



# Strathallan School Sixth Form Courses

A Guide to options from  
September 2022 to June 2023

## Sixth Form Course Choice Guide

There are more pathways into higher education, further study and employment than ever before.

Most Strathallians will go on to higher education in universities or further study of some sort. The university landscape has evolved considerably over the last decade. In the past there were certainties about courses and options, now there are layered multiple approaches to university offers. It is a confusing picture complicated by caps on the number and type of students to which universities will make offers. There are many contradictory stories; the answer is to talk to the school about the best way to negotiate the best possible pathway through the post-school landscape.

In the United Kingdom there are two main routes into higher education post-school: A Levels or Scottish Highers. A Levels are widely recognised internationally and are designed to give depth and focus over two years in the study of typically three subjects with the additional option in the Lower Sixth of an EPQ (Extended Project Qualification). They are designed to be the culmination of 14 years of school study leading in to three years of further education at an English university. At Strathallan, there will be two main routes into higher education after school; A Levels and Scottish Highers. A Levels are the main qualifications in English Schools for entry to higher education. These are required Internationally. Three or four A Levels are usually taken by those aiming for University study, these A Levels are examined over two years.

In Scotland, schools follow the SQA Higher and Advanced Higher qualifications as the main route for higher education. Five Highers are normally pursued by pupils aiming for University. Examinations are taken over one year followed by Advanced Highers or additional Higher subjects as required or desired.

The reason for these different approaches is seen as the fact that Scottish schooling lasts 13 years followed by a four year degree (in most cases) where as in England, 14 years of schooling followed by three year degree. Both systems therefore total 17 years in Primary, Secondary and Tertiary education.

A high percentage (often 90%) of pupils in Scottish schools stay on for a second sixth form year - equivalent to the Strathallan Upper Sixth. This gives those pupils the opportunity to add to their results with further Highers or Advanced Highers. It also ensures that pupils enter university aged 18 and above rather than when they are still 17.

Importantly the Upper Sixth is when a pupil has reached the ‘top’ of the school with all the learning experiences and opportunities this brings.

At Strathallan we are to be the only school in Scotland from September 2020 to offer pathways which include a full A Level offering alongside a full Highers and Advanced Higher programme. We see this as a major investment in the opportunities we offer to our pupils, 53% of whom are Scottish, 25% English and 22% International. The A Level or Higher routes can both be used to access universities in either England, Scotland or Internationally. A Levels are not “better” than Highers or the other way around, what matters is choosing the most appropriate Sixth Form course/qualification for what the objectives are beyond school.

A Levels Strengths and characteristics	Highers Strengths and characteristics
<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• In-depth Sixth Form study over two full years, closely focused on the requirements of one or two subject (combined) degree courses</li> </ul> <p><b>Certainty</b></p> <ul style="list-style-type: none"> <li>• Good for those that are certain of their subject choices at Sixth Form and beyond</li> </ul> <p><b>International recognition</b></p> <ul style="list-style-type: none"> <li>• Greater international recognition, considered the gold standard</li> </ul> <p><b>Applications to English Universities</b></p> <ul style="list-style-type: none"> <li>• Designed for applications to three-year English University courses</li> <li>• Most appropriate pathway for highly selective English University courses</li> </ul>	<p><b>Breadth</b></p> <ul style="list-style-type: none"> <li>• Four or five initial choices with more subject options in Upper Sixth</li> </ul> <p><b>Flexibility</b></p> <ul style="list-style-type: none"> <li>• Upper Sixth choices can be made after a year of Sixth Form study</li> <li>• Two “bites at the cherry” - this pathway gives the option of repeating the course in the Upper Sixth in order to get the best possible Higher results (Note: highly selective universities will not accept “resit” grades)</li> </ul> <p><b>Peace of mind</b></p> <ul style="list-style-type: none"> <li>• University offers are often made on the basis of Higher results in Lower Sixth if the exams are taken in Lower Sixth.</li> </ul> <p><b>Applications to Scottish Universities</b></p> <ul style="list-style-type: none"> <li>• The earlier publication of results can give an advantage to pupils in Scotland on the Higher pathway in securing university places through Clearing.</li> </ul>

# The Decision Making Process at Strathallan

## January

- Trial Examinations in all GCSE subjects
- Sanhedrin Interviews: two 15 minute personal interviews, the first on revision and results with the Headmaster, Deputy Head Academic and tutor, and the second on Sixth Form subject choices and pathways after school with the Director of Studies and Assistant Head, Sixth Form
- Fifth Form Parents' Presentation & Parent Teacher meeting
- Fifth Form Subject Fair

## March

- Initial subject choices for Sixth Form Study

## April

- New Lower Sixth pupils make subject choices
- Timetabling blocks are then determined by the most popular subject combinations and to ensure the highest percentage of pupils get their initial subject choices.

## Possible pathways

### A Level pathway may be most appropriate for:

**Pupil W** who is contemplating applying to Oxbridge for Law while also aiming for University College London, Glasgow and Edinburgh. She has achieved mainly 7s, 8s and 9s in her GCSEs.

**Pupil X** who is planning to study medicine. While he is looking at staying in the UK for University there is the possibility he will apply for at least one overseas university.

**Pupil Y** who achieved mainly 5s in her GCSEs but higher grades in English, Art and Music. These subjects are of specific interest to pupil Y who is keen on pursuing performing arts when she leaves school.

**Pupil Z** who is interested in studying Psychology at university and targeting Bs at the end of Upper Sixth. He is unsure whether he plans to stay in Scotland for university and is likely to apply for at least one course in England.

### Higher pathway may be most appropriate for:

**Pupil P** who is interested in studying Veterinary Science at a Scottish University.

**Pupil Q** who has recently been selected for the Scotland U17 Hockey Squad. She is also playing for the 1st XI and a keen member of the Pipe Band. She anticipates a significant amount of training outside of school alongside her school commitments. She will take four Highers and keep in mind the possibility of deferring her Higher examinations until the Upper Sixth.

**Pupil R** who is unsure which subjects he would like to study having achieved good results in all three sciences alongside English and French; he is keen to maintain breadth in his choice of subject in Sixth Form.

**Pupil S** who, is not confident academically and may benefit from the opportunity of a 'second bite of the cherry' and two years of Higher study; she will take up the option of sitting her Higher examinations in the Upper Sixth.

We advise pupils to make an initial choice of three A Level or four/five Highers from the following lists:

### A Levels

Art & Design  
Biology  
Business Studies  
Chemistry  
Classical Civilisation  
Computing Science  
Des & Tech: Prod  
Design  
Economics  
English  
French  
Geography  
History  
Latin  
Mathematics  
Fur. Mathematics  
Music  
Physical Education  
Physics  
Psychology  
Religious Studies  
Spanish  
Theatre Studies  
EPQ\*

### Highers

Biology  
Business Management  
Chemistry  
Classical Studies  
Design & Manufacture  
Economics  
English  
French  
Geography  
History  
Human Biology  
Latin  
Mathematics  
Modern Studies  
Music  
Music Technology  
Psychology  
Physics  
Physical Education  
RMPS  
Spanish

### Advanced Highers

Biology  
Business Management  
Chemistry  
English  
Geography  
Mathematics  
Music  
Physics  
Physical Education

Some pupils will want to choose a fourth A Level - Further Mathematics is common.

\*The Extended Project Qualification (EPQ) is a popular fourth choice for those taking A Levels. It is worth half an A Level and is completed in the Lower Sixth. It may be possible, depending on the timetabling blocks, for a pupil opting for four Highers to choose the EPQ as a fifth choice.

Please note that whether a particular combination/subject will be possible, will be dependent on the number of pupils asking for that combination/subject.

Whilst we endeavour to give every pupil their first choice, not all combinations may be possible.

Is it possible to mix A Levels and Highers?

Yes, with two considerations: firstly, timetabling constraints may limit subject choices and, secondly, there should be a clear appreciation of the effect a mix between A Levels and Scottish Highers may have on university pathways, as well as a prolonged examination period in the Upper Sixth.

Can I change my mind after the course has started?

Yes, with two considerations: firstly, the option blocks and the timetable will have been constructed and there may be some limitations to the subjects that are available. Secondly, the longer the delay in starting a course, the more there will be to catch up; we do not recommend changes after Half Term in the Lower Sixth for this reason for A Level, or after week 3 of term for Highers.

