
S3

Learning Pathways

Personalisation
and Choice in the
Broad General
Education

Dalkeith High School:
February 2018

Contents

Introduction to Personalisation and Choice: Learning Pathways	Page 3
Choosing Pathways: The Process	Page 4
Learning Pathways Option Sheet: Supporting Information	Page 5
Column 1: Core Subjects	Page 6
Column 2: Core Plus	Page 8
Column 3	Page 10
Column 4	Page 12
Column 5	Page 15
Column 6	Page 18
Enhanced Curriculum Opportunities	Page 20

Introduction to S3 Personalisation and Choice: Learning Pathways

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

- Literacy
- Numeracy
- Health and Wellbeing
- Expressive Arts
- RME
- Sciences
- Social subjects
- Technologies

Within these areas, our young people have access to specialists across a wide range of discrete subjects and are also supported by Guidance staff through the PSE programme.

Whilst it is very likely that many young people at this stage in S2 will already have preferred subjects, and may even have some initial ideas as to how they might specialise as they progress through their education, it is important to view S3 as the culmination of the Broad General Education and to keep a breadth of study in accordance with this.

*Parents and carers should be aware that courses undertaken at this stage do **not** commit learners to specific SQA qualifications.*

National Qualifications are completed in the Senior Phase and are selected towards the end of S3. Learners can still, if there is a clear need for this, select subjects in the Senior Phase that they have not studied in S3. We fully recognise that ideas and interests develop over time and the flexibility in our curriculum design reflects this. Even if they are not continuing with a subject in S3, it may be that learners return to it at some point in the future. For ease of transitions and the continuity of learning, though, we would anticipate that most learners will select their qualifications from those they are undertaking in S3.

Choosing Pathways: The Process

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

Stage 1: S2 pupils are provided with the Learning Pathways option sheet (available as an Appendix at the back of this booklet) and can see the different subject combinations that can be selected. This S3 Learning Pathways booklet should be consulted to find out more about what each subject choice entails.

Stage 2: Parent/ carers and young people are invited to attend the Coursing Evening which provides further information on S3 as a culmination of the BGE and the Dalkeith High School Curriculum rationale. There will also be an opportunity to ask questions and discuss any issues with the Senior Leadership Team.

Stage 3: S2 reports are sent home, identifying progress and next steps in each discrete subject undertaken in S. These provide up to date information which can help to inform personalisation and choice.

Stage 5: The S2 Parents'/ Carers' Meeting provides the opportunity for face to face discussions with subject specialists as to the subjects best suited for each young person's personalisation and choice.

Stage 6: The S3 Personalisation and Choice form is completed, signed by a parent/carer, and submitted to Guidance staff for coursing to be undertaken. It is at this stage that interest in any Enrichment Opportunities (see page 5) can be discussed.

Thereafter, the timetable is constructed and classes are allocated.

Please remember that classes can only run if there are sufficient numbers to ensure they are viable.

Learning Pathways Option Sheet: Supporting Information

Column 1, 6, 7, 8

Each Column broadly represents a curricular area from a Curriculum for Excellence. However, there is some flexibility within this to reflect learners' interests.

Column 2

Health and wellbeing is the responsibility of all and is a key entitlement of the Broad General Education. All pupils in S3 undertake Home Economics, PSE (Personal and Social Education) and PE (Physical Education). For PSE and PE, young people are taught in the same register classes they have had in S1 and S2, providing continuity as they begin to pursue different pathways.

Column 3

Literacy is the responsibility of all and a key entitlement of the Broad General Education. Literacy Experiences and Outcomes are delivered across the curriculum and a key focus in English and a Modern Languages. Learners are allocated to the sets which best meet their learning needs.

Column 4

Numeracy is the responsibility of all and a key entitlement of the Broad General Education. Numeracy outcomes are delivered across the curriculum and are a key focus in Mathematics. Learners are allocated to the set which best meets their learning needs.

Column 5

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 pupils already know well.

