



NQ National 1 and 2 Qualification

Verification Summary Report 2024–25

Section 1: verification group information

Verification group name:	National 1 and 2
Verification activity:	Event
Round:	1
Date published:	April 2025

National Units verified

Unit code	Unit level	Unit title
H476 71	National 1	Physical Education: Taking Part in a Water-based Activity
H477 71	National 1	Physical Education: Taking Part in an Individual Activity
H47J 71	National 1	Food Preparation: Making a Healthy Snack
H47N 71	National 1	Food Preparation: Baking
H47P 71	National 1	Food Preparation: Food Hygiene
H47R 71	National 1	Food Preparation: Using a Microwave
H6B7 71	National 1	Communication: Recognising Character in Fiction
H6BF 71	National 1	Communication: Listening and Responding to Texts
H6BH 71	National 1	Communication: Listening and Responding to Scottish Texts
H6BJ 71	National 1	Communication: Interacting in the Community
H6BK 71	National 1	Communication: Interacting in the Workplace

Unit code	Unit level	Unit title
H6BN 71	National 1	Music: Exploring Sound and Rhythm
H6BS 71	National 1	Music: Producing a Sound
H6BT 71	National 1	Number Skills: Handling Money
H6BV 71	National 1	Number Skills: Recognising Numbers
H6BW 71	National 1	Number Skills: Number processes
H6BX 71	National 1	Number Skills: Using a Calculator
H6BY 71	National 1	Number Skills: Shape
H6C2 71	National 1	Number Skills: Time
H6C4 71	National 1	Number Skills: Measurement of Length
H6C9 71	National 1	Communication: Creating Text
H70E 71	National 1	Creative Arts: Working with Textiles
H702 71	National 1	Social Subjects: People and Society
H705 71	National 1	Religious and Moral Education: Religious Festivals
H70D 71	National 1	Creative Arts: Creating Materials for Performance
H70K 71	National 1	Information and Communications Technology: Searching for Information
J5H2 71	National 1	Keeping Safe: Adult Relationships
J5H9 71	National 1	Science in the Environment: Everyday Materials
H24D 72	National 2	Performance Arts: Developing Performance Skills
H20T 72	National 2	ICT Applications
H21R 72	National 2	Lifeskills Mathematics: Number and Number Processes
H21T 72	National 2	Lifeskills Mathematics: Shape, Space and Data
H21W 72	National 2	Lifeskills Mathematics: Time
H21Y 72	National 2	Lifeskills Mathematics: Measurement
H22P 72	National 2	Creating Materials for Display
H22M 72	National 2	Working with Textiles
H241 72	National 2	English and Communication: Understanding Language
H244 72	National 2	English and Communication: Creating Texts
H246 72	National 2	English and Communication: Listening and Talking
H24F 72	National 2	Contributing to a Performance
H24W 72	National 2	Physical Education: Taking Part in Physical Activities
H257 72	National 2	Food, Health and Wellbeing: Food Preparation

Unit code	Unit level	Unit title
H259 72	National 2	Food, Health and Wellbeing: Food for Health
H25B 72	National 2	Food, Health and Wellbeing: Independent Living Skills
H26F 72	National 2	Social Subjects: Making a Decision
H26G 72	National 2	Social Subjects: Making a Contrast
H26H 72	National 2	Social Subjects: Organising and Communicating Information
H6SA 72	National 2	English and Communication: Understanding Language with a Scottish Context
H6SJ 72	National 2	English and Communication: Listening and Talking with a Scottish Context
H6SM 72	National 2	Social Subjects: Making a Decision with a Scottish Context
H8LR 72	National 2	Self-Awareness: Building Positive Relationships
H8L7 72	National 2	Employment Skills: Preparing for Employment
H8M4 72	National 2	Religious and Moral Education: World Religions
H8M5 72	National 2	Religious and Moral Education: Investigating Morality
J5HF 72	National 2	Science in the Environment: Exploring Everyday Materials

Section 2: comments on assessment

Assessment approaches

The evidence submitted by centres was well-organised and of a high standard. Centres provided a combination of complete and interim evidence, all of which was clearly labelled on the flysheets. Most submissions were in hard copy (42 centres), with a smaller number submitted digitally (6 centres).

