



# **S4-6 Course Descriptions**

## **National Qualifications**

this information is subject to change

## **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 a number 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. As a result of recent changes to National 5 and Higher courses, there is no requirement to sit unit assessments. 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.

### **Advanced Higher Courses**

Advanced Higher courses comprise of units of work which pupils will work through in class. As a result of recent changes to Advanced Higher courses, there is no requirement to sit unit assessments. 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.

## 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 and a Question Paper.

The Assignment (worth 58% of the overall grade) will provide pupils with an opportunity to apply their problem solving and advanced IT skills in the context of a complex scenario.

The Question Paper (worth 42% of the overall grade) is divided into two sections: Section 1 - 10 marks and will consist of a set of mandatory questions based on the stimulus and Section 2 - 40 marks and will consist of mandatory questions.

## **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**

There are two options for this course.

**Option 1 - Art and Design** - Design Enquiry with Design Studies

**Option 2 - Art and Design** - Expressive Enquiry with Art Studies

Within both of these options there are 2 Units.

### **Options 1 & 2**

Unit 1: Expressive/Design Enquiry - Learners use their knowledge of expressive design practice to inspire and influence their own art or design approach and choices. Following a creative process, they will work imaginatively to resolve art or design issues in 2D and/or 3D formats using a variety of materials and techniques.

Unit 2: Expressive/Design Studies - Learners investigate the working practices and approaches of others. They will critically analyse the work and practice of artists or designers whilst evaluating the impact of external factors on their own considerations. They will communicate opinions and make judgements on the work of designers or artists.

### **Course Assessment**

Component 1: A portfolio – 100 marks

This portfolio consists of:

16 x A4 sheets maximum for either the expressive or design practical work – 64 marks

Art or Design analysis (Studies) (2,000 max) - 30 marks

Evaluation & Template (400 words max) - 10 marks

**The portfolio and Art or Design analysis is externally assessed.**

## **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.

Craft Baking: An Introduction, Bread Making: An Introduction, Cake Decorating: An Introduction and Pastry.

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

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. The National Progression Award in Bakery at SCQF level 4 consists of four mandatory 40 hour Units. The NPA has been developed by SQA with the purpose of introducing a range of bakery skills. To complete the course pupils must pass all 4 units.

Employment opportunities The NPA in Bakery could lead to employment within the bakery industry. It will provide 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:** The 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.

Each unit has an assessment which pupils must pass. In addition, an independent research project must be undertaken.

### **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. The written report of the independent research project 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. 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: Structure and function of the cardiovascular system and the effect of specific disorders on the structure and function of the cardiovascular system. 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. Demonstrate 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 and 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, and applying 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 that will 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**

### **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**

### **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 (2.30 hours) with a total allocation of 100 marks, and an assignment report with an allocation of 20 marks.

## **Examination**

The Higher examination will have 100 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 - 20 marks
- Section 2 - Extended answer questions - 80 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**

### **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.

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 consists of two units and a course assessment:

- Introductory unit: pupils learn the basics of computer architecture, binary arithmetic, types of computer, types of programming languages and networking computers.
- Unit 1: Information System Design and Development – where pupils learn how to develop database and website systems as well as the technical, legal and environmental factors affecting the development of an information system.
- Unit 2: Software Design and Development – where pupils develop their problem solving skills in creating short computer programs using Truebasic and/or Scratch programming languages.
- Course Assessment
  - National 5 pupils will carry out:
    - an assignment worth 50 marks (31% of the final award)
    - an external question paper worth 110 marks (69% of the final award).
  - National 4 pupils will undertake the added value unit that involves:
    - analysing a computing science problem
    - designing a solution
    - implementing their solution
    - testing their solution.

### **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 full course is out of 160 marks:
  - An assessment worth 50 marks (31% of the final award)
  - An external question paper worth 110 marks (69% of the final award)

## COMPUTER GAMES DEVELOPMENT

### National Progression Award Computer Games Development SCQF Level 5 & 6

Throughout this course we will be looking at designing and building your own computer game.

