anyone who wishes to re-sit National 5 Maths.

This course consists of three units:

- Numeracy (Level 5)
This section contains work on fractions, rounding, ratio, direct & indirect proportion, perimeter, circumference and area and percentage appreciation/depreciation.
- Geometry & Measures (Level 5)
This section contains work on scale drawings, navigation, container packaging, time management, precedence tables, tolerance, gradient, volume and Pythagoras' Theorem.
- Finance & Statistics (Level 5)
This section contains work on income, budgets, foreign currencies, savings and borrowing, risk, statistical diagrams, comparing data sets, probability and line of best fit for scatter graphs.

Course Assessment

National 5 Applications pupils will have two assessments throughout the year to demonstrate their skills in calculator and non-calculator assessments that mirror the SQA exams. These may take place in September/October and January – although this will be confirmed by the department.

The main assessment takes the form of an SQA final exam at the end of the course, which consists of two papers:

- Paper 1 non-calculator (35 marks) has a duration of 50 minutes.
- Paper 2 calculator (55 marks) has a duration of 1 hour and 40 minutes.

This will test learners' ability to retain and integrate mathematical knowledge across the entire course. All course content can be examined in these assessments. The exam is graded A-D by the SQA and **the awarding of these grades is based solely on the final exam**, there is no contributing practical work or coursework from the year.

Pupils following a National 5 Applications course will be given the opportunity to sit three unit assessments (Numeracy, Geometry & Measures and Finance & Statistics) throughout the year as a backup and to give them credit for the work they have done.

Progression

Pupils who are successful at National 5 Applications can progress to Higher Applications of Mathematics (please note this will not be offered until session 24/25) or National 5 Mathematics.

National 5 Mathematics

The National 5 Mathematics course enables learners to select and apply mathematical techniques in a variety of mathematical and real- life situations.

This course is suitable for anyone who has previously followed a level 4+ Maths course in S3, for those wishing to re-sit the National 5 course or for *some* pupils as a progression from National 4 Maths.

This course consists of three units:

- Expressions & Formulae (Level 5)

This section contains work on surds, indices, algebraic expressions, algebraic fractions, gradient, circle calculations and volumes of solids.

- Relationships (Level 5)

This section contains work on straight line, equations & inequalities, simultaneous equations, formulae, quadratic functions & equations, Pythagoras' Theorem, properties of shapes, similar figures and trigonometric functions.

- Applications (Level 5)

This section contains work on trigonometric formulae, vectors, percentages, fractions, comparing distributions and scatter graphs.

Course Assessment

National 5 pupils will have two assessments throughout the year to demonstrate their skills in calculator and non-calculator assessments that mirror the SQA exams. These may take place in September/October and January – although this will be confirmed by the department.

The main assessment takes the form of an SQA final exam at the end of the course, which consists of two papers:

- Paper 1 non-calculator (40 marks) has a duration of 1 hour.
- Paper 2 calculator (50 marks) has a duration of 1 hour and 30 minutes.

This will test learners' ability to retain and integrate mathematical knowledge across the entire course. All course content can be examined in these assessments. The exam is graded A-D by the SQA and **the awarding of these grades is based solely on the final exam**, there is no contributing practical work or coursework from the year.

Pupils will be given the opportunity to achieve the National 5 Numeracy award during this course. This is a stand-alone assessment that enables learners to bank a unit of National 5 Maths as a backup. Pupils who pass the final exam will automatically receive accreditation for this unit.

Pupils following a National 5 course in S5/6 will be given the opportunity to sit three unit assessments (Expressions & Formulae, Relationships and Applications) throughout the year to give them credit for the work they have done.

Progression

Pupils who are successful at National 5 level can progress to Higher Mathematics.

Higher Mathematics

The Higher Mathematics course continues the work studied at National 5 level. The course develops students' mathematical rigour and the ability to use precise and concise mathematical language assumes a particular importance at this stage.

This course is suitable for anyone with an A-C pass at National 5 (A/B pass is preferable).

This course consists of three units:

- Expressions & Functions (Level 6)
This section includes logarithms and exponentials, addition formulae, wave functions, graphs and functions and vectors.
- Relationships & Calculus (Level 6)
This section contains work on quadratic theory, polynomials, integration, differentiation and solving trigonometric equations.
- Applications (Level 6)
This section contains work on the straight line, circle, recurrence relations and applications of differentiation and integration.

Course Assessment

Higher pupils will have two assessments throughout the year to demonstrate their skills in calculator and non-calculator assessments that mirror the SQA exams. These may take place in September/October and January – although this will be confirmed by the department.

The main assessment takes the form of an SQA final exam at the end of the course, which consists of two papers:

- Paper 1 non-calculator (55 marks) has a duration of 1 hour and 15 minutes.
- Paper 2 calculator (65 marks) has a duration of 1 hour and 30 minutes.

This will test learners' ability to retain and integrate mathematical knowledge across the entire course. All course content can be examined in these assessments. The exam is graded A-D by the SQA and **the awarding of these grades is based solely on the final exam**, there is no contributing practical work or coursework from the year.

Pupils following a Higher Maths course will be given the opportunity to sit three unit assessments (Expressions & Functions, Relationships & Calculus and Applications) throughout the year as a backup and to give them credit for the work they have done.

Progression

Pupils who have secured an A pass at Higher Maths can progress to Advanced Higher Mathematics.

