



**SENIOR PHASE**  
**Curriculum Information**  
**Booklet**



## Head Teacher's Introduction

Pupils in the current S4 and S5 year groups will be making choices about their chosen curriculum subjects in S5 and S6. Current S4 pupils choose 2 subjects to 'drop', taking them from 7 subjects to 5. Current S5 pupils choose 5 subjects/curriculum activities for their final stage experience in S6.

The Senior Phase, S4 through to S6, provides pupils with a 3-year programme of study to develop their skills, and to achieve the necessary qualifications for their chosen future.

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

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

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

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

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

K O'Connor  
Head Teacher

## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Administration and IT National 5

3  
UNITS

ADMINISTRATIVE PRACTICES  
IT SOLUTIONS FOR ADMINISTRATORS  
COMMUNICATION IN ADMINISTRATION

+  
COURSE  
ASSESSMENT

ADDED VALUE UNIT: ADMINISTRATION AND IT ASSIGNMENT

ADMINISTRATION  
& IT  
SOCIAL STUDIES

NATIONAL  
5

### What skills will my child develop?

- an understanding of administration in the workplace and of the attributes required of good administrators
- knowledge and understanding of key legislation affecting organisations and employees
- knowledge and understanding the benefits to organisations of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar and some unfamiliar contexts
- the ability to use IT skills in more complex administrative tasks
- organisational skills in the context of organising and supporting events
- the ability to use technology appropriately for communication and investigation in familiar and some unfamiliar contexts
- skills in organising, processing and communicating information in largely familiar contexts
- knowledge and understanding of social issues such as business use of IT and the impacts of IT
- problem-solving, team-working and using initiative



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning; group work and peer learning; internet research; visits
- Collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- Space for personalisation and choice: learners could choose methods of communicating information.
- Applying learning
- Embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, audio and video recordings, presentations, diaries, written work. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment which will require learners to use their knowledge and skills to prepare for and support an event. This will be assessed and graded A to D by the SQA.

National 5 progresses onto Higher Administration and IT



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For more detailed course information:

SQA: Administration and IT National 5: [www.sqa.org.uk/sqa/45688.html](http://www.sqa.org.uk/sqa/45688.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

Curriculum for Excellence Key Terms and Features Factfile:

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# NATIONALS IN A NUTSHELL

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

2  
UNITS

**EXPRESSIVE ACTIVITY  
DESIGN ACTIVITY**

**COURSE ASSESSMENT: PORTFOLIO + QUESTION PAPER**

+  
COURSE  
ASSESSMENT

**ART & DESIGN  
EXPRESSIVE ARTS**

NATIONAL  
**5**

## What skills will my child develop?

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



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

## ASSESSMENT

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

## APPLYING LEARNING TO EXPRESSIVE PROJECTS

A local business was looking for some branding advice. We were given a brief to design a logo and an A5 flyer promoting the business. Working in small teams, we developed our ideas before arriving at two possible design solutions which we presented to the owner of the business. She picked one of the ideas and now we see it around our village!

National 5 progresses onto Higher Art and Design

For more detailed course information:

SQA: Art and Design National 5: [www.sqa.org.uk/sqa/47388.html](http://www.sqa.org.uk/sqa/47388.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

Curriculum for Excellence Key Terms and Features Factfile:

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Biology National 5

3  
UNITS

CELL BIOLOGY  
MULTICELLULAR ORGANISMS  
LIFE ON EARTH

COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

BIOLOGY  
SCIENCES

NATIONAL  
5

### What skills will my child develop?

- a deeper knowledge and understanding of biology
- a deeper understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a biology context
- use and understand scientific literacy, to communicate ideas and issues
- finding associations and investigating models in real-life contexts
- information-handling skills (selecting, presenting, processing information)
- the knowledge and skills for more advanced learning in biology
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, using feedback
- A blend of classroom approaches including more challenging experimental, practical, investigative approaches, whole class, small group, one-to-one discussions, interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning eg with other sciences, mathematics, social studies, technologies or RMPS; with organisations such as STEMNET
- Space for personalisation and choice: the Assignment can be on a topic agreed by the learner and the teacher
- Applying learning
- Embedding literacy and numeracy skills: researching, processing and presenting information (using calculations and units); evaluating; recording, displaying and interpreting data; using technology.

### ASSESSMENT

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

National 5 progresses onto Higher Biology

For more detailed course information:

SQA: Biology National 5: [www.sqa.org.uk/sqa/47427.html](http://www.sqa.org.uk/sqa/47427.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## NATIONALS IN A NUTSHELL

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

3  
UNITS

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

+  
COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

BUSINESS  
MANAGEMENT  
SOCIAL STUDIES

NATIONAL  
5

### What skills will my child develop?

- enterprise and employability skills
- knowledge and understanding of the impact of business activities on society
- decision-making to solve straightforward business-related problems
- knowledge and understanding of entrepreneurial attributes
- the ability to interpret and evaluate straightforward business financial data
- knowledge of the use of technologies in business
- communicating straightforward business-related information
- knowledge and understanding of human resource management
- knowledge and understanding of marketing and operations systems
- the ability to analyse effective business practice
- awareness of the effects of internal and external influences on business activity



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, theoretical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working co-operatively in pairs, small groups or larger groups on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work; the Assignment also allows choice
- Applying learning
- Embedding literacy and numeracy skills: communicating; numeracy for financial management; researching, presenting and analysing information; interpreting data; using technology.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (exam) and an Assignment requiring learners produce a report on a business in response to a brief. Both are marked by the SQA and are graded A to D.

This National 5 progresses onto Higher Business Management

For more detailed course information:

SQA: Business Management National 5: [www.sqa.org.uk/sqa/47436.html](http://www.sqa.org.uk/sqa/47436.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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### DISCUSSION IN THE CLASSROOM

My mum is looking into setting up a flower shop locally, with a delivery service. A small group of us did as much research as we could, interviewing the owner of a flower shop in the nearby city and using the internet to find out about customer feedback and wholesale suppliers and costs. We contacted the local Council to find out about business rates and also for help with business start-up information. We put all the information together in a report, with a business plan. My mum could see exactly what her overheads would be, what customers like and what her start-up actions and costs would be. She is looking for a suitable premises. Once she finds one, we will help her with some marketing and promotional ideas.



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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Chemistry National 5

3  
UNITS

CHEMICAL CHANGES AND STRUCTURE  
NATURE'S CHEMISTRY  
CHEMISTRY IN SOCIETY

+  
COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

CHEMISTRY  
SCIENCES

NATIONAL  
5

### What skills will my child develop?

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



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

### ASSESSMENT

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

### DISCUSSION IN THE CLASSROOM

#### Chemistry in Society:

We are studying radioisotopes, our reliance of radioactivity, its risks and benefits. We are considering the following questions: Will global security depend on a nuclear future? and How does the work of Becquerel and Curie impact on health care in the 21st century? Does media coverage about nuclear chemistry accurately reflect scientific evidence and facts or does it use persuasive techniques?

National 5 progresses onto Higher Chemistry

For more detailed course information:

SQA: Chemistry National 5: [www.sqa.org.uk/sqa/45722.html](http://www.sqa.org.uk/sqa/45722.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## NATIONALS IN A NUTSHELL

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

2  
UNITS

SOFTWARE DESIGN AND DEVELOPMENT  
INFORMATION SYSTEM DESIGN AND DEVELOPMENT

+  
COURSE  
ASSESSMENT

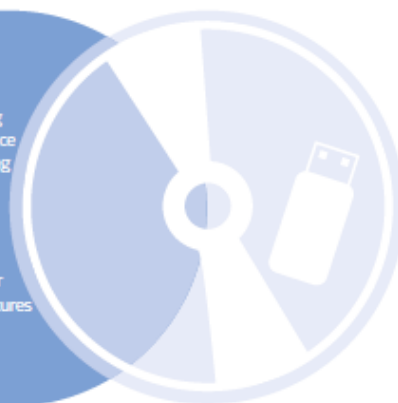
COURSE ASSESSMENT: ASSIGNMENT AND QUESTION PAPER

COMPUTING  
SCIENCE  
TECHNOLOGIES

NATIONAL  
5

### What skills will my child develop?

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



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

### ASSESSMENT

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

National 5 progresses onto Computing Science Higher

For more detailed course information:

SQA: Computing Science National 5: [www.sqa.org.uk/sqa/56923.html](http://www.sqa.org.uk/sqa/56923.html)  
Education Scotland: [www.educationsscotland.gov.uk/nationalqualifications/index.asp](http://www.educationsscotland.gov.uk/nationalqualifications/index.asp)  
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## NATIONALS IN A NUTSHELL

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

2  
UNITS

DESIGN  
MATERIALS AND MANUFACTURING

COURSE  
ASSESSMENT

COURSE ASSESSMENT: QUESTION PAPER + ASSIGNMENT

DESIGN &  
MANUFACTURE  
TECHNOLOGIES

NATIONAL  
5

### What skills will my child develop?

- skills in the design and manufacturing of straightforward models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society
- knowledge and understanding of industrial designers and commercial production
- the ability to devise design and manufacturing solutions to straightforward and more complex practical problems
- the ability to select and use a range of tools, equipment, software and materials
- the ability to use modelling and manufacturing techniques in 3 D
- the ability to communicate design proposals
- creativity in an exciting and dynamic technological context
- the ability to evaluate and apply suggestions for improvement
- the ability to read drawings and diagrams
- planning, analysing and evaluation skills



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- Collaborative learning: partnerships with learners and staff in other curricular areas such as Art and Design; partnerships with the wider community and professional practitioners eg architects, manufacturers, design studios
- Space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the Assignment
- Applying learning
- Embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be sketch books, notes from group discussions, presentations, reviews and product evaluations, computer-generated class work. A portfolio of work may be prepared
- The Course Assessment consists of a two-section Question Paper (exam marked by the SQA) and an Assignment (marked in accordance with SQA guidelines). For the Assignment, learners will be given a brief for which they prepare a design folio and a prototype, applying skills and knowledge gained from the Units. The Course Assessment will be graded A to D.