The course consists of three areas of study:

**Design** – In this section we will look at what makes a computer game. We will look at different genres of game to help you come up with an idea for your own game. You will then create a design for the game that you will create.

**Media Assets** – In this section we will break down computer games and look at the individual bits that make up a computer game – the characters, sound, graphics, level design, etc.

You will then take this one step further and create the items that you need for your game, based on the designs from the design section.

**Development** – In this section this is where you will create your own game. Based on your design, you will write the code for your game to work. You will bring in the media assets created earlier to complete your own game. You will then evaluate your own game.

**Course Assessment** – The course is assessed in a portfolio approach. This means that you will be assessed on the design of your game, the media assets you create and the final game. There is also questions to answer throughout the course to show your understanding. There is no final exam for this course.

## 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. The Course assessment will consist of two Components — a performance and a practical activity.

### **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 a 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 renew 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 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:** This section assesses the candidate's ability to evaluate their own work and the work of others.

**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 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 – 20 Marks**

This section requires pupils to analyse a set text and explain how they would highlight dramatic features through acting, directing or design elements.

#### **Section 2: Theatre Production: Application – 10 Marks**

This section requires pupils to answer structured questions from the perspective of two production roles on their selected text

#### **Section 3: Performance Analysis – 20 Marks**

This section requires pupils to critically analyse a live performance which they have seen and explain the impact which the production elements had on the audience. Candidates are expected to use drama terminology throughout all sections of the written exam.

## **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 two pieces that is submitted for external marking: Argumentative / Persuasive Writing and Personal / Reflective 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 a final 4, 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 Writing and Personal / Reflective 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. 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 at least 2500 words, on a text/texts of literacy merit. This element is worth 30% of the final grade.
- A portfolio of two pieces of writing, from a choice of genres: 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, which is worth 40% of the overall mark.
  - Paper one – a critical essay on a prose or drama text previously studied in class. This is worth 25% of the final mark.
  - Paper two – textual analysis on poetry not previously studied in class. This paper is worth 15% 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 70% practical assignment activity to make a Fashion Textile item in response to a given brief and a question paper set by SQA for 30% of the course award.

### **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.
- **The practical activity** will involve learners in selecting and applying a range of appropriate textile construction techniques to make the fashion/textile item planned for and evaluated in the assignment.
- 70% of the overall course award.

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

- The question paper will be set by the SQA. 45 marks 30% of the course award.

## **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<sup>1</sup>, 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 Hospitality 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 75% of the course award. A question paper set by SQA will contribute 25% of the course award.

## **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 Hospitality: 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 75% of the overall course assessment. A question paper set by SQA will contribute 25% of the overall course award.

## **MATHEMATICS**

### **National 3 Application 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. The course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

- Numeracy (National 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 (National 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 (National 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.

### **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 consists of four units:

- Numeracy (National 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 (National 4)  
This unit contains work on aspects of algebra, geometry, statistics and reasoning.
- Relationships (National 4)  
This unit contains work on aspects of algebra, geometry, trigonometry, statistics & reasoning.
- Added Value (National 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.

### **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 would be for pupils who are progressing from National 4 or those wishing to re-sit the National 5 course.

- Expressions & Formulae (National 5)  
This section contains work on surds, indices, algebraic expressions, algebraic fractions, gradient, circle calculations and volumes of solids.
- Relationships (National 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 (National 5)  
This section contains work on trigonometric formulae, vectors, percentages, fractions, comparing distributions and scatter graphs.

### **Course Assessment**

There will be an AIB assessment in September, consisting of a non-calculator and calculator paper. The assessment takes the form of a final exam at the end of the course, which consists of a non-calculator and calculator paper. This will test learners' ability to retain and integrate mathematical knowledge across the entire course.

## **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.

- **Mathematics Task A**  
This section includes the equation of a straight line, functions and graphs, trigonometric equations, differentiation and recurrence relations.
- **Mathematics Task B**  
This section contains work on quadratic theory, polynomials, integration, trigonometric addition formulae, further differentiation and integration, the equation of the circle and the wave function.
- **Mathematics Task C**  
This section contains work on vectors, applications of differential and integration, exponential and logarithmic functions.