Advanced Higher Mathematics

The Advanced Higher Mathematics course continues from the work studied in the Higher course. The course enables students to select and apply complex mathematical techniques in a variety of mathematical situations. Students will learn how to interpret, analyse, communicate and manage information in mathematical form, while exploring more advanced techniques

- Methods in Algebra and Calculus (Level 7)
This unit includes partial fractions, differentiation, differential equations and integration.
- Applications of Algebra and Calculus (Level 7)
This unit includes binomial theorem, applications of integration, properties of functions, sequences and series and methods of proof.
- Geometry, Proof and Systems of Equations (Level 7)

This unit includes vectors in three dimensions, matrix algebra, number theory and methods of proof.

Course Assessment

Advanced Higher pupils will have two assessments throughout the year to demonstrate their skills in calculator and non-calculator assessments that mirror the SQA exams. These may take place in September/October and January – although this will be confirmed by the department.

The main assessment takes the form of an SQA final exam at the end of the course, which consists of two papers:

- Paper 1 non-calculator (35 marks) has a duration of 1 hour.
- Paper 2 calculator (80 marks) has a duration of 2 hours and 30 minutes.

This will test learners' ability to retain and integrate mathematical knowledge across the entire course. All course content can be examined in these assessments. The exam is graded A-D by the SQA and **the awarding of these grades is based solely on the final exam**, there is no contributing practical work or coursework from the year.

Advanced Higher Mathematics of Mathematics

Mechanics uses mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations, and draw conclusions.

The course aims to:

- use and extend mathematical skills needed to solve problems in mechanics
- consider the state of equilibrium or the movement of a body and interpret the underlying factors using known mathematical methods
- analyse the physical factors impacting bodies
- understand, interpret and apply the effects of both constant and variable forces on a body
- create mathematical models to simplify and solve problems
- analyse results in context and interpret the solution in terms of the real world
- develop skills in effectively communicating conclusions reached on the basis of physical factors and calculation

The course consists of two units:

- Force, Energy and Periodic Motion (Level 7)
This unit includes impulse, momentum, work done by forces, kinetic & potential energy, using momentums, Newton's Laws for equilibrium and friction.
- Linear and Parabolic Motion (Level 7)
This unit includes problems involving displacement, velocity and acceleration, resultant and relative motion, applying Newton's Second Law of motion, equations of motion to projectiles with parabolic motion, circles with uniform angular velocity and simple harmonic motion including problems involving Hooke's Law

Note: there is a third unit (Mathematical techniques for mechanics) in the course. This unit is covered solely in the Advanced Higher Mathematics course, so **pupils wishing to choose Mechanics must also choose Advanced Higher Mathematics.**

