

---

# S3 Learning Pathways

---

Option Booklet

---

Dalkeith High School:  
December 2022

---

## Contents

Making Choices for S3 and Beyond – Advice and Information	Page 3
Making Choices for S3 and Beyond – The Process	Page 5
Course Descriptors	
Health and Wellbeing	Page 6
Languages	Page 6
Mathematics	Page 7
Religious and moral education (Core)	Page 8
Expressive arts	Page 9
Sciences	Page 11
Social studies	Page 14
Technologies	Page 16
Free choice	Page 18
Enrichment opportunities	Page 19
S3 Option Sheet	Page 22
Senior Phase Option Sheet	Page 22

## Making Choices for S3 and Beyond – Advice and Information

As learners at Dalkeith High School move from S2 into S3 there is an opportunity for them to exercise personalisation and choice, whilst maintaining access to the full range of curricular areas to which they are entitled. It is quite correct that young people should look back to S1 and S2 and choose the subjects that they most enjoy. However, at this point in secondary education it is also important that young people look forward to what they would like to do on leaving school and choose accordingly.

Learning in the Broad General Education (S1-S3) takes place in

- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Expressive arts
- Sciences
- Social studies
- Technologies

Within these areas, young people have access to specialists across a wide range of discrete subjects. Pupil support staff also support young people through the Personal and Social Education programme.

Pupils in S3 continue with the core subjects of English, Maths, a modern language or a course that focuses on, personal and social education, physical education and religious and moral education. Beyond that, young people choose a subject from each of Expressive arts, Sciences, Social studies and Technologies. Further personalisation and choice, and a degree of specialisation, comes with the final two choices that young people make from any of the curricular areas.

Moving on to S4, all young people continue with English and Maths. In addition, a further four subjects are taken forward from S3. Young people can still, if there is a clear need, select subjects in the senior phase that they have not studied in S3. Ideas and interests develop over time. This is recognised. For ease of transitions and the continuity of learning, though, it is anticipated that most young people will select their qualifications from those they are undertaking in S3.

Within this booklet the senior phase option sheet appears. Young people are encouraged to plan their pathway through S3 and into the senior years, discussing option choices with parents and teachers before making final decisions. Attention should be paid to school reports; to departmental recommendations and to advice given at the Parents' Coursing Information Evening.

The school's Careers Adviser is Barbara Moir. Mrs Moir is able to provide valuable advice about making subject choices that fit with future career plans. Mrs Moir can be contacted by young people and parents at [barbara.moir@sds.co.uk](mailto:barbara.moir@sds.co.uk) or 07887 831027.

In addition, the Skills Development Scotland local office is available to offer advice Monday to Friday, 9 a.m. to 5 p.m. The contact details are: 29 Eskbank Road, Dalkeith EH22 1HJ, 0800 9178000.

Also worth a look is the Skills Development Scotland website, My World of Work. On this website a subject choices tool allows young people to see how choices relate to future careers. For parents, the website offers clear, relevant advice on supporting young people in their lives at big decision times. The website can be found at: [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) .

### Core Subjects

There are certain subjects that are important for all young people to have on their timetables – the core subjects.

Health and wellbeing is the responsibility of all and is a key entitlement of the Broad General Education. All pupils in S3 undertake PSE (Personal and Social Education) and PE (Physical Education). For these subjects, young people are taught in their register classes, providing continuity as the young people begin to pursue different pathways.

English and modern languages are the subjects that deliver within the curricular area of Languages, though literacy is the responsibility of all areas and a key entitlement of the Broad General Education. Young people make a choice between French and Spanish as a core subject, but with the free choice available, it is possible to study two languages in S3. In English and modern languages, young people are allocated to the sets which best meet their learning needs.

Numeracy is also the responsibility of all areas and another key entitlement of the Broad General Education. The subject of mathematics focuses on numeracy and mathematics outcomes. Again, young people are allocated to the set that best meets their learning needs.

Religious and moral education is a statutory provision to which all young people are entitled. As with PSE and PE, RME is taught in register classes, meaning young people already know each other well.

### Enrichment Opportunities

In recognition of the needs and interests of a range of different learners, Dalkeith High School runs a number of vocational options in S3. Places on these courses are limited. The courses benefit those who thrive in environments beyond that of the traditional classroom. Pupil support leaders will discuss these options with suitable pupils as part of the ongoing coursing arrangements.

