



## About this handbook

This handbook provides a general overview of the conditions, arrangements and procedures under which SQA carries out its functions in awarding National Qualifications. The information here is not intended to be comprehensive — other SQA publications which give more detail are referred to throughout the handbook, and there is a list of these in Appendix 3.

The National Qualifications covered by this handbook are: National Courses, and National Units which are part of National Courses. The handbook provides general information on:

- conditions and arrangements for the approval of centres
- registration and entry of candidates for National Qualifications
- arrangements and procedures for external assessment and verification of internal assessment, and conditions and arrangements for certification

There is a list of subjects in Appendix 1. Details of the examination materials that should be provided for candidates are also included.

## Scottish Credit and Qualifications Framework (SCQF)

The Scottish Credit and Qualifications Framework (SCQF) is a way of understanding and comparing qualifications in Scotland. Its main purposes are to:

- make the relationships between the various qualifications that are available clearer
- make progression and transfer between qualifications easier by clarifying entry and exit points and routes for progression

The Framework includes most of the main Scottish qualifications from Scottish universities and the SQA. They are described in terms of level and credit.

These will provide the benchmark to which other types of qualifications can be compared as they come into the Framework.

The level a qualification is assigned to in the Framework is an indication of the level of difficulty involved in achieving it. There are 12 levels, from level 1 for Access 1 to level 12 for Doctorates.

The amount of credit attached to a qualification indicates how big it is, in terms of the amount of learning required. Credit is expressed in terms of SCQF credit points — one credit point represents a notional 10 hours of learning. This includes, for example, contact time, work experience and directed self-study. Credit points are gained upon successful achievement of the Outcomes contained in a qualification.

SCQF information for SQA qualifications is shown on the Scottish Qualifications Certificate.

The diagram below shows the SCQF level and credit assigned to National Qualifications.

### National Courses

<b>SQA level</b>	<b>SCQF level</b>	<b>SCQF credit points</b>
Access 2	2	18
Access 3	3	18
Intermediate 1	4	24
Intermediate 2	5	24
Higher	6	24
Advanced Higher	7	32

### **Scottish Baccalaureates**

<b>SCQF level</b>	<b>SCQF credit points</b>
7	104

### **National Units**

Where SQA Unit credit value is 1

<b>SQA level</b>	<b>SCQF level</b>	<b>SCQF credit points</b>
Access 1	1	6
Access 2	2	6
Access 3	3	6
Intermediate 1	4	6
Intermediate 2	5	6
Higher	6	6
Advanced Higher	7	8

For Units with SQA Unit credit values other than 1

Access 1 to Higher	0.5 SQA Unit credits	3 SCQF credit points
Access 1 to Higher	2 SQA Unit credits	12 SCQF credit points
Advanced Higher	0.5 SQA Unit credits	4 SCQF credit points
Advanced Higher	2 SQA Unit credits	16 SCQF credit points

There is more information on the SCQF website: [www.scqf.org.uk](http://www.scqf.org.uk) .

### **Other sources of information**

More detailed information on the arrangements for the assessment of National Courses and National Units which are part of National Courses, at all levels, is provided in the Arrangements documents on the subject pages of our website — there are links to these in this handbook. Paper copies of the Arrangements documents for Standard Grade Courses and National Courses can be purchased from Business Development and Customer Support by telephone on 0303 333 0330 or by e-mailing: [mycentre@sqa.org.uk](mailto:mycentre@sqa.org.uk).

There is a list of all the National Qualifications awarded by SQA in the [Catalogue of National Qualifications](#).

Information on the Core Skills delivered by National Qualifications is provided in the publication [Automatic Certification of Core Skills](#).

You can also find information on National Qualifications on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **2 Centre approval, and registering and entering candidates for qualifications**

### **2.1 Centre approval**

Centres wishing to deliver SQA qualifications must meet our quality assurance criteria — details can be found in [SQA's Quality Framework: a guide for centres](#). Centres which meet the criteria are recognised as approved centres. Only approved SQA centres can seek approval to offer specific qualifications, and only those centres which have approval for specific qualifications can enter candidates for those qualifications.

There are details on how to obtain approval as an SQA centre and approval to offer specific qualifications in the publication [Guide to Approval](#). SQA's [Guide to Assessment](#) will also help in preparation for approval to offer specific qualifications.

Further information is available on SQA's website by accessing the Approval section: [www.sqa.org.uk/approval](http://www.sqa.org.uk/approval).

### **2.2 Registering candidates**

Registration, for any individual candidate, is a once-only process. In session 2005/06 schools allocated a Scottish Candidate Number (SCN) to all pupils down to and including S1. In January 2006 the allocation of a SCN was extended to include primary school pupils. Any candidate in further and higher education, or in the workplace, is likely to have already been registered. If a candidate is registered under more than one SCN, they will be denied the benefits of cumulative certification.

More details are available by accessing the Delivering National Qualifications, Guide for SQA Co-ordinators available via [SQA Connect](#).

### **2.3 Entering candidates for National Qualifications**

It is the responsibility of the centre to ensure that candidates are entered for the qualifications that they are seeking. Our acceptance of an entry is subject to our requirements for internal assessment being met.

#### **Notes on Age and Stage Regulations**

The Age and Stage regulations — which used to govern when young people could be entered for qualifications — were abolished by the Scottish Executive in 2005, and have been replaced with guidance. You can find the Scottish Government's full guidance, including principles to guide decisions on possible early presentation in Appendix 3, but here is a summary of the main points:

- The abolition of the Age and Stage regulations should not be seen as encouragement to present young people for formal qualifications early. Any decision on when to enter a young person for a qualification must be taken in that person's best interests. It is important to protect young people from pressure to be presented for formal qualifications at too early an age.

- It is the school's responsibility to make this decision in consultation with the young person and his or her parents or carers. However, the education authority (or Board of Governors or equivalent) has to make sure that the spirit of the guidance is being observed.
- The young person and his or her parents or carers must be involved in the decision-making process. This means you have to provide full information about the possible implications of the decision, including information about the progression routes which will be available during the young person's school career and beyond.
- Progression routes must be available — to the next level, to other qualifications or to other activities that broaden and extend learning — and should include possible destinations post-school. You must identify the implications for entry to further or higher education, and advise the young person and his or her parents or carers about this.
- The decision must take account of the professional judgement of the young person's subject and guidance or pastoral care teachers.
- Where the qualification involves a formal examination, you have to be sure the young person is mature enough to cope with the demands of that examination. For example, it might be worth considering whether it would be better for the young person to take internally-assessed Unit assessments — these might be 'banked' and the associated external assessment taken at a later date.

**There are also some practical issues to consider:**

- Do you have the resources — what about timetabling, class sizes, staffing, accommodation, and CPD to support teachers dealing with mixed-age classes?
- Will the necessary teaching expertise be available to support progression routes?
- What about the impact on all learners of mixed-age classes and effects on broader curriculum programmes?
- How will your decision-making processes involve young people, parents/carers, subject teachers and school managers? These processes will need to be open to scrutiny through the normal education authority or HMIE quality assurance processes.

## **2.4 Procedure for entering candidates for National Qualifications**

We can only award candidates the qualifications for which they have been entered for by the centre, so it is vital that centres give us accurate information at entry — we need to know whether the qualification sought for the candidate is a National Unit and/or a National Course. To achieve a National Course at a specific level candidates must:

- be entered for the Course at the level
- pass all the Units required for the Course at that level, or the level above if the Units are part of a hierarchy (see below)
- achieve all the components of the external assessment (where an external assessment is included in the Course) at the level for which they are entered, in the same diet — component marks cannot be carried forward from one diet to another

There are details of the procedure for entering candidates for qualifications on the Guide for SQA Co-ordinators available via [SQA Connect](#).

We reserve the right to reject an entry for a qualification, but will not exercise this right without prior consultation with the centre concerned.

### **Hierarchies**

Most National Courses, and many of their associated National Units, have been designed in hierarchical series — that is, they have the same title and code, and are available at different levels. In Group Award specifications where Units or Courses of this kind are specified at one level, Units and Courses achieved at a higher level can count towards the Group Award.

## **2.5 Alternative Venues**

## Sitting at — presenting centre

If required, candidates may sit external assessments at any other SQA approved centre, provided there is an agreement for this between both centres. The presenting centre (the centre that entered the candidate) must, after agreeing the arrangement with the other centre, submit a completed [External Exam – Alternative Centre Form \(SA00\)](#) to SQA as soon as they become aware of the situation and no later than the date specified in Section 6 Key dates of Delivering National Qualifications, Guide for SQA Co-ordinators. This form can be found on SQA's website by accessing the School Data Forms section:

<http://www.sqa.org.uk/sqa/582.2553.html> and returned to [national.qualifications@sqa.org.uk](mailto:national.qualifications@sqa.org.uk) or sent to Data Services Team, SQA, Lowden, 24 Wester Shawfair, Dalkeith, Midlothian, EH22 1FD or faxed to 0345 213 5000 (for the attention of Data Services — Lowden).

## Alternative venue — non-presenting centre

If a candidate needs to sit an external assessment at another venue which is not an approved centre (either within or outwith Scotland), we need to know in advance in order to consider the request and to ensure that the appropriate examination stationery, question paper and invigilation arrangements are in place.

1. Alternative venues **within** Scotland are usually special educational units or non-presenting centres, used where candidates cannot for various reasons sit their examinations in their presenting centres.

Candidates may also need to sit their examinations:

1. in hospital
  2. in a secure environment, eg residential school or prison
  3. at another campus of a college
  4. in their own home (if educated at home, have additional support needs or have a temporary disability)
  5. in suitable accommodation when representing their country in a sporting event
2. Requests for an alternative venue **outwith** Scotland are normally only approved if the candidate:
    1. has undertaken the course and has moved to live outside Scotland
    2. is taking part in a school exchange visit
    3. is on an educational trip
    4. is representing their country in a sporting event

To seek approval for an alternative venue request, an Alternative Venue form should be completed by the candidate's presenting centre and submitted for consideration to the Assessment Arrangements team. This form, with notes on completion and the criteria, can be found at <http://www.sqa.org.uk/sqa/8421.html>. Completed forms can be submitted electronically to [alternative.venues@sqa.org.uk](mailto:alternative.venues@sqa.org.uk).

If assessment arrangements are also required for candidates at an alternative venue, requests should be submitted via the AAR System (<https://aar.sqa.info.net>). If an assessment is needed due to a temporary disability, please contact the Assessment Arrangements team on 0345 213 6890 to discuss.

## 2.6 Assessment Arrangements

### Assessment arrangements for disabled candidates and/or those with additional support needs

In some cases, candidates who are disabled and/or who have additional support needs may require assessment arrangements (for example a reader, scribe, etc) during their assessments.

Arrangements can be made for internally and externally-assessed qualifications or components of qualifications. **Please note that arrangements in external assessments must not be implemented without prior agreement with SQA.** For National Units being taken on a stand-alone basis, any proposed assessment arrangements which might significantly affect the assessment should be discussed in advance with SQA.

Details of the assessment arrangements that are available are set out in the [Assessment Arrangements](#) section of our website.

Requests should be submitted to SQA using the Assessment Arrangements Requests (AAR) software, which can be found at <https://aar.sqa.info.net>. SQA will e-mail centre login details annually in October. User guides for the software will also be available on the Assessment Arrangements page of the secure site.

Requests for adapted papers must be submitted by the end of January. Requests for any other arrangements should, wherever possible, also be submitted by this date and at the latest by one month before the start of the examination diet. Please note that SQA cannot guarantee that requests submitted after these dates will be processed in time. **Arrangements must not be implemented without prior confirmation from SQA.**

In all cases, evidence of the candidate's learning support needs must be available to substantiate requests. SQA may ask to see this evidence before processing a request. In addition, quality assurance visits to a number of centres will be conducted during September-November, and supporting evidence will be examined then. Centres to be visited will be notified in writing in August.

Before the start of the diet, centres should provide their Chief Invigilator with information regarding arrangements that are to be in place for candidates during the external examinations. Reports to facilitate this will be available from the software.

### **Candidates with temporary disabilities**

Assessment arrangements may be permitted for candidates who suffer temporary disabilities. Heads of Centre must submit requests either by telephone or e-mail the Assessment Arrangements Section ([aarequests@sqa.org.uk](mailto:aarequests@sqa.org.uk)) to discuss the arrangements required.

### **Candidates for whom English is an additional language**

Candidates for whom English is an additional language, and whose knowledge of English could impair their ability to communicate their attainment, may be permitted the use of a language dictionary (with extra time of 10 minutes per hour) in all examinations except English, ESOL and their first language. Further information is available on [http://www.sqa.org.uk/files\\_ccc/AA\\_EnglishAdditionalLanguage.pdf](http://www.sqa.org.uk/files_ccc/AA_EnglishAdditionalLanguage.pdf).

Requests for this arrangement must be submitted to SQA on the spreadsheet which is available to download from SQA Secure. The completed spreadsheet should be sent as an e-mail attachment to SQA's Assessment Arrangements section ([eal.requests@sqa.org.uk](mailto:eal.requests@sqa.org.uk)). The spreadsheet, and submission guidance is available on SQA Secure from October.

### **Extensions to submission dates**

Depending on the circumstances, an extension to the published dates for the submission of estimate grades, projects, internal assessment results, and to the dates arranged for examinations held outwith the main timetable may be permitted. Requests should be made in writing to the Assessment Arrangements section at SQA's Dalkeith offices or alternatively e-mail to [extensions@sqa.org.uk](mailto:extensions@sqa.org.uk).

## **2.7 Candidates and access to centres**

Where candidates are completing a qualification in a location other than the centre's premises (for example, candidates involved in open/distance/IT-based learning, or where learning is taking place at home or in the workplace), the centre which enters the candidate must ensure that all internal assessment requirements are met, including authentication of the candidate's work and appropriate internal quality assurance.

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## 3 External Assessment arrangements and procedures

### 3.1 External assessment arrangements

External assessment leading to certification will be carried out each year under our arrangements. At the examination diet in May/June, all qualifications with an external assessment requirement will be offered. Project-based National Courses (PBNs) can be completed at any of four points in the year. Operational arrangements are given in [Project-based Courses](#) procedural guide for centres and on the Delivering National Qualifications, Guide for SQA Co-ordinators [SQA Connect](#).

There are full details of assessment arrangements for each subject in the Arrangements documents. These are published on SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk) and there are links to them in this handbook. We also publish details of the qualifications on offer, the dates on which the examinations will be held, and the arrangements and instructions under which they will be conducted.

If circumstances change after the documents have been published, and if, in our opinion, they require a review of a qualification or the form or date of examination, we reserve the right to amend arrangements.

### 3.2 Accommodation and seating for examinations

#### Accommodation

Centres are responsible for providing suitable accommodation for examinations, and for informing each candidate of where the examinations will be held.

Ideally, all rooms used for examinations should have level floors and should be without galleries. Before the start of the examination, all pictures, teaching aids, maps, and diagrams should be removed from the walls.

For each examination room there must be a means for the invigilator to summon assistance (see section 3.3).

#### Seating

Seats should be consecutively numbered. Candidates will be required to enter their seat number in each answer book used. In those examinations which involve Objective Tests a seating plan must be produced and all candidates must be advised, in advance of the examination, of the seat number they have been allocated.

A record of the arrangement of seat numbers in each room should be taken and retained for six months after the date of the examination. After this, if we have not asked for it, it may be destroyed.

Candidates should be seated in such a way that the possibility of copying is reduced to a minimum. Where it is practicable, a minimum distance of approximately 1.25 metres should be maintained between one row of candidates and another.

Candidates taking practical and/or electronic assessments should be accommodated in suitably equipped rooms.

### 3.3 Invigilation of examinations

Invigilators for a centre will be appointed by SQA following nomination by the Head of Centre. One invigilator will be assigned for each room used for the examination, but when



the number of candidates to be examined in one room exceeds 35, two invigilators will be assigned. If the number exceeds 70, three invigilators will be assigned, and so on.

Before nominations are submitted to SQA, all nominees should be advised by the centre that they will be subject to a protection of Vulnerable Groups (PVG) check prior to undertaking any invigilation duties. No individual will be approved to undertake invigilation duties without SQA approval following these checks.

### **Duties of invigilators**

Invigilators are appointed to distribute the papers and supervise candidates whilst they are sitting examinations. They must not be used in supervision of candidates who are awaiting examinations or who are to be kept in isolation to resolve coincident examinations.

One of the invigilators at each centre should be designated as Chief Invigilator. The Chief Invigilator must have had at least one year's experience of acting as an invigilator, and will be responsible for the general conduct of the examinations. Where a centre needs 10 or more invigilators on any examination day, a Depute should be nominated and deployed.

Invigilators must ensure that all of SQA's instructions relating to the examination are carried out strictly. The co-operation of the Head of Centre is essential in this respect.

Detailed instructions on how the examinations should be conducted are in the *Handbook for Invigilators*. Every invigilator receives a copy of this before the examination diet.

Details of the duties of a Chief Invigilator, Depute Chief Invigilator and Invigilator are set out in the Terms and Conditions of Appointment which is available on our website at: <http://www.sqa.org.uk/sqa/38389.html>

Before the start of the examination period, Attendance Registers will be sent to each centre. These should be retained until required by invigilators.

Invigilators may not leave the room during an examination. Consequently, they must be provided with some means of communicating with centre staff to enable, for example, medical assistance to be summoned for a candidate in physical distress. Please note that if a mobile phone is required for this purpose, it should be switched to silent and only used in an emergency.

Invigilators should ensure that candidates are seated at their desks in the examination room about ten minutes before the start time to allow candidates to enter their details in their answer books, etc.

Where an Attendance Register Supplement is required, the invigilator should pass a copy to the centre's SQA Co-ordinator as soon as possible after the examination, along with the details of candidates who were absent from any part of the examination.

### **Persons permitted to enter the examination room**

Persons permitted to enter the examination room are:

- representatives of SQA, HM Inspectors of Education, the Head of Centre or a delegated representative
- the Chief Invigilator, who may visit the rooms in which invigilators are working
- a member of the staff of the examination centre who is specially summoned by the invigilator for assistance in an emergency
- any person specified in the invigilator's instructions — such persons must leave the examination room as soon as their assistance is no longer required

Persons admitted to an examination room must not:

- communicate with the candidates, other than as required by their prescribed duties
- interfere in any way with the conduct of the examination which remains under exclusive control of the invigilator
- take any confidential examination material, including copies of the question paper, from the examination room

### **3.4 Stationery provided by SQA for examinations**

SQA will provide all stationery required for the candidates' written answers, and for the submission of the various projects and folios, etc. The centre will be responsible for the storage and security of examination stationery, and for making it available to the invigilator as required each day.

### **3.5 Use of calculators in examinations**

Where the use of a calculator is allowed in an examination, the centre is required to provide a reserve supply of calculators in case of breakdowns, or for use by candidates who do not have one. Where possible, candidates should have had opportunity to practice with the reserve calculators, particularly where scientific functions and formulae are to be used. Further details about calculators are given in section 3.9.

### **3.6 Use of ICT in examinations**

Computers, including word processors, personal computers and laptops which can be used simply as typewriters (ie without spell-check/thesaurus, facilities, etc) may be used by candidates except where there are particular requirements, such as the production of graphs in an external assessment. No other candidate's performance may be disturbed, and no extra invigilation costs may be incurred.

Requests for candidates to use ICT in external examinations must be submitted to SQA using the ICT spreadsheet which is available to download from SQA Secure. The completed spreadsheet should be sent as an email attachment to SQA's Assessment Arrangements section ([aarequests@sqa.org.uk](mailto:aarequests@sqa.org.uk)). Guidance on the completion and submission of the spreadsheet is also available on SQA Secure. For candidates who need to use ICT because of a physical or learning difficulty, requests should be submitted to SQA using the Assessment Arrangements software (see Section 2.6). Regardless of the reason for use of ICT, the centre must prepare written confirmation that ICT security steps (detailed below) will be implemented before the examination.

Prior to the examination, the centre should show the invigilator the list of candidates approved by SQA to use ICT in the examinations. This list should be seen by the invigilator prior to the examination, along with the centre's confirmation that the steps below have been implemented.

Access to the following hardware components should be denied:

- USB ports (apart from those required for a keyboard, mouse and/or memory stick)
- CD/DVD drive
- infrared Ports
- bluetooth communication
- PC/MIA ports

Memory sticks must be supplied by the centre and must not be the candidate's own. The use of a candidate's own memory stick will be treated as use of a prohibited item. Memory sticks must be checked by the centre before the examination to ensure nothing is stored on them and wiped clean immediately after the examination has finished and the candidate's script has been printed.

The operating system should be running with minimum services started. The start menu should also be restricted so that no one can use Run, Search, etc. A Local Computer Policy should be implemented to prevent access to non essential parts of the operating system, eg:

- spell check facilities
- games
- Command Prompt
- Hyper Terminal
- Notepad
- WordPad
- Telnet
- remote desktop

### 3.7 Times of examinations

The official start and finish times for examinations are given in the published examination timetable. The timetable is issued to centres in May of the year before the examination diet. Centres should at this time identify and report any areas where specific Course selections could impact on the running of examinations — see section 3.12. It is also posted on the SQA website at [2014/ Exam Timetable](#) in June.

Normally, the official start times of examinations should be strictly adhered to. However, to meet the needs of varying local circumstances, the Head of Centre has the flexibility to amend the start time of examinations by up to a maximum of half an hour before or after the time given in the examination timetable. There is no requirement to advise us of this amended start time, but the Head of Centre is responsible for confirming the amended details, in writing, to the Chief Invigilator, invigilators and teaching staff affected by the change, and to all candidates. Candidates involved in an **earlier** session must not be released from the examination room until **half an hour after the official starting time** and candidates involved in later sessions must be under supervised isolation from half an hour after the official starting time until the start of their examination when they will come under the supervision of the invigilator. The centre is responsible for ensuring that during any period of supervision candidates have no access to internet, phones or any other electronic device.

Requests to SQA to move the start of examinations by more than half an hour must be made by the Head of Centre, in writing, clearly stating the reasons for the proposed change. Only in exceptional circumstances would such a request be granted.

The summary examination timetable and other relevant information for candidates are included in the booklet *Your Exams*, copies of which will be issued to centres well before the start of the examination diet. Centres must ensure that each candidate receives a copy of *Your Exams* and has the examination regulations explained to her/him. It is particularly important that you explain to all candidates what they may and may not take into the examination room — see section 3.9.

### 3.8 Recorded/dictated assessments

For certain examinations, as described by the Arrangements document, suitably qualified centre staff must be available for the reading of questions/passages or to operate audio/video equipment.

During the conduct of recorded/dictated tests, a responsible person should be on duty outside the examination room to prevent any disturbance of the candidates and to prevent the entry of any unauthorised person.

A candidate arriving late for an assessment in which the playing of recordings or dictation to the candidates is taking place will not be admitted to an examination room.

## 3.9 Conduct of candidates

### Malpractice

Malpractice is a serious matter. Candidates may forfeit marks, receive a warning, or have an award — in any or all of their subjects — cancelled if they attempt to gain an award by any form of deceit, or if their conduct is contrary to any of the conditions set out here.

Candidates must not:

- take into the examination room any prohibited item (see below); all rough work must be done in the answer book or any authorised rough work sheets provided — scrap paper should not be used for this purpose
- communicate in any way with, seek assistance from, or give assistance to, another candidate or candidates during an examination
- intentionally cause a disturbance in the examination room
- remove a question paper of any kind from an examination room before the end of the examination to which it relates
- include vulgarity, racism, discrimination or swearing in scripts or coursework
- plagiarise materials from another source, give assistance to or lend materials to another candidate or work with other candidates on a task which should be completed on the candidate's own (see also section 3.10)

Centres should refer to the booklet [Candidate Malpractice in External Assessments](#) for full details regarding the procedures which will be followed during cases of suspected malpractice.

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## **Items prohibited from the examination room**

Any candidate found in possession of such equipment will have their entry for the exam cancelled.

### **Mobile phones**

Including mobile or WAP enabled telephones, or any other electronic communication device.

### **Digital audio players (DAP)**

Including devices which store, organise and play digital music/audio files. DAP devices, which are most commonly known as MP3 players or iPods, play music files and may also play other file formats and store text.

### **Other prohibited items**

Personal electronic aids, calculator cases, pencil cases, books, notes, or paper of any kind should not be taken into the examination room except when specifically allowed in the instructions for the examination.

### **Calculators**

A list of the external assessments where a calculator can be used will be provided in the *Handbook for Invigilators*.

For question papers where the use of a calculator is allowed, candidates are responsible for making sure that their calculators meet the regulations. Centres should make candidates aware of these regulations and their responsibilities beforehand.

It is the candidate's responsibility to ensure that:

- the calculator has sufficient power supply
- the calculator is in good working condition
- calculators are not designed or adapted to offer any of the following facilities:

- language translators
- symbolic algebra manipulation
- symbolic differentiation or integration
- communication with other machines or the internet

there is no retrievable information stored in them, this includes:

- databanks
- dictionaries
- mathematical formulas

An invigilator should issue a candidate with a replacement calculator if required.

Candidates found in possession of an unauthorised calculator may have their examination entry cancelled.

Sharing of calculators is not permitted.

## **Candidates arriving late for examinations**

Candidates arriving late for an examination, other than in the cases mentioned below, may be admitted to the examination room provided no candidate has left the examination room in the meantime. No extension of time can be granted to latecomers, no matter what the reason for their lateness.

In the case of those assessments which are conducted in two parts, or which involve two readings, a candidate may only be admitted during the period between the two parts or readings of the assessment concerned. The latecomer must not be granted any extension of time.

In the case of an assessment involving either the playing of recordings or dictation, any candidate arriving late will not be admitted.

## **Leaving the examination room**

Candidates will normally be expected to remain in the examination room under the control of the invigilator for the complete duration of the examination.

The Head of Centre, in consultation with the Chief Invigilator, has the authority to enforce this advice to meet local circumstances. However, candidates may leave the examination room after half an hour from the start of the examination (subject to the proviso outlined in section 3.7, for examinations starting **before** the official start time). Where the examination is of one hour's duration or less, the Chief Invigilator will have discretion to allow candidates to leave the room after twenty minutes. Thereafter, candidates who have completed the question paper or such parts of it as they feel capable of attempting will, on giving up both the answer book and the question paper to the invigilator, be allowed to leave the room.

In the case of pressing necessity, ie illness or distress, a candidate may be allowed to leave the room and return to it provided there has been supervision during the period of absence. For each session of the examination, Heads of Centre should arrange to have a male and a female member of staff available to supervise the male and female candidates respectively in such emergencies.

In the case of a candidate being prevented from completing the paper by illness or other cause, both the answer book and the question paper must be given up to the invigilator before leaving the examination room.

## **Assessment materials**

All examination material and answer booklets submitted for assessment will become the physical and intellectual property of SQA. Consequently, we will not return such items to candidates. By submitting examination material and answer booklets to SQA for assessment, candidates permit us to use, free of charge, any copyright or other intellectual property included in the examination material or answer booklets for any purpose we think appropriate (including its use as teaching and exemplification material). We will not disclose the candidate's name or SCN.

If a candidate attempts a question paper, the responses, whatever their character, must be sent to us. A candidate who removes their answer booklet from the examination room, whether intentionally or not, will forfeit the marks for the question paper concerned.

## **3.10 Submission and authenticity of coursework: projects, folios, reports etc, generated for external assessment**

### **Submission**

For those qualifications where candidates are required to undertake a project, or produce a folio or report for external assessment, the following conditions apply:

- the submission of evidence relating to projects, folios, reports, etc in respect of an entry for a previous year does not exempt the candidate from the relevant requirement if they are re-sitting the subject
- failure to submit projects, etc, by the specified date without a satisfactory explanation will lead to a penalty being applied
- all submitted material is the property of SQA (see the section on Assessment Materials on page 15). In certain subjects, arrangements may be made for the return of projects, etc. A charge is made for this service.

## **Authenticity**

Apart from clearly acknowledged and identified quotations, any assessment material submitted by a candidate which has been completed outwith the timetabled examination must be the candidate's own. Even if group work is permitted by the assessment arrangements, the final submission must be identifiable as the candidate's own work. It is the primary responsibility of the candidate to ensure that it is the candidate's own work. The centre must use its best endeavours to ensure it is the candidate's own work, and must ensure that each candidate signs the declaration on the flyleaf prior to submission of the work, confirming that, prior to submission the candidate has:

- read and understood the *Your Coursework* booklet (see below)
- understood that SQA imposes penalties on candidates who do not follow the guidelines in the *Your Coursework* booklet
- checked the content of his/her coursework and wishes to submit it to SQA for marking
- confirmed that the coursework is all his/her own work, with all sources of information clearly identified and acknowledged

SQA reserves the right to refuse a submission if the appropriate declaration has not been signed by the candidate.

SQA also reserves the right to determine the authenticity of the candidate's work when it is submitted to SQA. Where it is determined that the work is not the candidate's own, forfeiture of marks or cancellation of any part or all of the award may be applied. Cancellation of all of the candidate's other awards in the current diet may also be applied, as appropriate.

Centres must ensure that each candidate working on coursework materials during the academic year receives a copy of *Your Coursework* (issued in August) and is provided with an explanation regarding the regulations relating to the submission of materials. It is particularly important that the meaning of plagiarism and the consequences of submitting work which is not the candidate's own are explained in detail. Further information is available in the publication [Coursework Authenticity - a Guide for Teachers and Lecturers](#).

## **Project-based National Courses**

All Project-based National Courses are externally-assessed — either by a marker appointed by SQA, or by a visiting assessor at the centre. Full details of the external assessment arrangements for these National Courses are available in the publication [Project-based National Courses: procedural guide for centres](#)

## **3.11 Submission of estimates and internal assessment results**

### **Estimates**

Centres should submit estimates for the external assessment in National Courses. Further details are available in Delivering National Qualifications, Guide for SQA Co-ordinators.

Estimates are considered by our examiners as part of the evidence review for any candidates for whom an Exceptional Circumstance Consideration request has been made. The absence of estimates for any Exceptional Circumstance candidates could affect their final grade.

### **Internal assessment results**

Centres are required to submit results, in the form of grades or marks, as appropriate, for Standard Grade Elements and aspects of National Courses where these are assessed internally for certification. Internal assessment results that are generated for certification purposes may be subject to verification by SQA.

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### **3.12 Coincident examinations**

The examination timetable is issued to centres in May of the preceding session. Centres should consider the detail of the timetable when entering candidates for the forthcoming session in order to avoid examination clashes, particularly involving more than two subjects. Here candidate entries should be reconsidered.

Where coincident examinations with two subjects occur the centre should, if possible, make arrangements for all the papers in these subjects to be taken on that day, provided that the candidate can be isolated and supervised by centre staff during the intervals between examination papers. The centre is responsible for ensuring that the candidate has no access to the internet, phones or any other electronic devices during periods of isolation.

Where the coincident examinations involve papers of more than six hours' duration in total, permission may be sought from our Assessment Arrangements Team for one of the examinations to be taken on the following day. Permission will depend on the willingness of the centre to accept responsibility for the arrangements, including costs, and on the supervision of the candidate being carried out by an independent person who has no connection with the candidate.

If these arrangements are impracticable, or if they may cause stress to the candidate, the centre should submit a request for absentee consideration for the paper(s) where it is felt that there is valid and reliable supporting evidence. In such cases the examiner will base their decision upon scrutiny of the combination of papers taken and evidence provided (see 3.14).

SQA will provide reports to centres identifying candidates involved in coincident examinations. Guidance notes detailing the various options available will also be sent.

### **3.13 Adverse circumstances**

If circumstances occur which are considered highly exceptional and have had a significantly adverse effect on candidate performance, eg a question paper is faulty, and the centre feels that they should be drawn specifically to SQA's attention, the Head of Centre should submit details in writing.

The submission of a claim for adverse circumstances consideration does not preclude the submission of an assessment appeal.

### **3.14 Absentee candidates**

If a candidate is prevented by illness, or other valid cause, from attending the whole or part of an examination, and the centre wishes us to consider an award in such a case, the centre must submit:

- full details of the reason for absence — we will provide a form for this purpose
- evidence of attainment for all parts of the Course as measured against the Grade Related Criteria or Grade Descriptions described in the Course Arrangements. Further details are available in the Estimates, Absentee and Appeals document.
- a medical certificate where appropriate — a medical certificate will not form part of the evidence for making an absentee award; it's purpose is to confirm the validity of the request for absentee consideration

The submission should be received by us, in one package, no later than TEN days after the date of the examination.

Absentee consideration is not normally available to candidates who choose not to sit an examination in order to fulfil another commitment (eg holidays), or for whom no estimate has been submitted.

### **3.15 External assessment appeals**

The external assessment appeals process is designed to provide an opportunity for individual candidates who, for whatever reason, underperform on the day of the external assessment. Where a candidate receives an award below that estimated by the centre, and the centre is confident that there is sufficient evidence to support an improved award, an assessment appeal may be submitted on the candidate's behalf.

Assessment appeals must be pursued through the centre. Assessment appeals from candidates or the parents or guardians of candidates will not be considered.

Details of candidates on whose behalf the centre wishes to appeal must be submitted by completing an Appeals Request Form. Evidence of attainment as measured against the Grade Related Criteria or Grade Descriptions given in the Course Arrangements must also be submitted, but separately from the Appeals Request Form. Further details on the submission of appeals can be found in How to submit appeals: instruction for centres which is available at [www.sqa.org.uk/appeals](http://www.sqa.org.uk/appeals).

#### **Submission of evidence of attainment**

Evidence of candidate attainment should be capable of satisfying the examiners that the standards against which the candidate's attainment has been measured are those described in the Course Arrangements. The evidence submitted must be appropriate to the grade sought for the qualification. Further details regarding evidence are available in Estimates, Absentees and Assessment Appeals which is available at [www.sqa.org.uk/appeals](http://www.sqa.org.uk/appeals). Details regarding appeals submission dates and result dates are available on SQA Connect.

#### **Invalid assessment appeals**

An assessment appeal will not be considered in the case of absentee candidates or candidates who have had a penalty applied following a malpractice investigation.

#### **Assessment appeals for National Courses**

After a candidate's examination results have been issued, it will be open to the centre to submit an assessment appeal for an award at grade C or above, provided that the estimate is higher than the original grade award and there is sufficient evidence to support that estimate.

#### **Assessment appeals for Standard Grade Courses**

Please only submit assessment appeals for elements of Standard Grade qualifications where, if successful, this would result in an upgrade to the overall award.

After consideration of all factors, centres may submit an assessment appeal on behalf of a candidate for an award at grade 6 or above, on an Element basis, provided that the estimate is higher than the original award and there is sufficient evidence to support that estimate.

Any improvement to an overall Course award resulting from a successful assessment appeal will be made automatically.

#### **Assessment appeals for Project based National Courses**

Assessment appeals can also be submitted for externally-marked Project-based National Courses (PBNCs). There is more detailed information about submission dates for assessment appeals, and about generating evidence for PBNC estimates and assessment appeals, in the documents, Project-based National Courses: procedural guide for centres and Estimates, Absentees and Assessment Appeals.

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## 4 Verification of internal assessments

Verification is the process by which we ensure that national standards are applied in assessments that are carried out by centres. Information on our policy and the key dates in the process can be found on [Delivering National Qualifications, guide for SQA Co-ordinators](#) available via [SQA Connect](#).

We will use visiting, central, and postal verification for Standard Grade Courses, National Courses and National Units. The form of verification used depends on the nature of the evidence generated.

Centres will be selected for central verification in accordance with the criteria published on [SQA Connect](#). When centres are notified that they have been selected for central verification, they will also be notified of the candidates whose work will constitute the sample to be scrutinised at verification. All candidates entered for Units, Standard Grade, and Courses that a centre has been selected for, should be informed that internal assessment decisions including internally assessed course marks or grades are subject to external verification.

Central verification of National Qualifications will take place at events which will be held in April and May. Visiting verification of National Qualifications will take place within the timescales published on the [SQA Connect](#). However, as verification can take place between the months of January and June some centres may be asked to participate in a programme of verification visits where the Verifier will visit and look at work in progress — this may or may not be completed assessment evidence.

Details of individual arrangements for the verification of internal assessments for Standard Grade and National Courses/Units will be issued by SQA.

All assessment material submitted for verification will be returned to centres free of charge.

## 5 Certification of candidates

### 5.1 The Scottish Qualifications Certificate

The Scottish Qualifications Certificate will be issued to candidates who have been entered by a centre for one or more qualifications and who have satisfied us that they have met the requirements for the award of the qualification.

The Certificate will include details of candidates' achievements in National Courses, National Units, Scottish Baccalaureates and Core Skills. The Certificate is broken into three parts: The Summary of Attainment; The Detailed Record of Attainment and The Profiles Page. The Summary of Attainment is a cumulative record of Courses, Group Awards and Stand Alone Units achieved since 1994. The Detailed Record shows the achievements awarded since the last certificate that was produced for the candidate. The Profiles Page details, cumulatively, the candidate's SCQF credit points and Core Skills Profile.

Candidates' awards in National Courses will be reported as grades, as shown in the table in section 5.2; awards in National Units will be ungraded.

Core Skills will be reported by means of a Core Skills profile, which is found on the Profiles Page. This records the candidate's highest achievement to date in each Core Skill component. Entries on the profile will relate to all Core Skills achievement, whether by automatic certification or the completion of dedicated Core Skills Units.

The Scottish Credit and Qualifications Framework (SCQF) is a system of levels and credit points, the main purpose of which is to make the relationships between qualifications

clearer. The Profiles page of the Certificate shows how many SCQF credit points the candidate has accumulated, and at what level.

We may, in accordance with arrangements approved by Ministers, provide other information on the Certificate regarding the candidate's attainments.

## 5.2 Statement of candidates' results

At the time of certification of candidates, a statement of each candidate's results will be sent to the centre which entered that candidate for a qualification. The Statement of Certificated Results will detail the band and grade for National Courses. Candidates need to have passed all of the component Unit assessments to gain the award of a National Course.

The relationship of bands to grades and standardised marks is shown in the following table.

Band	Grade	Standardised Mark
1	A (upper)	85 - 100
2	A (lower)	70 - 84
3	B (upper)	65 - 69
4	B (lower)	60 - 64
5	C (upper)	55 - 59
6	C (lower)	50 - 54
7	D	45 - 49
8	Fail	40 - 44
9	Fail	less than 40

The grade for Standard Grade Courses and details of any National Units awarded are also included in the Statement of Certificated Results, as is the achievement of Skills for Work Courses, Scottish Baccalaureates and Core Skills Profiles.

On completion of the Post-results service procedure, an updated Statement of Certificated Results for National Courses will be sent to centres.

## 5.3 Issue of the Scottish Qualifications Certificate

The main release of National Qualifications results to candidates will be in August each year, but certification will also be available throughout the year for those candidates who successfully complete a Group Award or Project-based National Course outwith this time. Unit certification will also be available at appropriate times throughout the year for candidates not undertaking Courses.

Centres must provide us with details of their candidates' home addresses so that candidates can be notified of their results directly.

Any alteration of the Certificate renders it invalid and liable to confiscation by SQA. In these circumstances, a replacement Certificate will not be issued. Any attempt to use a Certificate that has been altered may constitute fraud and may render the candidate liable to legal proceedings.

If an error is identified in a candidate's award after certification, SQA will take the following action:

- If a candidate has been awarded a Unit, a Course or a Group Award in error, our records will be amended to show the correct result, or the award will be removed, as appropriate
- If a candidate has received a lower grade than he or she has actually achieved, our records will be amended to show the correct result

- If a candidate has received a higher grade than he/she actually achieved, we reserve the right to amend our records to show the correct result. All such cases will be considered on their merits

## **5.4 Commemorative certificate**

Candidates who are successful in meeting the assessment requirements of a Group Award for which they have been entered will receive, in addition to the Scottish Qualifications Certificate, a commemorative certificate marking this achievement.

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# Accounting & Finance and Accounting

Courses leading to National Qualifications in Accounting & Finance and Accounting are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher.

Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

Information on the Core Skills delivered by the Courses and Units in Accounting and Finance is provided in the publication Automatic Certification of Core Skills which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

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## Accounting Intermediate 1 (C209 10)

### Course outline

The aims of the Course are to develop:

- a knowledge of the principles and practice of finance and of financial accounting by studying these areas in a range of contexts
- the use and application of information technology in accounting and finance
- a general appreciation of the contribution of accounting and finance to industry and commerce
- an awareness of the role of accounting and finance in personal, social and business contexts
- a systematic approach to problem-solving
- an appreciation of the need for orderliness in the presentation of information
- the skills necessary to prepare, present and analyse simple accounting statements
- transferable skills and techniques relevant to accounting and finance, which will equip users for entry into the world of business.

This Course comprises two mandatory Units as follows:

DF47 10	Financial Accounting Intermediate 1	1.5 credits (60 hours)
DF4T 10	Management Accounting Intermediate 1	1.5 credits (60 hours)

### Course assessment

External assessment will be based on a written paper of one hour 30 minutes duration. This paper will be set out in two sections as follows:

#### Section A

This will comprise:

- one compulsory question worth 30 marks. This question will be mainly computational and based on the final accounts of either a sole trader, partnership or public limited company.
- a choice of one further question from two. This question will be worth 30 marks. Again this will be mainly computational and may be from any area of the Financial Accounting part of the Course.

Questions may be single topic, dual topic or integrated in nature. (60 marks)

## **Section B**

This will comprise:

- one compulsory question worth 30 marks. This question will be mainly computational and based on the Management Accounting part of the Course.
- a choice of one further question from two. This question will be worth 30 marks. Again this will be mainly computational and may be from any area of the Management Accounting Course.

Questions may be single topic, dual topic or integrated in nature. (60 marks)

View the arrangements [Accounting](#)

## **Accounting Intermediate 2 (C209 11)**

### **Course outline**

The aims of the Course build on the knowledge, understanding, information-handling skills and practical abilities gained in Intermediate 1 Accounting and are to:

- develop an understanding of the principles and practice of finance and of financial and management accounting by studying these areas in a range of contexts
- integrate within this study the uses and applications of information technology and accounting packages
- promote an understanding of accounting as a means of presenting and communicating information to interested parties, both external and internal
- prepare, use and interpret accounting information in relation to exercising control, analysing performance, making decisions and solving problems
- develop further an understanding of aspects of finance and financial management
- develop an understanding of the rationale for, and application of, various accounting practices and conventions
- analyse and discuss problems of an accounting or financial nature and communicate viewpoints in an effective manner
- understand and make informed comment upon financial information published by a variety of organisations
- provide a basis upon which further academic study and vocational training can be built.

This Course comprises two mandatory Units as follows:

<b>Unit Code</b>	<b>Unit</b>	<b>Credits/hours</b>
DF47 11	Financial Accounting (Intermediate 2)	1.5 credits (60 hours)
DF4T 11	Management Accounting (Intermediate 2)	1.5 credits (60 hours)

## Course assessment

External assessment will be based on a written paper of two hours duration. This paper will be set out in two sections as follows:

### Section A

This will comprise one compulsory question worth 40 marks. This question will be mainly computational and based on the final accounts of either a partnership, non-profit making organisation or public limited company. There will be a choice of one further question from two. This question will be worth 40 marks. Again this will be mainly computational and may be from any area of the Financial Accounting part of the Course. Questions may be single topic, dual topic or integrated in nature. (80 marks)

### Section B

This will comprise one compulsory question worth 40 marks. This question will be mainly computational and based on the Management Accounting area of the Course. There will be a choice of one further question from two. This question will be worth 40 marks. Again this will be mainly computational and may be from any area of the Management Accounting part of the Course. Questions may be single topic, dual topic or integrated in nature. (80 marks)

View the arrangements [Accounting](#)

## Accounting Higher (C209 12)

## Course outline

The aim of the Course is to build on the knowledge, understanding, information-handling skills and practical abilities gained in Intermediate 2 Accounting and are to:

- develop an understanding of the principles and practice of finance and of financial and management accounting by studying these areas in a range of contexts
- integrate within this study the uses and applications of information technology and accounting packages
- promote an understanding of accounting as a means of presenting and communicating information to interested parties, both external and internal
- prepare, use and interpret accounting information in relation to exercising control, analysing performance, making decisions and solving problems
- develop further an understanding of aspects of finance and financial management
- develop an understanding of the rationale for, and application of, various accounting practices and conventions
- analyse and discuss problems of an accounting or financial nature and communicate viewpoints in an effective manner
- understand and make informed comment upon financial information published by a variety of organisations
- provide a basis upon which further academic study and vocational training can be built

This Course comprises two mandatory Units as follows:

DF47 12	Financial Accounting (Higher)	1.5 credits (60 hours)
DF4T 12	Management Accounting (Higher)	1.5 credits (60 hours)



## Course assessment

External assessment will be based on a written paper of two hours 30 minutes duration. This paper will be set out in two sections as follows:

### Section A

This will comprise:

- one compulsory question worth 50 marks. This question will be mainly computational and based on the final accounts of either a partnership, non-profit making organisation or public limited company.
- a choice of one further question from two. This question will be worth 40 marks. This will be mainly computational and may be from any area of the Financial Accounting part of the Course.
- a third question, an extended theory question from a choice of two drawn from any area of the Financial Accounting part of the Course. This question will be worth 10 marks.

Questions may be single topic, dual topic or integrated in nature. (100 marks)

### Section B

This will comprise:

- one compulsory question worth 50 marks. This question will be mainly computational and based on the Management Accounting area of the Course.
- a choice of one further question from two. This question will be worth 40 marks. Again this will be mainly computational and may be from any area of the Management Accounting part of the Course.
- a third question, an extended theory question from a choice of two drawn from any area of the Management Accounting part of the Course. This question will be worth 10 marks.

Questions may be single topic, dual topic or integrated in nature. (100 marks)

View the arrangements [Accounting](#)

## Accounting Advanced Higher (C209 13)

## Course outline

The aims of the Course are to build on the knowledge, understanding, information-handling skills and practical abilities gained in Accounting (Higher) and are to:

develop an understanding:

- of the principles and practices of finance and of financial and management accounting by further studying these areas in a range of contexts
- of aspects of finance and financial management
- of the statutory and legal requirements in reporting financial data including the work of the Accounting Standards Board.

develop the skills:

- to analyse and discuss problems of an accounting and financial nature and to communicate viewpoints in an effective manner to a range of stakeholders
- to understand and make informed comment upon financial information published by a variety of organisations
- of interpreting accounting information in relation to exercising control, analysing performance, making decisions and solving problems
- of accuracy and precision when preparing and analysing accounting records.

promote and encourage:

- the use and applications of information technology and accounting packages across the Course content
- a greater understanding of accounting as a means of presenting and communicating information to interested parties, both external and internal and to provide a basis upon which further academic study and vocational training can be built and provide a basis for further study.

This Course comprises two mandatory Units as follows:

DF47 13	Financial Accounting (Advanced Higher)	1.5 credits (60 hours)
DF4T 13	Management Accounting (Advanced Higher)	1.5 credits (60 hours)

## Course assessment

External assessment will be based on a written paper of three hours duration. This paper will be set out in two sections as follows:

### Section A

This will comprise:

- one compulsory question (predominantly computational) worth 50 marks
- one question (predominantly computational) worth 40 marks drawn from a choice of two
- and one extended answer question, worth 30 marks, from a choice of two.

from any part of the Course content relating to Financial Accounting.

(120 marks)

### Section B

This will comprise:

- one compulsory question (predominantly computational) worth 50 marks
- one question (predominantly computational) worth 40 marks drawn from a choice of two
- one extended answer question, worth 30 marks, from a choice of two.

from any part of the Course content relating to Management Accounting.

(120 marks)

View the arrangements [Accounting](#)

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# Administration

Courses leading to National Qualifications in Administration are offered at Intermediate 1, Intermediate 2 and Higher. National Courses at Access 2 Business and Access 3 Business (both of which are common to Administration and Business Management) are also available.

Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Business and the Courses and Units in Administration is provided in the publication Automatic Certification of Core Skills.

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## Administration Intermediate 1 (C214 10)

### Course outline

The main aims of the Course are to:

- prepare candidates for work in the specific vocational area of administration
- provide opportunities for progression for candidates wishing to study Intermediate 2 Administration

In delivering the Course current business practice and industry standard hardware and software should be used. Teachers and lecturers should ensure that candidates' knowledge of emerging technologies and business practice is kept up-to-date.

The study of Administration (Intermediate 1) aims to develop candidates' skills in information technology, communication, personal effectiveness and problem solving as well as to develop knowledge and understanding.

This Course comprises three mandatory Units as follows:

DM3P 10	Administrative Services (Intermediate 1)	1 credit (40 hours)
DM3R 10	Information Technology for Administrators (Intermediate 1)	1 credit (40 hours)
DM3T 10	Administration: Presenting and Communicating Information (Intermediate 1)	1 credit (40 hours)

### Course assessment

To achieve the Course, the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

The aim of the **Course assessment** is to allow candidates to demonstrate clearly:

- knowledge and understanding across a range of topics
- skills in the use of information technology to carry out administrative tasks with unfamiliar contexts. (Candidates will *not* be required to use the Internet, e-mail, e-diary or presentation software in the practical exam).

Course assessment will consist of **one** question paper with 4 tasks which will sample the content of the whole Course.

The paper will test the practical application of IT Skills integration of knowledge and skills across both IT Units.

Theory questions will be assessed based on stimulus material testing knowledge and understanding and problem solving across the whole Course.

-Total of 100 marks available

-**Duration** - 1 hour 45 minutes

[View the arrangements documents](#) for this qualification.

## Administration Intermediate 2 (C214 11)

### Course outline

The main aims of the Course are to:

- prepare candidates for work in the specific vocational area of administration
- provide opportunities for candidates wishing to pursue the academic study of courses in Administration.

In delivering the Course current business practice and industry standard hardware and software should be used. Teachers and lecturers should ensure that candidates' knowledge of emerging technologies and business practice is kept up-to-date.

This Course comprises three mandatory Units as follows:

DM3P 11	Administrative Services (Int 2)	1 credit (40 hours)
DM3R 11	Information Technology for Administrators (Int 2)	1 credit (40 hours)
DM3T 11	Administration: Presenting and Communicating Information (Int 2)	1 credit (40 hours)

### Course assessment

To achieve the Course, the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

The aim of the **Course assessment** is to allow candidates to demonstrate clearly:

- knowledge and understanding of the subject across all Units
- skills in the use of information technology to solve more complex business problems within unfamiliar contexts. (Candidates will *not* be required to use the Internet, e-mail, e-diary or presentation software during the practical examination.)

Course assessment will consist of two components which together will sample the content of the whole Course.

External Assessment is based on **two** papers totaling 100 marks:

- **Paper 1** – theory paper
  - Section A** – is based on stimulus material. All questions are compulsory. The emphasis in this section is on contextualised problem solving
  - Section B** – requires candidates to choose two from three structured questions
  - Total of 40 marks available
  - Duration** – 1 hour
- **Paper 2** – practical paper
  - A business problem to be solved involving the use of a spreadsheet, database and word processing applications with one task requiring integration
  - Total of 60 marks available
  - Duration** – 1 hour 20 minutes

View the arrangements [Administration](#)

## Administration Higher (C214 12)

### Course outline

The main aims of the Course are to:

- provide opportunities for progression to further study of administration
- prepare candidates for work in the specific vocational area of administration

Candidates will learn how to work effectively in a business environment, integrating organisational information and communications technology skills in a manner which will benefit them in any administrative work they may tackle at future stages in their career.

This Course comprises two mandatory Units as follows:

DM3P 12	Administrative Services (Higher)	1 credit (40 hours)
DM3V 12	Information Technology for Management (Higher)	2 credits (80 hours)

### Course assessment

To achieve the Course, the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

The aims of the Course assessment are to allow candidates to demonstrate:

- ability to analyse data and the integrative use of ICT to solve more complex business problems within unfamiliar contexts. (Candidates will *not* be required to use the internet, e-mail, e-diary or presentation software during the practical examination).
- knowledge and understanding across both Units of the Course.

Course assessment will consist of two components which together will sample the content of the whole Course.

External Assessment is based on two papers totaling 120 marks

- **Paper 1** - theory paper
  - Section A** - is based on a case study/stimulus material with questions, and is compulsory, the emphasis in this section is on contextualised problem solving
  - Section B** - requires candidates to choose two from five questions and provide extended responses demonstrating the use of higher order skills
  - Total of 60 marks available
  - Duration** - 1 hour 20 minutes
- **Paper 2** - practical paper
  - A business problem to be solved involving the use of spreadsheets, database and word processing applications with one task requiring integration
  - Total of 60 marks available
  - Duration** - 1 hour 20 minutes

View the arrangements [Administration](#)

## Business (Administration) Access 2 (C083 08)

### Course outline

Study of this Course will provide candidates with practical 'hands-on' experience of an office, retail or business environment, which incorporates a wide range of skills at an introductory level. Candidates will have real and practical experience of keyboarding, administration, retailing and business, including routine functions such as photocopying, answering the telephone, and taking a message. Candidates will also have an opportunity to develop skills in planning and self-evaluation.

This Course comprises three mandatory Units and the programme of study includes 40 hours over and above the 120 hours for the component Units.

D516 08	Office Skills and Keyboarding: An Introduction (Access 2)	1 credit (40 hours)
D517 08	Retail Skills: An Introduction (Access 2)	1 credit (40 hours)
D518 08	Working in a Business Enterprise: An Introduction (Access 2)	1 credit (40 hours)

Each of the Units is designed to give the candidate practical skills that would be suitable in an office, retail or business environment.

**Office Skills and Keyboarding: An Introduction (Access 2)** aims to develop candidates' appreciation of working in an office environment. Candidates should have the opportunity to develop communication skills, personal and interpersonal skills and to form working relationships with other candidates.

**Retail Skills: An Introduction (Access 2)** aims to develop candidates' appreciation of working in a retail environment. Candidates will have the opportunity to set targets and evaluate their experience.

**Working in a Business Enterprise: An Introduction (Access 2)** is designed to develop basic knowledge and skills in business enterprise. It is intended to be a practical 'hands-on' Unit which may be integrated with the two previous Units, as well as many others.

## Course assessment

There is no external assessment for Business (Access 2). It is anticipated that on-going internal assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. Details of the internal assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and teaching activities across the Units.

A number of assessment instruments can be used across the component Units and these offer opportunities for a more integrated and holistic approach. Whenever possible, evidence for assessment is gathered as part of the integrated coursework.

## Further information

View the arrangements [Business](#)

## Business (Administration) Access 3 (C083 09)

The Course is designed to equip students with practical 'hands-on' experience of an office or business environment, which incorporates a wide range of skills. The provision offers opportunities for individuals to develop the crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment.

## Course outline

This Course comprises two mandatory Units and one optional Unit, and the programme of study includes 40 hours over and above the 120 hours for the component Units.

### Mandatory Units

D519 09	Using a Keyboard (Access 3)	1 credit (40 hours)
D520 09	Using a Computer in Business (Access 3)	1 credit (40 hours)

### Optional Units

One selected from:

D521 09	Office Practice: An Activity Approach (Access 3)	1 credit (40 hours)
D522 09	Working in a Business Enterprise (Access 3)	1 credit (40 hours)

**Using a Keyboard (Access 3)** is designed to introduce candidates to the alphanumeric keyboard and to provide them with basic keyboarding skills.

**Using a Computer in Business (Access 3)** is designed to give candidates the basic skills required to operate a computer for business use.

**Office Practice: An Activity Approach (Access 3)** is designed to give candidates real and practical experience in a simulated working environment.

**Working in a Business Enterprise (Access 3)** is designed to enable candidates to contribute to the process of starting up and running a business enterprise.

### **Course assessment**

There is no external assessment for Business (Access 3). It is anticipated that on-going internal assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted where appropriate. Details of the internal assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and teaching activities across the Units.

### **Further information**

View the arrangements [Business](#)

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# Architectural Technology

A Course leading to a National Qualification in Architectural Technology is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document and Course Assessment Specification.

This Course is suitable for candidates who aim for a career in the construction industry as technicians, technologists and other construction professionals. The Course will appeal to candidates who desire a practical or creative career. It should attract those who enjoy working as part of a team and who seek variety in their work.

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## Architectural Technology Higher (C226 12)

Higher Architectural Technology focuses on creative activities and design factors considered in the design process. It emphasises the integration of design, graphical communication and practical construction activities. Technological Studies, Product Design, Physics, Craft and Design and Graphic Communication subjects introduce candidates to scientific and technical concepts, and to the process of design. Higher Architectural Technology will allow candidates to extend such studies to the context of the built environment.

## Course outline

This Course comprises three mandatory Units, as follows:

DV3V 12	Architectural Technology: Building Design (Higher)	1 credit (40 hours)
DV3W 12	Architectural Technology: Site Surveying (Higher)	1 credit (40 hours)
DV3X 12	Architectural Technology: Manual and Computer Aided Construction Drawing (Higher)	1 credit (40 hours)

## Course assessment

To gain the Course award, the candidate must achieve the component Units of the Course, as well as the external assessment.

The external Assessment comprises two equally-weighted components

- Question Paper 100 marks
- Project 100 marks

### Question Paper

The Question paper examines the candidate's knowledge and understanding of building design and site surveying. Manual and computer-aided construction drawing is not assessed in the Question Paper. The Question Paper may assess candidates' knowledge and understanding in both domestic and non-domestic building contexts.

The Question Paper is of two hours duration, set and externally marked by the SQA. The Paper is composed of two sections.

Section A is worth 40 marks and consists of short answer and/or restricted response questions. All questions in Section A are compulsory.

Section B is worth 60 marks and consists of 3-6 structured and/or extended response questions. Candidates are given an option with regard to the questions to answer in Section B.

### Project

The purpose of the Project is to assess the candidate's ability to apply skills, knowledge and understanding to develop a building design solution for a given brief. The project task will be designed by the centre, based on SQA Assessment Guidance. It will draw on knowledge and skills developed across the three Units. The Project will be conducted internally under supervision and externally marked by SQA. Completed projects must be submitted to SQA (for submission dates, see NQ key dates contained on the Operational Help Centre at <http://www.sqa.org.uk/sqa/15094.html>). Verification will take place during April and May each year.

View the arrangements [Architectural Technology](#)

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# Art and Design

Courses leading to National Qualifications in Art and Design are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher. National Courses at Access 2 and Access 3 are also available. A Course leading to a National Qualification in Photography is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Art and Design Access 2 (C003 08)

### Course outline

Access 2 Art and Design helps candidates develop awareness of visual imagery as an important means of communication, and of the place of the visual arts and design in our environment and society.

The principal aims of the programme of study are to:

- develop a range of practical skills that contribute to self-esteem, satisfaction and enjoyment
- contribute to candidates' intellectual, emotional, social and cultural development
- encourage personal opinion with regard to visual images
- develop awareness of the visual arts and design in society

This Course comprises three mandatory Units, as follows:

D523 08	Exploring Visual Images (Access 2)	1 credit (40 hours)
D524 08	Working with Materials (Access 2)	1 credit (40 hours)
D525 08	Developing Personal Ideas (Access 2)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The aim of the Exploring Visual Images Unit is to encourage the candidate to explore and create a range of visual images in a variety of media. The main context for learning will be the candidate's own world and the part visual images play in the candidate's life.

The aim of the Working with Materials Unit is to introduce a range of Art and Design materials and techniques to enable the candidate to appreciate the potential of the materials in producing different visual outcomes.

The aim of the Developing Personal Ideas Unit is for candidates to develop their own ideas based on personal interests through exploring and using a selection of media and processes.

The emphasis will be on:

- exploring themes and ideas of personal interest and relevance
- developing media handling skills
- producing, organising and presenting 2-dimensional and/or 3-dimensional visual forms

## Course assessment

Access differs from other levels in that there is no external assessment. However a Course provides opportunities for sustained and progressive learning and for more broadly based integration of knowledge and skills than is possible in discrete Units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that on-going assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and teaching activities across the Units.

A variety of instruments of assessment should be used and may include:

- practical exercises
- candidate self-assessment and/or peer assessment
- planned candidate/teacher/lecturer review

## Further information

[View the arrangements documents](#) for this qualification.

## Art and Design Access 3 (C223 09)

## Course outline

At Access 3, the programme of study continues the three element structure common to art and design education. The candidate's ability to investigate, explore and resolve personal ideas and to communicate responses is promoted, and flexible thinking, imagination and personal interpretation are actively encouraged. Access 3 helps develop awareness of visual imagery as an important means of communication and a significant part of cultural heritage, and of the place of the visual arts and design in contemporary society.

This Course comprises three mandatory Units, as follows:

DV37 09	Art and Design: Expressive Activity (Access 3)	1 credit (40 hours)
DV38 09	Art and Design: Design Activity (Access 3)	1 credit (40 hours)
DV39 09	Art and Design Studies (Access 3)	1 credit (40 hours)

In common with all Courses, this programme of study includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the Course details.

At Access 3, the programme of study continues the three-element structure- that is expressive, design and art and design studies- which is a feature of art and design education in Scotland. It makes a unique contribution to candidates' experiences, providing opportunities for them to express themselves, engage with visual and functional problems, and work practically with the media, materials, processes, equipment and technologies in direct, satisfying and enjoyable ways.

## **Course assessment**

To achieve the Course award candidates must complete and pass all the Outcomes and Performance Criteria set out in the Units. At Access 3 level there is no Course assessment.

## **Unit assessment**

In the Art and Design Access 3 Course, the three Units are Art and Design: Expressive Activity, Art and Design: Design Activity and Art and Design Studies.

### **Art and Design: Expressive Activity (Access 3)**

The Unit assessment requires the candidate to present work that demonstrates:

- analytical drawing
- media handling
- development of picture making and/or compositional ideas in two and/or three dimensions
- visual work showing the final outcome

### **Art and Design: Design Activity (Access 3)**

The Unit assessment requires the candidate to present work that demonstrates:

- research and investigation
- development of ideas
- solution
- evaluation

### **Art and Design Studies (Access 3)**

The Unit assessment requires the candidate to present a written or oral response which demonstrates knowledge and understanding of a selected area of the Visual Arts or Design

View the arrangements [Art and Design](#)

## **Art and Design Intermediate 1 (C223 10)**

## **Course Structure**

This Course has three mandatory Units:

DV37 10	Art and Design: Expressive Activity (Int 1)	1 credit (40 hours)
DV38 10	Art and Design: Design Activity (Int 1)	1 credit (40 hours)
DV39 10	Art and Design Studies (Int 1)	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This should be used for the completion of the final outcome/solution for the Expressive and Design Activities, support, consolidation, and selection and editing of Unit work in preparation for Course assessment.

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

## **Course assessment**

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

## **Summary of Assessment Requirements**

Candidates must provide evidence that they have achieved the requirements of all the Outcomes and Performance Criteria of the Units. More details are given in the section below, Unit Assessment and in the Unit Specifications.

The evidence required for Course assessment will be a single Practical Folio of both Expressive and Design Activity work.

The Expressive work submitted for assessment will take the form of:

- one A2 sheet or equivalent of investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one final outcome produced when the Unit has been passed.

The Design Activity work submitted for assessment will take the form of:

- one A2 sheet or equivalent of research and investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one solution and evaluation produced when the Unit has been passed.

Note-The Art and Design Studies responses produced for Unit assessment are assessed in the centre and may be subject to external verification.

View the arrangements [Art and Design](#)

## **Art and Design Intermediate 2 (C223 11)**

## **Course Structure**

This Course comprises three mandatory Units as follows:

DV37 11	Art and Design: Expressive Activity (Intermediate 2)	1 credit (40 hours)
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DV38 11	Art and Design: Design Activity (Intermediate 2)	1 credit (40 hours)
DV39 11	Art and Design Studies (Intermediate 2)	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This should be used for the completion of the final outcome/solution for the Expressive and Design Activities, support, consolidation, and selection and editing of Unit work in preparation for Course Assessment.

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

## **Course assessment**

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

## **Summary of Assessment Requirements**

Candidates must provide evidence that they have achieved the requirements of all the Outcomes and Performance Criteria of the Units.

The evidence required for Course assessment will be made up of two components:

### **Component 1**

A single Practical Folio of both Expressive and Design Activity work.

The Expressive work submitted to SQA for assessment will take the form of:

- one A2 sheet or equivalent of investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one final outcome produced when the Unit has been passed.

The Design Activity work submitted to SQA for assessment will take the form of:

- one A2 sheet or equivalent of research and investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one solution and evaluation produced when the Unit has been passed.

### **Component 2**

A Question Paper made up of two sections, one relating to the Visual Arts and the other to Design. The Question Paper is set by SQA and completed under examination conditions.

View the arrangements [Art and Design](#)

## **Art and Design Higher (C223 12)**

## Course Structure

This Course comprises three mandatory Units as follows:

DV37 12	Art and Design: Expressive Activity (Higher)	1 credit (40 hours)
DV38 12	Art and Design: Design Activity (Higher)	1 credit (40 hours)
DV39 12	Art and Design Studies (Higher)	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This should be used for the completion of the final outcome/solution for the Expressive and Design Activities, support, consolidation, and selection and editing of Unit work and preparation for Course assessment.

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

### Course assessment

To achieve the Course award the candidate must pass the Units as well as the Course Assessment. The candidate's grade is based on the Course Assessment.

#### Summary of Assessment Requirements

Candidates must provide evidence that they have achieved the requirements of all the Outcomes and Performance Criteria of the Units.

The evidence required for Course assessment will be made up of two components:

#### Component 1

A single Practical Folio of both Expressive and Design Activity work.

The Expressive work submitted to SQA for assessment will take the form of:

- one A2 sheet or equivalent of investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one final outcome produced when the Unit has been passed.

The Design Activity work submitted to SQA for assessment will take the form of:

- one A2 sheet or equivalent of research and investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one solution and evaluation produced when the Unit has been passed.

#### Component 2

A Question Paper made up of two sections, one relating to the Visual Arts and the other to Design. The Question Paper is set by SQA and completed under examination conditions.

View the arrangements [Art and Design](#)

## Art and Design: Design Advanced Higher (C225 13)



## Course Structure

This Course has one mandatory Unit and the choice of one of two optional Units.

### Mandatory Unit

DV3H 13	Art and Design: Design Enquiry (AH)	2 credits (80 hours)
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### Optional Units

One selected from:

DV37 13	Art and Design: Expressive Activity (AH)	1 credit (40 hours)
DV3J 13	Art and Design: Design Study (AH)	1 credit (40 hours)

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

### Course Assessment

To achieve the Course award the candidate must pass the mandatory Unit and one optional Unit as well as the Course assessment. The candidate's grade is based on the Course assessment.

The evidence required for the Course assessment will be one of two options:

- A folio consisting of the mandatory Design Enquiry together with either the Expressive Activity or the Design Study report

#### Option 1: Art and Design: Design Enquiry with Art and Design: Expressive Activity

Course assessment for this option will be a folio in which the candidate edits, selects and presents work produced throughout the Units together with a final outcome for the Expressive Activity. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The folio will be accompanied by a Statement of Intent. SQA will provide a template to complete for this.

The **Design Enquiry** will consist of:

- work which includes research, investigation and development
- a solution(s) which solves the problem or need set out in the brief.

The **Expressive Activity** will consist of:

- work which includes research, investigation and development of the theme
- finished two and/or three-dimensional artwork.

The requirements for the folio are as follows:

- **Design Enquiry** - a minimum of 10 sheets and a maximum of 18 (the sheets can be up to A1 size or three-dimensional equivalent)
- **Expressive Activity** – a minimum of 4 and a maximum of 6 sheets (up to A1 size or three-dimensional equivalent).

**NB** An over-arching theme linking the Design and Expressive Units is not mandatory, although this is permitted.

### **Option 2: Art and Design: Design Enquiry with Art and Design: Design Study**

Course assessment for this option will be a folio in which the candidate edits, selects and presents work produced throughout the Design Enquiry Unit, together with the Design Study report. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The folio will be accompanied by a Statement of Intent. SQA will provide a template to complete for this.

The Design Enquiry will consist of:

- work which includes research and development
- a solution which solves the problem or need set out in the brief.

The **Design Enquiry** part of the folio will contain a minimum of 10 sheets and a maximum of 18 (the sheets can be up to A1 size or three-dimensional equivalent).

The **Design Study** report will be 1500-2000 words and will arise directly from the research and investigation carried out by the candidate. The report should establish personal judgments and critical analysis of designers' work and explain the influence on the candidate's own practical work and area of study.

It should be presented in a coherent extended report either on individual sheets or in any suitable workbook or file format. The study may include illustrations or sketches.

**Note**-If an electronic file format is presented for assessment, centres should clearly specify the program and format used to save the work to the file.

The use of technology and the inclusion of contemporary issues are mandatory aspects of the Course and should be evident within the work for Course assessment.

View the arrangements [Art and Design: Design](#)

## **Art and Design: Expressive Advanced Higher (C224 13)**

### **Course Structure**

This Course has one mandatory Unit and the choice of one of two optional Units.

#### **Mandatory Unit**

DV3F 13	Art and Design: Expressive Enquiry (AH)	2 credits (80 hours)
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## Optional Units

One selected from:

DV38 13	Art and Design: Design Activity (AH)	1 credit (40 hours)
DV3G 13	Art and Design: Visual Arts Study (AH)	1 credit (40 hours)

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

## Course Assessment

To achieve the Course award the candidate must complete and pass all the Outcomes and Performance Criteria set out in the Units plus the Course Assessment. The candidate's grade is based on the Course assessment.

The evidence required for the Course assessment will be one of the two options:

- a folio consisting of the mandatory Expressive Enquiry together with either the Design Activity or the Visual Arts Study report.

### **Option 1:** Art and Design: Expressive Enquiry with Art and Design: Design Activity

Course assessment for this option will be a folio in which the candidate edits, selects and presents work produced throughout the Units, together with a solution for the Design Activity. The work in the folio may be any size of paper, material or mounting board up to a maximum of A1 size or three dimensional equivalent. The folio will be accompanied by a Statement of Intent. SQA will provide a template to complete for this.

The **Expressive Enquiry** will consist of:

- work which includes research, investigation and development of the theme
- finished two and/or three-dimensional artwork.

The **Design Activity** will consist of:

- work which includes research, investigation and development
- a solution(s) which solves the problem or need set out in the brief.

The requirements for the folio are as follows:

- **Expressive Enquiry** - a minimum of 10 sheets and a maximum of 18 (the sheets can be up to A1 size or three-dimensional equivalent)
- **Design Activity** – a minimum of 4 and a maximum of 6 sheets (up to A1 size or a three-dimensional equivalent).

