Inverkeithing High School

S4 & S5 Curriculum Pathway
Subject Descriptors

Contents

Administration & IT	Health and Food Technology
Art and Design	History
Biology	Maths
Business Management	Mental Health and Wellbeing
Chemistry	Modern Studies
Computing	Music
Criminology	Photography
Design and Manufacture	Physical Education
Drama	Practical Cookery
Early Education and Childcare	Practical Woodwork
English	Psychology
French and Spanish	RMPS
Geography	Travel and Tourism
Graphic Communication	School College Partnership

Inverkeithing High School

Subject: Admin and IT

Faculty: Business Education & Computing

S4&5 into S5&6 Curriculum Overview

National 4	National 5
Course Content	**Course Content**
Administrative Practices: - The purpose of this unit is to introduce theory of administration in the workplace. It will cover employee's responsibilities of security, health and safety, features of good customer care, and what is required of administrators. IT Solutions for Administrators: - The purpose of this unit is to develop straightforward digital literacy skills to organise and process information. Communication in Administration: - The purpose of this unit is to enable learners to develop straightforward digital literacy skills to gather and share information with others. Added Value Unit: Administration and IT Assignment: - The purpose of this unit is to use the knowledge, understanding and straightforward digital literacy skills developed in the other three units.	The course mainly consists of the following areas. Theory candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace. IT applications candidates develop skills in IT, problem-solving, organising, and managing information. They use IT applications within the Microsoft package to create and edit business documents, gather and share information, and develop skills to communicate information.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Each Unit must be passed in order to achieve the whole qualification.	There will be a question paper (50 marks) and an assignment (70 marks) to complete to achieve the grade.
Progression Pathway	**Progression Pathway**
This course will allow learners to progress into National 5 Admin and IT or further education.	This course will allow learners to progress into Higher Admin and IT or further education.
Possible Career Pathways	
Senior System administrator, System architect, Running your own business, Finance, Office work.	

Inverkeithing High School

Subject: Administration and IT

Faculty: Business Education & Computing

S4&5 into S5&6 Curriculum Overview

Higher	Advanced Higher
Course Content	**Course Content**
Administrative theory and practice candidates develop their understanding of the factors contributing to an efficient administrative function. IT applications candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents.	Non applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
The pupils will be assessed with a question paper (50 marks) and an assignment (70 marks). Pupils will be required to use their ICT skills in detail and ensure they are Excel and be proficient using Microsoft packages. E.g Excel, Access and Word.	Non applicable
Progression Pathway	**Progression Pathway**
This course can help progress career opportunities as below and can also be used to access further and Higher education.	Non applicable
Possible Career Pathways	
Senior System administrator, System architect, Running your own business, Finance, Office work.	

Inverkeithing High School

Subject: Art & Design | **Faculty: Art & Drama** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
The aims of the Art & Design Courses at National 4/5 levels are to enable learners to: • Communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology. • To develop knowledge and understanding of art and design practice. • Plan, develop, produce and present creative art and design work develop understanding of the social and cultural influences on artists. In S4 you will revisit skills and techniques developed in S3 Art and Design. The course will consist of a **PRACTICAL folio** – **Design** and **Expressive** Units along with **Critical Activity** work (Evaluating and appreciating artists and designers' work) there is *no written exam paper*. Using a wide range of materials, techniques and skills, learners will express their ideas in 2D and 3D format. Under teacher guidance, learners may select a theme and context for each unit. As well as internal verification taking place, a body of work, **practical folio** (Value Added) will be internally assessed. There is much more support/input given to pupils undertaking N4.	The National 5 course will revisit skills and techniques developed in S3 Art and Design. The course will consist of a **PRACTICAL folio** – **Design** and **Expressive** Units along with **Critical Activity** work (Evaluating and appreciating artists and designers' work) and a written exam paper. Using a wide range of materials, techniques and skills, learners will express their ideas in 2D and 3D format. Under teacher guidance, learners may select a theme and context for each unit. As well as internal verification taking place, a body of work, **practical folio** will be sent to SQA for external assessment.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
To achieve the National 4 Art and Design Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are: Art and Design: Expressive Activity, Art and Design: Design Activity and Added Value Unit: Art and Design Practical Activity. National 4 Courses are not graded. They will be assessed on a pass/fail basis within centres.	Assessment will focus on pupils' knowledge, understanding, skills and attributes in Art & Design as well as their ability to produce a range of creative research and development work using a wide variety of media. **Question paper 20%** **Practical folio (Design unit & Expressive unit = 80%)**
Progression Pathway	**Progression Pathway**
National 5	Higher Art & Design

Possible Career Pathways

Graphic Designer, Artist, Art Teacher/Lecturer, Photographer, Architect, Product Designer, Illustrator, Interior Designer, Curator, Fashion Designer, Costume Designer, Videographer, Animator, Video Game Designer, Car Designer, Art Historian, Landscape Designer, Hairdresser, Nail Technician, Art Therapist, Forensic artist, Printmaker.

Inverkeithing High School

Subject: Art & Design | **Faculty: Art & Drama** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
The Higher course will revisit skills and techniques developed previously in Art and Design. The course will consist of a PRACTICAL folio – Design and Expressive Units along with Critical Activity work (evaluating and appreciating artists and designers' work) and a written exam. Using a wide range of materials, techniques and skills, learners will express their ideas in 2D and 3D format. Under teacher guidance, learners will select a theme and context for each unit. As well as internal verification taking place, a body of work, Practical Folio will be sent to SQA for external assessment.	This course will revisit skills and techniques developed previously in Art and Design. Pupils may decide to carry out Advanced Higher folio work alone, or apply to Art School with the Advanced Higher folio. The course will consist of a PRACTICAL folio 6- 12 sheets of artwork mounted onto A1 – either Design or Expressive Units along with Critical Activity work (evaluating and appreciating artists and designers' work). Using a wide range of materials, techniques and skills, learners will express their ideas in 2D and 3D format. Learners will be required to select a theme and context for each unit. As well as frequent reviews taking place throughout the year, a practical folio will be sent to SQA for external assessment.
Additional Information	**Additional Information** *(including Assessments and Skills Developed)*
Pupils who decide to study Art & Design at Higher will develop the following skills: • 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. Practical folio (Design unit & Expressive unit = 77%), Question paper = 23%	The portfolio will have 100 marks. Section 1 — practical design work 64 marks Section 2 — contextual analysis 30 marks Section 3 — evaluation 6 marks. In the portfolio, marks will be awarded for: • Presenting the initial expressive ideas and producing further development work in 2D and/or 3D formats showing the ability to develop progressive lines of expressive enquiry • Producing highly resolved and sophisticated compositions/art work in 2D and/or 3D formats showing visual continuity with the earlier development work
Progression Pathway	**Progression Pathway**
Advanced Higher Art & Design Higher/NPA Photography	Pupils applying to Art Schools will be required to add to the folio a range of Life drawings and sketchbook work along with other key pieces.

Possible Career Pathways

Graphic Designer, Artist, Art Teacher/Lecturer, Photographer, Architect, Product Designer, Illustrator, Interior Designer, Curator, Fashion Designer, Costume Designer, Videographer, Animator, Video Game Designer, Car Designer, Art Historian, Landscape Designer, Hairdresser, Nail Technician, Art Therapist, Forensic artist, Printmaker.

Inverkeithing High School

Subject: Biology | **Faculty: Science** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
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 which includes cell division, DNA, therapeutic uses of cells, properties of enzymes and microorganisms, photosynthesis • Multicellular Biology which includes reproduction, plant propagation, genetic information, growth and development • Life on Earth which includes ecosystems, conservation, biodiversity and adaptations	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 which includes cell structure, transport across membranes, DNA, proteins, genetic engineering and respiration • Multicellular Biology which includes cell division, communication, variation, transport in organisms and absorption • Life on Earth which includes ecosystems, biodiversity, photosynthesis, food production, evolution and natural selection
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Biology and write a scientific report.	There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Biology and write a scientific report. There will also be a prelim examination and an assignment based on a biological theme.
Progression Pathway	**Progression Pathway**
N5 Biology	Higher Human Biology N5 in other Sciences

Possible Career Pathways

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: Human Biology/Biology | **Faculty: Science** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
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: • Human cells which includes cell division, structure of DNA, protein synthesis, mutations, respiration and metabolic pathways • Physiology and health which includes fertilisation, fertility treatments, antenatal screening, blood vessels, structure of the heart, cardiovascular disease and obesity • Neurology and immunology which includes the brain, memory, neurotransmitters, body defence systems and immunisations	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: • Cells and proteins which includes laboratory techniques, protein structure, cell signalling, cell communication and cell division • Organisms and evolution which includes sampling, taxonomy, evolution, variation, reproduction and parasitism • Investigative biology which includes scientific principles, experimentation, reporting and biological research • Attending a local college to carry out practical activities
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Biology and write a scientific report. There will also be a prelim examination and an assignment based on a biological theme.	There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. They will attend Edinburgh Zoo for a day trip to complete practical outcomes related to Unit 2. There will also be a prelim examination and a project based on a biological theme.
Progression Pathway	**Progression Pathway**
Advanced higher Biology Higher in other Sciences College/University courses based on Biological Sciences	College/University courses based on Biological Sciences

Possible Career Pathways

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 Management | **Faculty: Business Education & Computing** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
Business in Action: - In this unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Influences on Business: - In this unit, learners will carry out activities that will give them an understanding the impact over a range of internal and external influences has on business decision making. Added Value Unit: Business Assignment: - In this unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other units of the course.	Understanding business: Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. Management of marketing: Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. Management of operations: Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. Management of people: Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. Management of finance: Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
All units have an assessment that will need to be completed and passed to allow the qualification to be gained. The Added Value Unit will also need to be completed and passed to a good standard. This will build on Literacy, Numeracy, Employability, enterprise and citizenship.	This course will consist of a question paper (90 marks) and an assignment that will be 30 marks.
Progression Pathway	**Progression Pathway**
This course will progress to National 5 Business Management and further education.	This course can lead you to Higher Business Management and or Higher and Further educational courses.
Possible Career Pathways	
General Management, Finance, Marketing, Operations, Human Resources, Account Manager, Business Development Manager, Business Analyst, Financial Planner, Accountant.	

Inverkeithing High School

Subject: Business Management

Faculty: Business Education & Computing

S4&5 into S5&6 Curriculum Overview

Higher	Advanced Higher
Course Content	**Course Content**
Understanding business: Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. Management of marketing: Candidates develop their understanding of the importance of effective marketing systems to large organisations. Management of operations: Candidates develop their understanding of the importance of effective operations systems to large organisations. Management of people Candidates develop their understanding of the issues that large organisations face when managing people. Management of finance: Candidates develop their understanding of the issues that large organisations face when managing finance.	The external business environment: Candidates develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. They gain an in-depth understanding of current issues affecting organisations in an economic, social and environmental context, and consider the effectiveness of various courses of action. The internal business environment: Candidates expand their knowledge of both traditional and contemporary management theories used by organisations to maximise efficiency and evaluate theories relating to internal factors that influence the success of teams. Evaluating business information: Candidates develop skills in evaluating a range of business information used by organisations to reach conclusions.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This course will consist of a question paper of 90 marks, there will also be an assignment worth 30 marks. This course will build on Literacy, Numeracy, Enterprise and Citizenship.	This course will consist of a question paper of 80 marks, there will also be a project worth 40 marks. This course will build on Literacy, Numeracy, Enterprise and Citizenship.
Progression Pathway	**Progression Pathway**
The course will lead on to the Advanced Higher course, further education or higher educational courses.	This course will lead to Higher Education or career paths.

Possible Career Pathways
General Management, Finance, Marketing, Operations, Human Resources, Account Manager, Business Development Manager, Business Analyst, Financial Planner and Accountant.

