Inverkeithing High School

S2 Curriculum Pathway
Subject Descriptors

Contents

Administration and IT	Geography
Art and Design	Graphic Communication
Biology	Health and Food Technology
Business	History
Chemistry	Modern Studies
Childcare	Music
Computing	Physical Education
Design and Manufacture	Physics
Drama	Practical Cookery
French and Spanish	RMPS
	Beauty, Nails and Makeup

Inverkeithing High School

Subject: Admin and IT

Faculty: Business Education & Computing

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The pupils will learn about the following: -

- Use of Technology – using word processing, spreadsheet, database and desk top publishing software etc.
- Use of the Internet for Communication and Investigation – using the internet, email, instant messaging, E-diary, social media and other forms of communication
- Organise, process and communicate information using ICT – organisation and preparation of documents and presentations suitable for events
- Role-playing in an administrative role for local businesses, performing tasks and duties required of the position.

Skills Development

The pupils will develop the following skills: -

- literacy – creating and proof-reading documents
- ICT – essential for the ever-changing technological world of today
- numeracy
- problem solving skills
- teamwork

The pupils will also be expected to use the software packages to fulfil tasks relevant to the world of work. You will be actively involved in developing your own skills, knowledge and understanding by creating documents to meet specifications.

Assessment

The pupils will be assessed on a continual basis and they will receive feedback on all of the work that they are undertaking.

There will be work carried out during the S3 course that can contribute towards elements of the National 4 qualification.

Pupils will complete in class assessments at the end of each topic and will have tasks that will introduce them to the rigor of the National qualifications.

Subject Progression Pathway

The pathway for this course will see the pupils achieve National 4 or National 5 in S4 which will then allow the pupils to achieve Higher or National 5 in S5.

This course will also support pupils to enter further education, apprenticeships and jobs.

Career Pathway

Project manager, Business owner, Office Administrator, Office Manager, Administrator, System Architect, Finance

Inverkeithing High School

Subject: Art

Faculty: Art & Drama

S2 into S3 Curriculum Overview

Course outline: What will I learn?

Our S3 course will consist of experimenting with art and design techniques and skills, evaluating and appreciating artwork as well as evaluating their own work.

Pupils will develop a large range of experimental work that provide Creative thinking skills, an understanding of the visual elements and skills-based techniques such as Drawing & Painting, Collage, Printmaking, Photography and Sculpture.
Pupils will respond to a simple Design brief which provides insight into creative thinking skills including problem solving as well as using innovative ideas in an attempt to produce a 2D or 3D solution. This may be within the area of Jewellery, Product, Textile, Graphic, Architecture etc.

As learners develop their practical skills, they will Investigate, Evaluate and Appreciate how artists and designers create and develop their ideas. Developing their appreciation of art & design practice helps learners to develop their Critical Thinking Skills and any critical work carried out in S3 will be banked for those coming back to study National 4/5 in S4.

Skills Development

Pupils who decide to study Art & Design in S3 will develop the following skills:

- communicate a range of personal thoughts, feelings and ideas using art and design media, materials, techniques and/or technologies
- demonstrate knowledge, understanding and appreciation of a range of art & design practice and social/cultural influences on art/design work
- work imaginatively and develop individual creativity developing a range of skills in problem solving, critical thinking and reflective practice
- understanding the social and cultural influences on a range of artists and designers and their work

Assessment

- Self and Peer Assessment
- Frequent Informal Reviews
- Project/Portfolio Work
- Reflection and Discussion
- End of Unit Assessment
- Questioning and Feedback
- End of Term Assessment

Subject Progression Pathway

National 4

National 5

Career Pathway

Art and design graduates can work as:

Art therapists, fashion designers, fine artists, graphic designers, illustrators, interior designers, set designers, teachers, animator, content creator.

Inverkeithing High School

Subject: Biology

Faculty: Science

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The structure of the course will provide opportunities for learners to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This in turn will enable learners to develop an informed and ethical view of topical issues.

Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems, through the broad themes of:

- Cell Biology – Learners will cover how cells survive and function
- Multicellular Organisms – Learners will cover how the systems of multicellular organisms work together to support growth, development, and survival.
- Life on Earth – Learners will cover how ecosystems work and are influenced by human activity

Skills Development

Learners who study Biology with Science will develop the following skills and be able to:

- Design then planning and completion of experiments
- Observe, collect, measure and record evidence, taking account of safety
- Present, interpret data, and draw conclusions based on results
- Evaluate the experimental procedure and identify limitations and improvements.

