
S3 Learning Pathways

Option Booklet

Dalkeith High School:
February 2020

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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, 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 is in school Monday to Thursday and can be contacted Monday to Friday on:

0131 665 3120
07887 831027
barbara.moir@sds.co.uk

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 .

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

Young people are supported and offered guidance at each stage in the process of selecting their subjects:

Stage 1: S2 reports are sent home on 23 January 2020, identifying progress and next steps in each discrete subject undertaken in S2. The reports provide up-to-date information that can help with subject choice.

Stage 2: S2 pupils are provided with the S3 Option Sheet, which outlines the different subject combinations that can be selected. The S3 Learning Pathways Option Booklet gives information about what each subject choice entails.

Stage 3: Parent/ carers and young people are invited to the Pathways Evening on 5 February 2020. The evening provides further information on S3 as a culmination of the BGE and as a precursor to the senior phase. Parents/carers also have the opportunity to ask questions and discuss any issues with the Senior Leadership Team.

Stage 4: The S2 Parents'/ Carers' Meeting takes place on 3 March 2020. This evening provides the opportunity for face-to-face discussions with subject specialists as to the subjects best suited for the path each young person hopes to take.

Stage 5: The S3 Option Sheet is completed, signed by a parent/carer and returned to a young person's pupil support leader at an appointment during week beginning 9 March 2020. It is at this stage that interest in any Enrichment Opportunities (see page ?) can be discussed between young person and pupil support leader.

Thereafter, the timetable is constructed and classes are allocated. *The availability of any course is dependent on pupil uptake and the constraints of the timetable.* This said, Dalkeith High School is confident that a rich and exciting S3 curriculum is on offer to all our young people.

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

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 Teacher	S3 Course	S4 Course
Mr Shaw Mrs Harcourt-Gill	Nat 5	Nat 5
Ms Shankland	Nat 4	Nat 5 Applications
Ms Hamilton	Nat 4 Applications	Nat 5 Applications
Mrs Singh Mr Gibbs	Nat 4 Applications	Nat 4 Applications Nat 5 Numeracy
Ms Murphy	Nat 3 Applications	Nat 4 Numeracy

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 world religions and helps them to explore their own beliefs and values. In this way, it promotes the appreciation and understanding of differing worldviews and is highly relevant to life beyond the classroom.

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 also produce a design unit (exploring fashion, graphics, architecture etc). This experience 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. For the first time, photography is introduced to the S3 course.

As in S1 and S3, learners are assessed through ongoing classroom observation. 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 at level 5 as well as the Higher, level 6 course in Photography provide alternative progression.

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 and 5.

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. To finish off the year pupils visit local primary schools to perform to an outside audience.

Cost: It is likely that there will be an optional theatre trip during the year. Tickets generally cost between £8 and £20. 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 Drama is into national qualifications courses at levels 3 to 7. In addition, the NPA course, Acting and Performance with Professional Theatre Preparation at level 6 is available through the Schools College Partnership arrangement.

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.

There will be a visit to the Sky Academy, at a **cost** of approximately £10. 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 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.

Transport to the Water of Leith Visitor Centre is a **cost** to this course. 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 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 World War One, the Cold war era and Britain 1760 to 1900. Pupils will learn about the great powers of Europe, the causes of WW1, the arms race, nationalism, key battles, trench conditions and the conclusion to the war that brought the death of millions, transformed Europe and signalled the end of the British Empire. 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.

There is a **cost** attached to this course. 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 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. These can be provided for a **cost** of £2. 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 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 any of those already listed or those appearing in the Free Choice section.

Administration and IT

This course develops pupils' administrative, organisational and IT skills. Pupils learn how to construct spreadsheets and databases, and how applications packages, desktop publishing, emails and ediaries contribute to the effective management of organisations. How to make customer care effective and the importance of security in the world of business are topics also explored.

Progression from S3 Administration and IT is into national qualifications courses at levels 3 to 6. Beyond school, administration is often studied alongside other subjects such as social policy.