## Careers and Higher Education

During the Sixth Form years there will be chances to explore careers and higher education through such events as the UCAS Fair, Next Step Breakfasts - with guidance from professionals in various fields, talks by professionals and universities and college Open Days. The UCAS website can be accessed at [www.ucas.com](http://www.ucas.com)

The Head of Sixth Form, Fiona MacBain ([staffmb@strathallan.co.uk](mailto:staffmb@strathallan.co.uk)) takes charge of all University and College applications. Clare Laird-Portch ([staffcalp@strathallan.co.uk](mailto:staffcalp@strathallan.co.uk)) is responsible for Career provision across the School, including the Morrisby programme. Once pupils have taken the Morrisby test, parents will receive access to their child's Morrisby report, allowing them to read the profile and advice contained therein.

Many of those leaving Strathallan School head to university but there are many routes into careers including Apprenticeships or Higher National Diplomas, with their more vocational emphasis. Courses can be found in the 'Apply' section of the UCAS website, with other opportunities sent directly to pupils on Teams and in the Careers section on Firefly.

At present, potential university students can apply for up to five courses on their UCAS form (normally completed before December in the Upper Sixth), only two offers, one 'firm', the other an insurance, can be held. There is therefore a need for careful research and judicious choice of university and course. Applicants who are applying to Oxbridge, Veterinary Medicine or Dentistry need to apply before the 15th October for entry in September of the following year. Support throughout this process is always available through pupil's Tutors, Housemasters and Mrs MacBain.

## Entrance to Oxford and Cambridge Universities

This is only open to those with high academic potential, with the expectation that candidates will gain at least three A grades (A\*AA in many instances) at A Level. Selection is by interview, although short tests may be given and work done at school may have to be submitted. Application is made to individual colleges by October 15th of the Upper Sixth, but cannot be made to both universities. It counts as one choice on the UCAS form, which must be sent by the same deadline. Those who wish to consider entry should contact Mrs MacBain, Head of Sixth Form early in the Lower Sixth. Entry to Oxbridge via Highers is possible. This requires 5As at the end of the Lower Sixth and at least 2 Advanced Highers at A in Upper Sixth, overall this constitutes more work than 3 A levels and this should be borne in mind when choosing pathways and subjects.

## Gap Years

Some leavers take a 'gap' year between school and university, in which case it may be wise to obtain a deferred degree course place before leaving school. Only some university departments are willing to grant such places; it is essential to check in every case. The proposal to defer entry is made on the UCAS form. Applicants should have clear plans for their 'gap' year before completing the UCAS form.

There are a large number of attractive projects available either for the whole year (in practice about 15 months) or some part of it. Voluntary or paid work in the UK or abroad can be arranged through a number of specialist organisations, and the school has links with schools in South Africa, South America and Australasia which may enable leavers to take up teaching, helping, and sports coaching posts. Personal skills can also be extended through business and language courses. A section in the Careers Library is devoted to 'gap' projects. Those interested should contact Mr Watt by the summer term of their Lower Sixth year for advice.



## Transferable skills and employment

Employers are now looking for graduates not just with good degrees but also with skills gained in their later years at school and at university. Among these are verbal and written communication (least developed in the modern graduate according to a recent employers' survey), information technology, leadership, teamwork, foreign languages, taking responsibility, practicality, coping with change, and handling stress. Many of the extracurricular activities in the Sixth Form develop these qualities, but students need to enhance and extend them at university by participation in work experience, clubs, societies, sports teams and some of the elective courses on offer. Being a graduate is no longer enough to guarantee employment: the preparatory work done at Strathallan through the "Futures" programme aims to ensure that our pupils are aware of this and are equipped to make the best of their profile making employment more likely.

## The Services

The Army, Royal Air Force, Royal Navy and Royal Marines offer cadetships, bursaries and scholarships, which, although highly sought after, may enable Sixth Formers and University students to finance their course. As in civilian life, there is a strong demand for engineers. Most schemes involve some long-term commitment to Military Service after graduation.

## Admissions Tests

These are becoming increasingly common. Potential Medics, Vets and Dentists will need to take BMAT, UKCAT or both, depending upon where they are applying. Some Law Schools require LNAT. Some tests may be sat at Strathallan but others have to be sat out of school.

In addition, prospectuses will state that additional tests or papers are required for some competitive courses, particularly at Oxford and Cambridge. These are sat either at School or at interview. The Examinations Officer needs to be forewarned as early as possible so that entries can be made.

## Overseas Universities

Applicants to Universities abroad need to be aware that they should be doing their research in the Lower Sixth. In many cases separate applications need to be made to each University and those applying to US Universities may be required to take SATs or ACT.

## Recommended subjects for University degrees

University course	Recommended subjects
Accountancy	Maths
Agriculture	<u>Chemistry</u> , Physics, Maths/Biology
Architecture	<u>Art and Design (portfolio)</u> , Maths, Physics
Art and Design	<u>Art</u>
Biology	<u>Biology</u> , <u>Chemistry</u> , Physics, Maths
Business Studies	Any subjects, English, Maths
Chemistry	<u>Chemistry</u> , <u>Physics/Maths</u>
Classics	<u>Latin</u> , Classical Civilisation
Computer Science	<u>Maths</u>
Dentistry	<u>Chemistry</u> , Biology, Physics
Drama	<u>English</u>
Economics	<u>Maths</u>
Engineering (Chemical)	<u>Chemistry</u> , <u>Maths</u> , Physics
Engineering (Other)	<u>Maths</u> , <u>Physics</u>
English	<u>English</u>
French	<u>French</u>
Geography	<u>Geography</u> , <u>any Science</u>
Geology	<u>Maths</u> , <u>Physics/Chemistry</u>
German	<u>German</u>
History	<u>History</u> , <u>a Modern Language</u>
Hotel Management	<u>English</u>
Law	Any subject, <u>English</u>
Mathematics	<u>Maths</u> , <u>possibly Further Maths</u>
Media Studies (Journalism)	English
Medicine (A Levels usually essential)	<u>Chemistry</u> , <u>Biology</u> , <u>Maths</u> , Physics
Music	<u>Music</u> (Grade exam may be needed)
Pharmacy & Pharmacology	<u>Chemistry</u> , <u>Biology</u> , <u>Physics</u> , <u>Maths</u>
Philosophy	Any subjects
Physics	<u>Physics</u> , <u>Maths</u>
Politics	Any subjects
Product Design	<u>Maths</u> , <u>Physics</u> , <u>Art</u> , <u>DT</u>

Psychology (Arts)	Any subjects, but a Science is recommended
Psychology (Science)	<u>Two Sciences</u>
Sociology	Any subjects
Spanish	<u>Spanish</u>
Surveying	Any subjects, Maths
Tourism	Any subjects
Veterinary Science	<u>Chemistry, Biology, Physics/Maths</u>

The background of the slide is a light blue grid filled with various school-related icons. These include a test tube, beaker, bell, scissors, the equation  $E=MC^2$ , an apple, a sandwich, an alarm clock, a basketball, a flask, a notebook, glasses, a backpack, a book, a pencil, a soccer ball, a ruler, another apple, a rolled-up diploma, a laptop, a briefcase, a calculator, and a medal. The icons are scattered throughout the slide, creating a thematic background for the text.

# Options for pupils choosing A Levels

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## A Level Art (Pearson)

Students will experience a range of classroom activities. Structured whole group exercises develop skills in drawing, painting and critical appreciation. The course also teaches students to work in a more independent fashion, developing their own ideas and experimenting with different styles and techniques. A commitment towards improving drawing and other skills is essential. Students will be expected to show the maturity to work in an independent, conscientious manner. Students must be prepared to make good use of study time.

## Subject content

Our A Level course is over the duration of two academic years. Students will explore a variety of media including paint, pastel, pencil, collage, relief and three-dimensional work. At the start of the course we promote a wide range of recording skills followed by a variety of experimentation.

## Assessments

Component 1 Personal investigation - 60% of qualification. This incorporates two linked elements

• Part 1 - Practical work • Part 2 - Personal study

Part 1 - Practical work will be developed from personal starting points. Supporting studies will consist of annotation, research and compiled contextual references, practical exploration of materials and techniques, recordings from primary and secondary sources and developmental stages of practical work leading to refined practical outcome(s).

Part 2 - Personal study, involving an element of research of minimum 1000 words. The subject(s) explored in the personal study must link to the students' practical work.

Component 2 Externally set assignment - 40% of qualification.

A broad based thematic starting point, released on 1st February when the students are in Upper Sixth Form. Students will submit supporting studies and practical outcome(s) in response to the given theme. Supporting studies will consist of annotation, research, practical exploration of materials and techniques, recording and developmental stages of practical work leading to refined practical outcome(s). There will be a sustained focus period of 15 hours under examination conditions in which students produce their final response(s) to the theme.