Inverkeithing High School

Subject: Chemistry | **Faculty: Science** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
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 reactions, atoms, elements, compounds, acids and bases • Natures chemistry which includes fuels, hydrocarbons and everyday consumer products • Chemistry in society which includes metals, plastics, fertilisers and nuclear chemistry	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 rates of reaction, atomic structure, acids and bases, chemical formula and equations • Natures chemistry which includes the homologous series, fuels, everyday consumer products • Chemistry in society which includes metals, plastics, fertilisers and chemical analysis
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Chemistry and write a scientific report.	There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Chemistry and write a scientific report. There will also be a prelim examination and an assignment based on a chemistry theme.
Progression Pathway	**Progression Pathway**
N5 Chemistry	Higher Chemistry N5 in other Sciences

Possible Career Pathways

Research chemist, pharmacist, forensic scientist, chemical engineering, lab technician, doctor, vet, lawyer, accountant, pharmacologist, biotechnology industry, nanotechnology, oil and gas engineering, teaching, environmentalist, marine biology

Inverkeithing High School

Subject: Chemistry | **Faculty: Science** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
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 periodicity, bonding, polymers, oxidizing and reducing agents • Natures chemistry which includes reactants, chemical energy, equilibria and chemical analysis • Chemistry in society which includes carbon chemistry, alcohols, fats, soaps, proteins, oxidation and fragrances	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: • Inorganic chemistry which includes electromagnetic radiation, electronic configurations and transition metals • Physical chemistry which includes chemical equilibrium, reaction feasibility and kinetics • Organic chemistry which includes molecular orbitals, synthesis, stereo chemistry and pharmaceuticals
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be opportunities to assess their ability to carry out an investigation into a topical issue in Biology and write a scientific report. There will also be a prelim examination and an assignment based on a chemistry theme.	There will be regular class assessments throughout the year will be in the form of end of topic assessments and an end of year assessment. There will also be a prelim examination and a project based on a chemistry theme. Attending a local college to carry out practical activities to cover outcomes in the researching chemistry unit.
Progression Pathway	**Progression Pathway**
Advanced Higher Chemistry Higher in other Sciences College/University courses based on Chemical Sciences	College/University courses based on Chemistry Sciences

Possible Career Pathways

Research chemist, pharmacist, forensic scientist, chemical engineering, lab technician, doctor, vet, lawyer, accountant, pharmacologist, biotechnology industry, nanotechnology, oil and gas engineering, teaching, environmentalist, marine biology

Inverkeithing High School

Subject: Computing | **Faculty: Business Education & Computing** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
The course will cover software design and development. Information System Design and Development. The Computing Science Assignment.	Software design and development Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. Computer systems Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems. Database design and development Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. Web design and development Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
To complete the course, you need to pass a unit assessment for each unit and ensure that your Computing assignment completed to the relevant standard. The course builds on and develops your numeracy, thinking skills and ICT skills.	The course will consist of question paper (80 marks), there will also be an assignment (40 marks). The course builds on and develops your numeracy, thinking skills and ICT skills.
Progression Pathway	**Progression Pathway**
This course will lead to National 5 Computing or further educational courses.	This course will lead to Higher Computing or further educational courses.
Possible Career Pathways	
Data Scientists, App Developers, Software engineers, Web Developers, Database administrators, Computer and information research scientists.	

Inverkeithing High School

Subject: Computing

Faculty: Business Education & Computing

S4&5 into S5&6 Curriculum Overview

Higher	Advanced Higher
Course Content	**Course Content**
Software design and development Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Computer systems Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. Database design and development Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. Web design and development Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development.	Software design and development Candidates develop knowledge, understanding, and advanced practical problem-solving skills in software design and development. Database design and development Candidates develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. Web design and development Candidates develop knowledge, understanding, and advanced practical problem-solving skills in web design and development. Integration The integration of technologies is central to the course. Teachers and lecturers should consider candidates' previous experience in 'Database design and development' and 'Web design and development' when planning delivery.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
The course will consist of a Question paper (80 marks) and an assignment of 40 marks.	The course will consist of a question paper (55 marks) and a project of 80 Marks.
Progression Pathway	**Progression Pathway**
This course can allow you to go onto Advanced Higher Computing and Higher or Further Education.	This course will allow you to go on to Higher and further education.
Possible Career Pathways	
Data Scientists, App Developers, Software engineers, Web Developers, Database administrators, Computer and information research scientists.	

Inverkeithing High School

Subject: Criminology NPA

Faculty: Social Subjects & RMPS

S4&5 into S5&6 Curriculum Overview

SCQF Level 5	SCQF Level 6
Course Content	**Course Content**
• Crime in the Community: You will look to see what crimes are happening in our local community and what police and other groups are trying to do stop or prevent crime. You will get to interview a police officer to ask about what they do to try and tackle crime in the community. • Crime and the Law: In this unit, you will study the reasons why some people are more likely to commit crimes, the consequences of crime on the victims, perpetrators and families and also the responses to crime such as prison. • Crime Scenes: You will look at how to process the scene of a crime, collating not only the physical evidence, but the psychological evidence too. You will learn about crime scene protocol, what types of crime scene evidence would be collected and how to secure a crime scene.	• Nature and Extent of Crime: In this unit you will learn how to explain legal and social science definitions of the nature of crime and evaluate how crime is measured. • Crime and the Law: In this unit, you will study the reasons why some people are more likely to commit crimes, the consequences of crime on the victims, perpetrators and families and the responses to crime such as prison. • Forensic Psychology: In this unit you will learn to describe the roles of Forensic Psychologists, evaluate psychological explanations of criminal behaviour and examine extraordinary criminal behaviour. This course would be suitable for you if you have two N5's in related subjects such as Modern Studies, English, History or the NPA Criminology at Level 5.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessments for NPA level 5 criminology are a mixture of open and closed book which will be internally assessed by your teacher. There is no final exam for NPA Criminology.	Assessments for NPA level 6 criminology are a mixture of open and closed book which will be internally assessed by your teacher. There is no final exam for NPA Criminology.
Progression Pathway	**Progression Pathway**
Pupils can progress into NPA level 6 Criminology. Pupils who successfully complete the Criminology NPA may also be interested in pursuing Modern Studies and Psychology at National 5 or Higher level.	An NPA is a National Progression Award recognised by the SQA which is aimed at assessing skills and knowledge in specialist vocational areas. You can go on to study Social Sciences HNC or HND at College or it could prepare you for a related degree in Criminology and Sociology for example.
Possible Career Pathways	
This course would be valuable if you are looking to pursue a career as a Crime scene investigator, Detective, Police officer, Prison officer, Probation officer, Social worker or Youth worker.	

Inverkeithing High School

Subject: Design and Manufacture

Faculty: Design & Engineer Technologies

S4&5 into S5&6 Curriculum Overview

National 4	National 5
Course Content	**Course Content**
Learners will work through **three key unit outcomes**: • **Design** • **Materials and Manufacture** • **Added Value Unit Assignment** Throughout the course, you'll **research and analyse** material properties, joining methods, and the design factors that influence successful products. You'll develop **creative design skills** through sketching, modelling, and building prototypes, while gaining **practical experience** in manufacturing processes. Expect plenty of hands-on work in the workshop, including designing, sketching, and making real products! **This course blends creativity with technical knowledge—perfect for learners who want to design, create, and innovate**	Learners will cover **two key unit outcomes**: • **Design** • **Materials and Manufacture** **Course Assessment Components:** • **Component 1:** Question Paper – *80 marks* • **Component 2:** Assignment — *Design (55 marks)* • **Component 3:** Assignment — *Practical (45 marks)* Throughout the course, learners will: • **Research and Analyse:** Material properties, joining methods, and design factors that influence successful products. • **Develop Design Skills:** Through sketching, modelling, and creating prototypes and finished products. **Gain Technical Knowledge:** About materials and manufacturing processes, supported by hands-on workshop experience.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
• **Knowledge Checks:** Learners will complete end-of-unit assessments throughout the year to measure understanding and progress. • Learners' design work will be assessed against the **National 4 Unit Outcomes**, ensuring they meet the required standards in **Design**, **Materials and Manufacture**, and the **Added Value Unit Assignment**. • **Practical Evaluation:** Hands-on tasks will be assessed for **accuracy**, **quality**, and **workmanship**, ensuring high standards in design and manufacture.	• **End-of-Unit Assessments:** Regular checks throughout the year to measure knowledge and understanding. • **Practical Evaluation:** Hands-on work assessed for accuracy, quality, and workmanship. • **Mock Assignment (S4):** A practice project to apply skills learned and prepare for the final SQA assignment. • **Final SQA Assignment:** A comprehensive project that is externally marked, ensuring national standards are met.
Progression Pathway	**Progression Pathway**
National 5 Design and Manufacture	Higher Design and Manufacture

Possible Career Pathways

● 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: Design and Manufacture

Faculty: Design & Engineer Technologies

S4&5 into S5&6 Curriculum Overview

Higher

Course Content

At Higher level, learners will gain a deep understanding of the **product lifecycle**—from inception and design through manufacture, use, and eventual disposal or re-use. They will explore the **impact of commercial manufacturing** on design decisions and learn why balance and compromise are essential for creating successful products.

Learners will refine design proposals using the **design/make/test process**, applying their knowledge of materials, processes, and design factors to develop viable solutions.

Unlike at lower levels, Higher learners **do not manufacture their designs in the workshop**, as the focus is on designing for **industry and commercial production**. However, they may use workshop tools and machines to create models and prototypes.

Course Assessment Components:

- **Component 1:** Question Paper – *80 marks*
- **Component 2:** Assignment – *90 marks*

This course prepares learners for advanced study and careers in product design, engineering, and manufacturing—where creativity meets real-world application.

Additional Information

(including Assessments and Skills Developed)

- **End-of-Unit Assessments:** Regular checks throughout the year to measure knowledge and understanding.
- Design Unit assessments are carried out to ensure that learners meet the required standards for each outcome.
- **Final SQA Assignment:** A comprehensive project that is externally marked, ensuring national standards are met.

Progression Pathway

Advanced Higher Design and Manufacture

Advanced Higher

Course Content

Learners will explore the **evolution of products**, the **design process**, and the principles behind successful product design. This develops the skills, knowledge, and understanding needed to **initiate, develop, articulate, and communicate design proposals**, while appreciating the impact design has on **society, the economy, and the environment**.

They will deepen their understanding of **commercial manufacturing**, gaining knowledge of **materials, processes, assembly, production, and planning systems**—and how these influence product design. This equips learners to create **viable design proposals for commercial products** and plan their production effectively.

Similar to the Higher course, learners **will not manufacture their designs in the workshop**, as the focus is on designing for **industry and commercial manufacturing**. However, they may use workshop tools and machines to create models and prototypes.

Course Assessment Components:

- **Component 1:** Question Paper – *80 marks*
- **Component 2:** Assignment – *120 marks*

Additional Information

(including Assessments and Skills Developed)

- **End-of-Unit Assessments:** Regular checks throughout the year to measure knowledge and understanding.
- Product Evolution and Product Analysis assessments are carried out to ensure that learners meet the required standards for each outcome.
- **Final SQA Assignment:** A comprehensive project that is externally marked, ensuring national standards are met.