Furthermore, learners will develop the following skills for learning, life and work:

• Literacy - Reading, listening and talking

• Numeracy - Number processes, measurement and data analysis

• Citizenship skills- Understanding an individual's impact on the environment and society

• Health and wellbeing- Understanding of the human body and requirement for a healthy lifestyle

• Thinking Skills - Applying, creating, analysing and evaluating

Assessment

There will be regular class assessments as well as ongoing formative assessments throughout the year.

These will be in the form of end of topic assessments and an end of year assessment to assess both the knowledge and understanding of the course.

There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Biology.

Subject Progression Pathway

- National 3/4/5 Biology
- Higher Human Biology
- Advanced Higher Biology
- Biology related College or University Courses

Career Pathway

Physiotherapist, Pharmacist, Teacher, Forensic scientist, Clinical scientist, Genomics, Dental therapist, Dentist, Doctor, Vet, Veterinary Nurse, Veterinary nursing assistant, Sports Scientist, Fisheries officer, Forestry, Horticulturist, Genetic counsellor, Dietician, Beauty Therapist, Occupational Health Therapist, Agriculturist, Animal Care and welfare, Neuroscientist, Conservation officer, Laboratory technician, Holistic Health therapist, Adult Nurse, Mental Health Nurse, Children's Nurse, Social care, Nursery Nurse.

Inverkeithing High School

Subject: Business Education

Faculty: Business Education & Computing

S2 into S3 Curriculum Overview

Course outline: What will I learn?

Business allows students to look at the world of business from the eyes of an entrepreneur. Business plays an important role in society, as it creates wealth, prosperity, jobs, and choices for consumers. It is therefore essential to have effective businesses and business managers to sustain this role.

The course will cover the following topics.
Types of Business? – including business ownership, business sectors and pressures affecting business
Branding of Products – including promotion, stakeholders and brands
Research and Development – meeting needs of a constantly changing society
Business Success – including business costs and finance, basic financial documents and the completion of the business plan
Technology – the use and impact of technology in the business world of today

Skills Development

The course is intended to develop skills that will help you in the workplace or further learning when you leave school.

Business learners develop skills in:
literacy – report writing
numeracy
problem solving skills
teamwork
enterprise and employability
communication
ICT

Assessment

Pupils will be assessed continually on an informal basis and there will also be a final assessment.

Pupils will also have the opportunity to develop and refine their skills to a National 4 level. This will mean that by the end of S3 some learners will have achieved aspects of the National 4 course.

Subject Progression Pathway

This course will allow pupils to complete National 4 or National 5 in S4 which will then allow the opportunity to achieve Higher in S5.

The course will also be useful for Higher and Further education. Pupils will also find that a qualification in the course will allow them to gain access to the world of work.

Career Pathway

Accountant, Banker, Business Analyst, Compensation specialist, Executive, Financial analyst. Financial director, Office Manager, Data analyst, Human resources, Marketing, Public Administration.

Inverkeithing High School

Subject: Chemistry

Faculty: Science

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The Course is practical and experiential, developing skills in a chemical context. Through a variety of real- life contexts, learners will acquire and apply knowledge and understanding of chemical concepts, and develop this through an application-led approach, including practical activities.

Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems, through the broad themes of:

- Chemical Changes and structure which includes rate of reactions, atomic structure and properties related to bonding, acids and bases and chemical calculations

Skills Development

Pupils who decided to study Chemistry will develop the following skills:

- Planning and design of investigations
- Observe, collect, measure and record evidence, taking account of safety
- Create new approaches to solve problems
- Review and analyse results to identify limitations and improvements
- Research independently

Furthermore, pupils will develop the following skills for learning, life and work:

- Literacy - Reading, listening and talking
- Numeracy - Number processes, measurement, data analysis
- Citizenship- Working with others, becoming solution-focused
- Thinking Skills – Creating, Applying, analysing and evaluating

Assessment

There will be regular class assessments as well as ongoing formative assessments throughout the year.

These will be in the form of end of topic assessments and an end of year assessment to assess both the knowledge and understanding of the course.

There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Chemistry.

Subject Progression Pathway

- National 3/4/5 Chemistry
- Higher Chemistry
- Advanced Higher Chemistry
- Chemistry related College or University Courses

Career Pathway

Doctor, Dentist, Vet, Clinical scientist, Forensic scientist, Genetic counsellor, Laboratory technician, Analytical Chemist, Chemical Engineer, Pharmaceuticals, Teacher, Biological Scientist, Laboratory Technician, Research and development Scientist, Pharmacist, Production Chemist, Environmental Chemist, Nursing.

Inverkeithing High School

Subject: Childcare

Faculty: Home Economics

S2 into S3 Curriculum Overview

Course outline: What will I learn?