# Options for pupils choosing A Levels

## A Level Fine Art (Pearson)

The course is designed to extend and develop students' practical and critical skills. The specification requires students to show both breadth and depth in their research and analysis. Students will demonstrate an ability to critically analyse the work of artists, refine and develop insightful responses to their chosen line of visual enquiry, supported by their visual research and experimentation. Personal expression is developed in greater depth than GCSE and forms a natural progression from this course of study.

### Entry requirements

Grade 6 or above in GCSE Art & Design.

### Subject content

Year 1: Skill-Building and Ideas for the Personal Investigation (Term 1)

Personal Investigation, Initial Coursework (Terms 2 & 3)

Trial Exam

Year 2: Development of the Personal Investigation, 'Personal Study', an extended essay linked to the Personal Investigation and the Externally Set Assignment, Exam (40%).

### Beyond the classroom

Gallery visits are a key feature of both courses and take place at crucial points throughout the year. Students are also given the opportunity to attend a trip abroad each year during the February half term.

Students intending to study subjects in the Creative Industries beyond school are supported to prepare portfolios in support of their Higher Education applications.

A number of evening workshops are held each week to support students in developing disciplined and independent working practice. The demands of the course require additional work to be done outside of lessons, with access to specialist facilities and equipment, and as such, students studying at A Level are required to attend at least one evening workshop per week

# Options for pupils choosing A Levels

## A Level Biology (AQA)

A Level Biology combines well with Chemistry, Physics, Maths or Geography and is extremely useful (essential in some cases) in preparing for medical, dental and veterinary courses or degrees in the pure or applied sciences.

The School advises that pupils opting for Biology and intending to continue their study into the Upper Sixth, should also take Chemistry. Virtually all degree courses which contain Biology in their course title require an A Level in Chemistry.

## Subject content

The core content is as follows:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms response to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

## Assessments

There are 12 required practicals which are completed over the A Level course. Questions based on practical work are integrated into the examinations.

At A Level, there are three two-hour examinations as follows;

Paper 1: Topics 1-4 (35% of A Level)

Paper 2: Topics 5-8 (35% of A Level)

Paper 3: Topics 1-8 (30% of A Level)

# Options for pupils choosing A Levels

## A Level Business Studies (AQA)

### Subject content

The course comprises the following elements:

1. What is business?
2. Managers, leadership and decision making.
3. Decision making to improve marketing performance.
4. Decision making to improve operational performance.
5. Decision making to improve financial performance.
6. Decision making to improve human resource performance.
7. Analysing the strategic position of a business.
8. Choosing strategic direction.
9. Strategic methods: how to pursue strategies.
10. Managing strategic change.

In the summer of the final year of the course, the student will undertake the three external assessment papers required, each of two hours duration. They will be as follows:

Paper 1: Multiple-choice questions, short answer and two essays.

Paper 2: Three compulsory data response questions.

Paper 3: One compulsory case study consisting of six questions.

### Additional information

It would be advantageous to have studied GCSE Business but this is not essential. The core skills of numeracy and literacy will be heavily tested on this course and good passes (6 or above) at GCSE English (language) and Mathematics are seen as essential to success in this course.



# Options for pupils choosing A Levels

## A Level Chemistry (OCR)

Chemistry is an important component of many university degrees and a pass at A Level will be required for many courses. Studying Chemistry also gives pupils analytical and problem solving skills which prospective employers value and is a useful addition to any CV.

## Subject content

The Pupils follow the OCR Chemistry A Level course and study modules 1-4 in the first year and modules 5 and 6 in the second year. Students complete questions on practical work within the exams. Practical skills are therefore assessed on a pass or fail basis and these assessments do not count towards the overall grade

Module 1 - Development of Practical Skills in Chemistry

Module 2 - Foundations in Chemistry

Atoms, equations, moles, acid-base and redox reactions, bonding and structure.

Module 3 - Periodic Table and Energy

Periodicity, group 2 and the halogens, analysis, enthalpy, rates and equilibrium

Module 4 - Core Organic Chemistry

Hydrocarbons, alcohols, haloalkanes, synthesis, analytical techniques

Module 5 - Physical Chemistry and Transition Elements

Rates and equilibrium (quantitative), pH and buffers, entropy and free energy, redox and electrode potentials, transition elements

Module 6 - Organic Chemistry and Analysis

Benzene, carbonyl compounds, carboxylic acids and esters, nitrogen compounds, polymers, synthesis, chromatography and spectroscopy

## Additional information

Pupils wishing to study A Level Chemistry should be aware that there is a significant jump from GCSE in terms of difficulty. In particular the level of mathematical content is higher than that of previous A level courses and as such the department recommends an A grade at GCSE Maths in order to be able to access these questions. The department highly recommends that pupils gain at least an A at GCSE Chemistry in order to embark on the A level course.

# Options for pupils choosing A Levels

## A Level Classical Civilisation (OCR)

OCR's A Level in Classical Civilisation has been designed to provide learners with a broad, coherent and rewarding study of the literature and culture of the classical world. It offers learners the opportunity to study elements of the literature, visual/material culture and thought of the classical world, and acquire an understanding of their social, historical and cultural contexts.

### Subject content

Classical Civilisation encourages learners to:

- acquire a sophisticated level of knowledge and understanding of the literature and culture of the classical world through studying a diverse range of ancient material and making connections and comparisons between them
- understand classical literature, thought and material culture in its context; including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials
- further develop skills of critical analysis and evaluation and apply these to the range of source materials studied in order to gain insight into aspects of the classical world
- articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence based judgements
- acquire a sound basis for further study of the classical world

### Assessments

Candidates are assessed in three written papers.

- The World of the Hero (40% of total marks)  
Consisting of in-depth study of the Odyssey and the Aeneid.
- Imperial Image (20% of total marks)  
Study of the visual and material art of Augustan Rome, together with selected literature in translation.
- Politics of the Late Republic (20% of total marks)  
A literature-based study of the dynamic politics of the collapse of the Roman Republic.

### Additional information

There is no requirement to study the Greek or Latin languages.

## Options for pupils choosing A Levels

### A Level Computer Science (AQA)

This course teaches pupils an understanding of the main principles of Computer Science. Pupils learn to develop a sound understanding of the internal structure of computers how they operate and their use in solving problems. They acquire the programming skills necessary to apply this understanding to developing computer-based solutions to problems.

#### Subject content

This course has three main areas of study:

- **Computer Programming:**  
Knowledge and experience of programming complex data structures, use of Object Oriented Programming methods, investigation into Computer Science algorithms and the Theory of Computational Thinking.
- **Computer Systems:**  
An in-depth look at data representation, computer hardware and architecture, computer networking and how the Internet operates and the consequences of using advanced technology in today's world.
- **Databases:**  
Designing and implementing complex data systems and using SQL query language and knowledge of the rise of 'Big Data' and how it is analysed.

#### Assessments

The course is assessed through two components:

1. Two question papers of duration 2hrs 30 minutes, each worth 40% of the final grade.
2. A practical programming project which gives pupils an opportunity to implement their skills and develop a sophisticated system of their own choice, worth 20% of the final grade.

# Options for pupils choosing A Levels

## A Level Design & Technology:

OCR DT GCE -H404 (Design Engineering)

or

Cambridge International DT GCE 9705

There are two A Level options in Design and Technology from September 2022, the traditional 3D Design course remains through Cambridge International but a new course in Design Engineering is also being offered through OCR.

Both courses offer students the opportunity to design, manufacture and build up a portfolio work; but the new OCR course will align more closely with those students looking to study for a BSC in Design, Engineering or other associated degree discipline.

## OCR Design and Technology: Design Engineering (H404)

Design Engineering is focused towards engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in

order to understand their application and uses in engineered products/systems that have commercial viability.

Assessment:

Paper 1 (One Hour 30 minute Written Paper - 26.7% of the final grade):

Principles of Design Engineering

Paper 2 (One Hour 45 minute Written Paper with Technical Drawing - 23.3% of the final grade): Problem Solving in Design Engineering

NEA Iterative Design Project - 50% of the final grade.

## Cambridge International Design & Technology: Product Design (9705)

The aim of this course is to enable students to develop the ability to be innovative and creative in design and technology. This practical hands on course will enable students to build a substantial portfolio of both 2D and 3D design work.

### Assessment

Paper 1 (3 Hour Written Paper with Drawing - 30% of the final grade) : Product Analysis and Design

Paper 3 (3 Hour Design Paper - 30% of the final grade) : Design Principles

NEA Components 2 and 4 combined, approximately 100 Hours Coursework Project - 40% of the final grade

Please note that a GCSE or equivalent in a technical subject is a pre-requisite to follow one of these A Level Courses.