### **Course Assessment**

There will be an AIB assessment in October consisting of a non-calculator and calculator paper.

The external assessment takes the form of a final exam at the end of the course. This will test candidates' ability to retain and integrate mathematical knowledge across the entire course. The exam will consist of two separate papers; a non-calculator and calculator with short and extended response questions across both.

## **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**  
This unit includes partial fractions, differentiation, differential equations and integration.
- **Applications of Algebra and Calculus**  
This unit includes binomial theorem, applications of integration, properties of functions, sequences and series and methods of proof.
- **Geometry, Proof and Systems of Equations**  
This unit includes vectors in three dimensions, matrix algebra, number theory and methods of proof.

### **Course Assessment**

The exam consists of two separate papers; a non-calculator and a calculator with short and extended response questions across both.

## **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 30 marks 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 20 marks which is done internally but marked externally.

There are two external question papers which pupils sit in May: Reading /Directed writing worth 50 marks and Listening which is worth 20 marks.

### **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 appropriate to their level of progression. Both levels include three units of study:

- Democracy in the United Kingdom
- Social Issues – Social Inequality
- World Powers – the USA

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

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

### **Course Assessment**

At N5 level pupils sit an external examination which is worth 100 marks and has two elements:

- an assignment – completed in school under examination conditions and 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.

At N4 level pupils are internally assessed. There is no external examination.



## **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 Issues – Conflict in Syria

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

- draw and support conclusions
- assess the accuracy of a statement ('objectivity')
- assess the reliability of sources

### **Course Assessment**

Higher pupils sit an external examination which is worth 110 marks and has the following elements:

- an assignment – completed in school under examination conditions and 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 questions.
  - **Paper 2** requires candidates to answer one 10 mark source 'conclusion' question, one 10 mark source 'objectivity' 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 approximately 4000 and 5000 words. 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

### 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 a project 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 project 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

The course comprises of 2 research projects and a final project:

**Image Making:** - In this research project learners develop their knowledge and understanding of camera controls and techniques. They investigate and analyse factors influencing Photographers and their work. They apply knowledge of light and image formation when creating images or presenting work.

**Contextual Imagery** - In this research project learners experiment with techniques, technology and processes. They use their understanding of social and cultural interplay between photographers and society when developing personal creative approaches. They plan, produce and present photographic images in different styles and genres, before evaluating their own work and use of imaging techniques.

## **Course Assessment**

Project – 100 marks

Question Paper – 30 marks

The **final project** can be broken down into the following:

Research and Investigation	- 20 marks
Development & Production	- 20 marks
Creative Decisions	- 10 marks
Creative & Technical Competence	- 40 marks
Evaluation	- 10 marks

**The final project is externally assessed.**

## **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

### 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 which is worth 110 marks and has the following elements:

- An assignment – completed in school under examination questions and marked by the SQA. This is worth 30 marks.
- Two end-of-year 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 questions.

- 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** – 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.

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

## **RMPS**

### **Senior Phase Core RMPS**

During the senior phase S5 pupils will be studying ethical decision making in their core RMPS lessons. This is then applied to matters of consent and beneficence, relating to life and work issues. The class work will explore internationally topical themes such as; defence and conscription, medical intervention, power of attorney, gender and identity and organ donation. Pupils will be supported in furthering their skills of analysis and evaluation, through written and oral activities in class.

### **Religion Belief and Values Group Award Level 5**

Pupils who choose to can be presented for the SQA level 5 Religion Beliefs and Values award through online self-study. This comprises two discrete units which can be studied individually or together, designed to encourage independent learning and deep reflection.

The two units are:

1. **Investigating Religion and Beliefs:** pupils investigate an issue and analyse Religious and non-Religious viewpoints on this issue before writing a persuasive essay on their findings.

2. **Values in Action:** pupils reflect on a community engagement that they been involved in and discuss Religious and non-Religious viewpoints related to that action as well as considering the impact their action has on themselves and their community.

All work for this award is completed in their own time, with minimal online support from the department. Pupils can be presented for certification at any time during the senior phase.

### **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**

### **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).