Progression Pathway

Possible Career Pathways

● 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 and Drama** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
Drama Skills: In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience in response to text and play text. They will develop a range of skills as an actor and learn how to portray a character in a range of ways. They will develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. **Production Skills:** In this Unit learners will develop theatre production skills. These will include Acting, Lighting, Sound, Set design, Hair and Make-up, Costume and Props. They will use these skills to enhance their drama when presenting. Learners will use problem solving skills in order to generate ideas for presenting drama. **Performance:** Learners will draw on and extend their knowledge and apply their production skills in a drama performance. The performance will allow pupils choice and flexibility to choose a production role.	**Drama Skills:** In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience in response to text and play text. They will develop a range of skills as an actor and learn how to portray a character in a range of ways. They will develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. **Production Skills:** In this Unit learners will develop theatre production skills. These will include Acting, Lighting, Sound, Set design, Hair and Make-up, Costume and Props. They will use these skills to enhance drama when presenting. Learners will use problem solving skills in order to generate ideas for presenting drama. **Performance:** Learners will draw on and extend their knowledge and apply their production skills in a drama performance. The performance will allow pupils choice and flexibility to choose a production role.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Ongoing classroom assessment by the teacher (August-April). End of unit performance assessments (October, December and April) Completed written booklets for Drama Skills, Production Skills and Final assessments.	End of unit performance assessments (October and December) Practical Exam with SQA Visiting Assessor for acting or design - 60% of overall grade (April) Written 1.5 hour Question Paper assessed by SQA – 40% of overall grade.
Progression Pathway	**Progression Pathway**
National 5	Higher Drama

Possible Career Pathways

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

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 Drama Therapy

Inverkeithing High School

Subject: Drama | **Faculty: Art and Drama** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
Drama Skills: Learners will work with others to explore and develop drama skills and ways of communicating ideas to an audience in response to complex play text. They will develop their acting and performance skills and are also required to communicate their ideas as a director. They will also analyse contemporary theatre performance. Production Skills: Learners will develop enhanced production skills by interpreting plays and exploring the social and cultural influences of the text and the original theatrical context. They will work collaboratively with others to investigate a range of production skills and apply skills in directing, acting and theatre design including – Lighting/Sound/Make-up/Costume/Stage-management. Performance: Learners will choose to be assessed as an Actor, Director or Designer and will carry our individual research of a chosen text to arrive at their final performance interpretation.	They will apply their depth of knowledge and understanding of a text(s) to their chosen area. **Actor** — learners will perform two contrasting acting roles, one of which will be interactive and one of which will be a monologue. **Director** — learners will direct a rehearsal of a key scene of their chosen text of 40 minutes each. **Designer** — learners will produce a set design for a play and design concepts for two other production areas which will be chosen from lighting, sound, multi-media, costume, make-up and hair and props. The dissertation will involve a research or investigative approach and allow a high degree of personalisation for the learner. The learner will use developed skills and competencies to research or investigate a particular area of specialist study. The project/dissertation will be an in-depth piece of work.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
End of unit performance assessments (October and December) Practical Exam with SQA Visiting Assessor (acting/design/directing) 60% of overall grade (March/April) Written 2 hour Question Paper (2 x essays) assessed by SQA – 40% of overall grade.	End of unit performance assessments (October and December) Practical Exam with SQA Visiting Assessor (acting/design/directing) 60% of overall grade (Feb/March). SQA Assessed Project Dissertation – 3000 words (30 marks) (May) & Assignment (1.5 hours/20 marks) (December) – 40% of overall grade
Progression Pathway	**Progression Pathway**
NPA Acting & Performance Advanced Higher Drama	

Possible Career Pathways

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

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 Drama Therapy

Inverkeithing High School

Subject: Early Learning & Childcare | **Faculty: Home Economics** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
Knowledge and understanding of: ♦ The importance of the development of children ♦ The role of the adult in supporting and facilitating play for children ♦ The importance of play to the developing child ♦ The scope of the early learning and childcare sector ♦ The qualifications required to work in the early learning and childcare sector ♦ Develop and understanding of the Rights of the Child ♦ The basic care needs of children ♦ How to keep children safe ♦ The roles and responsibilities within contemporary families	Knowledge and understanding of: ♦ The importance of children and young people's development and wellbeing ♦ The role of the adult in supporting and facilitating play for children and young people ♦ The importance of play to the developing child or young person ♦ The roles and responsibilities within contemporary families, and the support they can receive ♦ The scope of the early learning and childcare sector ♦ The qualifications required to work in the early learning and childcare sector ♦ Develop and understanding of the Rights of the Child ♦ The basic needs of children and young people ♦ How to promote a healthy diet in children and young people
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Pupils will be assessed in the following 4 units through a series of folio tasks generated in class to provide evidence: 1. Child Development 2. Play in Early Learning & Childcare 3. Working in Early Learning & Childcare 4. Contemporary Families or Care and Feeding Pupils must pass all 4 units to achieve the full course award.	Pupils will be assessed in the following 4 units through a series of folio tasks generated in class to provide evidence: 1. Development & Wellbeing of Children and Young People 2. Play in Early Learning & Childcare 3. Working in Early Learning & Childcare 4. Contemporary Families or Care and Feeding Pupils must pass all 4 units to achieve the full course award.
Progression Pathway	**Progression Pathway**
N5 Early Learning and Childcare	Higher Childcare and Development NC Early Education) • HNC Childhood
Possible Career Pathways	
Education, Early Years Childcare, Support Worker, Childminder, Healthcare assistant, Child Practitioner, Social Worker, Nursery Teacher, Early Years Officer	

Inverkeithing High School

Subject: Childcare & Development | **Faculty: Home Economics** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
The main aims of the course are to enable pupils to: ♦ understand child development and the factors that influence it from pre-birth to 16 ♦ understand theories of development and the way these are applied to working with children and young people ♦ develop awareness of initiatives and/or strategies used to inform current childhood practice ♦ develop awareness of current services for children and young people ♦ understand the role and responsibilities of professionals and others in contributing to the development of children and young people ♦ develop skills of investigating, analysing, evaluating and presenting information	Not applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This course assessment has 2 components 1. Question Paper – 40 marks 2. Course Assessment Task – 90 marks. Pupils investigate the needs of a chosen child or young person and the range of ways that professionals and other people can meet those needs.	Not applicable
Progression Pathway	**Progression Pathway**
Not applicable	Not applicable
Possible Career Pathways	
Paediatrician, Midwife, Child Practitioner, Social Worker, Nurse, Healthcare Assistant, Education, Early Years Childcare, Support Worker, Childminder, Child Psychologist, Primary School Teacher, Nursery Teacher, Paediatric Nurse, Early Years Officer	

Inverkeithing High School

Subject: English | **Faculty: English** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
Analysis and Evaluation (reading and listening) Creation and Production (speaking and writing) across the 3 contexts of: • Language • Literature • Media	Broad reading of literature and language will not only strengthen key reading skills of understanding, analysis and evaluation, but will have an impact on a candidate's ability to write. Spoken language has a part to play here too: it is often through discussion that a deeper understanding of language and literature emerges. Talking and listening activities also help to improve candidate interaction and engagement. In this way, a holistic approach can be taken to course content. Areas and topics of study could encompass many of the skills required.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Unit assessments – reading and listening comprehension as well as the ability to take part on a conversation related to the learning. Added Value Unit requires an essay of around 800 words. This may be a response to a piece of literature or a discursive essay.	External assessments in RUAE (reading comprehension) and Critical Reading (textual analysis of excerpt from 'Scottish Set Text' and critical essay). Folio essay (personal, creative or discursive) of around 1000 words which is externally marked. Evidence of talking and listening skills.
Progression Pathway	**Progression Pathway**
National 5	Higher

Possible Career Pathways

Core literacy and communication skills have an obvious value for almost all possible career paths.

Inverkeithing High School

Subject: English | **Faculty: English** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
The Higher English course enables and encourages candidates to develop their language skills, showing growth and progression from those demonstrated in prior learning and attainment, most likely in National 5 English. Progression routes cover all four areas of language skills: reading, writing, talking and listening, and throughout the course candidates apply these skills in different contexts. By the end of the course, candidates will display evidence of growth and competence in all aspects of language use.	Skills development concentrates primarily on reading and writing but talking and listening have a prominent place. By the end of the course, candidates will display evidence of growth and competence in all aspects of language use, but especially in reading and writing where wide reading and a variety of written-response types are required and assessed. Literary texts across the genres of poetry, prose fiction, prose non-fiction, and drama are the prime focus of the course.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
External assessments in RUAE (reading comprehension) and Critical Reading (textual analysis of excerpt from 'Scottish Set Text' and critical essay). Folio essay (personal, creative or discursive) of around 1000 words which is externally marked. Evidence of talking and listening skills.	External assessments in literary study and textual analysis. Portfolio which can take the form of any piece of original writing. A dissertation of between 2,500 and 3,500 words on an aspect or aspects of literature.
Progression Pathway	**Progression Pathway**
Advanced Higher or Level 6 Communications	A/B at Higher English strongly recommended.

Possible Career Pathways

Core literacy and communication skills have an obvious value for almost all possible career paths.

Journalism, public relations, marketing.

Inverkeithing High School

Subject: Communication & Literature | **Faculty: English** | **S4&5 into S5&6 Curriculum Overview**

SCQF Level 6	
Course Content	**Course Content**
Offering an alternative way of achieving an SCQF level 6 qualification, this is a unit based, internally assessed course covering the four key elements of Literacy. The focus of this course is weighted more towards communication skills crucial for our learners who will be moving on to college courses and employment after school. *Communication (SCQF Level 6) and Literature 1* provides pupils with the opportunity to develop their skills of communication and critical analysis. These units can contribute to a learner's employability, particularly with the Core Skill of Communication embedded at SCQF level 6.	
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
The course consists of 2 units: NC Communication (SCQF level 6) - Reading, Writing, Talking and Listening all assessed through a variety of materials. Literature 1 - use a range of different complex texts to build skills in analysing and evaluating the written and spoken word. You will also build confidence in writing and will explore different genres of literature: including poetry, short stories and film.	
Progression Pathway	**Progression Pathway**
A pass at National 5 English is required.	
Possible Career Pathways	
Core literacy and communication skills have an obvious value for almost all possible career paths. Journalism, public relations, marketing.	

Inverkeithing High School

Subject: French and Spanish | **Faculty: Modern Languages** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
Understanding Language (reading and listening) Producing Language (speaking and writing) across the 4 topics of: • Society • Learning • Employability • Culture	Understanding Language (reading and listening) Producing Language (speaking and writing) across the 4 topics of: • Society • Learning • Employability • Culture
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Unit assessments – reading and listening comprehension as well as short spoken presentations and conversations in either French or Spanish (1 minute).	External assessments in reading, writing and listening. Written assignment completed in class time but externally marked. Final speaking assessment of a 2 minute presentation followed by 5 minutes of conversation.
Progression Pathway	**Progression Pathway**
Beginners encouraged.	Beginners encouraged, but success will require a clear commitment over the year both in class and at home.

Possible Career Pathways

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: French and Spanish | **Faculty: Modern Languages** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
Understanding Language (reading and listening) Producing Language (speaking and writing) across the 4 topics of: • Society • Learning • Employability • Culture	Understanding Language (reading and listening) Producing Language (speaking and writing) across the 4 topics of: • Society • Learning • Employability • Culture
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
External assessments in reading, writing and listening. Written assignment completed in class time but externally marked. Final speaking assessment of a 10 minute conversation.	External assessments in reading and translation, as well as writing and listening. Cultural portfolio researched independently Final speaking assessment of a 20 minute conversation with an external examiner.
Progression Pathway	**Progression Pathway**
Crash Higher possible for learners who are already targeting an A pass in another Modern Language.	A/B at Higher strongly recommended.