# Options for pupils choosing A Levels

## A Level Drama and Theatre Studies (Pearson)

This is a course for those that wish to work practically as well as study academically across all aspects of Drama, Theatre and Production skills. Pupils will explore aspects of directing, acting, script writing, set design, costume, lighting, sound and use of multi-media. This is a course for those that are already confident in front of an audience.

Pupils will develop their knowledge of a wide range of contemporary practitioners, texts and scripted works culminating in writing, devising and performing their own contemporary play. They will develop this further with the study and performance of classical and modern texts.

### Subject content

A level Drama and Theatre Studies are assessed through a combination of a 60% practical assessment and coursework and a 40% written exam. It is based on four main areas of drama and theatre: creating and developing ideas to communicate meaning to an audience; making dramatic connections between theory and practice; the analysis and evaluation of live productions seen and candidates' own practical work & use of characterisation to practically realise artistic intentions.

1. Component 1 - Devised Performance & Portfolio (40%) - Writing, devising and performing in/designing a key aspect of a play based around a practitioner and script extract. A Devising Portfolio (3000 words) documenting and reflecting on their exploratory process, the skills and techniques that they have developed in response to the text, and the influence of their chosen theatre practitioner.
2. Component 2 - Text in Performance (20%) - The preparation and performance of a scripted Group Play and either a Monologue or Duologue. These two elements are performed for an external examiner.
3. Component 3 - Written Exam (40%) - 2 hours and 30 minutes in length covering three key sections:
  - A Live Theatre review - Notes on productions seen during the course are permitted in the exam.
  - Interpretation of a play extract from a designer & performers perspective. This text will have been studied by pupils throughout the course with the extract printed in the examination booklet.
  - Interpretation of a play extract from a director's perspective interpreted in the style of a contrasting practitioner to Component 1. The pupils will have studied the play throughout the course and are permitted to have the complete play text with them in the exam.

# Options for pupils choosing A Levels

## A Level Economics (AQA)

This course requires a competence in both literacy and numeracy skills. A strong pass (7 or above) at GCSE English (language) and Mathematics would be desirable.

### Subject content

The course comprises the following elements:

Part 1: The operation of markets and how they might fail -

- Economic methodology and the economic problem
- Price determination in a competitive market
- Production, costs and revenue
- Competitive and concentrated markets
- The market mechanism, market failure and government intervention

Part 2: The national economy -

- The measurement of macroeconomic performance
- How the macro economy works: the circular flow of income
- Economic performance
- Macroeconomic policy.

At this point the student will be ready to complete the end of year test. In the second year of the course, the following elements are covered:

Part 3: Individuals, firms, markets and market failure:

- Individual economic decision-making
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality.

Part 4: The national and international economy:

- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

In the summer of the final year the student will undertake the three external assessment papers required, each of two hours' duration. They will be as follows:

Paper 1: Markets and market failure (Microeconomics)

Paper 2: National and international economy (Macroeconomics)

Paper 3: Economic principles and issues (Synoptic)

# Options for pupils choosing A Levels

## A Level English Literature (OCR)

The OCR English Literature syllabus that is followed is designed to broaden literary horizons, deepen literary understanding and develop literary tastes. An interest in reading literature and a willingness to study independently are prerequisites for success at this level.

### Subject content

This course consists of five components:

- Lower Sixth, classes are introduced to a wide range of texts (poetry, prose and drama) both of the twentieth century and before; they also experience a variety of teaching styles and enthusiasms.
- Component 01 (Shakespeare and Poetry pre-1900) and Component 02 (Drama and Prose post-1900) are internally examined in two papers of equal weighting.
- In Upper Sixth (A Level), Components 01 (Shakespeare, Drama and Poetry pre-1900) and Component 02 (Close Analysis and Comparative Synoptic Study) are externally examined in two papers of equal weighting (80% of total award).
- Component 03 (Critical Essay and Comparative Essay post-1900) is a Non-Examined Assessment worth 20% of total award.

### Additional information

It is recommended that pupils should have achieved at least a grade 6 at GCSE English Literature or equivalent to gain entry to this course.



# Options for pupils choosing A Levels

## A Level Geography (AQA)

Geography embraces both the Arts and Science curriculum and is an ideal choice for those pupils wishing to add breadth to their subject choices without sacrificing the academic rigour of study at this level.

The A Level Specification is designed to foster an appreciation of the dynamic earth and to develop an understanding of the synergy and potential conflicts between human cultures and their environment. The course offers a wide degree of choice, flexibility, a variety of geographical and transferable skills, and an awareness of contemporary issues within a manageable course content.

## Subject content

The AQA - A Level Specification (7037) is linear over two years of study and assessed by two written examinations at the end of Upper Sixth. All pupils are required to undertake four days of fieldwork in relation to both physical and human geography. The third assessment element is a Geographical Field Investigation based on the collection of primary data in the field which must be submitted as a 3,000-4,000 word report.

- Paper 1 - Physical Geography (2 hour 30 minute written paper. Total 40% of A Level).
- Paper 2 - Human Geography (2 hour 30 minute written paper. Total 40% of A Level).
- Paper 3 - Geographical Investigation (Individual Written Research Project. Total 20% of A Level).

## Additional Information

Combining the subject with Biology, Chemistry or Physics is as valid an option as with English, History and Economics.

# Options for pupils choosing A Levels

## A Level History (Pearson)

History is a great A Level for progression into social science and humanities courses at university, such as History, English, Law and Economics. However it is by no means restricted to being useful for these courses alone. Indeed many leading universities also respect science students taking History as the analytical and writing skills gained from it are invaluable in any field. Its depth, variety and challenging nature means that the skills you learn from History A-Level will remain no matter what subject is studied at a higher level.

## Subject content

There are four modules in total, including one which is compulsory coursework. The modules are chosen to provide a broad period of study of the modern world, avoiding a concentration of topics previously chosen at GCSE or Scottish Higher, and encompassing a range of countries.

Paper 1: Russia, 1917-91 (2 hours and 15 minutes long - 30% of total grade)

Paper 2: Mao's China, 1949-76 (1 hour and 30 minutes long - 20% of total grade)

Paper 3: 'The British experience of warfare, 1790-1918' (2 hours and 15 minutes long - 30% of total grade)

Paper 4: This is the coursework unit and students will complete a single assignment set by the department. The current topic of study is on 'The American Civil War' focusing on why the Union won. (20% of total grade)

## Additional information

Whilst it is not necessary to have achieved a specific grade at GCSE, it is recommended that pupils taking the subject at this level should have a respectable pass and an interest in History. The particular skills required are those traditionally of Arts students, namely the ability to write clear, cogent and analytical English, allied to a keen and enthusiastic interest in history. Additional reading in the holidays will be required.

# Options for pupils choosing A Levels

## A Level Latin (OCR)

OCR's A Level in Latin has been designed to help learners develop their understanding of the Latin language and the related ancient literature, values and society. A good pass at GCSE is required to continue with this subject at A level.

## Subject content

OCR's A Level in Latin enables learners to:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally
- encourage learners to develop research and analytical skills that will empower them to become independent learners.

## Assessments

Candidates are assessed in three written papers.

- Unseen Translation and Comprehension (50% of total marks)
- Prose Literature (25% of total marks)  
In-depth study of two Prose Literature texts.
- Verse Literature (25% of total marks)  
In-depth study of two Verse Literature texts.

# Options for pupils choosing A Levels

## A Level Mathematics (Pearson)

This course covers pure mathematics including trigonometry as well as differential and integral calculus, as well as applications of mathematics which includes both statistics and mechanics.

### Subject content

The Pure Maths course covers: proof, algebra and functions, coordinate geometry in the  $(x, y)$  plane, sequences and series, trigonometry including solving trigonometric equations, exponentials and logarithms, differentiation, integration, numerical methods, and vectors.

The Applications of Mathematics content includes, for Statistics: statistical sampling, data presentation and interpretation, probability, statistical distributions, and statistical hypothesis testing. For mechanics it includes, quantities and units in mechanic, kinematics, forces and Newton's laws, and moments.

### Assessments

There are three papers which will be taken in the summer of Upper Sixth. Two papers cover Pure Maths while the third paper covers Applications of Mathematics and contains a section devoted to Statistics and a second section on Mechanics.

Calculators are allowed for all three papers; Edexcel encourage the use of graphical calculators and we make good use of these in teaching as well as in preparing students to use these to answer exam questions.