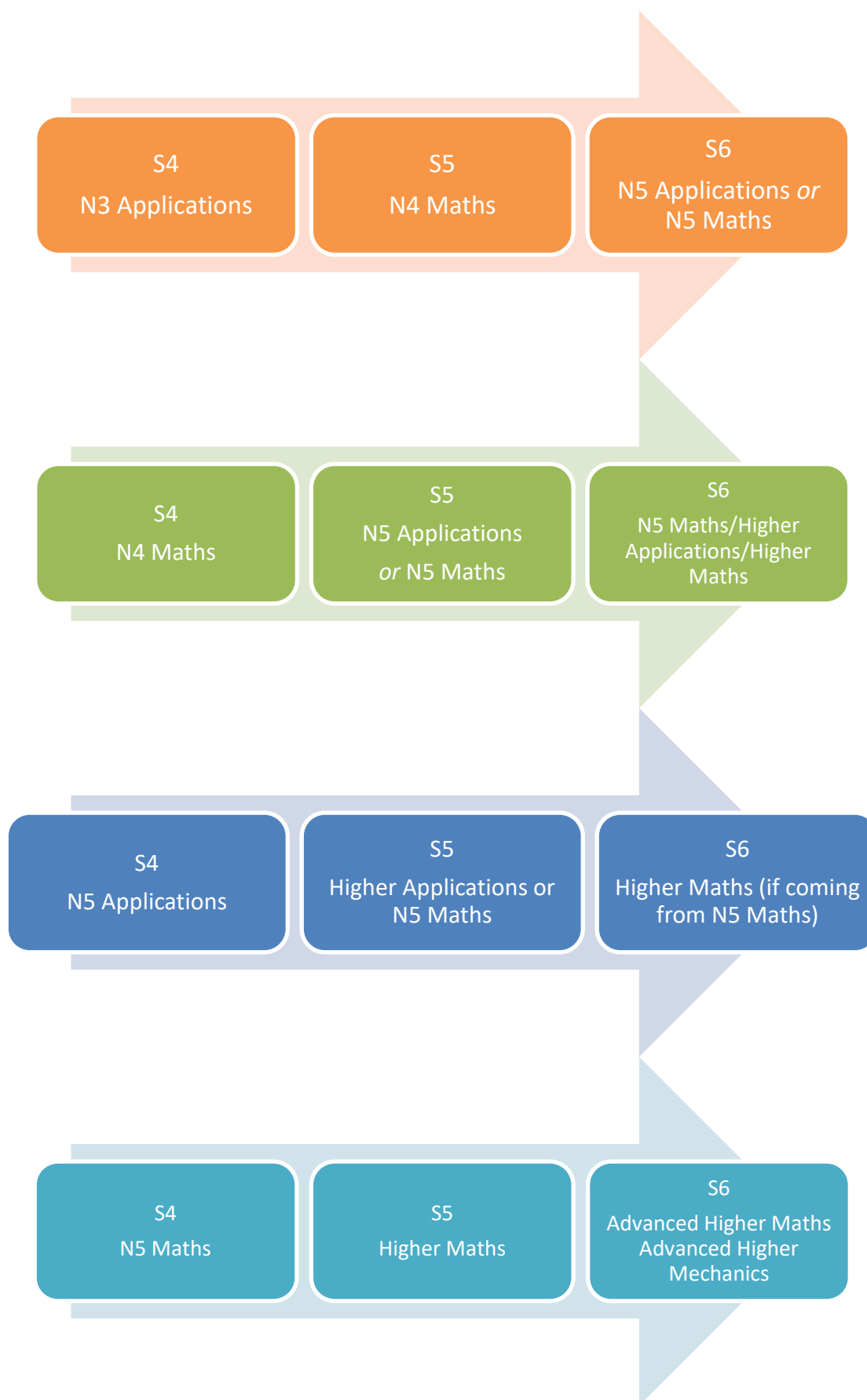
Course Assessment

Advanced Higher Mechanics pupils will have two assessments throughout the year to demonstrate their skills. These may take place in September/October and January – although this will be confirmed by the department.

The main assessment takes the form of an SQA final exam at the end of the course, which consists of one paper. This calculator paper is 100 marks and has a duration of 3 hours.

This will test learners' ability to retain and integrate mathematical knowledge across the entire course. All course content can be examined in these assessments. The exam is graded A-D by the SQA and **the awarding of these grades is based solely on the final exam**, there is no contributing practical work or coursework from the year.

Possible progression routes for S4-6 are shown below:



Additional Mathematics Qualifications

Level 4 Personal Finance Award

Pupils studying National 3 Applications will also be given the opportunity to achieve a Level 4 Personal Finance Award. This course runs concurrently with the National 3 Maths course allowing pupils to achieve two qualifications at the end of the year.

The Personal Finance Awards at SCQF level 4 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Personal Finance Award at SCQF level 4 consists of two units:

- Money Management
- The Principles of Money

The units cover a range of topics, including: identifying security features of money, calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

Course Assessment

To achieve this award, learners must pass two internal end-of-unit e-assessment tests using SOLAR (SQA's e-assessment system). Candidates must achieve 50% in each of the assessment tasks to pass. There is no external SQA assessment in the May exam diet for this course.

Level 5 Personal Finance Award

Pupils studying National 4 Maths will also be given the opportunity to achieve a Level 5 Personal Finance Award. This course runs concurrently with the National 4 Maths course allowing pupils to achieve two qualifications at the end of the year.

The Personal Finance Award at SCQF level 5 will further develop the knowledge and skills from Level 4 to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Personal Finance Award at SCQF level 5 consists of two units:

- Money Management
- Understanding Money

The units cover a range of topics, including: identifying security features of money, calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

Course Assessment

To achieve this award, learners must pass two internal end-of-unit e-assessment tests using SOLAR (SQA's e-assessment system). Candidates must achieve 50% in each of the assessment tasks to pass. There is no external SQA assessment in the May exam diet for this course.

Level 6 Personal Finance Award

The Personal Finance Award at SCQF level 6 will further develop the knowledge and skills from Level 5 to cope confidently and effectively with the types of financial matters individuals are likely to encounter.

The Personal Finance Award at SCQF level 5 consists of two units:

- Money Management
- Personal Finance in Action

The units cover a range of topics, including: creating budgets and cashflows, costs involved in car ownership and leasing, energy bills, renting and buying property, mortgages, student loan process in Scotland, bank loans, overdrafts, inflation, interest rates, foreign exchange, VAT, taxes, National Insurance, savings and investments, tax evasion, debt, insurance, welfare benefits, pensions, wills and estates and Power of Attorney.

Course Assessment

To achieve this award, learners must pass two internal end-of-unit e-assessment tests using SOLAR (SQA's e-assessment system). Candidates must achieve 50% in each of the assessment tasks to pass. There is no external SQA assessment in the May exam diet for this course.

MEDIA

National 5 Media

In National 5 Media, students will develop the ability to analyse and create media content as appropriate to purpose, audience and context. They will also gain knowledge and understanding of **key aspects of media literacy** as appropriate to content.

Course Assessment

The course is assessed over two outcomes which are both marked externally – an exam and an assignment both worth 50% of the final grade.

- Exam: Section One – Analysis of media content in context (50 marks); Section Two – Analysis of a media text (10 marks) - 50%
- Assignment: Planning (20 marks) and Development/Evaluation (28 marks) - 50% - **Exam 60 marks.**

Section One:

Students will be introduced to the 7 key aspects of media and will be expected to apply their knowledge and understanding of these key aspects to a variety of media texts (film, television, advertisements, trailers, posters) studied in class.

Section Two:

Students will be presented with an unseen media text (film poster, magazine or advertisement). Using the 7 key aspects of media, they will be expected to analyse and evaluate the effectiveness of this media text – **Assignment 48 marks.**

The assignment is a yearlong project and involves pupils creating and evaluating their own media content based on a brief negotiated with the class teacher. Final projects may include a storyboard, a series of film scenes or a trailer. Students are graded on the production, research, analysis and evaluation of their project. The media content created itself is not graded but is used as a guide by the SQA in the marking process. There is no upper word limit, but most assignment write ups range from 2000-3000 words long.

MODERN LANGUAGES (French & Spanish)

National 5/ National 4 Modern Languages (French & Spanish)

In French and Spanish, pupils follow a course at National 5/4. The skills of reading, listening, writing and talking are practised regularly. The course is underpinned by the teaching of grammar to achieve accuracy and vocabulary sheets are provided to build up knowledge.