## **Making Choices for S3 and Beyond - The Process in 2022**

<b>Information Event</b> PowerPoints and short videos to be shown on the S3 coursing process including information on career paths.	<b>Friday 18 November</b>
Enrichment interviews begin	<b>Friday 18 November</b>
S2 reports issued	<b>Friday 2 December</b>
S2 Parent and Carer meeting	<b>Wednesday 7 December</b>
S2 options forms collected	<b>Period 3 Thursday 8 December</b>
S2 course choice sent home	<b>Monday 19 December</b>

# Course Descriptors

## Health and Wellbeing

### Personal and Social Education

As part of the entitlement of young people to personal support, pupils in S3 have two lessons per week taken by their pupil support leader. Topics such as relationships, drug and alcohol use, mental wellbeing, good study habits and more are covered. Young people are encouraged to engage in discussion and to consider differing points of view. Pupil support leaders get to know their young people very well and have an overview of their experiences in school.

### Physical Education

Throughout their school education, young people need to access at least two lessons per week of physical activity. The core PE course enables young people to experience a range of indoor and outdoor PE options. In so doing, the course promotes teamwork and personal target setting as well as physical fitness.

## Languages

### English

In keeping with the Curriculum for Excellence Guidelines, the department offers all S3 pupils a full English programme designed to develop their:

- confidence, competence, enjoyment and challenge in the use of language for a variety of purposes and their
- appreciation of aesthetic, emotional, social and moral issues.

The aim is to consolidate and build upon skills acquired by pupils in S1 and S2 and provide a clear link to national qualification courses in S4. The course:

- develops pupils' skills in close reading and in writing for a variety of purposes
- encourages an interest in personal reading
- fosters the development of talking and listening skills
- develops pupils' skills in responding imaginatively and critically to literature.

The study of literature is the catalyst for many of the assessed outcomes.

**Progression** from S3 English is into national qualifications courses at levels 4 to 7. English develops the **skills** of communication, time management, problem solving, team working, analysis and evaluation. These skills are useful in **areas of**

**employment** including the media, journalism, teaching and law; however, skills of literacy and communication are essential in virtually all areas of employment.

### French

In S3, pupils build on previous knowledge and further develop skills in reading, writing, listening and talking. As well as learning about the life and culture of French speaking countries, pupils communicate in French within real life contexts. Pupils learn, for example, to order in a restaurant, to ask for directions or to do basic shopping in a market.

Through the study of another language, pupils come to understand the interconnected nature of languages and reach a better understanding of their own. Students of languages are prepared well to operate as global citizens. Finally, the acquisition of a foreign language is increasingly beneficial in a highly competitive global economy.

### Spanish

In S3, pupils build on previous knowledge and further develop skills in reading, writing, listening and talking. As well as learning about the life and culture of Hispanic countries, pupils communicate in Spanish within real life contexts. Pupils learn, for example, to order in a restaurant, to ask for directions or to do basic shopping in a market.

Through the study of another language, pupils come to understand the interconnected nature of languages and reach a better understanding of their own. Students of languages are prepared well to operate as global citizens. Finally, the acquisition of a foreign language is increasingly beneficial in a highly competitive global economy.

### Modern Languages for Learning, Life and Work

This is the choice for pupils who wish to improve their French and Spanish skills within practical and relevant contexts. Rather than concentrating on the more academic study of one language, this course will look at the culture of both French and Spanish-speaking countries and in so doing will help pupils to become more confident speakers of modern languages. Writing will not be assessed on this course, though it remains a feature of learning and teaching.

### **Mathematics**

Pupils continue the work started in S1 and S2, building knowledge and skills that prepares them for national qualifications courses in S4 and beyond.

All levels of mathematics look at mathematics within everyday life. Young people are taught to interpret data and deal with real-life problems. The courses develop skills relevant to learning, life and work in an engaging and enjoyable way. Young people

working at all levels develop confidence in the subject and a positive attitude towards further study in mathematics and other subjects in which mathematics plays a big part.

The table below shows the anticipated **progression** routes for young people.

S2 Current Teacher	S3 Course	S4 Course
Mrs Harcourt-Gill Mr Stirling	Nat 5	Nat 5
Mr Gibbs	Nat 4 (Apps or Maths)	Nat 5 Applications
Mr King	Nat 4 Applications	Nat 5 Numeracy Or Nat 5 Applications
Ms Hamilton Mr May	Nat 4 Applications	Nat 4 Applications Nat 5 Numeracy
Mr Shaw	Nat 3 Applications	Nat 4 Applications
Ms Shankland	Nat 3 Applications	Nat 4 Numeracy

N.B. See the coursing section of the school website for an explanation of the difference between Applications Mathematics and Mathematics.

Mathematics knowledge is of benefit to any young person who intends studying a course at university that has mathematical content. In addition, the development of good numeracy **skills** is crucial to managing personal financial affairs on leaving school.