Columns 9

This column allows young people to make an additional choice supporting their particular interests. For example, they might choose to develop a second Modern Language, or to build on their interest in PE beyond core requirements.

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. These are facilitated by both staff in the school and with the support of a range of outside providers. Places on these courses are limited and are designed to benefit those who thrive in

environments beyond that of the traditional classroom. Guidance staff will discuss these options with suitable pupils as part of the ongoing coursing arrangements.

Course Descriptors

Although all classroom teachers will respond to the requirements of the learners in front of them, the descriptors in the following pages give a summary of the learning experiences related to each subject areas.

Column 1: Expressive Arts

Art & Design (Faculty of Expressive Arts)

Learners who opt to study Art and Design in S3 have opportunities to exercise personalisation and choice in relation to a variety of more developed and challenging projects, which 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 provides a useful link into 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 given the opportunity to contextualise their learning through regular excursions that help to further enhance the learning taking place in the classroom. Learners in Art and Design 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 working in new ways.

Design and Manufacture with Practical Craft Skills (Faculty of Technologies)

Design and Manufacture: This provides opportunities for pupils to gain skills in both designing and in communicating design proposals, through to making models and prototypes of products. It combines creativity with the need to consider the practicalities of function and performance of a product. Pupils will develop skills that are highly relevant to learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; and the ability to use tools and equipment to manufacture design ideas.

Throughout the course a knowledge and understanding of manufacturing processes and materials will be built up as well as an understanding of the impact of design and manufacturing technologies on our environment and society.

Practical Craft Skills: This course allows pupils to gain knowledge and skills using a wide range of workshop tools, equipment and materials. It also develops their skills in reading and interpreting project drawings and plans.

Pupils will develop skills by working, for the most part, on making things. They will also gain some knowledge of basic engineering ideas and be given opportunities to apply their knowledge and skills to solve simple problems.

Drama (Faculty of Expressive Arts)

In S3, learners who have elected to continue with Drama have the opportunity for further personalisation and choice. The focus is on key drama skills such as working from stimuli, developing characters, using dramatic conventions and exploring form, genre, structure and style. There are opportunities to both devise presentations and to use scripts. In addition to this, learners begin to take responsibility for additional theatre arts such as lighting, sound, props and costume.

Assessment is largely based on observations of learners' work in class and supported by additional theory based elements which increase learners' understanding of key terminology and concepts. The transferable skills within the course include literacy, thinking skills, communicating, and cooperating. The course enables learners to develop confidence in sharing their ideas and their learning. They are also asked to evaluate the work they do and to make choices about what they focus on next. S3 Drama is an excellent choice for all those who enjoy working creatively; both independently and as part of a group.

Music (Faculty of Expressive Arts)

In S3 there is a strong emphasis on the performance element of the course. Pupils will choose two instruments or one instrument and voice to further develop their instrumental techniques and skills. They will learn about compositional techniques used by composers and will create original music incorporating music technology programmes such as Mixcraft, Garageband and Audacity.

Pupils will expand their music literacy learning throughout the year learning musical signs and symbols relating to the treble clef. They will work in both a solo and group setting on a variety of performance and composition projects throughout the year including a RAP music unit. They will take part in a number of different classroom ensembles and learn about different musical styles through an array of listening activities.

Column 2: Health and Wellbeing

Home Economics

This core course is a significant part of each young person's development in health and wellbeing. Weekly lessons will rotate between theory and practical application of a range of skills. In Practical Cookery, young people will learn about health and diet and make dishes which relate to the healthy eating guidelines produced by the Scottish Government. Learners will also find out about related issues such as food choice, food product development, food design and technology, marketing, food science, nutrition, and consumer related issues.

In order to ensure a wide variety of learning experiences with good quality ingredients we request a contribution of £27 per pupil to support this course. This is payable in instalments. Any families for whom this is a concern should contact the relevant pupil's Guidance teacher.