The course consists of the following units:

- **Understanding Language:** Receptive skills - listening and reading in the contexts of society, learning, employability and culture.
- **Using Language:** Productive skills - talking and writing in the contexts of society, learning, employability and culture.

Course Assessment

At National 4, pupils must pass one Unit assessment in each of the four elements, reading, listening, talking and writing and an assignment. The assignment is an Added Value Unit, which requires learners to investigate and report on a chosen topic with an oral presentation and questions. There is no external exam.

At National 5, pupils must sit a writing exam in class, which is externally marked, and pass a final Talking exam which combined are worth 37.5% of the final grade. The skills of reading and writing in Paper 1 and listening in Paper 2 are assessed externally in May of S4.

Higher Modern Languages (French & Spanish)

In French and Spanish, pupils follow a course at Higher. The skills of reading, listening, writing and talking are practised regularly. The course is designed to develop further the skills and knowledge acquired at National 5. Grammar booklets and vocabulary sheets are provided to build up knowledge.

The course consists of the following units:

- **Understanding Language:** Receptive skills – listening and reading in the contexts of society, learning, employability and culture.
- **Using Language:** Productive skills – talking and writing in the contexts of society, learning, employability and culture.

Course Assessment

At Higher, the final course assessment involves a speaking performance worth 25%, which is done internally at the end of February or early March. Pupils will also produce a Writing Assignment of 200-250 words in the Target Language worth a further 12.5%, which is done internally but marked externally.

There are two external question papers, which pupils sit in May: Reading /Directed writing worth 37.5% and Listening, which is worth 25%.

Advanced Higher Modern Languages (French & Spanish)

In French and Spanish, pupils follow a course at Advanced Higher. The skills of reading, listening, writing and talking are practised regularly. The course is designed to develop further the skills and knowledge acquired at Higher. Grammar booklets and vocabulary sheets are provided to build up knowledge.

The course consists of the following units:

- **Understanding Language** — assessing the skills of reading and listening in the four contexts of society, learning, employability and culture.
- **Using Language** — assessing the skills of talking and writing in the modern language in the four contexts of society, learning, employability and culture.
- **Specialist Study** — assessing the skills of critical reading and research in either a literary or language in work context.

At Advanced Higher, the final course assessment is coursework information for a portfolio worth 15% which requires learners to write in English, using critical analysis in either a literary or work context and a speaking performance worth 25% conducted by a visiting SQA examiner in February/early March. There are two external question papers worth 60%, which pupils sit in May: Reading and Translation, which is worth 25% and Listening and Discursive Writing, which is worth 35%.

MODERN STUDIES

National 5/4 Modern Studies

Pupils can follow a National 5 or National 4 level course, whichever is most appropriate to their level of progression. Both levels include three units of study:

- Democracy in the United Kingdom
- Social Issues – Crime and the Law
- International Issues – World Powers – the USA

The N5/4 courses also aim to develop pupils' skills, using a range of source information to:

- give arguments to support and oppose a point of view
- make and justify a decision
- draw and support conclusions

Course Assessment

N5 level pupils sit an external examination worth 100 marks. It has two elements:

- An assignment – completed in school under examination conditions. Marked by the SQA. Worth 20 marks.
- A written paper which assesses knowledge and skills developed during the three units of study, also marked by the SQA. Worth 80 marks.

N4 level pupils are internally assessed. There is no external examination. They undertake three assessments, one for each unit of study, plus an Added Value Unit.

Higher Modern Studies

The Higher course includes three units of study:

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom – Social Inequality in the UK
- International Issues – World Powers – USA

The Higher course also aims to develop pupils' skills, using a range of source information to:

- assess the accuracy of a statement
- draw and support conclusions
- assess the reliability of sources

Course Assessment

Higher pupils sit an external examination worth 110 marks. It has the following elements:

- An assignment – completed in school under examination conditions. Marked by the SQA. Worth 30 marks.
- Two written papers which assess knowledge and skills developed during the three units of study, also marked by the SQA. Worth 80 marks.
 - **Paper 1** – requires candidates to answer two 20 mark and one 12 mark extended response (essay) questions.
 - **Paper 2** – requires candidates to answer one 10 mark source '*accuracy*' question, one 10 mark source '*conclusions*' question and one 8 mark source '*reliability*' question.

Advanced Higher Modern Studies

The Advanced Higher course is entitled 'Political Issues and Research Methods'. Units of study include:

- Power and Influence
- Political Ideology
- Political Structures
- Social Science Research Methods and Issues

Course Assessment

Advanced Higher pupils sit an external examination which is worth 140 marks and has two elements:

- A dissertation of between 4000 and 5000 words. Completed in a pupil's own time. Marked by the SQA. Worth 50 marks.
- A written paper which assesses knowledge and skills developed during the units of study. Candidates are required to answer two 30 mark extended response questions, from a choice of three, plus one 15 mark question on research methods and one 15 mark question about the trustworthiness of a source. Cumulative total 90 marks.

MUSIC

National 4/National 5 Music

Pupils will work between three elements in Music: Performing, Understanding Music and Composing.

Performing: Pupils are to prepare a programme of music on two instruments or one instrument and voice at a minimum level of Grade 3. The combined total of music performed is 8 minutes.

Understanding Music: Pupils will listen and study a broad range of musical styles, cultures and instruments. Pupils will learn to identify required concepts within excerpts of music.

Assignment: Pupils experience a variety of compositional techniques and will complete exercises in different musical styles, broadening their understanding of composition. For National 5, a final piece of music will be composed alongside a written evaluation as the Composing Assignment.