Our design brief was to create some outdoor seating for the school grounds. It had to be sustainable, affordable and appealing to young people. We worked in groups, first of all undertaking research on the internet about school seating designs and seats in public places. The tricky part was the choice of materials - what would be comfortable, attractive and cope with wear and tear? Our group chose to use wood, sourced from fallen timber in the nearby park. We designed the seating with a very natural look, like a large log, to fit in with the location at the edge of the school playing field, and also because we remembered how much we liked to sit on logs in the local woods when we were younger.

National 5 progresses onto Higher Design and Manufacture

For more detailed course information:

SQA: Design and Manufacture National 5: [www.sqa.org.uk/sqa/47457.html](http://www.sqa.org.uk/sqa/47457.html)  
Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)  
Curriculum for Excellence Key Terms and Features Factfile:  
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# NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Drama National 5

2  
UNITS

**DRAMA SKILLS  
PRODUCTION SKILLS**

+  
COURSE  
ASSESSMENT

**COURSE ASSESSMENT: QUESTION PAPER + DRAMA PERFORMANCE**

**DRAMA**  
EXPRESSIVE ARTS

NATIONAL  
**5**

## What skills will my child develop?

- a range of practical skills in creating and presenting drama
- knowledge, understanding and the use of a range of drama production skills
- creativity and the ability to express himself/herself in different ways
- knowledge and understanding of social and cultural influences on drama
- the ability to respond to stimuli when creating drama
- knowledge and understanding of form, structure, genre, style
- the ability to generate and communicate meaning, thoughts and ideas when creating drama
- voice, movement and characterisation skills
- the ability to work collaboratively, sharing and using drama ideas
- problem-solving, reflection, analysing and evaluation skills



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions, responding to feedback and challenge for improvement
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; internet research; DVDs; theatre visits and field trips; workshop sessions; discussion
- Collaborative learning: working in pairs, small groups or larger groups; partnerships with learners and staff in other curricular areas such as History or Media; partnerships with the wider community and professional practitioners eg theatre companies, community productions
- Space for personalisation and choice: the course is flexible and adaptable, with opportunities for choosing different production roles, as well as selecting roles for the Course Assessment (Performance).
- Applying learning
- Embedding literacy skills: communicating; researching and presenting information; reflecting; evaluating; using media and digital technology.

## ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented through a variety of media and technologies (video recording, blogs, written work, interview). A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (marked by the SQA) and a Performance (assessed by both the centre in accordance with SQA guidelines and the SQA) in which learners take part in a live production and keep a log with supporting information and background research. The Course Assessment is graded A to D.

National 5 progresses onto Higher Drama

For more detailed course information:

SQA: Drama National 5: [www.sqa.org.uk/sqa/45714.html](http://www.sqa.org.uk/sqa/45714.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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# NATIONALS IN A NUTSHELL

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

ENGINEERING  
SCIENCE  
TECHNOLOGIES

NATIONAL  
5

3  
UNITS

ENGINEERING CONTEXTS AND CHALLENGES  
ELECTRONICS AND CONTROL  
MECHANISMS AND STRUCTURES

+  
COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

## What skills will my child develop?

- knowledge and understanding of key engineering facts and ideas
- understanding the relationships between engineering, maths and science
- an understanding of mechanical, structural, pneumatic and electronic systems
- the ability to apply analytical, design, construction and evaluation skills to a range of engineering problems
- knowledge of the workings of a range of engineered objects
- the ability to communicate engineering concepts clearly
- an understanding of the role and impact of engineering in society
- knowledge of the relevance of energy, sustainability and efficiency to engineering problems and solutions
- the ability to use materials and equipment for a range of practical projects
- design and problem-solving skills
- planning, organising and researching in a technological context

## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, using feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including hands-on practical tasks, such as experiments and open-ended investigations; whole class interactive learning; group work and peer learning; visits
- Collaborative learning: working in pairs, small groups or teams to develop; links with other curricular areas such as physics, maths and social studies subjects; links with employers and businesses
- Space for personalisation and choice: learners can choose their Assignment for the Course Assessment
- Applying learning
- Embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

## ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as notebooks, records of group discussions, presentations, reviews, testing, videos and experiments. A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (exam marked by the SQA) and an Assignment. The Assignment will require learners to solve an engineering problem and demonstrate skills in analysis, simulations, construction, testing and reporting. The Course Assessment is graded A to D.

National 5 progresses onto Higher Engineering Science

For more detailed course information:

SQA: Engineering Science National 5: [www.sqa.org.uk/sqa/47458.html](http://www.sqa.org.uk/sqa/47458.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of English National 5

2  
UNITS

### ANALYSIS AND EVALUATION

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

### CREATION AND PRODUCTION

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

+  
COURSE  
ASSESSMENT

### COURSE ASSESSMENT: PORTFOLIO OF WORK + QUESTION PAPER

ENGLISH  
LANGUAGES

NATIONAL  
5

## What skills will my child develop?

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

## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

## ASSESSMENT

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

National 5 progresses onto Higher English

For more detailed course information:

SQA: English National 5: [www.sqa.org.uk/sqa/47410.html](http://www.sqa.org.uk/sqa/47410.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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# NATIONALS IN A NUTSHELL

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



**LIVING ENVIRONMENT  
SUSTAINABILITY  
EARTH'S RESOURCES**



**COURSE ASSESSMENT: ASSIGNMENT QUESTION PAPER**

**ENVIRONMENTAL  
SCIENCE**

**NATIONAL  
5**

## What skills will my child develop?

- knowledge and understanding of environmental science
- understanding environmental science's role in scientific issues and in society
- the ability to apply environmental science knowledge to new situations
- practical fieldwork skills
- scientific awareness of environmental issues and the validity of source material
- using scientific technology, equipment and materials safely
- the ability to research and communicate findings
- scientific literacy and scientific analytical skills
- scientific inquiry and investigative skills to test hypotheses and to illustrate effects
- creative thinking, analysing and problem-solving
- selecting information from a range of sources
- presenting and processing information appropriately in a variety of forms (using calculations and units where appropriate)



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including hands-on practical and experiential learning; experiments; one-to-one, whole-class, group and peer learning and discussion; fieldwork; visits
- Collaborative learning: working in pairs or small groups; working with partners in Science and Social Studies as this course has a strong interdisciplinary nature; employers; businesses; STEMNET
- Space for personalisation and choice: learners can choose their Assignment topic in discussion with the teachers/lecturer
- Applying learning
- Embedding literacy and numeracy skills: information-handling; processing data; measuring; communicating; analysing and evaluating; using technology; discussing.

## ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as experiment reports, presentations, questioning, data loggers, graphs and tables, notes, podcasts. A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (exam) and an Assignment which requires learners to investigate a topical issue and write it up. Both are marked by the SQA and are graded A to D.

National 5 progresses onto Higher Environmental Science

For more detailed course information:

SQA: Environmental Science National 5: [www.sqa.org.uk/sqa/47429.html](http://www.sqa.org.uk/sqa/47429.html)

Education Scotland: [www.education.scotland.gov.uk/nationalqualifications/index.asp](http://www.education.scotland.gov.uk/nationalqualifications/index.asp)

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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Fashion and Textile Technology National 5



TEXTILE TECHNOLOGIES  
FASHION/TEXTILE ITEM DEVELOPMENT  
FASHION AND TEXTILE CHOICES



COURSE ASSESSMENT: PRACTICAL ACTIVITY

FASHION  
& TEXTILE  
TECHNOLOGY  
HEALTH &  
WELLBEING

NATIONAL  
5

### What skills will my child develop?

- the ability to plan, make and review fashion/textile items with some accuracy
- the ability to use a range of textile construction techniques with some accuracy
- knowledge and understanding of a range of textile characteristics, properties and technologies for a range of different applications
- knowledge and understanding of the uses of textiles
- the ability to work to a brief
- selecting, setting up, adjusting and safely using of tools and equipment
- knowledge and understanding of a range of factors that influence fashion/textile choices
- problem-solving in straightforward contexts with some complex features
- communicating and justifying ideas
- evaluating the development process and the completed fashion/textile items



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; visits to fashion shows, manufacturers or colleges
- Collaborative learning: working in pairs, small groups or larger groups to develop fashion/textile items, to investigate fashion trends or to organise an event
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Course Assessment
- Applying learning
- Embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as verbal or written feedback, written reports, presentations, observational checklists, photographic or video evidence, manufactured textile items. A portfolio of work may be prepared
- The Course Assessment consists of a Practical Activity that requires learners to plan, make and evaluate a fashion/textile item accurately and with limited support in response to a brief. The Course Assessment will be marked by the school/centre in accordance with SQA guidelines and will be graded A to D.