Personal and Social Education

As part of the entitlement of young people to personal support, every pupil in the school has two lessons per week in which they have access to the relevant member of the Guidance team. Guidance staff teach learners about highly diverse and relevant topics such as relationships, drug and alcohol use, good study habits etc. In PSE lessons, learners are encouraged to engage in discussion and to consider differing points of view. Guidance staff get to know their learners very well and have an overview of their experiences in school.

Physical Education (PE)

Throughout all stages in their education, learners are required to access at least two lessons per week of physical activity. The core PE course enables young people to experience a wide variety of indoor and outdoor PE options and promotes teamwork and personal target setting as well as physical fitness.

Column 3: Languages

English

In keeping with the Curriculum for Excellence Guidelines, we aim to offer all our S3 pupils a full English programme which will develop in them in their:

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

We aim, therefore, to consolidate and build upon skills acquired by pupils in S1 and S2. The course enables us to:

- develop pupils' skills in close reading and in writing for a variety of purposes
- encourage an interest in personal reading
- foster development of talking and listening skills
- develop pupils' skills in responding imaginatively and critically to literature

These aims apply to programmes of work for all years, and our S3 programme focuses on these skills to provide a clear link into later work in National Qualifications.

French (Faculty of Modern Languages)

In S3, pupils will have the opportunity to build on previous knowledge and further develop skills in reading, writing, listening and talking, and use the language to communicate ideas effectively. Whilst exploring and learning about life and culture of French speaking countries, pupils will engage in familiar contexts, such as citizenship, society, learning, employability, health & wellbeing and culture. Pupils are actively encouraged to communicate in French within the classroom and engage with real life contexts through a range of transactional conversations and activities. Experiences and Outcomes in French may include working in groups with a variety of media to deliver oral presentations, role play, reading from a variety of resources and developing writing skills.

Through the study of another language, pupils gain an increased awareness of the interconnected nature of languages, and a better understanding of their own native language. It also enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. Finally, it is widely recognised that the acquisition of a second foreign language such as French does not only give pupils confidence, but is also increasingly beneficial for young people finding work in a highly competitive and global economy.

Spanish (Faculty of Modern Languages)

In S3, pupils will have the opportunity to build on previous knowledge and further develop skills in reading, writing, listening and talking, and use the language to communicate ideas effectively. As well as exploring and learning about the life and culture of Hispanic countries throughout many interactive and authentic resources, songs and videos, pupils will engage in familiar contexts, such as citizenship, society, learning, employability, health and wellbeing and culture.

Pupils are actively encouraged to communicate in Spanish within the classroom and to engage with real life contexts through a range of transactional conversations and activities. These topics will also help pupils when they go on holidays to Spain, as they learn to, for example: how to order in a restaurant, how to ask for directions or, or how to do basic shopping in a market.

Through the study of another language, pupils gain an increased awareness of the interconnected nature of languages, and a better understanding of their own native language and literacy. It also enables learners to make connections with different people and their culture and to play a fuller part as global citizens. Finally, it is widely recognised that the acquisition of a second foreign language such as Spanish, does not only give pupils confidence, but is also increasingly beneficial for young people finding work in a highly competitive and global economy.

Column 4 Mathematics

Mathematics

Pupils will continue the work covered in Maths in S1 and S2, building knowledge and skills that will prepare them for their future National Qualifications.

All courses include the study of Mathematics in everyday life, allowing pupils to interpret data and tackle real-life situations. They are designed to develop skills relevant to learning, life and work in an engaging and enjoyable way. All courses should develop confidence in the subject and a positive attitude towards further study in Mathematics and other subject areas which use mathematics. A qualification in Mathematics is a requirement for many university and college courses. It will also be useful for all trades/apprenticeships and is a requirement for some.

Columns 5: Religious and Moral Education

Religious and Moral Education (RME)

In one lesson each week, 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 world views and is highly relevant to life beyond the classroom.

Column 6: Sciences

Biology (Faculty of Sciences)

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

Pupils will study 3 units in S3 Biology: Cell Biology, Multicellular Organisms and Life on Earth.