**NB** An over-arching theme linking the Expressive and Design Units is not mandatory although this is permitted.

### **Option 2:** Art and Design: Expressive Enquiry with Art and Design: Visual Arts Study

Course assessment for this option will be a folio in which the candidate edits, selects and presents work produced throughout the Expressive Enquiry Unit, together with the Visual

Arts Study report. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The folio will be accompanied by a Statement of Intent. SQA will provide a template to complete for this.

The **Expressive Enquiry** will consist of:

- work which includes research, investigation and development of the theme
- finished two and/or three-dimensional artwork.

The **Expressive Enquiry** part of the folio will contain a minimum of 10 sheets and a maximum of 18 (the sheets can be up to A1 size or three-dimensional equivalent).

The **Visual Arts Study** report will be 1500-2000 words and will arise directly from the research and investigation carried out by the candidate. The report should establish personal judgements and critical analysis of artists' work and explain the influence on the candidate's own practical work and theme.

It should be presented in a coherent extended report either on individual sheets or in any suitable workbook or file format. The study may include illustrations or sketches.

**Note-**If an electronic file format is presented for assessment centres should clearly specify the program and format used to save the work to the file.

The use of technology and the inclusion of contemporary issues are mandatory aspects of the Course and should be evident within the work for Course assessment.

View the arrangements [Art and Design: Expressive](#)

## **Photography(Art and Design) Higher (C06M 12)**

### **Course outline**

This Course comprises two mandatory Units, and one optional Unit as follows:

#### **Mandatory Units**

F8KH 12	Photography: Basic Camera Techniques (Higher)	1 credit (40 hours)
F8KJ 12	Photography: Research Project (Higher)	1 credit (40 hours)

#### **Optional Units**

One selected from:

F8KK 12	Photography: Creative Image Making Techniques (Higher)	1 credit (40 hours)
F8KL12	Photography: Reportage (Higher)	1 credit (40 hours)
F8KM 12	Photography: Digital Imaging (Higher)	1 credit (40 hours)

### **Course assessment**

In order to gain the Course award, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external Course assessment is a Practical Assignment. This is subject to external marking. Further details are given in the Practical Assignment document and the Notes of Information for teachers/lecturers for the Project Based National Course:Photography

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding, to a situation that involves task management.

Candidates undertaking a Practical Assignment are required to generate evidence of the practical activity along with written and or oral evidence of planning and evaluating the Practical Assignment. They are also required to generate evidence which documents the underpinning processes associated with the activity.

The external assessment is in three parts: Planning, Developing and Evaluation.

### **Planning**

The plan of action should be 1000 words (minimum 500) in length. The plan of action should be produced in a supervised environment, although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action, but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate. The work must be the candidate's own.

### **Developing**

Candidates must provide evidence that testifies to the quality of the product, or activity/event or performance. Evidence that documents the processes underpinning the activity should also be provided.

### **Evaluation**

For this activity, the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

The evaluation report should be a maximum of 1000 words in length. Candidates should be allowed up to three hours to produce the evaluation report. They should be allowed to take their completed Thematic Development and one side of an A4 page of notes which they have prepared into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes are the candidates' own work.

### **Further information**

Notes of Information for Teachers/Lecturers for the Project Based National Course:Photography

View the Practical Assignment [Photography](#)

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# Automotive Skills

A Skills for Work Course leading to a National Qualification in Automotive Skills is offered at Intermediate 1. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Automotive Skills National 4 (C271 74)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide an introduction to the automotive industry and a progression route into further education or for moving directly into training or employment within the automotive industry. The overall purpose of the Course is to ensure that candidates develop practical skills, knowledge and understanding and employability skills needed within the automotive industry as well as developing generic transferable employability skills. This Course fills an identified need in the automotive sector for an introductory Course for school candidates which supports progression into appropriate further education or work based learning. The Course provides the basis for candidates to gain an insight into the automotive industry, the occupations within it and the skills and knowledge required. Candidates studying this Course may be aiming to progress into an apprenticeship in the automotive industry or undertake vocational courses at further education colleges.

This Course has four mandatory Units, which are:

F8MW 10	Automotive Skills: The Garage (Intermediate 1)	1 credit (40 hours)
F8MY 10	Automotive Skills: The Technician (Intermediate 1)	1 credit (40 hours)
F8MX 10	Automotive Skills: The Car (Intermediate 1)	1 credit (40 hours)
F8N0 10	Automotive Skills: The Vehicle Modification Project (Intermediate 1)	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units in this Course will primarily test practical skills but will also address the wider knowledge and understanding associated with working in automotive job roles. In particular, assessment will focus on:

- knowledge and skills required for working in an automotive context
- practical vocational skills
- knowledge and understanding of the use of tools and equipment in the automotive sector
- knowledge and understanding of systems and components as applied to vehicles
- awareness of health and safety legislation
- skills for employment in an automotive context
- generic employability skills.

View the arrangements [Automotive Skills](#)

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# Beauty

A Skills for Work Course leading to a National Qualification in Beauty is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Beauty Higher (C262 76)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide an introductory beauty qualification, which reflects the skills required by the beauty industry. Candidates will acquire subject specific knowledge and experience as well as develop skills which are transferable to other employment areas and will in general enhance the candidates' employability skills.

The Course provides a broad, experiential introduction to beauty. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding. Practical experience of communication and customer care skills is included. Specific skills in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques are developed. Current make-up trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce a 'look' which reflects these trends. Emphasis throughout all Units is on the employability skills and attitudes which will help to prepare candidates for the workplace.

This Course has four mandatory Units, which are:

F5AY 12	Beauty: Facial Techniques	1 credit (40 hours)
F5B1 12	Beauty: Facial Treatment Packages	1 credit (40 hours)
F5B2 12	Beauty: Nail Finishes	1 credit (40 hours)
F5B3 12	Beauty: Creative Current Make-Up Trends	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives



Assessment in this Course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Candidates will also complete structured questions, reviews of their employability skills and gather specified evidence. Assessment will allow candidates to demonstrate:

- knowledge and skills in relation to working in a beauty environment
- practical vocational skills
- communication and customer care skills
- knowledge of current relevant health and safety legislation
- skills for employment in the beauty industry
- generic employability skills.

View the Arrangements [Beauty](#).

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# Biology/ Human Biology

Courses leading to National Qualifications in Biology are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher, and in Human Biology at Higher. A National Course at Access 3 is also available. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Biology/ Human Biology is provided in the publication Automatic Certification of Core Skills.

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## Biology Access 3 (C007 09)

### Course outline

This Course comprises three mandatory Units, as follows:

D023 09	Health and Technology (Acc 3)	1 credit (40 hours)
D024 09	Biotechnological Industries (Acc 3)	1 credit (40 hours)
D025 09	Growing Plants (Acc 3)	1 credit (40 hours)

These Units are based on the three Units available at Intermediate 1, with Outcomes modified to meet the needs of the candidates who may be achieving at Access 3.

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

It is envisaged that appropriate groups of candidates can be taught at Intermediate 1 using the content and suggested activities provided in the Intermediate 1 Course Arrangements documents. Candidates can then be assessed to provide evidence of their actual level of achievement, ie to determine whether this is at Intermediate 1 or Access 3.

### Course assessment

There is no external assessment of the Access 3 Course; however, candidates must pass the internal assessments associated with the component Units within the Course.

[View the arrangement documents](#) for this qualification.

## Biology Intermediate 1 (C007 10)

## Course outline

This Course comprises three mandatory Units, as follows:

D023 10	Health and Technology (Int 1)	1 credit (40 hours)
D024 10	Biotechnological Industries (Int 1)	1 credit (40 hours)
D025 10	Growing Plants (Int 1)	1 credit (40 hours)

Intermediate 1 Biology is intended to broaden the experience of science for those candidates not intending to pursue a career in science and it will also allow candidates who do wish to progress in a biology-related occupation to make informed choices. The Course also develops an understanding of the importance of biological issues facing the individual and society. Development of Knowledge and Understanding, Problem Solving and Practical Abilities form the basis of the Course.

### Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of one hour 30 minutes' duration for 75 marks. The examination paper will consist of two sections:

#### Section A

This section will contain 25 multiple-choice questions (of these 9–11 will test Problem Solving and Practical Abilities. The remainder will test Knowledge and Understanding). Section A will have an allocation of 25 marks. Candidates will be expected to answer all the questions.

#### Section B

This section will contain structured questions with an allocation of 50 marks (of these 25–30 marks will test Problem Solving and Practical Abilities. The remainder will test Knowledge and Understanding). Candidates will be expected to answer all the questions.

View the arrangements [Biology](#)

## Biology Intermediate 2 (C007 11)

## Course outline

This Course comprises three mandatory Units, as follows:

D026 11	Living Cells (Int 2)	1 credit (40 hours)
D027 11	Environmental Biology and Genetics (Int 2)	1 credit (40 hours)
D028 11	Animal Physiology (Int 2)	1 credit (40 hours)

The Course provides a broad-based, integrated study of a range of biological topics, allowing progression to the study of Higher Biology or Higher Human Biology, as well as other areas of study or employment. The development of Knowledge and Understanding, Problem Solving and Practical Abilities forms the basis of the Intermediate 2 Course.

## Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours' duration with a total of 100 marks. The examination paper will consist of three sections:

### Section A

This section will contain 25 multiple-choice questions (of these 9–11 will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding). Section A will have an allocation of 25 marks. Candidates will be expected to answer all the questions.

### Section B

This section will contain structured questions with an allocation of 65 marks. Between 15 and 20 marks will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

### Section C

This section will consist of four extended-response questions to test candidates' ability to select, organise and present relevant knowledge. Candidates will be expected to answer two of the four questions. Section C will have an allocation of 10 marks (5 marks to each extended response question).

View the arrangements [Biology](#)

## Biology Higher (C007 12)

## Course outline

This Course comprises three mandatory Units, as follows:

D029 12	Cell Biology (H)	1 credit (40 hours)
D030 12	Genetics and Adaptation (H)	1 credit (40 hours)
D030 12	Control and Regulation (H)	1 credit (40 hours)

The Course provides a broad-based, integrated study of a wide range of biological topics, which build on the concepts developed in the Standard Grade Biology and Intermediate 2 Biology Courses. The Course content represents major concepts that make biology an important and fundamental area of investigative science and provides a general basis for further study or employment in areas related to biology. The development of knowledge and understanding, problem solving and practical abilities forms the basis of the Higher Course.

## Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours 30 minutes' duration with a total of 130 marks. The examination paper will consist of three sections:

### **Section A**

This section will contain 30 multiple-choice questions. Of these, between 9 and 11 questions will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

### **Section B**

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

### **Section C**

This section will consist of four extended-response questions to test the candidates' ability to select, organise and present relevant knowledge. Section C will have an allocation of 20 marks and will include:

- Two structured extended-response questions for 10 marks. Candidates will be expected to answer one of these questions. Marking schemes for these questions will be similar to current practice for essay questions.
- Two open extended-response questions for 10 marks (1 mark for relevance, 1 mark for coherence and 8 marks for Knowledge and Understanding). Candidates will be expected to answer one of these questions.

View the arrangements [Biology](#)

## **Biology Advanced Higher (C007 13)**

## **Course outline**

This Course comprises three mandatory Units and one optional Unit, as follows:

### **Mandatory Units**

D032 13	Cell and Molecular Biology (AH)	1 credit (40 hours)
D033 13	Environmental Biology (AH)	1 credit (40 hours)
D034 13	Biology Investigation (AH)	0.5 credit (20 hours)

### **Optional Units**

One selected from:

D035 13	Biotechnology (AH)	0.5 credit (20 hours)
D036 13	Animal Behaviour (AH)	0.5 credit (20 hours)
D037 13	Physiology, Health and Exercise (AH)	0.5 credit (20 hours)

The Course provides a broad-based, integrated study of a wide range of biological topics, which build on the concepts developed in both Higher Biology and Higher Human Biology. The content of the two 40 hour mandatory Units reflects the importance of cell and molecular biology and environmental biology as fundamental areas of science, which form the basis for study in applied fields of biology. The optional Units provide the opportunity to select an area of study, which could be of economic importance or of intrinsic interest and relevance to the candidate. The investigation is designed to capitalise on the skills that have been developed by the candidate in problem solving and practical abilities to produce an extended piece of scientific work.

## **Course assessment**

To gain the award of the Course, the candidate must pass the internal assessment associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are an examination of two hours 30 minutes' duration and an investigation report.

## **Examination**

The examination will contribute 80% of the total marks. The examination paper will carry 100 marks in total and will consist of three sections:

### **Section A**

This section will contain 25 multiple-choice questions based on the two 40 hour mandatory Units. Of these 8–10 will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Section A will have an allocation of 25 marks. Candidates will be expected to answer all questions.

### **Section B**

This section will contain structured questions, data handling questions and extended response questions based on the two 40 hour mandatory Units with an allocation of 55 marks. Between 13–16 marks will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

### **Section C**

This section will contain a choice of structured questions, extended response questions and data handling questions based on each of the optional Units with an allocation of 20 marks. Candidates will be expected to answer questions on one of the optional Units. For each Unit there will be between 4–6 marks which will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding.

## **Investigation Report**

The final investigation report will be worth 20% of the total marks. The investigation report will be based on the work carried out in the component Unit Biology Investigation (AH).

A total of 25 marks will be allocated to the investigation report which should be around 2,000–2,500 words in length excluding contents pages, indexes, tables, graphs, etc.

The Investigation Report will be externally assessed using the following assessment categories:

- (a) Introduction (4 marks)
- (b) Procedures (6 marks)
- (c) Results (5 marks)
- (d) Discussion (7 marks)
- (e) Presentation (3 marks)

It is expected that approximately 10 hours of the 'additional 40 hours' will be required for the candidate to complete the report for the Course award.

The Investigation Report should be submitted to SQA (for submission dates see NQ key dates contained on [SQA Connect](#)).

The grade awarded for the Course will depend on the marks obtained by the candidate (out of 125) for the examination and the investigation report. The certificate will record an award for overall attainment.

View the arrangements [Biology](#)

## **Biology (Revised) Higher (C274 12)**

### **Course outline**

This Course comprises three mandatory Units, as follows:

FH2G 12	DNA and the Genome (H)	1 credit (40 hours)
FH2H 12	Metabolism and Survival (H)	1 credit (40 hours)
FH2J 12	Sustainability and Interdependence (H)	1 credit (40 hours)

The revised Higher Biology Course is a broad and up to date selection of concepts and ideas relevant to the central position of life science within our society. It covers all of the major themes of biology (cells, evolution, genetics, homeostasis, energy and ecosystems) and builds on previous learning.

The content of the Course develops Knowledge and Understanding, skills of scientific experimentation, investigation and enquiry and skills for learning, life and work.

### **Course Assessment**

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours 30 minutes' duration with a total of 130 marks. The examination paper will consist of three sections:

#### **Section A**

This section will contain 30 multiple-choice questions. Between 9 and 11 of these will test science skills and skills for learning, life and work, the remainder will test Knowledge and Understanding. Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

### **Section B**

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test science skills and skills for learning, life and work, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

### **Section C**

This section will consist of four extended response questions to test the candidates' ability to select, organise and present relevant knowledge. Section C will have an allocation of 20 marks and will include:

- two structured extended-response questions each with an allocation of 10 marks. Candidates will be expected to answer one of these questions.
- two open extended-response questions for 10 marks (1 mark for relevance, 1 mark for coherence and 8 marks for Knowledge and Understanding). Candidates will be expected to answer one of these questions

[View the arrangements Biology](#)

## **Biology (Revised) Advanced Higher (C274 13)**

### **Course outline**

This Course comprises three mandatory Units and one optional Unit, as follows:

#### **Mandatory Units**

H0AK 13	Cells and Proteins (AH)	1 credit (40 hours)
H0AL 13	Organisms and Evolution (AH)	1 credit (40 hours)
H0AM 13	Investigative Biology (AH)	1 credit (40 hours)

The Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of biology of whole organisms. The Course builds on concepts developed in both Higher Biology (Revised) and Higher Human Biology (Revised). In addition, the course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

### **Course assessment**

To gain the award of the Course, the candidate must pass the internal assessment associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are an examination of two hours 30 minutes' duration and an investigation report.



## **Examination**

The examination will contribute approximately 80% of the total marks. The examination paper will carry 90 marks in total and will consist of two sections:

### **Section A**

This section will contain 25 multiple-choice questions based on the three mandatory Units. Of these 7–9 will test science skills and skills for learning, life and work, the remainder will test Knowledge and Understanding. Section A will have an allocation of 25 marks. Candidates will be expected to answer all questions.

### **Section B**

This section will contain structured questions, (including data handling questions and extended response questions and experimental design questions) with an allocation of 65 marks. Between 16–19 marks will test science skills and skills for learning, life and work, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

## **Investigation Report**

The final investigation report will be worth approximately 20% of the total marks. The investigation report will be based on the work carried out in the component Unit Investigative Biology (AH).

A total of 25 marks will be allocated to the investigation report which should be around 2,000–2,500 words in length excluding title page, contents pages, tables, graphs, diagrams, calculations, references, acknowledgements and any appendices.

The Investigation Report will be externally assessed using the following assessment categories:

- (a) Introduction (4 marks)
- (b) Procedures (8 marks)
- (c) Results (4 marks)
- (d) Discussion (6 marks)
- (e) Presentation (3 marks)

It is expected that approximately 10 hours of the 'additional 40 hours' will be required for the candidate to complete the report for the Course award.

The Investigation Report should be submitted to SQA (for submission dates, see SQA Coordinators Guide on [SQA Connect](#)).

The grade awarded for the Course will depend on the marks obtained by the candidate (out of 115) for the examination and the investigation report. The certificate will record an award for overall attainment.

View the arrangements Biology

## **Human Biology Higher (C009 12)**

## **Course outline**

This Course comprises three mandatory Units, as follows:

D043 12	Cell Function and Inheritance (H)	1 credit (40 hours)
D044 12	The Continuation of Life (H)	1 credit (40 hours)
D045 12	Behaviour, Populations and the Environment (H)	1 credit (40 hours)

The Course provides a broad-based, integrated study of a range of biological topics, which build on the concepts developed in the Standard Grade Biology and Intermediate 2 Biology Courses. The Course content considers those aspects of biological science which have more immediate relevance for the biology of the human species and the influence of humankind on the biological world. The development of Knowledge and Understanding, Problem Solving and Practical Abilities forms the basis of the Higher Course.

### **Course assessment**

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours 30 minutes' duration with a total of 130 marks. The examination paper will consist of three sections:

#### **Section A**

This section will contain 30 multiple-choice questions. Between 9 and 11 of these will test Problem Solving and Practical Abilities, the remainder will test Knowledge and Understanding. Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

#### **Section B**

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test Problem Solving and Practical Abilities, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

#### **Section C**

This section will consist of four extended-response questions to test the candidate's ability to select, organise and present relevant knowledge. Section C will have an allocation of 20 marks and will include:

- Two structured extended-response questions each with an allocation of 10 marks. Candidates will be expected to answer one of these questions. Marking schemes for these questions will be similar to current practice for essay questions.
- Two open extended-response questions for 10 marks (1 mark for relevance, 1 mark for coherence and 8 marks for Knowledge and Understanding). Candidates will be expected to answer one of these questions.

View the arrangements [Human Biology](#)

### **Human Biology (Revised) Higher (C275 12)**

## **Course outline**

This Course comprises four mandatory Units, as follows:

FH2K 12	Human Cells (H)	1 credit (40 hours)
FH2L 12	Physiology and Health (H)	1 credit (40 hours)
FH2M 12	Neurobiology and Communication (H)	1/2 credit (20 hours)
FH2N 12	Immunology and Public Health (H)	1/2 credit (20 hours)

The revised Higher Human Biology Course provides a broad based integrated study of a selected range of biological topics which build on previous study. The Course content is set in contexts that are of particular significance and relevance to the human species.

The content of the Course develops Knowledge and Understanding, skills of scientific experimentation, investigation and enquiry and skills for learning, life and work.

### **Course Assessment**

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours 30 minutes' duration with a total of 130 marks. The examination paper will consist of three sections:

#### **Section A**

This section will contain 30 multiple-choice questions. Between 9 and 11 of these will test science skills and skills for learning, life and work, the remainder will test Knowledge and Understanding. Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

#### **Section B**

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test science skills and skills for learning, life and work, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

#### **Section C**

This section will consist of four extended-response questions to test the candidates' ability to select, organise and present relevant knowledge. Section C will have an allocation of 20 marks and will include:

- two structured extended-response questions each with an allocation of 10 marks. Candidates will be expected to answer one of these questions.
  - two open extended-response questions for 10 marks (1 mark for relevance, 1 mark for coherence and 8 marks for Knowledge and Understanding). Candidates will be expected to answer one of these questions.
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# Biotechnology

Courses leading to National Qualifications in Biotechnology are offered at Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Biotechnology is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Biotechnology Intermediate 2 (C008 11)

### Course outline

This Course comprises three mandatory Units, as follows:

DF5F 11	The Biology of Micro-organisms (Int 2)	1 credit (40 hours)
D039 11	Working with Micro-organisms (Int 2)	1 credit (40 hours)
DF5G 11	Biotechnology Processes (Int 2)	1 credit (40 hours)

The Course provides an integrated study of the biology, practical skills and production methods relevant to biotechnology. In particular, the Course develops an understanding of the way microbiology is applied in industrial and commercial settings. Although the Course has been designed as free-standing it will be particularly appropriate in a programme of study which includes the study of biology or other sciences.

### Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours' duration with a total of 100 marks. The examination paper will consist of three sections:

#### Section A

This section will contain 25 multiple-choice questions. Of these, between 9 and 11 will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Section A will have an allocation of 25 marks. Candidates will be expected to answer all the questions.

#### Section B

This section will contain structured questions with an allocation of 65 marks. Between 15 and 20 marks will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

## Section C

This section will consist of four extended-response questions to test the candidates' ability to select, organise and present relevant knowledge. Candidates will be expected to answer two of the four questions. Section C will have an allocation of 10 marks (5 to each extended response question).

View the arrangements [Biotechnology](#)

## Biotechnology Higher (C008 12)

### Course outline

This Course comprises three mandatory Units, as follows:

DF5H 12	Microbiology (H)	1 credit (40 hours)
D042 12	Microbiological Techniques (H)	1 credit (40 hours)
DF5J 12	Biotechnology (H)	1 credit (40 hours)

The Course provides an integrated study of the biology, practical skills and production methods relevant to biotechnology. In particular, the Course develops an understanding of the way microbiology is applied in industrial and commercial settings. Although the Course is designed to be free-standing it will be particularly appropriate in a programme of study which includes biology or other sciences.

### Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination of two hours 30 minutes' duration with a total of 130 marks. The examination paper will consist of three sections:

#### Section A

This section will contain 30 multiple-choice questions. Of these, between 9 and 11 will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Section A will have an allocation of 30 marks. Candidates will be expected to answer all the questions.

#### Section B

This section will contain structured questions and data handling questions with an allocation of 80 marks. Between 25 and 30 marks will test Problem Solving and/or Practical Abilities, the remainder will test Knowledge and Understanding. Candidates will be expected to answer all the questions.

#### Section C

This section will consist of four extended-response questions to test the candidates' ability to select, organise and present relevant knowledge. Candidates will be expected to answer two of the four questions. Section C will have an allocation of 20 marks and will include:

- Two structured extended-response questions each with an allocation of ten marks. Candidates will be expected to answer one of these questions. Marking schemes for these questions will be similar to current practice for essay questions.
- Two open extended-response questions for ten marks (1 mark for relevance, 1 mark for coherence and 8 marks for Knowledge and Understanding). Candidates will be expected to answer one of these questions.

View the arrangements [Biotechnology](#)

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# Building Construction

A Course leading to a National Qualification in Building Construction is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document and Course Assessment Specification.

This Course is suitable for candidates who aim for a career in the construction industry as technicians, technologists and other construction professionals. The Course will appeal to candidates who desire a practical or creative career. It should attract those who enjoy working as part of a team and who seek variety in their work.

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## Building Construction Higher (C227 12)

### Course outline

The Course gives an introduction to domestic construction technology. Candidates will gain knowledge of construction materials and how they are put together to form the different elements of a building. Candidates will learn the importance of planning the layout and workings of a building site. They will develop an understanding of the order and sequencing of building operations as well as the benefits of complying with recognised construction industry practice and relevant legislation.

Candidates will gain skills required to understand, interpret and produce construction drawings and sketches. Practical drawing and sketching skills will be developed. Candidates will learn how to interpret technical data from manufacturers' literature and statutory building standards.

This Course comprises three mandatory Units, as follows:

DV3N 12	Building Construction: Site Establishment and Substructure	1 credit 40 hours
DV3R 12	Building Construction: Superstructure	1 credit 40 hours
DV3T 12	Building Construction: Components and Finishes	1 credit 40 hours

### Course assessment

To gain the Course award, the candidate must achieve the component Units of the Course, as well as the external assessment

The external assessment comprises two equally-weighted components:

- Question Paper 100 marks
- Project 100 marks

## Question Paper

The Question Paper is of two hours duration, set and externally marked by SQA. The Paper is composed of two sections.

**Section A** is worth 40 marks and consists of a number of short answer and/or restricted response questions examining the candidate's knowledge and understanding of construction principles, processes and materials across the Course.

**Section B** is worth 60 marks and consists of 3-6 structured and/or extended response questions examining the candidate's knowledge and understanding of building construction and technological processes across the Course. Candidates will be required to answer two questions from this section.

## Project

The purpose of the Project is to assess the candidate's ability to apply skills, knowledge and understanding to develop a construction technology solution for a given brief. It will draw on knowledge and skills developed across the three Units. The Project task will be devised by the centre, based on SQA Assessment Guidance. The Project will be conducted internally under controlled conditions and externally marked by SQA. Completed projects must be submitted to SQA (for submission dates, see NQ key dates contained on the Operational Help Centre at [www.sqa.org.uk/sqa/15094.html](http://www.sqa.org.uk/sqa/15094.html)).

View the arrangements [Building Construction](#)

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# Business Management

Courses in Business Management are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher. National Courses at Access 2 Business and Access 3 Business (both of which are common to Business Management and Administration) are also available. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Business and Courses and Units in Business Management is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Business (Business Management) Access 2 (C083 08)

Study of this Course will provide candidates with practical 'hands-on' experience of an office, retail or business environment, which incorporates a wide range of skills at an introductory level. Candidates will have real and practical experience of keyboarding, administration, retailing and business, including routine functions such as photocopying, answering the telephone, taking a message. Candidates will also have an opportunity to develop skills in planning and self-evaluation.

## Course outline

This Course comprises three mandatory Units, as follows:

D516 08	Office Skills and Keyboarding: An Introduction (Acc 2)	1 credit (40 hours)
D517 08	Retail Skills: An Introduction (Acc 2)	1 credit (40 hours)
D518 08	Working in a Business Enterprise: An Introduction (Acc 2)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

Each of the Units is designed to give the candidate practical skills that would be suitable in an office, retail or business environment.

Office Skills and Keyboarding: An Introduction (Acc 2) aims to develop candidates' appreciation of working in an office environment. Candidates should have the opportunity to develop communication skills, personal and interpersonal skills and to form working relationships with other candidates.

Retail Skills: An Introduction (Acc 2) aims to develop candidates' appreciation of working in a retail environment. Candidates will have the opportunity to set targets and evaluate their experience.

Working in a Business Enterprise: An Introduction (Acc 2) is designed to develop basic knowledge and skills in business enterprise. It is intended to be a practical 'hands-on' Unit, which may be integrated with the two previous Units, as well as many others.

## Course assessment

There is no external assessment for Business (Access 2). It is anticipated that on-going internal assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. Details of the internal assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and teaching activities across the Units.

A number of assessment instruments can be used across the component Units and these offer opportunities for a more integrated and holistic approach. Whenever possible, evidence for assessment is gathered as part of the integrated coursework.

## Further information

View the arrangements [Business](#)

## Business (Business Management) Access 3 (C083 09)

This Course is designed to equip students with practical 'hands-on' experience of an office or business environment which incorporates a wide range of skills. The provision offers opportunities for individuals to develop the crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment.

## Course outline

This Course comprises two mandatory Units and one optional Unit, as follows:

### Mandatory Units

D519 09	Using a Keyboard (Acc 3)	1 credit (40 hours)
D520 09	Using a Computer in Business (Acc 3)	1 credit (40 hours)

### Optional Units

One selected from:

D521 09	Office Practice: An Activity Approach (Acc 3)	1 credit (40 hours)
D522 09	Working in a Business Enterprise (Acc 3)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

Using a Keyboard (Access 3) is designed to introduce students to the alphanumeric keyboard and to provide them with basic keyboarding skills.

Using a Computer in Business (Access 3) is designed to give students the basic skills required to operate a computer for business use.

Office Practice: An Activity Approach (Access 3) is designed to give students real and practical experience in a simulated working environment.

Working in a Business Enterprise (Access 3) is designed to enable students to contribute to the process of starting up and running a business enterprise.

### **Course assessment**

There is no external assessment for Business (Access 3). It is anticipated that on-going internal assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted where appropriate.

Details of the internal assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and teaching activities across the Units.

### **Further information**

View the arrangements [Business](#)

## **Business Management Intermediate 1 (C234 10)**

The study of Business Management at Intermediate 1 aims to develop an awareness of the key elements of business with which managers have to deal. It does this in the context of the business as a whole and draws on material from a number of other disciplines. It will enable candidates to acquire knowledge and understanding of the role and operation of business, to develop and apply some problem solving skills, and to communicate by means of written or spoken language.

### **Course outline**

This Course comprises three mandatory Units as follows:

DV4G 10	Business Enterprise (Int 1)	1 credit (40 hours)
DV4H 10	Business Decision Areas (Int 1)	1 credit (40 hours)
DV4J 10	Business Information and ICT (Int 1)	1 credit (40 hours)

### **Course assessment**

The Course assessment is a Question Paper lasting 1 hour and 15 minutes. Total marks available for the paper are 50 marks.

- The paper examines knowledge and understanding covering the Course content and also assesses the ability of candidates to identify, describe and give reasons for business decisions and business problems.
- The paper will consist of two sections.
- Each section will contain questions on the interpretation of a case study of a business.
- Each section is worth 25 marks.
- The case studies in each section will cover contrasting areas of business activity.
- Questions in both sections may focus on particular areas of the Course content but there will also be questions which provide an opportunity to integrate topics across all areas of the Course Content. These integrative questions may cover topics from any area of the three Units which comprise the Course.

**Sections One and Two - total marks available 50**

Both sections of the paper will assess knowledge and understanding and the ability to identify, describe and give reasons for business decisions and business problems.

Each will consist of a case study of a business organisation with a number of short answer interpretation questions totalling 25 marks. Candidates will be expected to attempt all questions.

Each case study will be about 300 words long and will describe a situation facing an organisation or organisations. It will probably be based on a magazine or newspaper article, although it could be hypothetical.

Candidates may be asked to:

- define terms used in the case study
- describe aspects of the situations in the case study
- identify problem areas
- identify constraints
- describe possible courses of action in response to problem areas.

View the arrangements [Business Management](#)

## **Business Management Intermediate 2 (C234 11)**

### **Course outline**

The study of Business Management (Intermediate 2) aims to develop an awareness of the key elements of management within the context of the business as a whole and draws on material from a number of other disciplines. It will enable candidates to acquire knowledge and understanding which will allow them to explain the role and operation of business, to exercise problem solving skills, to apply these skills in a number of business situations, and to communicate by means of written or spoken language.

This Course comprises three mandatory Units, as follows:

DV4G 11	Business Enterprise (Int 2)	1 credit (40 hours)
DV4K 11	Business Decision Areas - Marketing and Operations	1 credit (40 hours)
DV4L 11	Business Decision Areas - Finance and Human Resource Management	1 credit (40 hours)

### **Course assessment**

The Course assessment is a Question Paper lasting 1 hour and 45 minutes. Total marks available for the paper are 75.

- The paper examines knowledge and understanding covering the Course content and also assesses the ability of candidates to identify, describe and give reasons for business decisions and business problems.
- The paper will consist of two sections.
- Section One will contain questions on the interpretation of a case study of a business while Section Two will consist of extended response questions, some of which will require candidates to identify, name or list a number of factors.

- Questions in both sections may focus on particular Course content but there will also be questions which provide an opportunity to integrate topics across all areas of the Course content. These integrative questions may cover topics from any area of the three Units which comprise the Course.

### **Section One - total marks available 25**

This section of the paper will assess knowledge and understanding and the ability to explain decisions and explore problems.

It will consist of a case study of a business organisation with a number of interpretation questions totalling 25 marks. Candidates will be expected to attempt all questions.

The case study will be about 500 words long and will describe a situation facing an organisation or organisations. It will probably be based on a magazine or newspaper article, although it could be hypothetical.

The questions will ask candidates to do one or more of the following:

- explain terms used in the case study
- explain aspects of the situations in the case study
- identify and explain problem areas
- identify and explain constraints
- explain possible responses to problem areas.

### **Section Two - total marks available 50**

This section of the paper will assess knowledge and understanding.

- It will consist of five questions drawn from any part of the Course content.
- Candidates should attempt any two questions.
- Each question will require extended answers and will be worth 25 marks.
- Questions may be divided into two or more parts.

View the arrangements [Business Management](#)

## **Business Management Higher (C234 12)**

The study of Higher Business Management places the key element of management in a study of the business as a whole and draws from a number of other disciplines. It will enable candidates to acquire knowledge and understanding of the role and operation of business, to develop analytical skills, to apply skills to business situations, and to communicate by means of written or spoken language.

## **Course outline**

DV4G 12	Business Enterprise (Higher)	1 credit (40 hours)
DV4K 12	Business Decision Areas: Marketing and Operations (Higher)	1 credit (40 hours)
DV4L 12	Business Decision Areas: Finance and Human Resource Management (Higher)	1 credit (40 hours)

## **Course assessment**

The Course assessment is a Question Paper lasting 2 hours and 30 minutes.

Total marks available for the paper are 100.

The paper examines knowledge and understanding covering the Course content and also assesses problem solving and decision making in a business context.

- The paper will consist of two sections.
- Section One will contain questions on the interpretation of a case study of a business while Section Two will be extended response questions.
- Questions in both sections may focus on particular areas of Course content but there will also be questions which provide an opportunity to integrate topics across all areas of the Course content. These integrative questions may cover topics from any area of the three Units which comprise the Course.

### **Section One - Total marks available 50**

This section of the paper will assess knowledge and understanding, problem solving and decision making.

It will consist of a case study of a business organisation with a number of interpretation questions totalling 50 marks. There will be a combination of short answer questions and questions requiring a more extended response. Candidates may be required to assume a management position and make decisions necessary to solve problems.

The case study will be about 750 words long and will explain a situation facing an organisation or organisations. It will be based on a real organisation. There will be a number of mandatory questions related to it and candidates may be required to assume a management position and make decisions necessary to solve problems.

### **Section Two - total marks available 50**

This section of the paper will assess knowledge and understanding.

- It will consist of five questions drawn from any part of the Course content.
- Candidates should attempt any two questions.
- Each question will require extended answers and will be worth 25 marks.
- Questions may be divided into two or more parts.

View the arrangements [Business Management](#)

## **Business Management Advanced Higher (C234 13)**

The study of Advanced Higher Business Management provides an opportunity to extend and enhance understanding developed at previous levels of study in this subject area, and retains the aim of placing the key elements of management within a study of business as a whole.

The emphasis is predominantly on using ideas to which candidates have already been exposed, particularly in terms of the decision making process within organisations. Overall, the Course will enable candidates to apply their knowledge and understanding of business and management to specific aspects of business operations and to recognise, at first hand, the importance of enterprising behaviour in the modern business environment.

Candidates will benefit from the theoretical underpinning, practical experience and vocational relevance of the study of business management at this level.

## Course outline

DV4M 13	Managing Organisations: The External Environment	1 credit (40 hours)
DV4N 13	Managing Organisations: The Internal Environment	1 credit (40 hours)
DV4P 13	Researching a Business	1 credit (40 hours)

### Course Assessment

The Course assessment has two components, a Question Paper and a Business Report. The Advanced Higher question paper lasts 2 hours and 45 minutes. The total marks for the paper are 100. The Business Report will be completed during the Course; the total marks for the Business Report are 50.

- The paper examines knowledge and understanding, problem solving, critical thinking and decision making.
- The paper requires candidates to apply their knowledge and understanding to the current situation of a particular business.
- The paper will consist of 2 sections.
- Section One will consist of extended response interpretation items, related to a case study of a business while Section Two will have extended response questions.
- The paper will have a total of 100 marks.
- Questions in both sections may focus on particular areas of Course content but there will also be questions which provide an opportunity to integrate topics across all areas of the Course content. These integrative questions may cover topics from two or more of the three Units which comprise the Course.

#### Section One - total marks available 50

This section of the paper will assess knowledge and understanding, problem solving, critical thinking and decision making.

It will consist of a case study of a business organisation with a number of extended response questions totalling 50 marks. Candidates will be expected to attempt all questions. The questions will require candidates to interpret the information in the case study and to explain, analyse and evaluate the situation faced by the company. The number of marks allocated to each question will vary depending on the nature of the response required. Candidates may be required to assume a management position and make decisions necessary to solve problems.

The case study will be about 1250 words long and will explain the current situation of a Scottish based organisation. It will be based on information from company annual reports but may also include information from newspapers or magazine articles and from the company website or other internet sources. The case study will be supplemented by a small number of 'exhibits' containing additional information such as extracts from company accounts, details of the internal and external environment faced by the company and quotes from leading managers in the company.

Candidates may be asked to:

- analyse the information given and identify the problems
- evaluate the significance of the context in which the case study is located
- examine critically the issues faced by managers and any constraints on them
- devise solutions and make recommendations for managerial action
- justify their recommendations.

#### Section Two - total marks available 50

This section of the paper will assess knowledge and understanding and critical thinking.

- It will consist of five questions drawn from any part of the Course content.
- Candidates should attempt any two questions.
- Each question will require extended answers and will be worth 25 marks.
- Questions may be divided into two or more parts.

In Section Two candidates are expected to make use of wider knowledge and understanding in their answers. The case study may provide a stimulus for questions and candidates may use examples from it in their responses. Section Two questions will widen the coverage of the assessment to reflect more fully the Course content. Candidates are expected to refer to examples of other organisations and to refer to business issues which are not covered directly in the case study.

## **Business Report**

This part of the Course assessment has 50 marks available. It will assess the ability of candidates to:

- apply their knowledge of business management in a critical way to an actual business situation
- gather and evaluate information
- draw valid conclusions and make realistic predictions from this information.

Candidates are required to assess the current situation of a business of their choice and to explain, analyse and evaluate the future strategy of the business. In particular, they will be expected to:

- explain what the business intends to do and how this strategy fits in with the objectives of the business and the current situation of the business
- analyse how the future strategy relates to current strengths, weaknesses, opportunities and threats
- analyse the resource requirements of the intended strategy
- analyse the implications of this for the current marketing, operational and human resources of the business
- evaluate the strengths and weaknesses of the information used by the business to decide on its future strategy
- assess the extent to which the future strategy meets the expectations of key stakeholders in the business
- make an overall evaluation of the extent to which the strategy is likely to be successful

Candidates will be required to produce a report on the above. It should be between 2,500 and 3,500 words in length excluding any appendices. The report will be externally marked. Centres will be informed by SQA of the date by which reports should be received.

View the arrangements [Business Management](#)

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# Care

Courses leading to National Qualifications in Care are offered at Intermediate 1, Intermediate 2 and Higher. Courses leading to National Qualifications in Care Issues for Society and Health and Safety in Care Settings are offered at Intermediate 2, and Courses leading to National Qualifications in Care Practice and Mental Health Care are offered at Higher. A *Skills for Work* Course in Health and Social Care is offered at Higher. There is also an Access 2 Course in Personal Care under its own heading. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Care is provided in the publication *Automatic Certification of Core Skills*, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

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## Care Intermediate 1 (C241 10)

### Course outline

The Course aims to provide candidates with basic knowledge, understanding, and skills needed in a care setting. They will learn about the basic care principles which are based on sociological thinking and the way people behave. This will help them understand the role of these factors in fashioning care priorities and practice. They will gain an understanding of the principles of the National Care Standards.

Candidates will look at needs and how needs change with age. They will start to realise the effect discrimination has on those in need of care. They will focus further on care by investigating the way life events can influence human behaviour.

The Health and Safety for Care (Intermediate 1) Unit focuses on the responsibilities of workers and employers to provide a safe environment for the vulnerable people in care and their visitors, as well as the care workers themselves. Candidates will learn basic first aid procedures and be able to demonstrate resuscitation on a manikin.

This Course comprises three mandatory Units, as follows:

F17T 10	Sociology and Psychology in Care (Int 1)	1 credit (40 hours)
F17V 10	Health and Safety for Care (Int 1)	1 credit (40 hours)
F17W 10	Values and Principles in Care (Int 1)	1 credit (40 hours)

### Course assessment

In addition to the internal assessments in each Unit, candidates must successfully complete the external assessment instrument, in this case a question paper of one hour 30 minutes duration. It is externally set and marked and has a total mark allocation of 60 marks. The paper will be divided into three sections:

- Section A: Sociology and Psychology in Care
- Section B: Health and Safety for Care
- Section C: Values and Principles in Care

In Sections A, B and C most questions will require restricted responses and be allocated between 2 and 10 marks. Each of these sections is allocated 20 marks. There is no formal integration across the Units but there will be some crossover of learning and this will help the candidate understand and express themselves more holistically in regards to care ideas.

## **Care Intermediate 2 (C241 11)**

### **Course outline**

The Course aims to provide the knowledge, understanding and skills to enable a candidate to recognise the inter-relationship of sociology, and values and principles in fashioning care priorities and practice. This is entwined with the role of psychology in providing evidence of human behaviour and development that will have an effect on how the person in need of care reacts to physical or mental changes in their life. The application of theories in dealing with these service users enables us to account for specific behaviour. The Course also examines the National Care Standards and the principles which underpin professional care practice as care workers try to meet the care needs of individuals.

This Course comprises three mandatory Units, as follows:

F17X 11	Psychology for Care (Int 2)	1 credit (40 hours)
F17Y 11	Sociology for Care (Int 2)	1 credit (40 hours)
F17W 11	Values and Principles in Care (Int 2)	1 credit (40 hours)

### **Course assessment**

In order to gain the award of the Course, the candidate must pass the internal assessments associated with the component Units and the external assessment instrument. The Intermediate 2 Course assessment will be a Question Paper that will last for two hours and will have a total mark allocation of 80 marks. The paper will be divided into three sections:

- Section A: Psychology for Care
- Section B: Sociology for Care
- Section C: Values and Principles in Care

Most questions will be structured questions that require a short answer or restricted response answer with an allocation of 2 to 10 marks. An extended response question of up to 10 marks may be used in only one of the Sections.

Sections A and B are each allocated 25 marks and Section C 30 marks. In Section C marks will be allocated for the demonstration of the integration of knowledge from across the Course content. The candidate will be expected to demonstrate this in his or her own answers.

## Care Higher (C241 12)

### Course outline

The Course aims to provide the knowledge, understanding, and skills to enable a candidate to recognise the role of sociology in fashioning care priorities and practice. This is entwined with the role of psychology in providing evidence of human behaviour and development. This will have an effect on how the person in need of care responds to change in their life.

The application of theories to these clients enables us to account for specific behaviour. The Unit *Values and Principles in Care* (Higher) examines the care relationship as well as how legislation, values and principles underpin professional care practice and how we plan to meet the care needs of individuals.

This Course comprises three mandatory Units, as follows:

F17X 12	Psychology for Care (H)	1 credit (40 hours)
F17Y 12	Sociology for Care (H)	1 credit (40 hours)
F17W 12	Values and Principles in Care (H)	1 credit (40 hours)

### Course assessment

In order to gain the award of the Course, the candidate must pass all the internal assessments associated with the component Units **and** the external assessment instrument. The Course assessment consists of 2 Question Papers. Each Question Paper lasts 1 hour 20 minutes. There is a break of 20 minutes between each paper.

#### Paper 1

- Section 1 set on content of Psychology for Care
- Section 2 set on content of Sociology for Care
- The mark allocation for this paper is 50.

#### Paper 2:

- Section 3 set on content of Values and Principles in Care
- Section 4 set on the integrated content of at least **two** of the three Units in this Course
- The mark allocation for this paper is 50.

## Care Issues for Society: Child Care Intermediate 2 (C06F 11)

### Course outline

The Course offers candidates the opportunity to show application of the Units of the Course to the specific issues of childcare. It also enables candidates to explore information on family life, how it has changed and continues to do so, and how that impacts on family members. It allows the candidate to consider issues for parenting and to gain knowledge about child protection issues and legislation designed to protect children.

This Course comprises three mandatory Units:

F01C 11	Families in Modern Society (Int 2)	1 credit (40 hours)
DM86 11	Parenting (Int 2)	1 credit (40 hours)
DF6J 11	Child Protection: An Introduction (Int 2)	1 credit (40 hours)

### **Course assessment**

In order to gain the award of the Course, candidates must pass all the internal assessments associated with the component Units. In addition, candidates must meet the standards set out by the external assessment instrument. This takes the form of an individual project based on a given case study. To carry out the project, the candidate is required to investigate two types of family which relate to the case study and to consider how the family type has impacted on family relationships. Study of the family relationships requires noting signs of possible abuse or neglect in the case study scenario, exploring how this should be investigated and the support mechanisms available.

### **Care Issues for Society: Older People Intermediate 2 (C06H 11)**

The Course offers candidates the opportunity to understand specific issues of care support. Issues for individuals with mental health problems and issues for the older adult are explored in the context of the family, community, the local authority and the independent sector. It also enables candidates to consider care in the family, how it has changed and continues to do so, and how that impacts on family members. The proportion of the population over retirement age is greater than ever before, and is likely to increase, which means most families have at least three generations if not more. This means that the needs of older people and issues relating to their support are a relevant area for study.

This Course comprises three mandatory Units:

F01C 11	Families in Modern Society (Int 2)	1 credit (40 hours)
F1P5 11	Understanding the Needs of the Older Person (Int 2)	1 credit (40 hours)
F1P4 11	Mental Health Issues: An Introduction (Int 2)	1 credit (40 hours)

### **Course assessment**

In order to gain the award of the Course, candidates must pass all the internal assessments associated with the component Units. In addition, candidates must meet the standards set out by the external assessment instrument.

This takes the form of an individual project based on a given case study. To carry out the project, the candidate is required to investigate two types of family which relate to the case study and to consider how the family type has impacted on family relationships. The investigation of the family relationships requires noting mental health issues and exploring how these should be supported. The case study family will also include older people whose needs should be examined in the context of the overall family setting.

### **Care Practice Higher (C01F 12)**

### **Course outline**

The Care Practice (Higher) Course relates to caring for people in society, other than self or family, in an environment or agency whose codes of practice are dictated and guided by legislation, policy and professional ethics. This includes formalised personal care in the community or home. It is concerned with the holistic study of the client in context.

The Course will form an important part of the menu of provision, not only for those who have identified the field of care as their chosen career path, but also for any candidates who wish to extend their educational experience into a practical care subject.

The Course comprises two mandatory Units, as follows:

F1P0 12	Practical Skills for Carers (H)	2 credits (80 hours)
F1NY 12	Working as a Team in a Care Setting (H)	1 credit (40 hours)

### **Course assessment**

In order to gain the award of the Course, candidates must pass the internal assessments associated with the component Units. In addition, candidates must meet the standards set out by the external assessment instrument.

The Course assessment is a project centred on a practical activity with service users in which the candidate will investigate, plan, prepare and carry out the activity. The Course assessment integrates the knowledge and understanding gained in the individual Units.

## **Health and Safety in Care Settings Intermediate 2 (C01E 11)**

### **Course outline**

The Course provides an opportunity for candidates to apply knowledge gained while studying health and safety issues applicable to care settings. It requires the integration of knowledge and skills acquired in the Units and also allows candidates to develop and display Core Skills.

The Course forms an important part of the menu of educational provision, not only for those who have identified the field of care as their chosen career path, but also for any candidates studying at Intermediate 2 who wish to extend their educational experience.

The knowledge acquired in the areas of healthy eating, safety awareness and other issues related to preventing infection in care situations is transferable to other academic or career pathways, particularly those which involve working with people, either individually or as part of a team. This Course can therefore have a number of significant advantages for the candidate.

This Course comprises three mandatory Units, as follows:

F1P1 11	Healthy Eating in a Care Setting (Int 2)	1 credit (40 hours)
F1P2 11	Maintaining Safety in a Care Setting (Int 2)	1 credit (40 hours)
DM5P 11	Prevention of Infection (Int 2)	1 credit (40 hours)

### **Course assessment**

In order to gain the award of the Course, candidates will be required to pass the internal assessments associated with the component Units. In addition, candidates must meet the standards set out by the external assessment instrument.

The Course assessment will be a written or recorded project based on one scenario from a choice of three. Each scenario will be accompanied by a clear brief. Candidates will be expected to interpret the brief, gather information and select and manage appropriate materials and resources. They will also be expected to produce a product as outlined in the chosen brief. They will evaluate the product and the process as well as their own contribution to the overall project.

## **Mental Health Care Higher (C06G 12)**

### **Course outline**

This specialist Course at Higher is designed to develop candidates' knowledge and understanding of factors influencing mental health and particular types of mental illness and in promoting positive mental health and well being. It will provide progression opportunities for candidates from the National Courses in Care and *Care Issues for Society: Older People* at Intermediate 2. In addition, it will allow candidates to broaden their knowledge and understanding of a particular area of care work and help prepare them to move into working in the care field or onto further study at a more advanced level, eg HNCs in Health Care, Social Care.

The Course content will enable candidates to:

- develop knowledge and understanding of what is meant by mental health
- develop knowledge and understanding of the different types of mental illness.

This Course comprises one mandatory Unit and two optional Units:

### **Mandatory Unit**

DF6H 12	Understanding of Mental Health and Mental Illness (H)	2 credits (80 hours)
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### **Optional Units**

D10Y 12	Stress and Stress Management (H)	1 credit (40 hours)
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**or**

D11A12	Caring for People with Dementia (H)	1 credit (40 hours)
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### **Course assessment**

In order to gain the award of the Course, candidates must pass the internal assessments associated with the component Units. In addition, candidates must meet the standards set out by the external assessment instrument.

The Course assessment is a project centred on an extended case study in which the candidate will investigate and report on the case study scenario. The Course assessment integrates the knowledge and understanding gained in the individual Units.

View the Arrangements [Mental Health Care](#)

**National 1 test National 1 (code 101)**

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# Chemistry

Courses leading to National Qualifications in Chemistry are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Chemistry is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Chemistry Access 3 (C012 09)

### Course outline

This Course comprises three mandatory Units, as follows:

D063 09	Chemistry in Action (Acc 3)	1 credit (40 hours)
D064 09	Everyday Chemistry (Acc 3)	1 credit (40 hours)
D065 09	Chemistry and Life (Acc 3)	1 credit (40 hours)

The Units in the Access 3 Course are based on the three Units available at Intermediate 1, with Outcomes modified to meet the needs of the candidates who may be achieving at Access 3.

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

It is envisaged that appropriate groups of candidates can be taught at Intermediate 1 using the content and suggested activities provided in the Intermediate 1 Course Arrangements documents. Candidates can then be assessed to provide evidence of their actual level of achievement, ie to determine whether this is at Intermediate 1 or Access 3.

### Course assessment

There is no external assessment of the Access 3 Course; however, candidates must pass the internal assessments associated with the component Units within the Course.

View the arrangements [Chemistry](#)

## Chemistry Intermediate 1 (C012 10)



## Course outline

This Course comprises three mandatory Units, as follows:

D063 10	Chemistry in Action (Int 1)	1 credit (40 hours)
D064 10	Everyday Chemistry (Int 1)	1 credit (40 hours)
D065 10	Chemistry and Life (Int 1)	1 credit (40 hours)

The study of chemistry at Intermediate 1 provides candidates with the opportunity to develop knowledge and understanding of the physical and natural environments within an applications- and issues-based chemistry context. The Course also continues the development of the problem solving and Practical Abilities associated with scientific enquiry.

### Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination which will consist of one paper of one hour 30 minutes' duration with a total allocation of 60 marks.

The paper will be in two sections:

**Section A** - Multiple choice questions (20 marks)

**Section B** - Extended answer questions (40 marks)

In Section B approximately 4 marks will be allocated to questions which will draw on the candidates' experience of the prescribed practical activities. Of the 60 marks in the paper, between 34 and 37 marks will be allocated to the assessment of knowledge and understanding and between 23 and 26 marks will be allocated to the assessment of problem solving.

Candidates will be expected to answer all questions.

View the arrangements [Chemistry](#)

## Chemistry Intermediate 2 (C012 11)

### Course outline

This Course comprises three mandatory Units, as follows:

D066 11	Building Blocks (Int 2)	1 credit (40 hours)
D067 11	Carbon Compounds (Int 2)	1 credit (40 hours)
D068 11	Acids, Bases and Metals (Int 2)	1 credit (40 hours)

The study of chemistry at Intermediate 2 introduces candidates to a knowledge and understanding of the physical and natural environments at the atomic level and continues the development of the problem solving and practical abilities associated with scientific enquiry. A grounding for further study at Higher is provided for candidates with previous

achievement in knowledge and understanding and problem solving at Intermediate 1, or for those who wish to study chemistry for the first time.

## Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination which will consist of one paper of two hours' duration with a total allocation of 80 marks.

The paper will consist of two sections:

**Section A** - Multiple choice questions (30 marks)

**Section B** - Extended answer questions (50 marks)

In Section B approximately 5 marks will be allocated to questions which will draw on the candidates' experience of the prescribed practical activities. Of the 80 marks in the paper, between 46 and 50 marks will be allocated to the assessment of knowledge and understanding and between 30 and 34 marks will be allocated to the assessment of problem solving.

Candidates will be expected to answer all questions.

View the arrangements [Chemistry](#)

## Chemistry Higher (C012 12)

### Course outline

This Course comprises three mandatory Units as follows:

D069 12	Energy Matters (H)	1 credit (40 hours)
D070 12	The World of Carbon (H)	1 credit (40 hours)
D071 12	Chemical Reactions (H)	1 credit (40 hours)

The study of chemistry at Higher extends candidates' knowledge and understanding of the physical and natural environments and the development of the problem solving and practical abilities associated with scientific enquiry beyond Intermediate 2. A grounding for the future study of chemistry and chemistry-related subjects in higher education is provided for candidates who wish to pursue a career in a science-based area.

## Course assessment

To gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an examination which will consist of one paper of two hours 30 minutes' duration with a total allocation of 100 marks.

The paper will consist of two sections:

**Section A** - Multiple choice questions (40 marks)

**Section B** - Extended answer questions (60 marks)

In Section B approximately 6 marks will be allocated to questions that draw on the candidates' experience of the prescribed practical activities.

Of the 100 marks in the paper, between 57 and 62 marks will be allocated to the assessment of knowledge and understanding and between 38 and 43 marks will be allocated to the assessment of Problem Solving.

Up to 10 marks over the paper can be allocated to questions based on content which is common to Standard Grade and Intermediate 2, with assessment at a level appropriate to Higher.

Candidates will be expected to answer all questions.

View the arrangements [Chemistry](#)

## **Chemistry Advanced Higher (C012 13)**

### **Course outline**

This Course comprises four mandatory Units, as follows:

D072 13	Electronic Structure and the Periodic Table (AH)	0.5 credit (20 hours)
D073 13	Principles of Chemical reactions (AH)	1 credit (40 hours)
D074 13	Organic Chemistry (AH)	1 credit (40 hours)
D075 13	Chemical Investigation (AH)	0.5 credit (20 hours)

The study of chemistry at Advanced Higher level develops candidates' knowledge and understanding of the physical and natural environments. The Course builds on Higher Chemistry, developing further the underlying theories of chemistry and the practical skills used in the chemical laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

### **Course assessment**

To gain the award of the Course the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are an examination of two hours 30 minutes' duration with a total allocation of 100 marks, and an Investigation report with an allocation of 25 marks.

### **Examination**

The examination will contribute 80% of the total marks.

The paper will be divided into the following sections:

- Section A Multiple choice questions - 40 marks
- Section B Extended answer questions - 60 marks

In Section B approximately 6 marks will be allocated to questions which draw on the candidates' experience of the prescribed practical activities.

Of the 100 marks in the written paper, between 50 and 55 marks will be allocated to the assessment of knowledge and understanding and between 45 and 50 marks will be allocated to the assessment of problem solving.

Up to 10 marks over the paper can be allocated to questions based on the content of Higher Chemistry, with assessment at a level appropriate to Advanced Higher.

Candidates will be expected to answer all questions.

### **Investigation Report**

The Investigation report will be based on the work carried out in the component Unit, Chemical Investigation (AH).

A total of 25 marks will be allocated to the Investigation report which should be around 2,000-2,500 words in length, excluding contents pages, indexes, tables, graphs, etc.

The Investigation report will be externally assessed using the following assessment categories:

- a. Introduction (4 marks)
- b. Procedures (6 marks)
- c. Results (5 marks)
- d. Discussion (7 marks)
- e. Presentation (3 marks)

It is expected that approximately 10 hours of the 'additional 40 hours' will be required for the candidate to complete the report for the Course award.

The Investigation report should be submitted to SQA (for submission dates, see NQ key dates contained in the Operational Help Centre).

### **Grade**

The grade awarded for the Course will depend on the total marks obtained by the candidate (out of 125) for the examination and the Investigation report. The certificate will record an award for overall attainment.

View the arrangements [Chemistry](#)

## **Chemistry (Revised) Higher (C273 12)**

The Revised Higher Chemistry Course has been designed to articulate with and provide progression from both the Standard Grade Physics and Intermediate 2 Physics Courses. The course also provides well-mapped concept and skill development pathways linking the underlying Curriculum for Excellence levels to Advanced Higher. In addition to providing a grounding for the future study of chemistry and chemistry-related subjects in Higher Education, the course also serves to equip all candidates with an understanding of the impact of Chemistry on everyday life, with the knowledge and skills to be able to reflect critically on scientific and media reports and to make their own reasoned decisions on many issues within a modern society increasingly dependent on science and technology. The Course content has been selected to allow candidates to study key chemical concepts within situations of personal relevance using up-to-date contexts.

The development of skills is a central feature of the course. Skills of scientific investigation, communication skills, literacy and numeracy are all specifically developed and assessed within the course. There also exist many opportunities to develop the skills associated with working with others. The Units offer a wealth of opportunities for collaborative and independent learning set within familiar and unfamiliar contexts. Investigative practical work is central to all scientific endeavours and this is reflected in an abundance of opportunities for high quality experimental work.

The course offers opportunities for collaborative and co-operative practical work and a collaborative approach is also suggested for when candidates investigate a topical issue in chemistry as part of the Researching Chemistry Unit.

The course allows candidates to acquire a good understanding of the central concepts of chemistry within contexts that allow candidates to gain a scientific insight into the food they eat, the products they buy and of the environmental and economic impact of their manufacture or production. In this way the Higher Chemistry course equips candidates with the knowledge and understanding to make well-informed personal decisions and to maintain a healthy lifestyle.

As a result of following a Higher Chemistry course, learners should acquire:

- knowledge and understanding of chemical facts, theories and symbols
- the ability to solve chemical problems
- the ability to think creatively and independently
- apply critical thinking within new or unfamiliar contexts
- the ability to make reasoned evaluations based on the evidence available
- the skills required to communicate facts, ideas and theories clearly with others
- positive attitudes, by helping candidates to be open-minded and willing to recognise alternative points of view, and to be interested in science and aware that they can take decisions which affect the well-being of themselves and others, and the quality of their environment.
- the ability to critically assess scientific claims made in the media
- an understanding of the need to assess the risk associated with practical activities.

The study of Higher Chemistry should also foster an interest in current developments in, and applications of Chemistry, the willingness to make critical and evaluative comment, and the acceptance that Chemistry is a changing subject.

FE4H 12	Periodicity, Polarity and Properties (H)	0.5 credit (20 hours)
FE4F 12	Consumer Chemistry (H)	1 credit (40 hours)
FE4D 12	Principles to Production (H)	1 credit (40 hours)
FE4J 12	Researching Chemistry (H)	0.5 credit (20 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

## Course Assessment

To gain the award of the Course, the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The instrument of assessment will be an externally set question paper of 2 hours 30 minutes duration with a total allocation of 100 marks. The question paper will sample the content and skills developed in all component Units.

The paper will consist of two sections.

## **Section A**

Section A will be made up of 30 multiple-choice questions and is worth 30 marks.

## **Section B**

Section B will be made up of questions requiring:

- a short answer (a few words);
- a response in the form of a numerical calculation;
- a restricted or open-ended response (a few sentences or paragraphs).

Candidates will be expected to answer all of the questions.

Candidates will be expected to demonstrate that they have retained and can apply knowledge, and understanding in familiar and unfamiliar contexts. They will also be expected to demonstrate skills of scientific experimentation and investigation. Questions assessing both knowledge and understanding and skills may be set in a problem solving context.

## **Chemistry (Revised) Advanced Higher (C273 13)**

The study of chemistry at Advanced Higher level develops the candidate's knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Revised Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemical laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations. The Course provides a sound basis for direct entry into chemistry-related employment.

The Course is also particularly suitable for candidates who wish to progress to degree courses either in chemistry or in subjects of which chemistry is a major component such as medicine, dentistry, chemical engineering, and the environmental and health sciences.

In addition to providing an excellent grounding for the future study of chemistry and chemistry-related subjects, the Course also equips all candidates with an understanding of the positive impact of Chemistry on everyday life.

It also serves to equip all candidates with the knowledge and skills to be able to reflect critically on scientific reports and media reports concerning chemistry and to make their own reasoned judgements on many issues within a modern society increasingly dependent on chemistry, science and technology.

Like Revised Higher Chemistry, the development of skills is central to this Course. Practical investigative skills are particularly important at this level. This is reflected in the opportunities to carry out high quality experimental work within all of the Course Units and particularly in the Researching Chemistry (AH) Unit which incorporates both practical techniques and skills of scientific investigation. Communication skills, literacy and numeracy are all further developed and assessed within the Course.

There are also many opportunities to develop the skills required in working with others. Collaborative and co-operative practical work is promoted throughout the 'Possible contexts and activities' contained within the Unit specification appendices and particularly within the

skills and techniques part of the Researching Chemistry (AH) Unit. By working with others in the laboratory, candidates can achieve self-awareness and develop an enhanced sense of self-worth and respect for others.

The Course should also equip candidates with the knowledge and understanding to make well-informed personal decisions.

As a result of following an Advanced Higher Chemistry Course, candidates should acquire and develop:

- knowledge and understanding of chemical facts, theories and symbols.
- the ability to solve chemical problems.
- the ability to think creatively and independently.
- the ability to carry out chemical techniques and a chemical investigation.
- an awareness of the relationship between experimental evidence and chemical theory.
- apply critical thinking within new or unfamiliar contexts.
- the ability to make reasoned evaluations based on the evidence available.
- the skills required to communicate facts, ideas and theories clearly with others.
- positive attitudes, by helping candidates to be open-minded and willing to recognise alternative points of view, and to be interested in science and aware that they can take decisions which affect the well-being of themselves and others, and the quality of their environment.
- the ability to critically assess scientific claims made in the media.
- the ability to assess the risk associated with practical activities.
- the skills of independent study and research.

During the Course candidates will be expected to:

- select and present information.
- carry out calculations.
- plan, design, analyse and evaluate investigative practical work.
- draw conclusions and give explanations.
- make generalisations and predictions.
- communicate their findings and critical evaluations in an appropriate format.

The study of Advanced Higher Chemistry should also foster an interest in current developments in, and applications of Chemistry, the willingness to make critical and evaluative comment, and the acceptance that Chemistry is a changing subject. It should also raise awareness of the links between chemistry and the world of work and the importance of the chemical industry to the wealth of a nation.

## Course Outline

This Course has four mandatory Units as follows:

H1FJ 13	Inorganic Chemistry (AH)	0.5 credit (20 hours)
H1FR 13	Organic Chemistry (AH)	1 credit (40 hours)
H1FK 13	Physical Chemistry (AH)	0.5 credit (20 hours)
FE4J 13	Researching Chemistry (AH)	1.0 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

## Course Assessment

To gain the Course award the candidate must achieve all the component Units of the Course as well as pass the external Course assessment. External assessment will provide the basis for grading attainment in the Course award.

The instruments of assessment will be an externally set question paper of 2 hours 30 minutes duration and a completed Investigation report.

The question paper will sample the content and skills developed in all component Units.

The examination will consist of one paper of 2 hours 30 minutes with a total allocation of 100 marks.

The paper will consist of two sections.

### Section A

Section A will be made up of 30 multiple-choice questions and is worth 30 marks.

### Section B

Section B will be made up of questions requiring:

- A short answer (a few words)
- A response in the form of a numerical calculation
- A restricted or open-ended response (a few sentences or paragraphs)

Candidates will be expected to answer all of the questions.

The paper will assess a candidate's ability to demonstrate and apply knowledge and understanding in familiar and unfamiliar contexts. The paper will assess a candidate's ability to demonstrate and apply knowledge and understanding in familiar and unfamiliar contexts. Questions assessing both knowledge and understanding and skills may be set in a problem solving context.

The Investigation report will be based on the work carried out in the investigation part of the Researching Chemistry Unit. It is expected that approximately 10 hours of the 'additional 40 hours' will be required for the candidate to complete the report for the Course award.

A total of 25 marks will be allocated to the Investigation report. The Investigation report will be externally assessed using the following assessment categories and mark allocations:

- (a) Presentation (3 marks)
- (b) Underlying Chemistry (4 marks)
- (c) Procedures (6 marks)
- (d) Results (5 marks)
- (e) Conclusion and Evaluation (7 marks)

The grade awarded for the Course will depend on the marks obtained by the candidate (out of 125) for the question paper and the investigation report. The certificate will record an award for overall attainment.

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# Classical Greek

Courses leading to National Qualifications in Classical Greek are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Classical Greek is provided in the publication *Automatic Certification of Core Skills*, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

National Units in Classical Greek are also available.

In question papers for Classical Greek, accents will not be printed; the lunate sigma and the iota adscript will not be used.

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## Classical Greek Intermediate 1 (C015 10)

### Course outline

The principal areas of study are: Greek language and Greek literature. Understanding of the Greek world (not directly assessed) permeates the Course.

This Course comprises two mandatory Units, as follows:

D088 10	Classical Greek: Translation (Int 1)	2 credits (80 hours)
D089 10	Classical Greek: Interpretation (Int 1)	1 credit (40 hours)

The prescribed texts for 2010, 2011, 2012 and 2013 will be:

Thucydides, Book II, 3 - 5 (in Greek); 1 - 2, 47 - 52 (in English)

Homer, Odyssey IX\*, lines 307 - 400 (in Greek); lines 401 - 505 (in English)

\*A vocabulary for this text is available from SQA on request.

Copies of a booklet of plain text of the complete prescription are available from SQA to centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

### Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of examination question papers. There will be two papers, Interpretation and Translation, each of one hour's duration. Candidates will be required to attempt both papers. 30 marks will be allocated to each paper.

### **Interpretation**

Interpretation will be assessed by questions on the prescribed text requiring short answers (very brief: a few words) and restricted response (a few lines to a paragraph). Use of dictionaries will **not** be permitted.

### **Translation**

This paper will consist of a passage of unseen prose, normally narrative, of approximately 140-160 words. The passage will normally be sub-divided, with introduction and linking material in English.

Candidates will be expected to be familiar with the accidence and syntax in the prescribed lists. Use of dictionaries will **not** be permitted. A full alphabetical word-list specific to the passage will be provided. In addition, assistance will be given with words and phrases likely to cause difficulty.

View the arrangements [Classical Greek](#)

## **Classical Greek Intermediate 2 (C015 11)**

### **Course outline**

The development of the study of Greek language and Greek literature forms the basis of the Intermediate 2 Classical Greek Course. Understanding of the Greek world (not directly assessed) permeates the Course. The Course provides a suitable basis for those who wish to proceed to the Higher Classical Greek Course.

This Course comprises two mandatory Units, as follows:

D088 11	Classical Greek: Translation (Int 2)	2 credits 80 hours)
D089 11	Classical Greek: Interpretation (Int2)	1 credit (40 hours)

The prescribed texts for 2010, 2011, 2012 and 2013 will be:

Thucydides, Book II, 3 - 5 (in Greek); 1 - 2, 47 - 52 (in English)

Homer, Odyssey IX\*, lines 307 - 400 (in Greek); lines 401 - 505 (in English)

\* A vocabulary for this text is available from SQA on request.

Copies of a booklet of plain text of the complete prescription are available from SQA to centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of examination question papers. There will be two papers, Interpretation and Translation, each of one hour's duration. Candidates will be required to attempt both papers. 30 marks will be allocated to each paper.

### **Interpretation**

Interpretation will be assessed by questions on the prescribed text requiring short answers (very brief: a few words) and restricted response (a few lines to a paragraph). Use of dictionaries will **not** be permitted.

### **Translation**

This paper will consist of a passage of unseen prose, normally narrative, of approximately 140-160 words. The passage will normally be sub-divided, with introduction and linking material in English.

Candidates will be expected to be familiar with the accidence and syntax in the prescribed lists. Use of dictionaries will **not** be permitted. A full alphabetical word-list specific to the passage will be provided. In addition, assistance will be given with words and phrases likely to cause difficulty.

View the arrangements [Classical Greek](#)

## **Classical Greek Higher (C015 12)**

### **Course outline**

The Higher Classical Greek Course has been designed to articulate with and provide progression from the Intermediate 2 Classical Greek Course. The Course aims to provide an opportunity for reinforcing and extending candidates' study of Greek language and Greek literature.

Understanding of the Greek world (not directly assessed) permeates the Course. The Higher Classical Greek Course also provides those who wish to proceed beyond Higher Classical Greek with a basis for further study.

This Course comprises three mandatory Units, as follows:

D088 12	Classical Greek: Translation(H)	1 credit (40 hours)
D090 12	Classical Greek: Interpretation - Verse (H)	1 credit (40 hours)
D091 12	Classical Greek: Interpretation Prose(H)	1 credit (40 hours)

The prescribed texts for 2010, 2011, 2012 and 2013 will be:

**either** Thucydides, *Book II*, 3 - 6, 40, 53 - 54 in Greek;  
*Book II*, 1 - 2, 34 - 39, 47 - 52 in English (translated by Warner, Penguin)

**or** Plato, *Republic I*, 338c - 339d (line 3), 343d - 344c and *Republic II*, 357a - 358d in Greek;  
*Republic I*, 336b - 338b, 339d (line 4) - 343c, 344d - 345a, 351b - 352b, 352d, 353d - 354b and *Republic II*, 358e - 360d in English (translated by Lee, Penguin)

**and either**

Homer, *Odyssey IX*\*, lines 307 - 566 in Greek;  
the rest of *Odyssey IX* (lines 1 - 306) and lines 1 - 454 of *Odyssey X* in English (translated by E V Rieu, Penguin)

or Sophocles, *Oedipus Tyrannus*, lines 834 - 862, 924 - 1085, 1110 - 1185 in Greek;  
the rest of the play in English (translated by Watling, Penguin)

\*A vocabulary for this text is available from SQA on request.