In S3 Childcare, pupils will learn about the following with a focus on children between the ages of 0-16 years old and their families:

- Food, healthy eating and current dietary advice and developing healthy choices
- Keeping safe and hygienic
- Where food comes from and how to make informed choices
- Aspects of child development
- Influences on child development
- The importance of play
- How play supports learning and development

Skills Development

Pupils to develop relevant skills such as team working skills and helping to plan play experiences. They also develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities
- self-evaluation skills
- flexible approaches to solving problems
- confidence to set goals, reflect and learn from experience
- skills to become effective jobseekers and employees

As this links to a Skills for Work based course, teamwork and working with others are essential skills in this course.

Assessment

Throughout the session, pupils will produce a folio of evidence through work completed in class. This work will be done either as part of a group task or individually produced depending on the activity.

Assessment will cover knowledge and understanding of areas such as:

- Basic care needs of children
- How to keep children safe
- How children grow and develop
- The importance of play

and skills in research, teamwork, communication, presenting information and self- evaluation.

Subject Progression Pathway

N4/5 Skills for Work: Early Learning and Childcare

Higher Childcare and Development

Career Pathway

Further and Higher Education Pathways:

NC Early Education, HNC Childhood, BA Childhood Practice

Employment Options:

Early Years Childcare, Support Worker, Childminder, Midwife, Teacher, Social Worker, Child Psychologist, Paediatric Nurse, Early Years Officer, Child Psychologist

Inverkeithing High School

Subject: Computing

Faculty: Business Education & Computing

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The S3 computing course will cover the following topics.

1. Computational thinking
2. Creating algorithms
3. Digital design methods
4. Python programming
5. Scratch programming
6. MS Access Database
7. Web design using HTML and CSS
8. Personal digital awareness
9. Cyber security
10. Ethical and environmental concerns

Skills Development

The pupils will develop skills that are relevant to both the modern workplace and continuing after school such as:

Numeracy: - arithmetic calculations, percentages, currency, binary, dimensions.

Literacy: - Keywords and punctuation for coding

Problem Solving: - designing solution to practical problems

ICT: - using familiar and new packages

Presenting research findings in a variety of formats.

Assessment

The pupils progress will be assessed on a continual, informal basis through verbal and written feedback.

Subject Progression Pathway

This course will allow you the chance to complete National 4 or 5 in S4 and then progress on to Higher in S5.

It is clear that computing is going to have a key role in the future of all jobs and life in general.

Career Pathway

Careers in IT. Computing design, App designer, Software designer, Game design, System Programmer, Web Developer, Network Administrator, Product Manager, Data Scientist, Engineer Manager.

Inverkeithing High School

Subject: Design and Manufacture

Faculty: Design & Engineer Technologies

S2 into S3 Curriculum Overview

Course outline: What will I learn?

Learners will start the Design and Manufacture course by completing a series of skill-building projects designed to develop essential abilities such as sketching, modelling, and annotating. These foundational skills will support their progress throughout the course.

They will enhance their practical skills by manufacturing a range of items using materials such as metal, plastic, and wood, gaining hands-on experience with processes like metal turning and wood turning. Learners will also develop their creativity through idea-generation techniques, exploring and refining multiple solutions to given design problems.

Throughout the course, they will research and analyse material properties, joining methods, and key design factors that influence product development.

Skills Development

Design and Manufacture is a dynamic STEM subject that combines **technical knowledge** with **creative problem-solving**. You'll learn how to design and make innovative solutions to real-world challenges while building skills that matter for the future.

What you'll develop:

- **Creative Thinking:** Apply imagination to refine and solve design problems.
- **Visual Communication:** Use sketching and graphic techniques to bring your ideas to life.
- **3D Representation:** Explore modelling and manufacturing methods to turn concepts into reality.
- **Hands-On Skills:** Work with a range of materials, tools, and machines to create your own designs.

Assessment

- **Ongoing Assessments:** At the end of each unit, you'll complete short assessments to check your knowledge and understanding of key concepts.
- **Practical Skills:** Your hands-on work will be assessed for **accuracy**, **quality**, and **workmanship**.
- **End-of-Year Review:** A comprehensive test will provide an overview of your progress and understanding.
- **Mock Assignment (S4):** Put your skills to the test with a practice project designed to prepare you for the final SQA assignment.