Cell Biology: pupils will learn about DNA, cell division and how cells are used in treatments and therapies. They will then study enzymes and microorganisms and their use in industry. Pupils will investigate how animals and plants make and use energy and finally they will debate and form their own opinions on some controversial biological procedures.

Multicellular Organisms: pupils will learn about reproduction and the passing on of genetic information from parents to offspring. Pupils then investigate growth and development of organisms, learning and comparing how these organisms respond to changes in their internal and external environment.

Life on Earth: pupils explore the relationship between animals and plants. Pupils move on to learn about adaptations for survival, learned behaviour, the impact of human population growth and behaviour on biodiversity. Finally, pupils learn about the importance of the nitrogen cycle for survival.

Chemistry (Faculty of Sciences)

Chemistry involves the study of all the interactions that occur between the molecules that surround us. Using a variety of different resources pupils will develop a good base of knowledge and a wide range of skills.

Pupils will study 3 units in S3 Chemistry: Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society.

Chemical Changes and Structure: pupils will examine rates of reactions, bonding and classification of elements, the energy status of reactions and the relationships between acids and bases.

Nature's Chemistry: pupils will focus on the use of chemistry to create products. Pupils will examine fuels and fossil fuels and will research the impact of fossil fuels on the environment. They will also study hydrocarbons, everyday consumer products such as food and the use of plants to make products.

Chemistry and Society: this involves the study of metals, their uses and the processes of corrosion and rusting. Following this, materials such as plastics and polymers are investigated. There is a focus on biodegradable plastics and the impact of these materials on the environment. Finally pupils explore the use of fertilisers and procedures involved in chemical analysis and the importance of the process.

Physics (Faculty of Sciences)

Physics is a natural science that involves the study of matter and its motion through space and time, along with related concepts such as energy and force. Using a variety of different teaching strategies, pupils will develop a wide range of skills and cover a number of topics which will be applied to everyday life.

Pupils will study 3 units in S3 Physics; Waves and Radiation, Electricity and Energy and Dynamics and Space.

Waves and Radiation: pupils investigate different types of waves and wave characteristics. They then move onto sound waves, investigating noise cancellation and its importance in protecting hearing. Pupils also learn about the electromagnetic

spectrum and nuclear radiation, to include the use of nuclear power and the hazards associated with radioactive materials.

Electricity and Energy: this involves the study of electricity generation, electrical power, electromagnetism and gas laws. Pupils also explore practical uses of electricity and complete investigations on electronic circuits.

Dynamics and Space: pupils analyse the relationship between speed and acceleration and the relationship between forces, motion and energy. Pupils then go on to learn about satellites and cosmology, where they consider the requirements for an exo-planet to sustain life.

Columns 7: Social Subjects

Business Education (Faculty of Social Subjects)

Both Business Management and Administration and IT are covered in S3.

Enterprise: This Unit involves personalisation and choice. Pupils choose their own enterprise business, and then run their own company. A product is made, marketed and sold then profits are given to a charity chosen by pupils. This involves creating, making and selling Christmas decorations.

Human Resources: In this unit, the focus is on how to manage people when running a business.

Marketing: Pupils are offered a choice of projects on which to work and research how different products are marketed to consumers.

Geography (Faculty of Social Subjects)

Studies in S3 are based around three key units of work:

Tourism

- Visits and fieldwork relating to the local environment
- Case studies exploring recent developments in the tourist industry
- Local and international case studies investigating sustainable tourism
- Skills including research, creating, presentation, analysing and evaluation

Fair Trade

- Learning about the impact of Fair Trade by running "Fair Trade Fortnight " in school
- Experiencing personalisation and choice through choosing how to highlight Fair Trade issues and selling Fair Trade products to the wider school community

- Skills including citizenship, team-work, creating, analysing, evaluating

Rivers

- Investigating the impact of floods through local recent case studies in the UK
- Finding out about flood management in Scotland due to climate change
- Developing fieldwork skills on the River Tyne in Vogrie Country Park
- Skills including research, numeracy, literacy, creating and presenting

History (Faculty of Humanities)

The purpose of the History course is to open up the world of the past for learners. History provides learners with insights into their own lives and to the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The S3 History course focuses on the following key topics:

Historical Themes: This unit will explore various themes in world history including trade, expansion and empire; revolutions; emerging nations; 20th century turmoil, and conflicts and freedoms

Britain 1760-1900: This involves study of the reasons for and impact of industrialisation on life in Britain. It will focus on the social, economic and political developments which transformed life across Britain in the late eighteenth and early nineteenth centuries.