### Additional information

A strong pass at GCSE (7,8&9) is required to succeed at A Level Mathematics

# Options for pupils choosing A Levels

## A Level Further Mathematics (Pearson)

Candidates who choose Further Maths also take A level Mathematics. This is not just more maths; it builds on the content of A level Mathematics and takes the ideas further. It is best thought of as a fourth A level for ambitious pupils intending to study Mathematics, Physics or Engineering at top universities. In some cases, it can lead to direct entry into Second Year University courses. The course consists of a core pure maths section and two options. We will be offering the two Mechanics options, FM1 and FM2.

### Subject content

Core Pure Maths content: proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.

Mechanics Paper 1 content: momentum and impulse, work, energy and power, elastic strings and springs and elastic energy, elastic collisions in one dimension, elastic collisions in two dimensions.

Mechanics Paper 2 content: motion in a circle; centres of mass of plane figures; further centres of mass; further dynamics (including harmonic motion), and further kinematics (including calculus).

### Assessments

There are Four papers taken in June of Upper Sixth. There are two pure papers and separate papers for the options.

# Options for pupils choosing A Levels

## A Level Modern Languages

Taking your GCSE or National 5 Modern Language on to A Level will complement any other combination of Lower Sixth courses: by the end of the two years you will have gained a good understanding of grammar and will be able to speak with confidence and you will have an enhanced level of competence.

You will also learn a great deal about the culture of the country and will gain useful insights into another nation's view of the world. One major and very exciting element of the A Level is the Individual Research Project which is a large piece of independent study undertaken by the pupil on a topic of his or her choosing and which provides good training for tertiary study.

Modern Languages are valued by employers and highly regarded for admission to a wide range of university courses including the Sciences. You should have achieved a 7, 8 or 9 grade at GCSE or an A at National 5 before embarking on one of these courses.

## A Level French (AQA)

For today's student, France remains one of our most accessible neighbours and one with whom we trade extensively. Furthermore Scotland has age-old links with France.

French not only opens up career prospects in countries of the EU but also other countries such as French speaking Canada, many African countries and the West Indies. French is a key skill in many careers - Law, Medicine, Business, Technology, and Science.

# Options for pupils choosing A Levels

## A Level Modern Languages continued

### A Level Spanish (AQA)

Spanish is a language of increasing significance in the world of commerce and diplomacy, and knowledge of Spanish is of enormous benefit to anyone envisaging working in the European Community, or in North or South America. Recent years' results have shown that reaching a high fluency in the language, and very good exam grades, are quite accessible.

### Assessments

The assessments for both languages follow the same structure.

Paper 1 - Listening, Reading and Writing - 2½ hours (50% of the grade), covering aspects of the modern society in those countries where the language is spoken.

Paper 2 - Writing - 2 hours (20% of the grade) - two pieces of writing on texts or one text and one film that have been studied over the two years

Paper 3 - Speaking - approx. 25 minutes (30% of the grade) - discussion of the Individual Research Project and discussion of one of the course's sub-themes.

### Additional information

We conduct many overseas trips with in the department, including: France, Spain, Germany, Switzerland, New Zealand, Australia, South Africa.

In the Modern Languages department we are extremely lucky that our staff are native language speakers and the pupils receive hands-on experience of having conversations in their chosen languages.

# Options for pupils choosing A Levels

## A Level Music (Educas)

Music A Level is not only a course for those who intend to study music at University or Conservatoire; it is an intellectually stimulating course, which demands skills in literacy, history, art, world culture, teamwork, leadership, confidence, time-management, self-discipline, self-awareness, listening, critical thinking, and a curiosity for new cultural discoveries. It is also mandatory for anyone who wishes to read music at University or Conservatoire level.

## Entry requirements

Recommended pre-requisite:

- Grade 6 or above in GCSE Music.
- ABRSM Grade 5 Music Theory - Pass
- Grade 5+ standard in performance on at least one instrument

## Subject content

Candidates must take three mandatory units: Performing Music; Composing Music and Appraising Music.

Performing Music- 35% of total grade

A performance lasting 10-12 minutes consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. The pieces must show consideration to recognise a variety of styles of Music. This unit is assessed during a recital to a visiting examiner.

Composing Music- 25% of final grade

Candidates will write two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by EDUCAS. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition. This unit is assessed externally .

Appraising Music- 40% of final grade (2hrs 15 Min exam)

Pupils will look at three areas of study in detail to analyse associated musical features, historical context and technical language. Areas of study include; the development of the symphony, Music into the 20th Century and Music Theatre. Candidates will be expected to compare extracts of music, analyse set works alongside a score and give extended responses regarding context of Music.



# Options for pupils choosing A Levels

## A Level Physics (AQA)

The A level course involves a considerable amount of practical work and requires a good degree of analytical and mathematical ability, although the latter should not be over-emphasised. Pupils should seek advice before undertaking Physics if they are not studying Mathematics in the Sixth Form.

For Sixth Form study the subject combines strongly with Mathematics, followed by the other sciences. However pupils have combined the course successfully with a wide range of other subjects. The subject is acceptable for entry to most university courses, particularly for all types of Engineering, Medical and Computing courses, but also for Surveying, Design, Communication, Law and Pharmacy.

The A level course assumes a good knowledge and understanding of the material covered for GCSE.

## Subject content

The course content is covered by the following sections:

1. Measurements and errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. (i) Further mechanics and (ii) thermal physics
7. Fields and their consequences
8. Nuclear physics
9. Turning points in physics (including Special Relativity).

## Assessments

This course is assessed through three question papers:

Paper 1: Sections 1-5 and 6(i), a mixture of multiple choice, short and long answer questions (2 hours)

Paper 2: Sections 6(ii), 7 and 8 (2 hours)

Paper 3: Section 9 plus practical skills and data analysis. (2 hours)

There is no practical examination, but each student must complete twelve prescribed practicals. If these are all completed successfully and the student demonstrates specific competencies, it is reported as a Pass for practical work on the exam certificate.

## Additional information

A good GCSE pass 6, 7 or more is recommended for choosing A Level Physics.

# Options for pupils choosing A Levels

## A Level Psychology (AQA)

Psychology can be defined as the scientific study of human behaviour and experience. This stimulating subject combines fascinating content with a rigorous and scientific approach to investigation. It has recently undergone a huge growth in popularity, both as a choice for A-level nationally and as an undergraduate subject. The course at Strathallan aims to develop both an academic understanding of the subject and an appreciation of its impact on people's daily lives. It provides a broad introduction to the scope and nature of psychology as a science. It encourages pupils to explore how science works by looking at practical investigations that are applicable to real life.

The A-level course develops your ability to formulate an argument by presenting and critically evaluating research evidence. Accurate and concise writing is important in answering short structured questions and longer essay style questions. There is a compulsory maths element, but there is no requirement to have a strong GCSE grade as the course allows us to take it at a manageable pace.

By the time students have completed the course they have a better understanding of how human behaviour from infancy to adulthood can have an effect on the society in which they live. The AQA A Level specification is very exciting as students will gain knowledge in areas such as; how memory works (or doesn't); what happens when young children have their attachment to a mother figure disrupted; how our behaviour changes with our social situation. Also current areas of research such as biopsychology where we look at language; how disorders function in the brain; and how they are measured by PET and MRI scans.

There is no coursework, but an important element of the course is practical: designing and carrying out research, reporting findings and analysing data. This fascinating subject combines very well with other science subjects, and also with other written subjects as the final exams draw heavily on essay writing skills.

## Subject content

First year options	Second year options
Social influence Memory Attachment Psychopathology (Phobias/OCD/Depression) Approaches in Psychology Biopsychology Research methods Issues and debates in Psychology	Gender Schizophrenia Forensic Psychology (Criminology) Research methods Issues and debates in Psychology

# Options for pupils choosing A Levels

## A Level Religious Studies (Pearson)

Religious Studies opens doors to a wide range of potential careers including business, finance, law, media and medicine. This is because it challenges pupils to think critically for themselves, and also to develop empathy for the views of others. Pupils regularly say that it is a subject that they find relevant to their own lives because it helps them to understand themselves. It particularly suits those who are curious and open-minded about the wider world. Our Twitter account, @RsStrath, gives an insight into our department ethos, which promotes academic rigour, collegiality between pupils and teachers, and a good sense of humour.

### Subject content

**Philosophy of Religion:** belief in God is one of the most enduring aspects of human civilization, but can it survive in the modern world? We explore a range of philosophical questions that challenge both religious and non-religious views, and develop our own ideas.

**Religion and Ethics:** How do we decide what constitutes right or wrong behaviour? We explore a range of ethical models and moral issues, including medical and sexual ethics, the environment and social equality.

**New Testament Studies:** How did the beliefs of an obscure 1st Century Jewish sect become the roots of a religion that still shapes our cultural identity today? This topic allows us to develop a critical understanding of how and why the gospels were written.