Possible Career Pathways

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** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
In this course you will develop your understanding of: World Population and Development Glaciation Land Use, Conflicts and Solutions Urban Geography: Case Study of Edinburgh Urban Geography: Case Study of Housing in Rio Rural Geography – Farming in the UK and India Coastal Landscapes Data gathering using fieldwork and mapwork techniques	In this course you will develop your understanding of: World Population and Development Glaciation Land Use, Conflicts and Solutions Urban Geography: Case Study of Edinburgh Urban Geography: Case Study of Housing in Rio Rural Geography – Farming in the UK and India Coastal Landscapes Data gathering using fieldwork and mapwork techniques
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment Each unit has an assessment made up of short answers Knowledge and Understanding Questions. You will complete an Added Value Unit Research Project. This involves carrying out your own research, presenting the results and making conclusions. Full Course Assessments will take place in December and March. Skills you will develop in this course include: research and data collection skills report writing time management and organisation communication and interpersonal skills creativity and problem solving Teamwork Map Skills	Assessment Each unit has an assessment made up of short answers Knowledge and Understanding Questions. You will complete an Assignment. This involves carrying out your own research, describing your research methods, presenting the findings, describing and explaining the findings and making conclusions. Following completion of a draft assignment, you will then write up the assignment under exam conditions in 1 hour and this will be sent to SQA for marking. Full Course Assessments will take place in December and March. Skills you will develop in this course include: research and data collection skills report writing time management and organisation communication and interpersonal skills creativity and problem solving Teamwork Map Skills
Progression Pathway	**Progression Pathway**
National 5 Geography National 4/5 Travel and Tourism	Higher Geography Level 6 Tourism NPA

Possible Career Pathways

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: Geography | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

Higher

Course Content

In this course you will develop your understanding of:
Atmosphere
Hydrosphere
Lithosphere
Biosphere
Urban
Population
Rural
Development and Health
Global Climate Change

Additional Information
(including Assessments and Skills Developed)

Assessment
Each unit has an assessment made up of short answers Knowledge and Understanding Questions.
You will complete an Assignment. This involves carrying out your own research, describing your research methods, presenting the findings, describing and explaining the findings and making conclusions.
Following completion of a draft assignment, you will then write up the assignment under exam conditions in 1.5 hours and this will be sent to SQA for marking.
Full Course Assessments will take place in December and March.
In this course you will develop skills in:
research and data collection skills
report writing
time management and organisation
communication and interpersonal skills
creativity and problem-solving
teamwork

Progression Pathway

Advanced Higher Geography
Level 6 National Progression Award in Tourism

Advanced Higher

Course Content

In this course you will develop your understanding of:
Data Gathering Techniques
Statistics and Data Analysis
Data presentation techniques
Map Skills
Current Geographical Issues
Field Study

Additional Information
(including Assessments and Skills Developed)

Assessment
This includes fieldwork technique questions, statistical technique questions and map work questions.
You will also produce your Geographical Essay and your Fieldwork Report.

In this course you will develop skills in:
research and data collection skills
report writing
time management and organisation
communication and interpersonal skills
creativity and problem-solving
teamwork

Progression Pathway

This course leads to a number of College and University Courses including:
- BSC Geography Degree Course (physical Geography)
- MA Geography Degree Course (Human Geography)
- Environmental Science Degree Course
- Outdoor Education Degree Course
- Geophysics Degree Course
- Tourism Degree Course

Possible Career Pathways

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

S4&5 into S5&6 Curriculum Overview

National 4	National 5
Course Content	**Course Content**
Graphic Communication gives pupils the chance to explore **how visual design shapes the way we communicate**. From social media and billboards to websites and apps, visual communication is everywhere. **Units Covered:** • **2D Graphic Communication** – Develop skills in technical drawing, layout, and presentation techniques. • **3D Graphic Communication** – Learn to create and model designs using advanced CAD software. • **Added Value Unit** Through a variety of creative projects, pupils will: • **Design and CAD Model Products:** Bring ideas to life using industry-standard software. • **Master Technical Drawing:** Develop skills in **orthographic drawing** and **3D modelling**, essential for modern design and engineering.	Graphic Communication allows pupils to explore **how visual design shapes communication** in everyday life—from social media and billboards to websites and apps. Through a variety of creative projects, pupils will tackle real-world design challenges and develop essential skills for the future. **What You'll Do:** • **Design and CAD Model Products:** Bring ideas to life using industry-standard software. • **Master Technical Drawing:** Develop skills in **orthographic drawing** and **3D modelling**. • **Enhance Creativity and Presentation:** Work within both **2D and 3D graphic communication contexts** to produce professional-quality designs. **Course Assessment:** • **Component 1:** Question Paper – *80 marks* • **Component 2:** Timed Assignment – *8 hours, worth 40 marks (33% of overall grade)*
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
• **End-of-Unit Assessments:** Regular checks throughout the year to monitor knowledge and understanding. • **End-of-Year Test:** A comprehensive review to provide an overview of progress. • **Mock Assignment (S4):** A practice project designed to apply skills learned and prepare for the final SQA assignment. • **Final SQA Assignment:** A major project that is **externally marked**, ensuring national standards are met.	• **End-of-Unit Assessments:** Regular checks throughout the year to monitor knowledge and understanding. • **End-of-Year Test:** A comprehensive review to provide an overview of progress. • **Mock Assignment (S4):** A practice project designed to apply skills learned and prepare for the final SQA assignment. • **Final SQA Assignment:** A major project that is **externally marked**, ensuring national standards are met.
Progression Pathway	**Progression Pathway**
National 5 Graphic Communication	Higher Graphic Communication

Possible Career Pathways

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: Graphic Communication

Faculty: Design & Engineer Technologies

S4&5 into S5&6 Curriculum Overview

Higher	Advanced Higher
Course Content	**Course Content**
This course provides exciting opportunities for learners to **initiate and develop ideas graphically**, while building the ability to **read and interpret graphics created by others**. Learners will enhance their **graphic awareness**, often in complex situations, and expand their **visual literacy**—a key skill in modern design and communication. Similar to National 5, candidates will continue to develop **creativity and presentation skills** within both **2D and 3D graphic communication contexts**. **Course Assessment:** • **Component 1:** Question Paper – *90 marks* • **Component 2:** Timed Assignment – *8 hours, worth 50 marks (36% of overall grade)*	Advanced Higher Graphic Communication brings together **technology, engineering, design, creativity, language, and communication**. This course challenges candidates to use **imagination, creativity, and logical thinking** while exploring graphic communication in **realistic, contemporary contexts**. Similar to the Higher course, learners will continue to develop **creativity and presentation skills** within both **2D and 3D graphic communication contexts**. **Course Assessment:** • **Component 1:** Question Paper – *90 marks* • **Component 2:** Project – *Completed over an extended period, worth 90 marks (50% of overall grade)*
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
• **End-of-Unit Assessments:** Regular checks throughout the year to monitor knowledge and understanding. • **End-of-Year Test:** A comprehensive review to provide an overview of progress. • **Mock Assignment:** A practice project designed to apply skills learned and prepare for the final SQA assignment. • **Final SQA Assignment:** A major project that is **externally marked**, ensuring national standards are met.	• **End-of-Unit Assessments:** Regular checks throughout the year to monitor knowledge and understanding. • **End-of-Year Test:** A comprehensive review to provide an overview of progress. • **Mock Assignment:** A practice project designed to apply skills learned and prepare for the final SQA assignment. • **Final SQA Assignment:** A major project that is **externally marked**, ensuring national standards are met.
Progression Pathway	**Progression Pathway**
Advanced Higher Graphic Communication National 5/ Higher Design and Manufacture	

Possible Career Pathways

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 & Food Technology | **Faculty: Home Economics** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
This course allows pupils to develop practical and technological skills and knowledge and understanding of how to make informed food and consumer choices. Pupils will: ♦ develop knowledge of the relationships between health, food and nutrition ♦ develop knowledge of the functional properties of food ♦ make informed food and consumer choices ♦ develop the skills to apply their knowledge in practical contexts ♦ develop organisational and technological skills to make food products ♦ develop safe and hygienic practices in practical food preparation	Pupils will develop their knowledge and understanding of: • the relationship between food, health and nutrition • dietary needs for individuals and groups at various stages of life and explain current dietary advice • produce and reflect on food products which meet individual needs • the functional properties of ingredients in food and their use in food products • the stages involved in developing food products and produce a food product to meet specified needs • safe and hygienic food practices • consumer food choices • factors which may affect food choices and contemporary food issues • technological developments in food and organisations which protect consumer interests • food labelling and how it helps consumers make informed food choices.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This course comprises of 3 units and an added value unit: 1. Food for health 2. Food Product Development 3. Contemporary Food Issues Pupils must pass all four elements of the course to be successful.	This course assessment has 2 components, both worth 50% of final grade: 1. Question Paper 2. Course Assessment Task – a product development project which assesses the application of knowledge, understanding and skills from across the course through problem-solving approach to a brief. Pupils will investigate the issue and develop a food product to meet the needs of the brief.
Progression Pathway	**Progression Pathway**
National 5 HFT Higher HFT Advanced Higher HFT	Higher HFT Advanced Higher HFT

Possible Career Pathways

Food Scientist, Nutritionist, Food Development Technician, Trading Standards Officer, Retail Manager, Marketing Assistant, Public Health Officer, Dietician, Healthcare, Environmental Health, Sports Nutrition, Home Economist, Food Product Development

Inverkeithing High School

Subject: Health & Food Technology | **Faculty: Home Economics** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
Pupils will: ♦ develop and apply knowledge and understanding of the relationship between health, food and nutrition ♦ research a range of issues which affect consumer choice of food ♦ develop knowledge and understanding of the stages involved in developing a food product ♦ develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products	Pupils will: ♦ develop skills of independent enquiry, critical thinking, and analysis and evaluation ♦ apply knowledge and understanding of the relationships between nutrition, food and health, and the importance of these relationships ♦ develop detailed knowledge and understanding of food science ♦ apply knowledge and understanding of the functional properties of food in food product development ♦ develop detailed knowledge and understanding of commercial food manufacturing ♦ apply knowledge and understanding of contemporary issues affecting consumer food choices
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This course assessment has 2 components, both worth 50% of final grade: 1. Question Paper 2. Course Assessment Task – a product development project which assesses the application of knowledge, understanding and skills from across the course through problem-solving approach to a brief. Pupils will investigate the issue and develop a food product to meet the needs of the brief.	This course assessment has 2 components, both worth 50% of final grade: 1. Question Paper – 50 marks 2. Project – 60marks. Pupils will use research skills to investigate a current food issue, presenting information, analysing and evaluating
Progression Pathway	**Progression Pathway**
Advanced Higher HFT BSc in Nutrition • BA Marketing Management • BSc in Food & Consumer Science	BSc in Nutrition • BA Marketing Management • BSc in Food & Consumer Science
Possible Career Pathways	
Food Scientist, Nutritionist, Food Development Technician, Trading Standards Officer, Retail Manager, Marketing Assistant, Public Health Officer, Dietician, Healthcare, Environmental Health, Sports Nutrition, Home Economist, Food Product Development	

Inverkeithing High School

Subject: History | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
In this course you will develop your Knowledge and Understanding of: The Era of the Great War, 1900-1928 The Trade in enslaved African people Free at Last? Civil Rights in the USA	In this course you will develop your Knowledge and Understanding of: The Era of the Great War, 1900-1928 The Trade in enslaved African people Free at Last? Civil Rights in the USA
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment Each unit has an assessment made up of short answers Knowledge and Understanding Questions and source skills. You will complete an Added Value Unit. This involves carrying out your own research, describing your research methods, presenting the findings, describing and explaining the findings and making conclusions. Full Course Assessments will take place in December and March. <u>You will develop your skills in</u>: 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 up of short answers Knowledge and Understanding Questions and source skills. You will complete an Assignment. This involves carrying out your own research, describing your research methods, presenting the findings, describing and explaining the findings and making conclusions. After creating a draft of your assignment, you will write up the final assignment in 1 hour and it will be sent to SQA for marking. Full Course Assessments will take place in December and March. <u>You will develop your skills in</u>: 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 an 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.
Progression Pathway	**Progression Pathway**
National 5 History	Higher History

