



# Senior phase In school Course information

# Contents

National Administration.....	4
National Art & Design .....	5
Higher Art & Design .....	6
Advanced Higher Art & Design .....	7
National 5 Biology.....	8
Higher Biology.....	9
Higher Human Biology .....	10
Advanced Higher Biology .....	11
National Business Management .....	12
Higher Business Management .....	13
National Chemistry .....	14
Higher Chemistry .....	15
Advanced Higher Chemistry.....	16
National Computing .....	17
Higher Computing.....	18
Computer Games Development .....	19
National Design and manufacture .....	20
Higher Design and manufacture .....	21
National Drama.....	22
Higher Drama .....	23
National Electronics .....	24
National English .....	25
Higher English .....	26
Advanced Higher English .....	27
National Environmental Science.....	28
National Geography .....	29
Higher Geography .....	30
Advanced Higher Geography .....	31
National Graphic Communication .....	32
Higher Graphic Communication.....	33
National Health and Food Technology .....	34
National History .....	35
Higher History .....	36

Advanced Higher History .....	37
National Laboratory Science .....	38
National 4 Mathematics.....	39
National 5 Mathematics.....	40
Higher Mathematics .....	41
Advanced Higher Mathematics.....	42
Modern Languages (French, Spanish, German) .....	43-46
National Modern Studies .....	47
Higher Modern Studies .....	48
Advanced Higher Modern Studies .....	49
National 5 Music .....	50
Higher Music .....	51
Advanced Higher Music .....	52
National Music Technology.....	53
Higher Music Technology.....	54
National 5 Numeracy .....	55
National Physical Education.....	56
Higher Physical Education.....	57
Advanced Higher Physical Education .....	58
National Physics.....	59
Higher Physics.....	60
Advanced Higher Physics.....	61
Practical Craft Skills (Woodwork) .....	62
Practical Electronics .....	63
National Religious, Moral and Philosophical Studies.....	64
Higher Religious, Moral and Philosophical Studies.....	65
Sports Leader Award.....	66
National Travel and Tourism.....	67



## Course description

The National Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills. Administration and IT cuts across all sectors of the economy and offers wide-ranging employment opportunities.

### Course Content:

**Administration theory in the workplace** e.g. customer service: features, benefits and consequences ♦ health and safety: features of current legislation and organisational responsibilities

### IT applications:

- **Word-processing and/or desktop publishing** e.g. creating and editing a range of documents such as letters, forms, itinerary, business reports and minutes. Learners also develop a variety of word-processing skills such as merging appropriate data from spreadsheets into a business document.
- **Spreadsheets** e.g. creating, editing and formatting a workbook and then applying advanced functions and formulae to a workbook
- **Databases** e.g. creating forms, reports and labels plus editing a database using tables and forms
- **Presentations** e.g. using functions of multimedia applications to create and edit presentations
- **Electronic communication** e.g. searching for, extracting and downloading relevant information from the internet and intranet. Using e-mail and setting reminders.

### Assignment

The assignment gives candidates the opportunity to demonstrate:

- skills in using IT functions in word-processing, desktop publishing, and presentations to produce and process information
- skills in using technology for investigation
- skills in using technology for electronic communication
- skills in problem-solving
- administration theory

ASSESSMENT	
National 4	National 5
Learners will complete internally assessed work, covering all units. In addition, they must complete an assignment (The Added Value Unit) on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course.	<b>Assignment:</b> learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA <b>Examination:</b> 70 marks. Learners will complete this in 3 hours. This will be marked by SQA.

### Future pathways:

#### On completion of N4 Administration and IT:

- Further N4 qualifications in another Social Subject (Business/ History/ Geography/Travel and Tourism/) or National 5 Business Management

#### On completion of National 5 Administration and IT:

- Higher Business
- Further N5 qualifications in another Social Subject (History/Geography/Modern Studies)

[Back to top](#)

Course title: National 4-5 Art & Design



SCGF – level 4 and level 5

### **Course description**

In Art & Design learners will develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will be encouraged to use technologies creatively when developing their ideas and their finished art and design work. Students complete two folios of work. One Expressive folio and one Design folio. They will develop a range of problem-solving skills in the context of their Expressive and Design work. Students at National 5 will sit a written exam. Throughout the course students learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.

### **Assessment structure-**

**EXPRESSIVE FOLIO (100 marks) externally assessed by SQA**

**DESIGN FOLIO (100 marks) externally assessed by SQA**

**WRITTEN EXAM (50 marks) Please note, there is no written exam for N3 and N4 level students**

- **Future pathways - *What are the possible career opportunities from this course?***

Art & Design qualifications at National level 4, 5 & Higher can lead to work in Hairdressing, Beauty Therapy, Art Therapy, Graphic Design, Teaching, Photography, Digital Media, Set Design, Animation, Media Studies, Fashion Design, Web Designer, Television, Set Design etc.

[Back to top](#)



## SCQF- Level 6

### Course description

In Art & Design learners will develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will be encouraged to use technologies creatively when developing their ideas and their finished art and design work. Students complete two folios of work. One Expressive folio and one Design folio. They will develop a range of problem-solving skills in the context of their Expressive and Design work. Students at National 5 will sit a written exam. Throughout the course students learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.

### Assessment structure-

**EXPRESSIVE FOLIO (100 marks) externally assessed by SQA**

**DESIGN FOLIO (100 marks) externally assessed by SQA**

**WRITTEN EXAM (60 marks)**

**Future pathways** - Art & Design qualifications at National level 4, 5 & Higher can lead to work in Hairdressing, Beauty Therapy, Art Therapy, Graphic Design, Teaching, Photography, Digital Media, Set Design, Animation, Media Studies, Fashion Design, Web Designer, Television, Set Design etc.

[Back to top](#)



## Course description

**Advanced Higher:** Students choose an area within Art & Design that they would like to focus on. They can choose from doing either an Expressive or Design folio. This decision may be based on what a student is wanting to go on and study when they leave school, such as fashion or Architecture for example. They will develop a range of problem-solving skills and work independently on a chosen brief or theme. They will develop their creative practical skills, using materials and equipment and be encouraged to be experimental with their ideas. They will also be encouraged to work daily in a sketchbook and attend life drawing classes out with school. Students also have to write an essay based on artists or designers they have looked at as part of their portfolio work. This is sent to the SQA with their folio of work to be marked.

## Assessment structure-

**EXPRESSIVE FOLIO OR DESIGN FOLIO 100 marks**

**WRITTEN EVALUATION 10 marks**

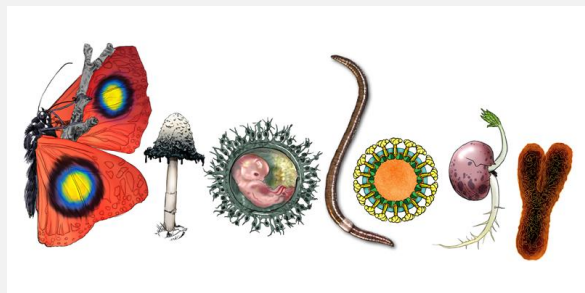
**WRITTEN ESSAY 1800 words. (All externally assessed by SQA)**

Ideal for students wishing to put together a portfolio of work to use to gain entry to either further education courses, workplace or University.

**Future Pathways-** We also support students with portfolio preparation when applying for further education. Edinburgh College offer a wide range of courses such as Painting, Ceramics, Sculpture and various Design courses. Edinburgh, Dundee, Glasgow and Aberdeen all have Art Colleges that offer an Honours Degree in different areas of Art & Design. There is also Heriot Watt school of Textile and Design.

[Top of the Document](#)

## National 5 Biology



### SCQF – level 5

#### Course description

The National 5 Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the study of living things. Learners will begin to examine the relationships within and between all living things. Starting at the cellular level we learn about the different reaction pathways and how they support life. Next, we look at how those individual cells combine to create whole organisms with plants, animals and humans taught. The final unit examines how animals and plants interact to create whole ecosystems and how these interactions drive evolution. Skills developed will include:

RESEARCH SKILLS, PRACTICAL SKILLS, INVESTIGATIVE SKILLS, COMMUNICATION SKILLS, NUMERICAL SKILLS AND PROBLEM SOLVING SKILLS.

Units of study are:

- 1. Cell Biology:** The Unit covers the key areas of cell structures, cell transport, DNA and protein synthesis, enzymes, genetic engineering and respiration.
- 2. Multicellular Organisms.** The Unit covers the key areas of cell division, control and communication, reproduction, genetics and inheritance. Dissections will help explore organ systems in both animals and plants.
- 3. Life on Earth.** The Unit covers the key areas of ecosystems, distribution of organisms, photosynthesis, energy in ecosystems, food production and evolution.

**Assessment structure:** 1 exam consisting of 25 Multiple choice questions and short answer questions worth 75 marks. (100 total)

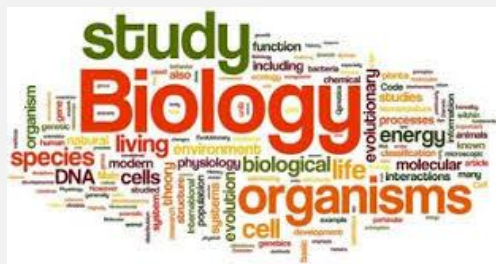
8 hour Assignment, max.90mins reporting findings, 20 marks scaled to 25.

**Future pathways:** The study of Biology is of benefit to those intending to pursue a career in science, research, physiotherapy, medicinal fields, pharmaceuticals, beauty therapy, environmental studies, lab technicians and animal work. If you've ever looked at a weird plant or cool animal and wondered why it exists then you should consider studying Biology.

## [Back to top](#)



## Higher Biology



**SCQF tariff points 24**

### **Course description**

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology - and the scale of topics ranges from molecular through to whole organism and beyond. Skills developed will include:

RESEARCH SKILLS, PRACTICAL SKILLS, INVESTIGATIVE SKILLS, COMMUNICATION SKILLS, NUMERICAL SKILLS AND PROBLEM SOLVING SKILLS.

The study of Biology is of benefit not only to those intending to pursue a career in science, but for a huge range of careers including many medicinal fields, pharmaceuticals, beauty therapy, environmental studies, lab technicians and animal work. With Biology, the world is your oyster!

Units of study are:

**1. DNA and the Genome. The Unit covers the key areas of structure and replication of DNA, gene expression, and the genome. It also explores the molecular basis of evolution and biodiversity.**

**2. Metabolism and Survival. The Unit covers the key areas of metabolism as essential for life including respiration. It describes how this is essential for survival of organisms in a range of environments**

**3. Sustainability and Interdependence. The Unit covers the key areas of the science of food production, inter-relationships and dependence, and biodiversity.**

**Assessment structure:** 2 exam papers, Multiple choice 40 minutes 25 marks, Short answer paper 95 marks.

8 hour Assignment, max.2 hours reporting findings, 20 marks scaled to 30.

**Entry requirement:** A-C at National 5 Biology.

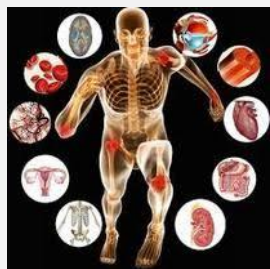
Good maths and literacy skills.