### Assessments

This course is assessed through three question papers:

Paper 1 - Philosophy of Religion (2 hours) 80 marks

Paper 2 - Religion and Ethics (2 hours) 80 marks

Paper 3 - New Testament Studies (2 hours) 80 marks



# Options for pupils choosing SQA Highers

# Options for pupils choosing SQA Highers

## Higher Biology

### Subject content

Higher Biology comprises three units:

1. DNA and the Genome
2. Metabolism and Survival
3. Sustainability and Interdependence

Pupils are required to write an assignment for which they need to carry out research worth 20% of the final outcome. This draws on and develops the skills they have learnt during the course and is assessed. The pupils also have to pass the final examination which consists of two papers, 80% of the final outcome.

### Additional information

This course would complement Higher Chemistry and Higher Mathematics. The School advises that pupils opting for Higher Biology should also take Higher Chemistry and have good mathematical skills.

Candidates develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity. Genomics is studied as one of the major scientific advances in recent times. Metabolic pathways and their control are considered along with the conditions in which organisms survive and their means of coping with these. The interdependence and complex interactions between organisms is explored and sustainable food production, with the fundamental process of photosynthesis at its core, is investigated.

The course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning. The skills of scientific inquiry and investigation are developed throughout the course. This will enable candidates to become scientifically-literate citizens.

# Options for pupils choosing SQA Highers

## Higher Human Biology

### Subject content

Higher Human Biology comprises three units;

1. Human Cells
2. Physiology and Health
3. Neurobiology and Immunology

### Assessments

Pupils are required to write an assignment for which they need to carry out research worth 20% of the final outcome. This draws on and develops the skills they have learnt during the course and is assessed. The pupils also have to pass the final examination which consists of two papers, 80% of the final outcome.

### Additional information

This course would complement Higher Physical Education and there is also an overlap with Higher Chemistry and Mathematics. The School advises that pupils opting for Human Biology should also take Chemistry and have good mathematical skills.

# Options for pupils choosing SQA Highers

## Higher Business Management

Business plays an important role in society, as it creates wealth, prosperity, jobs, and choices for consumers. It is therefore essential to have effective businesses and business managers to sustain this role. Any pupil intending to pursue a career in business will benefit from the study of this course.

### Subject content

Candidates will develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an understanding of a range of methods businesses use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing them with opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the steps taken by business to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations.

### Assessments

The course is divided into 3 Units:

- Unit 1 - Understanding Business
- Unit 2 - Management of Marketing and Operations
- Unit 3 - Management of Finance and People
- Assignment (25% of course award)

Assessments:

The course has two assessment components:

1. Question Paper (90 Marks) - 75%
2. Assignment (30 Marks) - 25%

# Options for pupils choosing SQA Highers

## Higher Classical Studies

The course develops candidates' knowledge and understanding of the classical Greek and Roman civilisations by comparing and contrasting these societies with the modern world.

### Subject content

Candidates will develop:

- knowledge and understanding of public and private religious ideas and practices – the interaction between religion, personal morality and identity in classical societies – or of the political and social structures of classical societies
- the ability to evaluate complex sources of evidence from classical societies
- awareness of universal ideas, themes or values raised by classical texts
- the capacity to compare and contrast the classical world with modern society

The course emphasises the development and application of skills. The focus on evaluating sources and understanding and analysing classical literature, develops candidates' knowledge of classical societies, and develops their thinking skills and skills in literacy. Investigative and critical-thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

The course consists of three areas of study. There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice:

- Classical literature
- Life in classical Greece
- Life in the Roman world

## Assessments

Pupils must pass all of the Units by means of internal assessment. In addition, a grade will be achieved through the Course Assessment which comprises an external paper and an assignment.

## Additional Information

There is no requirement to study the Greek or Latin languages.



# Options for pupils choosing SQA Highers

## Higher Chemistry

Chemistry is an important component of many university degrees and a pass at Higher level will be required on many degree courses. In addition to this, Higher Chemistry is valued by employers due to the key analytical and problem solving skills that are required in order to understand the subject.

### Subject content

The course involves four Units which are all mandatory with the 'Researching Chemistry' unit being internally assessed and counting towards the final mark.

#### Chemical Changes and Structure

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles.

#### Researching Chemistry

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue.

#### Nature's Chemistry

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare.

#### Chemistry in Society

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes.

## Assessments

The course is assessed by one exam worth 120 marks (80%) and the research project worth 30 marks (20%).

# Options for pupils choosing SQA Highers

## Higher Computing Science

Computing Science is becoming vital to our everyday life - socially, technologically and economically. It is shaping the world in which we live and our futures. This course has a focus on computational processes and thinking. It aims to provide an awareness of the importance that computing professionals play in meeting the needs of society today and for the future.

### Subject content

Candidates will develop:

- knowledge and understanding of advanced concepts and practical problem-solving skills in programming.
- an in-depth understanding of how data and instructions are stored in binary form and factors affecting system performance
- an awareness of the impact of intelligent systems
- knowledge of the security considerations and legal implications of using computer systems
- practical problem-solving skills in database design and development including use of the query language SQL
- practical problem-solving skills in web design and development using HTML, Cascading Style Sheets and JavaScript.

The course has four areas of study:

- Software design and development,
- Computer Systems
- Database design and development
- Web design and development

### Assessments

The course is assessed through a question paper of 2hrs 30 mins (110 marks) and a practical assignment worked on in school and marked externally (50 marks).

# Options for pupils choosing SQA Highers

## Higher Design and Manufacture

SQA - Higher Route - 2 years

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing. This 2 year course allows students to focus on enhancing their understanding and practical skillset within the workshop through a range of practical assignments in the first year and in year two the commercial considerations of Design and Manufacture leading to the SQA Higher in Design and manufacture.

**Year One** - Modules to be covered:

Machine Woodworking

Machine Metalworking

Furniture: Workshop Practice

Furniture Drawing: An Introduction

3D CAD

\*\* Please note this first year course outline is awaiting verification from the SQA as a stand-alone course

**Year Two:**

The course teaches pupils to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products.

Candidates will develop:

- research skills
- skills in designing products
- knowledge and understanding of materials and commercial manufacture
- knowledge and understanding of design factors
- an understanding of the impact of design and manufacturing technologies on society, the environment and the world of work.

Assessment for the Course is undertaken in the second year and comprises:

Component One:

Question Paper (80 Marks)

This assesses the student's knowledge and understanding of design, materials and manufacturing processes and the impact of design and manufacturing technologies on society, the environment, and the world of work

Component Two:

Design Assignment (90 Marks)

The assignment assesses the ability of candidates to apply design skills to develop a proposal according to a set brief. It provides an opportunity to demonstrate a series of skills set out by the SQA in the form of a Portfolio.

# Options for pupils choosing SQA Highers

## Higher Drama

This course encourages candidates to exercise their imagination and creativity. They develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical-thinking, enthusiasm and confidence. Candidates develop practical skills creating and presenting drama. The course provides scope for personalisation and choice by encouraging candidates to be creative and express themselves in different ways. Learning through drama helps candidates appreciate historical, social and cultural values, identities and ideas.

## Subject content

Candidates will develop:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the historical, social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore drama form, structure, genre and style

## Assessments

The notional length of time for candidates to complete the course is 160 hours. The course assessment has two components: 40% examination and 60% performance.

## Additional Information

The course is suitable for candidates with an aptitude for drama or for those wishing to progress to further levels of study. The course is largely learner-centred with practical and experiential learning opportunities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes it accessible as it can be contextualised to suit a diverse range of candidates' needs and aspirations.

# Options for pupils choosing SQA Highers

## Higher Economics

### Subject content

Candidates will develop:

- a deep understanding relating to how markets work and how they affect our daily lives
- an in-depth understanding of economic problems and the ability to explain those problems and consider possible solutions to them
- confidence and decision making by providing opportunities for them to use initiative in solving economic issues
- extend numeracy skills by enabling them to analyse and interpret relatively complex economic data from a range of sources, such as tables, charts and graphs
- extend skills of reasoning and critical thinking by requiring them to provide economic solutions to a range of economic problems
- analyse relatively complex economic information and communicate it in a clear and concise way

### Assessments

The course is divided into 3 Units:

- Unit 1 - Economics of the Market
- Unit 2 - UK Economic Activity
- Unit 3 - Global Economic Activity

Assessments:

Grades will be achieved through the Course Assessment which comprises an external paper (75% of total grade) and an assignment (25% of total grade).

This course will test both numeracy and literacy skills to a significant extent.