Most **areas of employment** at some point benefit from good numeracy skills, with many jobs dependent upon a knowledge of mathematics.

### Religious and moral education

The core RME course teaches young people about moral issues faced in the world and helps them explore their own beliefs and values. They also explore various religious and non-religious views on moral issues. Pupils are also given the opportunity to research a moral, religious or philosophical issue they are passionate about, which helps to develop their knowledge on the topic and develop the necessary skills for National courses. Core RME helps to promote the appreciation and understanding of differing worldviews, helps to develop young people's own values and skills for lifelong learning.

## **Expressive arts**

### Art & Design

Learners who opt to study Art and Design in S3 have opportunities to exercise personalisation and choice in relation to a variety of more challenging projects, all of which allow pupils to build on the skills developed in S1 and S2. In addition to engaging with expressive work, pupils will produce a design unit (exploring fashion, graphics, architecture etc.) and develop basic photography skills including editing techniques. These experiences provides a useful link with upcoming national qualifications in the senior phase and allows learners to develop vital skills such as problem solving and evaluating.

Learners are assessed through ongoing classroom observation and feedback. In addition, in preparation for national qualification courses, and in order to improve critical analysis skills, pupils will be required to undertake written analysis exercises.

Learners in art and design develop a variety of **skills** as they are encouraged to think independently, to share and explore ideas with their peers and to take responsibility for their own learning. The course is ideal for all those who want to develop their creativity and challenge themselves to work in new ways.

**Progression** from S3 Art and Design is into national qualifications courses at levels 4 to 7. In addition, the NPA course in Photography and Animation at level 4 and 5 as well as the Higher, level 6 course in Photography provide alternative progression routes.

### Design and Manufacture

The S3 course gives pupils the opportunity to develop their design skills as well as their craft skills through undertaking more advanced and specialised projects than in S2.

Pupils will extend their knowledge of product design issues and will develop techniques to improve their creative thinking. Sketches, drawings, models and manufacturing plans are organised and collated as a design folio, with an emphasis on pupils' illustration and communication skills.

Pupils make products using a wide range of materials, tools and equipment with the aim of enhancing their practical skills. They also develop their skills in reading and interpreting project drawings and manufacturing plans, building increasing confidence in constructing self-designed products.

**Progression** from S3 Design and Manufacture is into national qualifications courses at levels 4 to 6.

### Drama

In preparation for work in the senior phase, S3 pupils focus on developing their skills across the three main specialisms: acting, directing and design. Pupils develop

specific acting techniques, using scripts and devising their own work. They also have opportunities to develop pieces of theatre from both a director and a designer's perspective. In addition learners will participate in a devising unit throughout the S3 course which challenges them to collaborate as a group to devise their own performance based on a Historical event. This unit will gain the learners experience in group work, leadership, national 3 terminology and presenting a full scale Drama to a live audience.

**Progression** from S3 Drama is into national qualifications courses at levels 3 to 7. In addition, the NPA course, Acting and Performance will be introduced for the first time this year.

The study of drama develops a variety of **skills** including those of problem solving, time management, communication, teamwork, creativity, responsibility, resilience and determination.

**Areas of employment** served by the study of drama include acting, directing, theatre design, producing, stage management, teaching and drama therapy.

## Music

In S3, there is a strong emphasis on the performance element of the course. To develop their skills pupils choose two instruments, or one instrument and voice. Pupils learn about the compositional techniques used by composers and have the opportunity to create their own music. Pupils expand their music literacy knowledge, learning musical signs and symbols relating to the treble clef. They work in both solo and group settings on a variety of performance and composition projects, including a Music Through the Decades unit that examines the development of popular music from Rhythm and Blues to EDM. An array of listening activities complements all these activities.

**Progression** from S3 Music is into national qualifications courses at levels 3 to 7. In addition, the level 6 NPA courses in Music Business and Sound Production are available through the Schools College Partnership arrangement.

The study of music develops a variety of **skills** including those of problem solving, time management, communication, teamwork, resilience, listening, creativity, leadership and the capacity to self-motivate.

**Areas of employment** served by the study of music include journalism, performing, blogging, events management, talent scouting, music management, songwriting, teaching, venue management and conducting.

## Sciences

### Biology

Biology is the study of all forms of life from single celled organisms, such as bacteria, through to multicellular organisms, like animals and plants. In S3, using a variety of different strategies, pupils develop a wide range of science skills, learning about the processes that help maintain life and studying how living organisms interact with each other and the environment.

Pupils look at three areas in S3 biology: Cell Biology, Multicellular Organisms and Life on Earth.