Subject Progression Pathway

- National 4/5 Design and Manufacture
- Higher Design and Manufacture
- Advanced Higher Design and Manufacture
- Design and Manufacture related College or University Courses

Career Pathway

● Architecture ● Construction ● Product Design ● Interior Design ● Carpentry ● Fabrication ● Landscape Architecture ● Footwear Design ● Industrial Design ● Product Design ● Interaction Design ● Mechanical Engineering ● Materials Engineering ● Manufacturing ● Structural Engineer ● Prop Design

Inverkeithing High School

Subject: Drama

Faculty: Art & Drama

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The structure of the course will enable learners to explore and refine skills in creating and presenting, developing skills to critically evaluate their group work skills and performance.

The course will be delivered through a series of creative drama units and practical production activities. Pupils will be involved in improvisation, role-play, mime/movement, characterisation activities and will apply their knowledge of theatre arts and production through the exploration of devised and scripted dramas. Through a performance unit, pupils will be given the opportunity to choose a production role and take on the responsibilities of this role working towards a public presentation. The pupils will have the opportunity to create and present drama to a variety of audiences and experience the challenge and excitement of performing.

Skills Development

Pupils who decide to study Drama in S3 will develop the following skills:

- Be able to respond creatively to a variety of stimuli & express ideas/opinions through drama.
- Have the opportunity to lead negotiation /decision making in group work
- Be able to work with others to devise, rehearse & refine dramas/scripts.
- Explore the use of theatre arts technology to enhance tension/mood/atmosphere in drama.
- Be able to demonstrate sensitivity/precision /depth in the portrayal of character
- Be able to confidently convey relationships /situations in a variety of settings to different audiences.
- Be able to respond to the experience of drama by discussing thoughts/feelings & give/ accept constructive comment on my own & others' work.
- Develop analytical skills exploring technical aspects of script work.

Assessment

- Self and Peer Assessment
- End of Unit Assessments
- Project Work
- Individual and Group Work
- Performance
- Observations
- Questioning and Feedback
- Evaluation and Discussion

Subject Progression Pathway:

National 4

National 5

Career Pathway

Teaching - Acting for Stage and Screen - Set Designer - Director
Lighting and Sound Technician - Stage Manager – College Lecturer

Did you know drama is also a sought after qualification for people applying to study…

Law Communications and Marketing Journalism Psychology
Film and Media Childcare

Inverkeithing High School

Subject: French and Spanish

Faculty: Modern Languages

S2 into S3 Curriculum Overview

Course outline: What will I learn?

We will build our knowledge of either French or Spanish through deepening our knowledge of topics already covered in S1/2.

Learners will be able to give opinions on school rules/uniform, discuss relationships with friends and family, describe their home area, evaluate to what extent they have healthy lifestyles and many more.

The balance between consolidation of previous material and new areas of focus ensures that beginners or less-confident learners have solid foundations, but also that there is plenty of scope to push young people to ensure they can achieve the very highest grades at National 5.

Indeed, while we still find room for cultural insights into francophone or Hispanic life, our SQA results are a source of great pride.

Skills Development

Building the confidence of learners is the most obvious skill development. It is such a powerful way to exercise the brain, and the immediate impact of different learning strategies makes clear the value of hard work and practice.

Communication skills are self-evident, but just as important are problem-solving and critical thinking skills. In addition, soft skills such as empathy (as a result of exposure to different cultures and ways of thinking), adaptability and flexibility as well as teamwork and collaboration.

The Modern Languages class is very much a team within which everyone has their place. Our staff build positive personal relationships and are dedicated to ensuring all young people can reach their potential.

Assessment

Class assessments covering the 4 skill areas as in S1/2 but obviously with greater challenge as required.

Reading – learners will become more skilled in independently using dictionaries and verb tables to complete reading comprehensions.

Listening – learners will become more confident in understanding vocabulary that is new as well as recognizing what has been covered in class

Speaking – learners will prepare and deliver more extensive presentations and conversations, building confidence

Writing – learners will be supported to be more creative in constructing their own French or Spanish, using a range of different tenses.

Subject Progression Pathway

National 4 (S3) -> National 5 (S4) -> Higher (S5) -> Advanced Higher (S6)

National 3 (S3) -> National 4 (S4) -> National 5 (S5) -> Higher (S6)

Learners can pick-up or crash additional foreign language in S5 or S6 at National 5 or Higher depending on prior attainment.

Career Pathway

Obvious linguistic roles, but also wide range of business and marketing roles.

Transferable skills to learn any other language.

The possibility of spending time working, studying or living in a non English-speaking environment.

Inverkeithing High School

Subject: Geography

Faculty: Social Subjects & RMPS

S2 into S3 Curriculum Overview

Course outline: What will I learn?