Most centres used SQA unit assessment support packs using a unit-by-unit approach to assess candidates. Some centres submitted adapted or centre-devised assessments, which were generally aligned with the appropriate assessment standards. Several of these assessments also incorporated elements of personalisation and choice for candidates.

Centres delivering National 1 units provided appropriate, individualised, and well-labelled assessments, frequently supplemented with photographic evidence and detailed assessor commentary.

For National 2 units, there is a continued increase in the use of centre-produced assessments. These assessments were both creative and innovative, effectively demonstrating how centres tailored coursework to meet the individual and diverse needs of candidates. Most centres successfully utilised guidance and suggested activities from the judging evidence tables to illustrate how their assessments had been developed and adapted. Several centres used the Internal Prior Verification of Assessment Record, from the [NQ Internal Verification Toolkit](#), to ensure that their centre-devised assessments were accurate, comprehensive, and quality assured.

Across both National 1 and National 2 units, there is an improvement in how centres report on the level of support provided to candidates, along with the rationale for that support. Overall, centres continue to implement assessment approaches that best meet the needs of their candidates.

Assessment judgements

The majority of centres verified demonstrated accurate and consistent assessment judgements, with submitted evidence generally of a high standard.

Most centres effectively applied national standards to assessments, demonstrating a strong understanding of both assessment requirements and procedures. There was clear evidence that centres are making reliable and consistent judgements when assessing candidates. However, a small number of centres exhibited inaccuracies in their interpretation of evidence requirements. We remind centres to refer to the judging evidence tables to ensure alignment with assessment expectations.

Candidate assessment records and checklists were used effectively. These documents were well-structured and contained comprehensive information on activities undertaken, including candidate responses. Detailed assessor comments in candidate evidence

provided clear insight into how judgements were reached, which is good practice. Centres continue to refine their approach to annotating evidence against outcomes and assessment standards, ensuring a clear link between tasks, evidence, and assessment standards.

There was evidence in some centres of candidates being over-assessed. It is crucial that centres refer to the judging evidence tables, unit assessment support packs, and unit specifications to ensure that assessment remains proportionate and aligned with the required standards for National 1 and National 2 levels.

Centres with rigorous internal verification policies and procedures produced consistent and reliable assessment judgements. In some cases, there was evidence of effective cross-marking and random sampling of candidate evidence, supported by robust internal verification processes. Several centres demonstrated a high level of professional dialogue and discussion among assessors and internal verifiers. These quality assurance measures help ensure consistency in assessment judgements across all candidates, assessors, and verification processes.

Section 3: general comments

Overall, the standard and quality of centre submissions was positive. There was evidence of the national standard being regularly and consistently applied to candidate evidence, and candidates being presented at the appropriate level. The assessment materials were of high quality, clearly labelled, and supplemented with additional photographic evidence, video recordings, and physical objects to demonstrate practical skills.

The variety of units used across National 1 and National 2 continues to increase. Many centres have developed creative ways to approach the assessments to ensure that the individual needs of all candidates are met.

A few centres submitted interim evidence and recorded these candidates as a 'fail' on the Verification Sample Form. Centres should not automatically view interim evidence

as a fail; rather, the candidate evidence should be judged to reflect the current status of the candidate's evidence at the time of verification.

When centres submit candidate evidence for external verification, the overall sample should not exceed 12. Centres offering both National 1 and National 2 levels should submit their sample across both levels (six from each level, if possible). Some centre's sample this year exceeded this number. If centres submit over 12 in their sample, the external verifiers select only 12 to write about in the verification report that goes back to the centre.

Overall, internal verification was good. A few centres are still to develop an internal verification procedure. Further advice and guidance can be found in the [NQ Internal Verification Toolkit](#) on SQA's website. It is vital that centres have an effective quality assurance system in place, and that evidence of this is submitted for external verification. This should go beyond cross marking, for example you can include notes of meetings to discuss approaches to assessment, constructive comments about candidates' work and internal verifier's decisions on assessment judgements.