In the first area of study, pupils learn about DNA, cell division and how cells are used in treatments and therapies. They then study enzymes and microorganisms, and their use in industry. Investigation follows into how animals and plants make and use energy and, finally, pupils are encouraged to form their own opinions through the debate of controversial biological procedures.

In Multicellular Organisms, pupils learn about reproduction and the passing on of genetic information from parents to offspring. Pupils look at the growth and development of organisms and how these organisms respond to changes in their internal and external environment.

The work of Life on Earth explores the relationship between animals and plants - about adaptations for survival, learned behaviour and the impact of human population growth and behaviour on biodiversity. Finally, pupils learn about the importance of the nitrogen cycle to survival.

**Progression** from S3 Biology is into national qualifications courses at levels 3 to 7. In addition, the SFW course in Laboratory Science offers alternative progression at level 5.

Studying any science develops a range of transferable **skills**, including those of problem solving.

**Areas of employment** served by the study of biology include research, pharmacology, biological engineering, ecology, conservation, biotechnology, forensic science and medicine.

### Chemistry

Chemistry is about the interactions that occur between the molecules that surround us.

Pupils look at three areas in S3 chemistry: Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society.

In the first area of study pupils examine rates of reactions; bonding and the classification of elements; the energy status of reactions and the relationships between acids and bases. Pupils conduct a number of practical investigations designed to develop an enquiring mind.

In Nature's Chemistry, pupils focus on the use of chemistry to create products. Fuels and fossil fuels are examined and research is conducted into the impact of fossil fuels on the environment. Pupils also study hydrocarbons, everyday consumer products such as food and the use of plants to make products.

The work of Chemistry and Society looks at metals, their uses and the processes of corrosion and rusting, and at materials such as plastics and polymers. In tune with the times, there is a focus on biodegradable plastics and the impact of these materials on the environment. Finally, pupils explore the use of fertilisers and the procedures involved in chemical analysis.

**Progression** from S3 Chemistry is into national qualifications courses at levels 3 to 7. In addition, the SFW course in Laboratory Science offers alternative progression at level 5.

Studying any science develops a range of transferable **skills**, including those of problem solving.

**Areas of employment** served by the study of chemistry include analytical chemistry, chemical engineering, teaching, forensic science, geochemistry, hazardous waste chemistry, materials science and pharmacology.

## Physics

Physics is a natural science that, along with related concepts such as energy and force, is about the study of matter and its motion through space and time.

Pupils look at three areas in S3 physics: Waves and Radiation, Electricity and Energy, and Dynamics and Space.

In the first area of study, pupils investigate different types of waves and wave characteristics. They then move on to look at sound waves, investigating noise cancellation and its importance in protecting hearing. Pupils also learn about the electromagnetic spectrum and nuclear radiation, covering the use of nuclear power and the hazards associated with radioactive materials.

In Electricity and Energy, pupils focus on electricity generation, electrical power, electromagnetism and gas laws. Pupils also explore practical uses of electricity and complete investigations on electronic circuits.

The work of Dynamics and Space looks at the relationship between speed and acceleration, and the relationship between forces, motion and energy. Finally, pupils learn about satellites and cosmology, considering the requirements for an exo-planet to sustain life.

**Progression** from S3 Physics is into national qualifications courses at levels 3 to 7. In addition, the SFW course in Laboratory Science offers alternative progression at level 5.

Studying any science develops a range of transferable **skills**, including those of problem solving.

**Areas of employment** served by the study of physics include applications engineering, data analysis, design engineering, teaching, IT consultancy, laboratory work, laser engineering.

### Sustainable Science

Sustainable Science develops pupils' interest and enthusiasm for science in a range of contexts. The subject takes a problem solving approach to the areas of environmental deterioration, and examines and encourages the use of sustainable practices.

Pupils look at three areas: Living Environment, Earth's Resources and Sustainability.

In the first area of study, pupils look at living things from differing habitats in order to compare diversity. Pupils examine the factors influencing the distribution of living things; study the process of photosynthesis; explore why plants are vital to sustaining life on earth; investigate the use of different types of chemicals in agriculture; look at the alternatives to chemicals; and assess the potential impact of chemicals and the alternatives on the world's food production.

In Earth's Resources pupils learn about renewable energy sources, including the benefits and the potential problems of using these resources; and about minerals, rocks and soils and the useful substances that are extracted from natural resources.

The work of Sustainability studies the processes that contribute to climate change; the possible impact of atmospheric change on the survival of living things; the causes and consequences of environmental issues and ways to manage the impact of environmental issues.