Course Assessment

At **National 4** the Added Value unit is a performance which is recorded under exam conditions.

At **National 5**, the course is assessed externally by SQA.

Pupils will perform their full programme to a visiting SQA examiner (mid Feb – end of March) and this is worth 50% of the final grade. A listening paper is set by the SQA and sat in May. This is worth 35% of the course assessment. The composing skills assignment is worth 15% and is completed as an assignment and sent to SQA for central marking in March.

Higher Music

Pupils will work between three elements in Music: Performing, Understanding Music and Composing.

Performing: Pupils are to prepare a programme of music on two instruments or one instrument and voice. Pupils prepare a programme of music at a minimum of Grade 4 standard, for a combined total of 12 minutes.

Understanding Music: Pupils will listen and study a broad range of musical styles, instruments and groups that follows on from the National courses. Pupils will need to maintain their knowledge of the N3/4/5 concepts and add the new Higher concepts to this. Pupils will learn to identify required concepts within excerpts of music.

Assignment: Previous knowledge from the National course will help with melodies and harmonies becoming more advanced. Pupils experience a variety of compositional techniques and will complete exercises in different musical styles, broadening their understanding of composition. A final piece of music will be composed alongside a written evaluation as the Composing Assignment.

Course Assessment

At **Higher**, the course is assessed externally by SQA.

Pupils will perform their full programme to a visiting SQA examiner (mid Feb – end of March) and this is worth 50% of the final grade. A listening paper is set by the SQA and sat in May. This is worth 35% of the course assessment. The composing skills assignment is worth 15% and is completed as an assignment and sent to SQA for central marking in March.

Advanced Higher Music

Pupils will work between three elements in Music: Performing, Understanding Music and Composing.

Performing Skills

Pupils will develop a range of advanced performing skills appropriate to their two selected instruments, or one instrument and voice. Through regular practice and reflection, pupils will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music. Music will be performed at a minimum of Grade 5 level and the full programme between the two instruments is 18 minutes in length.

Understanding Music Skills

Through listening, pupils will develop their understanding of music styles, music concepts and musical literacy. Pupils will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works. Subject knowledge of previous levels (N3/4/5/H) is mandatory.

Assignment

Pupils will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches and the creative process. Pupils will complete their own piece of music, evaluate the process and also study and research a chosen piece and conclude their findings in an analysis.

Course Assessment

At **Advanced Higher**, the course is assessed externally by SQA.

Pupils will perform their full programme to a visiting SQA examiner (May) and this is worth 50% of the final grade. A listening paper is set by the SQA and sat in May. This is worth 35% of the course assessment. The assignment is worth 15% and is completed as an assignment and sent to SQA for central marking in March.

MUSIC TECHNOLOGY

National 5 Music Technology

The National 5 Music Technology Course enables pupils to develop skills in the use of music technology hardware and software to capture and manipulate audio, and to use music technology creatively in sound production. The course also enables pupils to analyse a range of 20th and 21st century musical styles and genres, and to develop a broad understanding of the music industry.

Music Technology Skills: pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Pupils will explore a range of uses of this technology through practical activities.

Music Technology in Context: the general aim of this is to enable pupils to develop and use technical and creative skills in a range of real-life contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming.

Music in the 20th & 21st Century: pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments, through investigation and listening activities.

Course Assessment

At *National 4* the Added Value unit is a project-based task.

At *National 5*, the course is assessed externally by SQA. Pupils will complete two assignments worth 70% of the course award and complete a question paper in May worth 30%.

Higher Music Technology

The Higher Music Technology course allows pupils to develop and extend their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. They develop technical and creative skills through practical learning. The course provides opportunities for pupils to develop their interest in Music Tech.

Developing an understanding of 20th and 21st century music: pupils develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced, and been influenced by, developments in 20th and 21st century music, key innovators, the music industry and intellectual property rights.

Developing music technology skills: pupils develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio; audio input devices and sources; applying microphone placement techniques; designing and constructing the signal path for multiple inputs; setting input gain and monitoring levels; overdubbing and editing tracks; applying creative and corrective equalisation and other effects as well as applying a range of mixing techniques.

Music technology contexts: pupils gain experience in using a wide range of music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in an appropriate file format, in a range of contexts such as radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

Course Assessment

At **Higher**, the course is assessed externally by SQA. Pupils will complete a large assignment with three contexts, worth 70% of the course award and complete a question paper in May worth 30%.

Advanced Higher Music Technology

Pupils develop and extend their knowledge and understanding of music technology concepts and relevant music concepts where appropriate. They develop technical and creative skills through practical learning. The course provides opportunities for pupils to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the sound production and creative industries

Sound recording and the creative industries: pupils further develop knowledge and understanding of sound recording within the creative industries. They choose contexts for learning and research key music technology skills, techniques and processes that are used in the creative industries. Pupils develop skills in project management and research-based learning, gaining knowledge and understanding of their chosen contexts.

Music technology skills: pupils further develop and extend a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Pupils develop new skills relevant to their own chosen contexts through investigation and research, for example, in advanced sound design techniques, advanced synthesis, and extensive programming of effects.

Course Assessment

At **Advanced Higher**, the course is assessed externally by SQA. Pupils will complete a research project worth 30% of the course award and complete a project worth 70%.

PHOTOGRAPHY

Higher Photography

Methodology

This course allows candidates to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Candidates learn how social, cultural, historical, and scientific influences impact on photographers' work. They shall develop KU to demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects within a chosen genre, context or, theme. They have opportunities to develop personal autonomy and critical-thinking skills, and learn to evaluate their own photographic work and practice.