In this course you will develop your knowledge and understanding of the following topic areas:

- Coastal Landscapes
- Global Climate Change
- City Geography – Edinburgh
- International Tourism
- Rural – Farming in the UK and India
- Glaciation
- Land use, Conflicts and Solutions
- Weather Systems in the UK
- City Geography – Rio
- Population and Development

Skills Development

You will develop your skills in:

- research and data collection skills
- report writing
- time management and organisation
- communication and interpersonal skills
- creativity
- problem solving
- teamwork
- Describing, Explaining, Giving Reasons
- Map Skills, including, grid references, map symbols, height, scale, direction and features

Assessment

Each unit has an assessment made up of short answers Knowledge and Understanding Questions.

You will also complete an S3 Assignment. This involves carrying out your own research, presenting the findings, describing and explaining the findings and making conclusions.

Subject Progression Pathway

National 4/National 5 Geography

Career Pathway

Environmental Science, Agriculture, Education, Hydrology, Geoscience, Civil Service, Conservation, Meteorology, Cartography, Planning, Transport, Property, Tourism, Travel, Leisure, Development, Architecture, International Organisations, Renewables, Teaching, Aerospace, Mining, Oceanography, Business, International Law, Business Development, Countryside Management, National Parks

Inverkeithing High School

Subject: Graphic Communication

Faculty: Design & Engineer Technologies

S2 into S3 Curriculum Overview

Course outline: What will I learn?

Graphic Communication gives pupils the chance to explore **how visual design shapes the way we communicate**. From social media and billboards to 3D printing to websites and apps, visual communication is everywhere—and this course lets you tackle real-world design challenges head-on.

You'll work on exciting projects that develop your ability to **design and create using cutting-edge tools**. Pupils will:

- **Design and CAD Model Products:** Learn to bring ideas to life using industry-standard software.
- **Master Technical Drawing:** Build skills in **orthographic drawing** and **3D modelling**, essential for modern design and engineering.

Skills Development

Learners will use professional graphic design and CAD software, including **Affinity Designer, Publisher, Photo**, **Autodesk Inventor**, and **AutoCAD**.

You'll learn how to take your ideas from the **initial concept stage** through to **fully realised designs**.

Skills you'll develop:

- **Digital Design:** Create stunning visuals using advanced graphic design tools.
- **CAD Modelling:** Design and model products in 3D with precision.
- **Technical Drawing:** Master orthographic and presentation techniques for clear communication.

Assessment

- **Ongoing Assessments:** At the end of each unit, pupils will complete short assessments to check their understanding and progress.
- **End-of-Year Test:** A comprehensive review to measure overall knowledge and skills.
- **Mock Assignment (S4):** A practice project designed to apply everything learned and prepare for the final SQA assignment.

Subject Progression Pathway

- National 4/5 Graphic Communication
- Higher Graphic Communication
- Advanced Higher Graphic Communication

Career Pathway

Graphic Designer ● Architect ● CAD Technician ● Game Play Animator ● Games Design ● User Interface Motion Design ● Advertising ● Visual Effects artist ● User Interface Designer ● System Engineers ● Character Animators ● Video Editor ● Web Designer ● Photo Editor ● Packaging Design ● Lighting Technician ● Illustrator ● App Developer

Inverkeithing High School

Subject: Health and Food Technology

Faculty: Home Economics

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The Health and Food Technology Course will develop pupils' practical skills as well as develop knowledge and understanding of:

- Experiencing food in a social context
- Developing healthy choices
- Nutritional needs
- Keeping safe and Hygienic in the kitchen
- Product development
- Contemporary food choices

The course will provide the knowledge, understanding to study Health & Food Technology to Advanced Higher and enter a growing employment sector

Skills Development

Pupils will develop skills in:

- describing the relationship between health, food, nutrition and consumer choices and applying this in practical contexts
- describing the functional properties of food
- knowing about consumer issues and how to make informed decisions
- practical food preparation skills and techniques
- application of safe and hygienic practices during food preparation
- organisational skills necessary to plan, prepare and reflect on products and processes
- solving straightforward problems related to a range of health, food, nutrition and consumer needs

Assessment

There will be 3 written assessments through the session which will assess knowledge and understanding of:

- functional properties of ingredients in food and their use in developing food products
- understanding of the stages involved in developing a food product
- factors which may affect food choices and develop knowledge of contemporary food issues
- the relationship between food, health and nutrition, dietary needs of individuals at various stages of life and describe current dietary advice

Practical assessments/projects will assess the pupils' ability to apply this knowledge.

Subject Progression Pathway

N4/5 Health and Food Technology

Higher Health and Food Technology

Adv Higher Health and Food Technology

Career Pathway

Examples of Higher and Further Education Pathways:

BSc in Nutrition, BA Marketing Management, BSc in Food & Consumer Science

Employment Options:

Food Scientist, Nutritionist, Food Development Technician, Trading Standards Officer, Retail Manager, Sports Nutrition, Marketing Assistant, Public Health Officer, Dietician, Healthcare, Nurse, Produce Development, Environmental Health.