Modern Studies (Faculty of Social Subjects)

Studies in S3 are based around three key units of work:

Conflict

- Current examples of conflict at local, national, and international levels
- The reasons for, and the impact of, the spread of terrorism
- The role of NATO and the UN in resolving/preventing terrorism

Skills in this unit focus on writing conclusions, report writing, and debating.

Media

- The different forms of media, and their changing influence
- The influence of social media on current affairs
- The advantages and disadvantages of social media for individuals

Skills include the identification of bias and exaggeration, evaluation and analysis.

China

- China - A superpower?
- Human Rights
- Changing world influence

Skills include creating, researching and presenting.

Column 8: Technologies

Computing Science (Faculty of Technologies)

Computing Science is vital to our modern society. It shapes the world in which we live and the direction of our future lifestyles. Computer hardware and software is embedded in the world around us, from systems and devices in our homes and places of work to entertainment, transportation and how we access information. Computing professionals play key roles in meeting the needs of society in fields such as science, engineering, communication, education, business, and industry.

Learners will develop their computer programming skills by designing and developing games using Build Your Own Blocks (BYOB) software. Pupils will also design and implement website by using the basics of HTML and CSS. In addition, they will build a sound understanding of the security risks surrounding the use of technology and digital storage and how to protect data. Through the course, pupils will undertake a range of tasks and activities to increase their understanding of computer, smartphones, applications, and computational thinking, allowing them to develop and implement digital solutions.

Graphic Communication with Engineering Science (Faculty of Technologies)

Graphic Communication: This provides opportunities for pupils to initiate, develop and communicate ideas using manual and computer graphic techniques. Pupils will develop skills by working on 'The 3 Ps'- preliminary, production and promotional graphics.

The course structure will develop learners' abilities in: using graphic communication equipment and industry-standard software; demonstrating initiative, developing and communicating ideas graphically; interpreting a range of graphic types; and applying knowledge and understanding of effective graphic communication. It also requires creativity with the development of 2D and 3D spatial awareness.

Engineering Science: Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles and this course provides opportunities for pupils to be part of that future. It combines a range of technological skills: problem solving, design, use of equipment, components and computer simulation.

Pupils will develop skills by working within the broad disciplines of engineering, including mechanical, structural, programmable and electronic systems. The course structure will encourage pupils to explore existing and emerging technologies and apply skills in analysis, design, construction and evaluation to a range of engineering problems.

Home Economics Practical Skills

Home Economics will be offering a generic course covering a range of practical skills and will consist of 3 units over the year including:

Basics of nutrition: Pupils will learn about what is in the food they eat and what to eat to keep their bodies healthy. Pupils cook dishes which relate to the nutritional area they have learned about.

Cake decorating skills: Pupils will cook a variety of cakes over this time and apply cake finishing techniques thereafter. The unit will be based on practical skills and design techniques.

Events management: Pupils will develop a formal event in the school based on a given design brief. Pupils will be assessed on their ability to work as a team and on leadership. The unit will be self-funded through the event.

Hospitality cookery skills: Pupils will be building on their organisation skills and cookery processes, with theory and demonstrations lessons alternated with practical application.

Music Technology (Faculty of Expressive Arts)

The Music Technology course will appeal to pupils interested in the 'behind scenes' side of the music industry. During the course pupils will have access to the campus' professional recording studio to learn about various recording techniques. Pupils will do different projects such as music for gaming and film, podcasts/radio broadcasts and live music recording, creating a CD of their work. Pupils will learn how to record, mix and edit using 'Pro Tools' and 'Mix Craft' programmes used by professionals in the music industry today.