Copies of a booklet of plain text of the complete prescription are available from SQA to centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of two examination question papers, as follows:

Interpretation (2 hours) worth 100 marks

Translation (45 minutes) worth 50 marks

### Interpretation

This paper will test skills of Interpretation by means of questions set on the prescribed prose literature. There will be two sets of questions, one set on each of the two prose prescriptions; candidates will be required to attempt **one** of the sets of questions.

Copies of the whole of the text (plain text only) of the portions of Greek and of English prescribed will be provided by SQA for use in the examination for the Interpretation paper, to be consulted by the candidate as directed by the specific questions. Use of dictionaries will **not** be permitted.

### Translation

Two passages of unseen Greek prose, normally narrative or dialogue, and each of approximately 130 words, will be set. One passage will be taken from the works of each of the two prose authors prescribed for Interpretation. Candidates will be required to translate one passage into English.

The passages will normally be sub-divided, with linking material in English. Candidates will be expected to be familiar with the prescribed lists of accidence and syntax. Use of dictionaries will **not** be permitted. A full alphabetical word-list will be provided in the examination. In addition, assistance will be given with words and phrases likely to cause difficulty.

View the arrangements [Classical Greek](#)

## Classical Greek Advanced Higher (C015 13)

## Course outline

The Advanced Higher Classical Greek Course offers progression from the Higher Classical Greek Course. The Course aims to provide an opportunity for reinforcing and extending the candidate's study of Greek language, Greek literature and the Greek world.

This Course comprises three mandatory Units, as follows:

D088 13	Classical Greek: Translation (AH)	1 credit (40 hours)
D089 13	Classical Greek: Interpretation (AH)	1 credit (40 hours)
D092 13	Classical Greek: Investigation (AH)	1 credit (40 hours)

### **Translation**

(40 hours)

The specified authors for unseen translation for 2010, 2011, 2012 and 2013 will be: Thucydides or Plato (prose) and Homer or a dramatist (verse).

### **Interpretation**

(40 hours)

The prescribed themes and texts for 2010, 2011, 2012 and 2013 will be:

**either** Greek Religion

To be read in Greek:

Homer, Iliad I\*, lines 493 - 611 and Iliad XXII, lines 188 - 305;  
Plato, Republic II, 377b - 383c;  
Euripides, Bacchae, lines 434 - 518, 810 - 846

To be read in English:

Homer, Iliad II, lines 1 - 55, Iliad XX, lines 1 - 155 and Iliad XXII, lines 131 - 187 (translated by Rieu, Penguin);  
Plato, Republic II, 362d - 366b (translated by Lee, Penguin);  
Euripides, Bacchae, lines 1043 - 1152 (translated by Vellacott, Penguin)

\*A vocabulary for this text is available from SQA on request.

**or** War

To be read in Greek:

Thucydides, Book VII, 81 - 85;  
Aristophanes, Acharnians, lines 496 - 625;  
Euripides, Trojan Women, lines 235 - 461

To be read in English:

Thucydides, Book VII, 1 - 18, 21 - 25, 31 - 33, 35 - 80, 86 - 87 (translated by Warner, Penguin);  
Euripides, Trojan Women, lines 1 - 234, 462 - 1332 (translated by Vellacott, Penguin)

Copies of a booklet of plain text of the complete prescription are available from SQA to centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

## **Investigation**

(40 hours)

Each candidate is required to investigate a topic relating to the ancient classical world, and to present the findings in not more than 4,000 words.

## **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment will consist of two examination question papers and a dissertation.

## **Interpretation**

This paper (100 marks, one hour 30 minutes) will test skills of Interpretation by means of questions set on the prescribed literature. There will be two sets of questions, one set on each of the two prescriptions; candidates will be required to attempt one of the sets of questions.

Copies of the whole of the text (plain text only) of the portions of Greek and of English prescribed will be provided by SQA for use in the examination for the Interpretation paper, to be consulted by the candidate as directed by the specific questions. Use of dictionaries will **not** be permitted.

## **Translation**

This paper (100 marks, one hour 25 minutes) will require candidates to translate two passages into English, as follows: a passage of unseen Greek prose, normally narrative or dialogue, of approximately 130 words and a passage of unseen verse, approximately 10 lines in length. Two prose passages and two verse passages will be set, taken from the works of the following specified authors:

Prose: Thucydides, Plato;  
Verse: Homer, a dramatist.

A Classical Greek-English dictionary may be used.

## **Investigation**

Skills of Investigation will be assessed by a dissertation of about 4,000 words which will be externally assessed (100 marks).

View the arrangements [Classical Greek](#)

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# Classical Studies

Courses leading to National Qualifications in Classical Studies are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Classical Studies is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

National Units in Classical Studies are also available.

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## Classical Studies Intermediate 1 (C013 10)

### Course outline

The Course involves study of the ancient civilisations of Greece and Rome without including the study of the Greek or Latin language.

The Course comprises three mandatory Units, as follows:

D076 10	Social Aspects of the Classical World — Classical Drama (Int 1)	1 credit (40 hours)
D077 10	Roman Archaeology and Civilisation (Int 1)	1 credit (40 hours)
D078 10	Classical Mythology (Int 1)	1 credit (40 hours)

### Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units.

In addition, the candidate must meet the standards targeted by the external assessment instrument.

For **2012** and until further notice, the areas prescribed for study will be as follows:

#### Classical Drama

A study based on the text of Sophocles' Oedipus the King. (The play is to be studied in English; no particular translation is prescribed.)

The main aspects to be studied are:

- fate and free will
- identity
- suffering.

## Roman Archaeology and Civilisation

A text- and evidence-based study of the effects on tribal society in Britain of the expansionist policies of Rome.

The main aspects to be studied are:

- archaeological techniques and evidence
- the effects of Roman expansionism on tribal society in Britain
- social conditions in Roman Britain
- Roman heritage and contemporary British society.

## Classical Mythology

A study of the following myths about Creation and the Afterlife:

Creation:	From chaos to the birth of the six Olympians. Prometheus: the creation of humans; the theft of fire; and his final punishment. Pandora. Deucalion and Pyrrha and the new race of mankind.
The Afterlife:	The traditional Underworld, including the Asphodel Fields, Cerberus, Charon, the Elysian Fields, the Furies, Hades and Persephone, Hermes Psychopompos, the Judges of the Dead, the Rivers of the Underworld, the Sinners (Danaids, Ixion, Sisyphus, Tantalus, Tityus).
Visitors to Hades:	Orpheus and Eurydice. Heracles. Odysseus. Aeneas.

The external assessment will take the form of an examination question paper (one hour 30 minutes, 50 marks).

Candidates will be required to comment with knowledge and insight on a selection of passages from the prescribed topics (20 marks) and to answer evaluation questions, each worth 5 marks, on the prescribed topics (30 marks).

View the arrangements [Standard Grade Classical Studies](#)

## Classical Studies Intermediate 2 (C013 11)

### Course outline

The development of the study of the ancient civilisations of Greece and Rome forms the basis of the Intermediate 2 Classical Studies Course, without including the study of Greek or Latin language. The Course provides a suitable basis for those who wish to proceed to the Higher Classical Studies Course. The Course comprises three mandatory Units, as follows:

D076 11	Social Aspects of the Classical World - Classical Drama (Int 2)	1 credit (40 hours)
D077		1 credit (40



11	Roman Archaeology and Civilisation (Int 2)	hours)
D078 11	Classical Mythology (Int 2)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

For **2012** and until further notice, the areas prescribed for study will be as follows:

### Classical drama

A study, based on the text of Sophocles' Oedipus the King. (The play is to be studied in English; no particular translation is prescribed.)

The main aspects to be studied are:

- fate and free will
- identity
- suffering.

### Roman Archaeology and Civilisation

A text and evidence-based study of the effects on tribal society in Britain of the expansionist policies of Rome.

The main aspects to be studied are:

- archaeological techniques and evidence
- the effects of Roman expansionism on tribal society in Britain
- social conditions in Roman Britain
- Roman heritage and contemporary British society.

### Classical Mythology

A study of the following myths about Creation and the Afterlife:

Creation::	From chaos to the birth of the six Olympians. Prometheus: the creation of humans; the theft of fire; and his final punishment. Pandora. Deucalion and Pyrrha and the new race of mankind.
The Afterlife:	The traditional Underworld, including the Asphodel Fields, Cerberus, Charon, the Elysian Fields, the Furies, Hades and Persephone, Hermes, Psychopompos, the Judges of the Dead, the Rivers of the Underworld, the Sinners (Danaiids, Ixion, Sisyphus, Tantalus, Tityus).
Visitors to Hades:	Orpheus and Eurydice. Heracles. Odysseus. Aeneas.

The external assessment will take the form of an examination question paper (two hours, 75 marks). Candidates will be required to comment with knowledge and insight on a selection of passages from the prescribed topics (35 marks) and to answer evaluation questions, each worth 10 marks, on the prescribed topics (40 marks).

View the arrangements [Intermediate 2 Classical Studies](#)

## Classical Studies Higher (C013 12)

### Course outline

The Higher Classical Studies Course has been designed to articulate with and provide progression from both the Standard Grade Classical Studies Course and the Intermediate 2 Classical Studies Course. The Course aims to provide an opportunity for reinforcing and extending candidates' study of the ancient civilisations of Greece and Rome, without including the study of the Greek or Latin language. The Higher Classical Studies Course also provides those who wish to proceed beyond Higher Classical Studies with a suitable basis for further study. The Course comprises two mandatory Units, as follows:

D079 12	Social Aspects of the Classical World — Evidence Based (H)	2 credits (80 hours)
D080 12	Social Aspects of the Classical World — Text Based (H)	1 credit (40 hours)

#### Social Aspects of the Classical World — Evidence-Based

(80 hours)

Candidates will study **either** Power and Freedom **or** Religion and Belief.

##### Power and Freedom

An evidence-based study of the concepts of power and freedom in Athens in the fifth century BC, and in Rome in the first century BC and the first century AD.

The two main aspects to be studied are:

- the political and social structures of democratic Athens and republican and imperial Rome
- the concepts of imperialism in the Athenian alliance and the Roman empire.

The best means of approaching this study is by consideration of the following aspects:

- citizenship
- the role of women
- slavery
- the ruling élites
- growth of empire
- taxation and tribute
- administration and revolt
- buildings and sculpture as political propaganda.

##### Religion and Belief

An evidence-based study of religious beliefs and practices in Athens in the fifth century BC, and Rome in the first century BC and the first century AD.

The two main aspects to be studied are:

- public and private religious ideas and practices
- the interaction of religion, personal morality and identity.

The best means of approaching this study is by consideration of the following aspects:

- state religion
- domestic religion
- mystery religions
- the afterlife.

## **Social Aspects of the Classical World — Text-Based — Classical Drama**

(40 hours)

### **Classical Drama**

This Unit is a text-based study consisting of three plays:

Euripides: Medea

Aristophanes: Lysistrata

Sophocles: Antigone

These plays should be studied in English; no particular translations are prescribed.

These plays should be studied for the insights which they offer into the following social issues:

- the individual and authority
- gender conflict and the role of women
- the generation gap
- nationalism and anti-nationalism
- tradition and change
- social exclusion.

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of an examination question paper (three hours, 100 marks). Candidates will be required to comment with knowledge and insight on a selection of passages relating to **either** Power and Freedom **or** Religion and Belief (40 marks) and to answer three essay questions, each worth 20 marks, on Classical Drama and **either** Power and Freedom **or** Religion and Belief. One of the essays should be drawn from the text-based study and two from the evidence-based study; some choice will be offered.

View the arrangements [Higher Classical Studies](#)

For **2012** and until further notice, the areas prescribed for study will be as follows:

## **Classical Studies Advanced Higher (C013 13)**

## Course outline

The Advanced Higher Classical Studies Course offers progression from the Higher Classical Studies Course. The Course aims to provide an opportunity for reinforcing and extending the candidate's study of the ancient civilisations of Greece and Rome, without including the study of the Greek or Latin language. The Course comprises two mandatory Units, as follows:

D081 13	Social Aspects of the Classical World — Text- and Evidence-Based (AH)	2 credits (80 hours)
D082 13	Social Aspects of the Classical World — Investigation (AH)	1 credit (40 hours)

### Social Aspects of the Classical World — Text- and Evidence-Based

(80 hours)

**Note:** Authors and works are prescribed for reading in translation; no particular translations are prescribed.

#### A History and Historiography

Candidates should study the aims and methods of writers of history in the classical world. The best means of approaching this study is by consideration of the following aspects:

- attitudes to evidence
- selection and arrangement of material
- the relationship of myth and legend to history
- uses of history, for example, as a moral example, or as a political argument
- historical bias
- historical causation
- use of set speeches.

Candidates should study the following:

- Herodotus, Books 1 and 7
- Thucydides, Books 1 and 2
- Polybius, Book 3
- Livy, *Praefatio* and Books 1 and 21
- Tacitus, *Annals*, Books 1, 2 and 14.

#### B Individual and Community

Candidates should study ideas expressed in the classical world concerning the following:

- the organisation of the community and the place of the individual within it
- the relationship of the weak and the powerful
- the moral obligations of the individual in society
- the necessity for social organisation.

Candidates should study the following:

- Plato, *The Republic*, Books 1 – 5
- Aristotle, *Politics*
- Cicero, *De Officiis* (On Duties).

### C Heroes and Heroism

Candidates should study the depiction of the hero in classical literature and consider the qualities which characterise heroism in the classical world. Particular attention should be paid to the following:

- morality and the hero
- the changing nature of heroism
- Greek and Roman views of heroism
- the hero as role-model
- the hero and woman
- heroes and anti-heroes.

Candidates should study the following:

- Homer, *Iliad*, Books 1,6,22,24
- Homer, *Odyssey*, Books 1,5,6,22
- Euripides, *Trojan Women*
- Virgil, *Aeneid*, Books 1,2,4,12
- Ovid, *Heroides*, 1,3,7

### D Comedy, Satire and Society

Candidates should study the nature and limitations of the commentary on society provided by Athenian Old Comedy and Roman Satire. Particular attention should be paid to the following:

- persona of the writer
- literary conventions of comedy and satire
- politics and war
- social and political ambition
- corruption of political and social relationships
- plain living versus luxury
- relationships between the sexes
- changing values within the family
- quest for peace of mind

Candidates should study the following:

- Aristophanes, *Acharnians*, *Knights*, *Clouds*, *Peace*, *Assembly Women*
- Horace, *Satires*, Books 1 and 2 (except 1 and 3 of Book 2)
- Juvenal, *Satires* 1, 2, 3, 5, 6, 8, 9, 10, 11

### Social Aspects of the Classical World — Investigation

(40 hours)

Each candidate is required to investigate a topic relating to the ancient classical world, and to present the findings in a dissertation of about 4,000 words.

### Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment will consist of an examination question paper and a dissertation.

In the examination paper (three hours, 200 marks), candidates will be required to comment with knowledge and insight on a selection of passages relating to one of the contexts from the Social Aspects of the Classical World — Text- and Evidence-Based Unit (100 marks) and to answer two essay questions, each worth 50 marks, on the selected context.

Skills of Investigation will be assessed by a dissertation of about 4,000 words which will be externally assessed (100 marks).

View the arrangements [Advanced Higher Classical Studies](#)

For **2012** and until further notice, the areas prescribed for study will be as follows:

Candidates are required to study **one** of these areas (**A, B, C** or **D**).

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# Computing

Courses leading to National Qualifications in Computing are offered at Access 2, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Computing is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

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## Computing Intermediate 2 (C206 11)

### Course outline

This Course has two mandatory Units and one optional Unit:

#### Mandatory Units

DF2X 11	Computer Systems (Intermediate 2)	1 credit (40 hours)
DF2Y 11	Software Development (Intermediate 2)	1 credit (40 hours)

#### Optional Units (one selected from)

DF31 11	Artificial Intelligence (Intermediate 2)	1 credit (40 hours)
DF30 11	Computer Networking (Intermediate 2)	1 credit (40 hours)
DF32 11	Multimedia Technology (Intermediate 2)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The Course develops generic, transferable practical competencies and an understanding of computing concepts that are applicable to a range of contexts and activities. It provides the opportunity for candidates with diverse computing backgrounds to consolidate and extend their experience and to prepare for further study. Additionally it provides a point of entry for adult returners who wish to begin to study computing.

The aims of the Course are to develop:

- knowledge and understanding of computing concepts
- practical skills in the use of computer hardware and software
- ability to solve problems by applying knowledge, understanding and practical skills
- awareness of the professional, social, ethical and legal implications of computing
- ability to communicate computing concepts clearly and concisely using appropriate terminology

## **Course assessment**

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Intermediate 2 Computing will consist of two components with weightings as follows:

- Coursework 30%
- Question Paper 70%

### **Coursework**

The practical Coursework task provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

Candidates will undertake a practical Coursework task provided by SQA. The task may be undertaken in 'open book' conditions, but under supervision, to ensure that the work presented is the candidate's own work. The task will be marked using a marking scheme provided by SQA, but be subject to external verification. The marking scheme will provide a mark out of 30, which will be submitted directly to SQA.

### **Question Paper**

The Question Paper will be of 1 hour and 30 minutes duration and have 70 marks available. The paper will be composed of three sections and be set and marked by SQA.

Section 1 (15 marks) This will consist of objective and short response questions which sample across the content statements of the two mandatory Units. These questions will test both knowledge and understanding and problem solving. Approximately 2/3 of the marks will be for knowledge and understanding and 1/3 for problem solving. The problem solving will be based in familiar contexts and be of a fairly straightforward nature. Candidates will be expected to tackle all questions.

Section 2 (30 marks) This will consist of questions requiring extended responses requiring structuring and reasoning. These questions will involve both knowledge and understanding and problem solving and will be set in less familiar and more complex contexts than those in Section 1. Approximately 1/3 of the marks will be for knowledge and understanding and 2/3 for problem solving. The questions will sample across the content statements associated with the mandatory Units, and will require some integration of knowledge across the two mandatory Units. Candidates will be expected to tackle all questions.

Section 3 (25 marks) This will have three sub-sections, one for each of the optional Units. Candidates will be expected to tackle all the questions within one sub-section. The questions will require extended responses from candidates. Approximately 1/3 of the marks will be for knowledge and understanding, and 2/3 for problem solving as in section 2, and the questions, which will sample across the content statements for the optional Unit, will also require some integration of knowledge from the mandatory Units.

View the arrangements [Computing](#)



## Computing Higher (C206 12)

### Course outline

This Course comprises two mandatory Units and one optional Unit, as follows:

#### Mandatory Units

DF2X 12	Computer Systems (Higher)	1 credit (40 hours)
DF2Y 12	Software Development (Higher)	1 credit (40 hours)

#### Optional Units (one selected from)

DF31 12	Artificial Intelligence (Higher)	1 credit (40 hours)
DF30 12	Computer Networking (Higher)	1 credit (40 hours)
DF32 12	Multimedia Technology (Higher)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

Higher Computing builds upon the knowledge and understanding of computing concepts considered at Standard Grade Computing Studies and Intermediate 2 Computing, providing a more focused study of the operation and organisation of computer systems combined with a more formal approach to the processes involved in the development of solutions to computing problems. This provides the opportunity for candidates with diverse computing backgrounds to consolidate and extend their experience and to prepare for further study.

Higher Computing provides an opportunity for candidates to gain an understanding of the underlying computing concepts and processes that drive information technology and to acquire skills in the development of computing solutions within a broad-based Course, which reflects the wide range of computing. The Course develops generic, transferable, practical competencies and an understanding of computing concepts that are applicable in a range of contexts and activities. Additionally, there is emphasis on the design, testing and evaluation of computing solutions.

The aims of the Course are to develop:

- knowledge and understanding of computing concepts
- practical skills in the use of computer hardware and software
- ability to solve problems by applying knowledge, understanding and practical skills
- awareness of the professional, social, ethical and legal implications of computing
- ability to communicate computing concepts clearly and concisely using appropriate terminology.

### Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units of the Course as well as the Course assessment. The Course assessment for Higher Computing will consist of two components with weightings as follows:

- Coursework 30%
- Question Paper 70%

### Coursework

The practical Coursework task provides candidates with the opportunity to demonstrate and integrate the practical skills and knowledge and understanding from the Units and apply these in a more complex practical context.

Candidates will undertake a practical Coursework task provided by SQA. The task may be undertaken in 'open book' conditions, but under supervision, to ensure that the work presented is the candidate's own work. The task will be marked using a marking scheme provided by SQA, but be subject to verification. The marking scheme will provide a mark out of 60, which will be submitted directly to SQA.

### **Question Paper**

The Question Paper will be of 2 hours and 30 minutes duration and have 140 marks available. The paper will be composed of three sections and be set and marked by SQA.

#### **Section 1 (30 marks)**

This will consist of objective and short response questions which sample across the content statements of the two mandatory Units. These questions will test both knowledge and understanding and problem solving. Approximately  $\frac{2}{3}$  of the marks will be for knowledge and understanding and  $\frac{1}{3}$  for problem solving. The problem solving will be based in familiar contexts and be of a fairly straightforward nature. Candidates will be expected to tackle all questions.

#### **Section 2 (60 marks)**

This will consist of questions requiring extended responses requiring structuring and reasoning. These questions will involve both knowledge and understanding and problem solving. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving and will be set in less familiar and more complex contexts than those in Section 1. The questions will sample across the content statements associated with the mandatory Units, and will require some integration of knowledge across the two mandatory Units. Candidates will be expected to tackle all questions.

#### **Section 3 (50 marks)**

This will have three sub-sections, one for each of the optional Units. Candidates will be expected to tackle all the questions within one sub-section. The questions will require extended responses from candidates. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding, and  $\frac{2}{3}$  for problem solving as in section 2, and the questions, which will sample across the content statements for the optional Unit, will also require some integration of knowledge from the mandatory Units.

View the arrangements [Computing](#)

## **Computing Advanced Higher (C206 13)**

### **Course outline**

This Course comprises two mandatory Units and one optional Unit, as follows:

#### **Mandatory Units**

DF2Y 13	Software Development (AH)	1 credit (40 hours)
DM43 13	Developing a Software Solution (AH)	1 credit (40 hours)

## Optional Units (one selected from)

DF31 13	Artificial Intelligence (AH)	1 credit (40 hours)
DF30 13	Computer Networking (AH)	1 credit (40 hours)
DM44 13	Computer Architecture (AH)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The development of computing over the last few decades has been significant in terms of speed and scope. It has had an effect on all aspects of our lives and its future course remains unpredictable. Computing is both a science and a technology and has wide-ranging social implications. It encompasses a very wide field of study, merging at its boundaries with many other disciplines. It provides us with many increasingly powerful hardware and software tools. Our society requires more and more individuals who have the skills to use these tools, who understand how they work and who have the ability to develop new and improved tools.

The Advanced Higher Course in Computing is not only about learning to use current hardware and software. It is designed to provide candidates with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become the ICT tool designers of the future.

The purpose of the Course is to build on the knowledge and understanding and practical skills developed by the candidate in the Higher Computing Course, and provide a useful bridge towards further study of computing in higher education. This bridge is achieved by a Course which consolidates and extends learning, provides opportunity for independent and investigative work, while encouraging teamwork and requires candidates to undertake and report on a significant software development project.

The importance of both knowledge and understanding and related practical skills are reflected in the Outcomes of each Unit. The ability to combine knowledge and understanding and practical skills to solve practical problems is a key theme of the Course.

The aims of the Course are to extend:

- knowledge and understanding of computing concepts
- practical skills in the use of computer hardware
- the ability to solve problems
- awareness of the professional, social, ethical and legal implications of computing
- the ability to communicate computing concepts clearly and concisely using appropriate terminology.

Related to these aims, and underlying the study of computing are a number of unifying themes which are developed and exemplified throughout the Units of the Course. These themes are:

- technological development and progress
- factors affecting system performance
- objects and operations
- syntax and semantics
- social, professional, ethical and legal implications
- the relationship between software and hardware
- computing terminology
- the development process as it applies to both software and hardware systems.

The Course is designed to build on prior learning at Higher level (or equivalent) and to provide progression to degree courses in Computer Science and related subjects.

## Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units as well as the Course assessment. The Course assessment for Advanced Higher Computing consists of two components with weightings as follows:

- Coursework Project 40%
- Question Paper 60%

### Coursework Project

The Coursework Project provides candidates with the opportunity to demonstrate and integrate the practical skills and knowledge and understanding from the Units and apply these in a more complex practical context.

The Coursework Project will be marked using guidance provided by SQA but will be subject to external verification. The marking scheme will provide a mark out of 80, which will be submitted directly to SQA.

### Question Paper

The Question Paper will be of 2 hours and 30 minutes duration and have 120 marks available. The paper will be composed of two sections and be set and marked by SQA.

#### Section 1 (60 marks)

This will consist of questions requiring extended responses requiring structuring and reasoning. These questions will test both knowledge and understanding and problem solving. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving. The questions will sample across the content statements associated with the mandatory Units, and will require integration of knowledge across the two Units. Candidates will be expected to tackle all questions.

#### Section 2 (60 marks)

This will have three sub-sections, one for each of the optional Units. Candidates will be expected to tackle all the questions within one sub-section. The questions will require extended responses. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving as in section 1 and the questions, which will sample across the content statements for the optional Unit, will also require some integration of knowledge from the mandatory Units.

View the arrangements [Computing](#)

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# Computing Studies

Courses leading to National Qualifications in Computing Studies are offered at Access 2, Access 3 and Intermediate 1. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Computing is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Computing Studies Access 2 (C207 08)

### Course outline

The content of this Course offers candidates the chance to cover a range of Computing tasks and activities which reflect the importance of ICT skills in the modern world for all members of society and not just for vocational purposes. Younger people in particular are increasingly using computers as part of their everyday lives, for communication with friends and family, for leisure time activities (including gaming and accessing music, etc) and for researching and shopping on the web.

The Computing Studies Course at Access 2 level seeks to prepare candidates for this through a coherent grouping of Units which offers candidates a broad introduction to a range of skills and activities that should increase their confidence in the use of ICT equipment. The Course also seeks to emphasise the importance of safety and security in relation to the use of ICT equipment, the storage and sharing of information, and the access of information using the Internet.

This Course comprises three mandatory Units, as follows:

F7H8 08	Computing Studies: Using Computer Applications (Acc 2)	1 credit (40 hours)
F7H9 08	Computing Studies: Using Internet Applications (Acc 2)	1 credit (40 hours)
F7HA 08	Computing Studies: Using Multimedia Applications (Acc 2)	1 credit (40 hours)

### Course assessment

There is no external assessment of the Access 2 Course. Candidates must pass the internal assessments associated with the component Units in the Course.

The National Course in Computing Studies (Access 2) provides progression to the National Course in Computing Studies (Access 3).

## Further Information

View the arrangements [Computing Studies](#)

## Computing Studies Access 3 (C207 09)

### Course outline

This Course comprises three mandatory Units, as follows:

DF33 09	Computer Applications (Acc 3)	1 credit (40 hours)
DF34 09	Multimedia Applications (Acc 3)	1 credit (40 hours)
DF35 09	Internet Applications (Acc 3)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The purpose of the Computer Applications and Multimedia Applications Units is to provide candidates with the opportunity to develop and consolidate basic skills in a number of standard application packages. This includes word processing, spreadsheets, simple databases, graphics packages, desktop publishing, presentation software and multimedia applications. While working with these packages, candidates should develop an appropriate level of confidence in using computer terminology correctly, and an awareness of the social, ethical, professional and legal implications of its use. The third Unit Internet Applications is intended to provide candidates with an introduction to the use of the Internet as a source of information and an awareness of the opportunities and dangers offered by the Internet. Candidates will develop practical skills in accessing information from the Internet, using electronic mail and simple Web page creation.

Undertaking the Units as a Course offers a number of benefits:

- taken together, the Units offer opportunities for delivery as a coherent, integrated and holistic experience
- balance and breadth of experience and learning will be promoted
- practical activity may be integrated across Units
- the candidates' abilities to sustain effort and concentration will be developed.

While each Unit has an appropriate mix of knowledge and skills represented within the Outcomes, certain Units may have more knowledge-based or practical Outcomes than others. The proportion of Outcomes relating to practical or cognitive competencies will reflect the domain of the Unit. However, in the context of the Course, there is an overall balance between practical and cognitive Outcomes.

### Course assessment

There is no external assessment of the Access 3 Course; however, candidates must pass the internal assessments associated with the component Units within the Course.

View the arrangements [Computing Studies](#)

## Computing Studies Intermediate 1 (C207 10)

## Course outline

This Course comprises two mandatory Units and one optional Unit, as follows:

### Mandatory Units

DF33 10	Computer Applications (Intermediate 1)	1 credit (40 hours)
DF34 10	Multimedia Applications (Intermediate 1)	1 credit (40 hours)

### Optional Units: One selected from

DF37 10	Computers and the Internet (Intermediate 1)	1 credit (40 hours)
DF36 10	Information and the Internet (Intermediate 1)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The Course has been designed to facilitate progression to Computing or Information Systems Courses, and provides the basis for both.

The purpose of the two mandatory Units is to provide candidates with the opportunity to develop and consolidate basic skills in a number of standard application packages. These include word processing, spreadsheets, simple databases, graphics packages, desktop publishing, presentation software and multimedia applications. While working with these packages, candidates should develop an appropriate level of confidence in using computer terminology correctly, and an awareness of the social, ethical, professional and legal implications of its use. The choice of two optional Units is to facilitate progression to either further study of Information Systems or further study of Computing. The *Information and the Internet* Unit prepares candidates for further study of database systems and the use and characteristics of information in Information Systems Courses at Intermediate 2 and above. The *Computers and the Internet* Unit prepares candidates for further study of computer systems in Computing Courses at Intermediate 2 and above. In both optional Units, candidates use the Internet as a source of relevant information, and apply the system development process to produce a simple relevant website.

By studying the component Units within the context of the Intermediate 1 *Computing Studies* Course, candidates' learning experience will be enhanced through having the opportunity to identify recurring themes, and through the development of practical and problem-solving skills which require the synthesis of knowledge and skills gained in the discrete Units.

Undertaking the Units as a coherent Course offers a number of benefits:

- taken together, the component Units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- Core Skills may be explored and developed
- skills and abilities developed through holistic and integrated activity support learning as a whole
- candidates' abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate their work are developed.

While each Unit has an appropriate mix of knowledge and skills represented within the Outcomes, certain Units may have more knowledge-based or practical Outcomes than others. The proportion of Outcomes relating to practical or cognitive competencies will reflect the domain of the Unit. However, in the context of the Course there is an overall balance between practical and cognitive Outcomes.

## Course assessment

To gain the award of the Course, the candidate must achieve three of the component Units of the Course, as well as the Course assessment. The Course assessment for Computing Studies (Intermediate 1) will consist of two components with weightings as follows:

- Coursework — 40%
- Question Paper — 60%

### Coursework

The practical coursework task provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

Candidates will undertake a practical coursework task provided by SQA. The task may be undertaken in ‘open book’ conditions, but under supervision, to ensure that the work presented is the candidate’s own work. The task will be marked internally, using a marking scheme provided by SQA and be subject to external verification. The marking scheme will provide a mark out of 40, which will be submitted directly to SQA.

### Question Paper

The Question Paper will be of 1 hour duration and have 60 marks available. The paper will be composed of two sections and be set and marked by SQA.

#### Section 1

(40 marks)

This will consist of objective and short response questions sampling across the content statements for the two mandatory Units. Some questions will require integration of knowledge from the two mandatory Units. There will be no choice of questions within this section.

#### Section 2

(20 marks)

This will have two sub-sections, one for each of the optional Units, and will consist of objective and short response questions sampling across the content statements for the optional Units. Some questions will require integration of knowledge from the mandatory Units.

Candidates will be expected to tackle all the questions within **one** sub-section. There will be an equal balance of knowledge and understanding and problem solving in both sections of the examination.

View the arrangements [Computing Studies](#)

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# Construction Crafts

Skills for Work Courses leading to National Qualifications in Construction Crafts are offered at Intermediate 1 and Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Construction Crafts National 4 (C218 74)

### Course outline

This Course has five mandatory Units and a choice of three from eight optional Units.

The mandatory Units are:

DM7C 10	Construction Crafts: Employability Skills	0.5 credit (20 hours)
DM7G 10	Construction Crafts: Half Brick Walling	0.5 credit (20 hours)
DM7K 10	Construction Crafts: Decorative Painting	0.5 credit (20 hours)
DM7J 10	Construction Crafts: Site Carpentry and Bench Joinery	0.5 credit (20 hours)
DM7E 10	Construction Crafts: Plumbing	0.5 credit (20 hours)

The optional Units are:

DM7W 10	Construction Crafts: Practical Copper Pipework	0.5 credit (20 hours)
DM81 10	Construction Crafts: Brickwork Techniques	0.5 credit (20 hours)
DM82 10	Construction Crafts: Carpentry and Joinery Techniques	0.5 credit (20 hours)
DM7Y 10	Construction Crafts: Decorative Finishes Using Water-borne Paints	0.5 credit (20 hours)
DM7T 10	Construction Crafts: Electrical Installation	0.5 credit (20 hours)
DM7R 10	Construction Crafts: Plasterwork	0.5 credit (20 hours)
DM7N 10	Construction Crafts: Roof Tiling	0.5 credit (20 hours)
DX0L 11	Construction Crafts: One Brick Walling	1 credit (40 hours)
FF33 10	Construction Crafts: Stonemasonry	0.5 credit (20 hours)
		1 credit (40 hours)

DX0T 11	Construction Crafts: Plumbing of Sanitary Appliances	hours)
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## Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the 8 Units which make up their Course.

## Assessment objectives

Assessment across the Units in this Course will address the applied knowledge, skills and understanding associated with a range of craft skills in construction at Intermediate 1. In particular, assessment will focus on:

- practical vocational skills
- skills for employment in a Construction Craft context

View the arrangements [Construction Crafts](#)

## Construction Crafts National 5 (C218 75)

## Course outline

The Course has been designed to provide a basis for progression into further education or for moving directly into training or employment within the construction sector. The purpose of the Course is to ensure that candidates start to develop the general skills, practical skills, knowledge and understanding and employability skills needed within the sector.

The Course has three mandatory Units and a choice of one from two optional Units.

The mandatory Units are:

DM7C 11	Construction Crafts: Employability Skills	1 credit (40 hours)
DX0L 11	Construction Crafts: One Brick Walling	1 credit (40 hours)
DX0J 11	Construction Crafts: Bench Joinery	1 credit (40 hours)

The optional Units are:

DX0T 11	Construction Crafts: Plumbing of Sanitary Appliances	1 credit (40 hours)
DX0R 11	Construction Crafts: Decorative Painting Techniques	1 credit (40 hours)

## Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the 4 Units which make up their Course.

## Assessment objectives

Assessment across the Units in this Course will address the applied knowledge, skills and understanding associated with a range of craft skills in construction at Intermediate 2. In particular, assessment will focus on:

- practical vocational skills
- skills for employment in a construction crafts context.

View the arrangements [Construction Crafts](#)

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# Creative Digital Media

A Skills for Work Course leading to a National Qualification in Creative Digital Media is offered at National 4. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Creative Digital Media National 4 (C264 74)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide an introduction to the digital media industry and its sectors, which are varied and include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors and may increase in the light of emerging technology. Candidates will gain an overview and an awareness of the sectors and the skills required and used in them, including the development and production process. It reflects the initial skills required for the digital media industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the digital media industry.

This Course has four mandatory Units, which are:

H2M6 10	Creative Digital Media: Introduction to the Industry (Intermediate 1)	1 credit (40 hours)
F5CW 10	Creative Digital Media: The Creative Process (Intermediate 1)	1 credit (40 hours)
F5CX 10	Creative Digital Media: Hardware and Software (Intermediate 1)	1 credit (40 hours)
F5CY 10	Creative Digital Media: Production Project (Intermediate 1)	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the four Units of this Course will address an understanding of a range of technical, creative and management skills as they apply to standard industry development and production processes. In particular, assessment will allow candidates to demonstrate:

- knowledge and skills in relation to working in the digital media industry

- practical vocational skills
- employability skills in the digital media industry.

View the arrangements [Creative Digital Media](#)

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# Creative Industries

A Skills for Work Course leading to a National Qualification in Creative Industries is offered at National 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Creative Industries National 5 (C276 75)

### Course outline

The National 5 Creative Industries Course is one of the Skills for Work Courses. The Course and Units are designed to introduce candidates to the knowledge and skills required for employment/further study in the wide range of sectors within the creative industries, and to develop an awareness of the opportunities and potential employment in these sectors.

The Course provides an introduction to the Creative Industries and an opportunity to gain practical skills in a chosen specialism. The context for the Course can be selected from a wide range of subject areas, eg Art and Design, Creative Writing, Dance, Drama, Musical Theatre, Photography, Sound Production, Music, Technical Theatre. The Creative Industries Skills for Work Course also offers opportunities for inter-disciplinary learning and initiatives and the potential for partnership delivery and working (schools/colleges/employers/training providers).

Through practical and experiential learning, the candidate will:

- produce a folio which shows understanding of the creative industries, job roles, career options and the skills and qualifications needed for a job role of personal interest within a chosen sector of the creative industries
- develop practical skills associated with a chosen job role in the creative industries; set targets, plan and evaluate in a creative working environment
- interpret a brief, present and evaluate a team response; be encouraged to think creatively, work collaboratively and be aware of the key stages of the creative process
- use creative processes to plan, implement and evaluate a creative project as part of a team, working with others and problem solving

The Course places emphasis throughout all Units on the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace. Employability skills are reviewed by the candidates and they will seek feedback from their peers and teaching staff as appropriate. Candidates will evaluate their own progress and strengths and will have the opportunity to set targets to improve their employability profile.

This Course has four mandatory Units, which are:

FH60 11	Creative Industries: An Introduction	1 credit (40 hours)
FH61 11	Creative Industries: Skills Development	1 credit (40 hours)
FH62 11	Creative Industries: The Creative Process	1 credit (40 hours)

## Course assessment

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course. There is no externally assessed component in this Course.

## Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- practical skills required in a sector of the creative industries
- generic and specific employability skills and attitudes valued by employers
- awareness of health and safety guidelines
- knowledge and understanding of working in the creative industries
- skills associated with research and planning
- review and evaluation skills
- working with others in groups and teams
- problem solving skills
- presenting skills

Assessment of the Course is through a range of methods including candidate folio evidence and practical activities.

View the Course Specification -

[http://www.sqa.org.uk/sqa/files\\_ccc/Creative\\_Industries\\_National5\\_August2013.pdf](http://www.sqa.org.uk/sqa/files_ccc/Creative_Industries_National5_August2013.pdf)

## Conditions and Arrangements

- [Conditions and Arrangements Creative Industries National 5](#)
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# Dance

A Course leading to a National Qualification in Dance is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document. Information on the Core Skills delivered by the Course and Units in it is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Dance Practice Higher (C03D 12)

### Course outline

Three Unit credits are required in total — the following one credit Unit:

D646 12	Dance: Choreography (H)	1 credit (40 hours)
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And a total of two credits from the following optional Units:

D661 12	Professional Practice (H)	1 credit (40 hours)
D72N 12	Dance: Alternative (H)	0.5 credits (20 hours)
D72P 12	Dance: Classical (H)	0.5 credits (20 hours)
D72R 12	Dance: Contemporary (H)	0.5 credits (20 hours)
D72S 12	Dance: Ethnic (H)	0.5 credits (20 hours)
D72T 12	Dance: Jazz (H)	0.5 credits (20 hours)
D72V 12	Dance: Scottish (H)	0.5 credits (20 hours)

### Course assessment

#### Practical Assignment

The assessment is not concerned exclusively with practical activities but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management. Candidates are provided with a choice of briefs and are expected to demonstrate attainment relating to interpreting the brief; gathering information to clarify the brief; deciding on an activity or performance to develop; selecting and managing materials and resources; delivering the performance; evaluating the performance.

Evidence requirements will be:

- a plan of action
- evidence of an organised activity or a performance



- evidence which documents the processes which underpin the practical hands-on activity
- evidence showing extended evaluation of the Practical Assignment.

A total of 200 marks is allocated to the Practical Assignment, split as follows:

- Planning stage — 40 marks
- Development stage — 120 marks
- Evaluating stage — 40 marks

This Practical Assignment is subject to Type 2 Visiting Assessment. The evidence for the Development Stage must be in the form of a Live Performance in front of an SQA Visiting Assessor.

View the arrangements [Dance Practice](#)

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# Drama

Courses leading to National Qualifications in Drama are offered at Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document. Information on the Core Skills delivered by the Courses and Units in Drama is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Drama Access 2 (C037 08)

### Course outline

The Drama Course (Access 2) helps to develop the candidate's general education through the provision of a range of drama experiences within a very supported learning environment that will develop important skills and areas of specific drama knowledge. The Course seeks to provide opportunities for candidates to explore and use language and/or movement, and theatre as a means of expression and communication. Candidates will also be able to develop basic drama skills, skills of co-operation, concentration and problem solving, and experience the use of theatrical effects and technology. The Units may be offered on a free-standing basis or within an integrated programme of study when offered as a Course.

This Course comprises three mandatory Units as follows:

D537 08	Developing Drama Skills (Acc2)	1 credit (40 hours)
D538 08	Using Drama Skills (Acc 2)	1 credit (40 hours)
D539 08	Presenting Drama (Acc 2)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The National Course in Drama (Access 2) provides progression to the National Course in Drama (Access 3).

### Course assessment

There is no external assessment of the Access 2 Course. Candidates must however pass the internal assessments associated with the component Units in the Course to achieve the Course.

View the arrangements [Drama](#)

## **Drama Access 3 (C037 09)**

### **Course outline**

The Drama Course (Access 3) aims to provide a supported drama environment in which candidates can develop the central concept of exploring relationships. The Course will advance the candidate's general education through the provision of a range of drama experiences which will develop important skills and areas of specific drama knowledge. It seeks to provide opportunities for candidates to explore relationships, social attitudes and issues; explore and use language and/or movement and theatre as a means of expression and communication; develop devising skills and contribute to presentations; experience the use of theatrical effects and technology; and foster interest in and knowledge of theatrical performance. The Units may be offered on a free-standing basis or within an integrated programme of study when offered as a Course.

This Course comprises three mandatory Units as follows:

D193 09	Drama Skills (Acc 3)	1 credit (40 hours)
D194 09	Theatre Production Skills (Acc 3)	1 credit (40 hours)
D195 09	Production (Acc 3)	1 credit (40 hours)

In common with other Courses, the programme of study includes a further 40 hours over and above the 120 hours of the component Units.

### **Course assessment**

There is no external assessment of the Access 3 Course. Candidates must however pass the internal assessments associated with the component Units in the Course to achieve the Course.

### **Further information**

View the arrangements [Drama](#)

## **Drama Intermediate 1 (C037 10)**

### **Course outline**

Intermediate 1 Drama develops the central concept of exploring relationships and promotes a range of theatre production skills including acting. The Course provides a balance between creative drama and practical theatre activities.

This Course comprises three mandatory Units, as follows:

D193 10	Drama Skills (Int 1)	1 credit (40 hours)
D194 10	Theatre Production Skills (Int 1)	1 credit (40 hours)
D195 10	Production (Int 1)	1 credit (40 hours)

## Course assessment

To gain the award of the Course, candidates must achieve all the component Units of the Course, as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will comprise a practical examination and a question paper. Brief details of each are provided as follows:

### a. Practical examination

There are 25 marks available for the practical examination and this mark will be scaled to a mark out of 50. The practical examination represents 50% of the total Course assessment, and will be conducted by a Visiting Assessor (February-May). Candidates will be required to demonstrate their theatre production skills in a performance to an audience and will be assessed on their ability to:

- implement the appropriate production skills
- demonstrate effective basic production skills.

The external examiner will assess the candidates by a combination of observation of the performance and individual viva voces.

### b. Question Paper

There are 50 marks available for the question paper, which represents 50% of the total Course assessment. It will involve the evaluation of a devised dramatic presentation based on a theme chosen from a list of three provided by SQA. Candidates will be required to show basic knowledge and understanding of drama form and structure, selection of dramatic roles and use of theatrical effects to enhance presentation to an audience.

The question paper will be timetabled in the main examination diet.

View the arrangements [Drama](#)

## Drama Intermediate 2 (C037 11)

## Course outline

Intermediate 2 Drama develops the central concept of exploring relationships using both creative drama and the interpretation of text. The Course promotes theatre production skills with particular emphasis on directing, acting and design skills.

This Course comprises three mandatory Units, as follows:

D193 11	Drama Skills (Int 2)	1 credit (40 hours)
D194 11	Theatre Production Skills (Int 2)	1 credit (40 hours)
D195 11	Production (Int 2) 1 credit	1 credit (40 hours)

## Course assessment

To gain the award of the Course, the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will comprise a practical examination and a question paper. Details of each are provided as follows:

#### **a. Practical examination**

There are 25 marks available for the practical examination and this mark will be scaled to a mark out of 50. The practical examination represents 50% of the total Course assessment, and will be conducted by a Visiting Assessor (February-May). Candidates will be required to demonstrate their chosen theatre production skills in a performance to an audience. They will be assessed on their ability to:

- implement the appropriate production skills
- demonstrate effective production skills.

The examiner will assess the candidates by a combination of observation of the pre-show checks/preparation and performance, and individual viva voces.

#### **b. Question Paper**

There are 50 marks available for the question paper, which represents 50% of the total Course assessment. It will involve the dramatic and theatrical analysis of a short dramatic extract from a choice of three provided by SQA. Candidates will be required to show knowledge and understanding of textual analysis, use of role play and improvisation, and an area of theatre production skills.

The question paper will be timetabled in the main examination diet.

View the arrangements [Drama](#)

### **Drama Higher (C037 12)**

## **Course outline**

Higher Drama develops the central concept of exploring relationships and promotes candidates' knowledge and understanding of theatre. The Course focuses on the skills of acting, directing and investigating in a variety of dramatic contexts.

This Course comprises three mandatory Units, as follows:

D196 12	Investigative Drama (H)	1 credit (40 hours)
D197 12	Study of a Text in its Theatrical Context (H)	1 credit (40 hours)
D198 12	Contemporary Scottish Theatre (H)	1 credit (40 hours)

*Study of a Text in its Theatrical Context* involves a predominantly practical study from the perspective of actor and director. A text will be chosen from the following list:

<i>Antigone</i>	<i>Sophocles transl. Robert Fagles (only currently available within the Penguin Volume)</i>
<i>Ghosts</i>	<i>Henrik Ibsen transl. M Meyer, Peter Watts</i>
<i>Mother Courage and her Children</i>	<i>Bertolt Brecht transl. John Willett</i>
<i>Waiting for Godot</i>	<i>Samuel Beckett</i>
<i>A Taste of Honey</i>	<i>Shelagh Delaney</i>

<i>The Birthday Party</i>	<i>Harold Pinter</i>
<i>The House of Bernarda Alba</i>	<i>Federico Garcia Lorca transl. Michael Dewell and Carmen Zapata (Penguin Classic)</i>
<i>The Crucible</i>	<i>Arthur Miller</i>
<i>The Importance of Being Earnest</i> (Longman's edition is recommended)	<i>Oscar Wilde</i>
<i>Lovers</i>	<i>Brian Friel</i>
<i>Twelfth Night</i>	<i>William Shakespeare</i>

For the purposes of the Unit *Contemporary Scottish Theatre*, candidates may refer to any post-1900 play which is set in Scotland and/or written by a playwright Scottish by birth or residence and/or commissioned by a Scottish theatre company using a Scots translation, a Scottish idiom or a Scottish setting.

## Course assessment

To gain the award of the Course, the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external Course assessment will consist of one question paper and an acting examination.

**a. The question paper** will be of two hours 30 minutes' duration, and will have a maximum mark of 60, allocated as follows:

- One essay on the prescribed text - 20 marks
- One dramatic commentary - 20 marks
- One essay on contemporary Scottish theatre - 20 marks

The **question paper** represents 50% of the total Course Assessment.

**b. The acting examination** will be externally assessed by a Visiting Assessor, and will have a maximum mark of 40. Candidates will be required to demonstrate their acting roles as follows:

- One based on one of the prescribed texts (see Course outline)
- One based on a text from contemporary Scottish theatre

The **acting examination** represents 50% of the total Course Assessment

Each acting piece will be marked out of 20 as follows: 5 marks for characterisation skills; 5 marks for voice; 5 marks for movement; 5 marks for impact on the audience.

View the arrangements [Drama](#)

## Drama Advanced Higher (C037 13)

### Course outline

The Advanced Higher Drama Course is designed to articulate with and provide progression from Higher Drama. It will provide a challenging and satisfying Course for candidates who

wish to specialise in both the academic and practical aspects of the subject. To achieve this, the Course comprises Units which focus on the creative exploration of relationships; the study of the art of theatre, its forms and its practices; and practical aspects of theatre.

This Course comprises three mandatory Units, as follows:

D199 13	Devised Drama (AH)	1 credit (40 hours)
D200 13	Twentieth Century Theatre — Theories of Performance (AH)	1 credit (40 hours)
D201 13	Drama: Special Study(AH)	1 credit (40 hours)

For the Unit *Twentieth Century Theatre: Theories of Performance*, candidates will explore and apply the theories of two leading 20th-century theatre practitioners selected from the following list:

Konstantin Stanislavski, Edward Gordon Craig, Max Reinhardt, Vsevolod Meyerhold, Jacques Copeau, Erwin Piscator, Antonin Artaud, Bertolt Brecht, Peter Brook, Augusto Boal, Jerzy Grotowski

For the Unit *Special Study*, candidates will opt to specialise in an aspect of performance — acting, direction or design. The special study will focus on the process of translating text from a prescribed list into theatre within the chosen option. This prescribed list is as follows:

The Three Sisters	Anton Chekhov
The Glass Menagerie	Tennessee Williams
Mrs Warren's Profession	George Bernard Shaw
The Good Woman of Setzuan	Bertolt Brecht
A Midsummer Night's Dream	William Shakespeare
Hamlet	William Shakespeare
Chinchilla	Robert David MacDonald
Blood and Ice	Liz Lochhead
Romeo and Juliet	William Shakespeare
As You Like It	William Shakespeare
The Rivals	Richard Brinsley Sheridan
The Seagull	Anton Chekhov
The Doll's House	Henrik Ibsen
Miss Julie	August Strindberg
Pygmalion	George Bernard Shaw
Yerma	Federico Garcia Lorca
All My Sons	Arthur Miller
The Caucasian Chalk Circle	Bertolt Brecht
A Streetcar Named Desire	Tennessee Williams
Plenty	David Hare
Les Liaisons Dangereuses	Christopher Hampton
Oleanna	David Mamet

## Course assessment

To gain the award of the Course, the candidate must achieve all three component Units and the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external Course assessment will comprise a question paper and a practical examination involving the use of theatre skills. Further details of each are provided below:

### **a. Question Paper**

The paper will be of two hours' duration and will attract a total of 40 marks, representing 50% of the total Course assessment.

Candidates will be assessed on the depth of their knowledge of performance theories of the two chosen practitioners they have selected for study, and on their understanding of how the performance theories of the selected practitioners have influenced current theatre practice. The paper is divided into two sections:

#### **Section A**

This section will deal with comment on the performance theories of theatre practitioners within the historical, social and theatrical context in which the theories were practised. Two questions will be set on each prescribed practitioner and candidates will be expected to answer one in essay form. 20 marks will be allocated to each question.

#### **Section B**

This section will deal with comment on the influence of the chosen theatre practitioners on current theatre practice.

Three general questions will be set from which candidates will be expected to answer one in essay form. 20 marks will be allocated to each question.

### **b. Practical Examination**

The practical examination will be externally assessed by a Visiting Assessor. Candidates will demonstrate their performance concepts using the chosen practical skills. This demonstration will carry 30 marks, representing 50% of the total marks available for the Course assessment.

As part of the internal Unit assessment for Special Study, candidates will be required to produce an extended response in the form of a report. The report will be in two parts,:

Part 1 of the report will focus on the process which the candidate undertook in order to arrive at the concepts for the performance. A copy of this part of the report will be required to be sent to the Visiting Assessor before the practical examination, not for assessment or verification purposes, but, instead, to inform the Assessor of the candidate's influences, etc regarding performance concepts.

Part 2 of the report should be completed after the performance event. In this short section of the report, candidates will be asked to evaluate their performance concepts for the chosen play.

The report is intended for internal assessment purposes, and as such, **carries no marks towards the external Course assessment.**

View the arrangements [Drama](#)

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# Early Education and Childcare

Courses leading to Qualifications in Early Education and Childcare are offered at Intermediate 1, Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Care is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Early Education and Childcare National 4 (C221 74)

### Course outline

The Course is one of a range of National Courses known as Skills for Work Courses. This Course has been designed to provide an experiential route to candidates who wish to progress to further study in Early Education and Childcare. The candidate will also be introduced to key knowledge and skills and develop positive attitudes that will allow them to progress onto other care related courses, eg social care, or into employment outwith the early education and childcare sector.

This Course has three mandatory Units and a choice of one from three optional Units.

The mandatory Units are:

DM83 10	Child Development	1 credit (40 hours)
DM84 10	Working in Early Education and Childcare	1 credit (40 hours)
DM41 10	Play in Early Education and Childcare	1 credit (40 hours)

The optional Units are:

DM86 10	Parenting	1 credit (40 hours)
DM5V 10	Maintenance of a Safe Environment for Children	1 credit (40 hours)
DM85 10	Care of Children	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

The assessment strategies used in this Course will allow the candidate to demonstrate a competence in key knowledge, skills and attitudes required to be employed in the early education and childcare sector.

View the arrangements [Early Education and Childcare](#)

## **Early Education and Childcare National 5 (C246 75)**

### **Course outline**

The Course is one of a range of National Courses known as Skills for Work Courses. This Course has been designed to provide an experiential route to candidates who wish to progress onto further study in Early Education and Childcare that satisfies the registration requirements of the Scottish Social Service Council. The candidate will also be equipped with key knowledge and skills and develop positive attitudes that will allow them to progress onto other care related courses, eg social care, or into employment outwith the early education and childcare sector.

This Course has three mandatory Units and a choice of one from three optional Units.

The mandatory Units are:

F19L 11	Child Development and Health	1 credit (40 hours)
DM41 11	Play in Early Education and Childcare	1 credit (40 hours)
DM84 11	Working in Early Education and Childcare	1 credit (40 hours)

The optional Units are:

DM86 11	Parenting	1 credit (40 hours)
F19M 11	First Aid	1 credit (40 hours)
DM60 11	Care and Feeding of Children	1 credit (40 hours)

### **Course assessment**

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **Assessment objectives**

The assessment strategies used in this Course will allow the candidate to demonstrate competency in knowledge, skills and attitudes required to be employed in the early education and childcare sector.

View the arrangements [Early Education and Childcare](#)

## **Early Education and Childcare Higher (C215 12)**

### **Course outline**

The Course provides opportunities for candidates to:

- acquire specialist knowledge and understanding required to contribute to the care, learning and development of children aged 0-12 years.
- develop the ability to apply knowledge to a range of early education and childcare environments.
- develop the ability to analyse and evaluate within the early education and childcare setting.

The Course will form an important part of the national provision, both for those who have identified the field of early education and childcare as their chosen career path and also for any candidates following a programme of study at Higher level who may wish to extend their educational experience. The knowledge acquired in the areas of child development, developmental theory and holistic approaches to child health may be transferable to other academic or career pathways, particularly those which involve working with children.

This Course comprises three mandatory Units, as follows:

#### Mandatory Units

DM3X 12	Child Development: Birth to 12 Years (H)	1 credit (40 hours)
DM3Y 12	Developmental Theory in Early Education and Childcare (H)	1 credit (40 hours)
DM40 12	Holistic Approaches to Child Health (H)	1 credit (40 hours)

### Course assessment

To achieve the Course award the candidate must pass all the internal assessments associated with the component Units and the Course assessment. The candidate's grade is based on the Course assessment.

The external assessment will consist of two question papers each with a time allocation of 1hr 20 minutes and each worth 50 marks. The total mark available is 100. There is a break of 20 minutes between each paper. Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

### Play in Early Education and Childcare Higher (C06L 12)

### Course outline

The focus of this Course is for those who will work with children with delegated responsibility for the care, learning and development of children. It is intended to offer candidates who work at this level an academic challenge. This Course is also suitable for those already employed within the sector who wish to increase their knowledge and understanding of play and develop their continuing professional development. The Scottish Social Services Council will require evidence of continuous professional development as part of on-going registration.

This Course comprises two mandatory Units plus Course assessment, as follows:

#### Mandatory Units

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DM41 12	Play in Early Education and Childcare (H)	1 credit (40 hours)
DM42 12	Play in Practice (H)	2 credits (80 hours)

## Course assessment

To achieve the Course award the candidate must pass the internal assessments associated with the component Units and the Course assessment. The candidate's grade is based on the Course assessment.

The external assessment will consist of a project comprising the candidate's investigation and report on a case study scenario. The project will cover the two mandatory Units and has a mark allocation of 200.

## Arrangements

- [Play in Early Education and Childcare Arrangements](#) (464 KB)
  - [Play in Early Education and Childcare External Assessment Document](#) (409 KB)  
Edition 5
  - [2012 Higher Play in Early Education and Childcare Project Specification](#) (350 KB)
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# Economics

Courses in Economics are offered at Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Economics is provided in the publication *Automatic Certification of Core Skills*, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Economics Intermediate 2 (C038 11)

### Course outline

The study of Economics at this level looks at both the world of business and the economic environment in which business is set. It is therefore relevant to anyone contemplating a career in central or local government, commerce or industry.

This Course comprises three mandatory Units, as follows:

DM4W 11	Microeconomics (Int 2)	1 credit (40 hours)
DM4X 11	The UK Economy (Int 2)	1 credit (40 hours)
DM4Y 11	The International Economy (Int 2)	1 credit (40 hours)

### Course assessment

The Course assessment is a Question Paper lasting one hour 45 minutes. Total marks available for this paper are 60 marks.

- The paper examines knowledge and understanding covering the Course content and also assesses evaluation and problem solving.
- Questions will cover the interpretation of economic information and some will require an extended response.
- The paper will consist of two sections, A and B.
- Section A will cover interpretation items while Section B will be extended response questions.
- Questions in both sections may focus on particular areas of Course content but there will also be questions which provide an opportunity to integrate topics across all areas of the Course content. These integrative questions may cover topics from two or more of the three Units which comprise the Course.

#### Section A - total marks available 40

This section of the paper will assess evaluation and problem solving.

It will consist of two brief interpretation items. Each will have a number of questions totalling 20. Candidates will be expected to attempt all questions for both interpretation items.

The information presented to candidates may take a number of forms, including extracts from newspapers or magazines, or articles from relevant economic publications. It may incorporate data in tabular, graphical or diagrammatic form. The stimulus material supplied will not contain all the answers within it.

Candidates will be required to consider basic economic problems and issues by identifying the key features of them and extracting and processing relevant information to reach valid conclusions. They will also be required to suggest appropriate courses of action to be taken on economic issues.

### **Section B - total marks available 20**

This section of the paper will assess knowledge and understanding.

It will consist of five questions drawn from any part of the Course content. Each question will require extended answers and will be worth 20 marks. Each question will normally contain three sub-sections. Candidates should attempt any one question.

View the arrangements [Economics](#)

## **Economics Higher (C038 12)**

### **Course outline**

The study of Economics at Higher level, which looks at both the world of business and the social environment, will provide a good basis for further study in general areas such as business, social studies and management, and for professional qualifications in law, accountancy, etc. It will also be of benefit to anyone contemplating a career in central or local government, commerce or industry.

This Course comprises three mandatory Units, as follows:

DM4W 12	Microeconomics (H)	1 credit (40 hours)
DM4X 12	The UK Economy (H)	1 credit (40 hours)
DM4Y 12	The International Economy (H)	1 credit (40 hours)

### **Course assessment**

The Course assessment is a Question Paper lasting two hours and 30 minutes. Total marks available for this paper are 100 marks.

- The paper examines knowledge and understanding covering the Course content and also assesses analysis, evaluation and problem solving.
- Questions will cover the interpretation of economic information and require an extended response.
- The paper will consist of two sections, A and B.
- Section A will cover interpretation items while Section B will be extended response questions.
- Questions in both sections may focus on particular areas of Course content but there will also be questions which provide an opportunity to integrate topics across all areas

of the Course content. These integrative questions may cover topics from two or more of the three Units which comprise the Course.

### **Section A - total marks available 50**

This section of the paper will assess analysis, evaluation and problem solving.

It will consist of two separate interpretation items each with a number of questions totalling 25 marks. Candidates will be expected to attempt all questions for both interpretation items.

The information presented to candidates may take a number of forms, including extracts from newspapers or magazines, or articles from relevant economic publications. It may incorporate data in tabular, graphical or diagrammatic form and will normally include macroeconomic and microeconomic material.

Candidates will be required to analyse straightforward economic problems and issues by identifying the key features of them and extracting and processing relevant information to reach valid conclusions. They will also be required to suggest and/or justify appropriate courses of action to be taken on economic issues.

### **Section B - total marks available 50**

This section of the paper will assess knowledge and understanding.

It will consist of six questions drawn from any part of the Course content. Each question will require extended answers and will be worth 25 marks. Candidates should attempt any two questions.

View the arrangements [Economics](#) for this qualification.

## **Economics Advanced Higher (C038 13)**

### **Course outline**

The Advanced Higher in Economics is concerned with the application of economic concepts to the ways in which choices about the use of resources are made. It concentrates on the analysis and evaluation of current economic issues and the implications which these have for individuals, organisations and society as a whole. The Course develops skills in interpreting, analysing and evaluating the processes of economic change and development in contemporary society. Candidates are encouraged to use the processes of deductive and inductive reasoning to assess and evaluate various types of data and to weigh up the benefits and costs of alternative courses of action. The Course will enable candidates to appreciate that economic problems can be considered from a number of different perspectives. At this level, candidates are encouraged to think independently and to take greater responsibility for their own learning.

This Course comprises three mandatory Units, as follows:

DM4W 13	Microeconomics (AH)	1 credit (40 hours)
DM50 13	Economics Issues and Policies (AH)	1 credit (40 hours)
DM51 13	Economic Research (AH)	1 credit (40 hours)

### **Course assessment**

The Advanced Higher external assessment will consist of two components: a Question Paper and a Dissertation:

1. an external examination paper lasting two hours and 15 minutes. Total marks available for this paper are 75 marks
2. a dissertation topic to be completed during the Course. Total marks available for the dissertation are 25 marks. The dissertation will account for 25% of the total marks available for the external assessment

### **Question Paper**

- The paper examines the knowledge and understanding and the application of economic concepts covered in the Course content and also assesses analysis, evaluation and problem solving.
- Questions will cover the interpretation of economic information and require an extended response.
- The paper will consist of two sections, A and B.
- Section A will consist of an interpretation item while Section B will be extended response questions.
- Questions will relate to contemporary economic issues and may focus on particular areas of Course content but will also provide an opportunity to integrate topics across all areas of the Course content. A contemporary economic issue is taken to be any major economic event or issue which has become prominent in the 18 months prior to the examination.

#### **Section A - total marks available 25**

This section of the paper will assess analysis, evaluation and problem solving.

It will consist of a single interpretation item with a number of questions totalling 25 marks. Candidates will be expected to attempt all questions for the interpretation item.

The information presented to candidates will relate to a contemporary economic issue. It may take a number of forms, including extracts from newspapers or magazines or articles from relevant economic publications. It may incorporate data in tabular, graphical or diagrammatic form and will cover material taken from the areas of the Course content covered in the *Microeconomics* (Advanced Higher) Unit.

Candidates will be required to analyse the economic issues involved by identifying the key features of these and extracting and processing relevant information to reach valid conclusions. They will also be required to make and justify predictions with respect to the economic issues involved.

#### **Section B - total marks available 50**

This section of the paper will assess knowledge and understanding and the application of economic concepts.

Candidates will attempt any two questions from a choice of six questions. Each question will be worth 25 marks and may be drawn from any part of the Course content. However, at least one of these six questions will concentrate on the microeconomics section of the Course content. The other questions will be concerned with contemporary economic issues. These economic events and issues will not be confined to the UK. The questions will require extended answers.

### **Dissertation**



This part of the external assessment has 25 marks available. It will assess the ability of candidates to apply their knowledge of economic theory in a critical way. It also assesses their ability to evaluate evidence from a range of sources and to draw valid conclusions from this evidence.

Candidates are required to select and investigate a topic linked to a contemporary economic issue which includes a number of complex issues. They should present their findings in the form of a dissertation. The topic for the dissertation may be drawn from any part of the Course content.

Candidates will plan an approach to their dissertation, research the topic, analyse the issues, decide on an approach and organise the structure and content of the dissertation. The dissertation should reach a conclusion based on the evaluation of the evidence gathered.

An annotated bibliography should also be submitted giving a list of sources consulted by the candidate. This will be taken into account in the assessment of the dissertation.

The dissertation, excluding footnotes and bibliography, should be between 3,500 and 4000 words in length. The dissertation will be externally marked. Centres will be informed by SQA of the date by which dissertations should be received.

View the arrangements [Economics](#)

## **Economics Standard Grade (0820 01)**

### **Course outline**

Papers will be set at Foundation, General and Credit levels.

The four key concepts underlying the Course are scarcity, allocation, distribution and efficiency. In addition, eleven Fields of Study are identified in which a wide range of associated concepts are introduced. These Fields of Study, which represent broad areas of context, are as follows:

Economic Systems International Trade Production  
Public Finance Consumption Economic Growth Market Mechanisms Inflation  
Money, Finance and Banking Regional Disparities  
Unemployment

The assessable Elements of the Course are Knowledge and Understanding and Enquiry Skills.

### **Course assessment**

The Elements of Knowledge and Understanding and Enquiry Skills will be assessed by SQA. The overall award for the subject will be the mean of the Element grades, with the Elements of Knowledge and Understanding and Enquiry Skills being weighted 40:60 respectively.

External assessment of Knowledge and Understanding and Enquiry Skills will be by means of a single written examination at each of the three levels, as follows:

Foundation level 1 hour assessing grades 6 and 5

General level 1 hour 15 minutes assessing grades 4 and 3  
Credit level 1 hour 45 minutes assessing grades 2 and 1

In all papers, the questions set will sample the Fields of Study.

Further information

Full details of the Course and assessment arrangements, including statements of the Grade Related Criteria, were issued to authorities and centres in May 1997 and further copies are available from SQA. Also available are notes of guidance on the Fields of Study.

View the arrangements Economics

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# Electrical Installation Fundamentals

A Course leading to a National Qualification in Electrical Installation Fundamentals is offered at Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document.

There are also freestanding Units in electrical engineering in the *Catalogue of National Qualifications*.

A number of these Units are in Group Awards which provide progression to HNC/Ds.

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## Electrical Installation Fundamentals Intermediate 2 (C06C 11)

### Course outline

This Course is intended to provide candidates with an introduction to electrical installation knowledge and skills through a candidate-centred approach. It is aimed primarily at young people who wish to develop their interest in the field of electrical engineering with the possibility of entering a career in the electrical industry. The skills developed by the candidates, and the underpinning knowledge gained during this Course, will give them a firm foundation which may be further developed through training to an industrial standard. The three Course Units are designed to form one integrated whole with the knowledge gained from the *Systems and Protection* Unit being underpinned by the relevant *Electrical Principles* and implemented through the *Installation Skills* Unit.

The Course has three mandatory Units as follows:

D9AF 11	Fundamental Electrical Principles	1 credit (40 hours)
D9AG 11	Basic Electrical Installation Systems and Protection	1 credit (40 hours)
D9AH 11	Basic Electrical Installation Skills	1 credit (40 hours)

### Course assessment

To gain the award of the Course the candidate must achieve all of the component Units as well as the Course project. The Course project will integrate the skills and knowledge gained from the three Units. The project is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills and related knowledge and understanding to a situation that involves task management.

The Course project will be internally assessed and then passed to SQA to be centrally marked.

View the arrangements [Electrical Installation Fundamentals](#)

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# Electronics

Courses leading to National Qualifications in Electronics are offered at Intermediate 1 and Intermediate 2. The Courses available are Intermediate 1 *Applied Practical Electronics* and Intermediate 2 *Electronic and Electrical Fundamentals*. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document.

There are also freestanding Units in electronics in the National Qualifications Catalogue. A number of these Units are in National Certificate Group Awards which provide progression to HNC/Ds.

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## Applied Practical Electronics(Electronics) Intermediate 1 (C119 10)

### Course Outline

This Course is intended to provide progression for school candidates who have developed a taste for the practical aspects of working with electronic components and systems in such subjects as 5–14 Technology, Technological Studies and Science. It will also give easier identification of progression routes to employment or further education. Candidates completing this Course may wish to consider going on to the exam-based Course in *Electronic and Electrical Fundamentals* at Intermediate 2 or the Project-based National Course in *Electrical Installation Fundamentals* at Intermediate 2.

The Course has four mandatory Units as follows:

D378 10	Electronics	0.5 credit (20 hours)
D181 10	Practical Electronics	1 credit (40 hours)
D9EP 10	Wiring and Assembly Techniques	0.5 credit (20 hours)
D9EN 10	Electronic Simulation and Testing	1 credit (40 hours)

### Course assessment

In order to achieve the Course award, the candidate must pass all of the component Units as well as the Course assessment. The Course assessment is based on a project which integrates the knowledge, understanding and skills learned and practised across the Units. Typically it will involve some system circuit simulation followed by building a modular test system. Once this is proven, a soldered permanent circuit will be built and connected to a real project using a wiring loom.

The Course project will be internally assessed and externally verified by SQA.

View the arrangements [Applied Practical Electronics](#)

## Electronic and Electrical Fundamentals(Electronics) Intermediate 2 (C025 11)

### Course outline

This Course aims to introduce the candidate to electronic and electrical engineering through the study of basic electrical principles, introductory analogue and digital processing. It will encourage an appreciation of what electricity is, how it may be generated and how it may be utilised to perform processing tasks.