The course comprises of:

Exam: inclusive of, multiple choice questions and analysis of photographic images

Final Project: Completed over time leading to the production of 8 final images

PHYSICAL EDUCATION

National 4 Physical Education

The National 4 Physical Education course consists of 2 mandatory Units:

Performance Skills

Pupils ability to select and apply a range of performance skills; demonstrate body and spatial awareness, display some control and fluency, demonstrate techniques and compositions or tactics, make appropriate decisions and basic adaptations, and finally demonstrate consistency of performing skills. Pupils must pass this unit in 2 activities.

Factors Impacting Performance

Pupils ability to identify, analyse and plan to improve the factors that impact on performance in a physical activity. Pupils must pass this Unit in 2 activities

Course Assessment

Added Value Unit

At National 4 pupils will prepare for and carry out a performance in a physical activity. This is a pass or fail.

National 5 Physical Education

The National 5 Physical Education Course consists of 2 Units:

Performance Skills

The general aim of this unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of physical activities.

Factors Impacting on Performance

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Course Assessment

The Course Assessment for National 5 Physical Education consists of 2 components –

Component 1— performance - 60 marks

The purpose of this performance is to assess the learner's ability to perform **two** physical activities. Each work 30 marks.

The two performances will account for 50% of the total mark.

Component 2— portfolio

The purpose of this portfolio is to provide evidence of the process involved in performance development. It will assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units.

Evidence will be collated by the learner (with support from the teacher) on an ongoing basis during the Course. The learner can present this evidence in the form of a logbook, diary, development record or any other appropriate format.

This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ understanding factors that impact on performance
- ◆ planning, developing and implementing approaches to enhance personal performance
- ◆ monitoring, recording and evaluating performance development

The portfolio will have 50% of the total mark and is worth 60 marks.

Higher Physical Education

The Higher Physical Education course consists of 2 units:

Performance Skills

In this unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. Pupils must pass this unit in 2 activities.

Factors Impacting on Performance

In this unit, learners will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these two factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

Course Assessment

The Course Assessment for Higher Physical Education consists of 2 components –

Component 1 —

The purpose of this component is to assess the learner's ability to perform two physical activities. Each work 30 marks.

The performance will have 60 marks. This is 50% of the overall marks for the Course assessment.

Component 2 — Exam question paper

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units.

The question paper will have three Sections and all questions must be attempted.

The question paper is two and half hours long and is worth 50 marks – 50% of course assessment.

Advanced Higher Physical Education

The Higher Physical Education course consists of 2 mandatory units:

Performance Skills

In this unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to make effective decisions and to use advanced problem solving, while adapting these skills and techniques in challenging performance contexts.

Learners will develop consistency in the precision, control and fluency of movement; and their body management, particularly spatial awareness, will be enhanced through the study of this Unit. They will also learn how to react to the mental, emotional, social and physical demands of personal performance, as they apply compositional, technical and/or tactical awareness within challenging performance contexts. The Unit offers considerable opportunity for personalisation throughout a range of physical activities.

Factors Impacting on Performance

In this unit, learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and negatively affect performance.

As learners deepen their knowledge and understanding of factors which underpin performance development, their awareness of these factors is consolidated through independent research. Learners will reflect on their performance development plans and evaluate the effect of the factors from their research.

Course Assessment

The Course Assessment for Higher Physical Education consists of 2 components –

Component 1 — performance

The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, competitive or demanding context.

It will be worth 30 marks (30% of the total marks available).

The performance will give learners the opportunity to demonstrate the following:

- select and apply a range of movement and performance skills by making informed decisions during high-level performance
- carry out high-level performance in selected physical activities

The performance will take the form of a single, challenging, extended performance requiring the learner to demonstrate consistently complex movement and performance skills with a high level of fluency and control.

Learners must show that they understand and can appropriately respond to the varied demands presented by high-level performance, with respect for rules, regulations and etiquette which apply to the chosen physical activity. This performance must be of a sufficient length to allow learners to demonstrate the required skills.

Component 2 — project

The purpose of this project is to assess the learner's ability to integrate and apply skills, knowledge and understanding from across the Units.

The project will have 70 marks (70% of the total marks available).

The project is designed to assess learners' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development.

The project will give learners the opportunity to demonstrate the following:

- investigate and critically evaluate how a range of factors impact on performance
- understand and apply methods to develop performance.
- develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- analyse and evaluate the process of performance development

PHYSICS

National 4/5

The course consists of 3 units:

- Waves and Radiation
- Electricity and Energy
- Dynamics and Space

Course Assessment

At National 4, the Added Value Unit is an assignment requiring pupils to apply skills and knowledge to investigate a topical issue in Physics and its impact on society and the environment.

At National 5, the final course assessment is an assignment is worth 20% and a question paper worth 80%.

Component 1 — question paper (scaled from 135 marks) 80 marks

Component 2 — assignment 20 marks

Total marks 100 marks

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together. A candidate's overall grade will be determined by their performance across the Course assessment.

Higher Physics

Course Structure

- Physics: Our Dynamic Universe
- Physics: Particles and Waves
- Physics: Electricity
- Researching Physics

The general aim of this unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information.

Each of the component units is designed to provide progression to the Advanced Higher Physics Course.

Course Assessment

The Course assessment will consist of two components: a question paper and an assignment. The question paper will have two sections. The assignment will have one section.

Component 1 — question paper

The purpose of the question paper is to assess breadth and depth of knowledge and understanding from across the Units.