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

Inverkeithing High School

Subject: History | **Faculty: Social Subject & RMPS** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
You will develop your Knowledge and Understanding of: Germany, 1815-1939 Britain, 1851-1951 Migration and Empire, 1830-1939	You will develop your Knowledge and Understanding of: Russia: From Tsarism to Stalinism, 1914 - 1945
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment Each unit has an assessment made up of short answers Knowledge and Understanding Questions. You will complete an Assignment. This involves carrying out your own research, describing your research methods, presenting the findings, describing and explaining the findings and making conclusions. After creating a draft of your assignment, you will write up the final assignment in 1.5 hours and it will be sent to SQA for marking. Full Course Assessments will take place in December and March. <u>Skills developed in this course include</u>: Writing an introduction to an essay which provides background, identifies key factors and sets a clear line of argument. Providing detailed knowledge in an essay to support the main factors being discussed. Analysing factors in an essay by explaining their impact, consequences or exploring strengths and limitations. Evaluating the importance of a single factor in relation to the question. Evaluating the importance of different factors to build a sustained line of argument. Writing a conclusion to an essay which provides an overall judgment and supporting evidence. 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. Interpret information by identifying and explaining the differing viewpoints presented by two sources. Explaining an event or development.	Assessment You will complete Essay Questions throughout the Course as ongoing assessment. A Full Course Assessment will be completed in February. You will choose a topic for your dissertation from an approved SQA list of titles, research if throughout the year and produce your dissertation. The final draft will be due at the Easter Holidays and sent to SQA for marking. <u>Skills developed in this course include</u>: A conceptual understanding of the past and an ability to think independently. A critical analysis of existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues. Analytical skills through the use of historical sources relating to authorship and purpose, perspective and historical and historiographical context. An understanding of the relationship between factors that contribute to complex historical events. An understanding of the impact of contributing factors, and their relationship with one another, on historical events. Synthesis through the use of primary sources and perspectives from historical research to analyse complex historical issues and sustain coherent lines of argument. skills to adopt a relevant and structured approach to researching a historical issue, drawing conclusions in a clear and well-reasoned way, while reflecting the complexity of the issue and the limitations of the available evidence.
Progression Pathway	**Progression Pathway**
Advanced Higher History	• Degree course in social subjects and social sciences or related areas • Further Study, employment and/or training

Possible Career Pathways

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

Inverkeithing High School

Subject: Maths | **Faculty: Maths** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
The source consists of units on Expressions and formulae, Relationships, Numeracy and the Added Value Unit.	Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
All units need to be passed by completing the unit assessments. The Added Value Unit is an exam style paper that has a calculator and a non -calculator paper. Everything needs to be passed to gain the qualification.	The course consists of a Non-Calculator paper (40 marks) and a calculator paper (50 marks).
Progression Pathway	**Progression Pathway**
The pathway for this course will be Personal Finance or National 5 Maths. This course can also link to further educational courses.	The pathway for this course will be Higher Maths, National 5 Applications of Maths and further educational courses.
Possible Career Pathways	
Education, Accountant, Data analyst, Investment analyst, Budget analyst, Statistician and Software engineer.	

Inverkeithing High School

Subject: Maths | **Faculty: Maths** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions	The Advanced Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for exploring complex mathematical ideas. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This course will consist of a Calculator Paper (65 marks) and a non-calculator paper (55 marks)	This course will consist of a calculator paper (80 marks) and a non-calculator paper (35 marks) The pupils will need to look to complete an additional 4 hours a week at home and so this will develop the pupil's discipline and Maths skills.
Progression Pathway	**Progression Pathway**
This course can link to Advanced Higher Maths, it can also link to Higher and Further educational courses.	This course will lead to Higher and Further education.
Possible Career Pathways	
Education, Accountant, Data analyst, Investment analyst, Budget analyst, Statistician, Software engineer.	

Inverkeithing High School

Subject: Applications of Maths | **Faculty: Maths** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
The course will cover the following: - Managing Finance and Statistics. Geometry and Measures Numeracy Added Value unit	This course will cover the following: - Numeracy skills Financial skills Statistical skills Measurement Skills Graphical data and probability skills Geometric skills
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Each unit needs to be completed with an in-class assessment. The Added Value Unit consists of 2 papers, one will be calculator and non-calculator. All aspects need to be passed to gain the award. You will learn real life maths situations and when Maths is needed. You will develop operational skills, reasoning skills and learn to communicate mathematical information in an appropriate way.	There will be 2 papers, Calculator (50 marks) and Non-Calculator (35 marks). This course develops your ability to use Maths in real world situations. The above topics will be covered over the course of the year.
Progression Pathway	**Progression Pathway**
The pathway for this course can be National 5 Applications of Maths, National 4 Maths or further educational courses.	The pathway for this course can be Higher Applications of Maths, National 5 Maths or further educational courses

Possible Career Pathways
Actuary, Data scientist, Statistician, Financial analyst, Economist, Accountant, Mathematician

Inverkeithing High School

Subject: Applications of Maths | **Faculty: Maths** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
The Higher Applications of Mathematics course develops, deepens and extends the operational and reasoning skills necessary for problem solving problems. Through real-life contexts, candidates acquire and apply mathematical and statistical skills directly relevant to life and work, and learn about how mathematics affects the world they live in. Candidates analyse complex real-life problems and gain experience in making and justifying decisions and drawing conclusions	Non applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
There will be a question paper which is 65 marks, there will also be a project which is worth 30 marks. Maths modelling, statistics and probability, Finance, Planning and decision making.	Non applicable
Progression Pathway	**Progression Pathway**
This course can lead you to Higher Maths, as well as higher and further educational courses.	Non applicable
Possible Career Pathways	
Actuary, Data scientist, Statistician, Financial analyst, Economist, Accountant, Mathematician	

Inverkeithing High School

Subject: MHWB | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

SCQF Level 4	SCQF Level 5
Course Content	**Course Content**
Young people will develop their understanding of the units below: Influences on Mental Health Understanding Mental Health Issues Coping Strategies Exploring Wellbeing Improving Wellbeing. Young people will be confident in dealing with difficult emotions and situations skilfully and promote good mental health and wellbeing in self and others. They will investigate different sources of support for mental health and wellbeing and develop self-knowledge, self-reliance, self-esteem and self-regulation. They will also undertake activities to improve their own mental wellbeing. There are leadership opportunities in this course to work with other pupils as a become a wellbeing ambassador, mental health first-aider or kitbag ambassador.	Young people will develop their understanding of the units below: Influences on Mental Health Understanding Mental Health Issues Coping Strategies Exploring Wellbeing Improving Wellbeing. Young people will be confident in dealing with difficult emotions and situations skilfully and promote good mental health and wellbeing in self and others. They will investigate different sources of support for mental health and wellbeing and develop self-knowledge, self-reliance, self-esteem and self-regulation. They will also undertake activities to improve their own mental wellbeing. There are leadership opportunities in this course to work with other pupils as a become a wellbeing ambassador, mental health first-aider or kitbag ambassador.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment This course is assessed through a portfolio with no exam and leads to the SQA Level 4 Mental Health and Wellbeing Award and the SQA Level 4 Wellbeing Award. **The following skills will be developed**: Problem solving Self-Awareness Self-Evaluation Interpersonal Skills Working with Others Communication	**Assessment** This course is assessed through a portfolio with no exam and leads to the SQA Level 5 Mental Health and Wellbeing Award and the SQA Level 5 Wellbeing Award. **The following skills will be developed**: Problem solving Self-Awareness Self-Evaluation Interpersonal Skills Working with Others Communication
Progression Pathway	**Progression Pathway**
Level 5 Mental Health and Wellbeing Award National 5 Psychology NC Health and Social Care (4 National 5's) NC Working with Communities HNC Counselling (2 Highers) HNC Social services (2 Highers at C) BA (Hons)Psychology (4 Highers at A) BA Social Work (3/4 Highers as A and B) BSc Mental Health Nursing (3 Highers at B)	National 5 Psychology NC Health and Social Care (4 National 5's) NC Working with Communities HNC Counselling (2 Highers) HNC Social services (2 Highers at C) BA (Hons)Psychology (4 Highers at A) BA Social Work (3/4 Highers as A and B) BSc Mental Health Nursing (3 Highers at B)

Possible Career Pathways

Counsellor, Therapist, Teacher, Youth Worker, Social Worker, Mental Health Nurse, Outdoor Education, Conservation, Social Care, Community Education, Psychologist, Support Worker, Medicine, Charity and Advice Work, Health Promotion, Emergency Services, Armed Forces, Criminal Justice, Human Resources.

Inverkeithing High School

Subject: MHWB | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

SCQF Level 6	
Course Content	**Course Content**
Young people will develop their understanding of the following Unit areas: Understanding Brain Health Influences on Mental Health and Wellbeing Promoting Mental Health and Wellbeing The Impact of Digital Society and the Information Age on Mental Health and Wellbeing. The course aims to: reduce stigma surrounding mental health create resilience by giving young people healthy-coping strategies raise awareness of the impact of mental health on behaviour dispel myths surrounding mental health promote understanding of experiences and behaviours that can affect mental health help individuals to make the right choices understand the impact of social media and the internet on mental health and	Non applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment This course is assessed through a portfolio. Skills Developed: Problem solving Self-Awareness Self-Evaluation Interpersonal Skills Working with Others Communication	Non applicable
Progression Pathway	**Progression Pathway**
Higher Psychology NC or HNC Health and Social Care (4 National 5's) NC Working with Communities HNC Counselling (2 Highers) HNC Social services (2 Highers at C) BA (Hons)Psychology (4 Highers at A) SCQF level 7	Non applicable
Possible Career Pathways	
Counsellor, Therapist, Teacher, Youth Worker, Social Worker, Mental Health Nurse, Outdoor Education, Conservation, Social Care, Community Education, Psychologist, Support Worker, Medicine, Charity and Advice Work, Health Promotion, Emergency Services, Armed Forces, Criminal Justice, Human Resources.	

Inverkeithing High School

Subject: Modern Studies | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
You will develop your Knowledge and Understanding of: **Crime and the Law** Crime and the Law covers the reasons and explanations of why people commit crime including the biological causes. We then study the consequences of crime before looking at the different responses to crime. This includes the role of the Police, Prison and the government. **Democracy in Scotland** In the Democracy in Scotland unit, you will look at the democratic features and functions of the Scottish Parliament and Government. You will learn the difference between devolved and reserved powers, the role of the First Minister and their cabinet and how citizens can influence decision making. **Underdevelopment in Africa** In our 'World Issues' unit we study causes, consequences and responses to underdevelopment in Africa. You will study what has caused the underdevelopment in Africa, for example corruption.	You will develop your Knowledge and Understanding of: **Crime and the Law** Crime and the Law covers the reasons and explanations of why people commit crime including the biological causes. We then study the consequences of crime before looking at the different responses to crime. This includes the role of the Police, Prison and the government. **Democracy in Scotland** In the Democracy in Scotland unit, you will look at the democratic features and functions of the Scottish Parliament and Government. You will learn the difference between devolved and reserved powers, the role of the First Minister and their cabinet and how citizens can influence decision making. **Underdevelopment in Africa** In our 'World Issues' unit we study causes, consequences and responses to underdevelopment in Africa. You will study what has caused the underdevelopment in Africa, for example corruption.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment You will complete an Added Value Unit Research Project. This involves carrying out your own research, presenting the results and making conclusions. Unit Assessments will take place at the end of each Unit Area and are open book. **Skill Developed include**: Support and oppose a viewpoint Make and justify decisions Draw and support valid conclusions	**Assessment**: Each unit has an assessment of short answers Knowledge and Understanding Questions and Source Based questions. You will complete an Assignment. This involves carrying out your own research, describing your research methods, presenting the findings, describing and explaining the findings and making conclusions. Following completion of a draft write up, the final write up will take place under exam conditions in 1 hour and will be sent to SQA for marking. Full Course Assessments will take place in December and March. **Skill Developed include**: Support and oppose a viewpoint Make and justify decisions Draw and support valid conclusions
Progression Pathway	**Progression Pathway**
National 5 Modern Studies National 5 Psychology	Higher Modern Studies Level 6 National Progression Award in Criminology Higher Psychology National 5 Psychology