The Course provides progression to Higher Mechatronics and would also be an asset in the wider scientific and engineering fields.

This Course comprises three mandatory Units as follows:

D132 11	Electrical Fundamentals (Int 2)	1 credit (40 hours)
D133 11	Semiconductor Applications: An Introduction (Int 2)	1 credit (40 hours)
D134 11	Combinational Logic (Int 2)	1 credit (40 hours)

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Mathematics and either Technological Studies or Physics at grade 3 Standard Grade
- equivalent National Units.

Completion of the Course will provide the candidate with the ability to construct circuits and to analyse their performance practically using test instrumentation.

### Course assessment

In order to achieve the award of the Course, candidates must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will comprise a question paper. The time allocation for the question paper will be two hours 30 minutes. The paper will comprise two sections as follows:

#### Section A — 50 marks

Eight to ten short answer questions will be set to assess knowledge and understanding of discrete aspects of the Course content. Candidates should attempt all questions in this section.

#### Section B — 50 marks

Three extended, integrated questions will be set. The questions will test the candidates' knowledge and understanding and their ability to deal with integrated Course content. Candidates should attempt two questions from this section. Each question will be worth 25 marks.

Candidates will be expected to extract information from datasheets supplied with the paper. These could include technical details such as a range of formulae required for particular questions, specification sheets for electronic components and/or a range of symbols.

View the arrangements [Electronic and Electrical Fundamentals](#)

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# Energy

A *Skills for Work* Course leading to a National Qualification in Energy is offered at Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Energy National 5 (C258 75)

### Course outline

This Course is intended to equip candidates with the necessary knowledge and skills which will enhance their prospects for employment in the wide range of opportunities within energy sectors. The Course will allow candidates to develop a range of employability skills which are of particular relevance to energy industries.

This course has 4 Units (totalling 3.5 credits) which are mandatory and one optional Unit from a choice of three (0.5 credit).

The mandatory Units are:

F3FN 11	Energy: An Introduction (Int 2)	1 credit (40 hours)
F3FR 11	Energy: Domestic Wind Turbines Systems (Int 2)	1 credit (40 hours)
F3FS 11	Energy: Domestic Solar Hot Water Systems (Int 2)	1 credit (40 hours)
F3FP 11	Energy: Employability and Careers (Int 2)	0.5 credit (20 hours)

A choice of one from the following options:

F3FT 11	Energy and the Individual (Int 2)	0.5 credit (20 hours)
F3FW 11	Energy: Oil/Gas Extraction (Int 2)	0.5 credit (20 hours)
F3FV 11	Energy: Conventional Technologies and the Grid (Int 2)	0.5 credit (20 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

The aim of the assessment in this Course is to provide opportunities to gather evidence of development in:

- practical skills
- review and evaluation skills
- investigation skills

- knowledge and understanding

View the arrangements [Energy](#)

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# Engineering Craft Skills

Courses leading to National Qualifications in Engineering Craft Skills are offered at Intermediate 1 and Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document. Information on the Core Skills delivered by the Courses and Units in Engineering Craft Skills is provided in the publication, Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

These Courses will contribute to the knowledge, understanding and practical experience of candidates whose aspirations and abilities are towards practical work, or who are considering a career in the engineering industry in any capacity. Candidates may wish to extend skills developed in Standard Grade Craft and Design. They may wish to progress to education or training in engineering, through studies and practice focused on practical aspects of such work. They may wish to experience the rigorous standards which would apply if they were serving an apprenticeship or in employment in this field.

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## Engineering Craft Skills Intermediate 1 (C034 10)

### Course outline

The Course is focused on practical work and takes place in a workshop environment. Whenever a new skill is to be introduced, this should be demonstrated to candidates and accompanied by the underpinning knowledge and understanding. Content is prescribed, but the Course is intended to be candidate-centred as opposed to being wholly content-driven. For example, a candidate may be attracted to a particular project which requires experiences beyond the minimum competence and will require extended learning and teaching. The Practical Electronics option also extends the scope of the Course to include craft skills which interface with electronics in producing working systems.

This Course comprises of two mandatory Units and one optional Unit as follows:

#### Mandatory Units

D178 10	Bench Skills — Metal (Int 1)	1 credit (40 hours)
D179 10	Machine Processes — Metal (Int 1)	1 credit (40 hours)

#### Optional Units

One selected from:

D180 10	Fabrication and Thermal Joining Techniques (Int 1)	1 credit (40 hours)
D181 10	Practical Electronics (Int 1)	1 credit (40 hours)



## Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units as well as the Course project. The Course project will be internally assessed and externally verified.

The integrative nature of the final project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional, integrated or applied learning. The additional time allowed for project work encourages more complex artefacts to be manufactured, and hence, provides an opportunity to achieve good quality work and a useful product. In addition, the project is based on some earlier experience, so that candidates will be able to carry out their work with confidence.

Centres should allow 20–30 hours for the Course project. SQA will provide project specifications and drawings. Centres may use their own, but if they decide to do this, it is strongly recommended that they seek prior verification of the project by SQA. If they do not, there may be a chance that not all the Outcomes and Units of the Course are being covered. In this case, candidates may not get full recognition for the work they have done.

Centres are advised to begin preparations for the project in plenty of time to allow for completion by the required date (for submission dates, see NQ key dates contained on the Operational Help Centre at [www.sqa.org.uk](http://www.sqa.org.uk)).

To achieve this centres should commence work on the project during January. As the Course project is internally assessed and subject to verification, there is no need to submit an estimate.

View the Arrangements for this subject: [Engineering Craft Skills](#)

## Engineering Craft Skills Intermediate 2 (C034 11)

### Course outline

The Course is of a practical nature, is workshop-based and provides many skills which are appropriate to a wide range of applications. The Course will develop skills in marking-out, cutting, shaping, machining and finishing materials, as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness. The Practical Electronics option also extends the scope of the Course to include craft skills which interface with electronics in producing working systems.

This Course comprises of two mandatory Units and one optional Unit as follows:

#### Mandatory Units

D178 11	Bench Skills — Metal (Int 2)	1 credit (40 hours)
D179 11	Machine Processes — Metal (Int 2)	1 credit (40 hours)

#### Optional Units

One selected from:

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D180 11	Fabrication and Thermal Joining Techniques (Int 2)	1 credit (40 hours)
D181 11	Practical Electronics (Int 2)	1 credit (40 hours)

## Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units as well as the Course project. The Course project will be internally assessed and externally verified.

The integrative nature of the final project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional, integrated or applied learning. The additional time allowed for project work encourages more complex artefacts to be manufactured, and hence, provide an opportunity to achieve good quality work and a useful product. In addition, the project is based on some earlier experience, so that candidates will be able to carry out their work with confidence.

Centres should allow 20–30 hours for the Course project. SQA will provide project specifications and drawings. Centres may use their own, but if they decide to do this, it is strongly recommended that they seek prior verification of the project by SQA. If they do not, there may be a chance that not all the Outcomes and Units of the Course are being covered. In this case, candidates may not get full recognition for the work they have done.

Centres are advised to begin preparations for the project in plenty of time to allow for completion by the required date (for submission dates, see SQA Coordinators Guide on [SQA Connect](#)). To achieve this, centres should commence work on the project during January.

As the Course project is internally assessed and subject to verification, there is no need to submit an estimate.

View the Arrangements for this subject: [Engineering Craft Skills](#)

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# Engineering Skills

Skills for Work Courses leading to National Qualifications in Engineering Skills are offered at Intermediate 1 and Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Engineering Skills National 5 (C253 75)

### Course outline

This Course has been designed to provide a basis for progression into further education or for moving directly into training in employment within an engineering sector. The overall purpose of the Course is to ensure that candidates start to develop the generic and practical skills, knowledge and understanding, and employability skills needed within an engineering sector.

The Course may be suitable for candidates studying engineering for the first time but also for those who have completed the Engineering Skills (Intermediate 1) Course. This Course will build on the skills and knowledge developed in the Engineering Skills (Intermediate 1) Course and will introduce candidates to a wider range of engineering applications and to working to more demanding tolerances.

This Course has four mandatory Units.

The mandatory Units are:

F39B 11	Engineering Skills: Mechanical and Fabrication (Int 2)	1 credit (40 hours)
F39C 11	Engineering Skills: Electrical and Electronic (Int 2)	1 credit (40 hours)
F39D 11	Engineering Skills: Maintenance (Int 2)	1 credit (40 hours)
F39E 11	Engineering Skills: Design and Manufacture (Int 2)	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units in this Course will primarily test practical skills but will also address the technical knowledge and understanding associated with those skills in engineering at Intermediate 2. In particular, assessment will focus on:

- practical vocational skills
- skills for employment in an engineering context.

View the arrangements [Engineering Skills](#)

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# English

Courses leading to National Qualifications are offered in English at Access 2 and 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in English is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## English Access 2 (C115 08)

### Course outline

The Course is designed to enable candidates to communicate in contemporary society using appropriate vocabulary, structures and styles as appropriate to the audience. Candidates will study both fiction and non-fiction texts and the Course will cover tasks involving reading, writing and oral communication.

The Course will help candidates develop their awareness of different types of text and some of the features of fictional writing such as plot, characters, etc.

Where possible candidates should be encouraged to choose which text they would like to study and this may allow them to examine issues of personal interest, thereby fostering the development of increased independence and responsibility.

The component Units are as follows:

F796 08	English: Language Study (Acc 2)	1 credit (40 hours)
F797 08	English: Literary Study (Acc 2)	1 credit (40 hours)
F791 08	English and Communication: Oral Communication (Acc 2)	1 credit (40 hours)

The Units may be offered on a free-standing basis or within an integrated programme of study when offered as a Course.

### Course assessment

There is no external assessment of the Access 2 Course. Candidates must pass the internal assessments associated with the component Units in the Course.

The National Course in English (Access 2) provides progression to the National Course in English (Access 3).

## Further Information

View the arrangements [English](#)

## English Access 3 (C270 09)

### Course outline

The Course is designed to enable candidates to communicate in contemporary society using appropriate vocabulary, structures and styles as appropriate to the audience. Candidates will also be able to develop the ability to clarify and articulate — in a wide range of personal, social, educational and vocational contexts — their own wishes, intentions, experiences, reactions, attitudes, ideas, values, and to relate these to the culture of which they are part. The Course will help candidates develop their awareness of the potential of literature and the imaginative output of the media to enhance their intellectual growth.

Content within Units may be negotiated and candidates are encouraged to examine issues of personal interest, thereby fostering the development of increased independence and responsibility.

The component Units are as follows:

F796 09	English: Language Study (Acc 3)	1.5 credit (60 hours)
F797 09	English: Literary Study (Acc 3)	1.5 credit (60 hours)

The Units may be offered on a free-standing basis or within an integrated programme of study when offered as a Course.

### Course assessment

There is no external assessment of the Access 3 Course. Candidates must, however, pass the internal assessments associated with the component Units in the Course.

The National Course in English (Access 3) provides progression to the English (Intermediate 1) Course.

View the arrangements [English](#)

## English Intermediate 1 (C270 10)

### Course outline

The Course is designed to enrich the experience of candidates through the study of language and literature and to develop the skills of understanding and communicating. The content to be covered by the Course is specified by two component Units, one of which contains options. The component Units are as follows.

F796 10	English: Language Study (Int 1)	1.5 credit (60 hours)
F797 10	English: Literary Study (Int 1)	1.5 credit (60 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will consist of two externally set question papers and a **writing folio (20% weighting)**. The writing folio will consist of one piece of writing as specified in the Arrangements Documents.

### Close Reading (1 hour) - 40% weighting

In response to a series of questions, candidates will be required to demonstrate their ability to understand, analyse and evaluate a passage of unseen prose. Questions will require either a short answer (a few words) or a restricted response (a few sentences or a paragraph).

### Critical Essay (45 minutes) - 40% weighting

In response to one question from a range of questions, candidates will be required to produce a Critical Essay demonstrating their ability to understand, analyse and evaluate previously studied text(s) or topic(s).

View the arrangements [English](#)

## English Intermediate 2 (C270 11)

## Course outline

The Course is designed to enrich the experience of candidates through the study of language and literature and to develop the skills of understanding and communicating. The Intermediate 2 Course articulates with and provides progression from the Intermediate 1 Course, and also articulates with the Higher Course. The content to be covered by the Intermediate 2 Course is specified by two component Units, one of which contains options. The component Units are as follows.

F796 11	English: Language Study (Int 2)	1.5 credit (60 hours)
F797 11	English: Literary Study (Int 2)	1.5 credit (60 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will consist of two externally set question papers and a **writing folio (20% weighting)**. The writing folio will consist of two pieces of writing as specified in the Arrangements Documents.

### Close Reading (one hour) - 40% weighting

In response to a series of questions, candidates will be required to demonstrate their ability to understand, analyse and evaluate a passage of unseen prose. Questions will require either a short answer (a few words) or a restricted response (a few sentences or a paragraph).

### **Critical Essay (one hour 30 minutes) - 40% weighting**

In response to two questions from a range of questions, candidates will be required to produce two Critical Essays demonstrating their ability to understand, analyse and evaluate previously studied texts or topics.

View the arrangements [English](#)

## **English Higher (C270 12)**

### **Course outline**

The Course is designed to enrich the experience of candidates through the study of language and literature and to develop the skills of understanding and communicating. The Higher Course articulates with and provides progression from both the Standard Grade English Course and the Intermediate 2 English Course. It also provides those who wish to proceed beyond Higher English with a suitable basis for further study. The content to be covered by the Higher English Course is specified by two component Units, one of which contains options. The component Units are as follows.

F796 12	English:Language Study (H)	1.5 credit (60 hours)
F797 12	English:Literary Study (H)	1.5 credit (60 hours)

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will consist of two externally set question papers and a **writing folio (20% weighting)**.The writing folio will consist of two pieces of writing as specified in the Arrangements Documents.

### **Close Reading (one hour 45 minutes) - 40% weighting**

In response to a series of questions, candidates will be required to demonstrate their ability to understand, analyse and evaluate two thematically linked passages of unseen prose. Questions will require either a short answer (a few words) or a restricted response (a few sentences or a paragraph).

### **Critical Essay (one hour 30 minutes) - 40% weighting**

In response to two questions from a range of questions, candidates will be required to produce two Critical Essays demonstrating their ability to understand, analyse and evaluate previously studied texts or topics.

View the arrangements [English](#)

## **English Advanced Higher (C270 13)**

### **Course outline**



The Advanced Higher English Course offers progression from the Higher English Course. The Course acknowledges the increasing maturity of candidates and enables a high degree of specialisation. The Course consists of two mandatory Units and one other Unit from a choice of four optional Units.

The Units are as follows:

### **Mandatory Units**

D9GT 13	English: Specialist Study (AH)	1 credit (40 hours)
D8VJ 13	English: Literary Study (AH)	1 credit (40 hours)

**and**

### **Optional Unit (one to be selected from the following list)**

D8VH 13	English: Language Study (AH)	1 credit (40 hours)
D9GV 13	English: Textual Analysis (AH)	1 credit (40 hours)
D9GX 13	English: Reading the Media (AH)	1 credit (40 hours)
D9GW 13	English: Creative Writing (AH)	1 credit (40 hours)

## **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

For external assessment of the mandatory Specialist Study, each candidate will be required to submit a dissertation of 3,500 - 4,500 words.

For external assessment of the mandatory Literary Study and three of the options (Language Study, Textual Analysis and Reading the Media), a question paper will be set (one hour 30 minutes for each section). Candidates will be required to answer one question in relation to each of the Units concerned. Candidates will not be allowed to bring texts or any other material into the examination.

For external assessment of the optional Creative Writing, candidates will be required to submit a folio comprising two pieces of creative writing in different genres.

Specialist Study - 40% weighting  
Each of the other two components - 30% weighting

## **Unit Specifications**

The specifications for the component Units for sessions 2012 onwards are given below.

The specifications may be changed from time to time.

### **Specialist Study**

The following is the list of study areas specified by SQA

- language; or
- literature; or
- media; or
- oral communication; or

- some combination of these.

## Literary Study

The following is the list of authors and texts specified by SQA:

### Drama

Candidates must study the texts specified for their chosen author(s).

Beckett	Waiting for Godot, Endgame
Byrne	The Slab Boys Trilogy
Chekhov	Uncle Vanya, The Cherry Orchard
Friel	Translations, Dancing at Lughnasa
Lindsay	Ane Satyre of the Thrie Estaitis
Lochhead	Mary Queen of Scots Got Her Head Chopped Off, Dracula
Pinter	The Homecoming, One for the Road, Mountain Language
Shakespeare	either Othello and Antony <b>and</b> Cleopatra or The Winter's Tale <b>and</b> The Tempest
Stoppard	Rosencrantz and Guildenstern are Dead, Arcadia
Wilde	Lady Windermere's Fan, An Ideal Husband, The Importance of Being Earnest
Williams	A Streetcar Named Desire, Sweet Bird of Youth

### Poetry

Candidates must study a selection of poems by their chosen author(s). The selection must include the poems listed for each chosen author.

Burns	The Cotter's Saturday Night The Twa Dogs Holy Willie's Prayer The Death and Dying Words of Poor Mailie Address to the Deil The Vision Epistle to J. Lapraik Address to the Unco Guid The Holy Fair and a selection of songs
Chaucer	Canterbury Tales: The General Prologue The Pardoner's Introduction, Prologue and Tale The Nun's Priest's Prologue and Tale
Donne	The Good Morrow "Go and catch a falling star ..." The Sun Rising Aire and Angels The Anniversary Twickenham Garden A Valediction: of weeping A Nocturnal upon St Lucie's Day A Valediction: forbidding mourning

	The Extasie "This is my play's last scene ..." "At the round earth's imagined corners, blow ..." "Death be not proud ..." "Batter my heart three-person'd god ..." "Show me dear Christ, thy spouse ..." Good Friday, 1613. Riding Westward Hymne to God my God in my sickness
Duffy	Dear Norman Model Village Recognition Selling Manhattan Correspondents Warming her Pearls Miles Away Originally Poet for our Times Dream of a Lost Friend The Captain of the 1964 'Top of the Form' Team Litany Before you were mine Small Female Skull Moments of Grace Valentine Mean Time Prayer
Heaney	Personal Helicon Follower Bogland Anahorish  Broagh  The Tollund Man Funeral Rites  Punishment The Ministry of Fear Exposure The Strand at Lough Beg Casualty The Harvest Bow From the Frontier of Writing Clearances
Henryson	The Testament of Cresseid and any three of the Morall Fabillis
Keats	The Eve of St Agnes Ode to a Nightingale Ode on a Grecian Urn Ode to Psyche To Autumn Ode on Melancholy On first looking into Chapman's Homer "When I have fears that I may cease to be ..." "Bright star, would I were steadfast as thou art ..."

MacDiarmid	The Bonnie Broukit Bairn The Watergaw Crowdieknowe The Eemis Stane The Innumerable Christ Empty Vessel A Drunk Man Looks at the Thistle
Muir	Childhood Horses The Wayside Station The River The Refugees Scotland 1941 The Little General The Castle The Child Dying The Good Town The Animals The Days Outside Eden One Foot in Eden Scotland's Winter The Difficult Land The Horses
Plath	Sleep in the Mojave Desert Two Campers in Cloud Country Morning Song Wuthering Heights Blackberrying Mirror Pheasant Poppies in July The Arrival of the Bee Box Daddy Medusa Ariel Lady Lazarus Winter Trees Words Edge
Yeats	The Stolen Child The Host of the Air The Song of Wandering Aengus The Cold Heaven The Wild Swans at Coole In Memory of Major Robert Gregory An Irish Airman Foresees his Death The Cat and the Moon Easter 1916 The Second Coming Sailing to Byzantium Among School Children Byzantium Lapis Lazuli Long-legged Fly

## Prose fiction

Candidates must study the texts specified for their chosen author.

Atwood	Cat's Eye, Alias Grace
Austen	Pride and Prejudice, Persuasion
Dickens	Hard Times, Great Expectations
Fitzgerald	The Beautiful and Damned, Tender is the Night
Galloway	The Trick is to Keep Breathing, Foreign Parts
Gray	Lanark, Poor Things
Hardy	The Return of the Native, Tess of the D'Urbervilles
Hogg	The Private Memoirs and Confessions of a Justified Sinner, The Brownie of the Black Hags, The Cameronian Preacher's Tale, Mary Burnet
Joyce	Dubliners, A Portrait of the Artist as a Young Man
Stevenson	The Master of Ballantrae, The Merry Men, Markheim, Thrawn Janet
Waugh	A Handful of Dust, Brideshead Revisited

### **Prose non-fiction**

Candidates must study **two** texts selected from the following list.

Angelou	I Know Why the Caged Bird Sings
Brittain	Testament of Youth
Jamie	Findings
Muir (Edwin)	Scottish Journey
Muir (Willa)	Belonging
Rush	A Twelvemonth and a Day
Spark	Curriculum Vitae

### **Language Study**

The following is the list of language topics specified by SQA:

- varieties of English or Scots
- the historical development of English or Scots
- multilingualism in contemporary Scotland
- the use of Scots in contemporary literature
- language and social context
- the linguistic characteristics of informal conversation.
- the linguistic characteristics of political communication

### **Textual Analysis**

The following is the list of genres specified by SQA:

- prose fiction
- prose non-fiction
- poetry
- drama.

### **Reading the Media**

The following is the list of media categories specified by SQA:

- film

- television
- radio
- print journalism
- advertising.

### **Creative Writing**

The following is the list of genres specified by SQA:

- reflective essay
- prose fiction
- poetry
- drama.

Authors, texts and topics central to the work of candidates in the Specialist Study may not be used in any other parts of external Course assessment.

View the arrangements [English](#)

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# English for Speakers of Other Languages (ESOL)

Courses leading to National Qualifications in ESOL are offered at Access 3, Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## English for Speakers of Other Languages Access 3 (C222 09)

### Course outline

The Course consists of three Units: *English for Speakers of Other Languages: Everyday Communication*, *English for Speakers of Other Languages: Transactional Contexts* and *English for Speakers of Other Languages: Work and Study-related Contexts*. All Units are available as stand-alone Units or as components of the Access 3 Course.

#### **DV34 09 - English for Speakers of Other Languages: Everyday Communication**

**(Access 3) 1 credit (40 hours)**

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in personal and social contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing English for personal and social purposes.

#### **F1AD 09 - English for Speakers of Other Languages: Transactional Contexts**

**(Access 3) 1 credit (40 hours)**

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in transactional contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for transactional purposes.

#### **F1AE 09 - English for Speakers of Other Languages: Work and Study-related Contexts**

**(Access 3) 1 credit (40 hours)**

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. The vocational context relevant to this Unit can be Work or Study-related contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening reading and writing in English for work and study purposes.

### **Course assessment**

To gain the award of the Course, the candidate must pass all three Units which make up the Course. There is no external assessment for this Course.

View the arrangements [English for Speakers of Other Languages](#)

## **English for Speakers of Other Languages Intermediate 2 (C222 11)**

### **Course outline**

The Course consists of two Units, one mandatory Unit, *English for Speakers of Other Languages: Everyday Communication*, and one optional Unit, either *English for Speakers of Other Languages: Work-related Contexts* or *English for Speakers of Other Languages: Study-related Contexts*. All Units are available either as free-standing Units or as components of the Intermediate 2 Course.

#### **DV34 11 - English for Speakers of Other Language: Everyday Communication**

**(Intermediate 2) 2 credits (80 hours)**

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. The broad social context of this Unit is intended to support candidates who need to use English as the language of everyday communication.

#### **DV35 11 - English for speakers of Other Languages: Work-related Contexts**

**(Intermediate 2) 1 credit (40 hours)**

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in a work-related context. It is intended for candidates who need English language skills to undertake work experience, or to prepare for employment. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for work purposes.

**or**

#### **DV36 11 - English for speakers of Other Languages: Study-related Contexts**



## **(Intermediate 2) 1 credit (40 hours)**

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in a study-related context. It is intended for candidates who need English language skills to study in the medium of English at school or further education colleges. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for the purpose of study.

While entry to the Course or Units is at the discretion of the centre, candidates will normally be expected to have attained:

- Intermediate 1 English for Speakers of other Languages Units

### **Course assessment**

To gain the award for the Course, the candidate must pass both component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will be by means of a combination of internal assessment (externally verified) and external examination. The assessment will take the following form:

### **Internal assessment: Speaking**

Conducted internally and audio-recorded for external verification. The speaking assessment is as described in the *English for Speakers of Other Languages: Everyday Communication* Unit, Outcome 1.

Duration: 5-6 minutes. 25 marks

### **External Examination**

#### **Listening**

The Listening section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the speaker. There will be three short, spoken texts which will be selected from a wide range of sources and include monologues, interviews, conversations and discussions in both formal and informal contexts. 15-25 short answer or restricted response questions, covering all three texts, will be used.

Duration: 30 minutes. 25 marks

Break of 20 minutes

#### **Reading**

The Reading section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the writer. There will be two written texts. 15-25 short answer or restricted response questions, covering both texts, will be used. Text types will be selected from newspapers and a wide range of other sources. The two texts will have a combined total of approximately 1200 words and candidates will be advised to spend a maximum of 40 minutes on this part of the paper.

Duration: 40 minutes (recommended). 25 marks

#### **Writing**

The Writing section of the Question Paper contains two parts.

### **Part 1**

Candidates will be assessed on their ability to identify and correct 10 errors in accuracy of spelling and grammar, in a short, general interest text of approximately 120 words. Candidates will be advised to spend a maximum of 10 minutes on this part of the paper.

Duration: 10 minutes (recommended). 5 marks

### **Part 2**

In this part of the Question Paper, there will be one extended writing task from a choice of three.

- Everyday Communication: task types will be selected from formal/informal letter, e-mail or article for school/college/community newsletter.
- Work: task types will be selected from report, information leaflet, e-mail, fax, memo, formal letter or form completion.
- Study: task types will be selected from an essay, or report in an academic style.

Candidates will be expected to write approximately 250 words and will be advised to spend approximately 40 minutes on this part of the paper.

Duration: 40 minutes (recommended). 20 marks

### **Summary**

Total marks for external assessment: 100

Total time for external assessment: two hours 20 minutes (includes 20 minutes break excludes speaking)

View the arrangements [English for Speakers of Other Languages](#)

## **English for Speakers of Other Languages Higher (C222 12)**

### **Course outline**

The Course consists of two Units, one mandatory Unit, *English for Speakers of Other Languages: Everyday Communication*, and one optional Unit, either *English for Speakers of Other Languages: Work-related Contexts* or *English for Speakers of Other Languages: Study-related Contexts*. All Units are available either as free-standing Units or as components of the Intermediate 2 Course.

### **DV34 12 - English for Speakers of Other Language: Everyday Communication**

**(Higher) 2 credits (80 hours)**

This Unit is designed for candidates whose first language is not English but who need to be able to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. The broad social

context of this Unit is intended to support candidates who need to use English as the language of everyday communication.

## **DV35 12 - English for Speakers of Other Languages: Work-related Contexts**

**(Higher) 1 credit (40 hours)**

This Unit is designed for candidates whose first language is not English but who need to be able to use English in a work context. It is intended for candidates who need English language skills to undertake work experience, or to prepare for employment. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for work purposes.

**or**

## **DV36 12- English for Speakers of Other Languages: Study-related Contexts**

**(Higher) 1 credit (40 hours)**

This Unit is designed for candidates whose first language is not English but who need to be able to use English in the context of study. It is intended for candidates who need English language skills to study in the medium of English at further education colleges or higher education institutions. While studying this Unit, candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for the purpose of study.

While entry to the Course or Units is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

- Intermediate 2 English for Speakers of Other Languages or its Units

## **Course assessment**

To gain the award for the Course, the candidate must pass both component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will be by means of a combination of internal assessment (externally verified) and external examination. The assessment will take the following form:

### **Internal assessment: Speaking**

Conducted internally and audio-recorded for external verification. The speaking assessment is as described in the *English for Speakers of Other Languages: Everyday Communication* Unit, Outcome 1.

Duration: 8-10 minutes. 25marks

### **External Examination**

#### **Listening**

The Listening section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the speaker. There will be three short, spoken texts which will be selected from a wide range of

sources including monologues, interviews, conversations and discussions in both formal and informal contexts. 15-25 short answer or restricted response questions, covering all three texts, will be used.

Duration: 30 minutes. 25 marks

## **Break of 20 minutes**

### **Reading**

The Reading section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the writer. There will be two written texts. 15-25 short answer or restricted response questions, covering both texts, will be used. Text types will be selected from newspapers and a wide range of other sources. The two texts will have a combined total of approximately 1600 words and candidates will be advised to spend a maximum of 40 minutes on this part of the paper.

Duration: 40 minutes (recommended). 25 marks

### **Writing**

The Writing section of the Question Paper contains three parts.

#### **Part 1**

Candidates will be assessed on their ability to identify and correct 10 errors in accuracy of spelling and grammar, in a short, general interest text of approximately 150 words. Candidates will be advised to spend a maximum of 10 minutes on this part of the paper.

Duration: 10 minutes (recommended). 5 marks

#### **Part 2**

In this part of the Question Paper, there will be one short writing task which will arise from the Everyday Communication aspect of the Course and may include formal or informal letter, e-mail, or article for school/college/community newsletter. Candidates will be expected to write approximately 140 words and will be advised to spend a maximum of 30 minutes on this part of the paper.

Duration: 30 minutes (recommended). 8 marks

#### **Part 3**

In this part of the Question Paper, there will be one extended writing task from a choice of two. One question will relate to Work and one question will relate to Study.

- Work task types will be selected from a report, information leaflet, e-mail, fax, memo or formal letter.
- Study task types will be selected from an essay or report in an academic style.

Candidates will be expected to write approximately 240 words and will be advised to spend a maximum of 50 minutes on this part of the paper.

Duration: 50 minutes (recommended). 12 marks

### **Summary**

Total marks for external assessment: 100

Total time for external assessment: three hours (includes 20 minutes break, excludes speaking)

View the arrangements [English for Speaker of Other Languages](#)

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# Enterprise Through Craft

National Courses at Access 2 and Access 3 are available in Enterprise Through Craft. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document. Information on the Core Skills delivered by the Courses and Units in Enterprise Through Craft is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Enterprise Through Craft Access 2 (C080 08)

### Course outline

This Course comprises three mandatory Units, as follows:

D534 08	Working with Craft Tools: An Introduction (Acc 2)	1 credit (40 hours)
D535 08	Practical Craft Skills (Acc 2)	1 credit (40 hours)
D536 08	Craftwork Enterprise (Acc 2)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units. Although the National Course can be taught successfully in the sequence indicated above, it does allow for integration across Units.

### Course assessment

There is no external assessment of the Access 2 Course. Candidates must however pass the internal assessments associated with the component Units within the Course.

### Further information

View the Arrangements [Enterprise Through Craft](#)

## Enterprise Through Craft Access 3 (C080 09)

### Course outline

This Course comprises of three mandatory Units, as follows:

D534 09	Working with Craft Tools: An Introduction (Acc 3)	1 credit (40 hours)
D535 09	Practical Craft Skills (Acc 3)	1 credit (40 hours)

D536 09	Craftwork Enterprise (Acc 3)	1 credit (40 hours)
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In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units. The National Course can be taught successfully in the sequence indicated above, but it does allow for a variety of strategies for integration across Units. In particular, it is recommended that Unit D536 09 Craftwork Enterprise forms the basis of the programme of study through which the other two Units can be delivered.

### **Course assessment**

There is no external assessment for the Access 3 Course. Candidates must however pass the internal assessments associated with the component Units within the Course, and are subject to verification.

### **Further information**

View the arrangements [Enterprise Through Craft](#)

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# Fabrication and Welding Engineering

A Course leading to a National Qualification in Fabrication and Welding Engineering is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document. Information on the Core Skills delivered by the Course and Units in Fabrication and Welding Engineering is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

There are also freestanding Units in Fabrication and Welding Engineering in the Catalogue of National Qualifications. A number of these Units are in Group Awards which provide progression to HNC/Ds.

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## Fabrication and Welding Engineering Higher (C030 12)

### Course outline

The Fabrication and Welding Engineering Course at Higher focuses on an understanding of the ways in which the design, manufacture and final testing of a product are interrelated. The transferable skills developed feature in all main engineering disciplines and help to equip the individual for the demands of modern industry. Course delivery should be integrated as far as possible to reflect the rationale and the inter-relationship of design, manufacture, inspection and test.

This broad-based Course will introduce the candidate to the principles and technology of fabrication and welding processes, and the design, manufacture, inspection and testing of fabricated and welded products. It will be particularly suited to those whose aspirations and abilities are towards employment at technician level in the fabrication and welding industry, notably in the areas of design, manufacture and quality assurance. It is important to note, however, that while the successful candidate will have an understanding of fabricated component design and its relationship with manufacturing processes, he or she will not be qualified to design structures, components or pressure vessels.

This Course comprises four mandatory Units as follows:

D156 12	Materials — Effects of Force and Protection (H)	0.5 credit (20 hours)
D157 12	Basic Principles of Fabricated Component Design, Manufacture and Test Methods (H)	1 credit (40 hours)
D158 12	Fabrication and Welding Processes (H)	1 credit (40 hours)
D159 12	Inspection — Non-Destructive Testing Skills (H)	0.5 credit (20 hours)



While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Intermediate 2 Structures together with Standard Grade Mathematics at grade 3 or above
- a minimum of Standard Grade Mathematics at grade 4 and Craft and Design, Graphic Communication or Technological Studies at grade 3
- equivalent National Units
- Intermediate 2 Scottish Group Award in a related area

The Course provides a useful foundation for further study at HNC, HND or degree level. It will allow candidates to understand the characteristics and behaviour of the materials used for fabrication and welding processes, the design of welded joints and structures, and the related quality assurance. The emphasis in quality assurance will be on the operation of modern processes and procedures used in industry, and these will include inspection methods and non-destructive testing.

### **Course assessment**

In order to achieve the award of the Course, candidates must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will comprise a closed book examination which will assess knowledge and understanding across all of the Course Units. The time allocation for the question paper will be three hours. The paper will be worth 100 marks.

The question paper will be in the form of a case study. The candidate will be required to produce the necessary manufacturing information for the production of a fabricated structure which could be in the form of a pressure vessel or a plate structure (or a combination of both).

The case study will be based on a detailed sketch for a fabricated structure along with other relevant information, including extracts from appropriate standards, data charts and manufacturers' charts. The candidate will be required to answer a series of questions, which will all relate to the fabricated structure.

The fabricated structure will reflect the work done in the Course and will be sufficiently complex to allow the candidate to demonstrate the ability to integrate knowledge and understanding across the Course Units.

The approximate weighting of each component part of the assessment is given in brackets. The candidates will produce the following information:

- a detailed planning operations sheet for the manufacture of the component (35%)
- a detailed weld joint specification (15%)
- a welding procedure specification sheet (30%)
- details of the final inspection and testing processes (20%)

Candidates will be required to demonstrate knowledge and understanding across all the Course Units, the ability to manage and present information of a technical nature, and the ability to demonstrate retention of knowledge over the whole Course.

Verification will take place during April and May each year.

View the arrangements [Fabrication and Welding Engineering](#)

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# Financial Services

A Skills for Work Course leading to a National Qualification in Financial Services is offered at Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document.

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## Financial Services National 5 (C220 75)

### Course outline

The Course has been designed to equip candidates with the necessary knowledge and skills which will enhance their prospects for employment in the wide range of opportunities within the financial services industry. The Course will allow candidates to develop a range of employability skills which are of particular relevance to the financial services industry.

This Course has four mandatory Units.

The mandatory Units are:

DM7P 11	Financial Services: Introduction	1 credit (40 hours)
DM7X 11	Financial Services: Personal Finance Awareness	1 credit (40 hours)
DM7V 11	Financial Services: Building Positive Relationships with Customers and Colleagues	1 credit (40 hours)
DM7V 11	Financial Services: Employability Skills	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

The necessary skills and qualities being developed in this Course are assessed through involvement in a range of practical activities, although there are also elements of knowledge and understanding which are important.

View the arrangements [Financial Services](#)

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## Gaelic (Learners)

Courses leading to National Qualifications in Gaelic (Learners) are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Gaelic (Learners) is provided in the publication [Automatic Certification of Core Skills](#).

Use of electronic language aids will not be permitted; that of a dictionary will be allowed in certain papers, as detailed in the relevant Arrangements documents.

Gaelic refers throughout to Scottish Gaelic only.

Separate Courses for fluent speakers and for learners will be offered, with those for fluent speakers being entitled 'Gàidhlig'. It will be assumed by SQA that candidates presented for Gàidhlig or Gaelic (Learners) have been categorised appropriately by centres in accordance with the revised document Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications, issued in January 2002.

Note: A document containing Gaelic Orthographic Conventions, SQA, 2009 which will be used by SQA in the production of assessment materials, such as Question Papers and National Assessment Bank (NAB) items, is available using the following link: [Gaelic Orthographic Conventions](#). Candidates will be expected to use these conventions.

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### Gaelic (Learners) Access 3 (C232 09)

## Course outline

The Course has three mandatory Units:

DV42 09	Gaelic: Listening and Speaking Skills (Access 3)	1 credit (40 hours)
DV43 09	Gaelic: Reading and Writing Skills (Access 3)	1 credit (40 hours)
DV44 09	Gaelic: Language and Individual Study (Access 3)	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation of assessment.

### **Gaelic: Listening and Speaking Skills (Access 3) 1 credit (40 hours)**

### **Gaelic: Reading and Writing Skills (Access 3) 1 credit (40 hours)**

The two Units *Gaelic: Listening and Speaking Skills (Access 3)* and *Gaelic: Reading and Writing Skills (Access 3)* cover:

- the four language skills of listening, speaking, reading and writing
- vocational language
- language rules.

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social and vocational or general topics. The themes of **Food, Holidays** and **Media** will be addressed in the Access 3 Course. If teachers/lecturers wish, they may include other themes such as health, careers, hobbies or sport. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One of the Unit specifications.

Themes will deal with issues at a level of basic competence in terms of breadth and intricacy of language.

### **Gaelic: Language and Individual Study (Access 3)**

This Unit will provide the opportunity to study two topics from themes or aspects of Gaelic culture.

Candidates may wish to choose the two topics from the themes of **Food, Holidays** and **Media** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to those mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of the place of Gaelic language in society.

### **Course assessment**

To gain the award of the Course, the candidate must pass all three Units which make up the Course. There is no external assessment for this Course.

View the arrangements [Gaelic \(Learners\)](#)

## **Gaelic (Learners) Intermediate 1 (C232 10)**

### **Course outline**

The Intermediate 1 Course comprises three 40 hour Units, all of which are mandatory.

DV42 10	Gaelic: Listening and Speaking Skills (Intermediate 1)	1 credit (40 hours)
DV43 10	Gaelic: Reading and Writing Skills (Intermediate 1)	1 credit (40 hours)
DV44 10	Gaelic: Language and Individual Study (Intermediate 1)	1 credit (40 hours)

### **Listening and Speaking Skills Unit and Reading and Writing Skills Unit**

The two Units *Gaelic: Listening and Speaking Skills* (Intermediate 1) and *Gaelic: Reading and Writing Skills* (Intermediate 1) cover:

- the four language skills of listening, speaking, reading and writing
- vocational language
- language rules.

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational or general topics. The themes of **Careers, Food, and Holidays** will be addressed in the Intermediate 1 Course. If teachers/lecturers wish, they may include other themes such as health, the media, hobbies or sport. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One of the Unit specifications.

At this level themes will challenge candidates more than at Access 3 in terms of breadth and intricacy of language.

## **Gaelic: Language and Individual Study (Intermediate 1)**

This Unit will provide the opportunity to study two topics from themes or aspects of Gaelic culture. Candidates may wish to choose the two topics from the themes of **Careers, Food, and Holidays** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to those mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of the place of Gaelic language in society.

### **Course assessment**

To gain the award Intermediate 1 Gaelic (Learners), the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will comprise:

- a question paper, consisting of three sections to assess listening, reading and writing. The paper will last 1 hour 30 minutes (plus a 20 minute gap between listening and the other two sections) and will have 120 marks available.
- a speaking assessment, which will be internally assessed based on external guidelines and subject to external verification. It will last for 4 to 5 minutes and have 60 marks available.

### **Question Paper**

#### **Section A – Listening**

(40 marks) 30 minutes

The Listening question will assess a candidate's ability to identify main points and supporting points of detail from a spoken text which contains straightforward spoken Gaelic. Short answer or multiple choice questions will be used.

#### **Gap of 20 minutes**

#### **Section B (i) – Reading**

(40 marks) 30 minutes (recommended)

The Reading question will assess a candidate's ability to identify main points and supporting points of detail on a written text which contains straightforward written Gaelic. Short answer or multiple choice questions will be used.

#### **Section B (ii) – Writing**

(40 marks) 30 minutes (recommended)

The Writing question will assess a candidate's ability to produce a piece of straightforward written Gaelic. Question choices will arise from the themes studied during the Course.

- Careers
- Food
- Holidays.

One written response will be produced from a number of choices.

### Speaking Assessment

(60 marks) 4 to 5 minutes maximum

The Speaking Assessment will assess a candidate's ability to discuss:

- a topic studied, which may include a theme or aspect of Gaelic culture
- general issues.

An oral interview will be conducted by the centre.

View the arrangements [Gaelic \(Learners\)](#)

## Gaelic (Learners) Intermediate 2 (C232 11)

### Course outline

The Intermediate 2 Course comprises three 40 hour Units.

The Course has three mandatory Units:

DV42 11	Gaelic: Listening and Speaking Skills (Intermediate 2)	1 credit (40 hours)
DV43 11	Gaelic: Reading and Writing Skills (Intermediate 2)	1 credit (40 hours)
DV44 11	Gaelic: Language and Individual Study (Intermediate 2)	1 credit (40 hours)

### Listening and Speaking Skills Unit and Reading and Writing Skills Unit

The two Units *Gaelic: Listening and Speaking Skills* (Intermediate 2) and *Gaelic: Reading and Writing Skills* (Intermediate 2) cover:

- the four language skills of listening, speaking, reading and writing
- language rules.

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational or general topics. The themes of **Holidays**, **Media** and **Sports and Pastimes** will be addressed in the Intermediate 2 Course. If teachers/lecturers wish, they may include other themes such as food, health or careers. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One of the Unit specifications.

At this level themes will challenge candidates more than at Intermediate 1 in terms of breadth and intricacy of language.

### Gaelic: Language and Individual Study (Intermediate 2)

This Unit will provide the opportunity to study two topics from themes or aspects of Gaelic culture. Candidates may wish to choose the two topics from the themes of **Holidays, Media and Sports and Pastimes** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to those mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of the place of Gaelic language in society. They will produce written and spoken Gaelic summaries of the findings of their study.

## **Course assessment**

To gain the award of Intermediate 2 Gaelic (Learners), the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will comprise:

- a question paper, consisting of three sections to assess listening, reading and writing. The paper will last 1 hour 30 minutes (plus a 20 minute gap between listening and the other two sections) and will have 120 marks available.
- a speaking assessment, which will be internally assessed based on external guidelines and subject to external verification. It will last for 4 to 5 minutes and have 60 marks available.

## **Question Paper**

### **Section A - Listening**

(40 marks) 30 minutes

The Listening question will assess a candidate's ability to identify main points and supporting points of detail from a spoken text which contains straightforward spoken Gaelic. Short answer or restricted response questions will be used.

### **Gap of 20 minutes**

### **Section B (i) - Reading**

(40 marks) 30 minutes (recommended)

The Reading question will assess a candidate's ability to identify main points and supporting points of detail on a written text which contains straightforward written Gaelic. Short answer or restricted response questions will be used.

### **Section B (ii) - Writing**

(40 marks) 30 minutes (recommended)

The Writing question will assess a candidate's ability to produce a piece of straightforward written Gaelic. Question choices will arise from the themes studied during the Course.

- Holidays
- Media
- Sport and Pastimes.

One written response will be produced from a number of choices.

## **Speaking Assessment**

(60 marks) 4 to 5 minutes maximum

The Speaking Assessment will assess a candidate's ability to discuss:

- a topic studied, which may include a theme or aspect of Gaelic culture
- general issues.

An oral interview will be conducted by the centre.

View the arrangements [Gaelic \(Learners\)](#)

## Gaelic (Learners) Higher (C232 12)

### Course outline

The Higher Course consists of three 40 hour Units.

DV42 12	Gaelic: Listening and Speaking Skills (Higher)	1 credit (40 hours)
DV43 12	Gaelic: Reading and Writing Skills (Higher)	1 credit (40 hours)
DV4A 12	Gaelic: Literature and Individual Study (Higher)	1 credit (40 hours)

### Listening and Speaking Skills Unit and Reading and Writing Skills Unit

The two Units *Gaelic: Listening and Speaking Skills* (Higher) and *Gaelic: Reading and Writing Skills* (Higher) cover:

- the four language skills of listening, speaking, reading and writing
- language rules.

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational or general topics. The themes of **Careers, Food and Health**, and **Holidays** will be addressed in the Higher Course. If teachers/lecturers wish, they may include other themes such as media, and sport and pastimes. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One of the Unit specifications.

At this level more abstract themes will be introduced to allow an increasing complexity of language and also to provide more challenging situations for the candidate than at Intermediate 2.

### Gaelic: Literature and Individual Study (Higher)

This Unit deals with Gaelic literature from different genres and cultural issues in a Gaelic-related context.

#### Literature

The Gaelic literary texts studied will be mainly from the 20th and/or 21st century. Candidates will study a selection of texts from at least two genres. The genres studied can include: poems, short stories, drama and/or novels.

#### Individual Study



This part of the Unit will provide the opportunity to study a topic from a theme or aspect of Gaelic culture. Candidates may wish to choose the two topics from the themes of **Careers**, **Food and Health**, and **Holidays** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture, which may include an aspect or theme related to the literature studied for Outcome One. They are not restricted to the themes mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of Gaelic language and society. At this level candidates will be expected to provide informed findings and conclusions.

## **Course assessment**

To gain Higher Gaelic (Learners), the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will comprise:

- a question paper, consisting of four sections to assess listening, reading, writing and literature. The paper will last 2 hours 30 minutes (plus a 20 minute gap between listening and the other three sections) and will have 160 marks available.
- a speaking assessment, which will be internally assessed based on external guidelines and subject to external verification. It will last for 5 to 6 minutes and have 60 marks available.

## **Question Paper**

### **Section A – Listening**

(40 marks) 40 minutes

The Listening question will assess a candidate's ability to identify main points and supporting points of detail from a spoken text. Short answer or restricted response questions will be used.

### **Gap of 20 minutes**

### **Section B (i) – Reading**

(40 marks) 40 minutes (recommended)

The Reading question will assess a candidate's ability to identify main points and supporting points of detail on a written text. Short answer or restricted response questions will be used.

### **Section B (ii) – Writing**

(40 marks) 40 minutes (recommended)

The Writing question will assess a candidate's ability to produce a piece of written Gaelic of some complexity. Question choices will arise from the themes studied during the Course.

- Careers
- Food and Health
- Holidays.

One essay-type question will be answered from a choice of nine - three from each theme.

### **Section B (iii) – Literature**

(40 marks) 30 minutes (recommended)

The Literature question will assess a candidate's ability to analyse and appreciate a Gaelic literary text studied during the Course. One extended response question will be answered from a choice of four.

### Speaking Assessment

(60 marks) 5 to 6 minutes maximum

The Speaking Assessment will assess a candidate's ability to discuss general issues, with the option to discuss issues studied in the literature and Individual Study Unit.

An oral interview will be conducted by the centre.

View the arrangements [Gaelic \(Learners\)](#)

## Gaelic (Learners) Advanced Higher (C232 13)

The Advanced Higher Course comprises three 40 hour Units.

DV42 13	Gaelic: Listening and Speaking Skills (Advanced Higher)	1 credit (40 hours)
DV43 13	Gaelic: Reading and Writing Skills (Advanced Higher)	1 credit (40 hours)
DV4A 13	Gaelic: Literature and Individual Study (Advanced Higher)	1 credit (40 hours)

While access is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Gaelic (Learners), or its Units
- an equivalent qualification

## Course outline

### Listening and Speaking Skills Unit and Reading and Writing Skills Unit

The two Units *Gaelic: Listening and Speaking Skills* (Advanced Higher) and *Gaelic: Reading and Writing Skills* (Advanced Higher) cover:

- the four language skills of listening, speaking, reading and writing
- language rules

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational and cultural issues and embrace opinions and ideas within these contexts. The themes of **Careers**, **Food and Health**, and **Media** will be addressed in the Advanced Higher Course. If teachers/lecturers wish they may address other themes such as holidays, pastimes, sport, and current affairs and events. The teaching and learning contexts will take into account the language purposes, areas and types of text in Appendix One of the Unit specifications.

This level will allow for an increasing sophistication of language and provide more challenging situations for the candidate through the discussion of opinions and ideas, and through the texts studied.

### Gaelic: Literature and Individual Study (Advanced Higher)

## Literature

The Gaelic literary texts studied should be mainly from the 20th and/or 21st century. Candidates will study texts from at least two different genres. The genres studied can include poems, short stories, plays and/or novels.

## Individual Study

Candidates will have the opportunity to study a topic in a Gaelic-related context. They may wish to choose a topic from the themes of **Careers, Food and Health**, and **Media** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture, which may include an aspect or theme related to the literature studied for Outcome One. They are not restricted to the themes mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of the place of Gaelic language and society. At this level candidates will be expected to provide informed findings and conclusions.

## Course assessment

To gain the award of Advanced Higher Gaelic (Learners), the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will comprise:

- a question paper, consisting of four sections to assess listening, reading, writing and literature. The paper will last 2 hours 40 minutes (plus a 20 minute gap between listening and the other three sections) and will have 160 marks available.
- a speaking assessment conducted by a Visiting Examiner. It will last a maximum of 10 minutes and have 80 marks available.

## Question Paper

### Section A — Listening

(40 marks) 40 minutes

The Listening question will assess a candidate's ability to identify main points, supporting points of detail and attitudes/opinions which are expressed or implied in a spoken text. Short answer or restricted response questions will be used.

### Gap of 20 minutes

### Section B (i) — Reading

(40 marks) 40 minutes (recommended)

The Reading question will assess a candidate's ability to identify main points, supporting points of detail and attitudes/opinions which are expressed or implied on a written text. Short answer or restricted response questions will be used.

### Section B (ii) — Writing

(40 marks) 40 minutes (recommended)

The Writing question will assess a candidate's ability to present an argument in written Gaelic. One essay-type question will be answered from a number of choices. The choices will embrace the themes of Careers, Food and Health, Media and General Issues.

### **Section B (iii) — Literature**

(40 marks) 40 minutes (recommended)

The Literature question will assess a candidate's ability to evaluate a Gaelic literary text studied during the Course. One extended response question will be answered from a number of choices.

### **Speaking Assessment**

(80 marks) 10 minutes maximum

The Speaking Assessment will assess a candidate's ability to discuss:

- work undertaken throughout the course
- general issues.

An oral interview will be conducted by a Visiting Examiner.

View the arrangements [Gaelic \(Learners\)](#)

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# Geography

Courses leading to National Qualifications in Geography are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Geography is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Geography Access 3 (C208 09)

### Course outline

There are three mandatory Units. The Units and topics are:

#### **DF3C 09 Geography: Physical Environments (Access 3)**

1 credit (40 hours)

This Unit should be covered choosing examples from the British Isles. A minimum of two landscape types should be studied. These may include glaciated uplands, upland limestone or coasts. The studies should include an examination of land uses found in these landscapes together with issues arising from these and the management of these.

#### **DF43 09 Geography: Human Environments (Access 3)**

1 credit (40 hours)

This Unit should be covered by drawing examples from both Developed and Developing. A minimum of two from the following should be studied – world population change, change in urban areas, change in rural areas and industrial locations. Change and its management should be studied within each.

#### **DF44 09 Geography: Environmental Interactions (Access 3)**

1 credit (40 hours)

Candidates will study examples of two types of interactions chosen from the following list:

- Rural Land Degradation
- River Basin Management
- European Environmental Inequalities

- Development and Health
- Environmental Hazards.

## **Geographical methods and techniques**

The following geographical methods and techniques should be covered, where appropriate, within the Units. The use of straightforward methods and techniques to extract and process information may form part of the Unit assessment. Such information should relate to:

- annotated field sketches, photographs
- a variety of maps — Ordnance Survey (OS) maps at 1:25,000 and 1:50,000 may be used for assessment
- graphs — line, bar, scatter, pictographs, pie charts
- surveys, questionnaires.

## **Course assessment**

To gain the award of the Course, the candidate must pass all three Units which make up the Course. There is no external assessment for this Course.

View the arrangements [Geography](#)

## **Geography Intermediate 1 (C208 10)**

### **Course outline**

There are three mandatory Units. Opportunities are provided in the Course for candidates to integrate knowledge and understanding, and apply this in less familiar and more complex contexts using skills acquired in the Units.

The Units and topics are:

#### **DF3C 10: Geography: Physical Environments (Intermediate 1)**

1 credit (40 hours)

Areas of study include glaciated uplands, upland limestone, coasts and associated conflict/management issues; the processes that create selected river features; and the location of given examples of these landscape types.

#### **DF43 10 Geography: Human Environments (Intermediate 1)**

1 credit (40 hours)

Areas of study include global population issues, population case studies and industrial location and change.

#### **DF44 10 Geography: Environmental Interactions (Intermediate 1)**

1 credit (40 hours)

Candidates will study examples of two types of interactions chosen from the following list:

- Rural Land Degradation

- River Basin Management
- European Environmental Inequalities
- Development and Health
- Environmental Hazards.

### **Geographical methods and techniques**

The following geographical methods and techniques should be covered, where appropriate, within the Units. The use of straightforward methods and techniques to extract and process information is part of the Course and Unit assessment. Such information should relate to:

- annotated field sketches, photographs
- a variety of maps — Ordnance Survey (OS) maps at 1:25,000 and 1:50,000 may be used for external assessment
- graphs — line, bar, scatter, pictographs and pie charts
- surveys, questionnaires.

### **Course assessment**

To gain the award of the Course, the candidate must pass all three Units which make up the Course as well as being successful in the Course Assessment. The candidate's grade is based on the Course assessment.

The Intermediate 1 Course assessment will be an externally set paper that will last for 1 hour and 15 minutes. The paper will have two sections, worth a total mark of 60:

*Section A* will contain one compulsory question on Geography: Physical Environments and one compulsory question on Geography: Human Environments. Each question will be worth 20 marks.

*Section B* will contain five questions, one on each Environmental Interaction. Candidates will answer two of these questions. Each question will be worth 10 marks

View the arrangements [Geography](#)

## **Geography Intermediate 2 (C208 11)**

### **Course outline**

There are three mandatory Units. Opportunities are provided in the Course for candidates to integrate knowledge and understanding, and apply this in less familiar and more complex contexts using skills acquired in the Units.

The Units are:

#### **DF3C 11 Geography: Physical Environments (Intermediate 2)**

1 credit (40 hours)

Areas of study include glaciated uplands, upland limestone, coasts and associated conflict/management issues; the processes that create selected river features; and the location of given examples of these landscape types.

#### **DF43 11 Geography: Human Environments (Intermediate 2)**

1 credit (40 hours)

Areas of study include global population issues, population case studies and industrial location and change.

## **DF44 11 Geography: Environmental Interactions (Intermediate 2)**

1 credit (40 hours)

Candidates will study examples of two types of interactions chosen from the following list:

- Rural Land Degradation
- River Basin Management
- European Environmental Inequalities
- Development and Health
- Environmental Hazards.

### **Geographical methods and techniques**

The following geographical methods and techniques should be covered, where appropriate, within the Units. The use of straightforward methods and techniques to extract and process information is part of the Course and Unit assessment. Such information should relate to:

- annotated field sketches, photographs
- a variety of maps - Ordnance Survey (OS) maps at 1:25,000 and 1:50,000 may be used for external assessment
- graphs - line, bar, scatter, pictographs and pie charts
- surveys, questionnaires.

### **Course assessment**

To gain the award of the Course, the candidate must pass all three Units which make up the Course as well as being successful in the Course assessment. The candidate's grade is based on the Course assessment.

The Intermediate 2 Course assessment will be an externally set paper that will last for 2 hours. The paper will have two sections, worth a total mark of 80:

*Section A* will contain one compulsory question on Geography: Physical Environments and one compulsory question on Geography: Human Environments. Each question will be worth 25 marks.

*Section B* will contain five questions, one on each Environmental Interaction. Candidates will answer two of these questions. Each question will be worth 15 marks.

View the arrangements [Geography](#)

## **Geography Higher (C208 12)**

### **Course outline**

The aim of the Higher Course in Geography is that, by using the concepts and techniques of geographical analysis, candidates should develop a detailed understanding of the aspects of the contemporary world which are of concern to all citizens. The Course content is divided into three separate Units:

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DF3C 12	Geography: Physical Environments (H)	1 credit (40 hours)
DF43 12	Geography: Human Environments (H)	1 credit (40 hours)
DF44 12	Geography: Environmental Interactions (H)	1 credit (40 hours)

Opportunities are provided in the Course for candidates to integrate knowledge and understanding, and apply this in less familiar and more complex contexts using skills acquired in the Units.

A range of geographical methods and techniques are included within the two Core Units (Human and Physical). These methods and techniques build on skills developed in earlier Units and Courses. They are listed at the end of the Course outline. The techniques may be taught through actual fieldwork or simulated fieldwork in the classroom. The application of selected methods and techniques to present, analyse and interpret information will be part of the Course and Unit assessment. Opportunities should be provided for candidates to make use of a range of maps, including Ordnance Survey (OS) maps at a variety of scales.

### **DF3C 12 Geography: Physical Environments (H)**

The four sub-sections of this Unit are:

- a. Atmosphere
- b. Hydrosphere
- c. Lithosphere
- d. Biosphere.

#### **Summary list of geographical methods and techniques**

##### **Atmosphere**

- interpretation of climatic maps, diagrams and graphs
- construction and analysis of climate graphs.

##### **Hydrosphere**

- construction and analysis of hydrographs
- methods of presentation and interpretation of river flow data.

##### **Lithosphere**

- identification and labelling of main landscape features on maps, aerial photographs and sketches
- construction and interpretation of cross-sections and transects.

##### **Biosphere**

- analysis of soil profiles and data from soil surveys
- interpretation and explanation of data from vegetation surveys and distributions with reference to the successions listed.

### **DF43 12 Geography: Human Environments (H)**

The four sub-sections of this Unit are:

- a. Population Geography
- b. Rural Geography
- c. Industrial Geography
- d. Urban Geography.

#### **Summary list of geographical methods and techniques**

## **Population geography**

- interpretation of population data in map, tabular and diagrammatic form, including population pyramids
- interpretation of flow diagrams showing migration streams.

## **Rural geography**

- analysis of land use data and crop yields in map, diagrammatic and tabular form
- analysis of farm survey results
- annotation and analysis of field sketches and photographs of rural landscape.

## **Industrial geography**

- annotation and analysis of field sketches and photographs of old and new industrial landscapes
- analysis of industrial and employment survey results.

## **Urban geography**

- analysis of land use maps, transects and survey data — pedestrian and traffic counts, spheres of influence, commuter flows
- annotation and analysis of field sketches and photographs of urban landscapes.

## **DF44 12: Geography: Environmental Interactions (H)**

In this part of the Course, emphasis is placed on providing candidates with the opportunity to develop aspects of the Physical Environments and Human Environments Units within specified interactions and prescribed areal contexts. The latter have been chosen to ensure study of a range of contexts across the Course. Each interaction is designed to develop aspects of Physical Environments and Human Environments and, in each case, these aspects will be evident in the specification. The opportunity has been taken throughout to emphasise the holistic nature of geography.

The interactions are divided into two groups. Group one draws mainly on physical geography, but each interaction requires linkages to be made with aspects of human geography. In group two, the emphasis is on human geography with linkages to physical geography.

Candidates will be required to study two Interactions, from the following list:

Rural land resources  
Rural land degradation  
River basin management  
Urban change and its management  
European regional inequalities  
Development and health

## **Course assessment**

To gain the award of the Course, candidates must pass all three Units which make up the Course as well as being successful in the Course assessment. The candidate's grade is based on the Course assessment.

The Course assessment will consist of two externally set papers.

## **Paper 1**

This paper will assess the *Geography: Physical Environments* and *Geography: Human Environments* Units and will contain short response questions. The paper will last 1 hour and 30 minutes and consist of three sections, with a total mark of 100.

Section A will contain four compulsory questions, covering two of the Human Environments and two of the Physical Environments topics. The choice of topics will vary randomly from year to year. The assessment of geographical methods and techniques and the use of an OS map may be found in any of the questions.

Section B will contain two optional questions on the remaining two Physical Environments topics, one of which should be answered by candidates. The assessment of geographical methods and techniques and the use of an OS map may be found in either of the questions.

Section C will contain two optional questions on the remaining two Human Environments topics, one of which should be answered by candidates. The assessment of geographical methods and techniques and the use of an OS map may be found in either of the questions.

## **Paper 2**

This paper will contain mainly extended response questions, one on each of the six Interactions (worth 50 marks each). The paper will last for 1 hour and 15 minutes and consist of two sections, with a total mark of 100.

Candidates will be required to answer two questions.

The Course award will be based on the total score obtained in question papers 1 and 2 (200 marks).

View the arrangements [Geography](#)

## **Geography Advanced Higher (C208 13)**

### **Course outline**

The principal aim of the Advanced Higher Course in Geography is that, by using the concepts and techniques of geographical analysis, candidates develop a detailed understanding of aspects of the contemporary world which are of concern to all citizens. The Course content is divided into three Units, as detailed below. It is recommended that centres teach *Geographical Methods and Techniques* first. The remaining two Units provide opportunities to develop further and apply the skills specified in this Unit.

### **D4FA 13 Geographical Methods and Techniques (AH)**

1 credit (40 hours)

This Unit is built on those skills and methods developed progressively in the Geography curriculum from Standard Grade and Intermediate 1 and 2 to Higher Geography. Candidates should undertake fieldwork in at least two of the following areas, one of which must come from list a) (Physical topics) and the other from list b) (Human topics). Evidence of competence in these two methods and techniques will be required for internal assessment. These techniques can be used and further developed to aid research in the Geographical Study. If candidates intend to sit the external assessment they will require to be aware of the type of data which could be collected by each of the fieldwork methods and techniques in both lists as they may be required to process and analyse this data in the question in Section B of the question paper.

### a) Physical topics

- morphological mapping
- vegetation sampling
- slope analysis
- stream analysis
- meteorology in a local setting
- soil profiles and characteristics
- pebble analysis — size, shape and rock type.

### b) Human topics

- rural land use mapping
- urban land use mapping
- traffic, pedestrian and environmental quality surveys
- questionnaire design and implementation
- use of secondary sources
- Reilly's gravity law
- nearest neighbour analysis (area, linear, clustered).

Three skill areas have been identified for this Unit. The first skill area is **fieldwork survey/measurement and recording techniques** that comprises list a) and list b) above. The second area is **statistical awareness** which requires the candidate to carry out calculations involving appropriate statistical techniques. The third area is the **production and interpretation of maps and diagrams** where candidates are required to be able to present and analyse information using a variety of maps and diagrams.

## DF48 13 Geographical Study (AH)

1 credit (40 hours)

In this investigative exercise candidates research a topic in depth. This may be undertaken in the local area. Candidates will be expected to plan and research a Geographical Study. They will have to use appropriate techniques to analyse, evaluate and present the information and their findings. The Geographical Study will involve the candidate in collecting and processing information from field studies and/or published sources such as census data.

## DF49 13 Geographical Issues (AH)

1 credit (40 hours)

This Unit is designed to develop critical thinking and the ability to evaluate evidence from different sources. It requires the identification, development and analysis of a research question related to a key geographical issue. Candidates must base this question on any one topic or environment interactions studied in Higher Geography.

Through exploring their research questions candidates will be expected to complete a number of tasks relating to the chosen issue. These tasks require the candidate to:

1. identify different viewpoints on each of the research question taken from at least three different sources.
2. produce a critical evaluation of the viewpoints. This should include an indication of the candidate's own perspective.

Through the completion of these tasks, candidates will further develop their knowledge and understanding and will gain a wider awareness of the range of inter-related factors which impinge upon the key issues.

Internal assessment of this Unit consists of a critical thinking exercise undertaken in controlled conditions.

## Course assessment

To gain the award of the Course, the candidate must pass all three Units which make up the Course as well as being successful in the Course assessment. The candidate's grade is based on the Course assessment.

Assessment of the Course will comprise the following:

1. an externally set and assessed written paper.
2. a Geographical Folio, consisting of two sections: Section A: Geographical Study and Section B: Geographical Issue (both sections are externally assessed).

The components of the Course assessment will be weighted as follows:

Question Paper 30%

Folio Section A: Geographical Study 40%

Folio Section B: Geographical Issue 30%

1. The question paper (relating to the content of Unit DF4A 13 *Geographical Methods and Techniques*) will be of 2 hours and 30 minutes duration and will consist of three sections, A, B and C. Candidates must complete **three** questions: **one** from section A (worth 30 marks) **one** from section B (worth 20 marks) and the question in section C (worth 10 marks). The Question Paper will be worth a total of 60 marks.
1. The Geographical Folio will consist of two sections:
  - a. The Geographical Study (relating to the content of Unit DF48 13 *Geographical Study*), will take the form of a report, which will have a maximum length of 25 sides of A4 paper or their equivalent (using only one side). Larger sheets should be folded to A4 size. Note that an A3 sheet will count as two A4 sides. The Geographical Study will be worth 80 marks.
  - b. The Geographical Issue (relating to the content of Unit DF49 13 *Geographical Issue*) will take the form of an essay which will have a maximum length of 12 sides of A4 paper or their equivalent (using only one side). Larger sheets should be folded to A4 size. Note that an A3 sheet will count as two A4 sides. The Geographical Issue will be worth 60 marks.

The Geographical Folio will be submitted to SQA by a pre-determined date for external assessment.

For both the Geographical Study and the Geographical Issue, a flat penalty of 10% of the marks available for the piece of work in question will be deducted once the stated page limit has been exceeded.

The page limits apply to **all** pages that are submitted as part of the report, regardless of their content, and will therefore include any title page, cover, contents page, maps, diagrams, tables and appendices. The only exception to this is the bibliography, which will not be counted towards the page limit.

View the arrangements [Geography](#)

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# Geology

Courses leading to National Qualifications in Geology are offered at Access 3, Intermediate 1, Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Geology is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at.

[www.sqa.org.uk](http://www.sqa.org.uk).

Centres are responsible for ensuring that a supply of rulers, pencils and pens (black or blue only) and rubber erasers are available for use by candidates. In addition, compasses, protractors and calculators should be available. Candidates may use their own.

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## Geology Access 3 (C043 09)

### Course outline

The Access 3 programme of study provides an excellent means of extending and integrating knowledge, understanding, skills and attitudes already developed in scientific and geographic aspects of 5–14 Environmental Studies. Candidates will develop further awareness of their physical surroundings and of the need to conserve and protect the Earth and its limited resources.

Candidates will:

- find out about rocks, fossils, scenery, coal and oil
- see that Earth movements bend and break rocks on a large scale
- appreciate that the Earth provides us with fuels, metals and building materials
- understand how people affect the environment - this will foster the development of positive attitudes towards the environment
- appreciate that geology has made a significant contribution to our natural and industrial heritage
- undertake practical work so they will develop skills of observation, interpretation, recording and communication.

This Course comprises three mandatory Units, as follows:

D243 09	The Study of the Earth (Acc 3)	1 credit (40 hours)
D244 09	Geology and Scenery (Acc 3)	1 credit (40 hours)
D245 09	Geology, People and Environment (Acc 3)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

## Course assessment

To gain an award the candidate must pass the internal assessment associated with the component Units. There is no external assessment.

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at: [www.sqa.org.uk](http://www.sqa.org.uk)

View the arrangements [Geology](#)

## Geology Intermediate 1 (C043 10)

### Course outline

The Intermediate 1 Course provides a vehicle for extending and integrating knowledge, understanding, skills and attitudes already developed in scientific and geographic aspects of 5–14 Environmental Studies.

This Course comprises three mandatory Units, as follows:

D243 10	The Study of the Earth (Int 1)	1 credit (40 hours)
D244 10	Geology and Scenery (Int 1)	1 credit (40 hours)
D245 10	Geology, People and Environment (Int 1)	1 credit (40 hours)

## Course assessment

To gain the award of the Course, the candidate must pass all of the internal assessments associated with the component Units. In addition the candidate must pass the external assessment.

The external assessment is an externally set question paper of one hour 30 minutes' duration with a total of 80 marks. The paper will consist of structured, short-answer questions.

There is no mandatory fieldwork in this Course, but fieldwork is encouraged.

View the arrangements [Geology](#)

## Geology Intermediate 2 (C043 11)

### Course outline

Intermediate 2 Geology builds on knowledge and understanding and skills and attitudes developed in Intermediate 1 Geology.

There are three component Units:

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D8XK 11	Minerals and Rocks (Int 2)	1 credit (40 hours)
D247 11	Earth Physics and Earth Movements (Int 2)	1 credit (40 hours)
D8XL 11	History of the Earth (Int 2)	1 credit (40 hours)

## Course assessment

To gain the award the candidate must pass all of the internal assessments associated with the component Units. In addition the candidate must pass the external assessment.

The external assessment consists of:

1. an examination paper
2. a fieldwork report.

The externally set and assessed examination paper will be one paper of two hours duration, with a total of 95 marks. The examination paper will consist of structured, short-answer questions. The assessment of knowledge and understanding will be based on Course content, and approximately one third of the total marks will be allocated to the assessment of problem solving abilities.

The fieldwork report will be internally marked out of 30 marks, subject to external verification, and the marks scaled out of a total of 15.

### Fieldwork forms a compulsory part of the Course.

The Course award will be based on a total score of 110 marks available in the examination paper (95 marks) and the fieldwork report (15 marks).

View the arrangements [Geology](#)

## Geology Higher (C043 12)

## Course outline

The Higher Geology Course builds on and extends knowledge and understanding, skills and attitudes already developed in Intermediate 1 and Intermediate 2 Geology.

There are four component Units:

D8XK 12	Minerals and Rocks (H)	1 credit (40 hours)
D250 12	Earth Physics, Structural Geology and Plate Tectonics (H)	1 credit (40 hours)
D251 12	Fossils and Stratigraphy (H)	0.5 credit (20 hours)
D252 12	Economic Geology (H)	0.5 credit (20 hours)

## Course assessment

To gain the award the candidate must pass all of the internal assessments associated with the component Units. In addition the candidate must pass the external assessment.