**Progression** from S3 Sustainable Science is into the NPA in Science and Technology, level 4 or into any science, level 4. In addition, the SFW course in Laboratory Science offers alternative progression at level 5.

Studying any science develops a range of transferable **skills**, including those of problem solving.

**Areas of employment** served by the study of Sustainable Science include environmental science, environmental engineering, zoology, conservation science, laboratory work.

## Social studies

### Business Education

S3 Business Education is about what makes businesses successful and the skills required for work in a successful business organisation.

Pupils take part in an enterprise event, focus on sustainability issues within businesses and evaluate the importance of finance and business plans.

**Progression** from S3 Business Education is into national qualifications courses at levels 3 to 6. The level 6 Foundation Apprenticeship in Business Skills offers alternative progression. Beyond school, young people can pursue stand-alone business courses but degree studies often combine business study with courses in, for example, modern languages or events management.

A range of employability **skills** is developed through the study of business including skills in communication, customer service, time-management and team working.

**Areas of employment** served by the study of business include human resources, the finance sector, project management, administration, business consultancy, business development, the economy, health service management, hospitality management, office management, product management and risk management.

### Geography

Geography in S3 prepares pupils for study in the senior phase through the development of skills in research, fieldwork, GPS systems, analysis, mapping and report writing. The major themes of the course are climate change and sustainability.

Pupils take part in river fieldwork and complete a project on the Water of Leith and the need for sustainable water resources. Pupils will also research climate change, evaluating the effectiveness of current efforts to slow the rate of worldwide temperature increase. Finally, pupils will learn about the impact of globalisation.

**Progression** from S3 Geography is into national qualifications courses at levels 3 to 7. The level 5 Skills for Work course in Travel and Tourism offers alternative progression as, with its focus on environmental issues, does the level 4 National Progression Award in Science and Technology. Beyond school, studies in geography continue on pure geography courses, as well as on courses in travel and tourism, environmental science and international development.

**Areas of employment** served by the study of geography include tourism, architecture, planning, renewable energy, countryside management, conservation, ecology and geology. The range of skills that geographers acquire often lead into managerial roles that require a rounded individual.

## History

The aim of the S3 History course is to open up the world of the past for pupils. Through an examination of the past, pupils gain a better understanding of their own communities, their country and the wider world. The impact of key events is assessed across the context of Scottish, British, European and world history. In preparation for the work of the senior phase, pupils develop presentation, research and analysis skills.

Topics studied are Mary Queen of Scots, the Cold War Era and Britain 1760-1900. Pupils will learn about the Stewart dynasty, the Rough Wooing, the Reformation, Mary's Reign and her final arrest and execution.

Topics in the Cold War study include the Berlin Wall, the Cuban Missile Crisis, the role of President John F Kennedy, Vietnam and the space race. Finally, pupils learn about the reasons behind industrialisation in the eighteenth and nineteenth centuries and assess the impact on life in Britain at that time.

**Progression** from S3 History is into national qualifications courses at levels 3 to 7. Beyond that, degree level study is available at university.

Those who study history develop critical and analytical **skills** valued in a number of excellent career pathways. **Areas of employment** served by the study of history include the media, the government, heritage organisations, conservation, teaching, archiving, museums and galleries, the police and law.

## Modern Studies

Modern Studies is about what is going on in the world. The study of current affairs within a worldwide context encourages pupils to be thoughtful, responsible citizens. The skills developed in the S3 course prepare pupils for senior phase study and include those of research, analysis, decision-making, bias identification and report writing.

Pupils learn about conflict and terrorism, the impact of social media and the problem of knife crime.

**Progression** from S3 Modern Studies is into national qualifications courses at levels 3 to 7. Beyond that, modern studies students often move on to degrees in politics, criminology, international relations and law.

Those who follow a course in modern studies develop transferable **skills** in communication, time-management and teamwork. **Areas of employment** served by the study of the subject include law, policing, criminology, court services, social work, trade unionism, journalism, the armed forces, politics, local government, political research, international relations, the civil service, social administration, health care and opinion poll research.

## Technologies

### Computing Science

Computer hardware and software are central to our daily lives. Systems and devices in our homes, in our places of work, where we go to be entertained and as we travel, all rely on computer hardware and software. At every turn, how we access information is determined by computer hardware and software.

In the S3 computing science course pupils undertake a range of tasks and activities designed to increase their understanding of computational thinking. Computer programming skills are developed using Build Your Own Blocks software. Web design skills are taught using HTML and CSS coding. A sound understanding is also gained of the security risks surrounding the use of technology and digital storage, and the importance of protecting data.

Within the S3 computing science course there will also be some digital and graphic communication input provided in order to prepare pupils for study in graphic communication in the senior phase.