Possible Career Pathways

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: Modern Studies | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
You will develop your Knowledge and Understanding of: **Social Inequality** In this unit we will look at several aspects of inequality and poverty in Scotland and the UK. Firstly, we will study the causes, consequences and responses to health and wealth inequalities. After we look at particular groups and why they are more likely to suffer from inequalities. **Democracy in Scotland and the UK** For the Democracy in Scotland and the UK unit, you will study a variety of features of democracy including participation, voting and electoral systems. **The USA** In our 'World Power' unit we study the USA as an economic, military and political powerhouse. We look at reasons why some Americans choose not to participate in politics, whether or not we can deem America to be truly democratic and the nature of elections and the political system firstly.	You will develop your Knowledge and Understanding of: **Law and Order** In this unit you will aim to understand the definitions, measurements, and perceptions of crime before studying the theories of criminal behaviour including physiological, psychological, and sociological theories. Finally, you will look at the social and economic impact of criminal. We must then look at the responses to crime including the theories of punishment that have developed throughout history. We will then study preventative responses to crime, including policing strategies before comparing these to the criminal justice responses to crime, including prison sentences. **Research Methods** You will study research methodology which includes an exploration of the strengths and weaknesses of different methods such as surveys, interviews and observation. You will learn about ethics in research, as well as real examples of these methods being used. You will also study source evaluation where you develop your skills in being able to judge how trustworthy a source is using your knowledge of how social science research is conducted **Dissertation** Your dissertation is worth 50 marks and you choose a Law and Order topic you are interested in to research and write a 5,000-word dissertation on. You will be supported by your teacher; however, this is something that will largely be done independently and is a great way to develop the kind of skills you will need for further and higher education
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment Each unit has an assessment made up of short answers Knowledge and Understanding Questions and Source Based questions. You will complete an Assignment. This involves carrying out your own research, presenting the findings, describing and explaining the findings and making conclusions. Following completion of a draft assignment, you will then write up the assignment under exam conditions in 1.5 hours. Skills Developed include: detect and explain the extent to which something is objective detect and explain the reliability of sources draw and support valid conclusion	Assessment Essays and Source Based Questions will be completed throughout the Course and feedback given. Young people will work in their dissertation throughout the year. The final hand in date is the Easter Holidays. It will then be sent to SQA for marking. Skills Developed include: Analysis and evaluation skills for essays Comparison – identifying similarities and differences Judging the effectiveness of research methods Evaluating the trustworthiness of a source
Progression Pathway	**Progression Pathway**
Higher Psychology Advanced Higher Modern Studies	Courses at University and College

Possible Career Pathways

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** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
This course will revisit skills and techniques developed in S3 and S4 Music. Internal assessment and verification will take place for all elements of the course. Internal examinations will take place to assess the practical element on two instruments, with candidates performing 8 minutes of music. The Experiences and Outcomes in Music will give pupils the opportunity to continue 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 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 ensure the core musical concepts are taught and understood as well as providing pupils with an element of choice in terms of instruments and music selected.	This course will revisit skills and techniques developed in S3 and S4 Music. Internal verification evidence will be sent to SQA. External assessors will visit the department to assess the practical element on two instruments, with candidates performing 8 minutes of music. The Experiences and Outcomes in Music will give pupils the opportunity to continue 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 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 ensure the core musical concepts are taught and understood as well as providing pupils with an element of choice in terms of instruments and music selected.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Performing (2 instruments) = 30 marks - 50% of whole course Listening Question Paper = 45 minutes - 35% of whole course Composition Assignment = 15% of whole course All elements noted above are assessed internally.	Performing (2 instruments) = 30 marks - 50% of whole course Listening Question Paper = 45 minutes - 35% of whole course Composition Assignment = sent to SQA for marking – 15% of whole course
Progression Pathway	**Progression Pathway**
National 5 Music	Higher Music
Possible Career Pathways	
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: Music | **Faculty: Music** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
The Higher Music with Performing course will revisit skills and techniques developed in S3 and S4 Music. Internal verification evidence will be sent to SQA. External examiners will visit the department to assess the performance element. The Course assessment will consist of two Components: a performance, and a listening paper. The purpose of the performance is to allow candidates to demonstrate practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music.	This course will revisit skills and techniques developed in Higher Music. External Visiting Assessors will visit the department to assess the performance element The Course Assessment will consist of two Components: a performance and a listening paper. The purpose of the performance option is to allow learners to demonstrate advanced levels of creativity and applied musical skills when performing a prepared programme of music on either two selected instruments, or a selected instrument and voice. The programme of music can be performed solo and/or in a group setting and should last a total of 20 minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of eight minutes within the overall 20 min programme. The programme of music must include a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Performing (2 instruments - 30 marks each) - 50% of whole course Listening Question Paper (45 minutes) = 40 marks - 35% of whole course Composition Assignment = sent to SQA for marking (30 marks) – 15% of whole course. Performing Prelim – Nov./Dec. Final Performing Exam – c. Feb.	Performing (2 instruments - 30 marks each) - 50% of whole course Listening Question Paper (45 minutes) = 40 marks - 35% of whole course Composition and Analysis Assignment = sent to SQA for marking (30 marks) – 15% of whole course Performing Prelim – Jan. Final Performing Exam – c. April
Progression Pathway	**Progression Pathway**
Advanced Higher Music	Further Study at College/ University

Possible Career Pathways

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: Photography | **Faculty: Art & Drama** | **S4&5 into S5&6 Curriculum Overview**

Higher	National Progression Award Level 5
Course Content	**Course Content**
The course consists of two components: Folio: 77% of overall mark Question Paper: 23% of overall mark This course allows candidates to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Candidates learn how social, cultural, historical, and scientific influences impact on photographers' work and practice. Candidates demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects. They have opportunities to develop personal autonomy and critical-thinking skills, and learn to evaluate their own photographic work and practice.	The course consists of 4 units: • **Understanding Photography** • **Photographing People** • **Photographing Places** • **Working with Photographs** These units will require candidates to complete 6 photoshoots in total. Candidates will plan and analyse their outcomes.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
FOLIO WORK INCLUDES: 5-6 photoshoots to be researched, planned and carried out under a chosen theme. Annotation and evaluation of contact sheets to 8 suggested images. Evaluation to be sat under timed/controlled conditions. 8 final A4 PHOTOGRAPHS to be presented, evaluated and sent to SQA for assessment. SQA Written Exam Paper	Candidates will learn and demonstrate understanding of creative and technical factors within photography. Candidates will complete 3 photoshoots of people and 3 photoshoots of places. Candidates will edit and enhance photographs
Progression Pathway	**Progression Pathway**
Further education at college or university	Higher Photography

Possible Career Pathways

Wedding photographer, commercial photographer, portrait photographer, travel photographer, stock photographer. Photojournalist, sports photographer, wildlife photographer, teacher/lecturer, content creator

Inverkeithing High School

Subject: Physical Education | **Faculty: Physical Education** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
The main aims of the Course are to enable learners to: • develop the ability to safely perform a range of movement and performance skills in straightforward contexts • develop and demonstrate knowledge of factors impacting on performance • build capacity to perform effectively • develop approaches to enhance personal performance • monitor, record and reflect on performance development	The performance unit aims to develop pupils' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Pupils develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. It offers opportunities for personalisation and choice in the selection of physical activities. The factors impacting on performance unit aims to develop pupils' knowledge and understanding of the factors that impact on performance in physical activities. Pupils consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Pupils will be assessed in 2 areas: 1. performance skills (practical) 2. factors impacting performance (written) The course culminates in an added value unit which pupils will apply the skills and knowledge they have learned during the course.	Pupils will be assed in two ways, each worth 50% of their final grade: 1. a written portfolio which assesses the pupil's knowledge and understanding of the performance development process. 2. Performance which assesses the candidate's ability to effectively perform in **two** different physical activities.
Progression Pathway	**Progression Pathway**
National 5 and Higher Physical Education	Higher Physical Education

Possible Career Pathways

Professional Athlete, Teacher, Doctor, Leisure Attendant, Youth and Community Work, Volunteering, Sports Development Worker, Fitness Manager, Health Promotion, Armed Forces, Personal Trainer, Fitness Instructor

Inverkeithing High School

Subject: Physical Education | **Faculty: Physical Education** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
Factors impacting on performance: Pupils develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance and consider how these factors influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance, selecting and applying these approaches to factors that impact on their personal performance. Pupils create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs. **Performance:** Pupils develop ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They develop knowledge and understanding of how these skills combine to produce effective outcomes. Pupils develop consistency, precision, control and fluency of movement and learn how to respond to, and meet, the demands of performance in a safe and effective way.	Non applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This course assessment has 2 components, both worth 50% of final grade: 1. Question Paper 2. Performance - assesses candidates' ability to perform in **two** different physical activities.	Non applicable
Progression Pathway	**Progression Pathway**
NC Sports and Fitness • NC Army Preparation • HNC Sports Coaching • BSc Sports Science	Non applicable

Possible Career Pathways

Professional Athlete, Teacher, Doctor, Leisure Attendant, Youth and Community Work, Active Schools, Volunteering, Sports Development Worker, Fitness Manager, Health Promotion, Armed Forces, Personal Trainer, Fitness Instructor

Inverkeithing High School

Subject: Physical Education (Creative & Aesthetic)

Faculty: Physical Education

S4&5 into S5&6 Curriculum Overview

Higher	Advanced Higher
Course Content	**Course Content**
The PDA in Scottish Football Association: Refereeing at SCQF level 7 is designed to equip individuals with knowledge and understanding of Scottish Football Association (SFA) refereeing, concentrating on knowledge and understanding of the Laws of the Game of Football. It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match. Pupils who are interested in becoming a match official or who have an interest in Football should select this course.	Non applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment Assessment will be conducted in two forms. The Refereeing exam on the Laws of the Game and a practical assessment of pupils refereeing. **Skills Developed** 1. Communication 2. Confidence 3. Leadership 4. Organisation 5. Planning and reflection 6. Teamwork	Non applicable
Progression Pathway	**Progression Pathway**
University or College. Paid Refereeing work	Non applicable
Possible Career Pathways	
SFA Refereeing Structure. Sports Coaching, Sports Development, HNC Sports Coaching, Sports Course at University	

Inverkeithing High School

Subject: Practical Cookery | **Faculty: Home Economics** | **S4&5 into S5&6 Curriculum Overview**

National 4	National 5
Course Content	**Course Content**
The Course aims to enable pupils to: • use a range of cookery skills, food preparation techniques and cookery processes when following recipes • select and use ingredients to produce and garnish or decorate dishes • develop an understanding of ingredients and their uses and an awareness of responsible sourcing • develop an awareness of current dietary advice relating to the use of ingredients • work safely and hygienically	The course aims to enable pupils to: ♦ proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes ♦ select and use ingredients to produce and garnish or decorate dishes ♦ develop an understanding of the characteristics of ingredients and an awareness of their sustainability ♦ develop an understanding of current dietary advice relating to the use of ingredients ♦ plan and produce meals and present them appropriately ♦ work safely and hygienically
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
This Course comprises four mandatory units: 1. Cookery Skills, Techniques and Processes 2. Understanding and Using Ingredients 3. Organisational Skills for Cooking 4. Added Value Unit – including a 1hour 30minute practical exam Pupils must pass all 4 units to achieve the course award.	This course assessment has three components: 1. Question paper 2. Assignment (planning booklet for practical activity 3. 2 hour 30 min practical activity
Progression Pathway	**Progression Pathway**
N5 Practical Cookery Barista	NPA Hospitality FA Hospitality
Possible Career Pathways	
Sous Chef, Catering Assistant, Chef, Restaurant Owner, Food and Drink, Baker, Armed Forces, Fitness Instructor, Nutritionist, Food Development Technician, Hospitality industry	

Inverkeithing High School

Subject: Practical Woodwork

Faculty: Design & Engineer Technologies

S4&5 into S5&6 Curriculum Overview

National 4	National 5
Course Content	**Course Content**
Learners will develop practical skills by manufacturing a variety of projects through the three main units; flat-frame, carcase and machining and finishing. The course is designed to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly. Learners will develop their numeracy and measuring skills. Tolerances will be taken into consideration when progressing onto new tasks.	Similar to the National 4 course, however, candidates are assessed within a 1-3mm tolerance. Candidates will also complete a log-book throughout the year. Learners will develop practical skills by manufacturing a variety of projects through the three main units; flat-frame, carcase and machining and finishing. The course is designed to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly. Learners will develop their numeracy and measuring skills. Tolerances will be taken into consideration when progressing onto new tasks. The course assessment has two components. **Component 1:** question paper 60 marks scaled to 30 marks **Component 2:** practical activity 70 marks
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Practical elements assessed against unit outcomes which must be within a certain tolerance End-of-unit assessments to assess knowledge of tools and processes Logbook completed throughout the year Working safely in the workshop	Practical elements assessed against unit outcomes which must be within a certain tolerance End-of-unit assessments to assess knowledge of tools and processes Logbook completed throughout the year Working safely in the workshop
Progression Pathway	**Progression Pathway**
• National 5 Practical Woodworking	• National 5 Design and Manufacture