The external assessment consists of:

1. an examination paper
2. a fieldwork report



The externally set and assessed examination paper will be one paper of two hours 30 minutes duration, with a total of 95 marks. The paper will consist of three parts.

Part 1 (40 marks) will consist of structured, short answer questions. Questions may test knowledge and understanding from more than one Unit.

Part 2 (15 marks) will require an extended response. Candidates will choose one of three questions. Questions may test knowledge and understanding from more than one Unit.

Part 3 (40 marks) will examine practical and problem solving aspects of Geology, and will require candidates to apply knowledge in unfamiliar situations. Questions may be based on given information, maps, diagrams and photographs.

The fieldwork report will be internally marked out of 30 marks, subject to external verification, and the marks scaled out of a total of 15.

**Fieldwork forms a compulsory part of the Course.**

The Course award will be based on a total score of 110 marks available in the examination paper (95 marks) and the fieldwork report (15 marks).

View the arrangements [Geology](#)

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# Graphic Communication

Courses leading to National Qualifications in Graphic Communication are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Graphic Communication is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

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## Graphic Communication Intermediate 1 (C033 10)

### Course outline

The Course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Candidates will develop an understanding of the need for clear and accurate drawings and will gain knowledge of relevant British Standards.

In addition, candidates will have the opportunity to develop analytical thinking and creativity.

This Course comprises three mandatory Units, as follows:

D171 10	Technical Graphics 1 (Int 1)	1 credit (40 hours)
D172 10	Technical Graphics 2 (Int 1)	1 credit (40 hours)
D173 10	Computer Graphics (Int 1)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

### Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Intermediate 1 Graphic Communication will consist of two components with weightings as follows:

Question Paper - 70%  
Graphic Presentation Folio - 30%

### Question Paper

The Question Paper will be of 2 hours duration and have 70 marks available. The paper will be composed of two sections and be set and marked by SQA.

Section A (approx 15 marks from a total of 70)

This section will consist of short response Knowledge and Interpretation questions on British Standards, computer terminology, colour theory and the advantages of computer graphics in industry. All questions should be attempted.

Section B (approx 55 marks from a total of 70)

This section will consist of Drawing Abilities questions on manual drawing and testing the application of pictorial and orthographic projection. All questions should be attempted.

## **Graphic Presentation Folio**

Candidates will produce a range of manual and computer graphics which will provide evidence for the internal assessment of the Units. From this evidence, the best work should be selected and enhanced for inclusion in the Graphic Presentation Folio. Additional work for this Folio can be created within the extra 40 hours allocated to the Course and there are a maximum of 30 marks available for this assessment.

The Graphic Presentation Folio will be internally assessed and subject to external verification.

View the arrangements [Graphic Communication](#)

## **Graphic Communication Intermediate 2 (C033 11)**

### **Course outline**

The Course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Candidates will develop an understanding of the need for clear and accurate drawings and will gain knowledge of relevant British Standards.

In addition, candidates will have the opportunity to develop analytical thinking and creativity. Acquiring knowledge of the importance of graphics in an industrial context will provide a perspective on commerce and industry.

This Course comprises three mandatory Units, as follows:

F397 11	Technical Graphics 1 (Int 2)	1 credit (40 hours)
F398 11	Technical Graphics 2 (Int 2)	1 credit (40 hours)
D173 11	Computer Graphics (Int 2)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

### **Course assessment**

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Intermediate 2 Graphic Communication will consist of two components with weightings as follows:

Question Paper - 70%  
Graphic Presentation Folio - 30%

## Question Paper

The Question Paper will be of 2 hours and 30 minutes duration and have 70 marks available. The paper will be composed of two sections and be set and marked by SQA.

Section A (approx 20 marks from a total of 70)

This section will consist of short response Knowledge and Interpretation questions on British Standards, computer terminology, colour theory and the advantages of computer-aided graphics systems. All questions should be attempted.

Section B (approx 50 marks from a total of 70)

This section will consist of Drawing Abilities questions on manual drawing and testing the application of pictorial and orthographic projection. All questions should be attempted.

## Graphic Presentation Folio

Candidates will produce a range of manual and computer graphics which will provide evidence for the internal assessment of the Units. From this evidence, the best work should be selected and enhanced for inclusion in the Graphic Presentation Folio. Additional work for this Folio can be created within the extra 40 hours allocated to the Course and there are a maximum of 30 marks available for this assessment.

The Graphic Presentation Folio will be internally assessed and subject to external verification.

View the arrangements [Graphic Communication](#)

## Graphic Communication Higher (C033 12)

### Course outline

The structure of the Course reflects the use of graphics in business and industry, both in content and methodology, while embracing the changes brought about by the continuing advances in technology. Manual and computer skills and their effective application will be developed through preliminary production and promotional graphics.

Emphasis will be placed on the graphics incorporated in the product design process from concept through to marketing, which will be assessed by means of an extended form of coursework.

This Course comprises three mandatory Units, as follows:

D171 12	Technical Graphics 1 (H)	1 credit (40 hours)
D172 12	Technical Graphics 2 (H)	1 credit (40 hours)
D173 12	Computer Graphics (H)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

### Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Higher Graphic Communication will consist of two components with weightings as follows:

Question Paper - 70%

Thematic Presentation - 30%

## **Question Paper**

The Question Paper will be of 3 hours duration and have 140 marks available. The paper will be composed of two sections and be set and marked by SQA.

Section A (40 marks from a total of 140)

This section will consist of Knowledge and Interpretation questions on the use of graphics in industry and other aspects of the Course content and all questions should be attempted. It is recommended that candidates spend approx. 45 minutes on this section.

Section B (100 marks from a total of 140)

This section will consist of Drawing Abilities questions on manual drawing and testing the content from across the Course. The candidate also has a choice of which of the last two questions he/ she wishes to attempt.

## **Thematic Presentation**

The Thematic Presentation is a folio of work, on a theme chosen by the candidate, that will contain both manual and computer-generated work over a specified range. Additional work for the Thematic Presentation can be created within the extra 40 hours allocated to the Course (although it should not exceed 10 – 15 hours) and there are a maximum of 60 marks available for this assessment.

The Thematic Presentation will be internally assessed and subject to external verification.

View the arrangements [Graphic Communication](#)

## **Graphic Communication Advanced Higher (C033 13)**

### **Course outline**

The Course relates knowledge to industrial and commercial practices and considers the wider social and economic implications of technological advancement. An awareness of the ways in which visual communication caters for different needs will help to give candidates an understanding of the methods used to inform, influence, sell, entertain and affect feelings.

The Course aims to allow candidates to develop both manual and computer graphic skills and understanding beyond those involved in Higher Graphic Communication. This will provide the candidate with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry as well as the consumer environment. Experience will be gained in evaluating the effectiveness of visual communication that will enable the candidate to apply principles of composition in the production of computer-produced presentation.

This Course comprises three mandatory Units, as follows:

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D33P 13	Technical Graphics (AH)	0.5 credit (20 hours)
D175 13	Computer-Aided 3D Modelling - Visualisation and Presentation (AH)	1.5 credits (60 hours)
D177 13	Computer-Aided Graphic Presentation (AH)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

## **Course assessment**

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Advanced Higher Graphic Communication will consist of three components with weightings as follows:

Question Paper - 40%

Computer-Aided 3D Modelling Folio - 30%

Computer-Aided Graphic Presentation - 30%

## **Question Paper**

The Question Paper will be of 3 hours duration and have 80 marks available. The paper will be composed of two sections and be set and marked by SQA.

Section A (approx 35 marks from a total of 80)

This section will consist of Knowledge and Interpretation questions on 3D modelling, DTP terminology, printing terms and other aspects of the Course content. All questions should be attempted.

Section B (approx 45 marks from a total of 80)

This section will consist of Drawing Abilities questions on manual drawing and will sample from a range of abilities developed during the Course. All questions should be attempted.

## **Computer-Aided 3D Modelling Presentation**

The main purpose of this Presentation is to offer an opportunity for the candidate to show a collection of high quality work, within the prescribed range, for presentation to the external client. The selection of work will address a representative range of 3D modelling drawings (surface and solid) which demonstrate techniques such as use of composite models, rendering and presentation. Additional work for this Presentation can be created within the extra 40 hours allocated to the Course and there are a maximum of 60 marks available for this assessment.

The Computer-Aided 3D Modelling Presentation will be internally assessed and subject to external verification.

## **Computer-Aided Graphic Presentation**

The main purpose of the Graphic Presentation is to offer an opportunity for the candidate to develop and apply analytical principles that may be used as a critical discipline for effective communication. The structure of the Presentation will embrace project management, market research, preparation of a brief from the given information and also the creation of a professional presentation item. Additional work for this Presentation can be created within the extra 40 hours allocated to the Course and there are a maximum of 60 marks available for this assessment.

The Computer-Aided Graphic Presentation will be internally assessed and subject to external verification.

View the arrangements [Graphic Communication](#)

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# Gàidhlig

Courses leading to National Qualifications in Gàidhlig are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Gàidhlig is provided in the publication [Automatic Certification of Core Skills](#).

Use of electronic language aids will not be permitted.

Gaelic refers throughout to Scottish Gaelic only.

Separate Courses for fluent speakers and for learners will be offered, with those for learners being entitled Gaelic(Learners). It will be assumed by SQA that candidates presented for Gàidhlig or Gaelic (Learners) have been categorised appropriately by centres in accordance with the revised document Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications, issued in January 2002.

Note: A document containing Gaelic Orthographic Conventions, SQA, 2009 which will be used by SQA in the production of assessment materials, such as Question Papers and National Assessment Bank (NAB) items, is available using the following link: [Gaelic Orthographic Conventions](#). Candidates will be expected to use these conventions.

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## Gàidhlig Access 3 (C229 09)

This Course has three mandatory Units:

DV47 09	Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3) (Gàidhlig: Listening and Reading Skills) (Access 3)	1 credit (40 hours)
DV48 09	Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (Gàidhlig: Speaking and Writing Skills) (Access 3)	1 credit (40 hours)
DV49 09	Gàidhlig: Litreachas agus Cultar (Access 3) (Gàidhlig: Literature and Culture) (Access 3)	1 credit (40 hours)

The two Units *Gàidhlig: Sgilean Èisteachd agus Leughaidh* (Access 3) and *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh* (Access 3) include:

- the four language skills of listening, speaking, reading and writing
- language rules.

### Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3)

#### (Gàidhlig: Listening and Reading Skills) (Access 3)

This Unit will help candidates to understand and appreciate basic spoken and written communication.



It requires them to identify the main points of a text and the specific points of detail which support main points. It also requires candidates to consider an author's purpose in writing a text.

Material from newspapers, magazines, electronic publications, promotional literature, radio or television programmes, expository or journalistic prose and excerpts from novels or short stories will provide a wide choice of accessible reading and listening sources of this level.

### **Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3)**

#### **(Gàidhlig: Speaking and Writing Skills) (Access 3)**

This Unit will help candidates to deliver basic communication and to produce basic written communication. It requires candidates to think about the reason they are delivering or producing a communication and it also requires them to consider the intended audience to ensure that it is appropriate.

### **Gàidhlig: Litreachas agus Cultar (Access 3)**

#### **(Gàidhlig: Literature and Culture) (Access 3)**

##### **Literature**

This part of the Unit will help candidates to appreciate and evaluate Gaelic literature mainly from the 20th and/or 21st century. The texts selected for study can include the following genres:

- novel
- biography
- autobiography
- poetry/song
- drama
- short story
- essay.

Candidates will learn how to demonstrate a basic understanding and appreciation of the theme, stance and purpose of a piece of literature, as well as how to comment on basic technical aspects of the literary writing.

##### **Culture**

In this Unit candidates can be introduced to a number of topics such as place names, personal names, music and song, fèisean (festivals), Gaelic medium education, Gaelic Further and Higher Education, Scottish-Irish links, media-related studies such as Gaelic television or radio programmes, or a background aspect of the literature studied for Outcome 1. Whilst the candidate may study a number of topics in or out of class, only one of these will be selected as the focus of Outcome 2.

##### **Course assessment**

To gain the award of the Course, the candidate must pass all three Units which make up the Course. There is no external assessment for this Course.

View the arrangements [Gàidhlig](#)

### **Gàidhlig Intermediate 1 (C229 10)**

## Course outline

This Course has three mandatory Units as follows:

DV47 10	Gàidhlig: Sgilean Èisteachd agus Leughaidh (Int 1) (Gàidhlig: Listening and Reading Skills)	1 credit (40 hours)
DV48 10	Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Int 1) (Gàidhlig: Speaking and Writing Skills)	1 credit (40 hours)
DV49 10	Gàidhlig: Litreachas agus Cultar (Int 1) (Gàidhlig: Literature and Culture)	1 credit (40 hours)

Each Unit is available as a stand-alone Unit. In common with all Courses, this Course includes 40 hours over and above the 120 hours for the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the Course and advice on its use is included in the Course details.

The two Units *Gàidhlig: Sgilean Èisteachd agus Leughaidh* (Int 1) and *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh* (Int 1) include:

- the four language skills of listening, speaking, reading and writing
- language rules.

### **Gàidhlig: Sgilean Èisteachd agus Leughaidh (Intermediate 1)**

#### **(Gàidhlig: Listening and Reading Skills)**

This Unit will help candidates to understand and appreciate straightforward spoken and written communication. It requires them to identify the main points of a text and the specific points of detail which support main points. It also requires candidates to consider an author's purpose in writing a text.

Material from newspapers, magazines, electronic publications, promotional literature, radio or television programmes, expository or journalistic prose and excerpts from novels or short stories will provide a wide choice of reading and listening sources at this level.

### **Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Intermediate 1)**

#### **(Gàidhlig: Speaking and Writing Skills)**

This Unit will help candidates to deliver spoken communication and to produce written communication which is straightforward. It requires candidates to think about the reason why they are delivering or producing a communication and it also requires them to consider the intended audience for their communication to ensure that it is coherent, accurate and appropriate.

### **Gàidhlig: Litreachas agus Cultar (Intermediate 1)**

#### **Gàidhlig: Literature and Culture**

##### **Literature**

This part of the Unit will help candidates to appreciate and evaluate Gaelic literature mainly from the 20th and/or 21st century. The texts selected for study can include the following genres:

- novel
- biography
- autobiography
- poetry/song
- drama
- short story
- essay.

Candidates will learn how to demonstrate a basic understanding and appreciation of the theme, stance and purpose of a piece of literature, as well as how to comment on technical aspects of literary writing.

### **Culture – Individual Study**

In this Unit candidates will be introduced to a number of topics such as place names, personal names, music and song, *fèisean* (festivals), Gaelic medium education, Further and Higher Education and Scottish-Irish links, or a background aspect of the literature studied. One of these topics will be selected as the focus for a study.

### **Course assessment**

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

**Note:** The document Gaelic Orthographic Conventions, SQA, 2009, which will be used by SQA in the production of assessment materials, such as Question Papers and National Assessment Bank (NAB) items, is available on SQA's website at <http://www.sqa.org.uk/sqa/7346.html>. Candidates will be expected to use these conventions.

Course assessment will consist of:

- an externally set question paper, consisting of three sections to assess listening, reading and writing. The paper will last 1 hour 50 minutes (plus a 20 minute gap between listening and the other two sections) and have 75 marks available.
- a speaking assessment, which will be internally assessed based on external guidelines and subject to external verification. It will last a maximum of 5 minutes and have 25 marks available.

### **Assessment arrangements**

#### **Question Paper**

The examination, which will be externally set and externally assessed, will contain 3 sections:

#### **Section A — Listening (25 marks) 30 minutes**

The Listening question will assess a candidate's ability to identify main points and supporting points of detail of a straightforward spoken text. Short answer or restricted response questions will be used.

#### **Gap of 20 minutes**

#### **Section B (i) — Reading (25 marks) 40 minutes (recommended)**

The Close Reading question will assess a candidate's ability to identify main points and supporting points of detail of a straightforward written text. Short answer or restricted response questions will be used.

#### **Section B (ii) — Writing (25 marks) 40 minutes (recommended)**

The Writing question will assess a candidate's ability to produce a straightforward piece of written Gaelic. Question choices will provide opportunity to produce an expressive or

creative piece of writing. One essay-type question will be answered from a number of choices.

### **Speaking Assessment (25 marks) 5 minutes maximum**

Throughout the Course candidates will have ample opportunity to engage in discussion on selected topics with the teacher/lecturer and fellow candidates. This will prepare candidates for sustaining a five-minute conversation with the teacher/lecturer on a chosen topic.

This assessment of speaking will be conducted by the teacher/lecturer in the centre and will be externally verified.

Candidates may use up to five headings (of not more than eight words each) to assist them, purely as an aid to memory, during the assessment. These headings may be in Gaelic or English, and do not require to be submitted to SQA for verification purposes.

View the arrangements [Gàidhlig](#)

## **Gàidhlig Intermediate 2 (C229 11)**

This Course has three mandatory Units as follows:

DV47 11	Gàidhlig: Sgilean Èisteachd agus Leughaidh (Int 2) (Gàidhlig: Listening and Reading Skills)	1 credit (40 hours)
DV48 11	Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Int 2) (Gàidhlig: Speaking and Writing Skills)	1 credit (40 hours)
DV49 11	Gàidhlig: Litreachas agus Cultar (Int 2) (Gàidhlig: Literature and Culture)	1 credit (40 hours)

Each Unit is available as a stand-alone Unit. In common with all Courses, this Course includes 40 hours over and above the 120 hours for the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the Course and advice on its use is included in the Course details.

The two Units *Gàidhlig: Sgilean Èisteachd agus Leughaidh* (Int 2) and *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh* (Int 2) include:

- the four language skills of listening, speaking, reading and writing
- language rules

### **Gàidhlig: Sgilean Èisteachd agus Leughaidh (Intermediate 2)** **Gàidhlig: Listening and Reading Skills (Intermediate 2)**

This Unit will help candidates to understand and appreciate moderately complex spoken and written communication. It requires them to identify the main points of a text and the specific points of detail which support main points. It also requires candidates to consider an author's purpose in writing a text and to assess the techniques used by the author to achieve that purpose.

Material from newspapers, magazines, electronic publications, promotional literature, radio or television programmes, expository or journalistic prose, and excerpts from novels or short stories will provide a wide choice of reading and listening sources at this level.

### **Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Intermediate 2)** **Gàidhlig: Speaking and Writing Skills (Intermediate 2)**

This Unit will help candidates to deliver spoken communication and to produce moderately complex written communication. It requires candidates to think about the reason why they are delivering or producing a communication and it also requires them to consider the intended audience for their communication to ensure that it is coherent, accurate and appropriate.

Candidates will give a formal spoken presentation of an activity, event or personal experience and produce an informative, expressive or imaginative piece of writing.

## **Gàidhlig: Litreachas agus Cultar (Intermediate 2)**

## **Gàidhlig: Literature and Culture (Intermediate 2)**

### **Literature**

This part of the Unit will help candidates to appreciate and evaluate Gaelic literature mainly from the 20th and/or 21st century. The texts selected for study can include the following genres:

- novel
- biography
- autobiography
- poetry/song
- drama
- short story
- essay.

Candidates will learn how to demonstrate a straightforward understanding and appreciation of the theme, stance and purpose of a piece of literature, as well as how to comment on technical aspects of literary writing.

### **Culture – Individual Study**

In this Unit candidates will be introduced to a number of topics such as place names, personal names, music and song, fèisean (festivals), Gaelic medium education, Further and Higher Education and Scottish-Irish links, or a background aspect of the literature studied. One of these topics will be selected as the focus for a study.

### **Course assessment**

To gain the award of the Course, candidates must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

Course assessment will consist of a combination of the following:

- an externally set question paper, consisting of three sections to assess listening, reading and writing. The paper will last 2 hours 10 minutes (plus a 20 minute gap between listening and the other two sections) and have 90 marks available.
- a speaking assessment, which will be internally assessed based on external guidelines and subject to external verification. It will last a maximum of 7 minutes and have 30 marks available.

### **Assessment arrangements**

#### **Question Paper**

The examination, which will be externally set and externally assessed, will contain three sections:

## Section A — Listening (30 marks) 30 minutes

The Listening question will assess a candidate's ability to identify main points and supporting points of detail of a moderately complex spoken text. Short answer or restricted response questions will be used.

## Gap of 20 minutes

## Section B (i) — Reading (30 marks) 40 minutes (recommended)

The Close Reading question will assess a candidate's ability to identify main points and supporting points of detail of a moderately complex written text. Short answer or restricted response questions will be used.

## Section B (ii) — Writing (30 marks) 1 hour (recommended)

The Writing question will assess a candidate's ability to produce a moderately complex piece of written Gaelic. Question choices will provide opportunity to produce an expressive or creative piece of writing. One essay-type question will be answered from a number of choices.

## Speaking Assessment (30 marks) 7 minutes maximum

The Speaking Assessment will assess the candidate's ability to discuss general issues and/or work undertaken throughout the Course.

An oral interview will be conducted by the centre.

Candidates may use up to five headings (of not more than eight words each) to assist them, purely as an aid to memory, during the assessment. These headings may be in Gaelic or English, and do not require to be submitted to SQA for verification purposes.

View the arrangements [Gàidhlig](#)

## Gàidhlig Higher (C229 12)

## Course outline

This Course comprises three Units as follows:

DV47 12	Gàidhlig: Sgilean Èisteachd agus Leughaidh (Higher) (Gàidhlig: Listening and Reading Skills)	1 credit (40 hours)
DV48 12	Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Higher) (Gàidhlig: Speaking and Writing Skills)	1 credit (40 hours)
DV49 12	Gàidhlig: Litreachas agus Cultar (Higher) (Gàidhlig: Literature and Culture)	1 credit (40 hours)

Each Unit is available as a stand-alone Unit. In common with all Courses, this Course includes 40 hours over and above the 120 hours for the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the Course and advice on its use is included in the Course details.

The two Units *Gàidhlig: Sgilean Èisteachd agus Leughaidh* (Higher) and *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh* (Higher) include:

- the four language skills of listening, speaking, reading and writing
- language rules

## **Gàidhlig: Sgilean Èisteachd agus Leughaidh (Higher)**

### **Gàidhlig: Listening and Reading Skills (Higher)**

This Unit will help candidates to understand and appreciate complex spoken and written communication. It requires them to identify the main points of a text and the specific points of detail which support main points. It also requires candidates to interpret an author's purpose in writing a text and to assess the techniques used by the author to achieve that purpose.

Material from newspapers, magazines, electronic publications, promotional literature, radio or television programmes, expository or journalistic prose and excerpts from novels or short stories will provide a wide choice of reading and listening sources at this level.

### **Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Higher)**

### **Gàidhlig: Speaking and Writing Skills (Higher)**

This Unit will help candidates to deliver complex spoken communication and to produce complex written communication. It requires candidates to think about the reason why they are delivering or producing a communication and it also requires them to consider the intended audience for their communication to ensure that it is coherent, accurate and appropriate.

## **Gàidhlig: Litreachas agus Cultar (Higher)**

### **Gàidhlig: Literature and Culture (Higher)**

#### **Literature**

This part of the Unit will help candidates to appreciate and evaluate Gaelic literature mainly from the 20th and/or 21st century. The texts selected for study can include the following genres:

- novel
- biography
- autobiography
- poetry/song
- drama
- short story
- essay.

Candidates will learn how to demonstrate a heightened understanding and appreciation of the theme, viewpoint and purpose of a piece of literature, as well as how to comment on technical aspects of literary writing.

#### **Culture – Individual Study**

This Unit will enable candidates to engage in an individual study of an aspect of Gaelic which interests them. This study may be related to the texts studied for the literature part of the Unit. Candidates will be expected, through the study of their chosen topic, to show a developing understanding of the place of Gaelic in society.

At this level candidates will be expected to engage with their chosen topic to provide informed findings and conclusions.

The following are possible topic areas for the study:

- the historic Gaelic world
- the contemporary Gaelic world
- Gaelic literature

- Gaelic music and song
- Gaelic language issues
- Gaelic in a national/international context.

The topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics.

## **Course assessment**

Course assessment will consist of :

- an externally set question paper, consisting of four sections to assess listening, writing, reading and literature. The paper will last 2 hours 40 minutes (plus a 20 minute gap between listening and the other three sections) and have 120 marks available.
- a speaking assessment, which will be internally assessed based on external guidelines and subject to external verification. It will last a maximum of 10 minutes and have 30 marks available.

## **Assessment arrangements**

### **External examination**

The examination is externally set and externally assessed and consists of four sections.

#### **Section A — Listening (30 marks) 40 minutes**

The Listening question will assess a candidate's ability to identify main points and supporting points of detail of a moderately complex spoken text. Short answer or restricted response questions will be used.

#### **Gap of 20 minutes**

#### **Section B (i) — Reading (30 marks) 40 minutes (recommended)**

The Reading question will assess a candidate's ability to identify main points and supporting points of detail of a moderately complex written text. Short answer or restricted response questions will be used.

#### **Section B (ii) — Writing (30 marks) 40 minutes (recommended)**

The Writing question will assess a candidate's ability to produce a complex piece of written Gaelic. Question choices will provide opportunity to produce an expressive or creative piece of writing. One essay-type question will be answered from a number of choices.

#### **Section B (iii) — Literature (30 marks) 40 minutes (recommended)**

The Literature question will assess a candidate's ability to analyse and appreciate the content and technical aspects of a Gaelic literary text studied during the Course. One extended response question will be answered from a number of choices.

### **Internal Speaking Assessment (30 marks) 10 minutes maximum**

The Speaking Assessment will assess the candidate's ability to discuss general issues and work undertaken throughout the Course.

An oral interview will be conducted by the centre.

Candidates may use up to five headings (of not more than eight words each) to assist them, purely as an aid to memory, during the assessment. These headings may be in Gaelic or English, and do not require to be submitted to SQA for verification purposes.

The arrangements for this subject can be viewed using the following link: [Higher Gàidhlig](#)



## **Gàidhlig Advanced Higher (C229 13)**

### **Course outline**

The Course comprises three Units as follows:

DV4C 13	Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher) (Gàidhlig: Translation Skills)	1 credit (40 hours)
D4VD 13	Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher) (Gàidhlig: Writing and Literary Criticism Skills)	1 credit (40 hours)
DV4E 13	Gàidhlig: Cànan agus Cultar (Advanced Higher) (Gàidhlig: Gaelic Language and Culture)	1 credit (40 hours)

Each Unit is available as a stand-alone Unit. In common with all Courses, this Course includes 40 hours over and above the 120 hours for the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the Course and advice on its use is included in the Course details.

### **Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)**

#### **(Gàidhlig: Translation Skills) (Advanced Higher)**

This Unit will develop candidates' skills in translation from English to Gaelic and vice versa.

### **Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher)**

#### **(Gàidhlig: Writing and Literary Criticism Skills) (Advanced Higher)**

This Unit develops candidates' skills in:

- informative, expressive or imaginative writing
- evaluating a previously seen piece of literature.

It will help candidates to produce sophisticated pieces of informative, expressive or imaginative writing. It will also help candidates to appreciate and evaluate Gaelic literature mainly from the 20th and/or 21st century. The texts selected for study can include the following genres:

- novel
- biography
- autobiography
- poetry/song
- drama
- short story
- essay.

Candidates will learn how to demonstrate a sophisticated understanding and appreciation of the theme, viewpoint and purpose of a piece of literature. They will also learn how to provide informed comment on technical aspects of literary writing.

## **Gàidhlig: Cànan agus Cultar (Advanced Higher)**

### **(Gàidhlig: Language and Culture) (Advanced Higher)**

This Unit of the Advanced Higher Course will provide opportunity for the study of literature and for an individual study linked to a background aspect of Gaelic culture.

At this level the presentation of opinions and ideas will be at an informed level and candidates are expected to show clear engagement with the subject matter of their presentation.

### **Individual Study**

The individual study will enable candidates to research an aspect of Gaelic which interests them. Candidates will be expected, through the study of their chosen topic, to display an informed knowledge and understanding of their study topic.

At this level candidates will be expected to engage closely with their chosen topic.

The following are suggested topic areas for the study:

- the historic Gaelic world
- the contemporary Gaelic world
- Gaelic literature
- Gaelic music and song
- Gaelic language issues
- Gaelic in a national/international context
- minority languages.

The topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics. Candidates are expected to work independently at this level and to take responsibility for their own study.

### **Discussion of a Gaelic-related issue**

This part of the Unit will enable candidates to engage in informed discussion of a specific Gaelic topic with an individual or a group. The topics which candidates are researching for their individual study will form the basis of informed discussion.

### **Course assessment**

Course assessment will consist of the following:

#### **Assessment arrangements**

- an externally set question paper, consisting of four sections to assess writing, practical criticism, literature and translation. The paper will last 3 hours and have 150 marks available.
- a speaking assessment conducted by a Visiting Examiner. It will last a maximum of 15 minutes and have 50 marks available.

### **Question Paper**

The examination, which is externally assessed, contains:

- an externally set question paper, consisting of four sections to assess writing, practical criticism, literature and translation. The paper will last 3 hours and have 150 marks available.

- a speaking assessment conducted by a Visiting Examiner. It will last a maximum of 15 minutes and have 50 marks available.

Section (i) — Sgrìobhadh (Writing) (50 marks) 55 minutes (recommended)

The Writing question will assess a candidate's ability to produce an extended expressive or creative piece of writing. One essay-type question will be answered from a number of choices.

Section (ii) — Sgrùdadh (Practical Criticism) (30 marks) 35 minutes (recommended)

The Practical Criticism section will assess a candidate's ability to analyse and appreciate the content and technical aspects of unseen texts. Candidates will answer both a prose and poetry practical criticism.

Section B (iii) — Litreachas (Literature) (50 marks) 55 minutes (recommended)

The Literature question will assess a candidate's ability to analyse and appreciate the content and technical aspects of a Gaelic literary text studied during the Course. One extended response question will be answered from a number of choices.

Section (iv) — Eadar-theangachadh (Translation) (20 marks) 35 minutes (recommended)

The Translation passage will assess a candidate's ability to translate a passage from English into Gaelic accurately. One short passage for translation will be given.

Speaking Assessment (50 marks) 15 minutes maximum

The Speaking Assessment will assess the candidate's ability to discuss general issues and work undertaken throughout the Course.

An oral interview will be conducted by a Visiting Examiner.

Candidates may use up to five headings (of not more than eight words each) to assist them, purely as an aid to memory, during the assessment. These headings may be in Gaelic or English, and do not require to be submitted to SQA for verification purposes.

View the arrangements [Gàidhlig](#)

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# Hairdressing

Skills for Work Courses leading to National Qualifications in Hairdressing are offered at Intermediate 1 and Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Hairdressing National 4 (C238 74)

### Course outline

The Course is one of a range of National Courses known as Skills for Work Courses. This Course has been designed to provide a basic hairdressing qualification which reflects the initial skills required by the hairdressing industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hairdressing industry.

This Course has four mandatory Units.

The mandatory Units are:

DX0M 10	Hairdressing: Salon Awareness	1 credit (40 hours)
DX0N 10	Hairdressing: Working in the Salon	1 credit (40 hours)
DX0K 10	Hairdressing: Employability Skills	1 credit (40 hours)
DX0P 10	Hairdressing: Creativity	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course allows candidates to demonstrate:

- knowledge and skills in relation to working in a hairdressing setting
- practical vocational skills
- communication and customer care skills
- awareness of current relevant health and safety legislation
- skills for employment in the hairdressing industry.

Assessment in the Course is mainly through performance of practical activities supported by assessor observation checklists.

View the arrangements [Hairdressing](#)

## **Hairdressing National 5 (C252 75)**

### **Course outline**

This Course has been designed to provide a hairdressing qualification which reflects the skills required by the hairdressing industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with the employability skills and attitudes needed to work within this industry

This Course has four mandatory Units.

The mandatory Units are:

F343 11	Hairdressing: Working in a Salon Environment	1 credit (40 hours)
F344 11	Hairdressing: Salon Skills 1	1 credit (40 hours)
H0PK 11	Hairdressing: Introduction to Colouring Processes	1 credit (40 hours)
F346 11	Hairdressing: Creative Trends	1 credit (40 hours)

In order to comply with the relevant EU directive relating to the use of colour chemicals a new Unit - Hairdressing: Introduction to Colour Processes (H0PK 11) has been created to replace Hairdressing: Introduction to Colour (F345 11 ) which finished on 31st July 2012.

Please note that the responsibility is with the centre to fully comply with the EU Directive and be aware of the Pre-16 Restrictions set out by the Sector Skills Body,HABIA,(European Directive Pre 16 Restrictions).

### **Course assessment**

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **Assessment objectives**

Assessment across the Units of this Course allows candidates to demonstrate:

- knowledge and skills in relation to working in a hairdressing environment
- practical vocational skills
- communication and customer care skills
- knowledge of current relevant health and safety legislation
- skills for employment in the hairdressing industry
- generic employability skills.

Assessment in this Course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Candidates will also complete reviews of their employability skills and gather specified evidence in a folio.

View the arrangements [Hairdressing](#)

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# Health Sector

Skills for Work Courses leading to National Qualifications in Health Sector are offered at National 4 and National 5. Full details of the Course content and assessment arrangements are contained in the relevant Course Specification documents.

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## Health Sector National 4 (C261 74)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide candidates with opportunities to develop generic employability skills in the context of the health sector. The Course may also assist progression into further and higher education and training/employment. The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

This Course has been designed to allow candidates to develop knowledge and both generic and vocational employability skills relevant to the sector. It has been designed to help candidates develop an understanding of the nature of work in the health sector in order that they can make informed decisions about whether or not they wish to gain employment in this sector.

This Course has five mandatory Units, which are:

F58P 10	Health Sector: An Introduction (Intermediate 1)	1 credit (40 hours)
F58R 10	Health Sector: Roles and Responsibilities (Intermediate 1)	1 credit (40 hours)
F598 10	Health Sector: Health Awareness (Intermediate 1)	1 credit (40 hours)
F599 10	Health Sector: Working Safely (Intermediate 1)	0.5 credit (20 hours)
F59A 10	Health Sector: Life Sciences Industry (Intermediate 1)	0.5 credit (20 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- generic employability skills valued by employers

- knowledge and skills in relation to working in the health sector
- practical vocational skills
- skills in communication and working with others
- investigation skills
- presentation skills
- evaluation skills

View the Course Specification [Health Sector](#)

## Health Sector National 5 (C261 75)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide candidates with opportunities to develop generic employability skills in the context of the Health Sector. This Course could provide progression opportunities for candidates by building on the skills and knowledge developed in the National 4 Health Sector Course. The National 5 Course will introduce candidates to a range of more advanced knowledge and skills. The Course may assist progression into further and higher education and training/employment.

This Course has five mandatory Units, which are:

F88E 11	Health Sector: Working in the Health Sector (Intermediate 2)	1 credit (40 hours)
F88F 11	Health Sector: Life Sciences Industry and the Health Sector (Intermediate 2)	1 credit (40 hours)
F88H 11	Health Sector: Improving Health and Well-being (Intermediate 2)	1 credit (40 hours)
F88J 11	Health Sector: Physiology of the Cardiovascular System (Intermediate 2)	0.5 credit (20 hours)
F88K 11	Health Sector: Working in Non Clinical Roles (Intermediate 2)	0.5 credit (20 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate, in the context of the Health Sector:

- generic employability skills valued by employers in the Health Sector
- knowledge and skills in relation to working in the Health Sector
- practical vocational skills
- skills in communication and working with others
- investigation skills
- presentation skills
- evaluation skills

View the Course Specification [Health Sector](#)

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# Health and Social Care

A Skills for Work Course leading to a National Qualification in Health and Social Care is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Health and Social Care Higher (C245 76)

### Course outline

The Course is one of a range of new National Courses known as Skills for Work Courses. The Higher Health and Social Care Course is an introductory Course designed to equip candidates with the knowledge and skills relevant to the health and social care sectors. This Course has been designed to allow candidates to develop the knowledge and both generic and vocational employability skills relevant to these sectors. It has also been designed to help candidates develop an understanding of the nature of health and social care work in order that they can make informed decisions about whether or not they wish to gain employment in these sectors.

This Course has four mandatory Units.

The mandatory Units are:

F1C5 12	Understanding and Supporting People in Health and Social Care Settings	1 credit (40 hours)
F1C6 12	Care Principles and Practice	1 credit (40 hours)
F1C7 12	Working in Health and Social Care Settings	1 credit (40 hours)
F1C8 12	Health, Safety and Protection Issues in Care Settings	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course allows candidates to demonstrate:

- employability skills and attitudes
- essential underpinning knowledge required to work in the health and social care sector
- the ability to apply knowledge in specific health and social care contexts
- evaluation skills
- investigation skills
- presentation skills

View the arrangements [Health and Social Care](#)

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# History

Courses leading to National Qualifications in History are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content, assessment arrangements and Core Skills are contained in the relevant Arrangements documents and Unit Specifications.

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## History Access 3 (C044 09)

### Course outline

The This Course comprises three mandatory Units, as follows:

D255 09	Historical Study — Scottish and British	1 credit (40 hours)
D256 09	Historical Study — European and World	1 credit (40 hours)
D257 09	Historical Study — Options	1 credit (40 hours)

This Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning.

The aims of the Access 3 History Course are to acquire breadth and depth in the knowledge and understanding of historical topics and to develop skills of explaining developments and events, and of evaluating sources. These aims will be achieved through study of chosen contexts. All three Units have a common set of Outcomes and Performance Criteria. The Course in History at Access 3 provides progression to Intermediate 1 provision in History or to any of the discrete social subjects.

Candidates must select three contexts, one from the list of topics for the Scottish and British Study, one from the list of topics for the European and World Study, and the context for the third Study should be from either list.

### Historical Study — Scottish and British

1. Murder in the Cathedral: Crown, Church and People 1154–1173
2. Wallace, Bruce and the Wars of Independence 1286–1328
3. Mary Queen of Scots and the Scottish Reformation 1540s–1587
4. ‘Ane End of Ane Auld Sang’: Scotland and the Treaty of Union 1690s–1715
5. Immigrants and Exiles: Scotland 1830s–1930s
6. From the Cradle to the Grave? Social Welfare in Britain 1890s–1951
7. Campaigning for Change: Social Change in Scotland 1900s–1979
8. A Time of Troubles: Ireland 1900–1923

### Historical Study — European and World

1. The Cross and the Crescent: The First Crusade 1096– 1125
2. 'This Accursed Trade': The British Slave Trade and its Abolition 1770–1807
3. The Red Flag: Lenin and the Russian Revolution 1894–1921
4. Free at Last? Race Relations in the USA 1918–1968
5. The Road to War 1933–1939
6. In the Shadow of the Bomb: The Cold War 1945–1985

## Course assessment

There is no external assessment of this Course but candidates must pass the internal assessments associated with the Units.

View the arrangements [Access 3 History](#)

## History Intermediate 1 (C044 10)

### Course outline

The aims of the Intermediate 1 Course in History are to acquire breadth and depth in the knowledge and understanding of historical topics and to develop skills of explaining developments and events, and of evaluating evidence. The Course comprises three mandatory Units:

D255 10	Historical Study - Scottish and British (Int 1)	1 credit (40 hours)
D256 10	Historical Study - European and World (Int 1)	1 credit (40 hours)
D257 10	Historical Study - Options (Int 1)	1 credit (40 hours)

Candidates must select three contexts, one from the list of topics for the Scottish and British Study, one from the list of topics for the European and World Study, and the context for the third Study should be from either list.

### Historical Study - Scottish and British

1. Murder in the Cathedral: Crown, Church and People 1154-1173
2. Wallace, Bruce and the Wars of Independence 1286-1328
3. Mary Queen of Scots and the Scottish Reformation 1540s-1587
4. 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s-1715
5. Immigrants and Exiles: Scotland 1830s-1930s
6. From the Cradle to the Grave? Social Welfare in Britain 1890s-1951
7. Campaigning for Change: Social Change in Scotland 1900s-1979
8. A Time of Troubles: Ireland 1900-1923

### Historical Study - European and World

1. The Norman Conquest 1060-1153
2. The Cross and the Crescent: The First Crusade 1096-1125
3. War, Death and Revolt in Medieval Europe 1328-1436
4. New Worlds: Europe in the Age of Expansion 1480s-1530s
5. Tea and Freedom: The American Revolution 1763-1783
6. 'This Accursed Trade': The British Slave Trade and its Abolition 1770-1807
7. Citizens! The French Revolution 1789-1794
8. The Red Flag: Lenin and the Russian Revolution 1894-1921
9. Free at Last? Race Relations in the USA 1918-1968

10. The Road to War 1933-1939  
11. In the Shadow of the Bomb: The Cold War 1945-1985

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards demanded by the external assessment instrument.

The external instrument is an externally set question paper of 1 hour 30 minutes duration. Candidates must answer all of the questions in each of the three contexts they have studied.

There is a total of 45 marks for this paper.

The questions will be restricted response items testing candidates' ability to:

- integrate both presented and recalled knowledge
- describe and explain historical events, attitudes and actions
- evaluate historical evidence.

View the arrangements [Intermediate 1 History](#)

## History Intermediate 2 (C044 11)

## Course outline

The Intermediate 2 Course in History provides a suitable basis for those who wish to proceed to the Higher History Course. Its aims are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, drawing conclusions and evaluating historical sources. The Course comprises three mandatory Units:

D255 11	Historical Study - Scottish and British (Int 2)	1 credit (40 hours)
D256 11	Historical Study - European and World (Int 2)	1 credit (40 hours)
D257 11	Historical Study - Options (Int 2)	1 credit (40 hours)

Candidates must select three contexts, one from the list of topics for Scottish and British Study, one from the list of topics for the European and World Study, and the context for the third Study should be from either list.

### Historical Study - Scottish and British

1. Murder in the Cathedral: Crown, Church and People 1154-1173
2. Wallace, Bruce and the Wars of Independence 1286-1328
3. Mary Queen of Scots and the Scottish Reformation 1540s-1587
4. The Coming of the Civil War 1603-1642
5. 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s-1715
6. Immigrants and Exiles: Scotland 1830s-1930s
7. From the Cradle to the Grave? Social Welfare in Britain 1890s-1951
8. Campaigning for Change: Social Change in Scotland 1900s-1979
9. A Time of Troubles: Ireland 1900-1923

### Historical Study - European and World

1. The Norman Conquest 1060-1153
2. The Cross and the Crescent: The First Crusade 1096-1125
3. War, Death and Revolt in Medieval Europe 1328-1436
4. New Worlds: Europe in the Age of Expansion 1480s-1530s
5. Tea and Freedom: The American Revolution 1763-1783
6. 'This Accursed Trade': The British Slave Trade and its Abolition 1770-1807
7. Citizens! The French Revolution 1789-1794
8. Cavour, Garibaldi and the Making of Italy 1815-1870
9. Iron and Blood? Bismarck and the Creation of the German Empire 1815-1871
10. The Red Flag: Lenin and the Russian Revolution 1894-1921
11. Free at Last? Race Relations in the USA 1918-1968
12. The Road to War 1933-1939
13. In the Shadow of the Bomb: The Cold War 1945-1985

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards demanded by the external assessment instruments of the examination and the Extended Response.

The external examination is an externally set paper of one hour 45 minutes duration. Each candidate must answer one extended response question, the Short Essay, chosen from any of their three selected contexts. Candidates must also answer all of the restricted response items in each of the three contexts they have studied.

There is a total of 50 marks for this paper.

The restricted response items test candidates' ability to:

- integrate both presented and recalled knowledge
- describe and explain in some detail historical events, attitudes and actions
- evaluate and compare historical evidence.

The Short Essay item tests candidates' ability to use recalled knowledge to provide a structured response to explain or evaluate in detail historical events, attitudes and actions as outlined in Outcomes 1 and 2.

The Extended Response should be based on an issue of the candidate's own choice drawn from any of the above contexts. Marks can only be awarded where a candidate's Extended Response relates to an issue drawn from the Course content. It is recommended that candidates should devote eight hours (or two weeks' class time) to the researching of the issue, prior to their preparation of an outline plan of not more than 150 words (standard abbreviations and dates will count as one word each). Breaches of the plan word limit or the absence of a plan will be penalised by up to 5 marks. Group plans/Responses or teacher devised plans are not permitted. Centres should check the Notes of Guidance issued in 2013 for further clarification. The Response itself must be written up from the outline plan, under supervision in the centre, within a single continuous period of up to one hour. All candidates' Extended Responses and plans must be submitted to SQA for assessment at the end of April (**for submission dates, see NQ key dates contained on [SQA Connect](#)**).

There are a total of 20 marks for the Extended Response out of 70 marks for the total external assessment.

View the arrangements [Intermediate 2 History](#)

## History Higher (C259 12)

## Course outline

The Higher History Course articulates with, and provides progression from, both the Standard Grade History Course and the Intermediate 2 History Course. The Course aims to provide an opportunity for reinforcing and extending the candidate's historical knowledge and understanding, and developing their ability to evaluate, contrast and set in historical context a wide variety of historical evidence.

In addition, candidates prepare for further historical study through the research and production of an Extended Essay. The content covered in the Higher History Course is specified in three mandatory Units:

F8K0 12	Historical Study: British	1 credit (40 hours)
F8K1 12	Historical Study: European and World	1 credit (40 hours)
F8K2 12	Scottish History	1 credit (40 hours)

These Units contain contexts covering Medieval, Early Modern and Later Modern History. Candidates must respond to one context within each Unit.

### Historical Study: British

Church, State and Feudal Society  
The Century of Revolutions 1603-1702  
The Atlantic Slave Trade  
Britain 1851-1951  
Britain and Ireland 1900-1985

### Historical Study: European and World

The Crusades 1071-1204  
The American Revolution 1763-1787  
The French Revolution, to 1799  
Germany 1815-1939  
Italy 1815-1939  
Russia 1881-1921  
USA 1918-68  
Appeasement and the Road to War, to 1939  
The Cold War 1945-1989

### Scottish History

The Wars of Independence, 1268-1328  
The Age of the Reformation, 1542-1603  
The Treaty of Union, 1689-1740  
Migration and Empire, 1830-1939  
The Impact of the Great War, 1914-1928

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards demanded by the external assessment instruments of the examination and the Extended Essay.

The external examination consists of two externally set papers. Paper I (1 hour 20 minutes) relates to the British and European and World Units, each offering a choice of three essay questions per context. Candidates must answer one question from their chosen context in each Unit. Each question is worth 20 marks; the paper total is 40 marks.

Paper II (1 hour 25 minutes) relates to the Scottish History Unit and consists of open response items assessing the skills of evaluating historical sources. Two questions will be worth 5 marks and two questions worth 10 marks; the paper total is 30 marks.

The essay items in Paper I test candidates' ability to use accurate and relevant recalled knowledge, to provide a well-structured response to set in context, explain and evaluate in considerable detail historical issues.

The items in Paper II test candidates' ability to:

- integrate recalled knowledge and a wide variety of presented knowledge
- evaluate, interpret and contrast historical evidence in considerable detail
- relate evidence to its wider context, and demonstrate understanding of this context.

The Extended Essay should be based on an Issue drawn from the course content for Paper I or Paper II of the examinations. Marks can only be awarded where a candidate's Extended Essay relates to an issue drawn from the Course content. It is recommended that candidates devote eight hours (or two weeks' class time) to the researching of the issue, prior to their preparation of an outline plan of not more than 200 words (standard abbreviations and dates will count as one word each). Breaches of the plan word limit or the absence of a plan will be penalised by up to 10 marks. Group plans/essays or teacher devised plans are not permitted. Centres should check the Notes of Guidance issued in 2013 and after for further clarification.

The Essay itself must be written up from the outline plan, under supervision in the centre, within a single continuous period of up to two hours. All candidates' Extended Essays and plans must be submitted to SQA for assessment at the end of April (**for submission dates, see NQ key dates contained on [SQA Connect](#)** ).

There are a total of 30 marks for the Extended Essay out of 100 marks for the total external assessment.

View the arrangements [Higher History](#)

## History Advanced Higher (C259 13)

### Course outline

The Advanced Higher History Course articulates with, and provides progression from the Higher History Course. The Course aims to provide an opportunity for further reinforcing and extending the candidate's historical knowledge and understanding to analyse events and their relationships thoroughly and address complex historical issues and interpretations. It also aims to develop the ability to interpret complex primary and secondary historical evidence. In addition, candidates undertake historical study in depth through the research and production of a dissertation.

The Advanced Higher History Course comprises two mandatory Units:

D259 13	Historical Study (AH)	2 credits (80 hours)
F3GA 13	Historical Research (AH)	1 credit (40 hours)



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For the Historical Study candidates should select one of the following Fields of Study:

1. Northern Britain from the Romans to AD 1000
2. Scottish Independence: 1286-1329
3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries
4. Georgians and Jacobites: Scotland 1715-1800
5. 'The House Divided': USA 1850-1865
6. Japan: From Medieval to Modern State 1850s-1920
7. Germany: Versailles to the Outbreak of the Second World War
8. South Africa 1910-1984
9. Soviet Russia 1917-1953
10. The Spanish Civil War: Causes ,Conflicts and Consequences 1923-1945
11. Britain at War and Peace 1939-1951

## **Course assessment**

In order to gain an award in the Course, the candidate must meet the conditions of internal assessment associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instruments of the examination and the dissertation.

The external examination will consist of one paper of two parts, with a total time of three hours. Part 1 will be out of 50 marks, and Part 2 out of 40 marks. Part 1 will comprise five essay questions in each Field of Study, of which candidates answer two. Part 2 will comprise three questions based on four sources and there will be no choice of questions.

The dissertation is chosen from the selected Field of Study and is marked out of 50. It should address a number of complex issues and be based on research of a range of primary and secondary sources. An annotated bibliography should also be submitted and this may be taken into account in the assessment of the dissertation. There is an approved list of titles posted on the SQA website. Centres may submit further proposed titles to SQA by November 1, for confirmation of their validity. Forms can be downloaded by SQA co-ordinators.

The dissertation, excluding titles, headings, footnotes and bibliography, should be no longer than 4,000 words. A penalty will be imposed where the word limit has been exceeded. This will also be invoked where the marker has cause to doubt the total for which the candidate has signed. The word limit applies to the body of the text and does not include titles, headings, bibliography, diagrams, maps, tables of figures, charts or referential footnotes. Discursive and/or informative footnotes will be included in the word count and may incur the word penalty.

The dissertation and supporting documentation must be submitted to SQA for assessment at the end of April (for submission dates, see SQA Coordinators Guide on [SQA Connect](#)).

The total of marks available is 140, as follows: 50 for the dissertation and, for Parts 1 and 2 of the examination, 50 and 40 respectively.

View the arrangements [History](#)

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# Home Economics

Courses leading to National Qualifications in Home Economics are offered at, Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Home Economics is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Home Economics Access 2 (C048 08)

### Course outline

The Course aims to develop candidates' personal effectiveness in the use and management of resources within aspects of Home Economics. The programme of study offers a broad provision for the acquisition of knowledge and understanding and specialist skills. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society. Three Units are to be chosen from the following list:

D273 08	Developing Craft Skills in Textiles (Access 2)	1 credit (40 hours)
D550 08	Organisation in the Home (Access 2)	1 credit (40 hours)
D551 08	Living Safely at Home (Access 2)	1 credit (40 hours)
DC9K 08	Healthy Basic Cooking (Access 2)	1 credit (40 hours)

### Course assessment

There is no external assessment of the Access 2 Course, however, candidates must pass the internal assessments associated with the three Units chosen within the Course.

View the arrangements [Home Economics](#)

## Home Economics: Fashion and Textile Technology Access 3 (C116 09)

### Course outline

The aim of this Course is to develop a candidate's personal effectiveness in the use and management of resources. In the context of Fashion and Textile Technology the programme offers a broad provision for the acquisition of knowledge and understanding and specialist

skills. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society. By offering an insight into the fashion and textile industries, opportunities for further study or employment are enhanced.

The Course has four mandatory Units as follows:

D49109	Fashion and Textile Technology: Organisation of Practical Skills (Acc 3)	0.5 credit (20 hours)
D27209	Fashion and Clothing Industry: An Introduction (Acc 3)	0.5 credit (20 hours)
D27309	Developing Craft Skills in Textiles (Acc 3)	1 credit (40 hours)
D27509	Fashion and Textile Technology: Design and Make — Home Economics (Acc 3)	1 credit (40 hours)

To gain an award the candidate must pass the internal assessment associated with the component Units. There is no external assessment.

View the arrangements [Home Economics: Fashion and Textile Technology](#)

## Home Economics: Fashion and Textile Technology Intermediate 1 (C116 10)

### Course outline

The Intermediate 1 Course is designed to articulate with the knowledge and skills developed in the Home Economics: Fashion and Textile Technology at Access 3. This Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Fashion and Textile Technology, adding to the important dimensions of self, family and society, opportunities to gain insight into the fashion and textile industries. These experiences will enhance candidates' opportunities for further study or employment.

This Course has two mandatory Units and four optional Units, as follows:

**Mandatory Units** — 2 credits:

D27410	Practical Fabric Skills (Int 1)	1 credit (40 hours)
D27510	Fashion and Textile Technology: Design and Make — Home Economics (Int 1)	1 credit (40 hours)

**Optional Units** — to total 1 credit:

D49110	Fashion and Textile Technology: Organisation of Practical Skills (Int 1)	0.5 credit (20 hours)
D27210	Fashion and Clothing Industry: An Introduction (Int 1)	0.5 credit (20 hours)
D27310	Developing Craft Skills in Textiles (Int 1)	1 credit (40 hours)
D04Y10	Fashion and Textile Technology: Technology in Home Economics (Int 1)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is a Practical Assignment. There will be no examination at Intermediate 1. The Practical Assignment will assess the candidate's ability to:

- plan an appropriate response to the brief
- carry out a range of construction processes for a textile product(s), appropriate to the assignment specification
- demonstrate effective use of time and resources when carrying out the Practical Assignment
- demonstrate an appropriate level of specialist skill in carrying out the Practical Assignment
- apply appropriate safety and hygiene measures in carrying out the Practical Assignment
- evaluate the quality of the product for the intended user and the success of the overall plan.

The Practical Assignment brief and associated candidate proforma will be issued annually in September on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

The Practical Assignment should be undertaken within 10 hours and will have an allocation of 45 marks. The Practical Assignment falls into three discrete components:

- Planning - identifying the needs and choosing the activities (8 marks)
- Implementing - carrying out the Practical Assignment (27 marks)
- Evaluating - evaluation of the Practical Assignment (10 marks)

The Implementing component of the Practical Assignment will be assessed internally by the teacher/lecturer. To ensure conformity with national standards, internal assessment of the Implementing component may be externally verified on a sample basis. Verification will normally take place between February and April.

Candidate evidence for the Planning and Evaluating components will be recorded on a proforma and sent to SQA for external assessment. The completed Practical Assignment proforma must be completed and returned to SQA (**for submission dates, see NQ key dates contained on [SQA Connect](#)**).

View the arrangements [Home Economics: Fashion and Textile Technology](#)

## Home Economics: Fashion and Textile Technology Intermediate 2 (C116 11)

## Course outline

The Intermediate 2 Course is designed to articulate with the knowledge and skills developed in Intermediate 1 Home Economics: Fashion and Textile Technology. Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. This Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Fashion and Textile Technology. This adds to the

dimensions of self, family and community, a range of challenging experiences relating to the fashion and textile industries. These experiences will enhance candidate's future opportunity for further study or employment.

This Course has three mandatory Units as follows:

D493 11	Fashion and Textile Technology: Management of Practical Activities (Int 2)	1 credit (40 hours)
D494 11	Fashion and Textile Technology: Consumer Studies (Int 2)	1 credit (40 hours)
D495 11	Fashion and Textile Technology: Product Development (Int 2)	1 credit (40 hours)

### Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are a Question Paper and a Technological Project. The Question Paper will be of 1 hour 30 minutes' duration, is worth 60 marks and will consist of five 12 mark questions. Short and restricted-response questions will be used with an element of choice within some questions. All questions will have to be attempted. Question 1 will be derived from the following defined area of Course content:

- the physical and sensory properties of textiles.

The Question Paper will assess the candidate's ability to:

- recall and use knowledge for a range of straightforward problems and situations
- draw conclusions by selecting relevant information from source material
- evaluate using defined criteria.

Candidates will be required to submit a Technological Project worth 50 marks. The Technological Project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The Technological Project will be carried out within the centre. Two Technological Project briefs will be issued by SQA on an annual basis in September.

One of these will be selected by the candidate and completed within a nominal time allocation of 20 hours. The Technological Project will be wholly externally assessed. The appropriate proforma and guidance will be made available for download on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk). The Technological Project proforma must be completed and returned to SQA (**for submission dates, see NQ key dates contained on [SQA Connect](#)**).

The technological project will assess the candidate's ability to:

- devise and implement a strategy to provide a solution to a product brief
- manage time and resources effectively in the manufacture of products
- evaluate the process and solution.

View the arrangements [Home Economics: Fashion and Textile Technology](#)

### Home Economics: Fashion and Textile Technology Higher (C116 12)

## Course outline

The Higher Course in Home Economics: Fashion and Textile Technology is designed to articulate with, and provide progression from, Standard Grade Home Economics and Intermediate 2 Home Economics: Fashion and Textile Technology.

The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Fashion and Textile Technology. This adds to the dimensions of self, family and community through a range of challenging experiences relating to the fashion and textile industries. These experiences will enhance candidates future opportunities for further study or employment.

This Course has two mandatory Units as follows:

D496 12	Fashion and Textile Technology: Resource Management (H)	2 credits (80 hours)
D494 12	Fashion and Textile Technology: Consumer Studies (H)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are a Question Paper and a Technological Project.

The Question Paper will be of two hours duration and total 80 marks.

It will consist of two sections: Section A and Section B.

**Section A** is a compulsory section worth 20 marks and consisting of short answer and restricted response type questions. All questions in this section are compulsory.

**Section B** contains four questions each worth 20 marks and consisting of extended response type questions. Question 1 in this section is compulsory and the content for this question will be derived from a specified area of content:

- technology of textile properties.

Candidates will then complete two questions from the remaining three questions in this section.

The question paper will assess the candidate's ability to:

- select and apply knowledge to a range of problems and situations
- make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Candidates will be required to submit a Technological Project worth 70 marks. The Technological Project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The Technological Project will be carried out within the centre. Two Technological Project briefs will be issued by SQA on an annual basis in September. One of these will be selected by the candidate and completed within a nominal time allocation of 20 hours. The Technological Project will be wholly externally assessed. The appropriate proforma and guidance will be made available to download on the SQA website at <http://www.sqa.org.uk>. The Technological Project proforma must be completed and returned to SQA (**for submission dates see NQ key dates contained on [SQA Connect](#)**).

View the arrangements [Home Economics: Fashion and Textile Technology](#)

## Home Economics: Health and Food Technology Access 3 (C254 09)

### Course outline

Access 3 Home Economics: Health and Food Technology has been designed to give all candidates the opportunity to undertake an achievable Home Economics Course from S3 onwards. Achieving this Course can help to raise self-esteem and self-belief, and may enable candidates to progress to Courses at higher levels and develop essential life skills.

This Course will help to develop a candidate's personal effectiveness in the use and management of resources. The candidate-centred approach to learning should enable the development of transferable skills that will be valuable throughout life. These experiences may also help to prepare candidates for further study or employment. In addition the Course will encourage, through practical activity, the integration of understanding and skills in a variety of ways.

The Course has 3 Mandatory Units as follows:

F399 09	Healthy Cooking (Access 3)	1 credit (40 hours)
D9NV 09	Food Product Development (Access 3)	1 credit (40 hours)
F39A 09	Technology in the Kitchen (Access 3)	1 credit (40 hours)

### Course assessment

There is no external assessment of the Access 3 Course, however, candidates must pass the internal assessments associated with the component Units within the Course.

View the arrangements [Home Economics: Health and Food Technology](#)

## Home Economics: Health and Food Technology Intermediate 1 (C118 10)

### Course outline

The Intermediate 1 Course is designed to articulate with the knowledge and skills developed in Standard Grade Home Economics and Home Economics: Health and Food Technology (Access 3). This Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Health and Food Technology, adding to the important dimensions of self, family and society and gives opportunities to gain insight to the food and hospitality industries. These experiences will enhance opportunities for further study or employment.

This Course has three mandatory Units, as follows:

D9NT 10	Food for Health (Int 1)	1 credit (40 hours)
D9NV 10	Food Product Development (Int 1)	1 credit (40 hours)
D9NW 10	Food Technology (Int 1)	1 credit (40 hours)

### Course assessment



In order to gain an award in this Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instrument. The external assessment instrument is a Practical Assignment. There will be no examination at Intermediate 1.

The Practical Assignment will assess the candidate's ability to:

- plan an appropriate response to a brief
- carry out a range of food preparation techniques and cookery processes appropriate to the assignment specification
- demonstrate effective use of time and resources when carrying out the Practical Assignment
- demonstrate an appropriate level of specialist craft skills in carrying out the Practical Assignment
- apply appropriate health and hygiene measures in carrying out the Practical Assignment
- evaluate the quality of the product for the intended user and the success of the overall plan.

The Practical Assignment brief and associated candidate proforma will be issued annually in September on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).

The Practical Assignment should be undertaken within 10 hours and will have an allocation of 45 marks. The Practical Assignment falls into three discrete components:

- Planning - identifying the needs and choosing the activities (8 marks)
- Implementing - carrying out the Practical Assignment (27 marks)
- Evaluating - evaluating the Practical Assignment (10 marks)

The Implementing component of the Practical Assignment will be assessed internally by the teacher/lecturer. To ensure conformity with national standards, internal assessment of the Implementing component may be externally verified on a sample basis. Verification will normally take place between February and April.

Candidate evidence for the Planning and Evaluating components will be recorded on a proforma and sent to SQA for external assessment. The completed Practical Assignment proforma must be completed and returned to SQA (**for submission dates see NQ key dates contained on [SQA Connect](#)**).

View the arrangements [Home Economics: Health and Food Technology](#)

## **Home Economics: Health and Food Technology Intermediate 2 (C118 11)**

### **Course outline**

The Intermediate 2 Course is designed to articulate with the knowledge and skills developed in Standard Grade Home Economics and Intermediate 1 Home Economics: Health and Food Technology. The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Health and Food Technology, and add to the dimensions of self, family and community a range of challenging experiences relating to the food industry. These experiences will enhance their future opportunity for further study or employment.

This Course has three mandatory Units, as follows:

D268	Health and Food Technology: Management of Practical	1 credit (40)
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11	Activities (Int 2)	hours)
D269 11	Health and Food Technology: Consumer Studies (Int 2)	1 credit (40 hours)
D270 11	Health and Food Technology: Product Development (Int 2)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by external assessment instruments.

The external assessment instruments are a Question Paper and a Technological Project. The Question Paper will be of 1 hour 30 minutes' duration, is worth 60 marks and will consist of five 12 mark questions. Short and restricted-response questions will be used with an element of choice within some questions. All questions will have to be attempted. Question 1 will be derived from the following defined area of Course content:

- the relationship between diet and health.

The Question Paper will assess the candidate's ability to:

- recall and use knowledge for a range of straightforward problems and situations
- draw conclusions by selecting relevant information from source material
- evaluate using defined criteria.

Candidates will be required to submit a Technological Project worth 50 marks. The Technological Project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The Technological Project will be carried out within the centre. Two Technological Project briefs will be issued by SQA on an annual basis in September. One of these will be selected by the candidate and completed within a nominal time allocation of 20 hours. The Technological Project will be wholly externally assessed. The appropriate proforma and guidance will be made available to download on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk). The Technological Project proforma must be completed and returned to SQA (for submission dates, see NQ key dates contained on [SQA Connect](#)).

The Technological Project will assess the candidate's ability to:

- devise and implement a strategy to provide a solution to a product brief
- manage time and resources effectively in the manufacture of products
- evaluate the process and solution.

View the arrangements [Home Economics: Health and Food Technology](#)

## Home Economics: Health and Food Technology Higher (C118 12)

## Course outline

The Higher Course in Home Economics: Health and Food Technology is designed to articulate with and provide progression from Standard Grade Home Economics and Intermediate 2 Home Economics: Health and Food Technology.

The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Health and Food Technology, adding to the dimensions of self, family and community a range of challenging experiences relating to the food industry. These experiences will enhance their future opportunities for further study or employment.

The Course has two mandatory Units as follows:

D271 12	Health and Food Technology: Resource Management (H)	2 credits (80 hours)
D269 12	Health and Food Technology: Consumer Studies (H)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by external assessment instruments.

The external assessment instruments are a Question Paper and a Technological Project.

The Question Paper will be of two hours duration and is worth 80 marks.

It will consist of two sections: Section A and Section B.

Section A is a compulsory section worth 20 marks and consisting of short answer and restricted response type questions.

Section B contains four questions each worth 20 marks and consisting of extended response type questions. Question 1 in this section is compulsory and the content for this question will be derived from a specified area of content:

- the interrelationship of groups of nutrients related to function
- effects of storage, preparation and cooking on nutrients
- the relationship between diet, lifestyle and health.

Candidates will then complete two questions from the remaining three questions in this section.

The Question Paper will assess the candidate's ability to:

- select and apply knowledge to a range of problems and situations
- make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Candidates will be required to submit a Technological Project worth 70 marks. The Technological Project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The Technological Project will be carried out within the centre. Two Technological Project briefs will be issued by SQA on an annual basis in September. One of these will be selected by the candidate and completed within a nominal time allocation of 20 hours. The Technological Project will be wholly externally assessed. The appropriate proforma and guidance will be made available to download on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk). The Technological Project proforma must be completed and returned to SQA (for submission dates, see NQ key dates contained on [SQA Connect](#)).

The Arrangements for this subject can be viewed using the following link: [Home Economics: Health and Food Technology](#)

## Home Economics: Health and Food Technology Advanced Higher (C118 13)

### Course outline

The Advanced Higher Course has been designed to articulate with and provide progression from Higher Home Economics: Health and Food Technology. The Course aims to provide a challenging experience for those who wish to study the context of Health and Food Technology in greater depth. Increased emphasis is placed on the development of independent study skills and objective thinking. The development of these skills and abilities at Advanced Higher provides candidates with a sound base from which to pursue further studies and employment opportunities.

The Course has two mandatory Units, as follows

D271 13	Health and Food Technology: Resource Management (AH)	2 credits (80 hours)
D0F5 13	Health and Food Technology: Practical Research and Dissertation (AH)	1 credit (40 hours)

### Course assessment

In order to gain an award in the Course the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by external assessment instruments.

The external assessment instruments are a Question Paper and a Dissertation.

The Question Paper will be of two hours 20 minutes' duration and total 75 marks. (This will be scaled to 100 marks by SQA.) The question paper will consist of two sections: Section A and Section B

Section A will have a mark allocation of 25 and will consist of structured questions based on a Report.

- There will be a minimum mark allocation of five marks per question in this section.
- The Report will be based on an area of study from the Course content.
- The Report will be between 1-2 A4 pages in length and presented as a separate booklet.

This section of the question paper will assess the candidate's ability to make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation

Section B will have a mark allocation of 50 and will consist of five questions, all of which will require extended responses. Question 1 will be compulsory. Candidates will select one question from the remaining four.

Question 1 will be based on one area from the Course content. It will assess the candidate's ability to:

- select and apply knowledge to a range of complex problems or situations
- make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Question 1 will have a mark allocation of 25. The 25 marks may be either allocated to a one part question or divided into 15 marks and 10 marks for a two part question.

Questions 2-5 will each have a 25 mark allocation. These questions will assess the candidate's ability to select and apply knowledge to a range of complex problems or situations

The dissertation will be worth 100 marks and will be based on either a research project or an industrial placement.

Candidates will select a Dissertation title related to the context being studied. Candidates will be provided with comprehensive instructions and guidance for the completion and presentation of the dissertation. The completed Dissertation will be sent to SQA for external marking.

View the arrangements [Home Economics: Health and Food Technology](#)

## **Home Economics: Lifestyle and Consumer Technology Access 3 (C117 09)**

### **Course outline**

The aim of this Course is to develop a candidate's personal effectiveness in the use and management of resources. In the context of Lifestyle and Consumer Technology the programme offers a broad provision for the acquisition of knowledge and understanding and specialist skills. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society. The experiences offered by this provision will enhance their future opportunity for further study, employment and the contribution they are able to make to society.

The Course has five mandatory Units as follows:

D497 09	Lifestyle and Consumer Technology: Organisation of Practical Skills (Acc 3)	0.5 credit (20 hours)
D276 09	Preparation for Parenthood	0.5 credit (20 hours)
D04W 09	Food Preparation for Healthy Eating (Acc 3)	0.5 credit (20 hours)
D277 09	Health and Safety for Babies and Young Children (Acc 3)	0.5 credit (20 hours)
D04X 09	Lifestyle and Consumer Technology: Design and Make — Home Economics (Acc 3)	1 credit (40 hours)

### **Course assessment**

To gain an award the candidate must pass the internal assessment associated with the component Units. There is no external assessment.

View the arrangements [Home Economics: Lifestyle and Consumer Technology](#)

## **Home Economics: Lifestyle and Consumer Technology Intermediate 1 (C117 10)**

## Course outline

The Intermediate 1 Course is designed to articulate with the knowledge and skills developed in Home Economics:Lifestyle and Consumer Technology Access 3. This Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Lifestyle and Consumer Technology, through a range of challenging experiences. These experiences will relate to consumer needs for food, clothing, shelter and money in an ever-changing society.

Candidates will develop knowledge and understanding about important issues, such as the responsibilities of parenting and childcare, the need for shelter and the importance of caring for others. These experiences will enhance their future opportunity for further study, employment and the contribution they are able to make to society.

This Course has three mandatory Units and three optional Units, as follows:

### Mandatory Units

*2 credits:*

D497 10	Lifestyle and Consumer Technology: Organisation of Practical Skills (Int 1)	0.5 credit (20 hours)
D04W 10	Food Preparation for Healthy Eating (Int 1)	0.5 credit (20 hours)
D278 10	The Pre-School Child — Food, Clothing and Play (Int 1)	1 credit (40 hours)

### Optional Units

*to total 1 credit:*

D04X 10	Lifestyle and Consumer Technology: Design and Make Home Economics (Int 1)	0.5 credit (20 hours)
D276 10	Preparation for Parenthood (Int 1)	0.5 credit (20 hours)
D277 10	Health and Safety for Babies and Young Children (Int 1)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is a Practical Assignment. There will be no examination at Intermediate 1. The Practical Assignment will assess the candidate's ability to:

- plan an appropriate response to the brief
- carry out a range of construction processes for product(s), appropriate to the assignment specification
- demonstrate effective use of time and resources when carrying out the Practical Assignment
- demonstrate an appropriate level of specialist skill in carrying out the Practical Assignment
- apply appropriate safety and hygiene measures in carrying out the Practical Assignment

- evaluate the quality of the product for the intended user and the success of the overall plan.