Learners are assessed through ongoing classroom observations as well as the work they produce on the Music department's i-Pads, which will record all of their course work and assessments. Learners in Music Technology are encouraged to think independently and develop essential transferrable skills that will prepare them for challenges after school. The course is ideal for all who have an interest in developing their knowledge and skills in terms of technology.

Column 9: Plus

Administration and IT

Administration and IT is a growing sector which offers employment opportunities across all sectors. The key aims are to develop pupils' ability to contribute to the effective functions of organisations in an administrative capacity. Embedded throughout are employability skills and applications for not employment but at home, in the wider community, and further studies. The course covers the following topics:

Administrative practices: skills and qualities of the Administration assistants; Health and Safety in the workplace; safety and security in the workplace; customer service, events management.

IT skills: Word processing, desk-top publishing; databases; spreadsheets; IT communication skills; email; e-diaries, internet, PowerPoint.

Dance (PE Department)

This course offers pupils the opportunity to develop their technical and choreographic skills through dance. The course consists of 2 units in total and technical skills will be developed through 3 styles/ Jazz, Contemporary and Hip Hop will be performed through mini sequences. Group choreography tasks will enable pupils to develop their use of self-expression and creative problem solving.

Pupils will be given many opportunities throughout the year to work with outside agencies such as national dance companies Rambert and Y Dance. Pupils may also have the opportunity to gain their dance Leaders Qualification through funding from Midlothian Council.

This is a practical course and students will be expected to bring appropriate dance wear to fully participate. A mature and cooperative attitude is required to succeed. Students interested in selecting National 5 or Higher Dance in the future should select this course.

PE (Elective)

'Sports do not build character. They reveal it.' John Wooden.

Students will participate in a number of activities to develop their understanding of how physical, mental and social factors impact on their performance in sport. Pupils will gain the opportunity to analyse and develop their own performance through gathering information and their own strengths and development needs, and using this data to design training programmes.

Students will be asked to demonstrate a mature attitude towards extending their fitness and competing in challenging contexts. Team invasion, central net sports, fitness, gymnastics and pool games will feature in this course.

Students who enjoy the competitive nature of sport and are interested in progressing to certification in PE should select this course. Pupils are expected to take an active part in lessons by bringing their PE kit. An enthusiastic and cooperative attitude will be required for success.

RMPS (Religious, Moral and Philosophical Education: Faculty of Humanities)

The purpose of the RMPS course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be studied and pupils will be encouraged to explore the questions they raise and the solutions or approaches they offer.

The S3 RMPS course focuses on the following topics:

Buddhism: Pupils will develop skills to describe and comment on key beliefs and practices within Buddhism, and the meaning behind them. They will develop an understanding of the impact and significance of this religion today in a range of countries, including Scotland. Finally, pupils will be encouraged to consider how this faith contributes to the lives of followers and will be invited to visit the Buddhist monastery Samye-Ling to see this religion in practice.

Gender Issues: Pupils will develop their analytical skills during this topic looking at different viewpoints and making judgements on them. This unit looks at the difference between men and women in society and how stereotypes have impacted the way in which women are viewed. This topic covers a range of areas including: stereotypes, the media's influence on gender issues, Barbie & Disney, women in religion, women in the workplace and other problems in society caused by stereotypes of men and women.

Spanish (Faculty of Modern Languages) *NB Pupils should only take this course in this column if they have selected French in Column 3*

In S3, pupils will have the opportunity to build on previous knowledge and further develop skills in reading, writing, listening and talking, and use the language to communicate ideas effectively. As well as exploring and learning about the life and culture of Hispanic countries throughout many interactive and authentic resources, songs and videos, pupils will engage in familiar contexts, such as citizenship, society, learning, employability, health and wellbeing and culture.