### **Future pathways -**

A pass in Higher Biology is useful for anyone wishing to study Biology courses at University. A pass in Higher Human would also be helpful to anyone contemplating degree level study in Medicine, Dentistry, Veterinary Medicine, Nursing, Physiotherapy, Dietetics, Radiography, Chiropody, beauty therapy, environmental studies, or lab technician and animal work.

[Back to top](#)

## Higher Human Biology



**SCQF tariff points 24**

### **Course description**

The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their:

RESEARCH SKILLS, PRACTICAL SKILLS, INVESTIGATIVE SKILLS, COMMUNICATION SKILLS, NUMERICAL SKILLS AND PROBLEM SOLVING SKILLS.

The study of Biology is of benefit not only to those intending to pursue a career in science, but for a huge range of careers including many medicinal fields, pharmaceuticals, beauty therapy, environmental studies, lab technicians and animal work. With Biology, the world is your oyster!

Units of study are:

- 1. Human Cells.** The unit covers the division and differentiation of human cells, DNA replication, gene expression, genomics and metabolism including muscle systems in athletes.
- 2. Physiology and Health.** The Unit covers the key areas of reproduction and controlling fertility, pregnancy and screening tests, the heart and blood vessels, cardiovascular disease and diabetes.
- 3. Neurobiology and Immunology.** The Unit covers the brain and nervous system and the immune system, including clinical trials of vaccines and drugs.

**Assessment structure:** 2 exam papers, Multiple choice 40 minutes 25 marks, Short answer paper 95 marks.

8 hour Assignment, max.2 hours reporting findings, 20 marks scaled to 30.

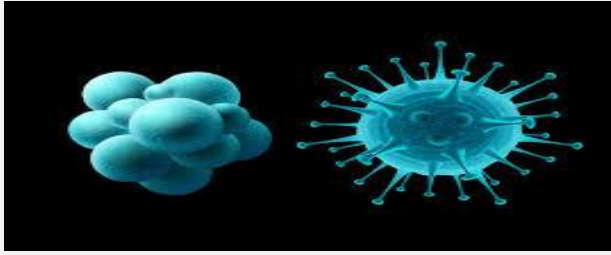
**Entry requirement:** A-C at National 5 Biology.

Good maths and literacy skills.

### **Future pathways -**

A pass in Higher Human Biology is useful for anyone wishing to study Biology courses at University. A pass in Higher Human Biology would also be helpful to anyone contemplating degree level study in Medicine, Dentistry, Veterinary Medicine, Nursing, Physiotherapy, Dietetics, Radiography and Chiropractic.

**[Back to top](#)**



SCQF points 32

### Course description

The course consists of three Units whose contents are briefly described below.

1. Cells and Proteins – cell culture, structure of proteins, binding and changes in proteins, membrane proteins, antibodies and molecular interactions within cells. Using laboratory techniques commonly used by biologists.
2. Organisms and Evolution – evolution, variation, sexual reproduction, parasitism, sex and how it influences animal behaviour. Using field techniques commonly employed by biologists.
3. Investigative Biology – scientific principles and practice, experimentation and the critical evaluation of scientific research.

Studying each Unit should allow pupils to extend their biological knowledge and develop their problem solving and practical skills.

**Assessment structure:** 3 hour Exam, 100 marks- scaled to 120

Pupils must also complete a project. The project write-up is marked by the SQA and is 30 marks scaled up to 40.

### Future pathways:

A pass in Advanced Higher Biology is useful for anyone wishing to study Biology courses at University. A pass in Advanced Higher Biology would also be helpful to anyone contemplating degree level study in Medicine, Dentistry, Veterinary Medicine, Nursing, Physiotherapy, Dietetics, Radiography and Chiropody.

[Back to top](#)



### Course description

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role. The National 5 Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.

#### Course Content

The course comprises five areas of study:

##### Understanding business:

Learners are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society.

##### Management of marketing:

Learners develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. Topics include how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

##### Management of operations:

Learners develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. Topics include methods of production in an ethical manner.

##### Management of people:

Learners develop skills, knowledge and understanding of the issues facing organisations when managing people. Topics include how employees contribute to the success of organisations.

##### Management of finance:

Learners develop skills, knowledge and understanding of the issues facing organisations when managing finance. Topics include financial problems facing organisations

##### Assignment:

The assignment (or AVU at National 4) gives learners the opportunity to research and present their findings on a business topic of their choice in order to produce an appropriately formatted business report.

ASSESSMENT	
National 4	National 5
Learners will complete internally assessed work, covering all units. In addition, they must complete an assignment (The Added Value Unit) on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course.	<b>Assignment:</b> learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA <b>Examination:</b> 90 marks. Learners will complete this in 2 hours. This will be marked by SQA.

#### Future pathways:

##### On completion of N4:

- Further N4 qualifications in another Social Subject (History/ Geography/Travel and Tourism/Admin) or National 5 Business Management

##### On completion of National 5 Business Management:

- Higher Business
- Further N5 qualifications in another Social Subject (History/Geography/Modern Studies)
- [Back to top](#)



### Course description

Higher Business helps candidates understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in. It develops skills in communicating and presenting business-related information to stakeholders of an organisation.

The course consists of five areas of study:

#### **Understanding business**

Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

#### **Management of marketing**

Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

#### **Management of operations**

Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

#### **Management of people**

Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

#### **Management of finance**

Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

### ASSESSMENT

#### **Examination:**

Question paper: 90 marks (2 hours 45 minutes)

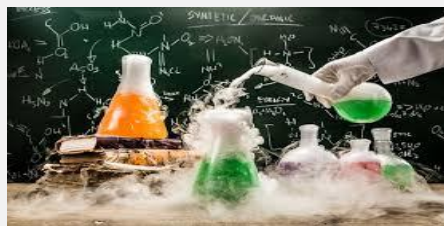
**Assignment:** Candidates research and analyse information, and produce a business report using given headings. The report is based on an analysis of the research findings and details appropriate conclusions and/or recommendations.

30 marks completed in class (8 hours)

### Future pathways –

- Higher in another Social Subject (History, Geography or Modern Studies)
- AH Business at neighbourhood school
- Foundation Apprentices
- University Entry: Accounting, Economics, Business, International Business, Finance.

### [Back to top](#)



### Course description

Chemistry is the study of matter, its properties and the reactions in which it partakes. It studies the new substances that can be formed during reactions and the impact that these substances can have on our environment and society, whether they be good or bad.

From leaves changing colour to baking cakes to household cleaning, chemistry has shaped the modern world in which we live today and has helped us overcome major problems facing humanity, as well as live more comfortable lives. Chemists have developed drugs for otherwise fatal diseases, found effective cleaning agents and formulated long-lasting paint finishes.

Studying chemistry at National 5 develops the ability to pose questions and find answers through experimentation and observation. You will learn to apply your knowledge of Chemistry to new contexts, to experiment, analyse data and problem-solve.

### Course Content

#### **Chemical changes and structure**

Topics include: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

#### **Nature's chemistry**

Topics include: homologous series; everyday consumer; energy from fuels.

#### **Chemistry in society**

Topics include: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

### **Assessment structure:**

#### **Examination**

- 2.5 hours
- 100 marks
  - Section 1 = 25 marks objective questions
  - Section 2 = 75 marks restricted and extended response questions

#### **Assignment**

- 1.5 hours reporting with ~8 hours research
- 20 marks scaled to 25

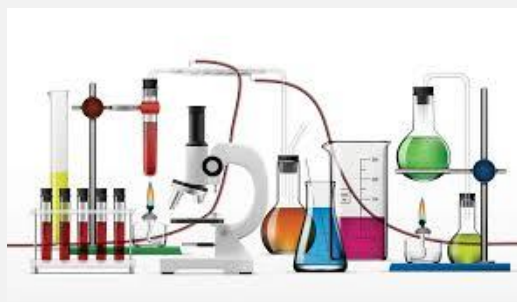
**Future pathways:** Chemistry can open doors to numerous scientific careers, many of which are listed in a Royal Society of Chemistry document;

[http://www.rsc.org/careers/future/sites/futureinchemistry/files/file\\_uploads/Higher%20curriculum%202018\\_final\\_0.pdf](http://www.rsc.org/careers/future/sites/futureinchemistry/files/file_uploads/Higher%20curriculum%202018_final_0.pdf)

Out with science, chemistry will be beneficial to those careers requiring strong numeracy and problem-solving skills, as well as those industries who prize evidence-based communication skills. It is also traditionally required by those wishing to study medicine and veterinary medicine.

### **Back to top**

## Higher Chemistry



### Course description

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all the materials that surround us.

Chemists play a vital role in the production of everyday commodities. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries.

The course content consists of four units.

**Unit 1 Chemical changes and structure** examines periodicity, structure and bonding of the first 20 elements in the Periodic table and oxidising/reducing agents.

**Unit 2 Nature's Chemistry** investigates the chemistry of cooking and covers such topics as alcohols, carboxylic acids, esters, fats, oils, soaps, detergents and emulsions. Unit 2 also examines proteins, oxidation of food, fragrances and skin care.

**Unit 3 Chemistry in Society** involves a few mathematical calculations including calculations to determine getting the most from reactants, controlling the rate of a reaction, chemical energy, equilibria and chemical analysis.

**Unit 4 Researching Chemistry.** The final unit of the course allows the student to research a chemical topic and conduct practical analysis work.

**Assessment structure:**

- 40 minutes Multiple Choice Paper, 25 marks.
- 2 Hours and 20 mins Question Paper, 95 marks.
- 8 hours Assignment, max. 2 hours reporting findings, 20 marks scaled to 30.

### Future pathways:

Higher Chemistry is good preparation for the professions including Medicine/Law/Dentistry/Veterinary Medicine or further study of Chemistry or another Science or an area of Engineering. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health or manufacturing industries. The skills development associated with numeracy, analysis and problem-solving are prized in a variety of areas of study and employment.

[Back to top](#)





The course consists of three Units whose contents are briefly described below.

- 1. Inorganic and Physical Chemistry** – covers atomic spectroscopy, atomic orbitals, electronic configuration, shape of molecules, transition metals and their compounds, chemical equilibria, feasibility of chemical reactions, and reaction kinetics.
- 2. Organic Chemistry and Instrumental Analysis** – covers structure of organic compounds, organic reaction types, mechanisms and synthesis of organic chemicals. In addition, you will discover the origin of colour in organic compounds, how elemental analysis and spectroscopic techniques are used to verify chemical structure, and study the use of medicines in conjunction with the interactions of the drugs.
- 4. Researching Chemistry** – covers different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, you will identify, research, plan and safely carry out a chemistry practical investigation of your choice (the project).

<b>Assessment structure:</b>	3 hour Exam, 110 marks scaled to 120. Pupils must also complete an individual project worth 30 marks. The project write-up is marked by the SQA and is scaled up to 40 marks.
<b>Entry requirement:</b>	Successful completion of Higher Chemistry
<b>Future pathways:</b>	AH Chemistry is good preparation for the professions including Medicine/Law/Dentistry/Veterinary Medicine/Pharmacy or the Physical Sciences and Chemical Engineering. The skills development associated with numeracy, analysis and problem-solving are prized in a number of areas of study and employment, so even if you are not interested in the further study of Chemistry, the skills you will develop are very useful.

[Back to top](#)



## National 5 Computing

Faculty: Computing

SCQF- Level 5



### Course description

The National 5 computing course focusses on the three areas– Web design, Software Development, Database Development and Computer Systems. The course is split between written problem solving and a practical assignment.