National 5 progresses onto Higher Fashion and Textile Technology

For more detailed course information:

SQA: Fashion and Textile Technology National 5: [www.sqa.org.uk/sqa/56939.html](http://www.sqa.org.uk/sqa/56939.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

Curriculum for Excellence Key Terms and Features Fact leaflet:

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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Geography National 5

3  
UNITS

PHYSICAL ENVIRONMENTS  
HUMAN ENVIRONMENTS  
GLOBAL ISSUES

+  
COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

GEOGRAPHY  
SOCIAL STUDIES

NATIONAL  
5

### What skills will my child develop?

- detailed knowledge and understanding of our changing world and its human and physical processes
- a range of geographical skills, techniques and experiences including fieldwork and practical activities
- detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an open mind and respect for other values, beliefs and cultures
- an interest in, and concern for, the environment, leading to sustainable development and environmental stewardship
- using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data
- the ability to investigate, research, critically evaluate and communicate information and findings
- an awareness of geographical information systems (eg using ICT)

### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning
- Collaborative learning: learners can work in groups and with others locally, nationally and internationally; inter-curricular projects with the sciences and other social studies
- Space for personalisation and choice: learners may choose their Assignment topic and research methodology, including field work
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

### ASSESSMENT

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

National 5 progresses onto Higher Geography

For more detailed course information:

SQA: Geography National 5: [www.sqa.org.uk/sqa/45706.html](http://www.sqa.org.uk/sqa/45706.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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### ACTIVE LEARNING IN THE CLASSROOM

We organised a formal debate, working with a Modern Studies class. We divided into two teams, one for the motion and one against. Our issue was "This house believes that wind farms are a blot on the landscape of Scotland". Each team had to undertake research on the internet and in the media, to see what the arguments were in support of the motion and against the motion. We were all given the task of researching one argument for our team, supported by evidence. This was tricky! To help us organise our arguments, we invited two guest speakers in, both local elected politicians, who had opposing views on the debate topic. The key argument was about having sustainable energy sources versus the look of wind farms. The debate was held in front of sixth year pupils, who voted on the winners. It was a very heated debate and those supporting wind farms won, but not by much.



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## NATIONALS IN A NUTSHELL

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

2  
UNITS

2D GRAPHIC COMMUNICATION  
3D AND PICTORIAL GRAPHIC COMMUNICATION

COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

GRAPHIC  
COMMUNICATION  
TECHNOLOGIES

NATIONAL  
5

### What skills will my child develop?

- broader and deeper skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software in familiar and in unfamiliar contexts
- knowledge and understanding of graphic communication standards, protocols and conventions in unfamiliar contexts
- an understanding of the impact of graphic communication technologies on our environment and society
- an awareness of graphic communication as an international language
- the ability to read, interpret and create graphic communication
- to develop solutions to graphics tasks with some complex features
- planning, organising, critical thinking, evaluating and decision-making
- basic knowledge of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques
- describe, respond to and analyse the work of others

### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through ownership of practical tasks, self and peer evaluations, setting agreed learning intentions and success criteria and using feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT
- Collaborative learning: learners can work independently and with others on group enterprise tasks
- Space for personalisation and choice is embedded throughout the course
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion.

### ASSESSMENT

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

National 5 progresses onto Higher Graphic Communication

For more detailed course information:

SQA: Graphic Communication National 4: [www.sqa.org.uk/sqa/47459.html](http://www.sqa.org.uk/sqa/47459.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of History National 5

3  
UNITS

### HISTORICAL STUDY: SCOTTISH

five topic choices eg Mary Queen of Scots and the Reformation

### HISTORICAL STUDY: BRITISH

five topic choices eg The Atlantic Slave Trade 1770–1807

### HISTORICAL STUDY: EUROPEAN AND WORLD

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

+  
COURSE  
ASSESSMENT

### COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

HISTORY  
SOCIAL STUDIES

NATIONAL  
5

## What skills will my child develop?

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



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

### ASSESSMENT

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

### ACTIVE AND COLLABORATIVE LEARNING IN THE CLASSROOM

## The Rise of Hitler between 1928 and 1933

Learners divide into groups that represent the different social, ethnic and political groups such as Communists, Jews and the middle class. They then research the Nazi Party's rise to power from their group's point of view. Each group presents its findings to the class and a discussion takes place about economic crises and their impact.

National 5 progresses onto Higher History

For more detailed course information:

SQA: History National 5: [www.sqa.org.uk/sqa/45628.html](http://www.sqa.org.uk/sqa/45628.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Mathematics National 5

3  
UNITS

EXPRESSIONS AND FORMULAE  
RELATIONSHIPS  
APPLICATIONS

+  
COURSE  
ASSESSMENT

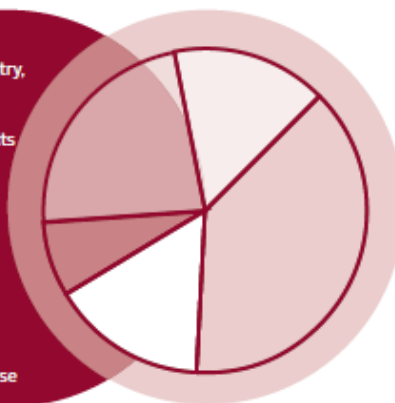
COURSE ASSESSMENT: TWO QUESTION PAPERS

MATHEMATICS

NATIONAL  
5

### What skills will my child develop?

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



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

### ASSESSMENT

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

National 5 progresses onto Higher Mathematics

### ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

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

For more detailed course information:

SQA: Mathematics National 5: [www.sqa.org.uk/sqa/47419.html](http://www.sqa.org.uk/sqa/47419.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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# NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Media National 5

2  
UNITS

ANALYSING MEDIA CONTENT  
CREATING MEDIA CONTENT

COURSE  
ASSESSMENT

COURSE ASSESSMENT: ASSIGNMENT, CASE STUDY + QUESTION PAPER

MEDIA  
LANGUAGES

NATIONAL  
5

## What skills will my child develop?

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



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

## ASSESSMENT

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

## DISCUSSION IN THE CLASSROOM

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

National 5 progresses onto Media Higher

For more detailed course information:

SQA: Media National 5: [www.sqa.org.uk/sqa/47414.html](http://www.sqa.org.uk/sqa/47414.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

Curriculum for Excellence Key Terms and Features Factfile:

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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## NATIONALS IN A NUTSHELL

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

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

2  
UNITS

### UNDERSTANDING LANGUAGES

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

### USING LANGUAGES

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

+  
COURSE  
ASSESSMENT

### COURSE ASSESSMENT: TWO QUESTION PAPERS + PERFORMANCE

MODERN  
LANGUAGES  
LANGUAGES

NATIONAL  
5

### What skills will my child develop?

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply detailed, more complex language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using detailed, more complex language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation eg defining the purpose of a text
- dictionary skills



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, using feedback, practising extended writing in timed conditions
- A blend of classroom approaches including group and class discussion, game-based learning, websites, interactive tasks using IT, video conferencing, audio recordings
- Collaborative learning: working with others in group or partner activities eg paired reading, 'give one, get one' and jigsaw activities; holding debates; links with other curricular areas
- Space for personalisation and choice: learners can choose their topics for their Performance as well as topics within the Units
- Applying learning
- Embedding literacy: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (two Question Papers and a Performance)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, discussions, extended writing, notes, multi-modal texts or podcasts. A portfolio to show progress through the units may be prepared
- The Course Assessment consists of two Question Papers (exams marked by the SQA), Paper 1 (reading and writing) and Paper 2 (listening). The Performance is a presentation followed by questions (internally assessed in accordance with SQA guidelines). The Assessment is graded A to D.

National 5 progresses onto Modern Languages Higher

For more detailed course information:

SQA: Modern Languages National 5: [www.sqa.org.uk/sqa/45671.html](http://www.sqa.org.uk/sqa/45671.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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### DISCUSSION IN THE CLASSROOM

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



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# NATIONALS IN A NUTSHELL

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

3  
UNITS

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

+  
COURSE  
ASSESSMENT

**COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER**

**MODERN  
STUDIES**  
SOCIAL STUDIES

NATIONAL  
5

## What skills will my child develop?

- detailed knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- detailed knowledge and understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- awareness of different views about the extent of state involvement in society
- the ability to detect and explain bias and exaggeration
- an awareness of the nature and processes of conflict resolution
- straightforward understanding of human and legal rights and responsibilities and their application in different societies
- a range of research and information handling skills
- the ability to draw valid conclusions from evidence
- critical thinking skills such as explaining, analysing, evaluating



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, learning logs
- A blend of classroom approaches including visits and real life contexts; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally; inter-curricular projects with English, maths and other social studies
- Space for personalisation and choice: learners may select topics within units, choose their Assignment topic and their methods of researching and presenting evidence
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information including statistics; evaluating; communicating.