Possible Career Pathways
Joiner, Tradesperson, Engineering, Manufacturing, Construction Industry, Carpentry and other courses involving practical skills, Shopfitting, Stagehand

Inverkeithing High School

Subject: Psychology

Faculty: Social Subjects & RMPS

S4&5 into S5&6 Curriculum Overview

National 5	Higher
Course Content	**Course Content**
You will develop your Knowledge, Understanding and Skills in the Units below: **Individual Behaviour** – Sleep & Dreams and Phobias **Research** – Experimental Methods and Non-Experimental Methods **Social Behaviour** – Conformity and Non-verbal Communication	You will develop your Knowledge, Understanding and Skills in the Units below: • **Individual Behaviour** – Sleep and Dreams • **Research** – Experimental Methods and Non-Experimental Methods, Research Issues • **Social Behaviour** – Conformity and Obedience • **Depression**
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment: There is a short answer question assessment in each unit area. Young people will also complete an Assignment. This involves choosing a Psychology topic that interests you, to research and create a report based on your findings. This will then be sent to SQA for marking. A full course assessment will take place in December and March. **Skills Developed include**: • Critical Thinking • Problem Solving • Interpreting Data • Analysing and Applying Knowledge • Evaluating and Applying Information • Research Skills	**Assessment**: There is an essay and short answer question assessment in each unit area. Young people will also complete an Assignment. This involves choosing a Psychology topic that interests you, to research and create a report based on your findings. This will then be sent to SQA for marking. A full course assessment will take place in December and March. **Skills Developed include**: • Critical Thinking • Problem Solving • Interpreting Data • Analysing and Applying Knowledge • Evaluating and Applying Information • Research Skills • Information • Research Skills
Progression Pathway	**Progression Pathway**
Higher Psychology L5/6 Criminology	Course at college/university

Possible Career Pathways

Psychology is a very valuable subject towards a variety of careers and higher education courses, some of these include:
Early years practitioner (childcare), Lawyer, Police Officer, Teacher, Psychologist/Counsellor Social Worker, International Relations, Human Resources (HR), International Business/Business Management and Politics

Inverkeithing High School

Subject: RMPS

Faculty: Social Subjects & RMPS

S4&5 into S5&6 Curriculum Overview

National 4	National 5
Course Content	**Course Content**
World Religion –You will learn about the beliefs and practices of Buddhism. You will be encouraged to think about how these beliefs and practices have an impact on how Hindus live their lives and you will evaluate the relevance of their ideas in the modern world. **Morality and Belief –** Conflict is a constant part of human life, often becoming violent and tipping into war. In this unit you will study different types of conflict, the justification for it, the alternatives to it and the methods used. You will also consider the religious and non-religious responses, and you will ultimately have to express an opinion on the way we deal with conflict in society. **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; *What are the origins of the universe and life?* In this unit you will consider the scientific and religious responses to this question and work out to what extent they are compatible	**World Religion –**You will learn about the beliefs and practices of Buddhism. You will be encouraged to think about how these beliefs and practices have an impact on how Hindus live their lives and you will evaluate the relevance of their ideas in the modern world. **Morality and Belief –** Conflict is a constant part of human life, often becoming violent and tipping into war. In this unit you will study different types of conflict, the justification for it, the alternatives to it and the methods used. You will also consider the religious and non-religious responses and you will ultimately have to express an opinion on the way we deal with conflict in society. **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; *What are the origins of the universe and life?* In this unit you will consider the scientific and religious responses to this question and work out to what extent they are compatible
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment There is an Outcomes Assessment for each unit area in the course. This is a short answer question assessment and is open book. Young people will also complete an Added Value Unit, where they will choose a topic to research, carry out their research, present findings and make a conclusion. **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** There will be a short answer question assessment in each unit area. This will be completed under exam conditions and feedback given. A full course assessment will take place in December and March. Young people will also complete an Assignment where they will choose an issue of Morality or Belief to research and write up their findings. Once the draft has been completed, young people will then write up their final report under exam conditions in 1 hour and this will be sent to SQA for marking. **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.
Progression Pathway	**Progression Pathway**
National 5 RMPS NC Health and Social Care (4 NAT 4s)	Higher RMPS NC Health and Social Care (4 NAT 4s) NQ Pathway to Humanities (4 Nat 5s)
Possible Career Pathways	
Care, Social Work, Law, Journalism, Researcher, Teacher, Counsellor, Charity Officer, Community Worker	

Inverkeithing High School

Subject: RMPS | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

Higher	Advanced Higher
Course Content	**Course Content**
World Religion –You will learn about the beliefs and practices of Buddhism. You will be encouraged to think about how these beliefs and practices have an impact on how Hindus live their lives, and you will evaluate the relevance of their ideas in the modern world. **Morality and Belief –** Conflict is a constant part of human life, often becoming violent and tipping into war. In this unit you will study different types of conflict, the justification for it, the alternatives to it and the methods used. You will also consider the religious and non-religious responses, and you will ultimately have to express an opinion on the way we deal with conflict in society. **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; *What are the origins of the universe and life?* In this unit you will consider the scientific and religious responses to this question and work out to what extent they are compatible	You will develop your Knowledge, Understanding and Skills in: **Philosophy of Religion –** Does God exist? A timeless question which has been debated across centuries. In this unit, you will gain an understanding of the nature of God, according to Classical Theism and then you will consider the defence of this idea from religious thinkers and the rejection of it from atheists. Ultimately, you must arrive at your own, well-reasoned opinion. **Medical Ethics -** Should we test on embryos? Is euthanasia morally acceptable? What is the best way to procure organs when demand outstrips supply? Is abortion murder? These and other moral and philosophical issues surrounding medical treatment are the subject of your investigation in this unit.
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment There will be a short answer question assessment in each unit area. This will be completed under exam conditions and feedback given. A full course assessment will take place in December and March. Young people will also complete an Assignment where they will choose an issue of Morality or Belief to research and write up their findings. Once the draft has been completed, young people will then write up their final report under exam conditions in 1.5 hours and this will be sent to SQA for marking. Skills Development <u>Knowledge and Understanding</u> 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. <u>Analysis</u> 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. <u>Evaluation</u> Pupils will have the opportunity to form and defend personal opinion on each topic area and respectfully challenge the views of others.	Course Assessment The Course is assessed by a Question Paper on the two unit areas. It is worth 90 marks and the time allowed is 3 hours. Each section includes 1 essay and one source question. Young people will also produce a dissertation on a topic of their choice. This will be worked on during the year with a final hand in date of the Easter Holidays. It will then be sent to SQA for marking. Skills Development <u>Knowledge and Understanding</u> Pupils will deepen their knowledge and understanding of all topic areas, from a range of perspectives, both religious and non-religious. <u>Analysis</u> 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. <u>Evaluation</u> Pupils will have the opportunity to form and defend personal opinion on each topic area and respectfully challenge the views of others.
Progression Pathway	**Progression Pathway**
Advanced Higher RMPS NC Health and Social Care (4 NAT 4s) NQ Pathway to Humanities (4 Nat 5s)	NC Health and Social Care (4 NAT 4s) NQ Pathway to Humanities (4 Nat 5s) BA Theology and Religious Studies (4 Highers – AAAA)
Possible Career Pathways	
Care, Social Work, Law, Journalism, Researcher, Teacher, Counsellor, Charity Officer, Community Worker	

Inverkeithing High School

Subject: Travel and Tourism

Faculty: Social Subjects & RMPS

S4&5 into S5&6 Curriculum Overview

SCQF Level 4	SCQF Level 5
Course Content	**Course Content**
You will develop your Knowledge and Understanding of: **Tourism in Scotland**- researching tourist destinations within Scotland, discussing the impact of tourism both negative and positive, current trends in the industry and planning a trip based on a brief **Tourism in UK and Worldwide**- researching tourist destinations within UK and Worldwide, discussing the impact of tourism both negative and positive, current trends in the industry and planning a trip based on a brief **Customer Service**- importance of customer care, customer needs and dealing effectively with complaints **Employability**- exploring jobs within the industry, possible career paths and taking part in work experience	You will develop your Knowledge and Understanding of: **Tourism in Scotland**- researching tourist destinations within Scotland, discussing the impact of tourism both negative and positive, current trends in the industry and planning a trip based on a brief **Tourism in UK and Worldwide**- researching tourist destinations within UK and Worldwide, discussing the impact of tourism both negative and positive, current trends in the industry and planning a trip based on a brief **Customer Service**- importance of customer care, customer needs and dealing effectively with complaints **Employability**- exploring jobs within the industry, possible career paths and taking part in work experience
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment: Assessment for this Course is Course Work Assessment where each task counts towards a folio of evidence of your Knowledge and Skills in Travel and Tourism. Skills developed in this course include: Customer Service Skills Research Skills Time Management and Organisation Communication and Interpersonal Skills Creativity and Problem Solving Teamwork	Assessment: Assessment for this Course is Course Work Assessment where each task counts towards a folio of evidence of your Knowledge and Skills in Travel and Tourism. Skills developed in this course include: Customer Service Skills Research Skills Time Management and Organisation Communication and Interpersonal Skills Creativity and Problem Solving Teamwork
Progression Pathway	**Progression Pathway**
National 5 Tourism	National Progression Award Level 6 Tourism Various college courses such as: Travel and Tourism HNC; Travel and Tourism HND; Tourism, Events and Business; Passport to Employment in Travel and Tourism; Skill up for Hospitality, Tourism and Events; Travel, Tourism and Events; - BA Tourism Degree Course - BA Heritage and Tourism Degree Course

Possible Career Pathways

Cabin Crew, Airline Pilot, Airline Customer Service Agent, Cruise Ship Steward, Hotel Manager, Hotel Porter, Hotel Room Attendant, Sailing Instructor, Tour Manager, Tourist Guide, Travel Agent,

Inverkeithing High School

Subject: NPA Travel and Tourism | **Faculty: Social Subjects & RMPS** | **S4&5 into S5&6 Curriculum Overview**

SCQF Level 6	
Course Content	**Course Content**
In this course you will develop your knowledge, understanding and skills in the units below. There is one mandatory unit: **Travel and Tourism in the UK**- this unit introduces the subject and will cover knowledge of employment in the industry using correct industry terms, we will be able to describe the role of organisations involved in regulating and promoting the industry within the UK and we will develop an understanding of the scale of the UK travel and tourism industry. **And three choice units from the following options**: Sustainable Practices in Travel and Tourism Working as Air Cabin Crew Airport Ground Operations Leisure and Business Tourist Destinations Heritage Industry in Scotland Marketing in Travel and Tourism Tour Guiding: An Introduction Resort Representation: An Introduction Accommodation and Package Holidays	Non applicable
Additional Information *(including Assessments and Skills Developed)*	**Additional Information** *(including Assessments and Skills Developed)*
Assessment This course is based on continual assessment of tasks throughout the course. These will be used to create a folio of evidence to meet the course outcomes. There is also a short question answer assessment on the location of Tourist Destinations Worldwide. **Skills Developed** Effective job seekers and employees in customer services Research skills Time management and organisation Communication and interpersonal skills Creativity and problem solving Teamwork	Non applicable
Progression Pathway	**Progression Pathway**
Various college courses such as: Travel and Tourism HNC; Travel and Tourism HND; Tourism, Events and Business; Passport to Employment in Travel and Tourism; Skill up for Hospitality, Tourism and Events; Travel, Tourism and Events;	Non applicable
Possible Career Pathways	
Cabin Crew, Airline Pilot, Airline Customer Service Agent, Cruise Ship Steward, Hotel Manager, Hotel Porter, Hotel Room Attendant, Sailing Instructor, Tour Manager, Tourist Guide, Travel Agent,	