You will have deadlines to stick to within in each area, practical problems to solve and new constructs to learn and apply. You will enhance your problem solving, creativity and computational thinking skills through implementation of the four areas of the course.



The National course is great at improving your understanding of the role of computing science in changing and influencing our environment and society.



### Assessment structure-

The National 5 computing course is externally assessed through the final exam in May (69% of your grade) and through the assignment (31% of your grade) which is carried out after the February break. The assignment is completed over 8 hours and is on Web, Database and Software Development. The assignment is open book and you can use all of the work that has been completed throughout the year to help you.

If pupils are excelling at the practical skills in class we also give pupils the opportunity to work through the NPA in Web Design & Development Level 5 to get an extra qualification along with their National 5.

### Future pathways –

Computing Science and ICT specialism is found in all career areas. The skills developed within the National 5 Computing course can be easily transferable into any job role in the future.

From IT Support to Games Design companies, Scotland has a national shortage of trained personnel. You could go straight into working at some of these companies with school Computing Qualifications.

Other future pathways could include:

- University Entry: BSc computing or any subject that the pupil wishes to study
- Foundation Apprentices
- Apprenticeships in many areas
- HNC College courses

[Back to top](#)

## Higher Computing

**Faculty: Computing**

**SCQF- Level 6**



### Course description

The Higher computing course focusses on the three areas you have covered at National 5 level – Web design, Software Development, Database Development and Computer Systems.

The course is split between written problem solving and a practical assignment.

You will have deadlines to stick to within in each area, practical problems to solve and new constructs to learn and apply. You will enhance your problem solving, creativity and computational thinking skills through implementation of the four areas of the course.

The Higher course is great at improving your understanding of the role of computing science in changing and influencing our environment and society.



### Assessment structure-

The Higher computing course is externally assessed through the final exam in May (69% of your grade) and through the assignment (31% of your grade) which is carried out after the February break. The assignment is completed over 8 hours and is on Web, Database and Software Development. The assignment is open book and you can use all of the work that has been completed throughout the year to help you.

If pupils are excelling at the practical skills in class we also offer pupils the opportunity to work through the NPA in Software Design & Development Level 6 to get an extra qualification along with their Higher.

### Future pathways –

Computing Science and ICT specialism is found in all career areas. The skills developed within the Higher Computing course can be easily transferable into any job role in the future.

From IT Support to Games Design companies, Scotland has a national shortage of trained personnel. You could go straight into working at some of these companies with school Computing Qualifications.

Other future pathways could include:

- University Entry: BSc computing or any subject that the pupil wishes to study
- Foundation Apprentices
- Apprenticeships in many areas
- HNC College courses

[Back to top](#)

## Computer Games Development

Faculty: Computing

SCQF level 5 and 6



### Course description

This course is designed to introduce learners to skills that are important in the Computer Games industry. The NPAs in Computer Games Development at SCQF levels 5 and 6 introduce learners to the genres, trends and emerging technologies of the computer games industry.

This qualification covers core areas such as design, media assets and development. Computer programming is also an important part of this qualification. The languages that we focus on pupils learning are GameMaker 8,



Construct 3, Godot and Unity C#.

The other important skills we develop are using Blender to create 3D graphics and Audacity to edit sound effects for games.

The award will improve learners' computational thinking, creativity and problem solving skills.

### Assessment structure-

Knowledge and Understanding is assessed by learners using an online assessment portfolio.

**Learners will build up a portfolio of practical evidence for assessment.** The portfolio will be electronic (digital), and learners contribute material to it on an ongoing basis.

This involves following the structure: **Design** – Developing an idea for a game, **Media assets** – create all media assets for a game (sounds, graphics 2D & 3D), **Development** – creating a prototype of a game using a programming language of your choice then testing the game appropriately.

### Future pathways –

Computing Science and ICT specialism is found in all career areas. The skills developed within the course can be easily transferable into any job role in the future.

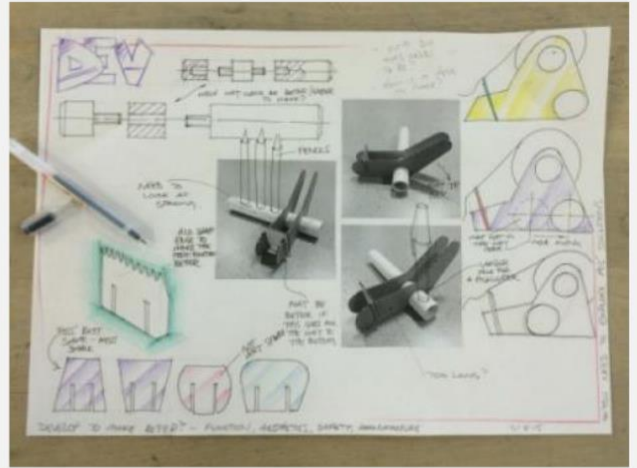
From IT Support to Games Design companies, Scotland has a national shortage of trained personnel. You could go straight into working at some of these companies with school Computing Qualifications.

Other future pathways could include:

- University Entry: BSc computing or any subject that the pupil wishes to study
- Foundation Apprentices
- Apprenticeships in many areas
- HNC College courses

[Back to top](#)

## National 5 Design and Manufacture



The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing.

The course enables candidates to develop:

- skills in designing and manufacturing 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

Component	Marks	Duration
Component 1: question paper	80	1 hour and 45 minutes
Component 2: assignment — design	55	
Component 3: assignment — practical	45	Done in class

Done in class

### Future pathways -

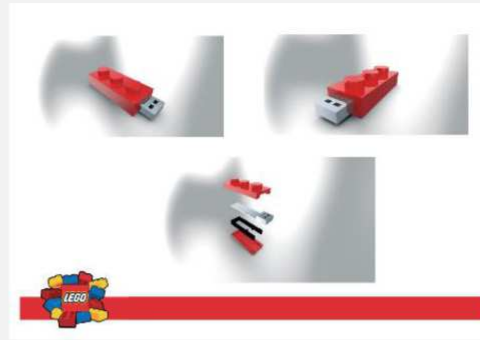
- other qualifications in design and manufacture or related areas
- further study, employment and/or training

[Back to top](#)

## Higher Design and manufacture

Faculty: Expressive Arts

SCQF- Level 6



### Course description

Candidates study the lifecycle of products from their inception through design, manufacture, and use, including their disposal and/or re-use. It helps candidates to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products.

Candidates develop: research skills

skills in designing products

knowledge and understanding of materials and commercial manufacture

knowledge and understanding of design factors and understanding of the

impact of design and manufacturing technologies on society, the

environment and the world of work

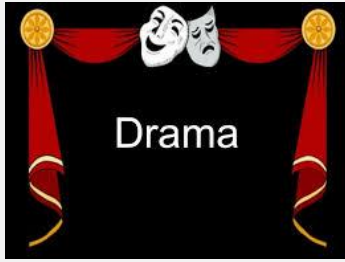
### Assessment structure

Component	Marks	Duration
Component 1: question paper	80	2 hours and 15 minutes
Component 2: assignment	90	Done in class

**Future pathways:** Skills in Design and Analysis which can be transferred to several areas of study or work. Directly courses in Product Design, Production Engineering, Material technology.

Please note in this course we will not be making products in the workshop as it is a theory-based course.

[Back to top](#)



National 5 Drama is an exciting drama/ theatre course, which is primarily practical based. There is also a question paper, relating to your practical experiences on the course. National 5 drama explores all aspects of theatre including devising, script writing, acting from script, directing and technical theatre (lighting, sound, props, costume, set). The course will also enable you to develop specialised skills in voice, movement, characterisation, technical theatre, writing and directing. For your final practical grade, you will be involved in a drama presentation from a published script, of your choice, specialising as either actor or a technical candidate.

The good news is if you choose this course, you will have for the first time, 4 periods of drama per week. You will also have the opportunity to experience live theatre through both Digital Theatre (an online resource of live theatre recordings) and live theatre (when theatres reopen of course!)

**The course aims to enable candidates to:**

- “ generate and communicate thoughts and ideas when creating drama
- “ develop a knowledge and understanding of a range of social and cultural influences on drama
- “ develop a range of skills in presenting drama
- “ develop knowledge and understanding of the use of a range of production skills when presenting drama
- “ explore form, structure, genre and style

**Skills, knowledge and understanding for the course:**

- “ responding to stimuli, including text, when creating drama
- “ working with others to share and use drama ideas
- “ developing awareness of social and cultural influences when creating drama
- “ exploring drama form, structure, genre and style
- “ gaining knowledge and understanding of a range of production skills
- “ using a range of drama and production skills when presenting
- “ using evaluative skills within the creative process

**Assessment at National 5 level is** an external assessment through a performance in a chosen production role (60%) and a question paper (40%).

**Options for Progression**

“ Higher Drama “ National Certificate in Acting and Theatre Performance (SCQF level 6) “ National Certificate in Technical Theatre (SCQF level 6) “ National Progression Award in Acting and Performance (SCQF level 6) “ National Progression Award in Technical Theatre in Practice (SCQF level 6) “ other qualifications in drama or related areas “ further study, employment and/or training

[Back to top](#)



## Higher Drama

Higher Drama is an exciting drama and theatre course, progressing from National 5, for those who want to continue to explore, contemporary theatre within a social, historical and political context. Higher Drama explores all aspects of theatre including devising, script writing, acting from script, directing and technical theatre (lighting, sound, props, costume, set). The course will also enable you to develop specialised skills in voice, movement, characterisation, technical theatre, writing and directing. For your final practical grade, you will be involved in a drama presentation from a published script, of your choice, specialising as either actor or a technical candidate. The weighting is the same as National 5, in that the course is primarily practical with a written SQA question paper at the end of the course.

The course enables candidates to:

- “ generate and communicate thoughts and ideas when creating drama
- “ develop a knowledge and understanding of the historical, 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
- “ explore drama form, structure, genre and style

### **Skills, knowledge and understanding for the course:**

- “ responding to stimuli, including text, when creating drama
- “ working with others to share and use drama ideas
- “ developing knowledge and understanding of historical, social, cultural and theatrical influences when creating drama
- “ exploring drama form, structure, genre and style
- “ gaining knowledge and understanding of complex production skills
- “ applying complex drama and production skills when presenting
- “ applying evaluative skills within the creative process

**Assessment at Higher level** is an externally assessed through both performance and a question paper. The question paper is worth 50 marks, scaled to 40% of the overall grade. The practical element is worth 60 marks and remains at 60% of the overall grade.

### **The question paper has three sections:**

- “ section 1: theatre production: text in context (extended-response questions)
- “ section 2: theatre production: application (structured questions)
- “ section 3: performance analysis (extended-response questions)

For sections 1 and 2, candidates must answer on their selected text. For section 3, candidates must answer on a performance they have seen using a different text from that used in sections 1 and 2.