## ASSESSMENT

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

National 5 progresses onto Higher Modern Studies

For more detailed course information:

SQA: Modern Studies National 5: [www.sqa.org.uk/sqa/45702.html](http://www.sqa.org.uk/sqa/45702.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

Curriculum for Excellence Key Terms and Features Factfile:

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# NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Music National 5

3  
UNITS

PERFORMING SKILLS  
COMPOSING SKILLS  
UNDERSTANDING MUSIC

+  
COURSE  
ASSESSMENT

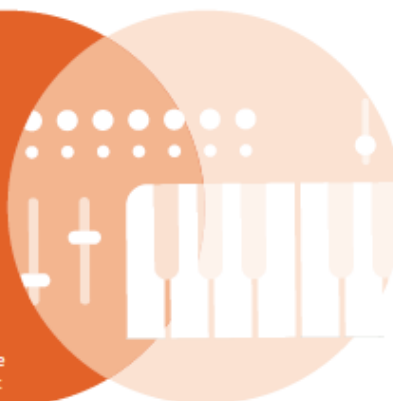
COURSE ASSESSMENT: PERFORMANCE + QUESTION PAPER

MUSIC  
EXPRESSIVE ARTS

NATIONAL  
5

## What skills will my child develop?

- sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- the ability to create original music using compositional methods and music concepts and music concepts when composing, arranging or improvising
- deeper knowledge and understanding of the social and cultural factors influencing music
- deeper knowledge and understanding of music and musical literacy by listening to music
- identifying level-specific annotated music signs, symbols, concepts and styles
- understanding the creative process and expressing him or herself through music
- personal creativity and applying music concepts to personal practice
- critical and analytical listening skills and evaluation for improvement



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: in research methodology, choice of pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

## ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Question Paper and Performance)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or presentations, podcasts, answers to questions and may be stored in an e-portfolio. Digital recordings of performances could be included
- The Course Assessment consists of a Question Paper (exam with listening component) and a Performance (an 8 minute programme of music with two instruments or instrument and voice).

National 5 progresses onto Higher Music

For more detailed course information:

SQA: Music National 5: [www.sqa.org.uk/sqa/45717.html](http://www.sqa.org.uk/sqa/45717.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

Curriculum for Excellence Key Terms and Features Factfile:

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## NATIONALS IN A NUTSHELL

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

2  
UNITS

PERFORMANCE SKILLS  
FACTORS IMPACTING ON PERFORMANCE

COURSE ASSESSMENT: PERFORMANCE + PORTFOLIO

+  
COURSE  
ASSESSMENT

PHYSICAL  
EDUCATION  
HEALTH &  
WELLBEING

NATIONAL  
5

### What skills will my child develop?

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

### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

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

### ASSESSMENT

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

National 5 progresses onto Higher Physical Education

For more detailed course information:

SQA: Physical Education National 5: [www.sqa.org.uk/sqa/45743.html](http://www.sqa.org.uk/sqa/45743.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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### APPLYING LEARNING

#### Strategic Thinking In The Classroom

Our topic was basketball. We found out about defensive strategies – full court pressure player to player, half court player to player, half court trap and zone defence. We tried them out using models and different scenarios, to help us make tactical choices. Then we used the strategies ourselves, taking it in turns to make the decisions. With our teams, we assessed the effectiveness of the strategies.



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# NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Physics National 5

3  
UNITS

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

+  
COURSE  
ASSESSMENT

**COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER**

**PHYSICS**  
SCIENCES

NATIONAL  
**5**

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

## What skills will my child develop?

- in-depth knowledge and understanding of physics
- applying this knowledge and understanding to new situations
- an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills and creativity in a physics context
- extended scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- a deeper understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions and formulating hypotheses



## WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- A blend of classroom approaches including challenging experimental, practical and investigative approaches, whole class discussions and interactive teaching
- Collaborative learning: working with others in group or partner activities; intercurricular learning with other sciences, mathematics, technologies, religious and moral education; with organisations such as STEMNET
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Assignment
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting more complex data; using technology and data loggers.

## ASSESSMENT

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

National 5 progresses onto Higher Physics

For more detailed course information:

SQA: Physics National 5: [www.sqa.org.uk/sqa/47430.html](http://www.sqa.org.uk/sqa/47430.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## DISCUSSION IN THE CLASSROOM

We were given the question: "Is space exploration good value for money?" First of all, we had to decide how to answer the question. Some suggested a debate, with 'yes' and 'no' positions. In the end, we put together a double-page spread for an imaginary science magazine. We looked at real magazines to work out layout and word counts, and decided how we would divide the tasks. The 'yes' page and the 'no' page each had an editor who wanted the strongest possible arguments. Some of us researched the costs of specific space projects, others found information on what had been achieved (or not). Each was turned into a small story. We ended up with a great feature, packed full of information.



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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Practical Woodworking National 5

3  
UNITS

FLAT-FRAME CONSTRUCTION  
CARCASE CONSTRUCTION  
MACHINING AND FINISHING

+  
COURSE  
ASSESSMENT

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

PRACTICAL  
WOODWORKING  
TECHNOLOGIES

NATIONAL  
5

### What skills will my child develop?

- skills in woodworking techniques for tasks with some complex features
- using a range of woodworking tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- measuring and marking out timber sections and sheet materials
- cutting and shaping tasks with some complex features
- practical creativity in the context of woodworking tasks with some complex features
- following given stages to take a practical problem-solving approach to woodworking tasks
- awareness of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context



### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits
- Collaborative learning: working in pairs, small groups or larger groups; working with partners in other Technologies subjects, Maths, Sciences
- Space for personalisation and choice: learners can choose how they develop their Practical Activity
- Applying learning
- Embedding literacy and numeracy skills: interpreting drawings/diagrams, measuring, marking out, analysing data, designing.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as completed tasks, records of the task development (blogs, logs, diaries). A portfolio of work (including a learner checklist) may be prepared
- The Course Assessment consists of a Practical Activity which requires learners to produce a finished product in wood, with working drawings, a record of progress and an evaluation of the project. This will be marked by the centre in accordance with SQA guidelines and will be graded A to D.

National 5 progresses onto National 5 can progress onto a variety of Technology, Science and Skills for Work courses, or training or work  
For more detailed course information:

SQA: Practical Woodworking National 5: [www.sqa.org.uk/sqa/47462.html](http://www.sqa.org.uk/sqa/47462.html)  
Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)  
Curriculum for Excellence Key Terms and Features Factfile:  
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## NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of  
Religious, Moral and Philosophical Studies (RMPS) National 5

3  
UNITS

WORLD RELIGION  
MORALITY AND BELIEF  
RELIGIOUS AND PHILOSOPHICAL QUESTIONS

+  
COURSE  
ASSESSMENT

**COURSE ASSESSMENT: ASSIGNMENT AND QUESTION PAPER**

RMPS  
RELIGIOUS & MORAL  
STUDIES

NATIONAL  
5

### What skills will my child develop?

- detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- detailed factual knowledge and understanding of religious, moral and philosophical questions and responses to them
- detailed factual and theoretical knowledge and understanding of the impact and significance of religion today
- expressing detailed and reasoned views about contemporary moral questions
- critical thinking and philosophical enquiry
- making comparisons
- putting values or beliefs into action to benefit others
- making informed moral decisions
- researching, processing and analysing information in detail
- commenting on the meaning and context of sources

### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting targets, reflecting on learning, evaluating progress
- A blend of classroom approaches including learning from each other, in partnership and in teams as well as through whole class learning
- Collaborative learning: working with others will enable learners to understand and respect the views and perspectives of others
- Space for personalisation and choice: learners select one of the world's six major religions to study in each Unit. They also choose their Assignment topic
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

### ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may build a portfolio
- The Course Assessment consists of an Assignment (written up under controlled conditions) and a Question Paper (exam). Both are marked by the SQA and are graded A to D.

National 5 progresses onto RMPS Higher

### TEAMWORK FOR LEARNING

For the units in this course, we specialise in one of the world's six major religions. Because we live in a city, we were fortunate to be able to invite the local representatives of four of the religions to come in and discuss their faith and practices with the whole class. I am studying Islam, as are three others in the class, and we prepared questions for the Imam. Having a guest speaker was a great way to ask deeper questions. It was really useful to hear about the other religions too.

For more detailed course information:

SQA: Religious, Moral and Philosophical Studies National 5: [www.sqa.org.uk/sqa/47421.html](http://www.sqa.org.uk/sqa/47421.html)

Education Scotland: [www.educationscotland.gov.uk/nationalqualifications/index.asp](http://www.educationscotland.gov.uk/nationalqualifications/index.asp)

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## HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Accounting

3  
UNITS

**PREPARING FINANCIAL ACCOUNTING INFORMATION**  
**PREPARING MANAGEMENT ACCOUNTING INFORMATION**  
**ANALYSING ACCOUNTING INFORMATION**

+  
COURSE  
ASSESSMENT

**ASSIGNMENT + QUESTION PAPER**



### Skills

Learners will be able to:

- understand the significant function that accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of relatively complex accounting information, and apply a systematic approach to solving financial problems
- apply relatively complex accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- apply the use of information technology in relatively complex accounting tasks



### Opportunities for Learners

Learners will be able to:

- understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance
- describe, record, present, interpret and analyse complex financial information
- compare and contrast accounting information to draw valid conclusions



### Assessment

- To gain Higher Accounting, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 150 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (50 marks) and a Question Paper (exam for 100 marks) which is in two sections (see below). Evidence from the Assignment and the Question Paper will be marked externally by the SQA
- Higher Accounting is graded from A to D or as No Award.