# Options for pupils choosing SQA Highers

## Higher English

This course provides candidates with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and to use language which is detailed and complex in nature. The course offers candidates opportunities to develop and extend a wide range of skills with growing independence.

### Subject content

Candidates will learn to:

- read, write, talk and listen in detailed and complex contexts, as appropriate to purpose and audience
- understand, analyse and evaluate detailed and complex texts, including Scottish texts, in the contexts of literature, language and the media
- create and produce written texts and spoken language, as appropriate to purpose, audience and context, through the application of knowledge and understanding of detailed and complex language.

The Higher English course also helps candidates develop complex language skills allowing them to engage with and to process detailed and complex ideas, opinions, information, language forms and use, and to increase their ability to learn with independence.

### Assessments

The course assessment has two exam papers:

Question paper 1 - Reading for Understanding, Analysis and Evaluation  
(30 marks and 30% of total grade) 1 hour and 30 minutes

- This question paper has one section. Candidates read and demonstrate understanding of two unseen non-fiction texts connected by theme.

Question paper 2 - Critical Reading  
(40 marks and 40% of total grade) 1 hour and 30 minutes

- This question paper has two sections:
  1. Scottish texts (20 marks) - Candidates apply their skills of understanding, analysis and evaluation to previously-studied Scottish texts from the prescribed list - available on the SQA website.
  2. Critical essay (20 marks) - Candidates apply their understanding, analysis and evaluation skills to a previously-studied text from the following contexts: drama, prose fiction, prose non-fiction, poetry, film and TV drama, and language, by writing a critical essay in response to one question from a choice of three. Candidates must choose a different genre from the one selected for section 1.

# Options for pupils choosing SQA Highers

## Higher Geography

Higher Geography is designed to equip pupils with the geographical analysis techniques required to understand the diverse aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures.

Through critical thinking, they deepen their understanding of global issues affecting the environment and sustainability and develop a sense of responsible citizenship.

## Subject content

Pupils develop a wide range of important and transferable skills, including using, interpreting, evaluating and analysing a wide range of geographical information, interpreting and explaining complex geographical phenomena using a wide range of maps and other data to process and communicate complex geographical information and researching skills, including fieldwork.

The course consists of three sections:

- Physical Environments
- Human Environments
- Global Issues

## Assessments

Assessments / Marks	Breakdown
Exam Paper 1 (100 marks- 46%) Physical and Human Environments 1 hour and 50 minutes	Physical Environments (50 marks) Human Environments (50 marks)
Exam Paper 2 (60 marks -27%) Global Issues and Geographical Skills 1 hour and 10 minutes	Global Issues (40 marks) Geographical Skills (20 marks)
Assignment (30 marks - 27%) 1 hour and 30 minutes	Collecting, processing, analysing and presenting data to come to a conclusion. This requires data collection, usually obtained through fieldwork.
Total assessment marks (190)	

# Options for pupils choosing SQA Highers

## Higher History

History is highly respected by all universities for a variety of courses and is a great Higher for progression into social science and humanities courses at university, such as History, English, Law and Economics. Many leading universities also respect science students taking History as the analytical and writing skills gained from it are invaluable in any field. Its depth, variety and challenging nature means that the skills you learn from History Higher will remain with you no matter what you choose to study at University.

## Subject content

The Higher course develops a coherent and balanced understanding of Scottish, British, European and World History and the course assessment has three components:

**Component 1: British, European and World History (exam: 1 hour and 30 minutes)**  
Britain, 1851-1951: Development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens and USA, 1918-1968: Growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights.

### **Component 2: Scottish history (exam: 1 hour and 30 minutes)**

**The impact of the Great War, 1914-1928:** Conflict and its political, social, economic and cultural effects.

This is a source based paper where students evaluate the usefulness of a source, place a source in its historical context, identify and explain the differing viewpoints presented by two sources, and explain an event or development.

### **Component 3: Assignment**

Students have an open choice of historical topic, question or issue. Their choice is not constrained by the content of the question papers. It is written up under controlled conditions in 1hr 30 and is externally marked by the SQA. It is worth 27% of the overall grade.



# Options for pupils choosing SQA Highers

## Higher Latin

This course contributes towards the development of literacy skills by providing candidates with opportunities to listen, talk, read, and write in English, and to read in Latin.

### Subject content

Higher Latin provides candidates with the opportunity to develop and extend a wide range of skills. In particular, the course aims to develop the language skills of translating:

- the ability to understand, analyse and evaluate
- the ability to apply knowledge of language
- knowledge and understanding of literary techniques and Roman culture

### Assessments

The course assessment has two components.

- Component 1: Literary appreciation (80 marks)
- Component 2: Translating (50 marks)

### Additional information

For literary appreciation, there are five prescribed texts as shown below:

1. Catullus: Poems (selections)
2. Ovid: 'Pyramus and Thisbe' and 'Baucis and Philemon' (selections from *Metamorphoses* IV and VIII)
3. Virgil: 'The story of Dido' (selections from *Aeneid* I, IV and VI)
4. Pliny: Letters 'The Eruption of Vesuvius' (selections from letters VI.16 and VI.20)
5. Cicero: 'The Governorship of Verres in Sicily' (selections from *In Verrem* V)

Higher Latin is very accessible to any pupil who has done GCSE Latin.

# Options for pupils choosing SQA Highers

## Higher Mathematics

This course will enable pupils to understand and use a range of complex mathematical concepts and relationships. It will teach pupils how to select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts, and select and apply skills in numeracy. Pupils will also learn how to use complex mathematical models and reasoning skills to communicate mathematical information with complex features.

## Subject content

Straight lines, functions and graphs, using trigonometry in three dimensions and trigonometric identities, radians differentiation, recurrence relations, integration, quadratics, polynomials and the remainder theorem, the cartesian equation of the circle, solving trigonometric identities, compound angle formula, further calculus, including chain rule as well as differentiation of trigonometric and exponential functions, the wave function, vectors and exponential and logarithmic functions.

## Assessments

There are two papers for Higher Maths, taken on the same day in May:

Paper one is a Non-Calculator paper. It lasts one and half hours and is worth 70 marks.

Paper 2 is a calculator paper, lasting one and three quarter hours and is worth 80 marks.

Marks out of 150 are converted into percentages, with the A grade boundary around 70% and the C boundary around 50%.

# Options for pupils choosing SQA Highers

## Higher Modern Languages

Taking a GCSE or National 5 Modern Language on to Higher may seem to be a big challenge, but experience at Strathallan shows that Higher Modern Languages are accessible qualifications in which pupils achieve strong results. They are also very well regarded by universities in the application process for almost any course, and language skills provide a life-long advantage in employment as well as being personally enriching.

The course structure is the same for all three languages with four key context areas of study. These contexts build on and develop topics previously studied at GCSE and National 5. As such the course is highly accessible with the majority of the grammar work required for success having already been covered.

## Higher French

French remains an important European language, strongly linked with diplomacy, law and history. As part of the Higher course at Strathallan we spend a considerable amount of time on practising and improving the oral command of the language which has the most benefit in terms of business application of the language. It is natural to find speaking a foreign language challenging, however with practice we often see pupils making excellent progress over the course.

## Higher Spanish

Spanish is a language of increasing significance in the world of commerce and diplomacy, and knowledge of Spanish is of enormous benefit to anyone envisaging working in the European Community, or in North or South America. The Higher Spanish course is excellent at developing a high degree of fluency in the language, and pupils often attain very good exam grades.

# Options for pupils choosing SQA Highers

## Higher Modern Studies

Modern Studies is unique to the Scottish curriculum and is a combination of politics, sociology and international relations. By studying this subject at Higher it allows students to develop the multidisciplinary skills to interpret and participate in the social and political processes they will encounter in their lives.

### Subject content

The course assessment has three components 2 exam papers and one assignment.

Question paper 1 (52 marks) 1 hr 45 minutes.

Students have 3 areas of study as outlined below. They complete 2x20 mark essays and 1x12 mark essay in the exam.

a) Democracy in Scotland and the UK

Students study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK.

b) Social Issues in the UK

Students focus on the impact of social inequality on any relevant group.

c) International Issues

The study of a world power (The United States) focuses on political and socio-economic issues.

Question paper 2 (28 marks) 1hr 15 minutes.

This paper is entirely source based and assesses the skills of analysing, evaluating and synthesising evidence.

Both question papers are sat on the same day with a short break in between.

Assignment (30 marks)

Students choose any modern studies topic or issue that refers to a contemporary political, social or international issue. Their choice is not constrained by the content of question paper 1. The assignment is externally marked by the SQA.