**Progression** from S3 Computing Science is into national qualifications courses in graphic communication at levels 3 to 6 and, depending on arrangements with neighbouring schools, possibly into national qualifications courses in computing science, levels 3 to 6. College courses in Digital Media Editing, NPA levels 5 and 4 and Computer Games, NPA level 5, provide alternative progression as does the 2-year Foundation Apprenticeship in IT: Software Development.

**Areas of employment** served by the study of computing science include those in the fields of science, engineering, communication, education, business and industry.

### Engineering and Graphics

This course offers S3 pupils the opportunity to develop confidence in both Graphic Communication and Engineering Science skills and knowledge.

Through the Graphic Communication input pupils learn how to develop and communicate ideas using a range of manual drawing techniques. They also learn how to use 3D CAD modelling and desktop publishing software to produce realistic 3D virtual models and professional solutions.

Pupils will gain experience of a number of engineering disciplines, namely mechanical, structural, programmable and electronic. There will be practical activities as well as theory lessons as pupils explore existing and emerging technologies and apply their skills in analysis, design, construction and evaluation.

**Progression** from S3 Engineering and Graphics is into national qualifications courses at levels 3 to 6 in Engineering Science and Graphic Communication and into the national qualifications course at levels 4 and 5 in Practical Electronics. In

addition, there are a number of level 5 and level 6 college courses available through the Schools College Partnership agreement.

Both disciplines provide opportunities for pupils to gain specialist STEM **skills** and build confidence in analysis, problem solving and time management.

### Home Economics

In the S3, course pupils consolidate and improve on the basic cookery skills learned in S1 and S2. In addition, many of the topics covered prepare pupils for courses in the senior phase. Lessons rotate between theory and the practical application of skills. Pupils design and make cakes; hone their planning and organisational skills through cooking tasks; look at food produce development and examine consumer issues.

**Progression** from S3 Home Economics is into national qualifications courses in Practical Cookery, levels 3, 4 and 5, and Practical Cake Craft, level 5. Also available is the Skills for Work course in Hospitality, levels 4 and 5.

The S3 Home Economics course encourages pupils to work independently and to develop a range of transferable **skills**.

### Music Technology

Music Technology is for pupils interested in the behind-the-scenes side of the music industry. Pupils learn about recording techniques used in podcasts and radio broadcasts, gaming and film productions, and in live music performance. Pupils learn how to record, mix and edit using Mix Craft software. This course is ideal for those pupils who have an interest in developing their technological knowledge and skills.

Pupils have exciting practical opportunities to work with animation; create a radio broadcast; produce their own sound for a computer game; create an audio book for young children and carry out the role of a music producer, editing tracks post-recording.

Pupils must have headphones for this course. Contact should be made with a young person's pupil support leader if they need assistance with this.

**Progression** from S3 Music Technology is into national qualifications courses at levels 3 to 6. In addition, the level 6 NPA courses in Music Business and Sound Production are available through the Schools College Partnership arrangement.

The S3 Music Technology course encourages pupils to be able to work independently to a brief. Essential transferrable **skills** such as problem solving, time management, communication, resilience, listening, creativity and the ability to self-motivate are honed and all prepare young people for challenges after school.

**Areas of employment** served by the study of music technology include producing, sound engineering, journalism, blogging, events management, music management, talent scouting, songwriting, teaching and venue management.

### **Free choice**

Pupils may choose another two subjects from the Free Choice section on the option form. Young people will be asked to choose 4 subjects, ranking their choices from 1 to 4.

Subjects not yet explained are covered below.

### Dance

S3 Dance is a preparation course for those interested in studying dance in the senior phase. Pupils develop their technical skills in jazz, commercial and contemporary dance, and respond to group and solo choreography tasks. Pupils also study musical theatre and complete regular self-evaluation and video analysis tasks. Whilst the course is mainly practical, pupils will also complete a written test on their knowledge of the history of jazz dance.

In order to enjoy this course, pupils should have a basic level of strength, flexibility and aerobic endurance.

Pupils are encouraged to wear appropriate dance clothing for which there is a **cost**. Financial assistance may be available through the school's inclusion fund. Contact should be made with a young person's guidance teacher to explore.

**Progression** from S3 Dance is into national qualifications at levels 5 and 6. Beyond school, pupils moving on to courses in the performing arts will benefit from studying dance.

**Areas of employment** served by the study of dance include exercise science, sport psychology, education, coaching, gym instruction, personal training, musical theatre, professional dancing and choreography.