**Question Paper** Section 1: One mandatory question (40 marks)  
Section 2: Three mandatory questions (60 marks)

2 hours  
100 marks

Specimen Paper [www.sqa.org.uk/files\\_ccc/AccountingSQPH.pdf](http://www.sqa.org.uk/files_ccc/AccountingSQPH.pdf)

**Assignment** Learners will demonstrate research, analytical, decision-making and ICT skills

50 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Accounting: [www.sqa.org.uk/sqa/47917.html](http://www.sqa.org.uk/sqa/47917.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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## HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Administration and IT

3  
UNITS

**ADMINISTRATIVE THEORY AND PRACTICE  
IT SOLUTIONS FOR ADMINISTRATORS  
COMMUNICATION IN ADMINISTRATION**

+  
COURSE  
ASSESSMENT

**ASSIGNMENT + QUESTION PAPER**

ADMINISTRATION  
AND IT  
SOCIAL STUDIES

CfE  
HIGHER



### Skills

Learners will be able to:

- understand administration in the workplace and its importance
- take responsibility for key administrative tasks
- develop a range of advanced IT skills for processing and managing information
- communicate complex information effectively, making appropriate use of IT
- develop skills in managing the organisation of events
- solve problems in the context of administration



### Opportunities for Learners

Learners will be able to:

- develop their administrative and IT skills
- use a range of functions, some of them complex, of IT applications such as word processing, spreadsheets, databases, desktop publishing, presentation
- organise, manage and communicate relatively complex information
- understand relevant health, safety and security legislation and workplace procedures



### Assessment

- To gain Higher Administration and IT, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 30 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Administration and IT is graded from A to D or as No Award.



**Question Paper** Section 1: A scenario is described, followed by questions (10 marks)  
Section 2: Questions cover the coursework (20 marks)  
[www.sqa.org.uk/files\\_ccc/AdministrationandITSQPH.pdf](http://www.sqa.org.uk/files_ccc/AdministrationandITSQPH.pdf)  
**Specimen Paper** Administration and IT skills will be evidenced in response to a  
**Assignment** complex scenario with two stages (Stage 1: Planning, including contingency planning; Stage 2: Follow-up tasks) and written up in timed conditions.

1 hour  
30 marks  
  
2 hours  
70 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Administration and IT: [www.sqa.org.uk/sqa/47918.html](http://www.sqa.org.uk/sqa/47918.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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## HIGHERS IN A NUTSHELL

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

2  
UNITS

**EXPRESSIVE ACTIVITY  
DESIGN ACTIVITY**

+  
COURSE  
ASSESSMENT

**PORTFOLIO + QUESTION PAPER**

**ART & DESIGN  
EXPRESSIVE ARTS**

**CfE  
HIGHER**



### Skills

Learners will be able to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practices
- critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills



### Opportunities for Learners

Learners will be able to:

- develop knowledge of art and design practice
- experience a range of practical media handling skills in both expressive and design contexts
- exercise imagination and creativity
- analyse the factors influencing artists' and designers' work and practice
- explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work



### Assessment

- To gain Higher Art and Design, learners must pass the two Units and the Course Assessment (Portfolio and Question Paper for 220 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Portfolio (160 marks) and a Question Paper (exam for 60 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Art and Design is graded from A to D or as No Award.



**Question Paper** Section 1: Expressive Art Studies (2 questions, 30 marks)

2 hours

Section 2: Design Studies (2 questions, 30 marks)

60 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/ArtandDesignSQPH.pdf](http://www.sqa.org.uk/files_ccc/ArtandDesignSQPH.pdf)

**Portfolio** Two pieces of work, one expressive piece of art and one design solution, with development ideas and evidence of critical reflection, are required for the Portfolio.

160 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Art and Design: [www.sqa.org.uk/sqa/47892.html](http://www.sqa.org.uk/sqa/47892.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Biology

BIOLOGY  
SCIENCES

CfE  
HIGHER

3  
UNITS

**DNA AND THE GENOME  
METABOLISM AND SURVIVAL  
SUSTAINABILITY AND INTERDEPENDENCE**

+  
COURSE  
ASSESSMENT

**ASSIGNMENT + QUESTION PAPER**



## Skills

Learners will be able to:

- apply knowledge and understanding of biology
- understand biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a biology context
- use technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning and problem solving skills in a biology context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- work independently



## Opportunities for Learners

Learners will be able to:

- develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche
- become scientifically literate
- draw on knowledge and understanding and apply the skills of scientific inquiry to practical investigations/experiments



## Assessment

- To gain Higher Biology learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 120 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (20 marks) and a Question Paper (exam for 100 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Biology is graded from A to D or as No Award.



**Question Paper** Section 1: Multiple choice questions (20 marks)

2 hours 30 minutes

Section 2: restricted and extended response questions (80 marks)

100 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/BiologySQPH.pdf](http://www.sqa.org.uk/files_ccc/BiologySQPH.pdf)

**Assignment** An investigation into a relevant topic, with research and a report written up under timed conditions

20 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Biology: [www.sqa.org.uk/sqa/47912.html](http://www.sqa.org.uk/sqa/47912.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Business Management

BUSINESS  
MANAGEMENT  
SOCIAL STUDIES

CfE  
HIGHER

3  
UNITS

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

+  
COURSE  
ASSESSMENT

**ASSIGNMENT + QUESTION PAPER**



## Skills

Learners will be able to understand:

- the ways in which society relies on businesses and other organisations to satisfy its needs
- a range of methods businesses and other organisations use to ensure customers' needs are met
- enterprising skills and attributes by studying relatively complex business issues
- business-related financial matters
- the ways businesses and other organisations can use resources to achieve maximum efficiency
- the steps taken by businesses and other organisations to improve overall performance and effectiveness
- the main effects that external influences, such as economic impact and sustainability, have on large organisations



## Opportunities for Learners

Learners will be able to:

- gain knowledge of the business environment
- understand how people contribute to business success
- find out about a range of business-based career opportunities that are available within all business sectors
- develop an enterprising attitude and critical appreciation of taking calculated risks in a business context
- gain an in-depth understanding of the importance to businesses of being customer-focused
- interpret, analyse and evaluate a range of complex business-related information to make critical, ethical, responsible and effective business decisions



## Assessment

- To gain Higher Business Management, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 70 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Business Management is graded from A to D or as No Award.



**Question Paper** Section 1: Case Study (30 marks)

2 hours 15 minutes

Section 2: Four topic-based questions (40 marks)

70 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/BusinessManagementSQPH.pdf](http://www.sqa.org.uk/files_ccc/BusinessManagementSQPH.pdf)

**Assignment** Learners will research, analyse and evaluate information on a business-related topic and write this up as a report under timed conditions

1 hour 30 minutes

30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Business Management: [www.sqa.org.uk/sqa/45693.html](http://www.sqa.org.uk/sqa/45693.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Chemistry

CHEMISTRY  
SCIENCES

CfE  
HIGHER

4  
UNITS

CHEMICAL CHANGES AND STRUCTURE  
RESEARCHING CHEMISTRY  
NATURE'S CHEMISTRY  
CHEMISTRY IN SOCIETY

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER



## Skills

Learners will be able to:

- apply knowledge and understanding of chemistry
- understand chemistry's role in scientific issues and relevant applications of chemistry, including the impact of these on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- use technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- problem-solve in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices



## Opportunities for Learners

Learners will be able to:

- study matter and its interactions
- find out about and appreciate the application of chemistry in everyday contexts
- enjoy practical and experiential learning opportunities
- plan and design experiments/practical investigations
- process information, make predictions, and draw valid conclusions
- evaluate experiments/practical investigations



## Assessment

- To gain Higher Chemistry, learners must pass the four Units and the Course Assessment (Assignment and Question Paper for 120 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (20 marks) and a Question Paper (exam for 100 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Chemistry is graded from A to D or as No Award.



**Question Paper** Section 1: Multiple choice questions (20 marks) 2 hours 30 minutes  
Section 2: Restricted and extended response questions (80 marks) 100 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/ChemistrySQPH.pdf](http://www.sqa.org.uk/files_ccc/ChemistrySQPH.pdf)

**Assignment** An investigation into a relevant chemistry topic, with findings written up under timed conditions. 20 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Chemistry: [www.sqa.org.uk/sqa/47913.html](http://www.sqa.org.uk/sqa/47913.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Computer Science

COMPUTING  
SCIENCE  
TECHNOLOGIES

CfE  
HIGHER

2  
UNITS

SOFTWARE DESIGN AND DEVELOPMENT  
INFORMATION SYSTEM DESIGN AND DEVELOPMENT

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER



## Skills

Learners will be able to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- understand advanced concepts and processes in computing science
- analyse, design, implement and evaluate a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society



## Opportunities for Learners

Learners will be able to:

- understand the central role of computing professionals as creative problem-solvers and designers, able to design, implement and operate hardware and software systems
- understand the far-reaching impact of information technology on our environment and society
- develop and strengthen skills in analysis and problem-solving, software and information system design, development, implementation, testing and evaluation



## Assessment

- To gain Higher Computing Science, learners must pass the two Units and the Course Assessment (Assignment and Question Paper for 150 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (60 marks) and a Question Paper (exam for 90 marks) which is in two sections (see below). The Assignment is internally marked and the Question Paper is marked externally by the SQA
- Higher Computing Science is graded from A to D or as No Award.