Fife College (School College Partnership)

Course	SCQF Level	Overview	Entry Criteria
NPA: Legal Studies	6	Thinking about a career in Law, this is a great gateway course! This course covers a wide range of key areas of law and crime studies through the study of specific types of law and related crime. The impact on crime on society and how this is investigated will form the backbone of this course. Throughout this course candidates will not only hear from guest speakers from these industries but will experience a simulated crime scene and police activities using virtual reality and will be able to take part in a mini court trial.	3 National 5 qualifications at grade C or above one of which must be English
Foundation Apprenticeship Scientific Technologies (1 year)	6	**Not all scientists wear white lab coats** – the world of science is wide and varied with limitless opportunities for exploration and employment. Science covers a vast variety of topics from astronomy to zoology, working in a variety of locations such as laboratories and hospitals or underwater studying plants and animals or even up in space researching human health. This FA will combine specific sector skills in a work-based context alongside underpinning the knowledge to support the skills. This is a one-year programme, and you will study a NPA in Scientific Technologies and complete units from the SVQ Laboratory and Associated Technical activities whilst in work placement.	4 National 5 subjects at Grade C or above including Chemistry, Maths and planning to study at least one Higher in S5/S6 in a relevant Science discipline.
Foundation Apprenticeship Accountancy (2 year)	6	This course covers a wide range of key areas of accounting: preparing management and financial information, interpreting and analysing accounting information and providing an understanding of the ethical responsibilities involved in preparation of accounting materials. These key skills will prepare candidates for further study or employment in accountancy. If you think chartered accountants spend their lives confined to their desks, then think again. They are sitting on the boards of multinational companies, testifying in court and advising governments, as well as supporting charities and businesses from every industry all over the world.	3 National 5 qualifications at grade C or above one of which must be English
Perspectives on Society: Exploring People, Power, and Progress	6/5	Introductory course designed to provide students with an understanding of social science concepts and the ways in which they shape human behaviour and societal structures. The course explores the interactions between individuals, groups, and institutions, examining how power dynamics, social norms, and cultural values influence societal development and individual identity. It delves into key social science disciplines, including sociology, history, politics, and criminology, offering students a multidisciplinary perspective on the forces that drive human actions and societal transformations. Throughout the course, students will critically analyse historical and contemporary issues related to inequality, justice, governance, and social change. The course encourages students to engage with various theoretical frameworks, helping them understand how concepts such as power, privilege, and progress intersect in the shaping of societies. By studying the complexities of social systems, students will develop the skills necessary to evaluate the challenges and opportunities that arise in efforts to create more just, equitable, and progressive communities. Ultimately, this course aims to foster a deeper understanding of the social forces that impact both individual lives and collective well-being.	4 National 5 subjects at Grade C or above, including English Ability to work SCQF Level 6 in other school subjects; a general desire to study areas of Social Science or interest in People and Societies

Course	SCQF Level	Overview	Entry Criteria
Skills for Work Engineering (Rosyth)	5	This course focusses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance and an element of Design and Manufacture. The course will aim to enhance employability skills. You will be encouraged to develop teamwork and practical skills. A key feature of this programme is the emphasis in experiential learning. Skills for Work: Engineering Skills Level 5 Rosyth | Fife College	3 National 4s in English, Maths and preferably Physics or Engineering Science or Technical subject, or a qualification to this standard in a craft or technology subject
NPA Engineering (Rosyth)	5	The NPA Engineering will provide a foundation of knowledge, skills and experience about the engineering sector (focus on Mechanical and Electrical Engineering), a gap identified by Babcock.	3 National 4s in English, Maths and a Technical Subject Short Babcock Application form
NPA Computing Technologies	5	**Explore. Create. Code.** Are you curious about how apps, games, and websites are made? The NPA in Computing Technologies is your gateway into the exciting world of digital tech! This hands-on course introduces you to key areas such as: • **Software Development** – Learn the basics of coding and build your own programs. • **Web Design** – Create and style your own websites. • **Digital Skills** – Develop problem-solving and teamwork skills for the modern workplace. • **Cyber Security Awareness** – Discover how to stay safe online and protect digital systems. This course consists of two mandatory units + two options (to be confirmed) from the following list: • artificial intelligence • computer networks • computer programming • data security • data science • emerging digital technologies • esports Whether you're thinking about a future in tech or just want to try something new, this course is a fun and practical way to build your digital confidence. No prior experience needed – just bring your curiosity!	Any mix of National Qualifications at SCQF level 4. Learners should possess numeracy and communication skills.
NPA Cyber Security	5	Jump into the thrilling world of **Data Security, Digital Forensics, and Ethical Hacking** with our course. You'll build a strong foundation of knowledge and skills and get hands-on experience that you can use in your personal life, school, future career, and even to help your community. Learn how to spot and fix security weaknesses, all while staying safe, legal, and ethical. Get ready to protect the digital world!	Preferably National 4s including English and Computing
Pathway to Early Learning	5	Applicants will begin to build on their knowledge and skills required to work within early learning and childcare settings, providing the foundations in readiness to apply for qualifications that are recognised by the sector. Studies will include Supporting Children & Young People in an Early Learning and Childcare Setting, Contemporary Families, Children & Young People: Process of Play from the National 5 Early Learning and Childcare Award. Throughout studies practical sessions will form part of learning both inside and outside the classroom through various play activities to support learning. Learners will develop meta-skills and sector specific skills to support with their progression.	Working at SCQF Level 5 in other school subjects; a general desire to explore opportunities for careers within the care sector; good school attendance

Course	SCQF Level	Overview	Entry Criteria
NPA: Digital Media Animation	5	Unleash your creativity with the NPA Digital Media course! Dive into industry-standard tools like Adobe Photoshop, Illustrator, and After Effects to craft your own exciting animation project. Whether you dream of creating eye-popping visuals for a computer game or viral content for social media, this hands-on course is your ticket to mastering digital media while having a blast. Your future in design and animation starts here!	National 4s including English, Maths and Computing or Digital subjects. Able to work at Level 5 and can demonstrate an interest in Computing, Graphics Communication or Animation
Healthcare Pathway	5	This award-winning course will build knowledge and skills required to work within the NHS and Social Care Sector, through a challenge-based learning approach. You will explore specified themes and complete a related work-based challenge. Through developing your own learner journey, problem solving and trying new things along the way, you will prepare yourself to complete the work-based challenge and present your solutions. Learners will develop meta-skills and sector specific skills to support with their progression.	3 National 4s including English and working at SCQF Level 5 in other school subjects; a general desire to explore opportunities for careers within healthcare
NPA Data Science	5	Discover the Power of Data! Our course offers an exciting introduction to **Data Science**, focusing on the skills you need for data analysis. Whether you're aiming for a job or planning further studies, this course has you covered. You'll develop your academic abilities, spark your interest in data science, and build essential Core Skills. Plus, you'll improve your data skills across various subjects and learn about important societal issues. Get ready to unlock the potential of data and make a difference!	Preferably National 4s including English and Computing (or something Digital ??)
NPA: Esports	5	**Your First Step into the World of Competitive Gaming!** Are you passionate about gaming and curious about the fast-growing world of esports? The NPA in Esports at Level 4 is your gateway to turning that passion into real skills and exciting opportunities. This course introduces you to the **core elements of esports**, including: • **Teamwork & Strategy** – Learn how to work as part of a competitive team and develop winning tactics. • **Game Analysis** – Explore popular esports titles and understand what makes them tick. • **Streaming & Content Creation** – Discover how to build your online presence and share your gameplay with the world. • **Esports Events** – Get hands-on experience planning and promoting esports tournaments. Whether you dream of becoming a pro player, content creator, shoutcaster, or working behind the scenes in event management or marketing, this course gives you the foundation to start your journey. **No need to be a gaming expert—just bring your enthusiasm and a willingness to learn!**	There are no specific entry requirements but learners should possess Level 3 core skills as a minimum.

Course	SCQF Level	Overview	Entry Criteria
NPA Computing Technologies	5	**Explore. Create. Code.** Are you curious about how apps, games, and websites are made? The NPA in Computing Technologies is your gateway into the exciting world of digital tech! This hands-on course introduces you to key areas such as: • **Software Development** – Learn the basics of coding and build your own programs. • **Web Design** – Create and style your own websites. • **Digital Skills** – Develop problem-solving and teamwork skills for the modern workplace. • **Cyber Security Awareness** – Discover how to stay safe online and protect digital systems. This course consists of two mandatory units + two options (to be confirmed) from the following list: • artificial intelligence • computer networks • computer programming • data security • data science • emerging digital technologies • esports Whether you're thinking about a future in tech or just want to try something new, this course is a fun and practical way to build your digital confidence. No prior experience needed – just bring your curiosity!	Any mix of National Qualifications at SCQF level 4. Learners should possess numeracy and communication skills.
Foundation Apprenticeship Construction Craft	4	If your ambition is to build a career in construction, we can offer you a solid foundation. This course is an introduction to Construction Craft and Technician sector. The programme is a blend of practical and theory units which will allow you to understand the expectations in the workplace and the different construction trades, as well as the specialised construction and technician areas of the college.	3 National 4s including English and Maths
Introduction to the Hair and Beauty	4	This course is a perfect start for anyone looking to go forward into a Hairdressing, Beauty or Nail Career This course provides a basic understanding of the practical and interpersonal skills required to study and work in the Hair and Beauty environment. You will learn nail and skincare as well as looking at hair plaiting and twisting and creating creative images. You will Learn how to manicure nails, identify skin types and how to treat them as well as having fun with mood board design and hair techniques to use on you self and friends and family. Certificate Learning for a Career in Hair and Beauty (Schools Pupils Only) | Fife College	3 National 4s including English and a genuine interest in the Hair & Beauty industry
FA Hospitality	4	The Foundation Apprenticeship in Hospitality is your first step into the world of professional kitchens and restaurants. Learn hands-on skills like preparing, cooking, and serving food and drinks while exploring different roles in the industry. This course helps you build real-world experience in a professional setting and develop employability skills to kick-start your career. Foundation Apprenticeship Hospitality (School Pupils Only) | Fife College	3 National 4s including English and Maths/App of Maths

Course	SCQF Level	Overview
Foundation Apprenticeship **Social Services and Childcare**	6	This is a course aimed at S5 and S6 pupils. This Course is offered to school pupils only at no cost. The course will be timetabled into your school timetable for two afternoons per week. One afternoon you will go out on placement and the other afternoon you will be in a classroom setting. There are no exams during the course and all work will be assessment based. The course will cover the following units; Safeguarding children and young people Play for children and young people Communication with children and young people Development of children and young people Promoting wellbeing of children and young people Support Effective communication Support the Health and safety of yourself and individuals Develop your own knowledge and practice Support the safeguarding of children Support the development of children and young people Support children's learning through play At the end of your apprenticeship, you'll have not only gained a qualification SCQF Level 6, but valuable workplace skills and experience.
Foundation Apprenticeship **Social Services and Childcare**	6	This is a course aimed at S5 and S6 pupils. This Course is offered to school pupils only at no cost. The course will be timetabled into your school timetable for two afternoons per week. One afternoon you will go out on placement and the other afternoon you will be in a classroom setting. There are no exams during the course and all work will be assessment based. The course will cover the following units Social services in Scotland Communication in care relationships Safeguarding people Human development and social influences Safe practice and wellbeing in social services Support effective communication Support the health and safety of yourself and individuals Develop your own knowledge and practice Support the safeguarding of individual At the end of your apprenticeship, you'll have not only gained a qualification SCQF Level 6, but valuable workplace skills and experience.