Pupils are actively encouraged to communicate in Spanish within the classroom and to engage with real life contexts through a range of transactional conversations and activities. These topics will also help pupils when they go on holidays to Spain, as they learn to, for example: how to order in a restaurant, how to ask for directions or, or how to do basic shopping in a market.

Through the study of another language, pupils gain an increased awareness of the interconnected nature of languages, and a better understanding of their own native language and literacy. It also enables learners to make connections with different people and their culture and to play a fuller part as global citizens. Finally, it is widely recognised that the acquisition of a second foreign language such as Spanish, does not only give pupils confidence, but is also increasingly beneficial for young people finding work in a highly competitive and global economy.

Enrichment Opportunities

Pupils who are interested in the courses below should discuss their suitability with their Guidance teacher

Beauty Skills (Partnership Working)

This course provides the learners with the skill to carry out basic manicure, facial care and make-up treatments. The emphasis will be on practical application but the course will also involve a theory element which will cover health and safety, anatomy of the hands and face, and skin diseases where treatment cannot be performed.

The teaching will take place in a salon environment where learners will be given the opportunity to work with their peers as well as members of the public, which will allow vocational and employability skills to be developed.

The course will develop:

- Skills required to plan and carry out a treatment
- Skills to plan and carry out multiple treatments for one client
- Practical skills in manicure, basic facials and make-up
- Communication skills through conversations with clients

Construction (Partnership working)

The Construction Crafts programme (offered through MTS, whose training incorporates local market needs) provides an introduction to vocational learning for the Construction Industry. The S3 programme is structured as follows:

- Half Brick Walling
- Decorative Painting
- Site Carpentry and Bench Joinery

Tasks include:

- Personal Development and Employability
- Work Place Core Skills and Problem Solving Skills

This course is suitable both for those pupils who have already been part of the course in S2 and those who have a keen interest in Construction and its related trades. All skills and qualifications gained are SQA accredited at SCQF Level 4.

Hospitality Practical Cookery Skills (Home Economics Department)

This course will cover a range of practical cookery skills. Units will include:

Cookery skills and processes: Pupils will cook a variety of dishes over the year with the aim of developing their practical skills.

Food hygiene: Pupils will learn more about the importance of this in the home and the workplace. The aim is to complete the Basic Food Hygiene Certificate which can be used for employment in the food industry.

Organisational skills: Pupils will work on these to enable them to complete more complex dishes.

Understanding ingredients: This will support pupils in their understanding of the diverse range of ingredients available to us from both this country and across the world.

Events management: Pupils will work together to create a formal event in the school based on a given design brief. They will be assessed on leadership and their ability to work as a team.

Please note: This course option is subject to a contribution of £42 per year, payable in two instalments if required, which supports the high standard of practical work for which we aim. Any families for whom this contribution is a concern should speak directly with Mrs McGlashan.

ASDAN Personal Development Programme (Support for Learning Department)

ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, life and work.

In the Bronze Personal Development Programme (approx 60 hours) pupils engage in a variety of diverse challenges, some of which are outside the classroom: for example, volunteering in the community, work experience, hill walking, indoor climbing and gardening. These real life experiences engage pupils, assisting them in making informed choices about their futures and makes learning come to life. In addition there are other challenges which involve the expressive arts, beliefs and values, science and technology, the wider world and sport.

The course encourages personalisation and choice with pupils creating their own learning programme. The course also builds on prior learning, some DHS pupils have completed Dynamic Youth Achievement awards that are accredited by ASDAN.

A pupil has to gain 6 credits (approx 10 hours learning each) to gain a Bronze award. Pupils are required to complete a portfolio to show evidence of the challenges they have completed and the skills they have developed. Pupils will develop skills in six areas: teamwork, learning, coping with problems, IT, literacy and numeracy. Pupils gaining a Bronze award can progress to a Silver and Gold award. In addition the course can raise self esteem and aspirations by celebrating small steps in learning and progress and recognises personal effort and achievement by awarding Bronze Credit certificates for 1,2,3,4 or 5 credits. Discussion will take place between pupils, parents and Guidance staff to identify pupils for whom this is a suitable choice.