The Practical Assignment brief and associated candidate proforma will be issued annually in September on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).

The Practical Assignment should be undertaken within 10 hours and will have an allocation of 45 marks. The Practical Assignment falls into three discrete components:

- Planning - identifying the needs and choosing the activities (8 marks)
- Implementing - carrying out the Practical Assignment (27 marks)
- Evaluating - evaluation of the Practical Assignment (10 marks)

The Implementing component of the Practical Assignment will be assessed internally by the teacher/lecturer. To ensure conformity with national standards, internal assessment of the Implementing component may be externally verified on a sample basis. Verification will normally take place between February and April.

Candidate evidence for the *Planning and Evaluating* components will be recorded on proforma and sent to SQA for external assessment. The completed Practical Assignment proforma must be completed and returned to SQA (**for submission dates see NQ key dates contained on [SQA Connect](#)**).

View the arrangements [Home Economics: Lifestyle and Consumer Technology](#)

## **Home Economics: Lifestyle and Consumer Technology Intermediate 2 (C117 11)**

### **Course outline**

The Intermediate 2 Course is designed to articulate with the knowledge and skills developed in Standard Grade Home Economics and Intermediate 1 Home Economics: Lifestyle and Consumer Technology.

The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Lifestyle and Consumer Technology through a range of challenging experiences. These experiences will relate to consumer needs for food, clothing, shelter and money in an ever-changing society. Candidates will develop knowledge and understanding about important issues, such as the responsibilities of parenting and childcare, the need for shelter and the importance of caring for others. These experiences will enhance their future opportunity for further study, employment and the contribution they are able to make to society.

This Course has three mandatory Units:

D500 11	Lifestyle and Consumer Technology: Management of Practical Activities (Int 2)	1 credit (40 hours)
D501 11	Lifestyle and Consumer Technology: Consumer Studies (Int 2)	1 credit (40 hours)
D502 11	Lifestyle and Consumer Technology: Product Development (Int 2)	1 credit (40 hours)

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are a Question Paper and a Technological Project.

The external assessment instruments are a Question Paper and a Technological Project. The Question Paper will be of 1 hour 30 minutes' duration, is worth 60 marks and will consist of five 12 mark questions. Short and restricted-response questions will be used with an element of choice within some questions. All questions will have to be attempted. Question 1 will be derived from the following defined area of Course content:

- the relationship between diet, lifestyle and health.

The Question Paper will assess the candidate's ability to:

- recall and use knowledge for a range of straightforward problems and situations
- draw conclusions by selecting relevant information from source material
- evaluate using defined criteria.

Candidates will be required to submit a Technological Project worth 50 marks. The Technological Project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The Technological Project will be carried out within the centre. Two Technological Project briefs will be issued by SQA on an annual basis in September. One of these will be selected by the candidate and completed within a nominal time allocation of 20 hours. The Technological Project will be wholly externally assessed. The appropriate proforma and guidance will be made available for download on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk). The Technological Project proforma must be completed and returned to SQA (for submission dates see NQ key dates contained on [SQA Connect](#)).

The Technological Project will assess the candidate's ability to:

- devise and implement a strategy to provide a solution to a product brief
- manage time and resources effectively in the manufacture of products
- evaluate the process and solution.

View the arrangements [Home Economics: Lifestyle and Consumer Technology](#)

## **Home Economics: Lifestyle and Consumer Technology Higher (C117 12)**

### **Course outline**

The Higher Course in Home Economics: Lifestyle and Consumer Technology is designed to articulate with and provide progression from Standard Grade Home Economics and Intermediate 2 Home Economics: Lifestyle and Consumer Technology.

The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Lifestyle and Consumer Technology. Candidates are given experiences to develop knowledge and understanding about a range of physical and social needs relating to individuals, families and community groups. These needs are concerned with the requirements for food, clothing, shelter and money. The Course aims to foster positive attitudes towards caring for others, by providing experiences for candidates to

address needs through problem solving. These experiences will enhance candidates' future opportunities for further study, employment, and the contribution they are able to make to society.

The Course has two mandatory Units as follows:

D503 12	Lifestyle and Consumer Technology: Resource Management (H)	2 credits (80 hours)
D501 12	Lifestyle and Consumer Technology: Consumer Studies (H)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition the candidate must meet the standards targeted by the external assessment instruments.

The external assessment instruments are a Question Paper and a Technological Project. The Question Paper will be of two hours duration and total 80 marks. It will consist of two sections: Section A and Section B.

**Section A** is a compulsory section worth 20 marks and consisting of short answer and restricted response type questions. All questions in this section are compulsory.

**Section B** contains four questions each worth 20 marks and consisting of extended response type questions. Question 1 in this section is compulsory and the content for this question will be derived from a specified area of content:

- socio-economic factors affecting lifestyle and consumer choice of goods and services
- the implications of changes in social trends on individuals and families
- changing circumstances in lifestyle.

Candidates will then complete two questions from the remaining three questions in this section.

The question paper will assess the candidate's ability to:

- select and apply knowledge to a range of problems and situations
- make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Candidates will be required to submit a Technological Project worth 70 marks. The Technological Project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The Technological Project will be carried out within the centre. Two Technological Project briefs will be issued by SQA on an annual basis in September. One of these will be selected by the candidate and completed within a nominal time allocation of 20 hours. The Technological Project will be wholly externally assessed. The appropriate proforma and guidance will be made available for download on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk). The Technological Project proforma must be completed and returned to SQA (for submission dates, see NQ key dates contained on [SQA Connect](#)).

View the arrangements [Home Economics: Lifestyle and Consumer Technology](#)

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# Hospitality

Courses leading to National Qualifications in Hospitality are offered at Access 3, Intermediate 1, Intermediate 2 and Higher. The Course at Access 3 is Hospitality: Practical Cookery. The Courses at Intermediate 1 are Hospitality: Practical Cookery, and Hospitality, which is a Skills for Work Course. The five Courses at Intermediate 2 are Creative Cake Production, General Operations, Practical Cookery, Professional Cookery, and Hospitality, which is a Skills for Work Course. The Course at Higher is Professional Cookery. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Hospitality is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Creative Cake Production (Hospitality) Intermediate 2 (C06E 11)

### Course outline

This Course allows candidates to develop practical skills and knowledge and understanding in making cakes. The Course also develops planning and evaluating skills and makes a positive contribution to personal development. The Course is focused mainly on practical work and takes place in a practical environment.

### Course assessment

The content to be covered by the Course is three mandatory Units. These are:

D9GM 11	Cake Production (Int 2)	1 credit (40 hours)
D9GL 11	Cake Decorating (Int 2)	1 credit (40 hours)
D9GN 11	Creative Cake Production: Organisation of Practical Skills (Int 2)	1 credit (40 hours)

In order to gain an award in the Course, candidates must pass the internal assessments associated with the component Units. In addition, candidates must meet the standards targeted by the external assessment.

The external assessment is a Practical Assignment. The Practical Assignment has a mark allocation of 200 marks; 40 marks for the planning stage, 120 marks for the development stage and 40 marks for the evaluation stage. The 200 marks will be allocated by the centres and will be subject to visiting assessment by an SQA appointed assessor. The visiting assessment will take place towards the end of the Course (either February or May, depending when the candidates were entered), when candidates have completed all three stages of the Practical Assignment.

## Hospitality National 4 (C244 74)

### Course outline

This is a *Skills for Work* Course and it has been designed to provide an introductory qualification which reflects the initial skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the Hospitality Industry.

This Course has four mandatory Units.

The mandatory Units are:

F19E 10	Hospitality: Working in the Hospitality Industry	1 credit (40 hours)
F19G 10	Hospitality: Working in the Professional Kitchen	1 credit (40 hours)
F19J 10	Hospitality: Working Front of House	1 credit (40 hours)
F19K 10	Hospitality: Introduction to Events	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- knowledge and skills in relation to working in the hospitality industry
- practical vocational skills
- communication and customer care skills
- awareness of health and safety and food hygiene procedures
- employability skills
- self-evaluation skills.

Assessment in the Course is mainly through performance of practical activities supported by assessor observation checklists.

View the arrangements [Hospitality](#)

## Hospitality National 5 (C260 75)

### Course outline

This is a *Skills for Work* Course and it has been designed to provide a qualification which reflects skills required for the Hospitality Industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the Hospitality Industry.

This Course has four mandatory Units

The mandatory Units are:

F3J0 11	Hospitality: Developing Skills for Working in Hospitality (Intermediate 2)	1 credit (40 hours)
F3J1 11	Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)	1 credit (40 hours)
F3J2 11	Hospitality: Front of House Operations (Intermediate 2)	1 credit (40 hours)
F3J3 11	Hospitality Events (Intermediate 2)	1 credit (40 hours)

## Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

## Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- knowledge and skills in relation to working in the hospitality industry
- practical vocational skills
- communication and customer care skills
- application of current health and safety and food hygiene procedures
- skills for employment
- self evaluation skills.

Assessment in the Course is mainly through performance of practical activities supported by assessor observation checklists.

View the arrangements [Hospitality](#)

## Hospitality - General Operations Intermediate 2 (C049 11)

## Course outline

The Course aims to provide a thorough introduction to the techniques, skills and knowledge required to operate in a food and beverage area in a wide variety of establishments. The study of the Course encourages understanding of food preparation and service, and the importance of an appropriate level of food hygiene and product knowledge. It also encourages a wider understanding of the context within the hospitality industry where food and beverage operations occur. The component Units are as follows:

D04R 11	Service of Food and Drink (Int 2)	1 credit (40 hours)
D281 11	Meal Production and Design (Int 2)	1 credit (40 hours)
F792 11	Food Hygiene for the Hospitality Industry (Int 2)	0.5 credit (20 hours)
F7DL 11	Local Hospitality Provision (Int 2)	0.5 credit (20 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment is in two parts.

## **Part 1**

### **Written Assignment (50 marks)**

This is a written assessment to test the candidate's ability to plan a Hospitality event in a venue within their locality. The Written Assignment brief will be posted on the Hospitality home page of the SQA website by the 1st February of each year. The assignment will involve participation in the planning and organising of a Hospitality event, for example: a senior citizens' tea party, a birthday party, or a special event to commemorate a particular occasion. In addition to reference materials provided by the centre, candidates would be expected to obtain information on local venues where the event may be held.

Planning should include:

- an identification of client's requirements
- a list of available resources including personnel and expertise available
- the quantities of food and drinks required
- the provision of recipes and a work plan
- a detailed plan for the implementation of the event.

The Written Assignment is externally assessed and must be completed and returned to SQA (for submission dates, see SQA Coordinators Guide on [SQA Connect](#)).

## **Part 2**

### **Practical Assignment (50 marks)**

This part of the assessment is designed to test the candidate's practical abilities. Candidates will prepare and serve a simple two course meal, paying attention to:

- safe and hygienic practices
- the correct preparation of the food and drink required or the appropriate service of food and drink
- the use of appropriate personal and inter-personal skills with clients and peer group.

The Practical Assignment will allow candidates to be assessed in either the food preparation or food service aspect of the Course. The Practical Assignment will be internally assessed by the teacher/lecturer. To ensure conformity with National Standards, internal assessment of the Practical Assignment may be externally verified on a sample basis. Verification will take place during March, April and May each year.

## **Hospitality - Practical Cookery Intermediate 1 (C201 10)**

### **Course outline**

The Intermediate 1 Course is designed to articulate with the knowledge and skills developed in Hospitality: Practical Cookery Access 3 or Standard Grade Home Economics as well as providing a bridge towards Hospitality: Practical Cookery (Intermediate 2).

This Course has four mandatory Units, as follows:

F792 10	Food Hygiene for the Hospitality Industry (Int 1)	0.5 credit (20 hours)

D9NL 10	Hospitality: Organisation of Practical Skills (Int 1)	0.5 credit (20 hours)
D263 10	Food Preparation Techniques: An Introduction (Int 1)	1 credit (40 hours)
D264 10	Cookery Processes: An Introduction (Int 1)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is a Practical Assignment.

## Practical assignment

Candidates will be required to undertake a Practical Assignment under controlled conditions. The Practical Assignment will be devised by SQA and will change annually. The details of the Practical Assignment will be posted on the Hospitality home page of the SQA website by the 1st February of each year.

The assignment will:

- incorporate a range of techniques, equipment, processes and ingredients and involve the preparation of four portions of two different dishes within a 1 hour 30 minute period. The dishes will either be a starter and a main course or a main course and dessert
- be assessed using a checklist which will record attainment in planning, working methods, quality of dishes produced and professional practice.

70 marks will be available for the assignment, with attainment being recognised by awarding marks where the candidate has successfully completed tasks identified on the marking scheme.

The Practical Assignment will be wholly internally assessed by the centre and be subject to external verification by SQA to ensure conformity with national standards. Verification will take place during March, April and May each year.

## Hospitality - Practical Cookery Intermediate 2 (C201 11)

## Course outline

The Course is designed to offer development of practical skills and understanding appropriate to food preparation and cookery articulating from Hospitality: Practical Cookery (Intermediate 1). The Course has been designed primarily as a practical Course and aims to provide the development of techniques and skills required for food production appropriate to hospitality situations. The component Units are as follows:

D262 11	Food Preparation for Healthy Eating (Int 2)	1 credit (40 hours)
D286 11	Foods of the World (Int 2)	1 credit (40 hours)
D9NM 11	Practical Cookery Skills for the Hospitality Industry (Int 2)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment is a Practical Assignment.

### **Practical Assignment (100 marks)**

Candidates will be required to undertake a Practical Assignment under controlled conditions. The Practical Assignment will be devised by SQA and will change annually. The details of the Practical Assignment will be posted on the Hospitality home page of the SQA website by the 1st February of each year.

The assignment will:

- incorporate a range of techniques, equipment, processes and ingredients
- involve the preparation of four portions of three different dishes within a two hour and 30 minutes period. The dishes will include one healthy food dish and one dish from a specified foreign country
- be assessed using a checklist which will record attainment in planning, working methods, quality of dishes produced and professional practice.

The Practical Assignment will be internally assessed by the teacher/lecturer. To ensure conformity with national standards, internal assessment of the Practical Assignment may be externally verified on a sample basis. Verification will take place during March, April and May each year.

## **Hospitality - Professional Cookery Intermediate 2 (C051 11)**

### **Course outline**

The Course contributes to the development of the knowledge, understanding and skills required to operate effectively within the hospitality industry. The aim is to provide a thorough introduction to the techniques, skills and knowledge required to operate in the kitchen areas of a wide variety of commercial establishments. The Course promotes the integration of the basic culinary techniques with a variety of cookery processes to produce a range of products of marketable quality within given time constraints.

The component Units are as follows:

F7DP 11	Food Preparation Techniques (Int 2)	1 credit (40 hours)
F7DS 11	Cookery Processes (Int 2)	2 credits (80 hours)

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment is in two parts.

### **Part 1**

#### **Practical Assignment (75 marks)**

Candidates will be required to undertake a practical assignment in a commercially equipped kitchen under controlled conditions. The Practical Assignment will be devised by SQA and will change annually. The details of the Practical Assignment will be posted on the Hospitality home page of the SQA website by the 1st February of each year. The assignment will:

- incorporate a range of techniques, equipment, processes and ingredients
- involve the preparation of a minimum of four portions of each of three different dishes within a three-hour period
- be assessed using a checklist which will record attainment in planning, working methods, quality of dishes produced and professional practice

The Practical Assignment will be internally assessed by the teacher/lecturer. To ensure conformity with national standards, internal assessment of the Practical Assignment may be externally verified on a sample basis. Verification will take place during April and May each year.

## **Part 2**

### **Question Paper (25 marks)**

A paper, duration one hour, requiring short and restricted responses to questions which will assess candidates' knowledge and understanding of Course content and their ability to handle relevant information.

## **Hospitality - Professional Cookery Higher (C051 12)**

## **Course outline**

The Higher Course aims to enhance the techniques, skills and knowledge required to operate in the kitchen areas of a wide variety of establishments. The Course is most suitable for candidates in further education where the required specialist staffing and resources are more likely to be available.

The Course encourages the integration of product knowledge, menu planning techniques and hygienic procedures to produce a range of food of restaurant quality within a stated time.

The component Units are as follows:

### **Mandatory Units**

D289 12	Food Product Knowledge (H)	1 credit (40 hours)
F792 12	Food Hygiene for the Hospitality Industry (H)	1 credit (40 hours)
D9NN 12	Restaurant Food Production with Menu Planning (H)	1 credit (40 hours)

## **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment is in two parts.

## **Part 1**

## **Practical assignment (75 marks)**

Candidates will be required to undertake a Practical Assignment in a commercially equipped kitchen under controlled conditions. The Practical Assignment will be devised by SQA and will change annually. The details of the Practical Assignment will be posted on the Hospitality home page of the SQA website by the 1st February of each year. The assignment will:

- incorporate a range of techniques, equipment, processes and ingredients
- involve the preparation of a four-course menu within a three hour period
- be assessed using a checklist which will record attainment in planning, working methods, quality of dishes produced and professional practice.

The Practical Assignment will be internally assessed by the teacher/lecturer. To ensure conformity with national standards, internal assessment of the Practical Assignment may be externally verified on a sample basis. Verification will take place during April and May each year.

## **Part 2**

### **Question Paper (50 marks)**

A paper, duration one hour 30 minutes, using structured response and extended response questioning techniques. The paper represents 25% of the external assessment.

## **Hospitality: Practical Cookery Access 3 Access 3 (C201 09)**

## **Course outline**

The aim of this Course is to develop a candidate's personal effectiveness in the use and management of resources. The Course offers a broad provision for the acquisition of knowledge and understanding and specific skills in hospitality. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society. By offering an insight into food and hospitality industries, opportunities for further study or employment are enhanced.

The Course structure is as follows:

### **Mandatory Units (3 credits)**

D263 09	Food Preparation Techniques: Introduction (Access 3)	1 credit (40 hours)
D264 09	Cookery Processes: An Introduction (Access 3)	1 credit (40 hours)
D9NL 09	Hospitality: Organisation of Practical Skills (Access 3)	0.5 credit (20 hours)
F792 09	Food Hygiene for the Hospitality Industry (Access 3)	0.5 credit (20 hours)

## **Course assessment**

There is no external assessment of the Access 3 Course; however, candidates must pass the internal assessments associated with the component Units of the Course.

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# Information Systems

Courses leading to National Qualifications in Information Systems are offered at Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Information Systems is provided in the publication *Automatic Certification of Core Skills*, which is available on SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Information Systems Intermediate 2 (C216 11)

### Course outline

This Course comprises two mandatory Units and one optional Unit, as follows:

#### Mandatory Units

DM4C 11	Using Information (Int 2)	1 credit (40 hours)
DM4A 11	Database Systems (Int 2)	1 credit (40 hours)

#### Optional Units (one selected from)

DM4D 11	Applied Multimedia (Int 2)	1 credit (40 hours)
DM4F 11	The Internet (Int 2)	1 credit (40 hours)
DM4H 11	Expert Systems (Int 2)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

Information Systems Courses offer a progressive study from Intermediate 2, through Higher, to Advanced Higher, building on the generic skills offered within the SQA framework (Intermediate 1 and Standard Grade Computing Studies) and by other awarding bodies. The Courses examine what is meant by information, how that information is produced, what purpose it serves and what value the information has. The Courses develop candidates' database and information skills and allow them to focus on specific aspects of Information Systems such as the Internet, Multimedia and Expert Systems.

The development of the candidate's knowledge and understanding of contemporary database systems and information skills is of primary importance, so these are the basis of the two mandatory Units in all Information Systems Courses. The Courses also focus on the value and characteristics of information in a variety of contexts, including personal, professional and educational applications. Information Systems is more than using computing tools: it develops candidate fluency and literacy in areas of critical skills, understanding of concepts, problem solving abilities, and the use of vast amounts of information with analytical skill.

Underlying the study of Information Systems are a number of unifying themes which will be developed and exemplified throughout the Units of the Course.

These themes are:

- the characteristics of information
- information in decision making
- an ethos of practical problem solving
- technological developments in Information Systems
- social, professional, ethical and legal implications associated with Information Systems.

The aims of the Course are:

- to provide candidates with knowledge and understanding of Information Systems
- to develop candidates' understanding of Information Systems design
- to develop critical skills, practical problem solving abilities and analytical skills in the use of a range of Information Systems
- to develop an awareness of modern trends in Information Systems
- to foster an appreciation and awareness of the social, professional, ethical and legal implications of Information Systems
- to foster an appreciation of the value of information as a resource
- to foster the use of Information Systems and associated technologies.

The knowledge and skills gained as part of this Course should enable the candidate to play a full and active role within the e-culture of the information society.

The Course is designed to build on prior learning at Intermediate 1 and Standard Grade General level Computing Studies (or their equivalents) and to provide progression to Higher Information Systems and related subjects.

## **Course assessment**

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Intermediate 2 Information Systems will consist of two components with weightings as follows:

- Coursework - 30%
- Question Paper - 70%

## **Coursework**

The practical Coursework task provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

Candidates will undertake a practical Coursework task provided by SQA. The task may be undertaken in 'open book' conditions, but under supervision, to ensure that the work presented is the candidate's own work. The task will be marked internally, using a marking scheme provided by SQA, but subject to verification. The marking scheme will provide a mark out of 30, which will be submitted directly to SQA.

## **Question Paper**

The Question Paper will be of 1 hour and 30 minutes duration and have 70 marks available. The paper will be composed of three sections and be set and marked by SQA.

### **Section 1 (15 marks)**

This will consist of objective and short response questions which sample across the content statements of the two mandatory Units. These questions will test both knowledge and understanding and problem solving. Approximately  $\frac{2}{3}$  of the marks will be for knowledge and understanding and  $\frac{1}{3}$  for problem solving. The problem solving will be based in familiar contexts and be of a fairly straightforward nature. Candidates will be expected to tackle all questions.

### **Section 2 (30 marks)**

This will consist of questions requiring extended responses requiring structuring and reasoning. These questions will involve both knowledge and understanding and problem solving, and will be set in less familiar and more complex contexts than those in Section 1. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving. The questions will sample across the content statements associated with the mandatory Units and will require some integration of knowledge across the two Units. Candidates will be expected to tackle all questions.

### **Section 3 (25 marks)**

This will have three sub-sections, one for each of the optional Units. Candidates will be expected to tackle all the questions within one sub-section. The questions will require extended responses from candidates. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving as in Section 2, and the questions, which will sample across the content statements for the optional Unit, will also require some integration of knowledge from the mandatory Units.

View the arrangements [Information Systems](#)

## **Information Systems Higher (C216 12)**

### **Course outline**

This Course comprises two mandatory Units and one optional Unit, as follows:

#### **Mandatory Units**

DM4C12	Using Information (Higher)	1 credit (40 hours)
DM4K 12	Relational Database Systems (Higher)	1 credit (40 hours)

#### **Optional Units (one selected from)**

DM4D 12	Applied Multimedia (Higher)	1 credit (40 hours)
DM4F 12	The Internet (Higher)	1 credit (40 hours)
DM4H 12	Expert Systems (Higher)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

Information Systems Courses offer a progressive study from Intermediate 2, through Higher, to Advanced Higher, building on the generic skills offered within the SQA framework (Intermediate 1 and Standard Grade Computing Studies) and by other awarding bodies. The

Courses examine what is meant by information, how that information is produced, what purpose it serves, and what value the information has. The Courses develop candidates' database and information skills and allow them to focus on specific aspects of Information Systems such as the Internet, Multimedia and Expert Systems.

The development of the candidate's knowledge and understanding of contemporary database systems and information skills is of primary importance, so these are the basis of the two mandatory Units in all Information Systems Courses. The Courses also focus on the value and characteristics of information in a variety of contexts, including personal, professional and educational applications. Information Systems is more than using computing tools: it develops candidate fluency and literacy in areas of critical skills, understanding of concepts, problem solving abilities, and the use of vast amounts of information with analytical skill.

Underlying the study of Information Systems are a number of **unifying themes** which will be developed and exemplified throughout the Units of the Course.

These themes are:

- the characteristics of information
- information in decision making
- an ethos of practical problem solving
- technological developments in Information Systems
- social, professional, ethical and legal implications associated with Information Systems.

The aims of the Course are:

- to provide candidates with knowledge and understanding of Information Systems
- to develop candidates' understanding of Information Systems design
- to develop critical skills, practical problem solving abilities and analytical skills in the use of a range of Information Systems
- to develop an awareness of modern trends in Information Systems
- to foster an appreciation and awareness of the social, professional, ethical and legal implications of Information Systems
- to foster an appreciation of the value of information as a resource
- to foster the use of Information Systems and associated technologies.

The knowledge and skills gained as part of this Course should enable the candidate to play a full and active role within the e-culture of the information society.

The Course is designed to build on prior learning at Intermediate 2 Information Systems and Standard Grade Credit level Computing Studies (or their equivalents) and to provide progression to Advanced Higher Information Systems and to degree courses in Information Systems and related subjects.

## **Course assessment**

To gain the award of the Course, the candidate must achieve all of the component Units of the Course, as well as the Course assessment. The Course assessment for Higher Information Systems will consist of two components with weightings as follows:

- Coursework - 30%
- Question Paper - 70%

## **Coursework**

The coursework component assesses the level of candidates' attainment in the practical skills of applying information systems. It also provides a context for the integration of their knowledge and skills in applying information systems. This includes the ability to analyse problems and design, implement and evaluate their solutions.

The practical coursework task provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

Candidates will undertake a practical coursework task provided by SQA. The task may be undertaken in 'open book' conditions, but under supervision, to ensure that the work presented is the candidate's own work. The task will be marked internally, using a marking scheme provided by SQA, but subject to verification. The marking scheme will provide a mark out of 60, which will be submitted directly to SQA.

## **Question Paper**

The Question Paper will be of 2 hours and 30 minutes duration and have 140 marks available. The paper will be composed of three sections and be set and marked by SQA.

### **Section 1 (30 marks)**

This will consist of objective and short response questions which sample across the content statements of the two mandatory Units. These questions will test both knowledge and understanding and problem solving. Approximately  $\frac{2}{3}$  of the marks will be for knowledge and understanding and  $\frac{1}{3}$  for problem solving. The problem solving will be based in familiar contexts and be of a fairly straightforward nature. Candidates will be expected to tackle all questions.

### **Section 2 (60 marks)**

This will consist of questions requiring extended responses requiring structuring and reasoning. These questions will involve both knowledge and understanding and problem solving, and will be set in less familiar and more complex contexts than those in Section 1. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving. The questions will sample across the content statements associated with the mandatory Units, and will require some integration of knowledge across the two Units. Candidates will be expected to tackle all questions.

### **Section 3 (50 marks)**

This will have three sub-sections, one for each of the optional Units. Candidates will be expected to tackle all of the questions within one sub-section. The questions will require extended responses from candidates. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding, and  $\frac{2}{3}$  for problem solving as in section 2, and the questions, which will sample across the content statements for the optional Unit, will also require some integration of knowledge from the mandatory Units.

View the arrangements [Information Systems](#)

## **Information Systems Advanced Higher (C216 13)**

## **Course outline**

This Course has two mandatory Units and the choice of one of two optional Units, as follows:

### **Mandatory Units**

DV4X 13	Database Analysis and Design (AH)	1 credit (40 hours)
DV4Y 13	Database Implementation and Testing (AH)	1 credit (40 hours)

### **Optional Units (one selected from)**

DV50 13	On-line Database Systems (AH)	1 credit (40 hours)
DV51 13	Information Systems Interfaces (AH)	1 credit (40 hours)

All Courses include a further 40 hours over and above the 120 hours of the component Units.

Information Systems Courses offer a progressive study from Intermediate 2, through Higher, to Advanced Higher, building on the generic skills offered within the SQA framework (Intermediate 1 and Standard Grade Computing Studies) and by other awarding bodies. The Courses examine what is meant by information, how that information is produced, what purpose it serves, and what value the information has. The Courses develop candidates' database and information skills and allow them to focus on specific aspects of Information Systems.

The development of the candidate's knowledge and understanding of contemporary database systems and information skills is of primary importance, so these are the basis of the two mandatory Units in all Information Systems Courses. The Courses also focus on the value and characteristics of information in a variety of contexts, including personal, professional and educational applications. Information Systems is more than using computing tools: it develops candidate fluency and literacy in areas of critical skills, understanding of concepts, problem solving abilities, and the use of vast amounts of information with analytical skill.

Underlying the study of Information Systems are a number of unifying themes which will be developed and exemplified throughout the Units of the Course.

These themes are:

- information in decision making
- an ethos of practical problem solving
- technological developments in Information Systems
- social, professional, ethical and legal implications associated with Information Systems.

The aims of the Course are:

- to provide candidates with knowledge and understanding of Information Systems
- to develop skill in the process of systems analysis and design
- to develop critical skills, practical problem solving abilities and analytical skills in the use of a range of Information Systems
- to develop an awareness of modern trends in Information Systems
- to foster an appreciation and awareness of the social, economic, ethical and legal implications of Information Systems
- to foster an appreciation of the value of information as a resource
- to foster the use of Information Systems and associated technologies.

The knowledge and skills gained as part of this Course should enable the candidate to play a full and active role within the e-culture of the information society.

The purpose of the Advanced Higher Information Systems Course is to build on, extend and deepen the knowledge and understanding and practical skills developed by the candidate in the Higher Information Systems Course and provide a useful bridge towards further study of Information Systems and related Courses in Higher Education. Many topics from Higher are re-visited to provide a foundation for independent and investigative work on a significant database-related project.

Information Systems is a wide and rapidly developing field of study, so a choice of two optional Units is offered, each one allowing candidates to extend their learning in a contemporary aspect of applied Information Systems - On-line Database Systems or Information Systems Interfaces.

## **Course assessment**

To gain the award of the Course, the candidate must achieve all of the component Units as well as the Course assessment. The Course assessment for Advanced Higher Information Systems will consist of two components with weightings as follows:

- Coursework Project - 40%
- Question Paper - 60%

## **Coursework**

The Coursework Project provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

The candidate should select a project at an appropriate level for the Advanced Higher Course, which builds on learning from the mandatory Units and which is achievable within 40 hours.

The Coursework Project will be marked internally, based on this evidence and observation of the candidate at work, using the marking scheme provided by SQA, but will be subject to verification. The marking scheme will provide a mark out of 80, which will be submitted directly to SQA.

Advice on appropriate projects is included in the Coursework Project pack.

## **Question Paper**

The Question Paper will be of 2 hours and 30 minutes duration and have 120 marks available. The paper will be composed of two sections and be set and marked by SQA.

### **Section 1 (60 marks)**

This will consist of questions requiring extended responses requiring structuring and reasoning. These questions will test both knowledge and understanding and problem solving. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving. The questions will be set in a range of familiar and less familiar contexts. The questions will sample across the content statements associated with the mandatory Units and will require integration of knowledge across the two Units. Candidates will be expected to tackle all questions.

### **Section 2 (60 marks)**

This will have two sub-sections, one for each of the optional Units. Candidates will be expected to tackle all of the questions within any one sub-section. The questions will require extended responses. Approximately  $\frac{1}{3}$  of the marks will be for knowledge and understanding and  $\frac{2}{3}$  for problem solving as in section 1 and the questions, which will sample across the content statements for the optional Unit, will also require some integration of knowledge from the mandatory Units.

View the arrangements [Information Systems](#)

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# Laboratory Science

A Skills for Work Course leading to a National Qualification in Laboratory Science is offered at Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Laboratory Science National 5 (C266 75)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It is designed to introduce candidates to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science, and to develop an awareness of the opportunities and range of employment within the sector.

Candidates will explore a variety and range of industries and services and the career opportunities, in science laboratories, in a local, national and global setting. Candidates will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed. Candidates will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation.

The Course places emphasis throughout all Units on the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace. Employability skills are reviewed by the candidates and they will seek feedback from their peers and teaching staff as appropriate. Candidates will evaluate their own strengths and weaknesses thus enabling a review of personal skills, qualifications and experience against career options to be carried out.

This Course has four mandatory Units, which are:

F86K 11	Laboratory Science: Careers Using Laboratory Science (Intermediate 2)	1 credit (40 hours)
F86L 11	Laboratory Science: Working in a Laboratory (Intermediate 2)	1 credit (40 hours)
F86M 11	Laboratory Science: Practical Skills (Intermediate 2)	1 credit (40 hours)
F86N 11	Laboratory Science: Practical Investigation (Intermediate 2)	1 credit (40 hours)



## **Course assessment**

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

## **Assessment objectives**

Assessment across the Units of this Course will allow candidates to demonstrate:

- laboratory practical skills: measurement, preparation of solutions, instrumentation
- scientific data collection and reporting skills
- health and safety procedures
- knowledge and understanding in relation to working in a laboratory
- generic and specific employability skills and attitudes valued by employers
- skills associated with planning and investigating
- review and evaluation skills
- working with others in teams
- self-evaluation skills

Assessment of the Course is through a range of methods including candidate folio of written and/or oral evidence, practical activities supported by assessor observation checklists as well as self-evaluation.

View the arrangements [Laboratory Science](#)

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# Latin

Courses leading to National Qualifications in Latin are offered at Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Latin is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk.National](http://www.sqa.org.uk/National)

National Units in Latin are also available.

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## Latin Intermediate 1 (C014 10)

### Course outline

The principal areas of study are: Latin language and Latin literature. Understanding of the Roman world (not directly assessed) permeates the Course. The Course comprises two mandatory Units, as follows:

D083 10	Latin: Translation (Int 1)	2 credits (80 hours)
D084 10	Latin: Interpretation (Int 1)	1 credit (40 hours)

The prescribed text for 2010, 2011, 2012 and 2013 will be:

Cicero, In Verrem IV, 84 (line 5)–87 (line 11) and 94–95 (in Latin); 109 (line 4)–112 (line 5) (in English)

Catullus, LI (lines 1–12), V, LXX, LXXXV, VIII (in Latin); III, LXXVI (lines 13–26) (in English)

Ovid, Metamorphoses VIII, lines 183–189, 193–235 (in Latin)

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

### Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of examination question papers. There will be two papers, Interpretation and Translation, each of one hour's duration. Candidates will be required to attempt both papers. 30 marks will be allocated to each paper.

### **Interpretation**

Interpretation will be assessed by questions on the prescribed text requiring short answers (very brief: a few words) and restricted response (a few lines to a paragraph). Use of dictionaries will **not** be permitted.

### **Translation**

This paper will consist of a passage of unseen prose, normally narrative, of approximately 120 words. It may be taken from any appropriate prose author, including medieval. The passage will normally be sub-divided, with introduction and linking material in English.

Candidates will be expected to be familiar with the accidence and syntax in the prescribed lists. Use of dictionaries will **not** be permitted. A full alphabetical word-list specific to the passage will be provided. In addition, assistance will be given with words and phrases likely to cause difficulty.

View the arrangements [Latin](#)

## **Latin Intermediate 2 (C014 11)**

### **Course outline**

The development of the study of Latin language and Latin literature forms the basis of the Intermediate 2 Latin Course. Understanding of the Roman world (not directly assessed) permeates the Course. The Course provides a suitable basis for those who wish to proceed to the Higher Latin Course. The Course comprises two mandatory Units, as follows:

D083 11	Latin: Translation (Int 2)	2 credits (80 hours)
D084 11	Latin: Interpretation (Int 2)	1 credit (40 hours)

The prescribed text for 2010, 2011, 2012 and 2013 will be:

Cicero, In Verrem IV, 84 (line 5)–87 (line 11) and 94–95 (in Latin); 109 (line 4)–112 (line 5) (in English)

Virgil, Aeneid VI, lines 268–336 and 440–476 (in Latin); Aeneid IV, lines 304–387, 595–629, 650–666, 693–705 (in English)

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of examination question papers. There will be two papers, Interpretation and Translation, each of one hour's duration. Candidates will be required to attempt both papers. 30 marks will be allocated to each paper.

### **Interpretation**

Interpretation will be assessed by questions on the prescribed text requiring short answers (very brief: a few words) and restricted response (a few lines to a paragraph). Use of dictionaries will **not** be permitted.

### **Translation**

This paper will consist of a passage of unseen prose, normally narrative, of approximately 120 words. It may be taken from any appropriate prose author, including medieval. The passage will normally be sub-divided, with introduction and linking material in English.

Candidates will be expected to be familiar with the accidence and syntax in the prescribed lists. Use of dictionaries will **not** be permitted. A full alphabetical word-list specific to the passage will be provided. In addition, assistance will be given with words and phrases likely to cause difficulty.

View the arrangements [Latin](#)

## **Latin Higher (C014 12)**

### **Course outline**

The Higher Latin Course has been designed to articulate with and provide progression from the Intermediate 2 Latin Course. The Course aims to provide an opportunity for reinforcing and extending the candidate's study of Latin language and Latin literature. Understanding of the Roman world (not directly assessed) permeates the Course. The Higher Latin Course also provides those who wish to proceed beyond Higher Latin with a suitable basis for further study. The Course comprises three mandatory Units, as follows:

D083 12	Latin: Translation (H)	1 credit (40 hours)
D085 12	Latin: Interpretation - Verse (H)	1 credit (40 hours)
D086 12	Latin: Interpretation - Prose (H)	1 credit (40 hours)

The prescribed text for 2010, 2011, 2012 and 2013 will be:

Cicero, *In Verrem* V, sections 63–73 (line 7) in Latin;  
sections 26–34 and 59–62 in English

*and*

either Virgil, *Aeneid* VI, lines 268–476 in Latin;  
lines 1–267 in English

or Plautus, *Rudens*, lines 485–705 in Latin;  
lines 1–484 in English

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

## Course assessment

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment will take the form of two examination question papers, as follows:

Interpretation (2 hours) worth 100 marks

Translation (45 minutes) worth 50 marks

### Interpretation

This paper will test skills of Interpretation by means of questions set on the prescribed verse literature and on the prescribed prose literature. There will be one set of questions on each of the verse prescriptions; candidates will be required to attempt the questions on one of the verse prescriptions only. A question on scansion (dactylic hexameters only) will be set.

Copies of the whole of the text (plain text only) of the portions of Latin and of English prescribed will be provided by SQA for use in the examination for the Interpretation paper, to be consulted by the candidate as directed by the specific questions. Use of dictionaries will **not** be permitted.

### Translation

This paper will test skills of Translation. One passage of unseen Latin prose, normally narrative and of approximately 120 words, will be set. The passage will be taken from the works of the prose author prescribed for the Interpretation paper and will normally be sub-divided, with linking material in English. Candidates will be expected to be familiar with the prescribed lists of accidence and syntax. Use of dictionaries will **not** be permitted. A full alphabetical word-list will be provided in the examination. In addition, assistance will be given with words and phrases likely to cause difficulty.

View the arrangements [Latin](#)

## Latin Advanced Higher (C014 13)

## Course outline

The Advanced Higher Latin Course offers progression from the Higher Latin Course. The Course aims to provide an opportunity for reinforcing and extending the candidate's study of Latin language, Latin literature and the Roman world. The Course comprises three mandatory Units, as follows:

D083 13	Latin: Translation (AH)	1 credit (40 hours)
D084 13	Latin: Interpretation (AH)	1 credit (40 hours)
D087 13	Latin: Investigation (AH)	1 credit (40 hours)

### Translation (40 hours)

The specified authors for unseen translation for 2010, 2011, 2012 and 2013 will be Livy (prose), and Virgil (verse).

### Interpretation (40 hours)

The prescribed genres and texts for 2010, 2011, 2012 and 2013 will be:

*either*

### **Cicero and Letter-writing**

To be read in Latin:

Thirty-five Letters of Cicero (Stockton, Oxford University Press), 3, 7, 8, 11, 12, 14–17, 35

To be read in English:

Cicero's Letters to His Friends (translated by Shackleton Bailey, Penguin, vol. I), 7(XIV.2), 187(V.16), 200(VII.28), 219(XVI.18), 220(XVI.20), 228(VI.14);

Cicero's Letters to Atticus (translated by Shackleton Bailey, Penguin), 14(I.14), 73(IV.1), 94(V.1);

Letters of the Younger Pliny (translated by Radice, Penguin), I.14, I.15, II.6, II.11, III.14, V.9, V.19, VIII.16, VIII.24, X.96, X.97;

Seneca: Letters from a Stoic (translated by Campbell, Penguin), II, III, VII, XXVIII, XLVII, LVI

*or*

### **Ovid and Latin Love-poetry**

To be read in Latin:

Ovid, Amores I. 1–3, 4 (lines 1–34), 5, 6, 9, 11, 12, 14, 15

To be read in English:

Ovid, Amores (translated by Green, Penguin): I. 4 (lines 35–70), 7, 8, 13; II. 6, 7, 8; III. 2, 9, 12;

Catullus (translated by Whigham, Penguin): 3, 7, 11, 51, 70, 72, 76, 85;

Propertius (translated by Shepherd, Penguin): I.1, 2, 3, 7, 16, 19; II. 5; IV.7;

Tibullus (translated by Dunlop, Penguin): I. 1, 2; II. 4;

Horace (translated by Shepherd, Penguin): Odes I. 5, 13, 23, 25, 33; III. 7, 9, 10; IV. 13

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

### **Investigation (40 hours)**

Each candidate is required to investigate a topic relating to the ancient classical world, and to present the findings in not more than 4,000 words.

### **Course assessment**

In order to gain an award in the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment.

The external assessment will consist of two examination question papers and a dissertation.

### **Interpretation**

This paper (100 marks, one hour 30 minutes) will test skills of Interpretation by means of questions set on the prescribed literature. There will be two sets of questions, one set on each of the two prescriptions; candidates will be required to attempt **one** of the sets of questions.

Copies of the whole of the text (plain text only) of the portions of Latin and of English prescribed will be provided by SQA for use in the examination for the interpretation paper,

to be consulted by the candidate as directed by the specific questions. Use of dictionaries will **not** be permitted.

### **Translation**

This paper (100 marks, one hour 25 minutes) will test skills of Translation. Candidates will be required to translate two passages into English, as follows: a passage of unseen Latin prose, normally narrative, of approximately 120 words and a passage of unseen verse, approximately 10 lines in length. Only one prose passage and one verse passage will be set, taken from the works of the following specified authors:

Prose: Livy

Verse: Virgil

A Latin-English dictionary may be used.

### **Investigation**

Skills of Investigation will be assessed by a dissertation of about 4,000 words which will be externally assessed (100 marks).

View the arrangements [Latin](#)

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# Managing Environmental Resources

Courses leading to National Qualifications in Managing Environmental Resources are offered at Access 2, Access 3, Intermediate 1, Intermediate 2, and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Managing Environmental Resources is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

Centres are responsible for ensuring that a supply of rulers, pencils and pens (black or blue only) and rubber erasers are available for use, as required, by candidates. Calculators should also be available.

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## Managing Environmental Resources Access 2 (C055 08)

### Course outline

The Access 2 Course is an introductory group of Units which, through a mainly practical approach, will promote an active interest in the natural environment. The programme of study will contribute to the candidate's general, scientific and vocational education by offering first-hand experience of the living world.

The programme of study is designed to:

- encourage a responsible and caring attitude to the environment
- develop skills in growing, monitoring and caring for plants in an environmental area
- develop awareness of the animals associated with the selected environmental area
- develop personal and interpersonal skills.

The content of the Access 2 Course is covered in three component Units:

D553 08	Planning an Environmental Area (Acc 2)	1 credit (40 hours)
D554 08	Developing an Environmental Area (Acc 2)	1 credit (40 hours)
D555 08	Monitoring and Maintaining an Environmental Area (Acc 2)	1 credit (40 hours)

### Course assessment

To gain the award the candidate must pass the internal assessment associated with the component Units. There is no external assessment.

View the arrangements [Managing Environmental Resources](#)

## Managing Environmental Resources Access 3 (C055 09)



## Course outline

The Access 3 Course articulates with, and provides progression to, the Managing Environmental Resources Intermediate 1 Course. The programme of study will, through a mainly practical approach, promote an active interest in the natural environment and its associated industries.

The Course will contribute to the candidate's general, scientific and vocational education by offering first-hand experiences of the living world. The Course offers opportunities for the development of skills to grow, care for and monitor plants, and to develop an interest in animal wildlife. This will encourage a responsible and caring attitude to the environment. Many of the experiences will involve group activities which will foster personal and interpersonal development.

As well as providing a foundation for further study, training and employment in the land-based sector, the programme of study will provide an enriching and rewarding experience which will enhance day-to-day life.

The content of the Access 3 Course is covered in the three component Units:

D553 09	Planning an Environmental Area (Acc 3)	1 credit (40 hours)
D554 09	Developing an Environmental Area (Acc 3)	1 credit (40 hours)
D555 09	Monitoring and Maintaining an Environmental Area (Acc 3)	1 credit (40 hours)

### Course assessment

To gain the award the candidate must pass the internal assessment associated with the component Units. There is no external assessment.

View the arrangements [Managing Environmental Resources](#)

## Managing Environmental Resources Intermediate 1 (C055 10)

## Course outline

The Intermediate 1 Course provides a mainly practical approach to the management and use of environmental resources by considering environmental issues and land use in a local context. Development of relevant knowledge and understanding, problem solving and practical abilities form the basis of the Course.

The content of the Intermediate 1 Course is covered in three component Units:

D309 10	Environmental Issues (Int 1)	1 credit (40 hours)
D310 10	Ecosystems (Int 1)	1 credit (40 hours)
D311 10	Land Use (Int 1)	1 credit (40 hours)

### Course assessment

To gain the Course award, the candidate must pass all of the internal assessments associated with the component Units. In addition the candidate must pass the external assessment.

The external assessment is an externally-set question paper of one hour 30 minutes duration, worth 80 marks. The examination will sample the content specified by the three component Units. It will contain structured questions and short-answer questions.

The examination will include questions set in contexts that are less familiar and more complex than those answered in the Units.

View the arrangements [Managing Environmental Resources](#)

## **Managing Environmental Resources Intermediate 2 (C055 11)**

### **Course outline**

The Intermediate 2 Course provides a balanced overview of the environment through the study of natural resources, ecology and land use. The Course is also a suitable foundation for those who wish to proceed to the Higher Managing Environmental Resources Course.

The content of the Intermediate 2 Course is covered in three component Units:

D312 11	Natural Resource Use (Int 2)	1 credit (40 hours)
D310 11	Ecosystems (Int 2)	1 credit (40 hours)
D314 11	Local Environment (Int 2)	1 credit (40 hours)

The Units Natural Resource Use (Int 2) and Ecosystems (Int 2) are assessed by an end-of-Unit test whilst the Unit Local Environment (Int 2) is assessed by an investigation.

### **Course assessment**

To gain the Course award, the candidate must pass all of the internal assessments associated with the component Units. In addition the candidate must pass the external assessment.

The external assessment is an externally set question paper of two hours duration, worth 100 marks. The examination will sample the content prescribed for all three component Units.

The question paper will consist of two sections.

Section 1 – Structured questions worth 90 marks.

Section 2 – Three extended response questions, each with an allocation of 10 marks. The candidate will be required to answer one from three questions.

There are no compulsory practicals for the purpose of external assessment. However, the examination will have questions on simulated practical work and these will provide an opportunity for candidates to demonstrate skills in less familiar and more complex contexts.

View the arrangements [Managing Environmental Resources](#)

## **Managing Environmental Resources Higher (C055 12)**

### **Course outline**

The Higher Course provides progression from the Intermediate 2 Managing Environmental Resources Course and gives a balanced consideration of the environment from a mainly national perspective through the study of natural resources, ecology and land use. It explores the interactions taking place between humans and the environment through a scientific treatment of the principle ecosystems and contemporary resource use.

The content of the Higher Course is covered in three component Units:

D312 12	Natural Resource Use (H)	1 credit (40 hours)
D315 12	Investigating Ecosystems (H)	1 credit (40 hours)
D316 12	Land Use in Scotland (H)	1 credit (40 hours)

## Course assessment

To gain the Course award, the candidate must pass all of the internal assessments associated with the component Units. In addition the candidate must pass the external assessment.

The external assessment is an externally-set question paper of two hours 30 minutes duration, worth 110 marks.

The question paper will consist of two sections:

Section A — Structured questions worth 80 marks.

Section B — Four extended response questions each with an allocation of 15 marks. The candidate will be required to answer two from four questions.

There are no compulsory practicals for the purposes of external assessment. However, the examination will have questions on practical work and these will provide an opportunity for candidates to demonstrate skills in less familiar and more complex contexts.

View the arrangements [Managing Environmental Resources](#)

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# Maritime Skills

A Skills for Work Course leading to a National Qualification in Maritime Skills is offered at Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Maritime Skills National 5 (C269 75)

### Course outline

This Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide candidates with opportunities to develop generic employability skills in the context of the maritime sector. The Course may also assist progression into further education and training/employment in the maritime sector. This sector includes commercial sea fishing, the Royal Navy, the Merchant Navy, Maritime Search and Rescue, marine leisure, ports and harbours. The Course will allow candidates to start to develop the general and practical skills, knowledge and understanding and employability skills needed to work in the sector.

The knowledge and experiences acquired by the candidates will help to develop transferable employability skills and will also prepare them to work within the context of the maritime sector within Scotland.

This Course has five mandatory Units, which are:

F8LO 11	Seamanship: An Introduction (Intermediate 2)	1 credit (40 hours)
F8KV 11	Maritime Environment: An Introduction (Intermediate 2)	1 credit (40 hours)
F8KR 11	Small Boat Engineering (Intermediate 2)	0.5credit (20 hours)
F8KT 11	Health and Safety in the Maritime Sector (Intermediate 2)	1 credit 40 hours)
F8KP 11	Employability Skills and Careers in the Maritime Sector (Intermediate 2)	0.5credit (20 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

## **Assessment objectives**

Assessment in this Course will allow candidates to demonstrate:

- generic employability skills
- knowledge and understanding of the maritime sector
- practical skills relevant to the maritime sector
- investigation skills
- review and self evaluation skills

The skills and attitudes being developed in this Course are assessed through an involvement in a range of practical activities, although, there are also elements of knowledge and understanding which are essential. An important element in the assessment process will be the ability of the candidate to review progress and development in specific employability skills throughout the Course. Assessment should reflect current workplace practice through real or simulated workplace activities.

View the arrangements [Maritime Skills](#)

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# Mathematics

Courses leading to National Qualifications in Mathematics are offered at Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course and Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Mathematics is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

Centres are responsible for ensuring that a supply of rulers, pencils and pens (black or blue only) and rubber erasers are available for use, as required, by candidates taking Course assessments in Mathematics. In addition compasses, (except at Foundation) protractors and set squares should be provided as necessary. Candidates may use their own. Unless it is stated in the Course assessment details that the paper is non-calculator, calculators should be provided. Candidates may use their own. Calculators must not incorporate prohibited features as detailed in current advice from SQA.

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## Applied Mathematics Advanced Higher (C202 13 & C204 13)

The codes detailed below must be used.

### C202 13 Applied Mathematics: Statistics

This Course comprises three mandatory Units, as follows:

D326 13	Statistics 1 (AH)	1 credit (40 hours)
D330 13	Statistics 2 (AH)	1 credit (40 hours)
DE8Y 13	Mathematics for Applied Mathematics (AH)	1 credit (40 hours)

### C204 13 Applied Mathematics: Mechanics

This Course comprises three mandatory Units, as follows:

D327 13	Mechanics 1 (AH)	1 credit (40 hours)
D331 13	Mechanics 2 (AH)	1 credit (40 hours)
DE8Y13	Mathematics for Applied Mathematics (AH)	1 credit (40 hours)

## Course outline

As with all mathematics Courses, Advanced Higher Applied Mathematics aims to build upon and extend candidates' mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential skill.

Through the study of Units on Statistics, or Mechanics, the focus within the Course is placed firmly on applications of mathematics to real-life contexts and the formulation and interpretation of mathematical models.

Each Applied Mathematics topic brings its own unique brand of application and extended activity to the Course and provides the opportunity to demonstrate the advantages to be gained from the power of calculators and computer software in real-life situations.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will take the form of an examination of three hours' duration. Candidates will sit an examination assessing Statistics 1 (AH), Statistics 2 (AH) and Mathematics for Applied Mathematics (AH) **or** one assessing Mechanics 1 (AH), Mechanics 2 (AH) and Mathematics for Applied Mathematics (AH).

Candidates may not be entered for both C202 and C204 in the same academic session.

Each examination will contain a balance of short questions designed mainly to test knowledge and understanding, and extended response questions which also test problem solving skills. These two styles of questions will include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

View the arrangements [Applied Mathematics](#)

## Mathematics Access 2 (C056 08)

## Course outline

This Course comprises three mandatory Units, as follows:

D556 08	Using Mathematics in Everyday Situations 1 (Acc 2)	1 credit (40 hours)
D557 08	Using Mathematics in Everyday Situations 2 (Acc 2)	1 credit (40 hours)
D558 08	Using Mathematics in Everyday Situations 3 (Acc 2)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The Course can be taught successfully in the sequence indicated above and the content also allows for integration across Units. Planning should take account of the skills of the candidate together with the facilities and resources available. Candidates progressing from Access 1, after suitable bridging work, should start with Using Mathematics in Everyday Situations 1 which focuses on the development and application of basic numeracy skills.

It is anticipated that the programme will suit a wide range of potential candidates, but particularly candidates who wish to gain and apply basic mathematical skills. It has been designed to offer candidates opportunities to use a range of mathematical skills in everyday situations at an appropriate level.

The Course aims to:

- develop and apply basic numeracy skills
- develop skills in the handling of time, money and measurement
- develop understanding of shapes and graphical representation.

## Course assessment

Access differs from Courses at other levels in that there is no external assessment. However a Course provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete Units. Details of the internal assessment are provided in the Unit specification in the relevant Arrangements document.

## Further information

View the arrangements [Mathematics](#)

## Mathematics Access 3 (C056 09)

## Course outline

This Course comprises three mandatory Units, as follows:

D559 09	Using Mathematics 1 (Acc 3)	1 credit (40 hours)
D560 09	Using Mathematics 2 (Acc 3)	1 credit (40 hours)
D561 09	Using Mathematics 3 (Acc 3)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The overall aim of mathematics provision at Access 3 is to build confidence in the use of mathematical processes by demonstrating their relevance to everyday situations. Placing mathematical knowledge and skills in contexts which candidates can relate to should stimulate interest and encourage candidates to extend their mathematical experience. The content of the Course is designed to enable candidates to practise basic skills of computation, measurement and interpretation of information in everyday contexts.

Each of the three Units at Access 3 has Outcomes in basic number, information handling and measurement. Calculations in context span all three Units. Properties of shape, in the Unit *Using Mathematics 3*, is the only Outcome which does not link to another Unit. The close connecting structure of the Units at this level provides incremental progress in these basic themes for candidates taking the Course.

## Course assessment

Candidates should be aware of assessment criteria and instruments. It is anticipated that on-going assessment will take place, informing and supporting candidates. Wherever



possible, assessment instruments should be designed to reflect the learning and teaching activities and the contextual nature of the Units. Assessment instruments should recognise what the candidates can do, thereby providing a positive experience.

The Units which comprise the Course will be assessed internally. Details of the internal assessment are provided in the Unit specification in the relevant Arrangements document. There is no external assessment.

## Further information

View the arrangements [Mathematics](#)

## Mathematics Intermediate 1 (C100 10 & C101 10)

In order to ensure the accurate and complete transfer of data to and from centres, codes and titles for entry to Courses in Mathematics with optional routes have been introduced to reflect the options chosen by candidates. The codes detailed below must be used.

### C100 10 Mathematics: Maths 1, 2 and 3

This Course comprises three mandatory Units, as follows:

D321 10	Mathematics 1 (Int 1)	1 credit (40 hours)
D322 10	Mathematics 2 (Int 1)	1 credit (40 hours)
D323 10	Mathematics 3 (Int 1)	1 credit (40 hours)

### C101 10 Mathematics: Maths 1, 2 and Applications

This Course comprises three mandatory Units, as follows:

D321 10	Mathematics 1 (Int 1)	1 credit (40 hours)
D322 10	Mathematics 2 (Int 1)	1 credit (40 hours)
D324 10	Applications of Mathematics (Int 1)	1 credit (40 hours)

## Course outline

The Intermediate 1 Course is designed to articulate with the knowledge and skills developed in Standard Grade Mathematics at Foundation level and the Unit *Using Mathematics 3* at Access 3.

As with all mathematics Courses, Intermediate 1 Mathematics aims to build upon and extend candidates' mathematics in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject.

The Intermediate 1 Mathematics Course, which contains Mathematics 1, 2 and 3 is designed to meet the needs of candidates who wish to progress to Intermediate 2 Mathematics. In this Course, the emphasis is placed on developing an appreciation of the power of mathematical language and the efficiency of algorithms in preparation for the Intermediate 2 Course.

Mathematics 1 and 2 taken together with Applications of Mathematics form the basis of a Course designed to meet the needs of candidates who require a mathematics qualification at

Intermediate 1, but who do not intend to proceed to a mathematics Course at Intermediate 2. The Course aims to enhance candidates' skills in applying their mathematics in a range of contexts with the emphasis on real-life applications.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will take the form of an examination of duration one hour and 30 minutes. Candidates will sit **either** an examination assessing Mathematics 1, 2 and 3, **or** one assessing Mathematics 1, 2 and Applications of Mathematics. The external examination will test the candidates' ability to retain and integrate mathematical knowledge across the component Units of the Course. Each examination will consist of two papers, one of which will not allow the use of a calculator. The two papers will contain a balance of short questions designed mainly to test knowledge and understanding, and extended response questions which also assess problem solving skills. These two styles of questions will include ones which are set in more complex contexts to provide evidence for performance at grades A and B. The papers will be designed so that approximately 65% of the marks will be opportunities at grade C.

The non calculator paper will be of 35 minutes duration, with a total of 30 marks. The calculator paper will be of 55 minutes duration, with a total of 50 marks.

View the arrangements [Mathematics](#)

## Mathematics Intermediate 2 (C100 11 & C101 11)

In order to ensure the accurate and complete transfer of data to and from centres, codes and titles **for entry** to Courses in Mathematics with optional routes have been introduced to reflect the options chosen by candidates. The codes detailed below must be used.

Unit titles and codes remain unchanged. There will be no change to the titles of the Mathematics Courses as they appear on the certificate.

### C100 11 Mathematics: Maths 1, 2 and 3

This Course comprises three mandatory Units, as follows:

D321 11	Mathematics 1 (Int 2)	1 credit (40 hours)
D322 11	Mathematics 2 (Int 2)	1 credit (40 hours)
D323 11	Mathematics 3 (Int 2)	1 credit (40 hours)

### C101 11 Mathematics: Maths 1, 2 and Applications

This Course comprises three mandatory Units, as follows:

D321 11	Mathematics 1 (Int 2)	1 credit (40 hours)
D322 11	Mathematics 2 (Int 2)	1 credit (40 hours)
D324 11	Applications of Mathematics (Int 2)	1 credit (40 hours)

## Course outline

The Intermediate 2 Course is designed to articulate with the knowledge and skills developed in Standard Grade Mathematics at General level and Intermediate 1 Mathematics.

As with all mathematics Courses, Intermediate 2 Mathematics aims to build upon and extend candidates' mathematics in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject.

The Intermediate 2 Mathematics Course, which contains Mathematics 1, 2 and 3 is designed to meet the needs of candidates who wish to progress to Higher Mathematics. In this Course, the emphasis is placed on developing an appreciation of the power of mathematical language and the efficiency of algorithms in preparation for the Higher Course.

Mathematics 1 and 2 taken together with Applications of Mathematics form the basis of a Course designed to meet the needs of candidates who require a mathematics qualification at Intermediate 2, but who do not intend to proceed to a mathematics Course at Higher. The Course aims to enhance candidates' skills in applying their mathematics in a range of contexts, with the emphasis on real-life applications.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will take the form of an examination of duration two hours and 15 minutes. Candidates will sit **either** an examination assessing Mathematics 1, 2 and 3 **or** one assessing Mathematics 1, 2 and Applications of Mathematics. The external examination will test the candidate's ability to retain and integrate mathematical knowledge across the component Units of the Course. Each examination will consist of two papers, one of which will not allow the use of a calculator. The two papers will contain a balance of short questions designed mainly to test knowledge and understanding, and extended response questions which also test problem solving skills. These two styles of questions will include ones which are set in more complex contexts to provide evidence for performance at grades A and B. The papers will be designed so that approximately 65% of the marks will be opportunities at grade C.

The non-calculator paper will be of 45 minutes duration, with a total of 30 marks. The calculator paper will be of one hour 30 minutes duration with a total of 50 marks.

View the arrangements [Mathematics](#)

## Mathematics: Maths 1, 2 and 3 Higher (C100 12)

### C100 12 Mathematics: Maths 1, 2 and 3

This Course comprises three mandatory Units, as follows:

D321 12	Mathematics 1 (H)	1 credit (40 hours)
D322 12	Mathematics 2 (H)	1 credit (40 hours)
D323 12	Mathematics 3 (H)	1 credit (40 hours)

## Course outline

The Higher Course is designed to articulate with the knowledge and skills developed in Standard Grade Mathematics at Credit level and Intermediate 2 Mathematics.

As with all mathematics Courses, Higher Mathematics aims to build upon and extend candidates' mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject.

Where appropriate, mathematics should be developed in context and the use of mathematical techniques should be applied in social and vocational contexts related to likely progression routes.

The Higher Mathematics Course has the particular objective of meeting the needs of candidates at a stage of their education where career aspirations are particularly important. The Course has obvious relevance for candidates with interests in fields such as commerce, engineering and science where the mathematics learned will be put to direct use. All candidates taking the Higher Mathematics Course, whatever their career aspirations, should acquire an enhanced awareness of the importance of mathematics to technology and to society in general.

The syllabus is designed to build upon prior learning in the areas of algebra, geometry and trigonometry and to introduce candidates to elementary calculus.

Mathematics 1, Mathematics 2 and Mathematics 3 are progressive Units, each Unit covering the range of mathematical topics described above.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will take the form of an examination consisting of two papers:

Paper 1 (non-calculator) will consist of two sections:

**Section A** will contain 20 objective test questions and have an allocation of 40 marks.

**Section B** will contain a balance of short questions designed to test knowledge and understanding, and extended response questions which also test problem solving skills and have an allocation of 30 marks. Paper 1 will be of 90 minutes duration.

Paper 2 (calculator) will contain a balance of short questions, designed to test knowledge and understanding, and extended response questions which also test problem solving skills, and have an allocation of 60 marks. Paper 2 will be of 70 minutes duration.

The papers will be designed so that approximately 65% of the marks will be opportunities at grade C.

The external assessment will include questions which are set in more complex contexts to provide evidence for performance at grades A and B.

View the arrangements [Mathematics: Maths 1, 2 and 3](#)

## Mathematics: Maths 1, 2 and 3 Advanced Higher (C100 13)

## C100 13 Mathematics: Maths 1, 2 and 3

This Course comprises three mandatory Units, as follows:

D321 13	Mathematics 1 (AH)	1 credit (40 hours)
D322 13	Mathematics 2 (AH)	1 credit (40 hours)
D323 13	Mathematics 3 (AH)	1 credit (40 hours)

### Course outline

The Advanced Higher Course is designed to articulate with the knowledge and skills developed in Higher Mathematics.

As with all mathematics Courses, Advanced Higher Mathematics aims to build upon and extend candidates' mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject.

The syllabus is designed to build upon and extend candidates' learning in the areas of algebra, geometry and calculus.

Mathematics 1 and Mathematics 2 are progressive and continue the development of algebra and calculus from Higher. Further progression and extension of such mathematics is offered through Mathematics 3.

### Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The external assessment will take the form of an examination of duration three hours with a total of 100 marks. Candidates will sit a paper assessing *Mathematics 1*, *Mathematics 2* and *Mathematics 3*. The examination will test the candidate's ability to retain and integrate mathematical knowledge across the component Units of the Course. The examination will consist of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions which also test problem solving skills. These two styles of questions will include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

View the arrangements [Mathematics: Maths 1, 2 and 3](#)

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# Mechatronics

A Course leading to a National Qualification in Mechatronics is offered at Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Course and Units in Mechatronics is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

There are also mechatronic related Units in the National Qualification Catalogue. A number of these Units are in Group Awards which provides progression to the HNC/D.

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## Mechatronics Higher (C028 12)

### Course outline

Mechatronics integrates electronic, mechanical, control and computing principles and technologies and applies these to the design, manufacture and maintenance of complex products and processes. The integration of these technologies allows candidates to develop the evaluative and investigative skills which need to be employed when working with many types of modern technological products and processes. The resulting assessable elements of Knowledge, Understanding and Evaluation form the basis of the Higher Course.

The principal aim of Higher Mechatronics is that, by using the concepts and practical aspects of technology, candidates should develop a detailed understanding of the discipline necessary for the integration of 'system thinking' in the design of products and processes. In addition, the Course should enable candidates to develop progressively:

- a knowledge and understanding of the necessary skills and techniques to meet the challenge of the new integrated approach to technology
- an appreciation of the interaction of people and their environments and the ways they affect and are affected by technology
- skills of investigating and evaluating through practical activities and providing accurate and objective descriptions and analyses of processes. The development of these skills should include the use of computers to gather, process, and communicate information.

The Course comprises four mandatory Units as follows:

D146 12	Mechatronic Systems: An Introduction (H)	1 credit (40 hours)
D147 12	Programmable Control Systems (H)	0.5 credit (20 hours)
D148 12	Robotic and Automated Systems (H)	1 credit (40 hours)
D149 12	Mechatronics Case Study (H)	0.5 credit (20 hours)

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade Technological Studies or Physics at grade 2 or above or equivalent National Units
- Intermediate 2 Electronic and Electrical Fundamentals or Technological Studies
- a Scottish Group Award at Intermediate 2 in an appropriate area.

Note: It is recommended that all candidates should have attained a minimum of Standard Grade Mathematics at grade 3 or equivalent National Units.

## **Course assessment**

To gain the award of the Course the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course.

All of the Course content will be subject to sampling in the external assessment.

The external assessment will comprise a written examination paper. The time allocation for the question paper will be three hours. The paper will be worth 100 marks and will be in two parts as follows:

### **Section A - 50 marks**

This section will contain short answer questions. Candidates should attempt all questions in this section.

### **Section B - 50 marks**

This section will contain three structured questions which will assess the candidate's ability to deal with the integrated Course content. Candidates should attempt two questions in this section. Each question will carry 25 marks.

View the arrangements [Mechatronics](#)

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# Media Studies

Courses leading to National Qualifications in Media Studies are offered at Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher.

Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Media Studies Access 2 (C058 08)

### Course outline

This Course is designed to develop basic knowledge and understanding of the media and their products through a balance of analytical and practical work within a supported learning environment. It also develops skills in planning, producing and evaluating simple media products.

The Course comprises three mandatory Units, as follows:

D332 08	Media Analysis (Acc 2)	1 credit (40 hours)
D333 08	Media Practical (Acc 2)	1 credit (40 hours)
D334 08	Media Production (Acc 2)	1 credit (40 hours)

### Course assessment

The Units which make up this Course will be assessed internally. There is no external assessment. However, the Course provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete Units.

View the arrangements [Media Studies](#)

## Media Studies Access 3 (C210 09)

### Course outline

This Course is designed to develop basic knowledge and understanding of the media and their products through a balance of analytical and practical work within a supported learning environment. It also develops skills in planning, producing and evaluating simple media products within a group.



The Course comprises three mandatory Units, as follows:

DF14 09	Media Analysis: Fiction (Acc 3)	1 credit (40 hours)
DF15 09	Media Analysis: Non-fiction Acc 3)	1 credit (40 hours)
DF16 09	Media Production (Acc 3)	1 credit (40 hours)

### Course assessment

The Units which make up this Course will be assessed internally. There is no external assessment. However, the Course provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete Units.

View arrangements [Media Studies](#)

## Media Studies Intermediate 1 (C210 10)

### Course outline

This Course is designed to develop critical understanding and appreciation of the media and their products and to develop practical skills in media technology. At Intermediate 1, this is achieved by developing analytical and production work. Analytical skills will be developed by the systematic application of the key aspects of Media Studies to a range of media texts. Production skills will be developed through planning, implementation and evaluation of a group production. It offers progression from the National Course in Media Studies at Access 3 and relevant free-standing National Units in Media Studies at Access 3.

The Course comprises three mandatory Units, as follows:

DF14 10	Media Analysis: Fiction (Intermediate 1)	1 credit (40 hours)
DF15 10	Media Analysis: Non-fiction (Intermediate 1)	1 credit (40 hours)
DF16 10	Media Production (Intermediate1)	1 credit (40 hours)

### Course assessment

In order to gain an award in the Course, candidates must successfully complete the internal assessment requirements of all three Units. In addition, they must meet the standards targeted by the external assessment which will consist of an Unseen Analysis (text and questions set internally and marked externally) and a question paper.

The Unseen Analysis will last 45 minutes and will be submitted to SQA (**for submission dates, see NQ key dates contained on the Operational Help Centre at [www.sqa.org.uk](http://www.sqa.org.uk)** ). It will have a weighting of 20% of the total mark for the Course.

The Intermediate 1 question paper will last one hour. The paper will consist of two sections, Section 1, *Media Analysis* and Section 2, *Media Production*. Each section will have a weighting of 40% of the total mark for the Course.

### Section 1, Media Analysis

Candidates will respond to restricted response questions on a previously studied media text (Fiction or Non-fiction).

## Section 2, Media Production

Candidates will answer one question from a choice which is general enough to cover a range of media. Questions will test knowledge and understanding of production processes drawn from the candidates' own experience of the Production Unit.

View the arrangements [Media Studies](#)

## Media Studies Intermediate 2 (C210 11)

### Course outline

This Course is designed to develop critical understanding and appreciation of the media and their products and to develop practical skills in media technology. At Intermediate 2, this is achieved through a balance of analytical and production work. Analytical skills will be developed by the systematic application of the key aspects of Media Studies to a range of media texts. Production skills will be developed by the planning, implementation and evaluation of a group production. It offers progression from the National Course in Media Studies of Intermediate 1 and relevant free-standing National Units in Media Studies at Intermediate 1.