### **Performance overview**

The performance has two sections:

- “ section 1: preparation for performance essay
- “ section 2: performance in the chosen role of acting, directing or design

All candidates must demonstrate skills by:

- “ responding to themes and issues of the chosen text
- “ developing characters and their relationships within the chosen text
- “ understanding the historical, social, cultural and theatrical context of their chosen text
- “ using a complex range of acting or directing or design skills
- “ communicating to an audience

**Progression** “ Advanced Higher Drama “ HNC Acting and Performance “ HNC Technical Theatre “ HNC Musical Theatre  
“ other qualifications in drama or related areas “ further study, employment and/or training

## [Back to top](#)

### National 5 Electronics



#### Course description

Electronics brings together elements of technology, science and mathematics and applies these to real-world challenges. The course provides progression from experiences and outcomes in craft, design, engineering and graphics, and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying engineering science, physics or other science courses.

Units of study are:

##### **Circuit Design**

In this area, candidates develop an understanding of key electrical concepts and electronic components. Candidates analyse electronic problems, design solutions to these problems and explore issues relating to electronics.

##### **Circuit Simulation**

In this area, candidates use simulation software to assist in the design, construction and testing of circuits and systems and to investigate their behaviour.

##### **Circuit Construction**

In this area, candidates gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They develop skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

**Assessment structure:** 1 hour exam, 60 marks and a Practical Project, 70 marks

#### Future pathways:

The electronics industry is vital to everyday life in our society and plays a major role in the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all of these sectors, a wide range of job opportunities are available for people with skills in electronics.

## [Back to top](#)



## National English



This course is designed to further your language skills both in your understanding of how writers produce text and manipulate language to create effects ('Reading for Understanding, Analysis and Evaluation') and in your ability to produce texts for yourself ('Creation and Production'). Throughout this course you will be challenged and helped to listen, talk, read and write in such a way that you will be better prepared either for the world of further education or of work. You can expect to read plays, novels, short stories, poetry and possibly analyse film.

### Assessment structure-

Unlike National 4 which is all internally assessed, National 5 concludes with an external assessment which has two components:

Component 1: The exam (70% of your overall grade)

Paper 1 accounts for 30% of the overall score and is a one-hour paper which will test your skills in reading for Understanding, Analysis and Evaluation. You will answer questions on a non-fiction newspaper article you will not have seen before.

For this reason, regular reading of articles in good quality newspapers is essential.

Paper 2 is a ninety-minute paper which has two parts:

The Critical Essay accounts for 20%, where you will answer an unseen question on a text you will have studied in class (usually Prose Fiction, Drama, Poetry or Film and Television).

The Scottish Text section also accounts for 20%. You will answer questions on a text or part of a text you have studied in class and you will then write an extended answer relating the ideas and/or themes in the extract of a text to other texts you will have studied by the same writer. Again, you could be analysing Prose Fiction, Drama, Poetry or Film and Television.

Component 2: The folio (30% of your overall grade)

This will consist of two pieces of writing in two genres: one Broadly Creative and the other Broadly Discursive. A maximum of 15 marks will be awarded for each essay. As you will have opportunities to draft and redraft these essays there is a very high expectation that they will be submitted free from technical errors.

Future pathways- English at a minimum level of a pass at National 5 is considered to be essential for most college courses or jobs. If you would like to study further, some of the careers that English prepares you before can be found below: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>  
<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-english-literature-degree>

[Back to top](#)

## Higher English



### Course description

The structure of Higher is very similar to National 5 and is designed to further your language skills, both in your understanding of how writers produce text and manipulate language to create effects ('Reading for Understanding, Analysis and Evaluation') and in your ability to produce texts for yourself ('Creation and Production'). Throughout this course you will be challenged and helped to listen, talk, read and write in such a way that you will be better prepared either for the world of further education or of work. You can expect to read plays, novels, short stories, poetry and possibly analyse film.

### Assessment structure-

#### Component 1: The exam (70% of your overall grade)

**Paper 1** accounts for 30% of the overall score and will test your skills in reading for Understanding, Analysis and Evaluation by answering questions about extracts of two unseen, non-fiction newspaper articles. *The step up from National 5 is significant.* Once you have answered questions on the first extract there is a second extract you will be required to read. This is then followed by a question asking you to explain the similarities and differences between the two extracts in a developed answer. The texts you are reading will be more complex than those at National 5 level and will require much more detailed answers from you. The texts are also likely to be more persuasive in style than those at National 5, which are more informative. For this reason, regular reading of articles in good quality newspapers is essential.

**Paper 2** is a ninety-minute paper which has two parts:

The Critical Essay accounts for 20%, where you will answer an unseen question on a text you will have studied in class (usually Prose Fiction, Drama, Poetry or Film and Television). The Scottish Text section also accounts for 20%. You will answer questions on a text or part of a text you have studied in class and you will then write an extended answer relating the ideas and/or themes in the extract of a text to other texts you will have studied by the same writer. Again, you could be analysing Prose Fiction, Drama, Poetry or Film and Television.

#### Component 2: The folio (30% of your overall grade)

This will consist of two pieces of writing in two genres: one Broadly Creative and the other Broadly Discursive. 15 marks will be awarded to each essay. As you will have opportunities to draft and redraft these essays there is a very high expectation that they will be submitted free from technical errors.

### Future pathways-

Higher English is universally valued by all further education institutes and most employers. The communication and analytical skills involved are transferable in almost every career. If you would like to study further, some of the careers that English prepares you before can be found below:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-english-literature-degree>

[Back to top](#)

## Advanced Higher English



### Course description

Advanced Higher English is likely to be taught by two or three different teachers and has a more tutorial, university style approach to teaching and learning. It will involve two main fiction texts in the Literary Study, a range of shorter texts of different genre for the Textual Analysis and plenty of writing, both analytical and creative. Students will submit a Writing Folio and a Dissertation.

There is an expectation that students will commit to research, collaborative tasks and an open attitude of exploration in their own writing.

### Assessment structure-

#### Component 1: Literary Study – Final exam – 20 marks.

- You will choose one question from a range of questions and write an extended critical essay.
- You will use texts we study in class

#### Component 2: Textual Analysis – final exam – 20 marks.

You will choose one question on an unseen literary text and write an extended critical analysis of it. You will select from poetry, prose, prose non-fiction or drama.

#### Component 3: Writing Folio – 30 marks.

- You will produce two pieces of writing for two different purposes.
- These pieces can be persuasive, informative, argumentative, reflective, poetry, prose fiction or drama.
- 1000 word minimum, no maximum.

#### Component 4: Dissertation – 30 marks.

- You will produce an extended critical essay showing your knowledge and understanding of an aspect or aspects of literature.
- 2500 word minimum, 3500 words maximum.
- The text(s) chosen must not be the same as those used in 'Literary Study'.

### Future pathways

Advanced Higher English is universally valued by all further education institutes and most employers. The communication and analytical skills involved are transferable in almost every career. If you would like to study further, some of the careers that English prepares you before can be found below:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-english-literature-degree>

### Back to top

## National Level Environmental Science



### Course description

Environmental science is an inter-disciplinary subject, which draws from the sciences and social sciences. The Course is practical and experiential and develops scientific awareness of environmental issues. Environmental scientists are involved in tackling issues such as **global climate change, pollution**, use of **land and water resources** and changes in **wildlife habitats**.

In each unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the living environment.

- **Living Environment:** The key areas include: interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; and the nitrogen cycle and the environmental impact of fertilisers.
- **Earth's Resources:** The key areas include: the responsible use and conservation of non-renewable and renewable resources and the formation and use of fossil fuels.
- **Sustainability:** The key areas include: the sustainability of key natural resources and possible implications for human activity and role of agriculture in the production of food and its environmental impacts.
- **Added Value Unit/Assignment:** The AVU (N4) and Assignment (N5) allow learners to build on their subject knowledge by choosing a topic to investigate and to carry out their own research.

At National 5, learners should be familiar with the following methods of calculation: average, ratio, percentage, calculations involving number substitution in formulae

ASSESSMENT	
National 4	National 5
At National 4 level learners will compete all three units plus the AVU which are internally assessed.	<b>Question Paper:</b> 100 marks (2 hours 30 minutes) <b>Assignment</b> 20 marks- completed in class time (8 hours)

### Future pathways:

#### On completion of N4:

- Further N4 qualifications in another Social Subject (such as Geography) or Science
- Progression to National 5 Environmental Science

#### On completion of National 5:

- Further N5 qualifications in another Social Subject (such as Geography) or Science

[Back to top](#)

## National 4/5 Geography



### Course description

The study of geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

### Course Content:

- **Physical environments**- Key topics include: location of landscape type, formation of key landscape features, land use management and sustainability, and weather. Candidates study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types are studied are: glaciated upland and coastal landscapes.
- **Human environments**- Key topics include: contrasts in development, world population distribution and change, and issues in changing urban and rural landscapes.
- **Global issues**- Key topics include: natural regions (Equatorial rainforests and Tundra) and , environmental hazards (volcanoes, earthquakes and hurricanes)

### Assessment structure-

**National 5**- Externally marked exam and assignment written under exam conditions in class.

**National 4**- 4 mandatory units make up the course award. No external exam.

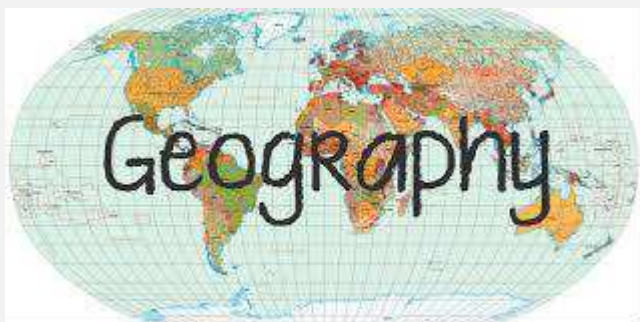
### Future pathways:

- National 5 Geography
- Higher Geography,
- N4/N5 Travel and Tourism.

Some careers linked to Geography- town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

[Back to top](#)

## Higher Geography



Split across 3 themes; **physical environments**, **human environments** and **global issues**, Higher Geography provides students a unique opportunity to develop their critical thinking and research skills as well as further enhancing their fieldwork techniques.

**Physical environments:** Candidates develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: atmosphere; hydrosphere; lithosphere; and biosphere.

**Human environments:** Candidates develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key topics include: population; rural land degradation and management; and urban change and management.

**Global issues:** Candidates develop and apply knowledge and understanding of global geographical issues which demonstrate the interaction of physical and human factors, and evaluate the strategies adopted to manage these issues. Key topics include: development and health and global climate change.

The range of study focuses on local, national and international issues and are updated annually to keep the course up-to-date and relevant to our young people. At each step learners will be working to increase their ability to analyse and evaluate issues by developing thinking and problem-solving skills.

### Assessment structure-

Component 1: question paper 1 — Physical and Human Environments: 1 hour and 50 minutes

Component 2: question paper 2 — Global Issues and Geographical Skills: 1 hour and 10 minutes

Component 3: assignment 1 hour and 30 minutes

### Future pathways –

- AH Geography
- Higher in another Social Subject (History, Modern Studies or Business)
- Foundation Apprentices, Apprenticeships
- University Entry: Geography, Environmental Science, Earth Sciences, Geology Sociology. Architecture, Rural Resource Management, Teaching, Town planning, Quantity Surveying, International Relations,

### [Back to top](#)



Through the study of geography at AH level, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures.

Candidates gain experience of working on their own through the independent study, research, critical thinking, and evaluation skills embedded in the course. Candidates further develop skills and attributes which are highly valued by higher education institutions, transferable and important for their life and work.