### Question Paper

Section 1: Short answer questions (20 marks)

2 hours

Section 2: Context-based questions requiring the application of knowledge and understanding (70 marks)

90 marks

SQA Pseudocode <http://tinyurl.com/q6fc9cz>

Specimen Paper [www.sqa.org.uk/files\\_ccc/ComputingScienceSQPH.pdf](http://www.sqa.org.uk/files_ccc/ComputingScienceSQPH.pdf)

Assignment Learners will develop a digital solution to a computing science problem, evidenced by a record of progress, a report and the final solution. 60 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Computer Science: [www.sqa.org.uk/sqa/56924.html](http://www.sqa.org.uk/sqa/56924.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Design and Manufacture

DESIGN AND  
MANUFACTURE  
TECHNOLOGIES

CfE  
HIGHER

2  
UNITS

DESIGN  
MATERIALS AND MANUFACTURING

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER



## Skills

Learners will be able to:

- devise, plan and develop practical design solutions
- develop practical skills in the planning and development of models and prototypes
- evaluate and research
- understand manufacturing processes and materials
- understand the impact of design and manufacturing technologies on our environment and society
- develop research skills
- develop idea generation techniques
- read drawings and diagrams
- communicate design ideas and practical details



## Opportunities for Learners

Learners will be able to:

- devise, plan and develop practical solutions to design opportunities
- consider the various factors that impact on a product's design
- consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle
- explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light
- apply practical skills and an understanding of the properties and uses of materials and manufacturing processes



## Assessment

- To gain Higher Design and Manufacture, learners must pass the two Units and the Course Assessment (Assignment and Question Paper for 140 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 70 marks) which is in two sections (see below). The Assignment is marked internally and the Question Paper is marked externally by the SQA
- Higher Design and Manufacture is graded from A to D or as No Award.



<b>Question Paper</b>	Section 1: Design process, factors, materials, production	2 hours
	Section 2: Questions on the whole course	70 marks
<b>Specimen Paper</b>	<a href="http://www.sqa.org.uk/files_ccc/DesignandManufactureSQPH.pdf">www.sqa.org.uk/files_ccc/DesignandManufactureSQPH.pdf</a>	
<b>Assignment</b>	A design brief to make a product with its development shown in a portfolio.	70 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Design and Manufacture: [www.sqa.org.uk/sqa/47927.html](http://www.sqa.org.uk/sqa/47927.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Drama

DRAMA  
EXPRESSIVE ARTS

CfE  
HIGHER

2  
UNITS

DRAMA SKILLS  
PRODUCTION SKILLS

+  
COURSE  
ASSESSMENT

PERFORMANCE + QUESTION PAPER



## Skills

Learners will be able to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama



## Opportunities for Learners

Learners will be able to:

- use their drama skills and apply their production skills to present drama to communicate meaning to an audience
- explore, develop and communicate ideas in drama through creating, presenting and using complex drama and production skills
- explore voice, movement and characterisation skills
- work collaboratively



## Assessment

- To gain Higher Drama, learners must pass the two Units and the Course Assessment (Performance and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Performance (60 marks) and a Question Paper (exam for 40 marks) which is in two sections (see below). The Performance is marked collaboratively by the centre and by an SQA Visiting Assessor and the Question Paper is marked externally by the SQA
- Higher Drama is graded from A to D or as No Award.



<b>Question Paper</b>	Section 1: Textual Analysis (20 marks)	2 hours
	Section 2: Performance Analysis (20 marks)	40 marks
<b>Specimen Paper</b>	<a href="http://www.sqa.org.uk/files_ccc/DramaSQPH.pdf">www.sqa.org.uk/files_ccc/DramaSQPH.pdf</a>	
<b>Performance</b>	Section 1: Preparation - research (10 marks)	60 marks
	Section 2: Performance - acting, directing, designing (50 marks)	



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

For course information, specimen question papers and past paper guidance visit:  
Higher Drama: [www.sqa.org.uk/sqa/47894.html](http://www.sqa.org.uk/sqa/47894.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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## HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Engineering Science

3  
UNITS

ENGINEERING CONTEXTS AND CHALLENGES  
ELECTRONICS AND CONTROL  
MECHANISMS AND STRUCTURES

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER

ENGINEERING  
SCIENCE  
TECHNOLOGIES

CfE  
HIGHER



### Skills

Learners will be able to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice
- understand the relationships between engineering, mathematics and science
- apply skills in analysis, design, construction and evaluation to a range of engineering problems with some complex features
- communicate engineering concepts clearly and concisely, using appropriate terminology
- develop a greater understanding of the role and impact of engineering in changing and influencing our environment and society



### Opportunities for Learners

Learners will be able to:

- develop a deeper understanding of the central role of engineers as designers and problem solvers, able to conceive, design, implement and control complex systems
- understand the far-reaching impact of engineering on our society and the environment
- explore varied engineering systems through simulation, practical projects and investigative tasks in a range of contexts



### Assessment

- To gain Higher Engineering Science, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 150 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (60 marks) and a Question Paper (exam for 90 marks) which is in two sections (see below). The Assignment will be internally marked; the Question Paper will be marked externally by the SQA
- Higher Engineering Science is graded from A to D or as No Award.



**Question Paper** Section 1: Short answer questions (20 marks)

2 hours

Section 2: Structured questions (70 marks)

90 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/EngineeringScienceSQPH.pdf](http://www.sqa.org.uk/files_ccc/EngineeringScienceSQPH.pdf)

**Assignment** Learners will develop a solution to an engineering problem, with a record of progress and a report on testing the solution.

60 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Engineering Science: [www.sqa.org.uk/sqa/47928.html](http://www.sqa.org.uk/sqa/47928.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher English

2  
UNITS

ANALYSIS AND EVALUATION  
CREATION AND PRODUCTION

+  
COURSE  
ASSESSMENT

PORTFOLIO + TWO QUESTION PAPERS

ENGLISH  
LANGUAGES

CfE  
HIGHER



## Skills

Learners will be able to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language



## Opportunities for Learners

Learners will be able to:

- use different media for learning and communication
- understand how language works
- use language to communicate ideas and information in English
- think creatively and critically
- appreciate a wide range of literature and texts
- develop detailed and complex language skills



## Assessment

- To gain Higher English, learners must pass the two Units and the Course Assessment (Portfolio and two Question Papers for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- Unit Assessment (or 'evidence of learning') will assess each of the four language skills: reading, listening, writing and talking. The SQA has provided examples of Unit Assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment is a Portfolio (30 marks) and a Question Paper (exam for 70 marks overall) which has two components (see below). These are marked externally by the SQA
- Higher English is graded from A to D or as No Award.



### Paper 1

**Reading for Understanding, Analysis and Evaluation** 1 hour 30 minutes, 30 marks

Two non-fiction pieces of writing are given, with questions

Specimen Paper

[www.sqa.org.uk/files\\_ccc/EnglishReadingforUAESQPH.pdf](http://www.sqa.org.uk/files_ccc/EnglishReadingforUAESQPH.pdf)

### Paper 2

**Critical Reading** 1 hour 30 minutes, 40 marks

Section 1

Scottish Texts prescribed at <http://tinyurl.com/qd8haf3>

Section 2

Critical Essay

*Different genres (prose, poetry, drama) must be chosen for Section 1 and Section 2*

Specimen Paper

[www.sqa.org.uk/files\\_ccc/EnglishCriticalReadingRedactedSQPH.pdf](http://www.sqa.org.uk/files_ccc/EnglishCriticalReadingRedactedSQPH.pdf)

### Portfolio

Two written texts of no more than 1300 words, demonstrating the learner's ability to write in different genres, for different purposes 30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher English: [www.sqa.org.uk/sqa/47904.html](http://www.sqa.org.uk/sqa/47904.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Geography



**PHYSICAL ENVIRONMENTS**  
**HUMAN ENVIRONMENTS**  
**GLOBAL ISSUES**



**ASSIGNMENT + QUESTION PAPER**



## Skills

Learners will be able to:

- use a wide range of geographical skills and techniques
- understand the complexity of ways in which people and the environment interact in response to physical and human processes on local, national, international and global scales
- understand spatial relationships and the complexity of the changing world in a balanced, critical and sympathetic way
- develop a geographical perspective on environmental and social issues and their significance
- develop an interest in, understanding of, and concern for the environment and sustainable development



## Opportunities for Learners

Learners will be able to:

- use, interpret, evaluate and analyse a wide range of geographical information
- interpret and explain complex geographical phenomena
- use a wide range of maps and other data to process and communicate complex geographical information
- develop research skills, including fieldwork
- develop an awareness of a range of geographical information systems through ICT or alternative means



## Assessment

- To gain Higher Geography, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 90 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 60 marks) which is in four sections (see below). These are marked externally by the SQA
- Higher Geography is graded from A to D or as No Award.