The Course comprises three mandatory Units, as follows:

DF14 11	Media Analysis: Fiction (Intermediate 2)	1 credit (40 hours)
DF15 11	Media Analysis: Non-fiction (Intermediate 2)	1 credit (40 hours)
DF16 11	Media Production (Intermediate 2)	1 credit (40 hours)

### Course assessment

In order to gain an award in the Course, candidates must successfully complete the internal assessment requirements of the three Units. In addition, they must meet the standards targeted by the external assessment which will consist of an Unseen Analysis (text and questions set internally and marked externally) and a question paper.

The Unseen Analysis will last one hour and will be submitted to SQA (**for submission dates, see NQ key dates contained on the Operational Help Centre at [www.sqa.org.uk](http://www.sqa.org.uk)**). It will have a weighting of 20% of the total mark for the Course.

The Intermediate 2 question paper will last one hour 30 minutes. The paper will consist of two sections, *Section 1, Media Analysis* and *Section 2, Media Production*.

### Section 1, Media Analysis

Candidates will answer one question from a choice which is general enough to cover a range of media. Candidates will be required to demonstrate analytical skills and integrate the key aspects of Media Studies. They will be expected to make reference to media text(s) which they have previously studied.

### Section 2, Media Production

Candidates will answer one question from a choice which is general enough to cover a range of media. Questions will test knowledge and understanding of production processes drawn from the candidates' own experience of the Production Unit.

Each Section will have a weighting of 40% of the total mark for the Course.

View the arrangements [Media Studies](#)

## Media Studies Higher (C210 12)

### Course outline

This Course is designed to develop critical understanding and appreciation of the media and their products and to develop practical skills in media technology. At Higher, this is achieved by allowing candidates to develop skills of detailed analysis of texts and contexts from a range of perspectives. It offers progression from the National Course in Media Studies at Intermediate 2 and free-standing National Units in Media Studies at Intermediate 2. Skills gained in these Courses and Units will be further developed: analytical skills, through deeper study of texts; production skills by making a media product.

The Course has three mandatory Units:

DF14 12	Media Analysis: Fiction (Higher)	1 credit (40 hours)
DF15 12	Media Analysis: Non-fiction (Higher)	1 credit (40 hours)
DF16 12	Media Production (Higher)	1 credit (40 hours)

### Course assessment

In order to gain an award in the Course, candidates must successfully complete the internal assessment requirements of the three Units. In addition, they must meet the standards targeted by the external assessment, which will consist of two components:

Unseen Analysis - 20% - internally generated, externally assessed  
Question paper - 80% - externally assessed

The Unseen Analysis will last up to one hour and 30 minutes (including 'consumption' time) and will be submitted to SQA (**for submission dates, see NQ key dates contained on the Operational Help Centre at [www.sqa.org.uk](http://www.sqa.org.uk)**). Candidates will be required to demonstrate the analytical skills of the Media Analysis Units in response to an unseen media text.

The question paper will last two hours and will consist of two sections, Section 1, *Media Analysis* and Section 2, *Media Production*.

### Section 1, Media Analysis

Candidates will answer one question from a choice which will allow them to respond by referring to a range of media. Candidates will be required to demonstrate the analytical skills of the Media Analysis Units as well as integration of the key aspects of Media Studies. They will be expected to make reference to media text(s) with which they are familiar. This part of the paper will have a weighting of 40% of the total mark for the Course.

### Section 2, Media Production

Candidates will answer one question from a choice which will allow them to respond by referring to a range of media. Questions will test knowledge and understanding of

production processes drawn from their own experience of the Media Production (Higher) Unit. This part of the paper will have a weighting of 40% of the total mark for the Course.

View the arrangements [Media Studies](#)

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# **Modern Languages: Cantonese, French, German, Italian, Mandarin, Russian, Spanish and Urdu**

Courses leading to National Qualifications in Modern Languages are offered at Intermediate 1, Intermediate 2 and Higher in French, German, Italian and Spanish. National Courses at Access 2 and Access 3 are also available. A Course in Russian is offered at Intermediate 1, 2 and Higher. A Course in Urdu is offered at Higher level. Courses in Cantonese and Mandarin are available at Access 3. Courses in Cantonese, Mandarin (Simplified) and Mandarin (Traditional) are available at Intermediate 1, Intermediate 2, Higher and Advanced Higher. Courses in French, German, Italian and Spanish are also offered at Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

Use of electronic language aids in external examinations will not be permitted; use of a dictionary will be allowed in certain papers, as detailed below and in the relevant Arrangements documents.

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**Modern Languages: Cantonese, French, German, Italian, Mandarin (Simplified), Mandarin (Traditional), Russian and Spanish Intermediate 1 (C247 10; C059 10; C060 10; C061 10; C256 10; C257 10; C062 10; and C063 10)**

## **Course outline**

Three Units are offered in each of the eight National Courses at Intermediate 1: *Personal and Social Language*; *Transactional Language* and *Language in Work*. The three Units are available either as stand-alone Units or as components of the Intermediate 1 Course. When undertaking the Course, candidates will complete one assessment of Speaking, chosen from one of the Units.

While entry to the Course or Units is at the discretion of the centre, candidates will normally be expected to have attained:

- a minimum of two of the Units in the appropriate language from the Access 3 National Course
- or equivalent qualification.

**Cantonese/ French/ German/ Italian/ Mandarin (Simplified)/ Mandarin (Traditional)/ Russian/ Spanish: Personal and Social Language (Int 1) 1 credit (40 hours)**

This Unit aims to develop the candidate's competence in the use of language for social interaction in the skills of Listening, Speaking and Reading. The content of the Unit will focus on personal language which will be studied in a number of defined situations and contexts and the assessment will focus on the skills of Speaking and Reading.

**Cantonese/ French/ German/ Italian/ Mandarin (Simplified)/ Mandarin (Traditional)/ Russian/ Spanish: Transactional Language (Int 1) 1 credit (40 hours)**

This Unit aims to develop the candidate's competence in the use of language for everyday practical purposes in the country or countries where the language is spoken. The content will focus on transactional language which will be studied in a number of defined situations and contexts and the assessment will focus on the skills of Speaking and Listening.

**Cantonese/ French/ German/ Italian/ Mandarin (Simplified)/ Mandarin (Traditional)/ Russian/ Spanish: Language in Work (Int 1) 1 credit (40 hours)**

This Unit aims to develop the candidate's competence in the use of language across the four skills of Listening, Speaking, Reading and Writing. The language covered in this Unit will focus on the context of work and employment of interest or direct relevance to the candidate, for example:

- travel, tourism, hospitality
- business, office.

The assessment for the Unit will focus on the skills of Speaking and Writing.

The key aim of the Course at Intermediate 1 is to promote the acquisition and progressive development of basic communicative competence in a modern foreign language. Other important aims are to provide a worthwhile and enjoyable educational experience for the candidates and to broaden horizons by encouraging them to learn something about the foreign country (or countries) and its customs and ways of life.

## **Course assessment**

To gain the award of the Course, the candidate must pass all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will be by means of a combination of internal assessment (externally verified) and external examination. The assessment will take the following form:

### **Oral Assessment: Speaking**

Conducted and assessed internally and audio-recorded for the purposes of external verification. The speaking task is as described in Outcome 1 of any one of the component Units. Duration: a maximum of two minutes. 30 marks.

### **Reading**

Assessed externally. Candidates will be required to read four short passages related to any of the prescribed themes and topics and answer questions in English to demonstrate understanding of key information. The texts will often be contextually linked. A glossary may be provided and use of a dictionary is permitted.

*Length: two passages with 40–50 words (55–75 Chinese characters) and two passages with 120–150 words (150–300 Chinese characters) each.*

*Duration: 45 minutes. 35 marks*

### **Listening**

Assessed externally. Candidates will be required to listen to approximately 10 short items related to any of the prescribed themes and topics and answer questions in English. Each item will be approximately 5–15 seconds in length and the items will be contextually linked. The material will normally be presented on an audio recording by native speakers and will be heard three times. Use of a dictionary is not permitted.

*Duration: approximately 20 minutes. 20 marks*

## **Writing**

Assessed externally. Candidates will compile a simple personal profile, to include entries under the following headings: name, date of birth, nationality, family, home area, school/college/work, leisure activities and interests. Use of a dictionary is permitted.

*Duration: 30 minutes. (40 minutes for Chinese Languages) 15 marks*

## **Summary**

Total marks for external assessment: 100

Total time for external assessment: one hour 35 minutes (excluding Speaking)

Total time for external assessment for Chinese Languages: one hour 45 minutes (excluding Speaking)

View the arrangements:

- [Cantonese](#)
- [French](#)
- [German](#)
- [Italian](#)
- [Mandarin \(Simplified\)](#)
- [Mandarin \(Traditional\)](#)
- [Russian](#)
- [Spanish](#)

**Modern Languages: Cantonese, French, German, Italian, Mandarin, Russian and Spanish Access 3 (C247 09; C059 09; C060 09; C061 09; C248 09; C062 09; and C063 09)**

## **Course outline**

The Course comprises three mandatory Units in the same target language, as follows:

### **Personal Language (Access 3) 1 credit (40 hours)**

This Unit aims to develop the basic language skills used in exchanging simple personal information.

### **Transactional Language (Access 3) 1 credit (40 hours)**

This Unit aims to develop the basic language skills used in obtaining information and in making purchases in the context of a real or imagined visit to the country where the target language is spoken.

### **Language in Work (Access 3) 1 credit (40 hours)**

This Unit aims to develop the basic language skills used in vocational or work-related contexts.

## **Course assessment**

View the arrangements:

- [Cantonese](#)
- [French](#)
- [German](#)
- [Italian](#)
- [Mandarin](#)
- [Russian](#)
- [Spanish](#)

**Modern Languages: Cantonese, French, German, Italian, Mandarin (Simplified), Mandarin (Traditional), Russian, Spanish and Urdu Higher (C247 12; C059 12; C060 12; C061 12; C256 12; C257 12; C062 12; C063 12; and C242 12)**

## Course outline

The Course consists of two Units, one mandatory Unit, *Language*, and one optional Unit, either *Extended Reading/Viewing* or *Language in Work*. All Units are available **either** as stand-alone Units **or** as components of the Higher Course.

While entry to the Course or Units is at the discretion of the centre, candidates will normally be expected to have attained:

- Intermediate 2 Course in the appropriate language or its component Units
- or an equivalent qualification.

**Cantonese/French/ German/ Italian/ Mandarin (Simplified)/Mandarin (Traditional)/Russian/ Spanish/ Urdu: Language (H) 2 credits (80 hours)**

This Unit aims to develop all language skills for use in a range of purposes. Contexts for this language work are defined in three broad themes:

- lifestyles
- education and work
- the wider world.

The assessment for the Unit will focus on the skills of Speaking, Listening and Reading.

**Cantonese/French/ German/ Italian/ Mandarin (Simplified)/Mandarin (Traditional)/Russian/ Spanish/ Urdu:- Extended Reading/Viewing (H) or Language in Work (H) 1 credit(40 hours)**

It will be for each centre to decide, in the light of the expertise of the staff and the interests of the candidates, which of these options to offer, or whether both should be made available. The assessment for the Unit will focus on the skill of Writing.

## Course assessment

To gain the award of the Course, the candidate must pass both component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.



The Course assessment will be by means of a combination of internal assessment (externally verified) and external examination. The assessment will take the following form:

### **Oral Assessment: Speaking**

Conducted internally and audio-recorded for external verification. The speaking test is as described in the Unit: Language (H), Outcome 1.

Duration: six to eight minutes. 25 marks

### **Paper I: Reading and Directed Writing**

#### **Section I — Reading**

Reading comprehension, involving written answers to questions in English (20 marks) and translation into English (10 marks). One passage of approximately 550–650 words or 650–800 Chinese characters will be set, related to the prescribed themes. A glossary may be provided and use of a dictionary is permitted. 30 marks.

#### **Section II — Directed Writing**

Directed Writing task, based on a scenario given in English. Candidates will be required to provide specified information in a piece of writing of 150–180 words or 180–250 Chinese characters. 15 marks. The use of a dictionary is permitted.

**Duration:** one hour 40 minutes, of which approximately 55 minutes should be devoted to Section I and 45 minutes to Section II.

NB: For Chinese Languages Paper I lasts 2 hours 10 minutes

### **Paper II: Listening/Writing**

#### **Section A — Listening**

Candidates will be required to listen to a conversation of 3–4.5 minutes' duration, played twice, related to the prescribed themes, and make notes in response to questions in English. This conversation will normally be presented on an audio recording by two native speakers. The use of a dictionary is permitted. 20 marks.

#### **Section B — Writing**

Candidates will be required to write in the target language a personal response, based on the conversation they have heard in Section A. Length 120–150 words or 150–200 Chinese characters. The use of a dictionary is permitted. 10 marks.

**Duration:** 1 hour, of which approximately 20 minutes should be devoted to Section A and 40 minutes to Section B.

NB: For Chinese Languages Paper II lasts 1 hour 20 minutes

### **Summary**

Total marks for external assessment: 100

Total time for external assessment: two hours 40 minutes (excluding Speaking)

Total time for external assessment for Chinese Languages: three hours 30 minutes (excluding Speaking)

View the arrangements:

- [Cantonese](#)
- [French](#)
- [German](#)
- [Italian](#)
- [Mandarin \(Simplified\)](#)
- [Mandarin \(Traditional\)](#)
- [Russian](#)
- [Spanish](#)
- [Urdu](#)

**Modern Languages: Cantonese, French, German, Italian, Mandarin(Simplified), Mandarin(Traditional) and Spanish Advanced Higher (C247 13; C059 13; C060 13; C061 13; C256 13; C257 13 and C063 13)**

## Course outline

The Course consists of two Units, one mandatory Unit, *Language*, and one optional Unit, **either** *Extended Reading/Viewing* **or** *Language in Work*. All Units are available either as stand-alone Units or as components of the Advanced Higher Course.

While entry to the Course or Units is at the discretion of the centre, candidates will normally be expected to have attained:

- Higher Course in the appropriate language or its component Units
- or equivalent qualification.

**Cantonese/French/German/Italian/Mandarin(Simplified)/Mandarin(Traditional)/Spanish: Language (AH)      2 credits (80 hours)**

This Unit aims to develop all language skills for use in a range of purposes. Contexts for this language work are defined in three broad themes:

- personal, social and cultural issues
- topical and cultural issues
- environmental issues.

The assessment for the Unit will focus on the skills of Speaking, Listening and Reading.

**Cantonese/French/German/Italian/Mandarin(Simplified)/Mandarin(Traditional)/Spanish: either Extended Reading/Viewing (AH) or Language in Work (AH)      1 credit (40 hours)**

It will be for each centre to decide, in the light of the expertise of the staff and the interests of the candidates, which of these options to offer, or whether both should be made available. The assessment for the Unit will focus on the skill of Writing.

## Course assessment

To gain the award of the Course, the candidate must pass both component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will be by means of a combination of internal assessment (externally verified) and external examination. The assessment will take the following form:

## **Oral Assessment: Speaking**

Conducted by a Visiting Assessor and audio recorded. The speaking test will consist of a discussion with the Visiting Assessor, sampling across both Units studied, and will cover topics, texts and/or vocational area(s) studied.

*Duration: 20 minutes. 50 marks*

## **Paper I: Reading and Translation**

Reading comprehension, involving written answers to questions in English (30 marks) and translation into English (20 marks). One passage will be set, related to the prescribed themes. The use of a dictionary is permitted.

*Length: approx 750–800 words or 900–1,100 Chinese characters, including the section to be translated.*

*Duration: one hour and 30 minutes. 50 marks*

## **Paper II: Listening and Discursive Writing**

### **Section I: Listening**

Candidates will be required to listen to stimulus material lasting 4.5–6 minutes, related to the prescribed themes, and respond to the questions in English. The stimulus material will normally be presented in two sections on an audio recording. The first section will normally be presented by one native speaker and the second section by two native speakers. The use of a dictionary is permitted.

*Duration: approx 30 minutes. 30 marks*

### **Section II: Discursive Writing**

Candidates will be required to write an essay of 200–300 words or 300–400 Chinese characters in the target language, on a topic relating to the themes and topics of the Language Unit. The use of a dictionary is permitted.

*Duration: approx 50 minutes. 40 marks*

*NB: For Chinese Languages Paper II lasts 1 hour 45 minutes*

## **Folio**

The folio will focus on the content of the optional Unit. For candidates who have undertaken the Extended Reading/Viewing option, the folio will consist of two pieces of work in English, each approximately 750 words in length. For candidates who have undertaken the Language in Work option, the folio will be a report in English of approximately 1500 words in length. Folios are to be submitted for external assessment by **the submission date in NQ key dates contained on [SQA Connect](#)**.

*30 marks*

## **Summary**

Total marks for Course assessment: 200 marks

Total time for external assessment: two hours 50 minutes (excluding Speaking and Folio)

Total time for external assessment for Chinese Languages: 3 hours 15 minutes (excluding Speaking and Folio)

View the arrangements:

- [Cantonese](#)
- [French](#)
- [German](#)
- [Italian](#)
- [Mandarin \(Simplified\)](#)
- [Mandarin \(Traditional\)](#)
- [Spanish](#)

**Modern Languages: Cantonese, French, German, Italian, Mandarin (Simplified), Mandarin (Traditional), Russian and Spanish Intermediate 2 (C247 11; C059 11; C060 11; C061 11; C256 11; C257 11; C062 11; and C063 11)**

## Course outline

The Course consists of two Units, one mandatory Unit, *Language*, and one optional Unit, **either** *Personal Communication* **or** *Language in Work* **or** *Extended Reading/Viewing*. All Units are available either as stand-alone Units **or** as components of the Intermediate 2 Course.

While entry to the Course or Units is at the discretion of the centre, candidates will normally be expected to have attained:

- Intermediate 1 Course in the appropriate language or its component Units
- or equivalent qualification.

**Cantonese/ French/ German/ Italian/ Mandarin (simplified)/ Mandarin (traditional)/ Russian/ Spanish: Language (Int 2) 2 credits(80 hours)**

This Unit aims to develop all language skills for use in a range of purposes. Contexts for this language work are defined in three broad themes:

- lifestyles
- education and work
- the wider world.

The assessment for the Unit will focus on the skills of Speaking, Listening and Reading.

**Cantonese/ French/ German/ Italian/ Mandarin (simplified)/ Mandarin (traditional)/ Russian/ Spanish:- Personal Communication (Int 2) *or* Language in Work (Int 2) *or* Extended Reading/Viewing (Int 2) 1 credit (40 hours)**

Three broad areas of study are available, of which candidates will study one. The selection of options will be made by centres and will take account of staff expertise, candidate interests and available resources. The assessment for the Unit will focus on the skill of Writing.

## Course assessment

To gain the award of the Course, the candidate must pass both component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The Course assessment will be by means of a combination of internal assessment (externally verified) and external examination. The assessment will take the following form:

## **Oral assessment: Speaking**

Conducted internally and audio-recorded for external verification. The speaking test is as described in the Language Unit, Outcome 1.

*Duration: Five to seven minutes. 30 marks*

## **Reading**

Assessed externally. Candidates will be required to read four passages related to any of the prescribed themes and topics and answer questions in English. There will be three short passages, each of 50–75 words, (70–120 Chinese characters) and one longer passage of 300–350 words (320–450 Chinese characters). The texts may be contextually linked. A glossary may be provided and use of a dictionary is permitted.

*Duration: One hour 10 minutes. 30 marks*

## **Listening**

Assessed externally. Candidates will be required to listen to three items each of 40–60 seconds' duration and related to the prescribed themes, and answer questions in English. The material will normally be presented on an audio recording by native speakers and will be heard three times. Use of a dictionary is not permitted.

*Duration: 35 minutes approximately. 20 marks*

## **Writing**

Assessed externally. Candidates will write a letter of application for a job abroad in response to a stimulus written in the target language. Scenario and headings will be given in English. Use of a dictionary is permitted.

*Length 120–150 words*

*Duration: 40 minutes. 20 marks*

## **Summary**

Total marks for external assessment: 100

Total time for external assessment: two hours 25 minutes (excluding Speaking)

Total time for external assessment for Chinese Languages: two hours 40 minutes (excluding Speaking)

View the arrangements:

- [Cantonese](#)
- [French](#)
- [German](#)
- [Italian](#)
- [Mandarin \(Simplified\)](#)
- [Mandarin \(Traditional\)](#)
- [Russian](#)
- [Spanish](#)

**Modern Languages: French, German, Italian, Russian and Spanish  
Access 2 (C059 08; C060 08; C061 08; C062 08; C063 08)**

## Course outline

The Course consists of component Units which are integrated by the nature of the study undertaken and the language content. Alternatively, individual Units can be studied on a stand-alone basis. There are four Units, any three of which in the same target language may be combined to form the Course. The Units are as follows:

### **Life in Another Country (Access 2) 1 credit (40 hours)**

This Unit requires the candidate to study two aspects of life and language in a country where the language being studied is the main language or one of the main languages.

### **Personal Language (Access 2) 1 credit (40 hours)**

This Unit introduces some basic language skills used in understanding and conveying simple personal information.

### **Transactional Language (Access 2) 1 credit (40 hours)**

This Unit introduces some basic language skills used in understanding information and in making purchases or obtaining services in the context of a real or imagined visit to the country where the language is spoken.

### **Language in Work (Access 2) 1 credit (40 hours)**

This Unit aims to introduce some basic language skills used in understanding and responding to requests for information, goods or services in the context of a real or imagined visit abroad, or during real or imaginary interaction with foreign visitors to this country.

## **Course assessment**

To gain an award the candidate must pass the internal assessment associated with the component Units. There is no external assessment.

View the arrangements:

- [French](#)
  - [German](#)
  - [Italian](#)
  - [Russian](#)
  - [Spanish](#)
-

# Modern Studies

Courses leading to National Qualifications in Modern Studies are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content, assessment arrangements and Core Skills are contained in the relevant Arrangements document and Unit Specifications.

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## Modern Studies Access 3 (C236 09)

### Course outline

This Course comprises three mandatory Units, as follows:

DV52 09	Political Issues in the United Kingdom (Acc 3)	1 credit (40 hours)
DV53 09	Social Issues in the United Kingdom (Acc 3)	1 credit (40 hours)
DV54 09	International Issues (Acc 3)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the Units.

The purposes of this National Course are to prepare candidates for their role in a democratic society and to enhance their self-esteem. The design of the Units is intended to provide an opportunity for articulation with Modern Studies Courses at Intermediate 1 level and above. The National Course in Modern Studies at Access 3 provides progression to Intermediate 1 provision in Modern Studies or any of the other discrete social subjects.

The Course is divided into three Units, dealing with political, social and international issues. There is a choice of Study Themes within each Unit. Candidates must study one of the Study Themes in each Unit.

#### **DV52 09: Political Issues in the United Kingdom (Access 3) 1 credit (40 hours)**

This Unit is divided into two Study Themes:

- Study Theme 1A: Government and Decision Making in Scotland
- Study Theme 1B: Government and Decision Making in Central Government

#### **DV53 09: Social Issues in the United Kingdom (Access 3) 1 credit (40 hours)**

This Unit is divided into two Study Themes:

- Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom
- Study Theme 2B: Crime and the Law in Society

## **DV54 09: International Issues (Access 3) 1 credit (40 hours)**

This Unit is divided into five Study Themes:

- Study Theme 3A: The Republic of South Africa
- Study Theme 3B: The People's Republic of China
- Study Theme 3C: The United States of America
- Study Theme 3D: The European Union
- Study Theme 3E: Development in Brazil

### **Course assessment**

There is no external assessment of this Course but candidates must pass the internal assessments associated with the Units.

View the Arrangements [Access 3 Modern Studies](#)

## **Modern Studies Intermediate 1 (C236 10)**

### **Course outline**

This Course comprises three mandatory Units, as follows:

DV52 10	Political Issues in the United Kingdom (Intermediate 1)	1 credit (40 hours)
DV53 10	Social Issues in the United Kingdom (Intermediate 1)	1 credit (40 hours)
DV54 10	International Issues (Interemediate 1)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the Units.

The Course is divided into three Units, dealing with political, social and international issues. There is a choice of Study Themes within each Unit. Candidates must study one of the Study Themes in each Unit.

## **DV52 10: Political Issues in the United Kingdom (Int 1) 1 credit (40 hours)**

This Unit is divided into two Study Themes:

- Study Theme 1A: Government and Decision Making in Scotland
- Study Theme 1B: Government and Decision Making in Central Government

## **DV53 10: Social Issues in the United Kingdom (Int 1) 1 credit (40 hours)**

This Unit is divided into two Study Themes:

- Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom
- Study Theme 2B: Crime and the Law in Society

## **DV54 10: International Issues (Int 1) 1 credit (40 hours)**



This Unit is divided into five Study Themes:

- Study Theme 3A: The Republic of South Africa
- Study Theme 3B: The People's Republic of China
- Study Theme 3C: The United States of America
- Study Theme 3D: The European Union
- Study Theme 3E: Development in Brazil

## Course assessment

The external assessment will consist of a single question paper, lasting one hour and thirty minutes. It will be divided into three sections: Political Issues in the UK; Social Issues in the UK; International Issues.

Nine questions will be set in this paper — one on each Study Theme. Candidates will be required to answer three questions (one from each section). Candidates should answer all parts of their chosen questions. Each section will contain questions which relate to knowledge and understanding and to evaluating. The Course award will be based on the total score obtained for the question paper (60 marks).

View the arrangements [Intermediate 1 Modern Studies](#)

## Modern Studies Intermediate 2 (C236 11)

## Course outline

This Course comprises three mandatory Units, as follows:

DV52 11	Political Issues in the United Kingdom (Intermediate 2)	1 credit (40 hours)
DV53 11	Social Issues in the United Kingdom (Intermediate 2)	1 credit (40 hours)
DV54 11	International Issues (Intermediate 2)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the Units.

The Course is divided into three Units, dealing with political, social and international issues. There is a choice of Study Themes in each Unit. Candidates must study one Study Theme in each Unit.

### **DV52 11: Political Issues in the United Kingdom (Int 2) 1 credit (40 hours)**

This Unit is divided into two Study Themes:

- Study Theme 1A: Government and Decision Making in Scotland
- Study Theme 1B: Government and Decision Making in Central Government

### **DV53 11: Social Issues in the United Kingdom (Int 2) 1 credit (40 hours)**

This Unit is divided into two Study Themes:

- Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom
- Study Theme 2B: Crime and the Law in Society

## **DV54 11: International Issues (Int 2) 1 credit (40 hours)**

This Unit is divided into five Study Themes:

- Study Theme 3A: The Republic of South Africa
- Study Theme 3B: The People's Republic of China
- Study Theme 3C: The United States of America
- Study Theme 3D: The European Union
- Study Theme 3E: Development in Brazil

### **Course assessment**

The external assessment will consist of a single question paper, lasting two hours. It will be divided into three sections: Political Issues in the UK; Social Issues in the UK; and International Issues.

Nine questions will be set in this paper — one on each Study Theme. Candidates will be required to answer three questions (one from each section). Candidates should answer all parts of their chosen questions. Each section will contain questions which relate to knowledge and understanding and to evaluating. The Course award will be based on the total score obtained for the question paper (70 marks).

View the arrangements [Intermediate 2 Modern Studies](#)

## **Modern Studies Higher (C236 12)**

### **Course outline**

The Higher Course in Modern Studies develops understanding of the political and social processes operating in the contemporary world. The Course requires candidates to extend their knowledge and understanding of contemporary issues and develop skills of evaluating that they may have been introduced to in Standard Grade, Access 3, Intermediate 1 or Intermediate 2 Modern Studies.

This Course comprises three mandatory Units, as follows:

DV52 12	Political Issues in the United Kingdom (Higher)	1 credit (40 hours)
DV53 12	Social Issues in the United Kingdom (Higher)	1 credit (40 hours)
DV54 12	International Issues (Higher)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the Units.

The Course is divided into three Units, dealing with political, social and international issues. There is a choice of Study Themes within each Unit. Candidates must study one of the Study Themes in each Unit.

## **DV52 12: Political Issues in the United Kingdom (H) 1 credit (40 hours)**

This Unit is divided into four Study Themes.

- Study theme 1A: Devolved Decision Making in Scotland
- Study theme 1B: Decision-Making in Central Government
- Study theme 1C: Political Parties and their Policies (including the Scottish Dimension)
- Study theme 1D: The Electoral Systems, Voting and Political Attitudes

### **DV53 12: Social Issues in the United Kingdom (H) 1 credit (40 hours)**

This Unit involves study of one Study Theme:

- Study Theme 2: Wealth and Health Inequalities in the United Kingdom

### **DV54 12: International Issues (H) 1 credit (40 hours)**

This Unit is divided into six Study Themes.

- Study Theme 3A: The Republic of South Africa
- Study Theme 3B: The People's Republic of China
- Study Theme 3C: The United States of America
- Study Theme 3D: The European Union
- Study Theme 3E: The Politics of Development in Africa (with the exception of the Republic of South Africa)
- Study Theme 3F: Global Security

### **Course assessment**

The Course assessment is based on two question papers. Paper 1 is out of 60 marks and Paper 2 is out of 30 marks.

#### **Paper 1 (1 hour and 30 minutes)**

- This paper examines knowledge and understanding covering the Course content and also assesses analysis, evaluation and problem solving.
- Questions will require an extended response.
- The paper will consist of three sections:
  - Section A will cover Political Issues in the United Kingdom
  - Section B will cover Social Issues in the United Kingdom
  - Section C will cover International Issues.
- There will be two questions on Study Theme 2; there will be one question on each of the other Study Themes.
- Each question will be worth 15 marks.
- candidates must answer a total of four questions: one question from each Section, and one other from either Section A or Section C.

#### **Paper 2 (1 hour and 15 minutes)**

- This paper will consist of a decision making exercise. It is based on a scenario drawn from Social Issues in the United Kingdom.
- One exercise will be set. This will consist of a series of short evaluating questions worth 10 marks in total and a report worth 20 marks.

View the arrangements for this subject: [Higher Modern Studies](#)

### **Modern Studies Advanced Higher (C236 13)**

## **Course outline**

The Advanced Higher Course in Modern Studies develops further understanding of the political and social processes operating in the contemporary world. The Course requires candidates to extend the breadth and depth of their knowledge and understanding of contemporary issues and develop further skills of evaluating that they have used in Higher Modern Studies.

The Course comprises two mandatory Units, as follows:

F1HD 13	Political and Social Issues (AH)	2 credits (80 hours)
F1HE 13	Practical Research (AH)	1 credit (40 hours)

Within the *Political and Social Issues* Unit candidates must choose one of the following three Study Themes:

- Study Theme 1: Comparative Politics and Research Methods
- Study Theme 2: Law and Order and Research Methods
- Study Theme 3 The European Union and Research Methods

Within each theme there are four specified contexts, as follows:

### **Study Theme 1: Comparative Politics and Research Methods**

- Context A: Political Parties
- Context B: Electoral Systems
- Context C: Decision-making in Central and Devolved/State Government
- Context D: The Politics of Influence

For this Theme reference should be made to the UK (including, where appropriate, Scotland) and to the USA.

### **Study Theme 2: Law and Order and Research Methods**

- Context A: Rights and Responsibilities in relation to Law and Order in the UK
- Context B: The Causes and Effects of Crime in the UK
- Context C: Responses to Crime in the UK
- Context D: Penal Systems in the UK

### **Study Theme 3: The European Union and Research Methods**

- Context A: Political Relations
- Context B: Representation and Participation in the European Parliament
- Context C: The European Union and its International Involvement
- Context D: Social Developments in the European Union with reference to the UK and the EU

### **Course assessment**

The external assessment of the Course will comprise the following:

- an externally set and assessed question paper lasting three hours, worth 90 marks
- a dissertation worth 45 marks.

The total for the Course is 135 marks.

In the external paper candidates should answer on one of the three themes. Each theme will have one question set on each of the four component contexts, each worth 30 marks; candidates should answer two questions. In addition candidates are required to answer two questions, each worth 15 marks and comprising a series of short and/or extended response

items on research methods. There will be no choice of question on research methods within each Study Theme.

The dissertation should be between 4,000 and 5,000 words. A flat penalty of 4 marks will be imposed where the word limit has been exceeded. This will also be invoked where the marker has cause to doubt the total for which the candidate has signed. The word limit applies to the body of the text, and does not include titles, headings, bibliography, diagrams, maps, tables of figures, charts or footnotes. There is no penalty for a submission under 4,000 words. There is a list of titles for the dissertation posted on the SQA website. Centres may if they wish submit an outline of proposed dissertations outwith the list to SQA by November 1, for confirmation of their validity. The dissertation and supporting documentation must be submitted to SQA for assessment at the end of April (**for exact submission dates, see NQ key dates contained on [SQA Connect](#)**).

View the arrangements [Advanced Higher Modern Studies](#)

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# Music

Courses leading to National Qualifications in Music are offered at Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Music is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Music Access 2 (C065 08)

### Course outline

Music (Access 2) provides candidates with opportunities to experience and develop interests which contribute to personal development, enhance the quality of life and provide the skills and knowledge required for the enjoyment of music.

This Course comprises three mandatory Units, as follows:

D583 08	Listening and Performing (Acc 2)	1 credit (40 hours)
D584 08	Creating and Performing (Acc 2)	1 credit (40 hours)
D585 08	Performing and Creating (Acc 2)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The three Units aim to:

- highlight the communicative potential of interactive music-making
- enrich the lives of candidates, and contribute to their personal, intellectual, social and cultural growth
- arouse in candidates an informed interest in music
- develop aesthetic awareness and understanding
- nurture appropriate skills and insights which are an intrinsic part of the full enjoyment of music
- encourage candidates with a range of specialist interests to realise their musical potential
- give candidates the experience of music from a variety of cultures.

Listening, Creating and Performing are each offered as either the main or subsidiary Element, ie:

- D583 08 Listening and Performing (Acc 2) 1 credit (40 hours)
- D584 08 Creating and Performing (Acc 2) 1 credit (40 hours)
- D585 08 Performing and Creating (Acc 2) 1 credit (40 hours)

## Course assessment

Access differs from other levels in that there is no external assessment. However a Course provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete Units. Reference should be made to the Arrangements document for advice on assessment criteria.

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk).

View the arrangements [Music](#)

## Music Access 3 (C231 09 and C233 09)

## Course outline

There are two routes and two entry codes in the Access 3 Music Course, distinguished by candidate choice of optional Units:

- **Music: Performing C231 09**  
for candidates opting for the Unit: Performing (Access 3)
- **Music: Performing with Technology C233 09**  
for candidates opting for the Unit: Performing with Technology (Access 3)

## Course structure

This Course consists of three 40 hour Units.

All candidates must take the **two mandatory** Units:

- DV41 09 Music: Listening (Access 3) 1 credit (40 hours)
- DV45 09 Music: Composing (Access 3) 1 credit (40 hours)

and **one** of the following optional Units:

- DV46 09 Music: Performing (Access 3) 1 credit (40 hours)
- DV4F 09 Music: Performing with Technology (Access 3) 1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

Through the study of Access 3 Music a candidate will experience music as a performer, composer and listener. This broad approach provides candidates with opportunities to develop their general interests in music but this Course also provides candidates with the opportunity to choose a particular focus on developing skills in performance or in performance with the use of technology. It is designed to serve the needs of those who:

- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music.

## Course assessment

The Units, which comprise the Course, will be assessed internally. Reference should be made to the Arrangements document for advice on assessment criteria.

### Further information

View the arrangements [Music](#)

## Music Intermediate 1 (C231 10 and C233 10)

### Course outline

There are two routes and two entry codes in the Intermediate 1 Music Course, distinguished by candidate choice of optional Units:

- **Music: Performing C231 10**  
for candidates opting for the Unit: Performing (Intermediate 1)
- **Music: Performing with Technology C233 10**  
for candidates opting for the Unit: Performing with Technology (Intermediate 1)

### Course structure

This Course consists of three 40 hour Units.

All candidates must take the **two mandatory** Units:

- DV41 10 Music: Listening (Intermediate 1) 1 credit (40 hours)
- DV45 10 Music: Composing (Intermediate 1) 1 credit (40 hours)

and **one** of the following optional Units:

- DV46 10 Music: Performing (Intermediate 1) 1 credit (40 hours)
- DV4F 10 Music: Performing with Technology (Intermediate 1) 1 credit (40 hours)

A further 40 hours of Course time is provided for induction, extending the range of learning and teaching approaches, integration, additional support, consolidation and preparation for external assessment.

Through the study of Intermediate 1 Music a candidate will experience music as a performer, composer and listener. This broad approach provides candidates with opportunities to develop their general interests in music but this Course also provides candidates with the opportunity to choose a particular focus on developing skills in performance or in performance with the use of technology. It is designed to serve the needs of those who:

- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music.

### Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.



Course assessment is made up of two external components, a Question Paper which is externally marked (40 marks) and, depending on candidate choice of optional Units, **either** a Practical Performance **or** a Production Folio, both of which are externally marked (60 marks).

For **all** candidates:

a **Question Paper**, which has a time limit of 45 minutes, tests knowledge and understanding of musical concepts and musical literacy (total **40 marks**).

*and for candidates following the Music with Performing route:*

a **Practical Performance**, assessed by a Visiting Assessor: Instrument 1 = 30 marks and Instrument 2 = 30 marks (total **60 marks**).

*or for candidates following the Music with Technology route:*

a **Folio** submitted to SQA for central marking consisting of a recorded instrumental/ vocal performance = 30 marks and either a MIDI Sequencing folio **or** a Sound Engineering and Production folio = 30 marks (total **60 marks**).

## Further information

View the arrangements [Music](#)

## Music Intermediate 2 (C231 11 and C233 11)

## Course outline

There are two routes and two entry codes in the Intermediate 2 Music Course, distinguished by candidate choice of optional Units:

- **Music: Performing C231 11**  
for candidates opting for the Unit: Performing (Intermediate 2)
- **Music: Performing with Technology C233 11**  
for candidates opting for the Unit: Performing with Technology (Intermediate 2)

## Course structure

This Course consists of three 40 hour Units.

All candidates must take the **two mandatory** Units:

- DV41 11 Music: Listening (Intermediate 2) - 1 credit (40 hours)
- DV45 11 Music: Composing (Intermediate 2) - 1 credit (40 hours)

and **one** of the following optional Units:

- DV46 11 Music: Performing (Intermediate 2) 1 credit (40 hours)
- DV4F 11 Music: Performing with Technology (Intermediate 2) 1 credit (40 hours)

A further 40 hours of Course time is provided for induction, extending the range of learning and teaching approaches, integration, additional support, consolidation and preparation for external assessment.

Through the study of Intermediate 2 Music a candidate will experience music as a performer, composer and listener. This broad approach provides candidates with opportunities to develop their general interests in music but this Course also provides candidates with the opportunity to choose a particular focus on developing skills in performance or in performance with the use of technology. It is designed to serve the needs of those who:

- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

Course assessment is made up of two external components, a Question Paper which is externally marked (40 marks) and, depending on candidate choice of optional Units, **either** a Practical Performance **or** a Production Folio, both of which are externally marked (60 marks).

For **all** candidates:

a **Question Paper**, which has a time limit of 45 minutes, tests knowledge and understanding of musical concepts and musical literacy (total **40 marks**).

*and for candidates following the Music with Performing route:*

a **Practical Performance**, assessed by a Visiting Assessor: Instrument 1 = 30 marks and Instrument 2 = 30 marks (total **60 marks**).

*or for candidates following the Music with Technology route:*

a **Folio** submitted to SQA for central marking consisting of a recorded instrumental/ vocal performance = 30 marks and either a MIDI Sequencing folio **or** a Sound Engineering and Production folio = 30 marks (total **60 marks**).

## Further information

View the arrangements [Music](#)

## Music Higher (C231 12 and C233 12)

## Course outline

There are two routes and two entry codes in the Higher Music Course, distinguished by candidate choice of optional Units:

- **Music: Performing C231 12**  
for candidates opting for the Unit: Performing (Higher)
- **Music: Performing with Technology C233 12**  
for candidates opting for the Unit: Performing with Technology (Higher)

## Course structure

This Course consists of three 40 hour Units.  
All candidates must take the **two mandatory** Units:

- DV41 12 Music: Listening (Higher) - 1 credit (40 hours)
- DV45 12 Music: Composing (Higher) - 1 credit (40 hours)

and **one** of the following optional Units:

- DV46 12 Music: Performing (Higher) - 1 credit (40 hours)
- DV4F 12 Music: Performing with Technology (Higher) - 1 credit (40 hours)

A further 40 hours of Course time is provided for induction, extending the range of learning and teaching approaches, integration, additional support, consolidation and preparation for external assessment.

Through the study of Higher Music a candidate will experience music as a performer, composer and listener. This broad approach provides candidates with opportunities to develop their general interests in music but this Course also provides candidates with the opportunity to choose a particular focus on developing skills in performance or in performance with the use of technology. It is designed to serve the needs of those who:

- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

Course assessment is made up of two external components, a Question Paper which is externally marked (40 marks) and, depending on candidate choice of optional Units, **either** a Practical Performance **or** a Production Folio, both of which are externally marked (60 marks).

For **all** candidates:

a **Question Paper**, which has a time limit of 1 hour, tests knowledge and understanding of musical concepts and musical literacy (total **40 marks**).

and for candidates following the Music with Performing route:

a **Practical Performance**, assessed by a Visiting Assessor: Instrument 1 = 30 marks and Instrument 2 = 30 marks (total **60 marks**).

**or** for candidates following the Music with Technology route:

a **Folio** submitted to SQA for central marking consisting of a recorded instrumental/ vocal performance = 30 marks and either a MIDI Sequencing folio **or** a Sound Engineering and Production folio = 30 marks (total **60 marks**).

## Further information

View the arrangements [Music](#)

## Music Advanced Higher (C231 13 and C233 13)

## Course outline

There are two routes and two entry codes in the Advanced Higher Music Course, distinguished by candidate choice of optional Units:

- **Music: Performing C231 13**  
for candidates opting for the Unit: Performing (Advanced Higher)
- **Music: Performing with Technology C233 13**  
for candidates opting for the Unit: Performing with Technology (Advanced Higher)

## Course structure

This Course consists of three 40 hour Units.

All candidates must take the **two mandatory** Units:

- DV41 13 Music: Listening (Advanced Higher) 1 credit (40 hours)
- DV45 13 Music: Composing (Advanced Higher) 1 credit (40 hours)

and **one** of the following optional Units:

- DV46 13 Music: Performing (Advanced Higher) 1 credit (40 hours)
- DV4F 13 Music: Performing with Technology (Advanced Higher) 1 credit (40 hours)

A further 40 hours of Course time is provided for induction, extending the range of learning and teaching approaches, integration, additional support, consolidation and preparation for external assessment.

Through the study of Advanced Higher Music a candidate will experience music as a performer, composer and listener. This broad approach provides candidates with opportunities to develop their general interests in music but this Course also provides candidates with the opportunity to choose a particular focus on developing skills in performance or in performance with the use of technology. It is designed to serve the needs of those who:

- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music.

## Course assessment

To gain the award of the Course, the candidate must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

Course assessment is made up of two external components, a Question Paper which is externally marked (40 marks) and, depending on candidate choice of optional Units, **either** a Practical Performance **or** a Production Folio, both of which are externally marked (60 marks).

For **all** candidates:

a **Question Paper**, which has a time limit of 1 hour, tests knowledge and understanding of musical concepts and musical literacy (total **40 marks**).

*and for candidates following the Music with Performing route:*

a **Practical Performance**, assessed by a Visiting Assessor: Instrument 1 = 30 marks and Instrument 2 = 30 marks (total **60 marks**).

*or for candidates following the Music with Technology route:*

a **Folio** submitted to SQA for central marking consisting of a recorded instrumental/ vocal performance = 30 marks and **either** a MIDI Sequencing folio **or** a Sound Engineering and Production folio = 30 marks (total **60 marks**).

### **Further information**

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk).

View the arrangements [Music](#)

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# Personal Care

A National Course at Access 2 is available in Personal Care. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document. Information on the Core Skills delivered by the Course in Personal Care is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

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## Personal Care Access 2 (C082 08)

### Course outline

The Units within the Course at Access 2 aim to provide a ‘first experience’ of Personal Care skills contained in Daily Organisation, Healthy Living and Personal Hygiene, with accompanying basic knowledge and understanding. It is anticipated that the programme will be attractive to a wide range of potential candidates, but particularly to candidates who wish to develop these basic skills as part of the development of Life Skills.

The Course comprises three mandatory Units, as follows:

D04E 08	Daily Organisation (Acc 2)	1 credit (40 hours)
D04D 08	Healthy Living (Acc 2)	1 credit (40 hours)
D04C 08	Personal Hygiene (Acc 2)	1 credit (40 hours)

In common with all Courses, this Course includes a further 40 hours over and above the 120 hours of the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the Course details.

### Course assessment

Access Courses differ from Courses at other levels in that there is no external assessment. However a Course made up of Units provides opportunities for sustained and progressive learning and for more broadly based integration of knowledge and skills than is possible in discrete Units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that on-going assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of the assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning activities across Units.

A number of assessment instruments can be used across the component Units and these offer opportunities for a more integrated and holistic approach. Whenever possible, evidence for assessment should be gathered as part of the integrated Coursework.

### **Further information**

View the arrangements [Personal Care](#)

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# Personal Development

Courses leading to National Qualifications in Personal Development (PD) are offered at Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Candidates who complete these Courses will gain Core Skills in both Problem Solving and Working with Others. More detailed information on the Core Skills delivered by the Courses and Units in Personal Development is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

The overall aims of these Courses are to provide candidates with opportunities to gain knowledge of and develop the following personal, social and vocational skills and qualities:

- task management skills such as planning, organising, prioritising tasks and checking the quality of own work
- interpersonal skills such as how to work in a group, being sensitive to the feelings of others and speaking to a group
- self awareness, self reliance, self esteem and self confidence
- self evaluation skills, including use of appropriate evaluation techniques, reviewing and target setting.

The Courses are context free and allow candidates to participate in a range of activities which reflect their own situation and development needs. The range of contexts is unlimited and could, for example, include involvement in projects relating to the community, enterprise, health education, citizenship, world of work or independent living.

## Course Assessment:

At all levels the Course assessment is based on the achievement within the Units. Candidates who successfully achieve all the Units in the Course will receive a Course award. This award is ungraded.

## Assessment Objectives:

Assessment in these Courses allow candidates to demonstrate the development of interpersonal skills and task management skills. It also allows candidates to demonstrate the ability to:

- evaluate, set targets, plan and review
- manage information
- communicate effectively
- deliver a final output, ie a product or service which is fit for purpose.

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## Personal Development Access 2 (C250 08)

## Course outline



The Personal Development Course (Access 2) contains three groupings of Units:

- Self in Society
- Practical Abilities
- Self and Work.

To achieve the Course, candidates must successfully complete one Unit from each of these groupings.

The component Units in each of the three groupings are as follows:

### **Self in Society**

F37S 08	Self in Society: Leisure Time Activities	1 credit (40 hours)
F37T 08	Self in Society: Investigating Service Providers in the Local Community	1 credit (40 hours)
F37V 08	Self in Society: Environmental Issues	1 credit (40 hours)

### **Practical Abilities**

F37N 08	Practical Abilities: Making Journeys	1 credit (40 hours)
F37P 08	Practical Abilities: Independent Living	1 credit (40 hours)
F37R 08	Practical Abilities: Personal Finance	1 credit (40 hours)

### **Self and Work**

F37K 08	Self and Work: Investigating the Workplace	1 credit (40 hours)
F37L 08	Self and Work: Completing and Work	1 credit (40 hours)
F37M 08	Self and Work: Enterprise Activity	1 credit (40 hours)

The Units may be offered on a free-standing basis or within an integrated programme of study when offered as a Course.

### **Course assessment**

There is no external assessment of the Access 2 Course. Candidates must, however, pass the internal assessments associated with the component Units in the Course.

The National Course in Personal Development (Access 2) provides the possibility for progression to the National Course in Personal Development (Access 3).

### **Further information**

View the arrangements [Personal Development](#)

## **Personal Development Access 3 (C250 09)**

## **Course outline**

This Course comprises three mandatory Units as follows:

F37W 09	Personal Development: Self in Society (Acc 3)	1 credit (40 hours)
F37X 09	Personal Development: Self and Work (Acc 3)	1 credit (40 hours)
F37Y 09	Personal Development: Practical Abilities (Acc 3)	1 credit (40 hours)

The three Units may be taught sequentially or concurrently, although it is recommended that the *Personal Development: Practical Abilities* Unit is taught, and evidence generated for it, in parallel with the other Units.

Candidates will have the opportunity to work within one single context throughout the Course or they may work within different contexts for each Unit.

Candidates will work with directive support, participate in the production of ideas, suggestions and plans and carry these out in circumstances which are routine and familiar to them.

## Unit assessment

Assessment across the Units this will consist of the gathering of evidence which covers self evaluations, target-setting, planning and reviewing, information gathering and communication. This evidence should be retained in a folio.

In addition,

- performance evidence supported by assessor observation checklists is required for *Personal Development: Self in Society* and *Personal Development: Self and Work*.
- product evidence supported by an assessor checklist is required for *Personal Development: Practical Abilities*.

Further information is available in the Course and Unit Specifications.

View the arrangements [Personal Development](#)

## Personal Development Intermediate 1 (C255 10)

### Course outline

This Course comprises four mandatory Units as follows:

F2FV 10	Personal Development: Self Awareness (Int 1)	1 credit (40 hours)
F37W 10	Personal Development: Self in Society (Int 1)	1 credit (40 hours)
F37X 10	Personal Development: Self and Work (Int 1)	1 credit (40 hours)
F37Y 10	Personal Development: Practical Abilities (Int 1)	1 credit (40 hours)

The four Units may be taught sequentially or concurrently, although it is recommended that the *Personal Development: Practical Abilities* Unit is taught, and evidence generated for it, in parallel with the other Units.

Candidates will have the opportunity to work within one single context throughout the Course or they may work within different contexts for each Unit.

Candidates will work with support, contribute to the production of ideas, suggestions and plans and engage in straightforward tasks and activities which are routine to them.

## Unit assessment

Assessment across the Units this will consist of the gathering of evidence which covers self evaluations, target-setting, planning and reviewing, information gathering and communication. This evidence should be retained in a folio.

In addition,

- performance evidence supported by assessor observation checklists is required for *Personal Development: Self in Society* and *Personal Development: Self and Work*.
- product evidence supported by an assessor checklist is required for *Personal Development: Practical Abilities*.

Further information is available in the Course and Unit Specifications.

View the arrangements [Personal Development](#)

## Personal Development Intermediate 2 (C255 11)

### Course outline

This Course comprises four mandatory Units as follows:

F2FV 11	Personal Development: Self Awareness (Int 2)	1 credit (40 hours)
F37W 11	Personal Development: Self in Society (Int 2)	1 credit (40 hours)
F37X 11	Personal Development: Self and Work (Int 2)	1 credit (40 hours)
F37Y 11	Personal Development: Practical Abilities (Int 2)	1 credit (40 hours)

The four Units may be taught sequentially or concurrently, although it is recommended that the *Personal Development: Practical Abilities* Unit is taught, and evidence generated for it, in parallel with the other Units.

Candidates will have the opportunity to work within one single context throughout the Course or they may work within different contexts for each Unit.

Candidates will work with minimum support, negotiate with others in the production of ideas, suggestions and plans, and engage in detailed tasks and activities which, from their point of view, contain both routine and non-routine elements.

## Unit assessment

Assessment across the Units will consist of the gathering of evidence which covers self evaluations, target-setting, planning and reviewing, information gathering and communication. This evidence should be retained in a folio.

In addition,

- performance evidence supported by assessor observation checklists is required for *Personal Development: Self in Society* and *Personal Development: Self and Work*.

- product evidence supported by an assessor checklist is required for *Personal Development: Practical Abilities*.

Further information is available in the Course and Unit Specifications.

View the arrangements [Personal Development](#)

## Personal Development Higher (C255 12)

### Course outline

This Course comprises four mandatory Units as follows:

F2FV 12	Personal Development: Self Awareness (Higher)	1 credit (40 hours)
F37W 12	Personal Development: Self in Society (Higher)	1 credit (40 hours)
F37X 12	Personal Development: Self and Work (Higher)	1 credit (40 hours)
F37Y 12	Personal Development: Practical Abilities (Higher)	1 credit (40 hours)

The four Units may be taught sequentially or concurrently, although it is recommended that the *Personal Development: Practical Abilities* Unit is taught, and evidence generated for it, in parallel with the other Units.

Candidates will have the opportunity to work within one single context throughout the Course or they may work within different contexts for each Unit.

Candidates will work with non-directive supervision, and take some supervisory responsibility by taking a lead in some of the tasks and activities in which they are engaged. These tasks should be complex and consist of some elements which, from their point of view, are non-routine.

### Unit assessment

Assessment across the Units will consist of the gathering of evidence which covers self evaluations, target-setting, planning and reviewing, information gathering and communication. This evidence should be retained in a folio.

In addition,

- performance evidence supported by assessor observation checklists is required for *Personal Development: Self in Society* and *Personal Development: Self and Work*.
- product evidence supported by an assessor checklist is required for *Personal Development: Practical Abilities*.

Further information is available in the Course and Unit Specifications.

View the arrangements [Personal Development](#)

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# Philosophy

Courses leading to National Qualifications in Philosophy are offered at Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Philosophy is provided in the publication Automatic Certification of Core Skills.

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## Philosophy Intermediate 2 (C268 11)

### Course outline

Candidates will investigate the nature and scope of philosophy and will explore a range of philosophical theories, positions and viewpoints. Developing skills involved in evaluating evidence, presenting arguments and justifying conclusions forms an integral part of this exploration. The ability to develop knowledge and understanding of various philosophical perspectives requires a familiarity with primary texts, classical arguments and contemporary points of view. Candidates will be encouraged to develop philosophical thinking as a mode of enquiry applicable in wider contexts. An important aim of the Units and Course is to encourage candidates to engage with various ideas and issues which develop their thinking and reasoning skills and contribute to aspects of their personal, social and intellectual development.

This Course comprises four mandatory Units, as follows:

F8K4 11	Critical Thinking in Philosophy (Int 2)	0.5 credits (20 hours)
F8K5 11	Philosophy: Metaphysics (Int 2)	0.5 credits (20 hours)
F8K6 11	Moral Philosophy (Int 2)	1 credit (40 hours)
F8K7 11	Epistemology (Int 2)	1 credit (40 hours)

### Course assessment

In order to gain the Course award, the candidate must pass the internal assessments associated with the component Units and the Course Assessment. The candidate's grade is based on the Course assessment.

The external instrument of assessment is a Question Paper with **four** sections, a total mark allocation of **60** and a time allocation of **2 hours**. Sections 1 – 3 contain structured questions and Section 4 is an essay.

View the arrangements [Philosophy](#)

## Philosophy Higher (C268 12)

## Course outline

Candidates will investigate the nature and scope of philosophy and will explore a range of philosophical points of view and arguments. Developing skills involved in evaluating evidence, presenting arguments and justifying conclusions forms an integral part of this exploration. The ability to analyse and evaluate the relative merits of various philosophical perspectives requires a knowledge and understanding of primary texts, classical arguments and contemporary points of view. Candidates will be encouraged to develop philosophical thinking as a mode of enquiry applicable in wider contexts. An important aim of the Units and Course is to encourage candidates to engage with various ideas and issues which develop their thinking and reasoning skills and contribute to aspects of their personal, social and intellectual development.

This Course comprises four mandatory Units, as follows:

F8K4 12	Critical Thinking in Philosophy (Higher)	0.5 credits (20 hours)
F8K5 12	Philosophy: Metaphysics (Higher)	0.5 credits (20 hours)
F8K6 12	Moral Philosophy (Higher)	1 credit (40 hours)
F8K7 12	Epistemology (Higher)	1 credit (40 hours)

## Course assessment

In order to gain the award of the Course, the candidate must pass the internal assessments associated with the component Units and the Course assessment. The candidate's grade is based on the Course assessment.

The external instrument of assessment is a Question Paper with **four** sections, a total mark allocation of **120** and a time allocation of **2 hours 40 minutes**.

View the arrangements [Philosophy](#)

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# Physical Education

Courses leading to National Qualifications in Physical Education are offered at Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Physical Education is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

Physical Education Courses at all levels are performance led.

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## Physical Education Access 2 (C068 08)

### Course outline

This National Course prepares candidates for access to Physical Education at Standard Grade Foundation level or Access 3.

This Course comprises three mandatory Units, as follows:

D577 08	Physical Education: Appreciation of Performance (Acc 2)	1 credit (40 hours)
D575 08	Physical Education: Integrated Performance (Acc 2)	1 credit (40 hours)
D371 08	Physical Education: Performance (Acc 2)	1 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

### Course assessment

There is no external assessment for the Course, but all three Units are internally assessed.

### Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk)

View the arrangements [Physical Education](#)

## Physical Education Access 3 (C205 09)

## Course outline

This National Course prepares candidates for access to Physical Education at Intermediate 1.

This Course consists of five mandatory Units, as follows:

DM45 09	Performance A (Acc 3)	0.5 credit (20 hours)
DM46 09	Performance B (Acc 3)	0.5 credit (20 hours)
DM47 09	Performance C (Acc 3)	0.5 credit (20 hours)
DM48 09	Performance D (Acc 3)	0.5 credit (20 hours)
DF2R 09	Analysis and Development of Performance (Acc 3)	1.0 credit (40 hours)

In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

## Course assessment

There is no external assessment for the Course, but all Units are internally assessed.

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk)

View the arrangements [Physical Education](#)

## Physical Education Intermediate 1 (C205 10)

## Course outline

The Intermediate 1 Physical Education Course has been designed to provide progression from the Physical Education Course at Access 3.

The Course provides the opportunity for personal challenge and fulfilment through improving performance while developing knowledge and understanding about performance. The Course is designed as a stepping stone towards the Physical Education Course offered at Intermediate 2.

The Course comprises two mandatory Units, as follows:

DF2T 10	Performance (Int 1)	1.5 credits (60 hours)
DF2R 10	Analysis and Development of Performance (Int 1)	1.5 credits (60 hours)

The physical activities used in the Course should arise from a process of negotiation between staff and candidates. Negotiation should take account of the interests and talents of candidates, expertise of staff and available facilities and resources. In agreeing activities with candidates, staff must take account of managing assessment. To integrate work in the Course, it is recommended that the *Performance and Analysis and Development of Performance* Units are delivered concurrently. The Course provides candidates with the opportunity to study physical education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be improved. Additional information on what is acceptable as a Course activity



is given in Appendix 1 of the Arrangements documents - *Definition of an Activity in the Context of a Course and a Unit*.

## Course assessment

**Performance** - candidates' performance will be internally assessed with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course award. Performance is assessed through the observation of live performance. For Course assessment, a candidate's mark should be based on performance in their two best activities. Candidates' performance in each of their two best activities is marked out of 20, giving a mark out of 40 for performance. Marks are awarded through comparing candidates' performance with the marking guidelines, the Performance mark scales (Appendix 2c of the Course Arrangements) and the Performance Course Grade Descriptions. Internal assessments will be subject to external verification. Details of procedures for verification will be issued separately. For each candidate, centres require to submit a mark for Performance (**For submission dates, see NQ key dates contained on [SQA Connect](#)**).

**Question paper** - candidates will be externally assessed by a written question paper comprising structured questions. The duration of the examination will be one hour. The question paper will be grouped into four sections corresponding to the four areas of Analysis and Development of Performance. These areas are:

- Performance Appreciation
- Preparation of the Body
- Skills and Techniques
- Structures, Strategies and Composition.

Candidates will be required to answer structured questions in **three** of the four sections of the paper. There are a total of 60 marks for the question paper.

For the overall Course assessment, both components (question paper and performance) are equally weighted.

View the arrangements [Physical Education](#)

## Physical Education Intermediate 2 (C205 11)

### Course outline

The Intermediate 2 Physical Education Course has been designed to provide progression from both a General level award in Standard Grade Physical Education and from the Physical Education Course at Intermediate 1.

The Course provides the opportunity for personal challenge and fulfilment through improving performance while developing knowledge and understanding about performance. The Course is designed as a stepping stone towards the Physical Education Course offered at Higher and much of the work at this level relates very closely to the Higher Course but at a slightly less challenging level.

The Course comprises two mandatory Units, as follows:

DF2T 11	Performance (Int 2)	1.5 credits (60 hours)
DF2R 11	Analysis and Development of Performance (Int 2)	1.5 credits (60 hours)

The physical activities used in the Course should arise from a process of negotiation between staff and candidates. Negotiation should take account of the interests and talents of candidates, expertise of staff and available facilities and resources. In agreeing activities with candidates, staff must take account of managing assessment. To integrate work in the Course, it is recommended that the *Performance and Analysis* and *Development of Performance* Units are delivered concurrently. The Course provides candidates with the opportunity to study physical education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be improved. Additional information on what is acceptable as a Course activity is given in **Appendix 1** of the Arrangements documents - *Definition of an Activity in the Context of a Course and a Unit*.

## Course assessment

**Performance** - candidates' performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course award. Performance will be assessed through the observation of live performance. For Course assessment, a candidate's mark should be based on performance in their two best activities. Candidates' performance in each of their two best activities is marked out of 20, giving a mark out of 40 for performance. Marks are awarded through comparing candidates' performance with the marking guidelines, the Performance mark scales (Appendix 2b of the Course Arrangements) and the Performance Course Grade Descriptions. Internal assessments will be subject to external verification. Details of procedures for verification will be issued separately. For each candidate, centres require to submit a mark for Performance (**For submission dates, see NQ key dates contained on [SQA Connect](#)**).

**Question paper** - candidates will be externally assessed by a written question paper comprising structured questions. The duration of the examination will be 2 hours. The question paper will be grouped into four sections corresponding to the four areas of *Analysis and Development of Performance*. These areas are:

- Performance Appreciation
- Preparation of the Body
- Skills and Techniques
- Structures, Strategies and Composition.

Candidates will be required to answer structured questions in **three** of the four sections of the paper. There are a total of 60 marks for the question paper.

For the overall Course assessment, both components (question paper and performance) are equally weighted.

View the arrangements [Physical Education](#)

## Physical Education Higher (C205 12)

### Course outline

The Higher Physical Education Course has been designed to provide progression from both a Credit level award in Standard Grade Physical Education and from the Physical Education Course at Intermediate 2.

The Course provides the opportunity for personal challenge and fulfilment through improving performance while developing knowledge and understanding about performance. Candidates may progress to the Physical Education Course at Advanced Higher.

The Course comprises two mandatory Units, as follows:

DF2T 12	Performance (Higher)	1.5 credit (60 hours)
DF2R 12	Analysis and Development of Performance (Higher)	1.5 credits (60 hours)

The physical activities used in the Course should arise from a process of negotiation between staff and candidates. Negotiation should take account of the interests and talents of candidates, expertise of staff and available facilities and resources. In agreeing activities with candidates, staff must take account of managing assessment. To integrate work within the Course, it is recommended that the *Performance* and *Analysis and Development of Performance* Units are delivered concurrently. The Course provides candidates with the opportunity to study physical education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be improved. Additional information on what is acceptable as a Course activity is given in *Appendix 1* of the Arrangements documents - *Definition of an Activity in the Context of a Course and a Unit*.

## Course assessment

**Performance** - candidates' performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course award. Performance will be assessed through the observation of live performance. For Course assessment, a candidate's mark should be based on performance in their two best activities. Candidates' performance in **each** of their two best activities is marked out of 20, giving a mark out of 40 for performance. Marks are awarded through comparing candidates' performance with the marking guidelines, the Performance mark scales (Appendix 2a of the Course Arrangements) and the Performance Course Grade Descriptions. Internal assessments will be subject to external verification. Details of procedures for verification will be issued separately. For each candidate, centres require to submit a mark for Performance (**For submission dates, see NQ key dates contained on the Operational Help Centre at [SQA Connect](#)**).

**Question paper** - candidates will be externally assessed by a written question paper comprising structured questions. The duration of the examination will be 2 hours 30 minutes. The question paper will be grouped into four sections corresponding to the four areas of Analysis and Development of Performance. These areas are

- Performance Appreciation
- Preparation of the Body
- Skills and Techniques
- Structures, Strategies and Composition.

Candidates will be required to answer structured questions in **three** of the four sections of the paper.

There are a total of 60 marks for the question paper.

For the overall Course assessment, the question paper contributes 60% and Performance contributes 40%.

[View the arrangements Physical Education](#)

## Physical Education Advanced Higher (C205 13)

## Course outline

This Course is designed as a natural progression from Higher Physical Education. The Advanced Higher Course is performance-led. The physical activity the candidate pursues in the Advanced Higher Course should arise from a process of negotiation between staff and candidate, which takes account of how the individual candidate's performance interests and talents can be accommodated and supported. Account must be taken of the management of the assessment.

The Course comprises three mandatory Units, as follows.

DM49 13	Perspectives on Performance Development (AH)	1 credit (40 hours)
DF2T 13	Performance(AH)	1 credit (40 hours)
DF2R 13	Analysis and Development of Performance	1 credit (40 hours)

All Units of the Course relate to the candidate's own performance.

In common with all Courses, this Course includes 40 hours over and above the 120 hours for the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and teaching and preparation for external assessment.

This time is an important element of the Course and advice on its use is included in the Course details.

## Course assessment

**Performance** - performance is assessed in the single activity undertaken on the Course and will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course award. Performance will be assessed through the observation of live performance and is marked out of 30. Marks are awarded through comparing candidates' performance with the marking guidelines, the *Performance* mark scales (Appendix 2 of the Course Arrangements) and the *Performance* Course Grade Descriptions. Internal assessments will be subject to external verification. Details of procedures for verification will be issued separately. For each candidate, centres require to submit a mark for Performance (**For submission dates, see NQ key dates contained on the Operational Help Centre at [SQA Connect](#)**).

**Project Report** - this should have a performance-led focus which is relevant to the candidate's performance activity and performance goals. Candidates are required to undertake research into selected areas of subject content and discuss their significance to performance and performance development. The Project Report should normally be between 2,500 and 3,500 words in length, excluding any explanatory text relating to supporting materials, for example video and other appendices.

This work must relate to a "Perspectives on Performance" area. These areas are:

- Performance Appreciation
- Preparation of the Body
- Skills and Techniques
- Structures, Strategies and Composition.

A minimum of two key concepts from a minimum of one perspectives area should be addressed during this research. Further information on the areas and their key concepts is provided in Appendix 4 of the Arrangements documents.

The Project Report requires to be submitted to SQA for external marking (**for submission dates, see NQ key dates contained on the Operational Help Centre at [SQA Connect](#)**).

View the arrangements [Physical Education](#)

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# Physics

Courses leading to National Qualifications in Physics are offered at Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Physics is provided in the publication *Automatic Certification of Core Skills*.

Centres are responsible for ensuring that a supply of pencils, pens (black or blue only) and erasers are available, as required, by candidates taking Course assessments in Physics. Compasses, protractors and set squares should be provided as necessary. Candidates may use their own equipment when taking Course assessments.

In addition, the National Course in Science at Access 2 includes one Physics Unit. There is also a range of National Units in Physics and details on these may be found in the Catalogue of National Qualifications.

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## Physics Access 3 (C069 09)

### Course outline

The Course is made up of the following six Units:

D373 09	Telecommunications (Acc 3)	0.5 credit (20 hours)
D374 09	Practical Electricity (Acc 3)	0.5 credit (20 hours)
D375 09	Radiations (Acc 3)	0.5 credit (20 hours)
D376 09	Sound and Music (Acc 3)	0.5 credit (20 hours)
D377 09	Movement (Acc 3)	0.5 credit (20 hours)
D378 09	Electronics (Acc 3)	0.5 credit (20 hours)

### Course assessment

The Units of the Course are internally assessed by the teacher/lecturer and this assessment is externally verified. There is no external Course assessment at Access 3.

View the arrangements [Physics](#)

## Physics Intermediate 1 (C069 10)

## Course outline

The Intermediate 1 Course is designed to meet the needs of candidates who wish to pursue the study of physics in contexts related to their vocational and leisure aspirations. The Course is based on the development of relevant knowledge and understanding, problem solving and practical abilities. Positive attitudes such as being open minded and willing to recognise alternative points of view are promoted.

The Course is made up of the following six mandatory Units:

D373 10	Telecommunications (Int 1)	0.5 credit (20 hours)
D374 10	Practical Electricity (Int 1)	0.5 credit (20 hours)
D375 10	Radiations (Int 1)	0.5 credit (20 hours)
D376 10	Sound and Music (Int 1)	0.5 credit (20 hours)
D377 10	Movement (Int 1)	0.5 credit (20 hours)
D378 10	Electronics (Int 1)	0.5 credit (20 hours)

## Course assessment

In order to gain an award in the Course, a candidate must achieve all of the component Units of the Course, as well as the Course assessment.

The component Units of the Course are internally assessed by the teacher/lecturer and this assessment is externally verified.

The external instrument is an examination of 1 hour 30 minutes duration with a total allocation of 80 marks.

The question paper will sample the Content Statements of all six component Units. The question paper will consist of two sections:

- Section A - Multiple choice questions (20 marks)
- Section B - Extended answer questions (60 marks)  
requiring:  
a short answer;  
a response in the form of a numerical calculation;  
or a restricted response.

Candidates will be expected to answer all questions.

View the arrangements [Physics](#)

## Physics Intermediate 2 (C069 11)

## Course outline

This Course emphasises the contribution which physics makes to the candidate's general education by helping to make sense of the physical environment through the development of skills necessary for the solution of scientific problems. The Course aims to provide opportunities to develop the candidate's knowledge and understanding of the concepts of physics and the ability to solve problems and to carry out experimental and investigative

work. The Course seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidate's awareness that physics involves interaction between theory and practice.

The study of Intermediate 2 Physics should also foster an interest in current developments in, and applications of, physics, the willingness to make critical and evaluative comment and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The Course will also provide those who wish to proceed to the Higher Physics course with a suitable basis for further study.

The Course is made up of the following four mandatory units.

D379 11	Mechanics and Heat (Int 2)	1 credit (40 hours)
D380 11	Electricity and Electronics (Int 2)	1 credit (40 hours)
D381 11	Waves and Optics (Int 2)	0.5 credit (20 hours)
D382 11	Radioactivity (Int 2)	0.5 credit (20 hours)

## Course assessment

In order to gain an award in the Course, a candidate must achieve all of the component Units of the Course as well as the Course assessment.

The component Units of the Course are internally assessed by the teacher/lecturer and this assessment is externally moderated.

The external instrument is an examination of two hours' duration with a total allocation of 100 marks.

The question paper will sample the Content Statements of all six component Units. The question paper will consist of two sections:

- Section A - Multiple choice questions (20 marks)
- Section B - Extended answer questions (80 marks)  
requiring:  
a short answer;  
a response in the form of a numerical calculation;  
or a restricted response.