By studying AH geography, candidates develop an increased understanding of the environment, sustainability and the impact of global issues. They are encouraged to develop a sense of responsible citizenship, and to reflect on the impact of the environment on health and wellbeing. The emphasis on the evaluation of sources, including maps, develops candidates' thinking skills. They develop skills including fieldwork, making decisions, critical evaluation, and the use of geographical methodologies. Candidates progressively develop skills in literacy by producing extended writing. They develop skills in numeracy through data collection, data processing, and the use of statistical techniques.

Component	Marks
Component 1: question paper	50
Component 2: project–folio — geographical study	60
Component 3: project–folio — geographical issue	40

### Future pathways –

- University Entry: Geography, Environmental Science, Earth Sciences, Geology Sociology, Architecture, Rural Resource Management, Teaching, Town planning, Quantity Surveying, International Relations,
- Foundation Apprentices

[Back to top](#)



## National 5 Graphic Communication



### Course description

The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

Candidates develop:

skills in graphic communication techniques, including the use of equipment, graphics materials and software; Skills from 3d Modelling and traditional drawing skills to use of Image manipulation applications and manual skills

the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions

an understanding of the impact of graphic communication technologies on our environment and society

### Assessment structure

Component	Marks
Component 1: question paper	80
Component 2: assignment	40

[Back to top](#)



## Higher Graphic Communication



### Course description

The course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards.

Candidates develop:

skills in graphic communication techniques, including the use of equipment, graphic materials and software

creativity in the production of graphic communications to produce visual impact in meeting a specified purpose

skills in evaluating the effectiveness of graphics in communicating and meeting their purpose

an understanding of graphic communication standards, protocols and conventions, where these apply

an understanding of the impact of graphic communication technologies on our environment and society

### Assessment structure:

Component	Marks
Component 1: question paper	90
Component 2: assignment	50

### Future pathways-

“ other qualifications in graphic communication, built environment, architecture web/digital design or related areas

“ further study, employment and/or training in college or university

[Back to top](#)

# Health and Wellbeing

## N4/5 Health and Food Technology



**Faculty- Expressive Arts**

### Course description

The course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation. It develops candidates' understanding of the importance of a balanced diet and healthy lifestyle. It also allows candidates to develop the knowledge, understanding and skills to become informed food consumers. The course will allow you to

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

### Assessment structure

National 4	National 5
3 internally assessed units 1 assignment = Pass/Fail	Question Paper – 60  Assignment - 60

### Future pathways

Health and Food Industry, Nutritional Science/Dietician and Sports Science

[Back to top](#)



### Course description

In the National 5 History course, candidates develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

#### Section 1: Historical Study: Scottish (The Era of the Great War, 1900–1928)

A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war

#### Section 2: Historical Study: British (The Atlantic Slave Trade, 1770–1807)

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

#### Section 3: Historical Study: European and World (Hitler and Nazi Germany, 1919–39)

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State

#### Assignment:

Learners have an open choice of historical question or issue to research.

ASSESSMENT	
National 4	National 5
Learners will complete internally assessed work, covering all units. In addition, they must complete an assignment (The Added Value Unit) on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course.	<b>Assignment:</b> learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA <b>Examination:</b> 80 marks. Learners will complete this in 2 hours and 20 minutes. This will be marked by SQA.

#### Future pathways:

##### On completion of N4:

- Further N4 qualifications in another Social Subject (Modern Studies/ Geography/Travel and Tourism/Admin) or National 5 History.

##### On completion of National 5 History:

- Higher History
- Further N5 qualifications in another Social Subject (Business/Geography/Modern Studies)

[Back to top](#)



Learners will undertake an in-depth study of three Units, a unit of Scottish History, British History and European and World History.

### **Unit 1: British History**

Pupils will undertake a study of British History from 1850-1951 looking at the rise of democracy in Britain, taking into consideration social and economic change; as well as an in-depth look at the fight for universal suffrage. The introduction of the Liberal Reforms will be studied as well as an assessment of both the Liberal Reforms and the Labour Reforms of 1945-51.

Pupils will be expected to write essays on 4 given issues.

### **Unit 2: European and World History**

Pupils will undertake a study of Appeasement and the Road to War in the 1930s. This includes investigating the reasons for the aggressive nature of Fascist Foreign Policy as well as the methods used by Mussolini and Hitler to achieve their aims. Pupils will also look at British Foreign policy in the run up to the Second World War, assessing the Reasons for Appeasement and the need to contain fascist aggression.

Pupils will be expected to write essays on 4 given issues as well as complete an internal assessment.

### **Unit 3: Scottish History**

Pupils will undertake a study of Migration and Empire. This course covers the reasons for the movement of people to, from and within Scotland during 1830-1939. Pupils will study the impact that Scottish migrants had on other nations, and, in turn, how immigrants impacted Scottish culture, industry and society and how they were treated by the Scots. Pupils will use a variety of historical sources to develop skills based around source analysis and comparison.

ASSESSMENT
<b>Examination:</b> Question paper 1: British, European and world history: 44 marks ( 1 hour and 30 minutes) Question paper 2: Scottish history: 36 marks (1 hour and 30 minutes)
<b>Assignment:</b> Candidates research present their finding on a historical issue of their choice. <b>30 marks (1 hour 30 minutes)</b>

### **Future pathways –**

- Higher in another Social Subject (Business, Geography or Modern Studies)
- AH History
- University Entry: Scottish History, Law, International Relations, Scottish Ethnology, Economic and Social History

**[Back to top](#)**



The purpose of the course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The focus on the detailed study of a specific theme (**USA: 'a house divided', 1850–65**) allows candidates to explore sophisticated issues and concepts, to engage with a wide range of source material, and to review a wide range of interpretations of history. The depth of study enables candidates to engage in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

#### **USA: 'a house divided', 1850–65**

A study of antebellum American society and tensions within it; the causes and nature of the conflict; and the political, social and economic outcomes of that conflict Themes: conflict, rights, identity and authority.

#### **Summary**

- ◆ American society on the eve of war, including: political, economic and social questions arising out of the newly-acquired territories; centralised Federation in conflict with States' rights; tension between the Southern slave economy and Northern industrialism
- ◆ the coming of war, including: the civil rights questions; the failure of compromise; the outbreak of war
- ◆ the Civil War, including: military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of African Americans during the war
- ◆ the effects of war, including: the political consequences; social and economic conditions in the North and South

#### **Unit 2: Researching Historical Issues**

In this Unit, learners will develop a range of skills relevant to undertaking independent research in the form of a dissertation which further develops extended writing skills.

#### **ASSESSMENT**

**Question paper:** The question paper will encourage candidates to evaluate a wide range of historical sources which have some complex features, considering their provenance, content and historical and historiographical contexts. Candidates will be expected to engage with the views of a range of historians and sustain a coherent line of argument.

**Dissertation:** 4000 words on a historical topic of the candidates' choice.

#### **Future pathways –**

- University Entry: Scottish History, Law, International Relations, Scottish Ethnology, Economic and Social History

[\*\*Back to top\*\*](#)



National 5 Laboratory Science is a Skills for work course. It is exactly equivalent to other SQA awards at the National 5 level but the skills for work course is tested by internal assessment of units in school, rather than externally by final exam. Offering this route to success is part of our response to the Scottish Government's challenge to improve access to employment in STEM (Science, Technology, Engineering and Maths) subjects.

Units of study are:

**Careers using laboratory science** – looking at the skills involved in different roles including the preparation of a cv.

**Working in a laboratory** - common laboratory hazards, safety and security techniques, preparation of chemical solutions and calculations and recording of lab work.

**Practical skills** – safe working with hazardous materials e.g. micro-organisms and radioactive sources, taking precise measurements with accurate scientific equipment

**Practical investigation**– carrying out an investigation from planning, collecting data and reporting findings

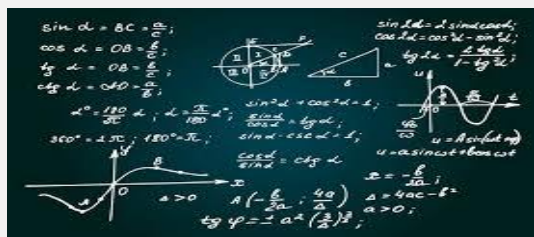
**Assessment structure:** There is no final exam but each candidates must pass each unit and complete a science investigation.

**Entry requirement:** Nat4 or Nat5 Maths plus a Nat4 pass in a science subject

**Future pathways:** This qualification leads on to other applied science courses for further study, or for employment and training in science laboratory careers.

[Back to top](#)

## National 4 Mathematics



### SCQF- Level 4

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Course aims to:

- ◆ motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- ◆ develop confidence in the subject and a positive attitude towards further study in mathematics
- ◆ enable the use of numerical data and abstract terms and develop the idea of generalisation
- ◆ allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- ◆ develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- ◆ develop skills relevant to learning, life and work in an engaging and enjoyable way

#### Assessment structure-

3 units: Numeracy, Expressions & Formulae and Relationship with associated assessments followed by an overall mathematics test comprising of a 20 minutes non-calculator paper and a 40 minute calculator paper.

#### Future pathways-

On successful completion of this Course, the learner could progress to:

- ◆ National 5 Mathematics
- ◆ Numeracy (National 5) Unit

Mathematics has applications in many subject areas, and skills developed in this Course could support progression in this and other curriculum areas. These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards and employment.

### [Back to top](#)



## National 5 Mathematics



### Course description

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

National 5 mathematics aims to:

- ◆ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- ◆ develop confidence in the subject and a positive attitude towards further study in mathematics
- ◆ develop skills in manipulation of abstract terms to generalise and to solve problems
- ◆ allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- ◆ develop candidates' skills in using mathematical language and in exploring mathematical ideas
- ◆ develop skills relevant to learning, life and work in an engaging and enjoyable way

### Assessment structure - 2 exam papers:

Paper 1 will give candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills, **without the aid of a calculator**.

These skills are the ones in which the candidate is required to show an understanding of underlying processes. They will involve the ability to use numerical skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

Paper 2 will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills.

These skills are the ones which may be facilitated by the use of a calculator, allowing more opportunity for application.

### Future pathways-

- other qualifications in mathematics or related areas for example Higher Mathematics, Skills for Work courses, National Progression Awards, National Certificate Group Awards
- further study, employment or training

### [Back to top](#)



## Higher Mathematics



### Course description

Mathematics is important in everyday life. It helps us to make sense of the world we live in and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Higher mathematics aims to:

- motivate and challenge candidates by enabling them 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
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow candidates to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- deepen candidates' skills in using mathematical language and exploring advanced mathematical ideas

### Assessment structure -

2 exam papers:

Paper 1 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills, **without the aid of a calculator**.

Candidates are required to show an understanding of underlying processes and the ability to use skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

Paper 2 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills.

These skills may be facilitated by using a calculator, as this allows more opportunity for application and reasoning.

**Future pathways-** other qualifications in mathematics or related areas, for example Advanced Higher Mathematics, Advanced Higher Mathematics of Mechanics, Advanced Higher Statistics, further study, employment and/or training in fields such as mathematics, sciences, engineering, computing, finance, management studies, actuarial, medicine, psychology etc.

### [Back to top](#)

### Course description

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

This Course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extending skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. The learner's mathematical thinking will also benefit from examples of rigorous proof.

### Assessment structure- 2 exam papers

Paper 1 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills, **without the aid of a calculator**.