### Question Paper

There are four sections:

- one for each of the three Unit topics
- one on the application of geographical skills

2 hours 15 minutes

50 marks  
10 marks

Specimen Paper [www.sqa.org.uk/files\\_ccc/GeographySQPH.pdf](http://www.sqa.org.uk/files_ccc/GeographySQPH.pdf)

### Assignment

Learners will research a geographical issue of their choice and will write up a report on their research under timed conditions. 30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Geography: [www.sqa.org.uk/sqa/47922.html](http://www.sqa.org.uk/sqa/47922.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Graphic Communication

GRAPHIC  
COMMUNICATION  
TECHNOLOGIES

CfE  
HIGHER

2  
UNITS

2D GRAPHIC COMMUNICATION  
3D AND PICTORIAL GRAPHIC COMMUNICATION

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER



## Skills

Learners will be able to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- demonstrate creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- evaluate the effectiveness of graphics in communicating and meeting their purpose
- develop an understanding of graphic communication standards protocols and conventions, where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society



## Opportunities for Learners

Learners will be able to:

- enjoy practical and experiential learning opportunities
- initiate, develop and communicate often complex ideas graphically and with clarity
- interpret often complex graphic communications initiated by others
- select and use appropriate graphic communication equipment with skill and confidence
- employ software and materials effectively in tasks
- apply knowledge and understanding of graphic communication standards and protocols, where these apply



## Assessment

- To gain Higher Graphic Communication, learners must pass the two Units and the Course Assessment (Assignment and Question Paper for 140 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 70 marks) which is in one sections (see below). The Assignment is marked internally and the Question Paper is marked externally by the SQA
- Higher Graphic Communication is graded from A to D or as No Award.



<b>Question Paper</b>	Questions on 2D Graphic Communication and on 3D and Pictorial Graphic Communication	2 hours 70 marks
<b>Specimen Paper Assignment</b>	<a href="http://www.sqa.org.uk/files_ccc/GraphicCommunicationSQPH.pdf">www.sqa.org.uk/files_ccc/GraphicCommunicationSQPH.pdf</a> Learners will respond to a graphic communication brief with a folio of research and development ideas, drawings, publications	70 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Graphic Communication: [www.sqa.org.uk/sqa/47929.html](http://www.sqa.org.uk/sqa/47929.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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t [parentforumscot](https://twitter.com/parentforumscot)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher History

3  
UNITS

SCOTTISH HISTORY  
BRITISH HISTORY  
EUROPEAN AND WORLD HISTORY

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER



## Skills

Learners will be able to:

- develop a conceptual understanding of the past and an ability to think independently
- apply a detailed historical perspective in a range of contexts
- analyse various interpretations of historical sources and critically evaluate a variety of views
- understand the relationship between factors contributing to, and the impact of, historical events
- analyse, evaluate and synthesise historical information
- research complex historical issues, drawing well-reasoned conclusions



## Opportunities for Learners

Learners will be able to:

- develop a coherent and balanced understanding of Scottish, British, European and world history
- develop thinking skills
- develop skills in literacy through using and synthesising information in a variety of ways
- research and investigate themes and events
- synthesise information from a wide range of sources to produce detailed and reasoned lines of argument



## Assessment

- To gain Higher History, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 90 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 60 marks) which is in three sections (see below). These are marked externally by the SQA
- Higher History is graded from A to D or as No Award



**Question Paper** Section 1 Scottish - source handling (20 marks)  
Section 2 British - extended response questions (20 marks)  
Section 3 European and World - extended response questions (20 marks)

2 hours 20 minutes  
60 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/HistorySQPH.pdf](http://www.sqa.org.uk/files_ccc/HistorySQPH.pdf)

**Assignment** The Assignment will assess skills. Learners will research an appropriate historical issue or question of their own choice and write it up as a report, under timed conditions. 30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

For course information, specimen question papers and past paper guidance visit:  
Higher History: [www.sqa.org.uk/sqa/47923.html](http://www.sqa.org.uk/sqa/47923.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Mathematics

3  
UNITS

**EXPRESSIONS AND FUNCTIONS  
RELATIONSHIPS AND CALCULUS  
APPLICATIONS**

+  
COURSE  
ASSESSMENT

**TWO QUESTION PAPERS**

MATHEMATICS

CfE  
HIGHER



## Skills

Learners will be able to:

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features



## Opportunities for Learners

Learners will be able to:

- select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- study in-depth mathematical concepts and the ways in which mathematics describes our world
- interpret, communicate and manage information in mathematical form - vital skills for scientific and technological research and development
- use mathematical language and explore advanced mathematical ideas



## Assessment

- To gain Higher Mathematics, learners must pass the three Units and the Course Assessment (two Question Papers for 130 marks)
- Units are assessed by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- Unit Assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs or project or investigative work. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of two Question Papers (exams, see below). These are marked by the SQA
- Higher Mathematics is graded from A to D or as No Award.



### Paper 1 Non-calculator

Specimen Paper

8-15 questions 1 hour 10 minutes, 60 marks

[www.sqa.org.uk/files\\_ccc/MathematicsPaper1SQPH.pdf](http://www.sqa.org.uk/files_ccc/MathematicsPaper1SQPH.pdf)

### Paper 2 Calculator

Specimen Paper

8-12 questions 1 hour 30 minutes, 70 marks

[www.sqa.org.uk/files\\_ccc/MathematicsPaper2SQPH.pdf](http://www.sqa.org.uk/files_ccc/MathematicsPaper2SQPH.pdf)



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Mathematics: [www.sqa.org.uk/sqa/47910.html](http://www.sqa.org.uk/sqa/47910.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Media

2  
UNITS

**ANALYSING MEDIA CONTENT  
CREATING MEDIA CONTENT**

+  
COURSE  
ASSESSMENT

**ASSIGNMENT + QUESTION PAPER**



## Skills

Learners will be able to:

- analyse and create media content, appropriate to purpose, audience and context
- plan and research when creating media content, appropriate to purpose, audience and context
- apply knowledge and understanding of the key aspects of media literacy
- apply knowledge and understanding of the role of media within society
- self-evaluate and develop critical thinking skills



## Opportunities for Learners

Learners will be able to:

- use different media effectively for learning and communication
- be creative and express themselves in different ways
- use creative and critical thinking to synthesise ideas and arguments
- enjoy, and contribute to others' enjoyment of, creative and expressive presentation
- see the links between creativity and employability



## Assessment

- To gain Higher Media, learners must pass the two Units and the Course Assessment (Assignment and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- Unit Assessment (or 'evidence of learning') will be assessed by schools/centres. The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment is an Assignment (50 marks) and a Question Paper (exam for 50 marks) which has two components (see below). These are marked externally by the SQA
- Higher Media is graded from A to D or as No Award.



### Question Paper

Section 1: Media Content in Context  
Section 2: The Role of the Media

2 hours  
50 marks

### Specimen Paper

[www.sqa.org.uk/files\\_ccc/MediaSQPH.pdf](http://www.sqa.org.uk/files_ccc/MediaSQPH.pdf)

### Assignment

This will assess the skills of planning and creating media content, in response to a brief

50 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

**MEDIA**  
LANGUAGES

CfE  
HIGHER

For course information, specimen question papers and past paper guidance visit:  
Higher Media: [www.sqa.org.uk/sqa/47908.html](http://www.sqa.org.uk/sqa/47908.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Modern Languages  
Cantonese, French, Gaelic (Learners), German, Italian, Mandarin (Simplified),  
Mandarin (Traditional), Spanish, Urdu

MODERN  
LANGUAGES

CfE  
HIGHER

2  
UNITS

UNDERSTANDING LANGUAGE  
USING LANGUAGE

+  
COURSE  
ASSESSMENT

PERFORMANCE + TWO QUESTION PAPERS



## Skills

Learners will be able to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language



## Opportunities for Learners

Learners will be able to:

- develop detailed and complex language skills in the meaningful real-life contexts of society, learning, employability, and culture
- develop skills in reading, listening, talking and writing
- understand how language works
- use different media effectively for learning and communication
- use language to communicate ideas and information



## Assessment

- To gain a Higher in a Modern Language, learners must pass the two Units and the Course Assessment (Performance and Question Papers for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Performance (30 marks) with two sections and two Question Papers (exams for 60 marks, see below). The Performance is marked internally and the Question Papers are marked externally by the SQA
- Higher Modern Languages are graded from A to D or as No Award.



### Paper 1 Reading and Directed Writing

Section 1 Reading	Questions in English about a written text in the modern language	30 marks
Section 2 Writing	One written text in the modern language in response to questions on a prepared topic	10 marks

### Paper 2 Listening and Writing (Listening and Literature for Gaelic Learners)

Section 1 Listening	One monologue and one conversation, with questions in English	20 marks
Section 2 Writing	One piece of writing in the modern language, on a topic relating to the Listening Section	10 marks

Performance Two sections	A presentation and conversation, both in the modern language	30 marks
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**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Modern Languages: [www.sqa.org.uk/sqa/47909.html](http://www.sqa.org.uk/sqa/47909.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Modern Studies



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



**ASSIGNMENT + QUESTION PAPER**



## Skills

Learners will be able to:

- develop a range of research and evaluation skills
- understand the democratic process and complex political issues
- understand complex social and economic issues at local, Scottish, national and international levels
- understand different views about the extent of state involvement in society
- understand the nature and processes of conflict resolution
- understand the importance of human and legal rights and responsibilities and their application in different societies



## Opportunities for Learners

Learners will be able to:

- achieve an understanding of contemporary society and their place in it
- research, understand and use a wide range of evidence on contemporary issues
- evaluate, analyse and synthesise evidence in order to detect and explain the degree of objectivity
- make and justify decisions and draw conclusions with supporting evidence
- construct complex arguments in a balanced and structured way
- communicate, by a variety of means, views, opinions, decisions and conclusions based on evidence



## Assessment

- To gain Higher Modern Studies, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 90 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 60 marks) which is in three sections (see below). These are marked externally by the SQA
- Higher Modern Studies is graded from A to D or as No Award.