Candidates will be expected to answer all questions.

View the arrangements [Physics](#)

## Physics Higher (C069 12)

## Course outline

The Higher Physics course has been designed to articulate with and provide progression from both the Standard Grade Physics and Intermediate 2 Physics Courses. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing both the candidate's ability to solve problems, and to carry out experimental and investigative work. The Course seeks to illustrate and emphasise situations



where the principles of physics are used and applied, thus promoting the candidate's awareness that physics involves interaction between theory and practice.

The study of Higher Physics should also foster an interest in current developments in, and applications of, physics, the willingness to make critical and evaluative comment, and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The Course will also provide those who wish to proceed beyond Higher Physics with a suitable basis for further study.

The Course is made up of the following three mandatory units.

D383 12	Mechanics and Properties of Matter (H)	1 credit (40 hours)
D380 12	Electricity and Electronics (H)	1 credit (40 hours)
D384 12	Radiation and Matter (H)	1 credit (40 hours)

## Course assessment

In order to gain an award in the Course, a candidate must achieve all of the component Units of the Course as well as the Course assessment.

The component Units of the Course are internally assessed by the teacher/lecturer and this assessment is externally verified.

The external assessment instrument is an examination of two hours 30 minutes' duration with a total allocation of 90 marks.

The question paper will sample the Content Statements of all three component Units.

The paper will consist of two sections:

- Section A - Multiple choice questions (20 marks)
- Section B - Extended answer questions (70 marks)  
requiring:  
a short answer;  
a response in the form of a numerical calculation;  
or a restricted response.

Candidates will be expected to answer all questions.

View the arrangements [Physics](#)

## Physics Advanced Higher (C069 13)

### Course outline

The Advanced Higher Physics Course is designed to articulate with and provide a progression from the Higher Physics Course. The Course will also provide those who wish to proceed beyond Advanced Higher Physics with a suitable basis for further study. The Course is based on the development of relevant knowledge and understanding, problem solving and practical abilities. In this regard candidates should acquire: deeper knowledge and understanding of the nature of physics and its applications; skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts; skills associated with experimental work and independent investigative inquiry.

Positive attitudes such as being self-reliant, open-minded and willing to recognise alternative points of view are promoted.

The Course is made up of the following four mandatory Units.

D385 13	Mechanics (AH)	1 credit (40 hours)
D386 13	Electrical Phenomena (AH)	1 credit (40 hours)
D387 13	Wave Phenomena (AH)	0.5 credit (20 hours)
D388 13	Physics Investigation (AH)	0.5 credit (20 hours)

## Course assessment

In order to gain an award in the Course, a candidate must achieve all of the component Units of the Course as well as the Course assessment.

The component Units of the Course are internally assessed by the teacher/lecturer and this assessment is externally verified.

The external assessment instruments are an examination of two hours 30 minutes' duration with a total allocation of 100 marks, and an Investigation report, with an allocation of 25 marks.

## Examination

The question paper will sample the Content Statements of three component Units:

- Mechanics
- Electrical Phenomena
- Wave Phenomena.

Candidates will be expected to answer all questions.

## Investigation Report

The final Investigation report will be based on the work carried out in the component Unit, *Physics Investigation* (AH).

A total of 25 marks will be allocated to the Investigation report which should be around 2,000-2,500 words in length, excluding contents pages, indexes, tables, graphs, etc.

The Investigation report should be submitted to SQA. **(For submission dates, see NQ key dates contained on [SQA Connect](#)).**

**The grade awarded for the Course will depend on the total marks obtained by the candidate (out of 125) for the examination and the Investigation report. The certificate will record an award for overall attainment.**

View the arrangements [Physics](#)

## Physics (Revised) Higher (C272 12)

The Revised Higher Physics Course has been designed to articulate with and provide progression from both the Standard Grade Physics and Intermediate 2 Physics Courses.

Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of Physics and developing the candidate's skills in investigative practical work.

The Course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts and seeks to illustrate and emphasise situations where the principles of Physics are used and applied, thus promoting the candidate's awareness that Physics involves interaction between theory and practice. The resulting elements of knowledge and understanding and skills form the basis of the Higher Physics Course.

As a result of following a Higher Physics Course, candidates should acquire:

- an increased knowledge and understanding of facts and ideas, of techniques and of the applications of Physics in society
- skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts
- skills associated with carrying out experimental and investigative work in Physics and analysing the information obtained.

The study of Higher Physics should also foster an interest in current developments in, and applications of Physics, the willingness to make critical and evaluative comment, and the acceptance that Physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The Course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes which will assist candidates to make their own reasoned decisions on many issues within a modern society increasingly dependent on science and technology. The Course will also provide those who wish to proceed beyond Higher Physics with a suitable basis for further study.

The Course has four mandatory Units.

FE42 12	Our Dynamic Universe (H)	1 credit (40 hours)
FE43 12	Particles and Waves (H)	1 credit (40 hours)
FE44 12	Electricity (H)	0.5 credit (20 hours)
FE45 12	Researching Physics (H)	0.5 credit (20 hours)

All Courses include 40 hours over and above the 120 hours for component Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

## Course Assessment

To gain the award of the Course, the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

The instrument of assessment will be an externally set question paper of 2 hours 30 minutes duration. The question paper will sample the content and skills developed in all component Units. The question paper will consist of 20 objective questions (each worth 1 mark) and questions requiring:

- a short answer (a few words)
- a response in the form of a numerical calculation
- a restricted or open-ended response (a few sentences or paragraphs).

Candidates will be expected to answer all of the questions.

There will be a total of **90** marks for the paper. Candidates will be expected to demonstrate that they have retained and can apply knowledge, and use it to explain observations and phenomena. They will also be expected to demonstrate that they have developed physics skills. Questions assessing both knowledge and understanding and skills may be set in a problem solving context.

## **Physics (Revised) Advanced Higher (C272 13)**

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the (Revised) Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of Physics and developing the candidate's skills in investigative practical work.

The Course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts and seeks to illustrate and emphasise situations where the principles of Physics are used and applied, thus promoting the candidate's awareness that Physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided. The resulting elements of knowledge and understanding and skills form the basis of the Advanced Higher Physics Course.

As a result of following an Advanced Higher Physics Course, candidates should acquire:  
a deeper knowledge and understanding of the nature of physics and its applications  
skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts  
skills associated with carrying out experimental and investigative work in Physics and analysing the information obtained.

The study of Advanced Higher Physics should also foster an interest in current developments in, and applications of Physics, the willingness to make critical and evaluative comment, and the acceptance that Physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The Course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes which will assist candidates to make their own reasoned decisions on many issues within a modern society increasingly dependent on science and technology. The Course will also provide those who wish to proceed beyond Advanced Higher Physics with a suitable basis for further study.

## **Course Outline**

This Course has four mandatory Units as follows:

H1FL 13	Rotational Motion and Astrophysics (AH)	1 credit (40 hours)
H1FM 13	Quanta and Waves (AH)	1 credit (40 hours)
H1FN 13	Electromagnetism (AH)	0.5 credit (20 hours)
H1FP 13	Physics Investigation (AH)	0.5 credit (20 hours)

The Physics Investigation Unit is a skills development Unit equipping candidates with the investigative skills and reporting skills demanded by employers and Further and Higher Education.

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

## **Course Assessment**

To gain the Course award the candidate must achieve all the component Units of the Course as well as pass the external Course assessment. External assessment will provide the basis for grading attainment in the Course award.

The instruments of assessment will be an externally set question paper of 2 hours 30 minutes duration and a completed investigation report.

The question paper will sample the content and skills developed in all three component Units: Rotational Motion and Astrophysics, Quanta and Waves, and Electromagnetism. The question paper will consist of questions requiring:

a short answer (a few words)

a response in the form of a numerical calculation

a restricted or open-ended response (a few sentences or paragraphs)

Candidates will be expected to answer all of the questions.

There will be a total of 100 marks for the paper.

Candidates will be expected to demonstrate that they have retained and can apply knowledge, and use it to explain observations and phenomena. They will also be expected to demonstrate that they have developed physics skills. Questions assessing both knowledge and understanding and skills may be set in a problem solving context.

The investigation report will be based on the work carried out in the component Unit Physics Investigation. It is expected that approximately 10 hours of the 'additional 40 hours' will be required for the candidate to complete the report for the course award.

A total of 25 marks will be allocated to the investigation report. The investigation report will be externally assessed using the following assessment categories and mark allocations:

(a) Introduction (4 marks)

(b) Procedures (6 marks)

(c) Results (6 marks)

(d) Discussion (6 marks)

(e) Presentation (3 marks)

The grade awarded for the Course will depend on the marks obtained by the candidate (out of 125) for the question paper and the investigation report. The certificate will record an award for overall attainment.

## **Science (Physics) Access 2 (C081 08)**

The Access 2 Science Course is designed to allow candidates the opportunity to study science at an appropriate level so as to develop an understanding of its basic principles and techniques. The Course includes the following Physics Unit:

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D04P 08	Physics (Acc 2)	1 credit (40 hours)
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View the arrangements [Science](#)

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# Politics

A Course leading to a National Qualification in Politics is offered at Higher. Full details of the Course content, assessment arrangements and core skills are contained in the Arrangements document and Unit Specifications.

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## Politics Higher (C235 12)

### Course outline

The aim of Higher Politics is to develop knowledge and understanding of political concepts and principles. The Course will promote the ability to interpret, analyse and evaluate political arguments, evidence and debate in a critical way.

The focus of this Course will be on exploring the distinctive theoretical and methodological perspectives that characterise political science.

The Course comprises three mandatory Units, as follows:

DV4R 12	Political Theory (H)	1 credit (40 hours)
DV4T 12	Political Structures (H)	1 credit (40 hours)
DV4V 12	Political Representation (H)	1 credit (40 hours)

### Course assessment

The external assessment will consist of two question papers. Candidates will be required to attempt both papers.

#### Paper 1 (one hour)

This paper will take the form of a data analysis exercise. Candidates will be provided with a set of source materials related to any part of the Course. Candidates are required to evaluate the Course material provided and to reach conclusions on a given issue. The paper does not assess specific knowledge but rather the skills of analysis, interpretation and evaluation that underpin the Course. 20 marks will be allocated to this paper.

#### Paper 2 (one hour and 40 minutes)

There will be three sections in this paper. Section A will cover Political Theory, Section B Political Structures and Section C Political Representation. Candidates will be required to attempt three questions, one from Section A, one from Section B and one from Section C. Each question will be worth 20 marks with the total mark for Paper 2 being 60. Questions will assess knowledge and understanding of political perspectives and issues and the ability to synthesise, analyse, interpret and evaluate these.

The overall Course award will be based on the total score obtained in Papers 1 and 2 (80 marks).





# Practical Experiences: Construction and Engineering

A Skills for Work Course leading to a National Qualification in Practical Experiences: Construction and Engineering is offered at Access 3. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document.

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## Practical Experiences: Construction and Engineering National 3 (C240 73)

### Course outline

The Course is one of a range of National Courses known as Skills for Work Courses. It has been designed to provide a basis for progression into further education or training. In some cases candidates may progress to employment at a semi-skilled level (assisting tradespeople) within the construction or engineering sector. The purpose of the Course is to ensure that candidates start to understand the range of employment opportunities and job roles within these broad sectors. The candidates will also develop some of the basic generic practical skills and introductory knowledge and understanding necessary to enhance employment opportunities.

This Course has three mandatory Units.

The mandatory Units are:

DX15 09	Practical Experiences Construction	1 credit (40 hours)
DX16 09	Practical Experiences in Engineering	1 credit
DX17 09	Developing Employability Skills in Construction and Engineering	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units in this Course will primarily test practical skills but will also address the range of employment opportunities and job roles, basic technical knowledge and understanding associated with those skills in construction and engineering at Access 3. In particular, assessment will focus on:

- practical vocational skills

- skills for employment in a construction and engineering context.

View the arrangements [Practical Experiences: Construction and Engineering](#)

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# Product Design

Courses leading to National Qualifications in Product Design are offered at Intermediate 2, Higher and Advanced Higher. Progression to National Qualifications in Product Design is likely to be from Standard Grade Craft and Design or equivalent (see entry for Craft and Design). Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Product Design is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

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## Product Design Intermediate 2 (C211 11)

### Course outline

The Course offers candidates opportunities to explore the impact of design and technological activities in everyday life. Candidates will consider the complete life of a product from its initial conception, through manufacture and marketing, to its impact on society.

The aims of the Course are to:

- develop the ability to produce solutions to design tasks
- develop knowledge and understanding of considerations which have to be addressed when designing commercial products
- develop graphic and modelling skills
- develop an awareness of commercial manufacturing processes and materials
- develop an awareness of economic considerations, and the social and environmental implications of design and manufacture
- prepare for further study of product design and manufacture.

The Course consists of three 40 hour Units. The component Units are as follows:

DF4V 11	Product Design: Design Analysis (Int 2)	1 credit (40 hours)
DF4W 11	Product Design: Developing Design Proposals (Int 2)	1 credit (40 hours)
DF4X 11	Product Design: Manufacturing Products (Int 2)	1 credit (40 hours)

The Units of the Course have the same titles, the same duration and address broadly the same areas of study as Higher Product Design. The content and activities aim to equip candidates with knowledge and skills to achieve a meaningful and successful transition to Higher Product Design or equivalent. Further recommended entry levels are given in the Product Design Arrangements.

### Course assessment

The external assessment will examine material from across all the Units of the Course. To gain a Course award, a candidate must pass all Unit assessments as well as the external assessment.

External assessment will provide the basis for grading attainment in the Course award. The Course award will be graded A to D and will be based on the total score achieved in the external assessment.

Unit No	Unit Title	Unit Verification	Course Assessment
DF4V 11	Product Design: Design Analysis (Int 2)	Central & Visiting	Question Paper + Design Assignment
DF4W 11	Product Design: Developing Design Proposals (Int 2)	Central & Visiting	
DF4X 11	Product Design: Manufacturing Products (Int 2)	Central & Visiting	

## Summary of Course assessment

External assessment by Question Paper - 50%

External assessment by Design Assignment - 50%

The instrument of external assessment consists of:

- a Question Paper externally set and marked by SQA. This will test knowledge and understanding of the Course content and will be of 1½ hours duration. There are 50 marks available for the paper.
- a Design Assignment task will be externally set by SQA, conducted internally and externally marked by SQA. SQA will issue details of the Design Assignment task in January and will require submission of the completed assignments by a specific date in the year of presentation. A different Design Assignment task will be issued each year by SQA. There are 50 marks available for the Design Assignment. Further details about the format and structure of the Design Assignment are given in the Course Assessment Specification and Design Assignment Guidance document.

View the Arrangements [Product Design](#)

## Product Design Higher (C211 12)

## Course outline

The Course offers candidates opportunities to explore the impact of design and technological activities in everyday life. Candidates will consider the complete life of a product from its initial conception, through manufacture and marketing, to its impact on society.

The aims of the Course are to develop:

- the ability to produce solutions to design tasks by applying knowledge, understanding and problem solving skills
- knowledge and understanding of the process and principles of designing
- the ability to analyse and clarify problems in a design context
- an understanding of the issues which influence the design of products

- the application of effective graphic and modelling techniques
- knowledge and understanding of industrial manufacturing processes and materials
- the ability to effectively communicate and justify solutions to design tasks
- an understanding of economic considerations, and the social and environmental implications of design and manufacture
- and to prepare candidates for further study of product design and manufacture.

The Course consists of three 40 hour Units. The component Units are as follows:

DF4V 12	Product Design: Design Analysis (H)	1 credit (40 hours)
DF4W 12	Product Design: Developing Design Proposals (H)	1 credit (40 hours)
DF4X 12	Product Design: Manufacturing Products (H)	1 credit (40 hours)

## Course assessment

The external assessment will examine material from across all the Units of the Course. To gain a Course award, a candidate must pass all Unit assessments as well as the external assessment.

External assessment will provide the basis for grading attainment in the Course award. The Course award will be graded A to D and will be based on the total score achieved in the external assessment.

Unit No	Unit Title	Unit Verification	Course Assessment
DF4V 12	Product Design: Design Analysis (H)	Central & Visiting	Question Paper + Design Assignment
DF4W 12	Product Design: Developing Design Proposals (H)	Central & Visiting	
DF4X 12	Manufacturing Products (H)	Central & Visiting	

## Summary of Course assessment

External assessment by question paper - 50%

External assessment by Design Assignment - 50%

The instrument of external assessment consists of:

- a Question Paper externally set and marked by SQA. This will test knowledge and understanding of the Course content and will be of 2 hours duration. There are 70 marks available for the paper.
- a Design Assignment task will be externally set by SQA, conducted internally and externally marked by SQA. SQA will issue details of the Design Assignment task in January and will require submission of the completed assignments by a specified date in the year of presentation. A different Design Assessment task will be issued each year by SQA. There are 70 marks available for the Design Assessment. Further details about the format and structure of the Design Assignment are given in the Course Assessment Specification and Design Assignment Guidance document.

View the Arrangements [Product Design](#)

## Product Design Advanced Higher (C211 13)

## Course outline

The Advanced Higher Course has been designed to build on the Higher Product Design Course and provide a greater depth of knowledge and understanding of the subject. The Course addresses the technological aspects of designing, making and evaluating within the context of the commercial and industrial world and also the creative aspects of resolving design briefs using various design techniques and approaches. Candidates are expected to take more responsibility for their learning and lead in carrying out tasks with lecturer/teacher support. The recommended entry would normally be attainment of Higher Product Design at grade A or B.

The Course consists of three Units, all of 40 hours' duration. The component Units are as follows:

D129 13	Design Case Study (AH)	1 credit (40 hours)
D130 13	Product Design Analysis (AH)	1 credit (40 hours)
D131 13	Product Development (AH)	1 credit (40 hours)

## Course assessment

To gain a Course award, a candidate must pass all Unit assessments as well as the external assessment.

External assessment will provide the basis for grading attainment in the Course award. The Course award will be graded A to D and will be based on the total score achieved in the external assessment.

Unit No	Unit Title	Unit Verification	Course Assessment
D129 13	Design Case Study (AH)	Central & Visiting	Question Paper + Extended Case Study
D130 13	Product Design Analysis (AH)	Central & Visiting	
D131 13	Product Development (AH)	Central & Visiting	

## Summary of Course Assessment

External assessment by Question Paper - 40%  
External assessment by Extended Case Study - 60%

The instrument of external assessment consists of:

- a Question Paper to test knowledge and understanding of the design and production of commercial products. This paper will be of three hours duration and will be worth 100 marks. Candidates will be presented with questions which test knowledge and understanding.
- a portfolio of work produced in response to the Extended Case Study will be externally assessed to determine the level of Course achievement. There are 150 marks available for the Extended Case Study which should be submitted to SQA by a specific date in the year of presentation.

The Extended Case Study will be marked externally by SQA. The specification for the Extended Case Study and the allocation of marks are given in the publication *Extended Case Study Assessment Specification*.

View the Arrangements [Product Design](#)

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# Psychology

Courses leading to National Qualifications in Psychology are offered at Intermediate 1, Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Psychology is provided in the publication *Automatic Certification of Core Skills*.

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## Psychology Intermediate 1 (C263 10)

### Course outline

The aims of Intermediate 1 Psychology are to:

- stimulate candidates' interest in psychology, by providing an overview of the discipline, and the opportunity to study a selection of specified topics
- develop a basic understanding of psychological theories, concepts, research studies, research methods and applications
- develop knowledge of psychology within its historical context
- promote an appreciation of the importance of scientific methods and research evidence, which form the basis of psychological knowledge and applications, and the importance of ethical considerations within the discipline.

For all candidate groups, the Intermediate 1 Psychology Course is designed to stimulate curiosity, enjoyment and opportunities for self-development. The study of psychology has unique potential to promote the development of cognitive, emotional and social skills which will enhance study activity, self-awareness, and conceptual understanding of issues of personal relevance. These are transferable skills of value in both personal and professional contexts, and it is intended that the Intermediate 1 Course promotes these skills.

This Course comprises three mandatory Units:

F5B4 10	Psychology: Understanding the Individual (Int 1)	1 credit (40 hours)
DF5L 10	Psychology: Investigating Behaviour (Int 1)	1 credit (40 hours)
F5B5 10	Psychology: The Individual in the Social Context (Int 1)	1 credit (40 hours)

### Course assessment

The Intermediate 1 external assessment will be a Question Paper that will last for **one hour 30 minutes**. The paper will be divided into three sections:

- Section A: Understanding the Individual
- Section B: Investigating Behaviour
- Section C: The Individual in the Social Context.



In Section A candidates will answer two questions; all questions in Section B will be compulsory, while Section C will have one compulsory question and one optional question from a choice of three.

Questions will sample from the range of the Outcomes in Unit specifications and will, typically, require either short answers or restricted responses that demonstrate both recalled knowledge and simple interpretation of given psychological stimulus material.

The Course award will be based on the total award obtained for the paper (80 marks).

View the Arrangements [Psychology](#)

## Psychology Intermediate 2 (C263 11)

### Course outline

The aims of Intermediate 2 Psychology are to:

- stimulate candidates' interest in psychology, by providing an overview of the discipline, and the opportunity to study a selection of specified topics
- develop a basic understanding of psychological theories, concepts, research studies, research methods, terminology and applications
- develop knowledge of psychology within its historical context, including the importance of both classic and contemporary research and theory
- promote an appreciation of the importance of scientific methods and research evidence, which form the basis of psychological knowledge and applications, and the importance of ethical considerations within the discipline.

For all candidate groups, the Intermediate 2 Psychology Course is designed to stimulate curiosity, enjoyment and opportunities for self-development. The study of psychology has unique potential to promote the development of cognitive, emotional and social skills which will enhance study activity, self-awareness, and conceptual understanding of issues of personal relevance. These are transferable skills of value in both personal and professional contexts, and it is intended that the Intermediate 2 Course promotes these skills.

This Course comprises three mandatory Units:

F5B4 11	Psychology: Understanding the Individual (Int 2)	1 credit (40 hours)
DF5L 11	Psychology: Investigating Behaviour (Int 2)	1 credit (40 hours)
F5B5 11	Psychology: The Individual in the Social Context (Int 2)	1 credit (40 hours)

### Course assessment

The Intermediate 2 external assessment will be a Question Paper that will last for two hours. The paper will be divided into three sections:

- Section A: Understanding the Individual
- Section B: Investigating Behaviour
- Section C: The Individual in the Social Context.

In Section A candidates will answer two questions; all questions in Section B will be compulsory, while Section C will have one compulsory question and one optional question from a choice of three.

Questions will sample from the range of the Outcomes in Unit specifications and will, typically, require restricted responses that demonstrate both recalled knowledge and interpretation of given psychological stimulus material.

The Course award will be based on the total award obtained for the paper (100 marks).

View the Arrangements [Psychology](#)

## Psychology Higher (C263 12)

### Course outline

The aims of Higher Psychology are to:

- stimulate candidates' interest in psychology, by providing both a broad overview of the discipline, and the opportunity to study a selection of topics in some depth
- develop an understanding of psychological theories, concepts, research studies, research methods, terminology and applications
- develop knowledge of psychology within its historical context, and thus develop an appreciation of the dynamic nature of the discipline through both classic and contemporary research and theory
- promote a critical approach to the discipline as a science, emphasising empirical methodology, evidence-based theory and applications, continual updating of knowledge and the importance of ethical considerations.

For all candidate groups, the Higher Psychology Course is designed to stimulate curiosity, enjoyment and opportunities for self-development. The study of psychology has unique potential to promote the development of cognitive, emotional and social skills which will enhance study activity, self-awareness, and conceptual understanding of issues of personal relevance. These are transferable skills of value in both personal and professional contexts, and it is intended that the Higher Course promotes these skills.

The Course comprises three mandatory Units:

F5B4 12	Psychology: Understanding the Individual (H)	1 credit (40 hours)
DF5L 12	Psychology: Investigating Behaviour (H)	1 credit (40 hours)
F5B5 12	Psychology: The Individual in the Social Context (H)	1 credit (40 hours)

### Course assessment

The Higher external assessment comprises a Question Paper and a Research Investigation. The Question Paper will last for **two hours 30 minutes** and will be divided into three sections:

- Section A: Understanding the Individual
- Section B: Investigating Behaviour
- Section C: The Individual in the Social Context.

In Section A candidates will answer two questions from a choice of three; all questions in Section B will be compulsory, while Section C is in two parts, candidates will answer one question from each part (one from each of the two domains).

Questions will sample from the range of the Outcomes in Unit specifications and will, typically, require a variety of different types of response that demonstrate both recalled knowledge and interpretation of given psychological stimulus material.

All questions in Section C will be extended response.

There are 100 marks available for the Question Paper.

The Research Investigation must be based on one of the list of studies provided by SQA annually. The aim of the Investigation is to assess the candidates' practical skills in applying psychological methods and descriptive statistical techniques. The Investigation should be between 1,500 and 2,000 words in length. All Research Investigations must be submitted to SQA for assessment by the **submission date in NQ key dates which can be found on [SQA Connect](#)**.

There are 50 marks for the Research Investigation. This mark is then scaled by SQA to 25 marks.

The Course award will be based on the total score obtained in the Question Paper and the Research Investigation, ie a total of 125 marks.

View the Arrangements [Psychology](#)

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# Religious, Moral and Philosophical Studies

Courses leading to National Qualifications in Religious, Moral and Philosophical Studies are offered at Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Religious, Moral and Philosophical Studies is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

The Course for Standard Grade will be known as Religious Studies.

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## Religious, Moral and Philosophical Studies Access 2 (C072 08)

### Course outline

#### Religion

Candidates will investigate the nature and scope of religion. They will gain a basic understanding of how religious traditions help many people find meaning, purpose and value in life. Developing personal and interpersonal skills forms an integral part of this exploration.

#### Morality

Candidates will investigate the nature and scope of morality from the perspective of religious and other stances for living. They will investigate how people arrive at a moral stance on particular issues which in turn helps people to find meaning, value and purpose in life. Developing personal and interpersonal skills, particularly in the making of moral decisions, forms an integral part of this investigation.

#### Philosophy

Candidates will develop basic thinking and reasoning skills in relation to religion and morality. Developing the skill of making informed responses to issues forms an integral part of this exploration.

Religious, Moral and Philosophical Studies at Access 2 is concerned with the development of the whole person, particularly in relation to self-awareness, relationships with others, appreciation of his or her place in the world and the realm of personal beliefs, values and lifestyles.

This Course comprises three mandatory Units, as follows:

D582 08	Questioning the World (Acc 2)	1 credit (40 hours)
D580 08	Questioning Belief (Acc 2)	1 credit (40 hours)

D581 08	Questioning Morality (Acc 2)	1 credit (40 hours)
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In common with all Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

## Course assessment

The Units that comprise this Course will be assessed internally. Details of internal assessment are provided in the Unit specifications. There is no external assessment.

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk)

View the Arrangements [Religious, Philosophical and Moral Studies](#)

## Religious, Moral and Philosophical Studies Access 3 (C072 09)

## Course outline

### Religion

Candidates will investigate the nature and scope of religion. They will explore how the search for meaning, value and purpose has expressed itself in a range of historical and religious traditions. Developing the skills involved in providing explanation and personal judgement forms an integral part of this exploration.

### Morality

Candidates will investigate the nature and scope of morality. They will explore how the search for meaning, value and purpose is expressed in the application of moral attitudes and influences to a range of contemporary issues. Developing the skills involved in adopting personal stances and in making moral decisions forms an integral part of this exploration, within the context of both religious and other stances for living.

### Philosophy

Candidates will explore philosophical thinking as it relates to religion and morality. Developing basic thinking and reasoning skills, making relevant responses and offering personal supported opinions form an integral part of this exploration.

Religious, Moral and Philosophical Studies at Access 3 is concerned with the development of the whole person, particularly in relation to self-awareness, relationships with others, appreciation of his or her place in the world and the realm of personal beliefs, values and lifestyles.

This Course comprises three mandatory Units, as follows:

D580 09	Questioning Belief (Acc 3)	1 credit (40 hours)
D581 09	Questioning Morality (Acc 3)	1 credit (40 hours)
D582 09	Questioning the World (Acc 3)	1 credit (40 hours)

In common with all Courses, the programme of study includes a further 40 hours over and above the 120 hours of the component Units.

## Course assessment

The Units which comprise the Course will be assessed internally. Details of internal assessment are provided in the Unit specifications. There is no external assessment.

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at: [www.sqa.org.uk](http://www.sqa.org.uk)

View the Arrangements [Religious, Philosophical and Moral Studies](#)

## Religious, Moral and Philosophical Studies Intermediate 1 (C265 10)

## Course outline

The Course aims to allow candidates to:

- begin to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today
- develop knowledge and understanding of the main beliefs and values of one world religion
- develop the ability to investigate the contribution which sacred writings, symbols and practices make to an understanding of religious beliefs
- develop the ability to understand the way in which religious beliefs and values affect the lives of believers
- develop skills which can be applied to the study of the beliefs and values of a variety of world religions
- develop knowledge and understanding of moral, philosophical and theological issues which arise from religious and non-religious beliefs
- examine their own beliefs and those of others
- understand the reasons for ideas, arguments and viewpoints which may conflict with their own
- express opinions about religious, moral and philosophical issues and present these in a reasoned manner
- engage personally with a range of important questions and issues in order to inform their own beliefs and values in a way which contributes to personal and social development.

The Course comprises three mandatory Units, as follows:

F59E 10	World Religion (Int 1)	1 credit (40 hours)
F59K 10	Morality in the Modern World (Int 1)	1 credit (40 hours)
F59M 10	The Existence of God (Int 1)	1 credit (40 hours)

## Course assessment

To achieve the Course award the candidate must pass all of the internal assessments associated with the component Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

The external assessment will consist of a question paper with three sections. Each section contains questions in relation to each of the mandatory Units in the Course. The total mark available for each question is 20 with a total for the paper of 60 marks. The time allocated for the external exam is one hour 30 minutes.

View the Arrangements [Religious, Philosophical and Moral Studies](#)

## Religious, Moral and Philosophical Studies Intermediate 2 (C265 11)

### Course outline

The Course aims to allow candidates to:

- develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today
- develop knowledge and understanding of religious beliefs and values
- develop the ability to explain religious beliefs in relation to sacred writings
- gain insight into how beliefs and values affect the lives of followers of one world religion
- develop skills which can be applied to the study of the beliefs and values of a variety of world religions
- develop knowledge and understanding of moral, philosophical and theological issues which arise from religious and non-religious beliefs
- think critically about their own beliefs and those of others
- gain insight into ideas, arguments and viewpoints which may conflict with their own
- reach conclusions about religious, moral and philosophical issues and present these in a structured manner
- engage personally with a range of important questions and issues in order to inform their own beliefs and values in a way which contributes to personal and social development.

This Course comprises two mandatory Units and one optional Unit, as follows:

### Mandatory Units

F59E 11	World Religion (Int 2)	1 credit (40 hours)
F59K 11	Morality in the Modern World (Int 2)	1 credit (40 hours)

### Optional Units

One selected from:

F59Y 11	Christianity: Belief and Science (Int 2)	1 credit (40 hours)
F59M 11	The Existence of God (Int 2)	1 credit (40 hours)

### Course assessment

To achieve the Course award the candidate must pass all of the internal assessments associated with the component Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

The external assessment will consist of a question paper with four sections. Sections 1 and 2 contain questions relating to the mandatory Units of the Course. Candidates answer one question from each of Sections 1 and 2 and one question from either Section 3 or Section 4.

Candidates answer one question from the three Sections which relate to the Units they have studied. Each question is allocated a total of 30 marks with a total for the paper of 90 marks. The paper has a time allocation of two hours.

View the Arrangements [Religious, Philosophical and Moral Studies](#)

## Religious, Moral and Philosophical Studies Higher (C265 12)

### Course outline

The Course aims to allow candidates to:

- develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today
- develop knowledge and understanding of religious beliefs and values
- develop analytical skills in relation to the sacred writings, beliefs and values of world religions
- gain insight into the way in which beliefs and values affect the lives of followers of one world religion
- develop skills which can be applied to the study of the beliefs and values of a variety of world religions
- develop knowledge and understanding of moral, philosophical and theological issues which arise from religious and non-religious beliefs
- analyse and think critically about their own beliefs and those of others
- gain insight into, and appreciation of, ideas, arguments and viewpoints which may conflict with their own
- formulate reasoned and structured responses to religious, moral and philosophical issues
- engage personally with a range of important questions and issues in order to inform their own beliefs and values in a way which contributes to personal and social development.

The Course comprises three mandatory Units, as follows:

F59E 12	World Religion (H)	1 credit (40 hours)
F59K 12	Morality in the Modern World (H)	1 credit (40 hours)
F59Y 12	Christianity: Belief and Science (H)	1 credit (40 hours)

### Course assessment

To achieve the Course award the candidate must pass all of the internal assessments associated with the component Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

The external assessment will consist of two question papers. Paper 1 contains questions in relation to *Morality in the Modern World* and *Christianity: Belief and Science* and has a time allocation of one hour 45 minutes. The number of marks for this paper is 80. Paper 2 contains questions in relation to the *World Religion Unit* and has a time allocation of 55 minutes. The number of marks available for this paper is 40. There is a short break of 20 minutes between paper 1 and paper 2.

View the Arrangements for this subject: [Higher Religious, Philosophical and Moral Studies](#)



## Religious, Moral and Philosophical Studies Advanced Higher (C265 13)

### Course outline

#### Religion

Candidates will investigate the nature and scope of religion, and explore how the search for meaning, value and purpose has expressed itself in a range of historical and religious traditions. Developing the skills of analysis and evaluation of complex concepts and issues forms an integral part of this exploration.

#### Morality

Candidates will investigate the nature and scope of morality, and explore how the search for meaning, value and purpose is expressed in the application of moral principles to contemporary bio-ethical issues. Developing the skills involved in making complex moral decisions forms an integral part of the exploration, within the context of the nature and quality of human life.

#### Philosophy

Candidates will investigate the nature and scope of philosophy as it arises out of the religious and moral domains, and explore how the search for meaning, value and purpose has expressed itself in a range of philosophical points of view. Developing the skills involved in evaluating evidence, presenting arguments and justifying conclusions forms an integral part of the exploration.

This Course comprises two mandatory Units and one optional Unit, as follows:

#### Mandatory Units

F5A6 13	Philosophy of Religion (AH)	1 credit (40 hours)
F5A8 13	Personal Research (AH)	1 credit (40 hours)

#### Optional Units

One selected from:

F5AH 13	Religious Experience (AH)	1 credit (40 hours)
F5AM 13	Medical ethics (AH)	1 credit (40 hours)

### Course assessment

To gain the award of the Course, candidates must pass all the Unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the Course assessment.

The external assessment will consist of two parts: a Question Paper and a Dissertation.

#### Examination Paper

Questions will sample from component Units of the Course. Candidates will be required to answer questions based on the mandatory Unit *Philosophy of Religion*, and their optional Unit. For each Unit, they will attempt one question from a choice of two. This means that candidates must attempt two questions in this paper which will be two hours in duration. It will attract 60 out of a total of 100 marks.

## Dissertation

The Dissertation will be based on the investigation undertaken in the *Personal Research* Unit. An approved list of topics is available from the SQA website and candidates must choose a dissertation topic from the approved list. This will be distributed to centres in the spring/summer of the year preceding the submission date and the topics will change each year on a rolling programme. It will be assessed in terms of the critical appraisal of its aims and methodology; the breadth and variety of its sources and references; the quality of its analysis and evaluation of the evidence; and the coherence and clarity of its structure and conclusions. It is recommended that the Dissertation should be approx 4,000 words in length. Where candidates normally use an alternative form of communication, arrangements should be made to enable these candidates to undertake this assessment on an equitable basis. It will attract 40 out of a total of 100 marks. Further details of the Course Assessment are given in the Course Assessment Specification and in the specimen question paper.

View the Arrangements [Religious, Philosophical and Moral Studies](#)

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# Retailing

A Skills for Work Course leading to a National Qualification in Retailing is offered at National 5. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements document.

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## Retailing National 5 (C249 75)

### Course outline

This Course has been designed to provide an introductory qualification in retail that reflects employability skills identified as being important by many employers, including those within the retail sector. The Course provides opportunities for candidates to develop general and practical skills as well as knowledge and understanding of the key aspects of retailing.

This Course has four mandatory Units. The mandatory Units are:

F33G 11	Retailing: Working in Retail (Int 2)	1 credit (40 hours)
F33H 11	Retailing: Storing, Replenishing and Displaying Stock (Int 2)	1 credit (40 hours)
F33J 11	Retailing: Satisfying Customer Needs (Intermediate 2)	1 credit (40 hours)
F33K 11	Retailing: Planning and Implementing an Event (Int 2)	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- knowledge and skills in relation to working in retailing
- practical vocational skills
- communication and customer care skills
- employability skills
- skills associated with planning and organising
- working with others in teams
- self-evaluation skills.

Assessment in the Course is through a range of methods including candidate folio of evidence, practical activities supported by observation checklists, question and answer, case study scenarios, as well as self-evaluation.

View the arrangements [Retailing](#)

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# Rural Skills

A Skills for Work Course leading to a National Qualification in Rural Skills is offered at National 4. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Rural Skills National 4 (C239 74)

### Course outline

The Course is one of a range of National Courses known as Skills for Work Courses. This Course has been designed to provide a broad basis for progression into further education and training in the land-based sector. It allows candidates to begin to develop some of the basic practical skills necessary to work in most of these disciplines as well as an opportunity to explore the very diverse employment prospects that exist.

This Course has a mandatory section consisting of:

- 2 x 40 hour Units
- 1 x 20 hour Unit

and an optional section which offers a choice of two routes, each of which has:

- 1 x 40 hour Unit
- 1 x 20 hour Unit

The mandatory Units are:

DV0A 10	Estate Maintenance: An Introduction	1 credit (40 hours)
DX0V 10	Land-based Industries: An Introduction	1 credit (40 hours)
DX0W 10	Employability Skills for Land-based Industries	0.5 credit (20 hours)

The optional Units are:

either

#### Option 1

DX0X 10 Animal Husbandry: An Introduction - 1 credit (40 hours)

and

DX0Y 10 Animal Handling: An Introduction - 0.5 credit (20 hours)

Or

## **Option 2**

DX12 10 Crop Production: An Introduction - 1 credit (40 hours)

and

DX13 10 Soft Landscaping: An Introduction - 0.5 credit (20 hours)

## **Course assessment**

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **Assessment objectives**

Assessment is aimed at addressing the technical knowledge, skills and understanding associated with a range of land-based industries at National 4 level. In particular assessment will focus on:

- practical vocational skills
- skills for employment in a land-based industry context
- safe working practice.

View the arrangements [Rural Skills](#)

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# Science

Courses leading to National Qualifications in Science are offered at Access 1 and 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Science is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

Centres are responsible for ensuring that there is a supply of pencils and pens (black or blue only) and rubber erasers for use, as required, by candidates taking Course assessments in Science.

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## Science Access 2 (C081 08)

### Course outline

This Course comprises any three of the following Units:

D04A 08	Biology (Acc 2)	1 credit (40 hours)
D03Y 08	Chemistry (Acc 2)	1 credit (40 hours)
D04P 08	Physics (Acc 2)	1 credit (40 hours)
D04B 08	Science (Acc 2)	1 credit (40 hours)

The Science Course (Access 2) has been designed to offer candidates opportunities to study science at an appropriate level to develop an understanding of some of its basic principles and techniques. This is done by emphasising and promoting a practical and problem-solving approach, together with an understanding of relevant applications of science in society. Within the three Units selected, candidates will be working in a range of contexts, and Units have been designed to allow teachers/lecturers as much flexibility as possible in choice of suitable content. This approach will ensure that the Units can be offered in as wide a range of centres as possible, but will also ensure that candidates experience a broad range of aspects of science.

The Units in the Science Course may be offered on a free-standing basis or within an integrated programme of study when offered as a Course.

### Assessment

Access Courses differ from Courses at other levels in that there is no external assessment. Candidates must however pass the internal assessments associated with the component Units in the Course to achieve the Course.

For each Unit candidates are required to be involved in:

- a minimum of three experiments drawn from at least three different contexts
- a minimum of three activities, drawn from three different contexts, involving handling information from a provided source.

For successful completion of the Course, candidates are required to be involved in:

- a minimum of nine experiments drawn from at least nine different contexts
- a minimum of nine activities, drawn from nine different contexts, involving handling information from a provided source.

It should be noted that no specific activity can be used more than once for assessment purposes. For example, if a particular biology experiment is selected for candidates taking the Unit D04B 08 Science for assessment purposes, then the same experiment could not be used at a later date for assessment purposes by the same candidate taking the Unit *D04A 08 Biology*.

### **Further information**

The National Course in Science (Access 2) provides progression to any of the subject specific Courses in Biology, Chemistry and Physics at Access 3.

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at: [www.sqa.org.uk](http://www.sqa.org.uk)

View the arrangements [Science](#)

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# Social Subjects

National Courses in Social Subjects are offered at Access 2 and Access 3. Full details of the Course content, assessment arrangements and Core Skills are contained in the relevant Arrangements documents and Unit Specifications.

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## Social Subjects Access 2 (C079 08)

### Course outline

This Course comprises three mandatory Units, as follows:

D526 08	Deciding (Acc 2)	1 credit (40 hours)
D527 08	Contrasting (Acc 2)	1 credit (40 hours)
D528 08	Organising and Presenting Information (Acc 2)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The purposes of this National Course are to prepare candidates for their role in a democratic society and to enhance their self-esteem. The design of the Units is intended to provide an opportunity for the study of social subjects issues, covering a range of places and times which would be of interest to individual candidates. Through this study, candidates can become familiar with a range of basic concepts and skills relating to social subjects. The Units are designed to complement each other.

The National Course in Social Subjects at Access 2 provides progression to the National Course at Access 3.

### Course assessment

There is no external assessment of the National Course but candidates must pass the internal assessments associated with the component Units.

### Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk).

View the arrangements [Social Subjects](#)

## Social Subjects Access 3 (C079 09)



## Course outline

This Course comprises three mandatory Units, as follows:

D526 09	Deciding (Acc 3)	1 credit (40 hours)
D527 09	Contrasting (Acc 3)	1 credit (40 hours)
D528 09	Organising and Presenting Information (Acc 3)	1 credit (40 hours)

In common with other Courses, this programme of study includes a further 40 hours over and above the 120 hours of the component Units.

The purposes of this National Course are to prepare candidates for their role in a democratic society and to enhance their self-esteem. The design of the Units is intended to provide an opportunity for the study of social subjects issues, covering a range of places and times which would be of interest to individual candidates. Through this study, candidates can become familiar with a range of basic concepts and skills relating to social subjects. The Units are designed to complement each other.

The National Course in Social Subjects at Access 3 provides progression to Intermediate 1 provision in any of the discrete social subjects.

## Course assessment

There is no external assessment of the Course but candidates must pass the internal assessments associated with the component Units.

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at: [www.sqa.org.uk](http://www.sqa.org.uk).

View the arrangements [Social Subjects](#)

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# Sociology

Courses leading to National Qualifications in Sociology are offered at Intermediate 2 and Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Sociology is provided in the publication Automatic Certification of Core Skills.

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## Sociology Intermediate 2 (C228 11)

### Course outline

The aims of Sociology at Intermediate 2 are to develop a basic sociological understanding and to provide candidates with the analytical, interpretative and critical skills which underpin sociology. Candidates should be able to apply these skills and understanding to the world in which we live by examining contemporary social issues sociologically. Three areas are used to develop these skills:

- the concept of socialisation
- the concept of social stratification
- methods of sociological research.

This Course comprises three mandatory Units, as follows:

DV3L 11	Socialisation (Int 2)	1 credit (40 hours)
DV3M 11	Social Stratification (Int 2)	1 credit (40 hours)
DV3P 11	Studying Human Society: The Sociological Approach (Int 2)	1 credit (40 hours)

The Units focus upon the diversity of socially acquired behaviour, the way in which individuals and groups are classified by socially generated criteria and the strategies used by sociologists to produce the evidence upon which sociological knowledge is based.

### Course assessment

The Intermediate 2 external assessment will be a question paper which will last for **two hours**. The Question Paper contains **three** Sections:

**Section A:** examines the content of the *Studying Human Society: The Sociological Approach (Intermediate 2) Unit*

**Section B:** examines the content of the *Socialisation (Intermediate 2) Unit*

**Section C:** examines the content of the *Social Stratification (Intermediate 2) Unit*.

Sections A and B will contain a range of 5-8 restricted response questions.

Section C is an essay question and requires the candidate to choose one of the five categories of social stratification ie social class,gender,race and ethnicity,age and disability.

Sections A and B will each be worth 25 marks and Section C will be worth 20 marks. The overall Course award will be based on the total marks for the question paper (70 marks).

## Further information

Full details of the Course and assessment arrangements are in the Arrangement documents on the subject page at [www.sqa.org.uk](http://www.sqa.org.uk)

View the arrangements [Sociology](#)

## Sociology Higher (C228 12)

### Course outline

The aim of Sociology at Higher is to develop a knowledge and understanding of sociological concepts, theories and methods and their distinctive approach to the analysis and explanation of substantive areas of society. It will promote the ability to interpret, analyse and evaluate sociological arguments, evidence and research methods in a critical way.

This Course comprises three mandatory Units, as follows:

DV3P 12	Studying Human Society: The Sociological Approach (H)	1 credit (40 hours)
DV3Y 12	Understanding Human Society 1 (H)	1 credit (40 hours)
DV40 12	Understanding Human Society 2 (H)	1 credit (40 hours)

The Units focus upon the variety of sociological theories and the perspectives they give to the explanation of human social behaviour.

### Course assessment

The Higher external assessment will be a question paper which has a total mark allocation of **100** marks and has a time allocation of **2 hours 40 minutes**. The paper will be divided into three sections:

Section A will examine the content of the *Studying Human Society: The Sociological Approach (Higher)* Unit, will contain a range of 5-8 restricted response questions and will be worth 40 marks.

Section B will examine the content of the *Understanding Human Society 1(Higher)* Unit and will contain 1 essay question. The question will relate to one of the two topics in this Unit, either class stratification or education and will be worth 30 marks.

Section C will examine the content of the *Understanding Human Society 2 (Higher)* Unit and will contain 4 essay questions. The questions will relate to each of the four topics in this Unit, ie. family; welfare and poverty; crime and deviance; mass media. Candidates will choose **one** of the four topics. 30 marks will be allocated to this question.

In their essays, in both Sections B and C, candidates will be expected to give an introduction which sets out how they will respond to the question, consider the work of at least two

contrasting theorists and investigate at least two studies. They should then state a conclusion which includes a summary of their discussions and offers evaluative comments.

### **Further information**

View the arrangements [Sociology](#)

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# Sport and Recreation

Skills for Work Courses leading to National Qualifications in Sport and Recreation are offered at Intermediate 1 and Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

See also National Courses in *Physical Education*.

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## Sport and Recreation National 4 (C219 74)

### Course outline

The Course is one of a range of National Courses known as Skills for Work Courses. This Course has been designed to provide a basis for progression into further education and training/employment in the sport and recreation sector. The Course will allow candidates to start to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector.

This Course has five mandatory Units.

The mandatory Units are:

DM7H 10	Sport and Recreation: Skills for Employment	1 credit (40 hours)
DM7D 10	Sport and Recreation: Assist with Activity Sessions	1 credit (40 hours)
DM7F 10	Sport and Recreation: Dealing with Facilities and Equipment	1 credit (40 hours)
DM7L 10	Sport and Recreation: Dealing with Accidents and Emergencies	0.5 credit (20 hours)
DM7M 10	Sport and Recreation: Personal Fitness	0.5 credit (20 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

The assessment objectives of the Course include the demonstrations of:

- technical knowledge and skills in relation to working in a sport and recreation setting

- the skills of planning, reviewing and evaluating, including planning personal fitness
- communication and customer care skills
- awareness of relevant health and safety issues.

View the arrangements [Sport and Recreation](#)

## Sport and Recreation National 5 (C219 75)

### Course outline

The Course is one of a range of new National Courses known as Skills for Work Courses. This Course has been designed to build on the Intermediate 1 Sport and Recreation Course but has also been designed to allow suitable candidates to enter at this level. It provides a basis for progression into further education and training/employment in the Sport and Recreation sector. The Course will enable candidates to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector. Candidates will work under supervision in an appropriate sport and recreation environment, but will be expected to become more actively involved with customers and operational staff than candidates taking the Intermediate 1 Course.

This Course has four mandatory Units.

### Mandatory Units are

DX0E 11	Sport and Recreation: Assist with a Component of Activity Sessions	1.5 credit (60 hours)
DX0F 11	Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry	0.5 credit (20 hours)
DX0G 11	Sport and Recreation: Assist with Fitness Programming	1 credit (40 hours)
DX0H 11	Sport and Recreation: Assist with Daily Centre Duties	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course allows candidates to demonstrate:

- technical knowledge and skills in relation to working in a sport and recreation setting
- the skills of planning, reviewing and evaluating, including planning fitness for clients
- communication and customer care skills
- awareness of relevant health and safety and risk assessment issues

View the arrangements [Sports and Recreation](#)

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# Technological Studies

Courses leading to National Qualifications in Technological Studies are offered at Intermediate 2, Higher and Advanced Higher. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Technological Studies is provided in the publication *Automatic Certification of Core Skills*, which is available on SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

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## Technological Studies Intermediate 2 (C036 11)

### Course outline

At Intermediate 2, candidates increase their ability to evaluate the function and operation of systems through the advancement of knowledge and understanding in key areas such as mechanical systems and control. Calculating energy transformation, efficiency, and force and motion transmission also improves the candidates' understanding of the performance of systems. Whilst time is spent consolidating and reviewing Standard Grade concepts, the Intermediate 2 Course develops the skills required of candidates aiming to undertake the Higher Course in Technological Studies.

A feature of all technological Courses is that candidates are not only required to process information and to develop an understanding of concepts but, in addition, they are required to demonstrate capability in applying concepts to the solution of practical problems.

Any Course in technology would be seen to fail if it did not take into account the wider issues faced by technologists and engineers in considering the effects of technological change. The Scottish CCC document *Technology Education in Scottish Schools* (1996), identifies technological capability as consisting of four elements:

- technological perspective
- technological confidence
- technological sensitivity
- technological creativity.

This Course comprises of four mandatory Units, as follows:

D186 11	Applied Electronics (Int 2)	1 credit (40 hours)
D187 11	Systems and Control (Int 2)	1 credit (40 hours)
D188 11	Mechanical Systems (Int 2)	0.5 credit (20 hours)
D185 11	Energy (Int 2)	0.5 credit (20 hours)



It is suggested that delivery of the Course Units be approached in the order given above. This ensures that concepts are encountered at an appropriate stage of the Course and can be reviewed, reinforced and further developed through application within later Units. However, a Unit need not necessarily be completed before commencing the next Unit.

## Course assessment

The external assessment will examine material from across all the Units of the Course.

The grade of an award will be based on the total score obtained in the examination.

Unit No	Level	Unit Name	Verification	Course Assessment
D186 11	Int 2	Applied Electronics (Int 2) (40 hrs)	Central	External Written Examination
D187 11	Int 2	Systems and Control (Int 2) (40 hrs)	Central	External Written Examination
D188 11	Int 2	Mechanical Systems (Int 2) (20 hrs)	Central	External Written Examination
D185 11	Int 2	Energy (Int 2) (20 hrs)	Central	External Written Examination

The instrument of external assessment consists of one written paper comprising two parts, and will be of two hours 30 minutes' duration as follows:

### Section A

Approximately eight short answer questions will be set to test knowledge and understanding of discrete aspects of the Course content. Candidates should attempt all questions in this section. (60 marks)

### Section B

Three extended integrated questions will be set. Candidates should attempt two questions from this section. These questions will test knowledge and understanding and the ability to deal with integrated Course content. (40 marks)

View the arrangements [Technological Studies](#).

## Technological Studies Higher (C036 12)

## Course outline

In line with the systems approach and applying this methodology to the learning process, the depth of treatment of topics introduced at Standard Grade and/or Intermediate 2 is further developed. The level of mathematics required in the analysis of problems and the degree of integration of concepts which candidates will need expands each candidate's abilities in a manner commensurate with modern technology.

To ensure that the Course remains relevant to the industrial and commercial fields, it is important that every opportunity is taken to expose candidates to real applications of technological systems and to reflect actual technological practice. A feature of any

technological Course is that candidates are not only required to process information and to develop understanding of concepts but, in addition, they are required to demonstrate capability in applying concepts to the solution of practical problems.

This Course comprises of four mandatory Units, as follows:

D186 12	Applied Electronics (H)	1 credit (40 hours)
D187 12	Systems and Control (H)	1 credit (40 hours)
D190 12	Structures and Materials (H)	0.5 credit (20 hours)
D191 12	Case Study Report (H)	0.5 credit (20 hours)

It is suggested that delivery of Course Units is approached in the order given above, but a Unit need not necessarily be completed before commencing the next Unit.

### Course assessment

With the exception of the Case Study Report, the external assessment will examine material from across the remaining Units of the Course.

The grade of an award will be based on the total score obtained in the examination.

Unit No	Level	Unit Name	Verification	Course Assessment
D186 12	H	Applied ;Electronics (40 hrs)	Central	External Written Examination
D187 12	H	Systems and Control (40 hrs)	Central	External Written Examination
D190 12	H	Structures and Materials (20 hrs)	Central	External Written Examination
D191 12	H	Case Study Report (20 hrs)	Central	N/A

The instrument of external assessment consists of one written paper comprising of two parts, and will be of three hours' duration as follows:

#### Section A (120 marks)

Six to eight short answer questions will be set on the knowledge and understanding of discrete aspects of the Course. Candidates should attempt all questions in this section.

#### Section B (80 marks)

Three extended-answer questions will be set. Candidates should attempt two questions from this section. These questions will test knowledge and understanding, and the ability to deal with integrated Course content.

View the arrangements [Technological Studies](#)

### Technological Studies Advanced Higher (C036 13)

## Course outline

The purpose of Advanced Higher Technological Studies is to allow candidates to expand on the knowledge, understanding and skills gained at Higher level. The Course culminates in a Project Enquiry, which affords candidates the opportunity to demonstrate their learning, abilities and interests by investigating the application of technology within an industrial context. The Project Enquiry also facilitates consolidation of the Course and better prepares candidates to undertake study in further or higher education, or to directly enter careers within the field of technology.

This Course comprises of four mandatory Units, as follows:

D186 13	Applied Electronics (AH)	1 credit (40 hours)
D187 13	Systems and Control (AH)	1 credit (40 hours)
D190 13	Structures and Materials (AH)	0.5 credit (20 hours)
D192 13	Technological Studies: Project Enquiry	0.5 credit (20 hours)

It is suggested that delivery of Course Units is approached in the order given above, but a Unit need not necessarily be completed before commencing the next Unit. The recommended order of Units will ensure that concepts are encountered at an appropriate stage of the Course and can be reviewed, reinforced and further developed through application within later Units.

### Course assessment

With the exception of the Project Enquiry, the external assessment will examine material from across the remaining Units of the Course.

Unit No	Level	Unit Name	Verification	Course Assessment
D186 13	Adv H	Applied Electronics (40 hrs)	Central	External Written Examination
D187 13	Adv H	Systems and Control (40 hrs)	Central	External Written Examination
D190 13	Adv H	Structures and Materials (20 hrs)	Central	External Written Examination
D192 13	Adv H	Technological Studies: Project Enquiry (20 hrs)	Central	N/A

The instrument of external assessment consists of one written paper comprising of two parts, and will be of three hours' duration as follows:

#### Section A (120 marks)

Six to eight short answer questions will be set on the knowledge and understanding of discrete aspects of the Course. Candidates should attempt all questions from this section.

#### Section B (80 marks)

Three extended answer questions will be set. Candidates should attempt two questions from this section. These questions will test knowledge and understanding, and the extended skills associated with a candidate's ability to deal with integrated Course content.

View the arrangements [Technological Studies](#)

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# Travel and Tourism

Courses leading to National Qualifications in Travel and Tourism are offered at Intermediate 1, Intermediate 2 and Higher Levels. A Course leading to a National Qualification in Selling Overseas Tourist Destinations is offered at Intermediate 2. A Course leading to a National Qualification at Higher is offered in Retail Travel.

Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by Courses and Units in Travel and Tourism is provided in the publication *Automatic Certification of Core Skills*, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)

Centres are responsible for ensuring that candidates are provided with a senior school atlas for the Intermediate 1 Course.

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## Retail Travel (Travel and Tourism) Higher (C06K 12)

### Course outline

This Course aims to develop knowledge, understanding and skills required in the retail travel sector. The focus is on the travel agent and to a lesser extent the tour operator, and candidates will develop an understanding of the travel industry, particularly current business practices, technological applications and the key practical skills in the travel agency.

This Course comprises two mandatory Units, as follows:

DF6K 12	Travel Agency Practice and Procedures	2 credits (80 hours)
DF6L 12	Surface Travel	1 credit (40 hours)

### Course assessment

In order to gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment is a Practical Assignment. This is subject to Type 1 Visiting Assessment. Further details are given in *Project-based National Courses: procedural guide for centres*.

The Practical Assignment is not concerned with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding, in a situation that involves task management.

View the arrangements [Retail Travel](#)

## **Selling Overseas Tourist Destinations (Travel and Tourism) Intermediate 2 (C03T 11)**

### **Course outline**

This Course is designed to develop skills in locating and identifying tourist destinations overseas and the candidate's product knowledge of these destinations, in relation to the requirements of different client types.

Candidates will develop a knowledge and understanding of:

- the major tourist destinations in Europe and the rest of the world
- the location of countries and resorts
- the use of reference sources and presentation of information
- the identification of customer needs and matching products to needs
- organisational procedures relating to the sale of tourist destinations
- the role of the sales person in the selling process.

This Course comprises three mandatory Units, as follows:

F3PF 11	European and Mediterranean Area Tourist Destinations (Int 2)	1 credit (40 hours)
F3PG 11	Popular Longhaul Tourist Destinations (Int 2)	1 credit (40 hours)
F3PJ 11	Selling Skills (Int 2)	1 credit (40 hours)

### **Course assessment**

In order to gain the award of the Course the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment is an Extended Case Study and is externally marked by SQA. Details of the project case study scenarios and other operational details can be located in the following publications:

*Travel and Tourism: Arrangements for Project-based National Courses*

*Project-based National Courses: procedural guide for centres*

*National Project Specification: Selling Overseas Tourist Destinations Intermediate 2*

View the arrangements [Selling Overseas Tourist Destinations](#)

## **Travel and Tourism Intermediate 1 (C217 10)**

### **Course outline**

The Intermediate 1 Course is designed as a general interest Course which prepares candidates to be informed consumers of the travel and tourism product. In addition, depending on the option chosen, the Course broadly enables candidates to develop:

- an understanding of the possible attractions which are available to tourists in a variety of locations
- an awareness of the main concepts and developments in travel and tourism
- practical understanding and experience of how to book a holiday
- an awareness of other essential arrangements necessary for a holiday
- an introduction to the principal tourist destinations in the British Isles and abroad
- understanding of how to deal with problems before, during and after a holiday
- a local perspective on the use of travel and tourism facilities, and the positive and negative aspects of their use
- awareness of the concept of responsible tourism on the part of the tourist.

This Course consists of three mandatory Units:

DM4E 10	Holiday Planning (Int 1)	1 credit 40 hours
DM4G 10	Holiday Issues (Int 1)	1 credit 40 hours
DM4J 10	Holiday Destinations (Int 1)	1 credit 40 hours

## Course assessment

In order to gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidate must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an externally set question paper of 1 hour 15 minutes' duration and worth 100 marks in total.

The whole paper will be mandatory and all questions must be answered, although, on occasions there may be sections of some questions where an option will be offered.

View the arrangements [Travel and Tourism](#)

## Travel and Tourism Intermediate 2 (C217 11)

## Course outline

The Course at Intermediate 2 is designed to introduce candidates to basic skills, knowledge and understanding relating to a range of occupations in travel and tourism. The Course provides a sound, broad-based foundation in travel and tourism by examining the development and growth of various sectors of the industry, as well as the impact which the industry has on people and places. Facilities and services provided by the local travel and tourism industry are investigated with a strong emphasis on the key functions of promotion, customer service and technology. Finally there is also the opportunity to examine popular travel and tourism destinations.

The Course acts as a starting point from which candidates could pursue a career in the industry. The Course may also be of interest to anyone seeking to study travel and tourism as part of a general education, or as a consumer wishing to gain an insight into how the industry works.

In addition, the Course broadly enables candidates to develop:

- an understanding of concepts and terms used in the industry
- an awareness of the main historical developments and recent changes in travel and tourism

- a knowledge of the positive and negative effects of travel and tourism
- a local perspective on providers and users of travel and tourism services and facilities
- an understanding of the importance of promotion, customer service and information and communication technology (ICT) in travel and tourism
- a knowledge of a selection of popular tourist destinations.

This Course consists of three mandatory Units:

DM4L 11	Travel And Tourism: An Introduction	1 credit 40 hours
DM4M 11	Business Practices in Travel and Tourism	1 credit 40 hours
DM4N 11	Tourist Destinations	1 credit 40 hours

## Course assessment

In order to gain the award of the Course, the candidate must pass the internal assessments associated with the component Units. In addition, the candidates must meet the standards targeted by the external assessment instrument.

The external assessment instrument is an externally set question paper of 1 hour and 45 minutes' duration and worth 100 marks in total.

The whole paper will be mandatory and all questions must be answered, although on occasions there may be sections of some questions where an option will be offered.

The Units will be sampled in roughly equal proportions in the exam.

View the arrangements [Travel and Tourism](#)

## Travel and Tourism Higher (C217 12)

## Course outline

Higher Travel and Tourism offers progression from Intermediate 2 Travel and Tourism which provides a basic understanding of the nature and practices of travel and tourism. For candidates accessing the Course through other routes, the Course allows a starting point for the study of the travel and tourism industry at a more sophisticated level, while covering the key concepts on which development of knowledge and skills will be based.

The Course content will enable the candidate to develop:

- a detailed knowledge of the travel and tourism industry in terms of the structures and functions of the different sectors and co-ordinating organisations, and the interrelationships which exist between them
- an understanding of the role of marketing and its application in travel and tourism
- an awareness of the role of sound customer service in marketing travel and tourism.

and, depending on the option chosen,

**either**

- a working knowledge of the Scottish tourism product and major tourist destinations in Scotland

**or**

- a working knowledge of a selection of the most popular worldwide tourist destinations.

This Course comprises two mandatory Units and one optional Unit, as follows:

### **Mandatory Units**

F5G0 12 (H)	Structure of the Travel and Tourism Industry	1 credit (40 hours)
DM4R 12(H)	Marketing in Travel and Tourism: An Introduction	1 credit (40 hours)

### **Optional Units**

One selected from:

DM4T 12 (H)	The Scottish Tourism Product: An Introduction	1 credit (40 hours)
DM4N 12 (H)	Tourist Destinations	1 credit (40 hours)

The Course assessment is an externally set question paper out of 100 marks of 2 hours 30 minutes duration. Section A will assess the mandatory Units and Sections B and C will assess the optional Units. There will be a mix of short answer, restricted and extended response questions.

Candidates will answer six questions and the question paper will be divided as follows:

- Section A: Four questions (no choice) (64 marks)
- Sections B and C: Two questions (no choice) (36 marks)

All sections are closed book.

View the arrangements [Travel and Tourism](#)

## **Travel and Tourism National 4 (C776 74)**

This Course is the base level vocational Course in Travel and Tourism and it is available at National 4 and national 5 Level. It is designed to enable a learner who has little or no experience of Travel and Tourism to gain the basic Skills for Work as an introduction to employment in the industry. Specific employability skills are experienced in the Employability Unit. All other Units have been designed to include skills which are essential for employment in the Travel and Tourism industry. Customer care and enterprise skills related to selling are included in a second Unit. Product knowledge relating to dealing with customer enquiries feature in the remaining two Units: Travel Tourism: Scotland and Travel and Tourism: UK and Worldwide.

The Travel and Tourism Skills for Work Course (National 4) is designed to provide an introductory qualification in travel and tourism which reflects the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.



In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

H2Y1 74	Travel and Tourism: Employability	1 credit (40 hours)
H2Y2 74	Travel and Tourism: Customer Service	1 credit (40 hours)
H2Y3 74	Travel and Tourism: UK and Worldwide	1 credit (40 hours)
H2Y4 74	Travel and Tourism: Scotland	1 credit (40 hours)

### **Course assessment**

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **Assessment objectives**

Assessment across the Units of this Course will allow candidates to demonstrate:

- Understanding of the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care
- Self-evaluation skills
- Customer care and problem-solving skills
- Skills in relation to promoting products and services
- Skills to become effective job-seekers and employees in the Travel and Tourism Industry
- A positive and responsible attitude to work and an understanding of the workplace
- Communication skills

## **Travel and Tourism National 5 (C776 75)**

The Travel and Tourism Skills for Work Course (National 5) is designed to provide a more appropriate introductory qualification in travel and tourism than the National 4 Course for some learners. In some cases it could provide a progression route from the National 4 Travel and Tourism Skills for Work Course. This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

H2Y1 75	Travel and Tourism: Employability	1 credit (40 hours)
H2Y2 75	Travel and Tourism: Customer Service	1 credit (40 hours)
H2Y3 75	Travel and Tourism: UK and Worldwide	1 credit (40 hours)
H2Y4 75	Travel and Tourism: Scotland	1 credit (40 hours)

### **Course assessment**

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **Assessment objectives**

Assessment across the Units of this Course will allow candidates to demonstrate:

- Understanding of the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care
  - Self-evaluation skills
  - Customer care and problem-solving skills
  - Skills in relation to promoting products and services
  - Skills to become effective job-seekers and employees in the Travel and Tourism Industry.
  - Positive and responsible attitude to work and an understanding of the workplace
  - Communication skills
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# Uniformed and Emergency Services

A Skills for Work Course leading to a National Qualification in Uniformed and Emergency Services

is offered at Intermediate 1. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents.

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## Uniformed and Emergency Services National 4 (C251 74)

### Course outline

This Course has been designed to provide candidates with opportunities to develop generic employability skills in the context of the uniformed and emergency services. The Course may also assist progression into further education and training/employment in the uniformed and emergency services sector. The sector includes the emergency services, armed forces and commercial uniformed organisations such as the Merchant Navy. The Course will allow candidates to start to develop the general and practical skills, knowledge and understanding and employability skills needed to work in the sector.

The relevant uniformed services for this Course are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

This Course has four mandatory Units.

The mandatory Units are:

F38R 10	Uniformed and Emergency Services: An Introduction (Int 1)	1 credit (40 hours)
F38S 10	Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Int 1)	1 credit (40 hours)
F38T 10	Uniformed and Emergency Services: Engaging with the Community (Int 1)	1 credit (40 hours)
F38V 10	Uniformed and Emergency Services: Working in Teams (Int 1)	1 credit (40 hours)

### Course assessment

There is no external assessment for this Course. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- generic employability skills valued by employers
- knowledge and skills in relation to working in the uniformed and emergency services
- practical vocational skills
- skills in communication and working with others
- investigation skills.

View the arrangements [Uniformed and Emergency Services](#)

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# Woodworking Skills

Courses leading to National Qualifications in Woodworking Skills are offered at Intermediate 1 and Intermediate 2. Full details of the Course content and assessment arrangements are contained in the relevant Arrangements documents. Information on the Core Skills delivered by the Courses and Units in Woodworking Skills is provided in the publication Automatic Certification of Core Skills, which is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

These Courses will contribute to the knowledge, understanding and practical experience of candidates whose aspirations and abilities are towards practical work, or who are considering a career in an industry which involves practical activity in any capacity. Candidates may wish to extend skills developed in Standard Grade Craft and Design. They may wish to progress to education or training in practical areas through studies and practice focused on practical aspects of such work.

These qualifications are intended for use in both schools and colleges.

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## Woodworking Skills Intermediate 1 (C035 10)

### Course outline

The Course is of a practical nature, is workshop-based and provides many skills which are appropriate to a wide range of applications. The Course will develop skills in marking-out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

This Course comprises of three mandatory Units, as follows:

D182 10	Bench Skills 1 - Wood Flat-Frame Construction (Int 1)	1 credit (40 hours)
D183 10	Bench Skills 2 - Wood Carcase Construction (Int 1)	1 credit (40 hours)
D184 10	Machining and Finishing - Wood (Int 1)	1 credit (40 hours)

### Course assessment

To gain the award of the Course, the candidate must achieve all of the component Units, as well as the Course project. The Course project will be internally assessed and externally verified.

The integrative nature of the final project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional, integrated or applied learning. The additional time allowed for project work encourages more complex artefacts to be manufactured, and hence provide an opportunity to achieve good quality work and a useful

product. In addition, the project is based on some earlier experience, so that candidates will be able to carry out their work with confidence.

Centres should allow 20–30 hours for the Course project. SQA will provide a project specification and drawings. Centres may use their own, but if they decide to do this, it is strongly recommended that they seek prior verification of the project by SQA. If they do not, there may be a chance that not all the Outcomes and Units of the Course are being covered. In this case candidates may not get full recognition for the work they have done.

Centres are advised to begin preparations for the project in plenty of time to allow for completion by the required date (for submission dates, see SQA Coordinators Guide on [SQA Connect](#)), to achieve this date centres should commence work on the project during January.

As the Course project is internally assessed and subject to verification, there is no need to submit an estimate.

View the arrangements [Woodworking Skills](#)

## Woodworking Skills Intermediate 2 (C035 11)

### Course outline

The Course is of a practical nature, workshop-based and provides many skills which are appropriate to a wide range of applications. The Course will develop skills in marking-out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice and standards, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

This Course comprises of three mandatory Units, as follows:

D182 11	Bench Skills 1 — Wood Flat-Frame Construction	1 credit (40 hours)
D183 11	Bench Skills 2 — Wood Carcase Construction	1 credit (40 hours)
D184 11	Machining and Finishing — Wood (Int 2)	1 credit (40 hours)

### Course assessment

To gain the award of the Course, the candidate must achieve all the component Units as well as the Course project. The Course project will be internally assessed and externally verified.

The integrative nature of the final project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional, integrated or applied learning. The additional time allowed for project work encourages more complex artefacts to be manufactured, and hence provide an opportunity to achieve good quality work and a useful product. In addition, the project is based on some earlier experience, so that candidates will be able to carry out their work with confidence.

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View the arrangements [Woodworking Skills](#)