### Performance PE

This physical education course improves fitness and develops performance skills. It is for pupils who want to understand how physical, mental, emotional and social factors impact on performance in sport and for pupils who enjoy carrying out a training programme and analysing performance. Analysis is carried out orally and as a written project. In preparation for the theory aspects of senior phase physical education, one of the three periods in S3 is devoted to classroom work.

The course develops pupils' skill level and performance in basketball, volleyball, fitness activities, water polo and lacrosse. Pupils choosing S3 Performance PE will

benefit from an already-established interest in a particular sport – in terms of training, competition or as a committed spectator.

**Progression** from S3 Performance PE is into national qualifications courses at levels 3 to 6. The Skills for Work course in Sport and Recreation at levels 4 and 5 provides additional progression. Qualifications in physical education prepare young people for courses at both college and university.

Physical education courses develop organisation, communication, problem solving and teamwork **skills** and lead to **areas of employment** including exercise science, sport psychology, education, coaching, gym instruction and personal training.

## **Enrichment Opportunities**

Pupils who are interested in the courses below should discuss their suitability with their pupil support teacher. **Pupils should make course choices excluding Enrichment opportunity courses in the first instance and changes will be made if appropriate.**

### Cookery Skills

### Salon Skills

Pupils work in the school's salon to learn basic hairdressing skills that provide preparation for further hairdressing study in the senior phase.

Pupils learn about health and safety in the workplace; develop shampoo and conditioning skills and gain an introduction to styling.

**Progression** from S3 Hairdressing is into hair and beauty courses in the senior phase. The school hair and beauty courses provide excellent preparation for careers in hairdressing. In addition, pupils develop transferable skills such as those of working together and working to time, and these are essential for the workplace environment, regardless of career choice.

Pupils will also learn how to carry out basic manicures as well as facial care and make-up treatments. Whilst most of the course is practical, there is a theory element covering health and safety, anatomy of the hands and face, and the treatment of skin diseases.

Teaching takes place in the school's salon.

**Progression** from S3 Beauty is into hair and beauty courses in the senior phase. The school hair and beauty courses provide excellent preparation for careers in hairdressing. In addition, pupils develop transferable skills such as those of working together and working to time, and these are essential for the workplace environment, regardless of career choice.

## Duke of Edinburgh's Award

A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A way of developing essential skills for life and work. A recognised mark of achievement, respected by employers. The Duke of Edinburgh's Award is all of these things and more. Most importantly, pupils improve self-esteem and build self-confidence in preparation for the challenging senior phase years to come.

Pupils undertake a programme of volunteering, skills work and physical training. Pupils maintain the environment around the school and keep in good order the school's fleet of bicycles. Skills tasks include devising recipes and cooking on camp stoves. The physical training requires pupils to learn how to mountain bike safely. The development of camp craft skills, fitness and navigation skills leads to participation in an expedition of two days, including an overnight stay in a tent.

The school meets most of the **cost** of undertaking this course. Further financial assistance may be available through the school's inclusion fund. Contact should be made with a young person's guidance teacher to explore.

**Progression** from the Duke of Edinburgh's Bronze Award is on to the Silver and Gold levels available in the senior phase.

Achieving a Duke of Edinburgh's Award develops the **skills** and confidence that gives the edge over others when applying for a job, or college and university entrance. In addition, pupils make a difference to the lives of others, get fit and healthy, make new friends and create memories to last a lifetime

## Personal Development Award

In this course, pupils develop the skills that employers are looking for. Importantly, pupils work their own development needs and construct a programme towards improving in these areas.

Pupils go out into the community to develop their interpersonal and team working skills. Task management improves as a vocational project is undertaken. Furthermore, pupils learn how to handle information, communicate effectively and deliver a product or service.

The Personal Development Award continues in the senior phase, offering **progression** through the levels. Transferable skills improve as pupils engage with the increasingly challenging tasks so that on leaving school pupils are ready for employment or college study.

## Outdoor Skills

Pupils participating in the outdoor skills course will engage with learning in three areas: Beekeeping; Horticulture; Forest and Outdoor Learning.

- Beekeeping

This element of the course requires you to manage a colony of honeybees in our school apiary. You will learn how to handle bees, control swarming, rear new queens, treat the bees for pests and diseases and harvest honey. You will also learn some of the basic theory behind beekeeping.

- Forest and Outdoor Learning

Pupils will complete a FOLA Level 4 Award. As part of this award, you will learn how to: use tools such as hatchets and saws safely in the outdoors to make tools, objects and shelters; build open fires and cook meals on them; tie useful knots; as well as learning how to identify common woodland plants and animals.