**Question Paper** The Question Paper has three sections, one on each Unit.  
There will be a choice of essay questions and optional topics.

2 hours 15 minutes  
60 marks, 20 per section

Specimen Paper [www.sqa.org.uk/files\\_ccc/ModernStudiesSQPH.pdf](http://www.sqa.org.uk/files_ccc/ModernStudiesSQPH.pdf)

**Assignment** Learners will research a contemporary issue and write it up  
under timed conditions.

30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Modern Studies: [www.sqa.org.uk/sqa/47924.html](http://www.sqa.org.uk/sqa/47924.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Music

3  
UNITS

PERFORMING SKILLS  
COMPOSING SKILLS  
UNDERSTANDING MUSIC

+  
COURSE  
ASSESSMENT

PERFORMANCE + QUESTION PAPER

MUSIC  
EXPRESSIVE ARTS

CfE  
HIGHER



## Skills

Learners will be able to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- perform challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others



## Opportunities for Learners

Learners will be able to:

- develop and extend their applied musical skills and understanding of music
- perform a programme of music with accuracy and maintaining musical flow
- create their own original music
- self-reflect on and evaluate their own work and that of others
- listen to music with awareness, understanding and discrimination
- improve their musical creativity and performing skills by critically evaluating their own work and the work of others



## Assessment

- To gain Higher Music, learners must pass the three Units and the Course Assessment (Performance and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Performance (60 marks) and a Question Paper (exam for 40 marks), see below. The Performance will be marked by a Visiting SQA Assessor; the Question Paper is marked externally by the SQA
- Higher Music is graded from A to D or as No Award.



**Question Paper** Learners will be tested on music concepts and music literacy and is based on listening to excerpts

1 hour  
40 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/MusicRedactedSQPH.pdf](http://www.sqa.org.uk/files_ccc/MusicRedactedSQPH.pdf)

**Performance** Learners will perform on two contrasting pieces on each of two selected instruments or one instrument and voice for 12 minutes

12 minutes  
60 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Music: [www.sqa.org.uk/sqa/47895.html](http://www.sqa.org.uk/sqa/47895.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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## HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Philosophy

PHILOSOPHY  
RELIGIOUS & MORAL  
EDUCATION

CfE  
HIGHER

3  
UNITS

ARGUMENTS IN ACTION  
KNOWLEDGE AND DOUBT  
MORAL PHILOSOPHY

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER



### Skills

Learners will be able to:

- develop knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, moral philosophy and epistemology
- think critically and develop analytical and evaluative skills appropriate to philosophy
- engage with abstract ideas
- develop and express reasoned arguments and conclusions
- analyse, evaluate and express a coherent line of argument, by investigating a philosophical question



### Opportunities for Learners

Learners will be able to:

- analyse and evaluate arguments
- analyse and evaluate theories of knowledge including rationalism and empiricism
- analyse and evaluate moral theories



### Assessment

- To gain Higher Philosophy, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 90 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 60 marks) which is in three sections (see below). Evidence for the Assignment and the Question Paper are marked externally by the SQA
- Higher Philosophy is graded from A to D or as No Award.



**Question Paper** Three sections, one on each Unit of the course, with 20 marks for each section

2 hours 15 minutes  
60 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/PhilosophySQPH.pdf](http://www.sqa.org.uk/files_ccc/PhilosophySQPH.pdf)

**Assignment** Learners will choose a philosophical question for study, and will write up research and findings under timed conditions

30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Philosophy: [www.sqa.org.uk/sqa/47900.html](http://www.sqa.org.uk/sqa/47900.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)

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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Physical Education

PHYSICAL  
EDUCATION  
HEALTH &  
WELLBEING

CfE  
HIGHER

2  
UNITS

PERFORMANCE SKILLS  
FACTORS IMPACTING ON PERFORMANCE

+  
COURSE  
ASSESSMENT

PERFORMANCE + QUESTION PAPER



## Skills

Learners will be able to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance to enhance personal effectiveness



## Opportunities for Learners

Learners will be able to:

- improve their own health and wellbeing
- develop, demonstrate and evaluate performance
- use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance



## Assessment

- To gain Higher Physical Education, learners must pass the two Units and the Course Assessment (Performance and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Performance (60 marks) and a Question Paper (exam for 40 marks) which is in two sections (see below). The Performance will be internally assessed and the Question Paper will be marked externally by the SQA
- Higher Physical Education is graded from A to D or as No Award.



**Question Paper** Section 1: three questions on factors affecting performance (8 marks each) 1 hour 30 minutes  
Section 2: one question on a scenario (16 marks) 40 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/PhysicalEducationSQPH.pdf](http://www.sqa.org.uk/files_ccc/PhysicalEducationSQPH.pdf)  
**Assignment** The learner plans, prepares, performs and evaluates one demanding physical activity. 60 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:  
Higher Physical Education: [www.sqa.org.uk/sqa/47901.html](http://www.sqa.org.uk/sqa/47901.html)  
Curriculum for Excellence Key Terms and Features Factfile  
[www.educationscotland.gov.uk/Images/CfEFactfileOverview\\_tcm4-665983.pdf](http://www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf)  
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# HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Physics

4  
UNITS

OUR DYNAMIC UNIVERSE  
PARTICLES AND WAVES  
ELECTRICITY  
RESEARCHING PHYSICS

+  
COURSE  
ASSESSMENT

ASSIGNMENT + QUESTION PAPER

PHYSICS  
SCIENCES

CfE  
HIGHER



## Skills

Learners will be able to:

- apply knowledge and understanding of physics
- understand the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- problem-solve in a physics context
- use scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics



## Opportunities for Learners

Learners will be able to:

- develop their interest in and understanding of the world
- engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
- evaluate environmental and scientific issues, consider risk, and make informed decisions
- describe and interpret physical phenomena using mathematical skills
- practise scientific methods of investigation from which general relationships are derived and explored



## Assessment

- To gain Higher Physics, learners must pass the four Units and the Course Assessment (Assignment and Question Paper for 120 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (20 marks) and a Question Paper (exam for 100 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Physics is graded from A to D or as No Award.



**Question Paper** Section 1: Multiple choice questions (20 marks) 2 hours 30 minutes

Section 2: Restricted and extended response questions (80 marks) 100 marks

**Specimen Paper** [www.sqa.org.uk/files\\_ccc/PhysicsSQPH.pdf](http://www.sqa.org.uk/files_ccc/PhysicsSQPH.pdf)

**Assignment** An investigation into a relevant physics topic, the findings of which 20 marks are written up under timed conditions.



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher Physics: [www.sqa.org.uk/sqa/47916.html](http://www.sqa.org.uk/sqa/47916.html)

Curriculum for Excellence Key Terms and Features Factfile

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## HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher Religious, Moral and Philosophical Studies (RMPS)

**RMPS**  
RELIGIOUS & MORAL  
EDUCATION

**CfE**  
HIGHER

**3**  
UNITS

**WORLD RELIGION  
MORALITY AND BELIEF  
RELIGIOUS AND PHILOSOPHICAL QUESTIONS**

**+**  
COURSE  
ASSESSMENT

**ASSIGNMENT + QUESTION PAPER**



### Skills

Learners will be able to:

- critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- investigate religious, moral and philosophical questions and responses
- express detailed, reasoned and well-structured views
- gain in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- gain in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them



### Opportunities for Learners

Learners will be able to:

- investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues
- interpret and explain sources related to world religions
- enquire into and evaluate contemporary moral questions and responses
- critically analyse religious and philosophical questions and responses



### Assessment

- To gain Higher Religious, Moral and Philosophical Studies (RMPS), learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 90 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 60 marks) which is in three sections (see below). These are marked externally by the SQA
- Higher RMPS is graded from A to D or as No Award.



Question Paper	Section 1: World Religion (20 marks)	2 hours 15 minutes
	Section 2: Morality and Belief (20 marks)	60 marks
Specimen Paper Assignment	Section 3: Religious and Philosophical Questions (20 marks)	
	www.sqa.org.uk/files_ccc/ReligiousMoralandPhilosophicalStudiesSQPH.pdf Learners will research an relevant RMPS question or issue with opposing views and write up findings in timed conditions.	1 hour 30 minutes 30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.



For course information, specimen question papers and past paper guidance visit:

Higher RMPS: [www.sqa.org.uk/sqa/47911.html](http://www.sqa.org.uk/sqa/47911.html)

Curriculum for Excellence Key Terms and Features Factfile

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# **Cyber Security NPA Level 4/5**

## **★ What will I learn in this subject?**

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

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

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

## **Skills**

During the course you will build your skills:

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

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

## **Aims**

The course aims to enable learners to:

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

## **★ How can I find out more about Cyber Security?**

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

# **Business with Information Technology NPA Level 5**

## **★ What will I learn in this subject?**

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

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

## **Skills**

During the course you will build your skills:

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

## **Aims**

The course aims to enable learners to:

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

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

Any questions, please see Mrs Parker, Faculty PT

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

### ★ What will I learn in this subject?

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

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

### **Skills**

During the course you will build your skills:

- Employability
- Customer Service
- Communication and Problem Solving

### **Aims**

The course aims to enable learners to:

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

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

Any questions, please see Mrs Fulton, Faculty PT