Transferable employability **skills** developed though this course include those of communication, customer service, time management and teamworking. Pupils also build the confidence to develop new skills.

Areas of employment served by the study of administration are many and wide-ranging with few, if any, organisations *not* benefitting from effective administration practices. For example, politicians and celebrities require administrative assistance and administrative roles exist in education, finance and public services.

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.

Religious and Moral Education

Pupils develop knowledge and understanding of the religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives are studied and pupils are encouraged to explore the questions raised and the solutions or approaches offered. Pupils develop empathy and cultural awareness as well as skills of analysis and problem solving, all of which are crucial for successful RMPS study in the senior phase.

Pupils learn about Buddhism, examining how faith contributes to the lives of followers. Pupils visit the Buddhist monastery, Samye-Ling. Pupils also consider gender issues, looking at the difference between men and women in society and examining how stereotypes determine the perception of women.

Progression from S3 RME is into national qualifications courses at levels 3 to 6. Beyond school, an RMPS qualification is good preparation for degrees in theology, religious studies and philosophy.

The analytical **skills** and capacity for empathy developed by students of RMPS lead to **areas of employment** including teaching, chaplaincy, charity work, counselling, the civil service, the police, international aid and development, youth work and journalism.

Enrichment Opportunities

Pupils who are interested in the courses below should discuss their suitability with their pupil support teacher.

Beauty Skills

Pupils learn 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.

Cookery

Pupils learn a range of practical cookery skills with the emphasis on basic life skills. Pupils cook dishes from everyday meals to more complex dishes for special occasions. In so doing, pupils will come to understand the diverse range of available ingredients. The importance of hygiene, budgeting and menu planning are all part of the course.

There will be a **cost** of around £50 for this course. 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 Practical Cookery is into national qualifications courses in Practical Cookery, levels 3 to 5 and Practical Cake Craft, level 5. Additional progression is also available through the levels 4 and 5 Skills for Work course in Hospitality.

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

Forest and Outdoor Learning

In this course, pupils gain practical knowledge of being, working and leading in the forest and outdoors. Progression pathways are available into employment or education.

Hairdressing

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.

Horticulture

A lot is heard today about the positive effects on physical and mental wellbeing of working outdoors in green spaces. This course is for pupils who enjoy practical work in the outdoors, supported by classroom learning. Pupils get an introduction to living in a sustainable way, producing food and ornamental crops (flowers) and learning about biodiversity.

Pupils learn about plant biology, health and the identification of plant families. This grounding helps pupils to identify the needs of plants in terms of compost, growing media and propagation. Pupils grow and harvest food crops and practise allotment gardening techniques such as crop rotation, pruning, composting and the use of hand tools. Pupils also plant and maintain flowers and shrubs that provide forage for the honeybees in the school apiary, learning about the importance of biodiversity and pollinators in organic gardening.

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.

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.

Practical Craft Skills

Pupils work mainly in the school workshops to become familiar with the tools, equipment and materials. At the end of the course, pupils have developed confidence in using the workshop facilities and are able to carry out projects in a safe and productive manner.

Progression from S3 Practical Craft Skills is into the levels 4 and 5 Practical Woodworking course in the senior phase.

STEM Skills

Pupils carry out a range of interesting activities across the STEM areas of science, technologies, engineering and mathematics. Most of the work is practical – experiments and investigations. The development of problem solving and collaboration skills prepares pupils for further study in any STEM subject.

A couple of the activities pupils can expect to experience are scientific experiments and real specimen dissections. Topics covered include engineering, a look at the science behind cosmetics and consumer products, and health and nutrition.

Pupils achieve a CREST Award at either bronze or silver level.

Progression from S3 STEM Skills is into the level 4 National Progression Award in Science and Technology in the senior phase.

Studying any STEM subject develops a range of transferable **skills** sought by employers. **Areas of employment** served by the study of STEM subjects include the Scottish Society for Prevention of Cruelty to Animals; small animal handling; any trade; nature conservation; administration; civil engineering and school laboratory work.