Inverkeithing High School

Subject: History

Faculty: Social Subjects & RMPS

S2 into S3 Curriculum Overview

Course outline: What will I learn?

You will develop your Knowledge and Understanding of:

- Scotland and the Great War
- The Trade of Enslaved African People
- Free at Last: Blacks in America

Skills Development

- Describing factual points about an issues/event.
- Explain the reasons why something has happened that links clearly to the question.
- Producing a short essay response to a historical event/issue comprising of a introduction, main body and conclusion.
- Deciding how fully a source explains an event by making a judgement, interpreting information from the source and adding accurate and relevant recall.
- Evaluating the origin, purpose, content and context of historical sources. using COWPAT.
- Comparing whether 2 sources agree or disagree about a historical issue or event.

Assessment

Each Unit has an assessment made of short answer questions. These are made up of Knowledge and Understanding Questions and Skills Questions.

You will also complete an S3 Assignment. This involves choosing a research topic and aims, finding information linked to your aims, presenting the information and making conclusions.

Subject Progression Pathway

National 4/ National 5 History

Career Pathway

Journalism, Law. Politics, Tourism, Teaching, The Arts, Civil Service, The Armed Forces, Business/Finance, Archaeology, Genealogy, Restoration

Inverkeithing High School

Subject: Modern Studies

Faculty: Social Subjects & RMPS

S2 into S3 Curriculum Overview

Course outline: What will I learn?

You will develop your Knowledge and Understanding of:

- Crime and the Law and Criminology
- World Issues: Development in Africa
- Democracy in Scotland

Skills Development

- Research and use information collected from a range of sources about contemporary issues
- Use sources of evidence to support and oppose a viewpoint
- Make and justify decisions in familiar social contexts using evidence
- Draw and justify conclusions from sources of evidence about familiar international issues
- Demonstrate a basic knowledge and understanding of a major social issue in Scotland and the UK focusing on crime and the law
- Demonstrate a basic knowledge and understanding of an international issue global issue

Assessment

Each unit has an assessment made up of short answer Knowledge and Understanding Questions and Source Questions.

You will also complete an S3 Assignment. This involves carrying out your own research, presenting the findings, describing and explaining the findings and making conclusions.

Subject Progression Pathway

National 4/National 5 Modern Studies

Career Pathway

Citizen Advice officer, Childcare, Legal Services, Health Care, Police Officer, Social Worker, Journalism, Politics, Prison Officer, Youth Worker, Media, Marketing, Solicitor, Barrister

Inverkeithing High School

Subject: Music

Faculty: Music

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The Experiences and Outcomes in Music will give pupils the opportunity to develop and broaden their skills and experiences in creating, understanding and performing music.

The course will focus on practical activities such as:

Performing on instruments
Creating and/or recording music through the use of technology
Creating music for voices and/or instruments
Pupils will also gain the knowledge and understanding of music concepts and musical literacy

The course content for each outcome will be flexible in that it will meet the interests and skills of each individual pupil, while ensuring the core musical concepts are taught and understood.

Skills Development

Pupils who decide to study Music in S3 will develop the following skills:

- Apply simple compositional techniques to create original music
- Demonstrate knowledge of a range of musical concepts, musical literacy and styles/genres of music
- Demonstrate knowledge of the social and cultural influences on music
- Reflect on their personal development of technical and musical performing skills through regular practice
- Demonstrate technical and musical performing skills by performing a programme of music
- Demonstrate knowledge of simple techniques relating to the creative use and application of music technology
- Evaluate their own work and identify areas for improvement
- Work independently and take responsibility for their own learning

Assessment

- Listening Assessments
- Literacy Assessments
- Self and Peer Assessment
- Vocal/Instrument Performance
- Completion of Composing Folio
- Record of Progress
- Questioning and Feedback

Subject Progression Pathway

- National 4
- National 5

Career Pathway

Teacher - Sound Engineer - Music Therapist - Performing Musician – Conductor – Lecturer - Community Music - Music Charities – Songwriter - Composer – Vocalist - Artist Manager - Venue Manager - Studio Manager - Instrumental Instructor

Inverkeithing High School

Subject: Physical Education

Faculty: Physical Education

S2 into S3 Curriculum Overview

Course outline: What will I learn?