Candidates are required to show an understanding of underlying processes and the ability to use skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

Paper 2 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills.

These skills may be facilitated by using a calculator, as this allows more opportunity for application and reasoning.

**Future pathways-** further study, employment and/or training in fields such as mathematics, sciences, engineering, computing, finance, management studies, actuarial, medicine, psychology etc.

### [Back to top](#)

# Modern Languages

## National 5 French/Spanish/German



### Course description

The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

The National 5 course is open to those continuing the study a language or to beginners.

For students who are native or near-native speakers of the language, it is possible to study the course on a self-access basis (not within the timetable) and be presented for the award.

Further details from the Curriculum Leader.

Students learn about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

<b>N5 COMPONENT</b>	<b>FORMAT</b>	<b>LENGTH</b>	<b>MARKS</b>	<b>SCALED MARK</b>	<b>%</b>
Paper 1: Reading	Three texts Questions and answers in English Dictionary permitted	1 hour	30	30	25%
Paper 1: Writing	Candidates write a letter of application in response to a job advert Dictionary permitted	30 minutes	20	15	12.5%
Paper 2: Listening	Two texts Questions and answers in English	25 minutes	20	30	25%
Writing assignment	Candidates write on the topic of their choice 120 words approx	Drafted and completed in controlled assessment	20	15	12.5%
Talking	Presentation and follow-on conversation	Presentation 1-2 mins Conversation 5-6 mins	10 20	10 20	25%

### Future pathways:

Language are desirable in virtually all industry sectors including Law, Medicine, Pharmacology, Engineering, Aviation, Finance, Media, Event Management, Sports Science, Advertising, Tourism, Hospitality

Jobs which specifically require Modern Languages include: Translator, Interpreter, international Buyer/Marketeer, Diplomat, Tour Guide, Hotel Management, Cabin Crew, Secondary Languages teacher, Primary teacher

### [Back to top](#)

## Higher French/Spanish/German



### Course description

The study of a modern language at Higher level deepens students' cultural awareness and linguistic knowledge, in addition to developing transferrable skills such as critical thinking, presentation skills and team-work. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

The Higher course is open to those continuing the study a language or to beginners. For students who are native or near-native speakers of the language, it is possible to study the course on a self-access basis (not within the timetable) and be presented for the award. Further details from the Curriculum Leader.

Students learn about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

### Assessment structure

Higher COMPONENT	DETAILS	LENGTH	MARKS	SCALED	%
Talking	Candidates take part in a prepared conversation with the teacher on the topics of their choice.	10 mins	30 marks	30	25%
Writing assignment	Candidates write on the topic of their choice 200-250 words.	Drafted and completed in controlled assessment	20 marks	15	12.5%
Reading and Writing Paper 1:	Reading -one text, questions in English (20 marks) Translation (10 marks)  Directed Writing - 150-180 words (20 marks)	2 hours	30 marks	30	25%

	Dictionary permitted		20 marks	15	12.5%
Listening Paper 2:	Listening -two texts, questions in English (20 marks)	30 mins	20 marks	30	25%

**Future pathways:**

Language are desirable in virtually all industry sectors including Law, Medicine, Pharmacology, Engineering, Aviation, Finance, Media, Event Management, Sports Science, Advertising, Tourism, Hospitality

Jobs which specifically require Modern Languages include: Translator, Interpreter, international Buyer/Marketeer, Diplomat, Tour Guide, Hotel Management, Cabin Crew, Secondary Languages teacher, Primary teacher

[Back to top](#)

## Advanced Higher Spanish/French



The study of a modern language at Higher level deepens students' cultural awareness and linguistic knowledge, in addition to developing transferrable skills such as critical thinking, presentation skills and team-work. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

The Advanced Higher course builds on prior knowledge from Higher and provides students with the opportunity to develop skills which are essential for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

Students learn about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

AH COMPONENT	DETAILS	LENGTH	MARKS	SCALED	%
Talking	Candidates take part in a prepared conversation with a visiting examiner on the portfolio and the topics of their choice.	20 mins	30 marks	50	25%
Portfolio	Candidates produce an essay in English, based on their research into literature, media or language in work. (1,200–1,500 words).	Drafted and completed in controlled assessment	30 marks	30	15%
Reading and Translation Paper 1:	Reading -one text, questions in English (30 marks) Translation (20 marks) Dictionary permitted	90 mins	50 marks	50	25%
Listening and Discursive Writing Paper 2:	Listening -two texts, questions in English (30 marks) Discursive Writing - 250-300 words (40 marks) Choice of four titles. Dictionary permitted	100 mins	70 marks	70	35%

### Future pathways:

Language are desirable in virtually all industry sectors including Law, Medicine, Pharmacology, Engineering, Aviation, Finance, Media, Event Management, Sports Science, Advertising, Tourism, Hospitality

Jobs which specifically require Modern Languages include: Translator, Interpreter, international Buyer/Marketeer, Diplomat, Tour Guide, Hotel Management, Cabin Crew, Secondary Languages teacher, Primary teacher

[Back to top](#)



### Course description

The Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it. Learners will work towards a qualification in National 4 or National 5.

#### Course Content

##### Democracy in Scotland and the United Kingdom

Learners should have a broad knowledge and understanding of the nature of the democratic political system in Scotland; the main rights and responsibilities of citizens (e.g. right to free speech, to vote, to protest, to respect the views of others, to participate, to protest peacefully).

##### Social Issues: Crime and the Law in the UK

Learners will focus on the nature, extent and causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime. Learners will also study the government responses to crime as well as the relative effectiveness of the prison system.

##### International Issues: World Power: USA

The study of the USA as a world power focuses on the political system (president, government and parliament) as well as its international relations including influence on other countries. Learners will consider the USA's socio-economic issues including inequality and health as well as government strategies to tackle social and economic issues.

#### Skills

The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops thinking skills, as well as skills in literacy and numeracy. The National 4 AVU and National 5 Assignment give candidates opportunities to gain important experience in researching and presenting their findings.

ASSESSMENT	
National 4	National 5
Learners will complete internally assessed work, covering all THREE units. In addition, they must complete an assignment (The Added Value Unit) on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course. This will be marked internally by the Modern Studies department.	<p><b>Assignment:</b> learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA</p> <p><b>Examination:</b> 80 marks. Learners will complete this in 2 hours 20 minutes This will be marked by SQA.</p>

#### Future pathways:

##### On completion of N4:

- Further N4 qualifications in another Social Subject (History/ Geography/Travel and Tourism/Admin) National 5 Modern Studies.

##### On completion of National 5 Modern Studies:

- Higher Modern Studies
- Further N5 qualifications in another Social Subject
- (History/Geography/Business)

[Back to top](#)



## Higher Modern Studies

Faculty- Social Subjects

SCQF- Level 6



### Course description

The Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it.

#### Democracy in Scotland and the United Kingdom

Learners study aspects of the democratic political system in the UK including the place of Scotland within this system. Key topic areas include: possible alternatives for the governance of Scotland, implications of the UK's decision to leave the European Union (EU) and strengths and weaknesses of different electoral systems.

#### Social Issues in the UK

Learners will consider social inequality in the UK with a focus on the impact of social inequality on different groups, reasons why inequality exists, the effects of inequality on groups in society and the effectiveness of measures taken to tackle inequalities.

#### International Issues: World Issues

Learners will study the causes and impacts of underdevelopment in Africa with a focus on Somalia. Measures taken to tackle the issues by governments, charities and non-governmental organisations will also be evaluated.

#### Skills

Learners will build on their skills of analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical. The three key skills questions include: explaining the degree of **objectivity** of source material, making **conclusions** explain the degree of **reliability** of sources.

#### Assignment

Candidates choose any modern studies topic or issue that refers to a contemporary political, social or international issue.

### ASSESSMENT

#### Examination:

Question paper 1: giving detailed explanations, analysis and evaluation of complex political, social and economic issues (52 marks)

Question paper 2; candidates demonstrate their application of skills (28 marks)

**Assignment:** learners will research and write an assignment which is worth 30 marks. This will be under exam conditions and will take 1 hour and 30 minutes

### Future pathways –

- AH Modern Studies
- Higher in another Social Subject (History, Geography or Business)
- Foundation Apprentices
- University Entry: International Relations, Law, Social and Public Policy, Politics, Journalism
- [Back to top](#)



### Course description

At Advanced Higher level, learners will experience depth and challenge in the level of skills, knowledge and understanding required. Undertaking this Course will develop the intellectually challenging skills of analysis, synthesis and evaluation. Learners will also demonstrate detailed and integrated knowledge and understanding of the scope and main areas of the specific context studied. Development of research and investigative skills, alongside the ability to draw on a range of sources in making judgements or decisions, are addressed at this level. All of this aims to support learners' independence of learning and their ability to work on their own initiative with supervision as appropriate.

This Course has two mandatory Units:

#### Unit 1: Contemporary Issues

In this Unit, learners will study **Social Issues: Law and Order and Research Methods**. Within this unit, learners study two main study areas. Understanding Criminal Behaviour examines the nature and extent of criminal behaviour, evaluation of theories of criminal behaviour and the social and economic effects of crime. Responses by society to crime examines theories and explanations of responses to crime; current responses to crime and evaluation of these responses to crime.

Learners should develop an in-depth knowledge and understanding of crime and justice issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.

#### Unit 2: Researching Contemporary Issues

In this Unit, learners will develop a range of skills relevant to undertaking independent research in the form of a dissertation, which includes learning how to identify appropriate research issues; planning and managing a complex programme of research; source, collecting and recording appropriate and reliable information; evaluating, analysing and synthesising evidence from primary and secondary sources; organising, presenting and referencing findings using appropriate conventions, and evaluating research methodology.

### ASSESSMENT

Question paper: the question paper will assess differences between the UK (including Scotland) and other international countries in relation to complex law and order issues. Social science research methods and issues are also assessed.

Project–dissertation Candidates choose any modern studies topic or issue that refers to a complex, contemporary political or social issue (5000 words)

### Future pathways –

University Entry: International Relations, Law, Social and Public Policy, Politics, Journalism

[Back to top](#)

## National 5 Music



National 5 Music is a dynamic course providing candidates with a broad practical experience of performing, creating and understanding music. The course requires candidates to prepare pieces on two instruments (eg chordal guitar, electric bass, voice, tuned percussion, electric guitar, any other orchestral instrument) work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning. Although beneficial, no formal tuition is required, performance pieces can be prepared in class.

The course aims to enable candidates to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music on two instruments (Grade 3 ABRSM level)

The course allows learners to consolidate and reinforce prior skills in music, and knowledge and understanding of music developed through other qualifications or experience. It can also provide a pathway for those who want to progress to higher levels of study.

Skills, knowledge and understanding for the course:

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- skills in creating original music using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Assessment structure:

N5 Component	Marks	Scaled mark	Duration
Question paper	40	35 %	45 minutes (approximately)
Composition	30	15%	Composition and Composition Review
Performance — instrument 1	30	25%	8 minute programme in total over both instruments (minimum of 2 minutes on one instrument)
Performance — instrument 2	30	25 %	8 minute programme in total over both instruments (minimum of 2 minutes on one instrument)

Future pathways- This Course or its Units may provide progression to other qualifications in music or related areas further study, Higher Music, music technology, employment or training.