It is a three hour exam paper.

The question paper will have 155 marks.
The question paper will have two sections.

Section 1

Objective Test.

Section 2

(Paper 2) will contain restricted and extended response questions.

Marks will be distributed approximately proportionately across the units. The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry, scientific analytical thinking and problem solving skills.

Component 2 – Assignment

This assignment requires candidates to apply skills, knowledge and understanding to investigate a relevant topic in physics. The topic should draw on one or more of the key areas of the Course, and should be chosen with guidance from the assessor.

The assignment will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

The assignment will have 20 marks which will contribute 20% of the overall marks. The majority of the marks will be awarded for applying scientific inquiry and analytical thinking skills. The other marks will be awarded for applying knowledge and understanding related to the topic chosen.

This assignment has two stages:

- a research stage
- a communication stage

Advanced Higher Physics

Course Structure

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

In this unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Course Assessment

The Course assessment will consist of two components: a question paper and a project.

Component 1 — question paper

The question paper will have 155 marks (75% of the total mark)

The question paper will contain restricted and extended response questions.

Marks will be distributed approximately proportionally across the Units.

Component 2 — project

The purpose of the project is to allow the learner to carry out an in-depth study of a physics topic. The learner will individually investigate/research the underlying physics. This is an open-ended task which may involve a significant part of the work being carried out without close supervision

The project will have 25 marks (25% of the total marks).

The learner will then submit their project report as evidence.

The project report will be externally assessed.

POLITICS (S6 only option)

Higher

The Higher course includes three units of study:

- Political Theory
- Political Systems – comparison of UK and USA
- Political Parties and Elections

The Higher course also aims to develop pupils' skills, using a range of source information to:

- Compare and contrast points of view on an issue
- Assess the accuracy of a statement using a range of data sources

Course Assessment

Higher candidates sit an external examination worth 110 marks. It has the following elements:

- An assignment – completed in school under examination conditions and marked by the SQA. This is worth 30 marks. This can be on any political topic of the candidate's choice.
- Two written exam papers which assess knowledge and skills developed during the three units of study; also marked by the SQA. Worth 80 marks.
 - **Paper 1** requires candidates to answer two 20 mark and one 12 mark extended response questions, one for each of the three units of study.

- **Paper 2** requires candidates to answer one 8 mark comparison question and one 20 mark data analysis question, drawing together all information to assess the accuracy of a statement.

PRACTICAL METALWORKING

National 5/4

Practical Metalworking National 5/4

The Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context.

The course has projects and an internal assignment, as indicated below:

Bench Skills

There are 3 outcomes to be completed. Each outcome will be achieved by undertaking and completing a task in class. Learners who complete this project will be able to:

1. Prepare for metalwork bench tasks
2. Use a range of marking out tools and hand tools
3. Manufacture metalwork products from working drawings using bench fitting skills

Machine Processes

There are 3 outcomes to be completed. Each outcome will be achieved by undertaking and completing a task in class. Learners who complete this project will be able to:

1. Prepare for metalwork machine processes
2. Use a range of marking out tools, machine tools and equipment
3. Manufacture a metalwork product from working drawings using machine tools and processes

Fabrication and Thermal Joining

There are 3 outcomes to be completed. Each outcome will be achieved by undertaking and completing a task in class. Learners who complete this project will be able to:

1. Prepare for metalwork fabrication and joining tasks

2. Apply fabrication and joining techniques to form, bend and join metal
3. Manufacture a metalwork product from drawings using fabrication and joining techniques

Assessment – National 5/4

The final course assessment at National 5 and the Added Value Unit at National 4 are practical activities designed to allow candidates to apply and integrate skills and knowledge from the course to manufacture a project from metal using the skills and knowledge gained from the unit tasks. 70% of the course award is derived from this project, the remaining 30% will be achieved by the completion of an external exam.

PRACTICAL WOODWORKING

National 5/4 Practical Woodworking

This Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity. The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows pupils to plan activities through to the completion of a finished product in wood.

The course has three practical projects of work and an internal assignment, as indicated below:

Flat Frame Construction

Learners who complete this Project will be able to:

1. Prepare for flat-frame woodworking tasks
2. Construct a range of flat-frame woodwork joints
3. Assemble a flat-frame with four or more joints

Carcase Construction

There are 3 outcomes to be completed in this project. Each outcome will be achieved by undertaking and completing a task in class. Learners who complete this project will be able to:

1. Prepare for carcass construction woodworking tasks
2. Construct a range of woodworking joints used
3. Assemble a carcass with four or more joints

Machining and Finishing

There are 3 outcomes to be completed in this project. Each outcome will be achieved by undertaking and completing a task in class. Learners who complete this project will be able to:

1. Prepare for, and use, a range of practical woodworking machining and finishing techniques
2. Apply a range of finishes to timber and manufactured board
3. Assemble a woodworking product comprising four or more components with the aid of machine and power tools

Course Assessment – National 5/4

The final course assessment at National 5 and the Added Value Unit at National 4 are practical activities designed to allow candidates to apply and integrate skills and knowledge

from the course to manufacture a project from wood. 70% of the course award is derived from this project, the remaining 30% will be achieved by the completion of an external exam.

RETAILING

National 5 Retailing

The National 5 Retailing course consists of 4 Units:

Retail: Working in Retail – This aims to develop employability skills by carrying out practical activities in a realistic working environment. The aim is for this to be in a retail environment through work experience where possible, however, can be in a simulated environment. Pupils will work on their time keeping skills, attendance, team working and customer care skills as well as participating in both one-to-one and group interviews.