During this course pupils will learn about:

- Physical Competencies such as balance and control, rhythm and timing, co-ordination and fluency
- Cognitive Skills such as cue recognition, problem solving, sequential thinking, decision making
- Personal Qualities such as determination and resilience, confidence and self-esteem, respect and tolerance
- Physical fitness such as stamina, speed, core strength and flexibility

They will participate in a range of activities including badminton, gymnastics, athletics and fitness

Skills Development

Pupils will develop skills in the following areas:

- demonstrating movement and performance skills safely in straightforward performance contexts
- demonstrating knowledge of factors that impact on performance
- developing knowledge of approaches to enhance personal performance
- monitoring, recording and reflecting on performance development
- decision-making and problem-solving in straightforward performance contexts
- organisational skills in preparing for, and during, physical activities

Assessment

Practical Assessment will take place at the end of each block of activity where pupils will be required to demonstrate movement and performance skills with some consistency in control and fluency of movement and appropriate use of body and spatial awareness. They must show how to respond to and meet the physical demands of performance in a safe and effective way.

There will be 3 written assessments across the session demonstrating knowledge of factors that impact on performance in physical activities.

Pupils will also need to demonstrate they can monitor, record and reflect on their performance and the performance of others.

Subject Progression Pathway

National 4/5 Physical Education

L6 NPA Achieving Excellence in Sport

Higher Physical Education

Career Pathway

Examples of higher and further education:

NC Sports and Fitness, NC Army Preparation, HNC Sports Coaching, BSc Sports Science

Employment Options:

Professional Athlete, Teacher, Youth and Community Work, Sports Development Worker, Fitness Manager, Health Promotion, Armed Forces, Personal Trainer.

Inverkeithing High School

Subject: Physical Education (Creative & Aesthetic)

Faculty: Physical Education

S2 into S3 Curriculum Overview

Course outline: What will I learn?

During this course pupils will learn about:

- Physical Competencies such as balance and control, rhythm and timing, co-ordination and fluency
- Cognitive Skills such as cue recognition, problem solving, sequential thinking, decision making
- Personal Qualities such as determination and resilience, confidence and self-esteem, respect and tolerance
- Physical fitness such as stamina, speed, core strength and flexibility

They will participate in a range of activities including badminton, gymnastics, athletics and fitness

Skills Development

Pupils will develop skills in the following areas:

- Demonstrating movement and performance skills safely in straightforward performance contexts
- Demonstrating knowledge of factors that impact on performance
- Develop knowledge of approaches
- enhance personal performance monitoring, recording and reflecting performance development
- Developing decision-making and problem-solving in straightforward performance contexts

Assessment

Practical Assessment will take place at the end of each block of activity where pupils will be required to demonstrate movement and performance skills with some consistency in control and fluency of movement and appropriate use of body and spatial awareness. They must show how to respond to and meet the physical demands of performance in a safe and effective way.

There will be 3 written assessments across the session demonstrating knowledge of factors that impact on performance in physical activities.

Pupils will also need to demonstrate they can monitor, record and reflect on their performance and the performance of others.

Subject Progression Pathway

National 4/5 Physical Education

L6 NPA Achieving Excellence in Sport

Higher Physical Education

Career Pathway

Examples of higher and further education:

NC Sports and Fitness, NC Army Preparation, HNC Sports Coaching, BSc Sports Science

Employment Options:

Professional Athlete, Teacher, Youth and Community Work, Sports Development Worker, Fitness Manager, Health Promotion, Armed Forces, Personal Trainer.

Inverkeithing High School

Subject: Physics

Faculty: Science

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The course structure will foster skills in scientific thinking, set in context, and developed through application-led learning.

Pupils will acquire knowledge of concepts in physics and be able to apply their understanding to practical situations. They will develop skills in making informed decisions, and be prepared to make reasoned evaluations on experimental evidence and scientific issues.

They will develop investigative and experimental skills in a Physics context.

Skills Development

Learners will develop skills in:

- Applying their knowledge of Physics to straightforward situations by interpreting information and solving problems
- Demonstrating an understanding of Physics by providing explanations of situations
- Selecting information from a variety of source
- Presenting information appropriately in a variety of forms
- Processing information accurately, using calculations where appropriate
- Planning, designing and carrying out experimental procedures to test hypotheses
- Concluding and giving explanations supported by evidence
- Making predictions based on evidence

Assessment

- Pupils will complete end-of-unit assessments throughout the year to assess their knowledge and understanding of the course.

Subject Progression Pathway

- National 3/4/5 Physics
- Higher, Advanced Higher Physics
- Physics related College or University Courses

Career Pathway

Astronomer, Clinical scientist, Medical physics, Lecturer/academic, Nanotechnologist, Radiation protection practitioner, Research scientist, Teacher, Acoustic consultant, Geophysicist

Inverkeithing High School

Subject: Practical Cookery

Faculty: Home Economics

S2 into S3 Curriculum Overview

Course outline: What will I learn?