[Back to top](#)

## Higher Music



Higher Music is a dynamic course providing candidates with a broad practical experience of performing, creating and understanding music. The course requires candidates to prepare pieces on two instruments (eg chordal guitar, electric bass, voice, tuned percussion, electric guitar, any other orchestral instrument) to grade 4 (ABRSM level). The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

### The course aims to enable candidates to:

- “ broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- “ create original music using compositional methods
- “ perform music on two instruments

### Skills, knowledge and understanding for the course:

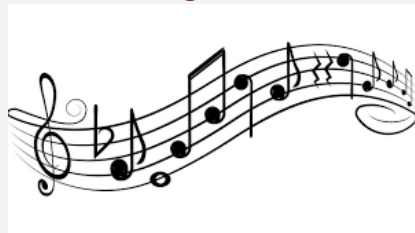
- “ skills in listening to music to promote aural perception and discrimination
- “ knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- “ skills in creating original music, incorporating harmony and using compositional methods “ reviewing the creative process and evaluating own composing
- “ skills in performing music on two contrasting instruments in contrasting styles
- “ self-reflection and review of rehearsal and practice skills

Higher Component	Marks	Scaled mark	Duration
Question paper	40	35 %	1 hour (approximately)
Composition and Analysis Assignment	30	15%	1-3.5-minute composition and composition review (essay)
Performance — instrument 1	30	25%	12 minute programme in total over both instruments (minimum of 4 minutes on one instrument)
Performance — instrument 2	30	25 %	12 minute programme in total over both instruments (minimum of 4 minutes on one instrument)

Future pathways: further study of other qualifications in music in college or university: Music Technology (eg. HN Sound Production), music therapy, music teaching, music performing, intellectual property law, music journalism, event management, music publishing, television/radio or event production, join university ensembles and make new friends, form a band, write music for film, radio jingles, games or devices. Enjoy a life-long extra-curricular skill.

## [Back to top](#)

## Advanced Higher Music



This course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

### The course aims to enable candidates to:

- broaden their knowledge and understanding of music and music literacy by listening to music, analysing and identifying music concepts, signs and symbols
- create original music or arrange existing music, using compositional methods
- perform music on two different instruments at ABRSM Grade 5 Level

### Skills, knowledge and understanding for the course

- aural perception and discrimination through listening to music
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- analysis of music
- creating original music using compositional methods
- reviewing the creative process of composing and/or arranging
- performing music in contrasting styles on one or two contrasting instruments
- self-reflection and review of rehearsal and practice skills

Assessment structure:

Component	Marks	Scaled mark	Duration
Question paper	40	35 %	1 hour and 15 minutes (approximately)
Composition and Analysis Assignment	20	15%	Composition, Composition Review (essay) and Analysis assignment
Performance — instrument 1	30	25%	18 minute programme in total over both instruments (minimum of 6 minutes on one instrument)
Performance — instrument 2	30	25 %	18 minute programme in total over both instruments (minimum of 6 minutes on one instrument)
Or: composition Portfolio instead of Instrument 2	30	25 %	

Future pathways: further study of other qualifications in music in college or university: Music Technology (eg. HN Sound Production), music therapy, music teaching, music performing, intellectual property law, music journalism, event management, music publishing, television/radio or event production, join university ensembles and make new friends, form a band, write music for film, radio jingles, games or devices. Enjoy a life-long extra- curricular skill.

[Back to top](#)

## N5 Music Technology



The purpose of the National 5 Music Technology course is to enable candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music (the history of popular music). Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

### The course aims to enable candidates to:

- “ develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- “ develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- “ develop skills in the use of music technology hardware and software to capture and manipulate audio
- “ use music technology creatively in sound production in a range of contexts
- “ critically reflect on their own work and that of others

### Skills, knowledge and understanding for the course:

- “ knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology
- “ knowledge of the features and functions of music technology hardware and software
- “ skills in using music technology hardware and software to capture and manipulate audio
- “ planning, implementing and evaluating a sound production
- “ application of music technology in creative ways
- “ awareness of a range of contexts in which music technology can be applied

### Assessment

Component	Marks	Scaled mark	Duration	
question paper	40	30	1 hour	
assignment	100	70	Comprises of 2 productions Each production should involve a minimum of five parts, at least two of which should involve the use of a microphone. Each production should be between 1 and 3 minutes in length. (eg Sound Foley, Multi Track Recording, Game Sound design etc)	

### Progression:

Higher Music Technology (SCQF level 6) “ Higher Music (SCQF level 6) “ National Certificate in Music (SCQF level 6) “ National Certificate in Sound Production (SCQF level 6) “ National Progression Award in Music Business (SCQF level 6) “ other qualifications in music technology, music or related areas “ further study, employment and/or training

### [Back to top](#)



## Higher Music Technology

Candidates develop and extend their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. They develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the creative industries.

### The course aims to enable candidates to:

- “ develop skills in the analysis of music in the context of 20th and 21st century musical styles and genres
- “ develop a broad understanding of the music industry, including an awareness of the implications of intellectual property rights
- “ develop skills in the use of music technology hardware and software to capture and manipulate audio
- “ use music technology creatively in sound production in a range of contexts
- “ critically reflect on their own work and that of others

### Skills, knowledge and understanding for the course:

- “ knowledge and understanding of 20th and 21st century musical styles and genres, and how they relate to the development of music technology
- “ knowledge of the features and functions of music technology hardware and software
- “ skills in using music technology hardware and software to capture and manipulate audio
- “ planning, implementation and evaluation of sound production
- “ application of music technology in creative ways
- “ awareness of a range of contexts in which music technology can be applied
- “ awareness of the implications of intellectual property rights in the context of music production
- “ the ability to critically reflect on own work

### Assessment

Component	Marks	Scaled mark	Duration
question paper	40	30%	1 hour
assignment	80	70%	Candidates must combine multi-tracked recording(s) of sound and/or music and multitracked, electronically produced sound and/or music into a complete production appropriate to the chosen context. The production must involve a minimum of 10 parts and be between 4 and 7 minutes in length. (eg audio for a film soundtrack, audiobook, radio broadcast, computer game or other similar context)

Progression: other qualifications in music technology, music or related areas “ further study, employment and/or training

[Back to top](#)



## National 5 Numeracy



### Course description

The aim of National 5 Numeracy is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Learners who complete this Unit will be able to:

- 1 Use numerical skills to solve real-life problems involving money/time/measurement
- 2 Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement

**Assessment structure** – 1 calculator paper.

### Future pathways -

- other qualifications in mathematics or related areas, Higher Mathematics, Skills for Work courses, National Progression Awards, National Certificate Group Awards
- further study, employment or training

[Back to top](#)

## National 4/5 Physical Education



### **Course Description**

The National 5 Physical Education course enables pupils to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities and enhance their physical wellbeing. Pupils work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

Practical and active learning experiences encourage pupils to develop an understanding of the benefits of participation in physical activities to their mental, emotional, social, and physical wellbeing.

### **Assessment structure**

<b><u>Component</u></b>	<b><u>Marks</u></b>	<b><u>Info</u></b>
Portfolio	60	Carrying out a Personal Development Programme and collecting evidence
Performances	60 (2x30)	2 activities of your choice will be assessed in a challenging context

### **Future pathways -**

‘Higher Physical Education’/ ‘Sports Development and Leadership’

Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism Sports, Development and Professional Sports

**Key Skills:** Data Collection, Performance Analysis, Personal Profiling, Problem Solving and Higher Order Thinking Skills, Personal Development

### **[Back to top](#)**

## Higher Physical Education



### Course Description

This course gives pupils the opportunity to develop and enhance their performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance.

The course enables candidates 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

### Assessment structure

Component	Marks	Scaled mark	Duration
Component 1: Question Paper	50	not applicable	2 hours and 30 minutes
Component 2: Performances	60 (2x30)	50	2 assessed performances in a challenging context

**Future pathways:** Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism, Sports Development, Professional Sports and Personal Trainer/Fitness

### [Back to top](#)

## Advanced Higher Physical Education



### **Course Description**

The main purpose of the Course is to research and analyse factors which underpin and impact on performance and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication. During the Course, learners will become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance. The Course aims to enable learners to:

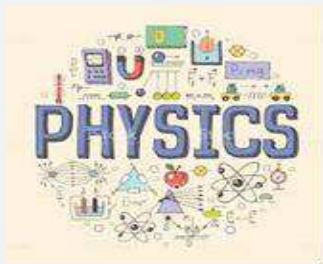
- investigate and evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- carry out high-level personal performance in a selected physical activity
- analyse and evaluate the process of performance development

### **Assessment structure**

<b><u>Component</u></b>	<b><u>Marks</u></b>	<b><u>Info</u></b>
Project	70	Carrying out an independent research project on an aspect of your performance.
Performance	30	1 single activity of your choice, assessed in a demanding context.

**Future pathways** - Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism, Sports Development, Professional Sports and Personal Trainer/Fitness

**[Back to top](#)**



Physics is the study of the laws of nature that govern the behaviour of the Universe, from the very smallest scales of sub-atomic particles to the very largest in the Universe. It applies these laws to the solution of practical problems and to the development of new technologies.

Physicists engage a broad range of skills to undertake this work. A physicist might be a theorist puzzling over fundamental laws, a numerical modeller developing sophisticated computer algorithms to calculate how systems behave, an experimentalist developing new techniques to measure properties of nature or an engineer combining those theories and techniques into new technologies.

## Progression

The Physics course builds on prior learning from S1 – S3. After completing the S4 course pupils will be able to progress to a qualification at National 4, National 5 or Higher in S5. Higher Physics is available, alongside Advanced Higher in S6.

## What will I learn?

Pupils will follow a course that will cover a broad range of Physics topics at an appropriate level. The course will consist of 8 short units of work.

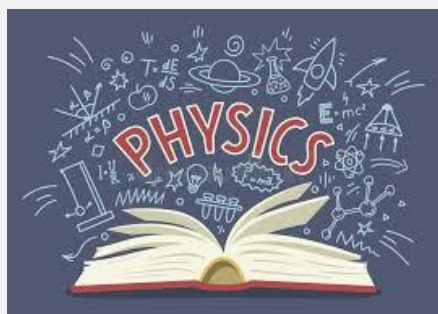
- Kinetic Theory and the Gas Laws - The relationships between temperature, pressure and volume of a gas
- Electromagnetic Radiation - The Electromagnetic spectrum, Reflection, refraction, diffraction
- Generating and Using Electricity - Electromagnetism, motors and generators, Alternating and direct current, Electrical power, Electronic systems and components,
- Vectors and Projectile Motion, Vectors and scalars, adding vectors and velocity-time graphs, Projectile motion and satellites
- Nuclear Radiation - Types, effects and uses of radiation, Fission, fusion and power stations
- Researching Physics - Carrying out practical work, library and internet based research and reporting scientific findings
- Energy - Conservation of energy, Types of energy, Heat
- Space - The Universe, Radiations and objects from space, Space travel and the impacts of space exploration

Assessment – 2.5 hr written exam - 135 marks scaled to 100

1.5 hr written assignment with 6.5 hrs prep – 20 marks scaled to 25

**Back to top**

## Higher Physics



### Entrance Requirements:

Passes at National 5 Physics and National 5 Maths. Students who do not achieve these grades can still be considered on an individual basis in consultation with the department.