Retailing: Maintaining, Storing and Replenishing Stock – This aims to develop the pupil's knowledge of stock handling, replenishment and display. This will involve both practical and written activities.

Retailing: Satisfying Customer Needs – This aims to develop the pupil's knowledge of customer care including the importance of being aware of the features and benefits of products, listening and questioning techniques, customer interaction and dealing with customer complaints. This unit will also aim to update pupil's knowledge on current consumer legislation.

Retailing: Planning and Implementing a Retail Event – This aims to develop transferable skills that are desirable to the retail industry. Pupils will be required to develop team working and communication skills to plan, implement and evaluate an event.

Course Assessment

Pupils will complete both written and practical assessment tasks and must achieve a pass in all of the above units to gain the overall course award.

This course is internally assessed, and there is no final exam.

RMPS

National 5 and Higher RMPS

There are five elements to these courses: three units taught in class time, a pupil lead assignment, and a final written exam. For pupils working towards the course award, there is no requirement for unit assessments. Only students studying 'units only' are formally assessed unit by unit.

Unit 1: World Religion: Buddhism. Pupils examine the beliefs, values, practices and traditions of Buddhism by focusing on learning through religious sources. They consider the impact of this religion's teachings on the lives of the followers and wider society.

Unit 2: Morality and Belief: Medicine and the Human Body. Pupils study the contemporary moral and ethical issues surrounding various medical practices. Topics include: use of human embryos, organ donation, and euthanasia. During this unit, pupils consider and

examining responses to these issue from both religious and non-religious perspectives, as well as considering the legal issues and practicalities.

Unit 3: Religious and Philosophical Questions: Origins. Pupils explore the origins of the universe and life, by examining religious, philosophical and scientific responses. They look at how modern scientific discoveries and philosophical arguments can both challenge and support beliefs about God according to the Christian faith. Pupils learn about Creationism and other approaches to understanding the Bible, the Big Bang Theory and Evolution, and the Teleological and Cosmological arguments.

Course Assessment: Assignment. In their own time, pupils investigate and report on a topic of their choice, drawn from any religious, moral or philosophical issue. This can be a more in depth focus on an issue dealt with in one of the units, or something else that the pupil has a particular interest in. It builds on pupil's research skills, allows for them to draw together their understanding of various aspects across the course as a whole and even other subject areas where there is a relevant link. It is completed with minimal assistance from the teacher. It is assessed by a one hour thirty minute write up in exam conditions and submitted to the SQA for external marking.

National 5: The assignment is worth 20 marks. Support is given to guide pupils in the completion of the task, but the final report is not marked by the teacher. It is submitted to the SQA for marking, and contributes to 20% of their final grade.

Higher: The assignment is worth 30 marks. Support is given to guide pupils in the completion of the task, but the final report is not marked by the teacher. It is submitted to the SQA for marking, and contributes to 27% of their final grade.

External Exam: The external exam assesses three core skills: Knowledge and Understanding, Analysis and Evaluation.

National 5: Pupils produce restricted responses to specific questions sampling content from all three units of the course. The exam is one paper, with the whole paper being worth 80 marks. It is worth 80% of the final award, graded A-D.

Higher: Pupils produce both restricted and extended responses (essays), on aspects of content from all three units of the course. The exam is split into two papers, with the whole paper being worth 80 marks. It is worth 73% of the final award, graded A-D.

SOCIOLOGY (S6 only option)

Higher

The course includes three units of study:

- Human Society
- Culture and Identity
- Social Issues

The course also aims to develop pupils' investigation and communication skills. Pupils will develop skills that will help them draw conclusions and evaluate sources of evidence and research.

Course Assessment

Pupils sit an external examination, worth 110 marks, which has the following elements:

- An assignment – this assesses pupils' investigation and communication skills appropriate to Sociology. Pupils will carry out their own secondary research into a topic of their choice and produce a report on their findings. This is marked by the SQA and is worth 30 marks.
- A written exam paper – this assesses pupils' use of skills and their knowledge and understanding of sociological perspectives, theories and concepts. The paper is split into three sections – Human society (30 marks), Culture and identity (25 marks) and Social issues (25 marks).

SPORTS DEVELOPMENT NPA SCQF Level 6

Entry Requirements:

National 5 Physical Education Grade C or more

S6 pupils who have passed Higher PE and are considering this area of study post school

Progression:

HNC/HND College based programmes in Sport and Recreation Management at college.

Sports Development employment opportunities

Sports Coaching.

Course Outline:

This is a practical course for students who wish to study Sports Development in the local community. This NPA course has physical activity as its main focus. Pupils will gain insight into Sports Development in the local community through personal research and working with local partners. Pupils will be required to write up research findings and analyse information, as well as plan and implement lessons in Sports Development.

Units in the course

Unit 1 - Activity and Participation in the community

Unit 2 - Investigate Activity Development Opportunities in an Organisation

Homework:

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

Completion of individual tasks/assignments

Completion of group tasks

Research projects

Lesson planning

Assessment:

Assessments in Sports Development will be, both, practical and written assessments.

Pupils must pass both units to pass the entire course. Each unit has tasks/assessments throughout, however in;

Unit 1 pupils must complete a 1000 word essay

Unit 2 a 500 word report.

Skills Development

The study of Sports Development will help develop the following skills:

Writing and research skills

Knowledge of the Sports Development industry, particularly in the local community

Provides opportunity for coaching within the community

Provides opportunity for officiating within the community

Develops opportunities for leadership skills

Develops employability skills and offers further progression through FE College