Sport and Recreation (PE department)

This is a fun and active course which will give students the opportunity to be creative and learn to lead other people, successfully. Key skills including working with other people, leadership and communication will be developed throughout the year. This is a mainly practical course and pupils will actively take part in a range of physical activities throughout the year. The course will be made up of 3 units which include:

- Game design
- Team building and problem solving
- Planning a sports festival

Throughout the year, learners will work on these courses in order to develop their leadership skills. This will culminate in candidates running a sports festival for younger pupils.

Pupils are expected to take an active part and need to bring their PE kit for lessons. An enthusiastic and cooperative attitude will be required for students to become successful learners in this course.

Students must have a genuine interest in coaching. Students with experience of sports beyond PE will adapt well to the course demands.

Babysitting (Partnership Working)

This course is designed for those who may be keen to follow a career in childcare or working with children. Young people will improve their understanding, knowledge and skills in working with young children. This will support future careers and employability.

The course is delivered in an informal learning environment using group work methodology. There are five learning outcomes to achieve. Topics covered include:

- Roles and responsibilities of a babysitter
- Play and development
- First aid training to ensure being able to deal with emergencies as well as health and safety training regarding dangers in the home
- Promoting positive behaviour
- Placement at an After School, Club/ Crèche and the planning and delivering of practical activities in small groups
- Keeping you and the children being looked after safe

Duke of Edinburgh Award (PE Department)

This award scheme is a national programme aimed at recognising the achievements of young people. Pupils at Dalkeith High School can also undertake the award as part of a popular extra-curricular programme. In S3, work towards the Bronze level of award is offered within the existing curriculum structure to learner who might otherwise find it challenging to access the programme. Participants must demonstrate their achievements in:

- Skills
- Physical activities
- Volunteering

In addition to this, participants undertake an outdoor, overnight Expedition as part of a group.

Hairdressing

This course provides learners with an introduction to Hairdressing skills and related employability skills such as working with other and communication.

Pupils learn about aspects of the hairdressing industry with an emphasis on practical skills and working in a salon environment. While this course is excellent preparation for a career in hairdressing, many of the skills covered will benefit learners and prepare them for the workplace environment regardless of their career choice.

The content will be delivered in a salon environment by industry expert and learners will be given the opportunity to work on each other as well as practising and being assessed on mannequin heads. The course will develop:

- Understanding of health and safety in the workplace
- Shampoo and conditioning skills
- Styling skills
- Creative ability
- Employability skills

Skillforce

Skillforce is delivered by instructors who have a Service background. They apply their knowledge, skills and values to engage young people and inspire them to succeed.

Skillforce deliver a core based curriculum to young people. The course draws together academic and vocational awards, community work and life skills.

The aim of the course is to develop confidence, teamwork, communication and problem solving. The course is designed to prepare young people for further education and employment by relating to real life event, ensuring the subjects covered are relevant and engaging.

The course offers the following qualifications and awards:

- ASDAN
- SQA Employability
- FAA Health and Safety at Work
- FAA Emergency First Aid
- HeartStart
- National Navigation Award
- The Prince's Award
- Duke of Edinburgh

Career Planning Support

Young people face many decisions about their future education, training and careers. Skills Development Scotland can offer young people valuable assistance in making decisions and future career plans.

The Skills Development Advisor for the School is Andrew Coventry. Guidance, advice and information are available on:

- Planning a future and making decisions
- Accessing information on careers, courses and qualifications
- Exploring future plans and ideas
- Understanding and accessing the local job market
- Job hunting techniques and skills
- Subject choice advice

Young people can see the Skills Development Advisor by:

- Attending a lunch time careers clinic on a Tuesday. Andrew is available in the Guidance base.
- Speaking to the Skills Development Advisor during class talks and presentations delivered by Careers Scotland
- Requesting a careers interview in S4, S5 and S6
- Making an appointment to see Andrew at the relevant parents' evening