- Horticulture

This course teaches pupils to grow, harvest and use a variety of food crops; how to maintain managed landscapes; how to grow plants healthily and propagate them; how to create and protect habitats for wildlife.

**Progression** from S3 Horticulture is into the level 5 National Progression Award in Beekeeping. Beyond school, horticulture experience leads to college courses in horticulture, landscaping, gardens and green space management, garden design and then on to degree level study.

Pupils develop the practical **skills** required for work in the outdoors but also the core skills of problem solving and working with others that are important to so many jobs. **Areas of employment** served by experience of horticulture include landscaping and garden design; farming; floristry; fruit production; teaching; green space management; research and development; forestry management; nursery plant production; sales and gamekeeping.

### Soccer Skills

Information will be shared by the PE department after Christmas.

## Copy of S3 Option Sheet:

Dalkeith High School December 2022 Name: \_\_\_\_\_

S3 Option Sheet Class: \_\_\_\_\_

Health and wellbeing (Pupils do all subjects)	Languages (All pupils study English)	Choice (Write Eng or Spa or MLLW)	Mathematics (All pupils study Mathematics)	Religious and moral education (All pupils study RME)	Expressive arts (1 subject x 3 periods)	Tick first choice ✓
Personal and Social Education – 1 period	English – 4 periods	•	Mathematics – 4 periods	RME – 1 period	Art and Design	
Physical Education – 2 periods	French/Spanish/Modern Languages for Life and Work – 3 periods				Design and Manufacture	
					Drama	
					Music	

  

Sciences (1 subject x 3 periods)	Tick first choice ✓	Social studies (1 subject x 3 periods)	Tick first choice ✓	Technologies (1 subject x 3 periods)	Tick first choice ✓
Biology		Business Education		Computing Science	
Chemistry		Geography		Engineering and Graphics	
Physics		History		Home Economics	
Sustainable Science		Modern Studies		Music Technology	

**Free choice**

(2 subjects not already chosen x 3 periods)

Please rank 1 to 4 in order of preference.

Performance PE, Spanish, Art & Design, Design & Manufacture, Drama, Music, Biology, Chemistry, Physics, Business Education, Geography, History, Modern Studies, Computing Science, Engineering & Graphics, Home Economics, Music Technology, Dance.

Choice 1 \_\_\_\_\_

Choice 2 \_\_\_\_\_

Choice 3 \_\_\_\_\_

Choice 4 \_\_\_\_\_

Cookery Skills, Outdoor Skills, Salon Skills, Soccer Skills, PDA, Duke of Edinburgh's

See S3 Option Booklet for guidance on completing this form. Do not choose subjects in grey.

Signature of Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of PSL: \_\_\_\_\_ Date: \_\_\_\_\_

Copy of last session's Senior Phase Option Sheet to give an idea of progression pathways:

Dalkeith High School December 2022 Name: \_\_\_\_\_

S3 Option Sheet Class: \_\_\_\_\_

Health and wellbeing (Pupils do all subjects)	Languages (All pupils study English)	Choice (Write Eng or Spa or MLLW)	Mathematics (All pupils study Mathematics)	Religious and moral education (All pupils study RME)	Expressive arts (1 subject x 3 periods)	Tick first choice ✓
Personal and Social Education – 1 period	English – 4 periods	•	Mathematics – 4 periods	RME – 1 period	Art and Design	
Physical Education – 2 periods	French/Spanish/Modern Languages for Life and Work – 3 periods				Design and Manufacture	
					Drama	
					Music	

  

Sciences (1 subject x 3 periods)	Tick first choice ✓	Social studies (1 subject x 3 periods)	Tick first choice ✓	Technologies (1 subject x 3 periods)	Tick first choice ✓
Biology		Business Education		Computing Science	
Chemistry		Geography		Engineering and Graphics	
Physics		History		Home Economics	
Sustainable Science		Modern Studies		Music Technology	

**Free choice**

(2 subjects not already chosen x 3 periods)

Please rank 1 to 4 in order of preference.

Performance PE, Spanish, Art & Design, Design & Manufacture, Drama, Music, Biology, Chemistry, Physics, Business Education, Geography, History, Modern Studies, Computing Science, Engineering & Graphics, Home Economics, Music Technology, Dance.

Choice 1 \_\_\_\_\_

Choice 2 \_\_\_\_\_

Choice 3 \_\_\_\_\_

Choice 4 \_\_\_\_\_

Cookery Skills, Outdoor Skills, Salon Skills, Soccer Skills, PDA, Duke of Edinburgh's

See S3 Option Booklet for guidance on completing this form. Do not choose subjects in grey.

Signature of Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of PSL: \_\_\_\_\_ Date: \_\_\_\_\_