The S3 Practical Cookery course is designed for all learners but may be of particular interest to those who are interested in food and cooking and want to develop basic skills in this area. The Course aims to enable learners to:

- use a range of basic cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- acquire a basic understanding of ingredients and their uses
- acquire an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

Skills Development

- using food preparation techniques and cookery processes, with guidance, in the preparation of a range of dishes
- working safely and hygienically
- selecting, weighing, measuring and using appropriate ingredients, with guidance, to prepare and garnish or decorate dishes
- identifying a range of ingredients and their uses
- demonstrating an awareness of the availability of local and seasonal ingredients
- identifying current dietary advice relating to the use of ingredients
- following recipes, with guidance, to prepare dishes
- carrying out, with guidance, an evaluation of the product

Assessment

Assessment will cover three areas of knowledge:

- Cookery skills, techniques and processes
- Understanding and using ingredients
- Organisational skills for cooking

Pupils will complete 4 level 4 assessments throughout the session which will cover all areas of knowledge and understanding and practical skills whilst prepare them to study

Subject Progression Pathway

- **N4/5 Practical Cookery**

Career Pathway

Further and Higher Education Pathways:

NPA Professional Cookery, HNC Professional Cookery, HND Professional Cookery

Employment Options:

Sous Chef, Catering Assistant, Chef, Restaurant Owner, Food and Drink, Hospitality, Tourism, Baker, Armed Forces, Fitness Instructor, Private Chef

Inverkeithing High School

Subject: RMPS

Faculty: Social Subjects and RMPS

S2 into S3 Curriculum Overview

Course outline: What will I learn?

You will develop your Knowledge, Understanding and Skills in:

- **World Religion –**You will learn about the beliefs and practices of the world's oldest religion, Hinduism. You will be encouraged to think about how these beliefs and practices have an impact on how Hindus live their lives.
- **Morality and Belief –** Medical Ethics is a controversial topic. As the capability of science advances, many questions the morality of their work. In this unit you will study the use of embryos and euthanasia.
- **Religious and Philosophical Questions –** These are challenging questions about human existence. Why are people the way they are? The topic you will be studying is; *Why is there suffering and evil?*

Skills Development

Knowledge and Understanding

Pupils will deepen their knowledge and understanding of all topic areas, from a range of perspectives, both religious and non-religious. They will learn about different practices within world religion.

Analysis

Pupils will develop an awareness of the impact of belief on life choices. They will consider the purpose of key practices and they will learn how beliefs and practices link together.

Evaluation

Pupils will have the opportunity to form and defend personal opinion on each topic area.

Assessment

For National 5 pupils there will be a formal assessment at the end of each unit which will follow the format of the final exam. In addition, there will be an assignment in S4 which counts towards 20% of their overall grade.

National 4 pupils will complete unit outcomes as we move through the course. They will also complete an AVU (Added Value Unit). This takes the form of an investigation and is completed in class time.

Subject Progression Pathway

National 4/National 5 RMPS

Career Pathway

Care, Social Work, Law, Journalism, Researcher, Teacher, Counsellor, Charity Officer, Community Worker

Inverkeithing High School

Subject: Beauty, Nails & Makeup

Delivered by Fife College

S2 into S3 Curriculum Overview

Course outline: What will I learn?

S3 – Nailcare and Skincare

You will learn how to take care of your own skin and nails. You will also learn to develop skills to assess and treat a customer's skin carrying out a basic manicure and facial treatment.

What skin type do you have?

What products should I be using?

How can I have strong healthy nails and advice a client/friends or family how to look after and care for their skin and nails.

Learn the building blocks to start your career in the beauty, nails or make up industry.

Skills Development

Client care, how to assess and treat a client. Consultation techniques to advise and prescribe the correct products and treatment.

Selfcare, how to look after your own skin and nails

Manual dexterity – build skills that help you care and treat others as well as yourself.

Communication - learn how to speak with client and work together with your class to provide safe, effective salon treatments.

Assessment

These units will be assessed through class activities, mood boards and practical assessments on other class members. You will gain a level 4 qualification in Skincare and nail care.

Subject Progression Pathway

From S3 nails and Skin care you can progress to make up in S4. Successful completion of all units can lead to Level 2 Beauty Therapy, Hairdressing, Beauty Make up or Nail services at college.

Career Pathway

If you are successful in obtaining a Level 2 qualification at college you can obtain salon work or also progress on to level 3 and then Level 4 courses in Beauty Hair and Nails.