### What will I learn?

Students will be studying the CfE Higher Physics course. This course deals with the fundamental aspects of Physics as well as covering many areas of modern Physics such as cosmology and particle Physics.

- Our Dynamic Universe (Newton's Laws, projectiles, gravity, Special Relativity, the Doppler effect, Hubble's Law, the Big Bang)
- Particles and Waves (The Standard Model of Particle Physics, electric and magnetic fields, particle accelerators, fission and fusion, photoelectric effect, wave-particle duality, wave properties, spectra)
- Electricity (a.c. and d.c., electric fields, capacitors, semiconductors)
- Researching Physics (research into a topical area of Physics, including a significant aspect of practical work)

The course will also look in detail at topical Physics issues and give students a chance to develop their critical thinking, analysis and research skills.

### Progression:

Higher Physics can lead to studying Advanced Higher Physics in S6 or further study in a related area, such as engineering, electronics, computing, design, architecture, or medicine. It can also lead to a career in a physics-based discipline or a related area, such as renewable energy, oil and gas exploration, construction, transport, or telecommunications

The numerical and analytical skills developed in Physics are highly regarded by employers for both science and non-science careers.

Assessment – 45minute multiple choice paper – 25 marks

2 ¼ hr written paper 135 marks scaled to 95

2 hr written assignment with 6.5 hrs prep – 20 marks scaled to 30

[Back to top](#)

## Advanced Higher Physics



### Entrance Requirements:

Passes Higher Physics and Higher Maths. Students who do not achieve these grades can still be considered on an individual basis in consultation with the department.

### What will I learn?

Students will study the Advanced Higher Physics course. This course deals with the fundamental aspects of Physics as well as covering many areas of modern Physics such as astrophysics and quantum theory.

The course comprises 4 Units covering topics on:

- Rotational Motion and Astrophysics (Newton's Laws, angular motion, torque, inertia, angular momentum, gravity and orbital motion, General Relativity and spacetime, properties of stars, stellar evolution)
- Quanta and Waves (Quantum theory, The Uncertainty Principle, cosmic rays and the Solar wind, simple harmonic motion, interference, polarisation)
- Electromagnetism (electric fields and Coulomb's law, magnetic fields and induction, capacitors, inductors, unification of electricity and magnetism)
- Project

Progression: Advanced Higher Physics can lead to degree in physics or a related area, such as engineering, electronics, computing, design, architecture, or medicine. It can also lead to a career in a physics-based discipline or a related area, such as renewable energy, oil and gas exploration, construction, transport, or telecommunications

The numerical and analytical skills developed in Physics are highly regarded by employers for both science and non-science careers.

Assessment – 3 hr written exam - 155 marks scaled to 120  
Project 30 marks scaled to 40

[Back to top](#)



## Practical Craft Skills (Woodwork)



### Course description

The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society

Through this, they develop skills, knowledge and understanding of:

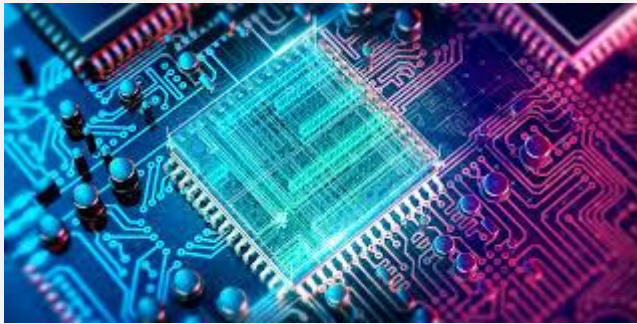
- woodworking techniques
- measuring and marking out timber sections and sheet
- materials safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context

### Assessment structure-

Question paper- 60 marks

Practical activity 70 marks

[Back to top](#)



### Course description

Electronics brings together elements of technology, science and mathematics and applies these to real-world challenges. The course provides progression from experiences and outcomes in craft, design, engineering and graphics, and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying engineering science, physics or other science courses.

Units of study are:

#### **Circuit Design**

In this area, candidates develop an understanding of key electrical concepts and electronic components. Candidates analyse electronic problems, design solutions to these problems and explore issues relating to electronics.

#### **Circuit Simulation**

In this area, candidates use simulation software to assist in the design, construction and testing of circuits and systems and to investigate their behaviour.

#### **Circuit Construction**

In this area, candidates gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They develop skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

**Assessment structure:** 1 hour exam, 60 marks and a Practical Project, 70 marks

### Future pathways:

The electronics industry is vital to everyday life in our society and plays a major role in the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all of these sectors, a wide range of job opportunities are available for people with skills in electronics.

[Back to top](#)

# Religious, Moral and Philosophical Studies (RMPS) National 5 (Units Only)



## Course Description

In S4 National 4/5 RMPS accreditation can be gained through the Core RE programme of study at St Thomas' (2 lessons per week). Pupils can gain unit passes in the following areas:

### **Morality and Belief (6 SCQF credit points)**

Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

### **Religious and Philosophical Questions (6 SCQF credit points)**

Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

## Assessment

Units are assessed in school. There is no external assessment e.g., exam. Candidates will have to pass four assessment outcomes to gain a unit pass. Unit assessments will be undertaken at the discretion of the classroom teacher.

## Future Pathways

Higher RMPS (full course) offered in S5/6. As well as the obvious career/vocation pathways (priest, monk, nun, academic, teacher), RMPS also equips candidates with a range of transferrable skills (e.g., analysing and evaluating arguments) as well as the knowledge and understanding of possible answers to profound human questions: *Is there a God? Why do we suffer? Is there life after death? Why be moral? What is the meaning of life?*

A qualification in RMPS would also complement other areas of study. The course contains direct or indirect links to other subject areas, such as:

- Science (origins of the universe and human beings)
- Medicine (ethics of embryo research, abortion, organ donation, euthanasia)
- Law (natural law, divine command theory, ten commandments)
- History (historicity of the gospels and the Church)
- Psychology (morality, free will, philosophy of mind)

[Back to top](#)

# Religious, Moral and Philosophical Studies (RMPS) Higher



## Course Description

### World Religion

Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of one of the world's six major religions and the contribution these make to the lives of followers.

### Morality and Belief

Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They develop in-depth knowledge and understanding of contemporary moral questions, and religious and non-religious responses to these. Candidates study religious viewpoints from one of the world's six major religions.

### Religious and Philosophical Questions

Candidates develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions.

## Assessment

Component	Marks	Duration
Question Paper 1	60	2 hours 15 minutes
Question Paper 2	20	45 minutes
Assignment	30	1 hour 30 minutes

## Future Pathways

Higher RMPS would be excellent preparation for a degree level course in Theology or Philosophy. As well as the obvious career/vocation pathways (priest, monk, nun, academic, teacher), RMPS also equips candidates with a range of transferrable skills (e.g., analysing and evaluating arguments) as well as the knowledge and understanding of possible answers to profound human questions: *Is there a God? Why do we suffer? Is there life after death? Why be moral? What is the meaning of life?*

A qualification in RMPS would also complement other areas of study. The course contains direct or indirect links to other subject areas, such as:

- Science (origins of the universe and human beings)
- Medicine (ethics of embryo research, abortion, organ donation, euthanasia)
- Law (natural law, divine command theory, ten commandments)
- History (historicity of the gospels and the Church)
- Psychology (morality, free will, philosophy of mind)

[Back to top](#)

**Sports Leadership**  
**CSLA Level 5&6**  
**SQA Leadership - Level 6**

**Course Description**

The **Community Sports Leadership Award** allows candidates to develop their personal leadership qualities and develop their knowledge, skills and understanding of current theories and concepts surrounding the topic. The course aims to develop the candidate's knowledge and skills in planning, delivering and evaluating aspects of sports coaching through leading teaching episodes to peers and primary placements.

The **Level 6 Leadership Award** is an extra qualification that will allow pupils the chance to complete a Leadership study. Unit 1 of the qualification will include leading activities in local primary schools or in the community alongside a focus on different styles of leadership and the challenges and opportunities that go along with any leadership role. Pupil will write a report on this experience, whilst discussing the skills and qualities that they possess as Sports Leaders as well as selecting two leaders who inspire them. Unit 2 will involve organising and leading an event in the school community, this is completed collectively as a class, with planning and evaluation work being used as evidence.

**Assessment structure**

*Both qualifications have no exam, only course work, with the final grade being a Pass or Fail.*

**Community Sports Leader Award**

CLSA Level 5 (National 5) <b>7 SCQF Points</b>	CLSA Level 6 (Higher) <b>13 SCQF Points</b>
Unit 1- Plan, lead and evaluate a sport/ activity session Unit 2- Developing Leadership Skills Unit 3- Lead a session to improve fitness Unit 4- Adapting sports activities Unit 5- Establish and maintain a sports/ activity session Unit 6- Organise and deliver a sports event or competition Unit 7- Pathways in sport and recreation	Unit 1 - Developing Leadership Skills Unit 2 - Plan, lead and evaluate a sport/ activity session Unit 3 - Lead safe sport/physical activity session Unit 4 – Plan, lead and evaluate sport/physical activity sessions in your community <i>Unit 5 – Plan, lead and evaluate sport/physical activity sessions for children</i> <i>Unit 6 – Plan, lead and evaluate sport/physical activity sessions for disabled people</i> <i>Unit 7 – Plan, lead and evaluate sport/physical activity sessions for older people</i>
<b>10 hours of leading required</b>	<b>30 hours of leading required.</b> <b>Unit 4 (10hours) + Choice of two Unit 5,6,7 (10 hours each)</b>

**SQA– Leadership (12 SCQF Points)**

Unit 1- Leadership: An Introduction - Leadership Report

Unit 2- Leadership in Practice – Event Organisation

**Future Pathways**

Sports Coaching, PE Teaching Sports Science Physiotherapy Sports Management/Journalism Sports Development Professional Sports, Personal Trainer/Fitness

**[Back to top](#)**



## Course description

The National 4 and 5 Skills for Work: Travel and Tourism are introductory qualifications in travel and tourism.

Learners will develop the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

### Course Content:

**Employability:** The aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. For example, on completion for this unit, learners will be able to demonstrate employability skills and plan for employment in a travel and tourism job. The employability skills are however transferrable to all types of jobs and are key in the preparation of skills for work.

**Customer Service:** The aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. For example, developing communication skills and how to deal with customer issues.

**Scotland:** The aim of this unit is to enable learners to develop their knowledge, in relation to tourism in Scotland. Learners will carry out an investigation of tourism in Scotland.

**UK and Worldwide:** The aim of this unit is to enable learners to develop their knowledge, in relation to tourism in the United Kingdom and the rest of the world. Learners will carry out an investigation of travel and tourism in UK

### ASSESSMENT

There is **no exam** for this Course. Learners must successfully complete each Unit to achieve the Course.

National 4	National 5
At National 4 level learners will compete all four units with straightforward descriptions and explanations. Some assessments may be a role-play activity.	At National 5 level learners will compete all four units with developed descriptions and explanations. Some assessments may be a role-play activity.

### Future pathways:

#### On completion of N4:

- Further N4 qualifications in another Social Subject (such as Geography/Admin/Business)
- Progression to National 5 Travel and Tourism

#### On completion of National 5:

- Further N5 qualifications in another Social Subject (such as Geography/Admin/Business)

[Back to top](#)

End of booklet