# Options for pupils choosing SQA Highers

## Higher Music

Although the course can be studied with little previous knowledge, candidates who have attained SQA National 5 in Music, a grade '4' or above at GCSE Music will be at a considerable advantage. Those who have also taken two or three ABRSM/ Trinity/ Rockschoo/ London College of Music instrumental or theory grade exams will also find this advantageous.

## Subject content

Candidates must take three mandatory units: Performing Skills; Composing Skills and Understanding Music.

Performing Skills - 50% of total grade

In this Unit, learners will develop performing skills two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composer's intentions.

Composing Skills - 15% of total grade

Using traditional composition skills as well as the latest audio and sequencing software candidates will be required to submit one composition alongside a written commentary detailing their creative decisions.

Understanding Music - 35% of total grade

In this Unit learners will develop, through listening, detailed knowledge and understanding of a range of complex music concepts and music literacy.

## Assessments

Performance - The performance can be solo and/or in a group setting. The programme of music should last a total of 12 minutes with a minimum of 4 minutes on each instrument or instrument/ voice and should contain at least 2 contrasting pieces of music at a minimum of ABRSM Grade 4 standard.

Composition - By the end of the Easter term (term 2), pupils will have submitted their final composition alongside a written commentary detailing their creative decisions.

Understanding Music - A written examination testing the candidates' knowledge and understanding of music concepts and music literacy. Candidates will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles.

# Options for pupils choosing SQA Highers

## Higher Music Technology

The course is ideal for pupils with a broad interest in music as well as those with a specific interest in music technology and 20th and 21st century music. The course is practical and experiential in nature and there is considerable scope for personalisation and choice through the contexts for learning.

### Subject content

The course consists of three areas of study:

Developing an understanding of 20th and 21st century music

Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced, and been influenced by, developments in 20th and 21st century music and by key innovators.

Developing music technology skills

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

Music technology contexts

Candidates gain experience in using a wide range of music technology skills to capture and manipulate audio and sequenced data and mix down to an audio master in an appropriate file format, in a range of contexts such as radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

### Assessments

Music Listening Question Paper - 30% of total grade

The question paper allows candidates to use listening skills and draw on and apply knowledge and understanding of technological terms, technological developments, styles and genres, and music concepts, sampled from those listed in the 'Skills, knowledge and understanding for the course assessment' section of this document. The question paper represents 30% of the overall marks for the course assessment.

Technology Assignment - 70% of total grade

The assignment allows candidates to demonstrate practical application of knowledge and skills from the course to plan, implement and evaluate a creative production using music technology.

# Options for pupils choosing SQA Highers

## Higher Physical Education

The Higher Physical Education is a practical, experiential, one year course which aims to develop candidates' knowledge and understanding of how physical, mental, emotional and social factors impact on performance. Across these factors students explore how to collect data, develop performance and subsequently evaluate a development programme.

Following the cycle of analysis allows pupils to collect data on their own performance across the four factors impacting on performance and subsequently write and complete their own personal development plan (PDP).

Key to learning in Higher PE is the ability to develop higher order thinking skills including the ability to describe, explain, analyse and evaluate. Learning how to respond to these command words help the students to become responsible citizens, effective contributors, confident individuals and successful learners.

## Subject content

This course gives candidates the opportunity to develop and enhance their movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance.

Taking part in physical education acts as a stimulus for personal achievement, enabling candidates to develop confidence, resilience, responsibility and the ability to work co-operatively with others. The course promotes awareness of mental, emotional, social and physical wellbeing.

## Assessments

The Higher Physical Education is split 50/50 in respect of theory and practical course assessment.

Theory is externally examined in a 2½ hour paper assessing learning across the four factors impacting on performance.

Assessment in practical is done in two activities each marked out of 30. A combination of these assessments results in a final grade for each student.

# Options for pupils choosing SQA Highers

## Higher Physics

These courses involve a considerable amount of practical work and require a good degree of analytical and mathematical ability.

Pupils should seek advice before undertaking Physics if they are not studying Mathematics in the Sixth Form.

For Sixth Form study the subject combines strongly with Mathematics, followed by the other sciences. However pupils have combined the course successfully with a wide range of other subjects. The subject is acceptable for entry to most university courses, particularly for all types of Engineering, Medical and Computing courses, but also for Surveying, Design, Communication, Law, Pharmacy, etc.

The course assumes a good knowledge of the material covered for GCSE.

## Subject content

The Higher syllabus consists of the following subject areas:

1. Our Dynamic Universe (forces, motion, the expanding Universe)
2. Particles and Waves
3. Electricity

## Assessments

Paper 1: (Multiple Choice): 45 mins

Paper 2: 2 hours 15 mins

In addition students must complete a practical assignment which assesses the application of skills of scientific inquiry and related physics knowledge and understanding.

Paper 1 and Paper 2 comprise 80% of the final mark and the Assignment contributes the final 20%



# Options for pupils choosing SQA Highers

## Higher Religious, Moral and Philosophical Studies (RMPS)

RMPS opens doors to a wide range of potential careers including business, finance, law, media and medicine. This is because it challenges pupils to think critically for themselves, and also to develop empathy for the views of others. Pupils regularly say that it is a subject that they find relevant to their own lives because it helps them to understand themselves. It particularly suits those who are curious and open-minded about the wider world. Our Twitter account, @RsStrath, gives an insight into our department ethos, which promotes academic rigour, collegiality between pupils and teachers, and a good sense of humour.

### Subject content

Morality and Justice. We assume that the justice system in the UK is fair, but how far is it really? We study a range of ethical responses to the purposes of punishment, custodial sentencing and also the death sentence.

Hinduism. Arguably the world's oldest religion, Hinduism not only shapes the culture of the Indian subcontinent, but challenges Western assumptions about the importance of materialism in living a fulfilled life.

The Problem of Suffering and Evil. Why do bad things happen to good people? Is it God's fault? Is it ours? We study a range of responses - from the book of Job, to modern Humanism - and develop our own conclusions.

### Assessments

External exams:

Question paper 1 - World Religion, Morality and Belief (2 hours, 15 minutes) 60 marks

Question paper 2 - Religious and Philosophical Questions (45 minutes) 20 marks

Assignment: Around 1500 words on an open-ended question linked to either Morality and Justice or The Problem of Suffering and Evil. Externally assessed and worth 30 marks

# Options for pupils choosing SQA Highers

## Higher Psychology (SQA)

Psychology is the scientific study of human behaviour and experience, how we interact and are shaped by our environment. This subject combines course content with a rigorous and scientific approach to investigation - this is assessed in Higher Psychology by a piece of coursework that is worth 40% of the final grade and is a maximum of 2500 words. The course at Strathallan aims to develop both an academic understanding of the subject and an appreciation of its impact on people's daily lives. It provides a broad introduction to the scope and nature of psychology as a science. It encourages pupils to explore how science works by looking at practical investigations that are applicable to real life.

Accurate and concise writing is important in answering longer essay style questions. There is a compulsory maths element, this coupled with heavy writing element mean that strong Nat5/GCSE English and a science subject will aid new pupils. You must remember this is a one year course that is a brand new science and essay subject combined.

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## Assessment and Assignment for Higher Psychology

Examination: 80 marks in 160 mins (2hrs 40mins) - a generous 2 mins a mark so whilst there is planning time there is a lot of extended writing. Each mandatory and optional topic will have a question worth as much as 20 marks, that may be subdivided into parts.

Questions will ask candidates to describe, explain evaluate or analyse.

Assignment (coursework): 40 marks awarded through external marking

Due to the nature of the four 20-mark essays in 40 minutes each and a challenging research project very similar to an Advanced Higher sciences project, it should be made explicitly clear about the demands of this course when choosing subjects. Ideally you have a good pass in N5/GCSE English and one science subject as a minimum, and considering to be continuing at Higher with these subjects.

## Course Content Topics

Higher Psychology contains both mandatory topics and then optional topics as outlined below. The aim is to have completed the Assignment (coursework) alongside the content before the Christmas break - this does make for a very challenging opening term.

	Higher Psychology content
Individual Behaviour Mandatory topic	Sleep & Dreams
Individual Behaviour optional topic:	Memory
Social Behaviour Mandatory topic	Conformity & Obedience
Social Behaviour optional topic:	Aggression
Research methods	Research Assignment: Full project - 2500 words

The background is a light blue grid filled with various school-related icons. These include: laboratory glassware (test tubes, flasks), sports equipment (basketball, soccer ball, bell), science symbols (E=MC^2, atom), school supplies (backpacks, pens, paper, calculators), and academic awards (medals, diplomas).

# Options for pupils choosing SQA Advanced Higher

# Options for pupils choosing SQA Advanced Highers

## Biology

The Advanced Higher Biology course develops a systems approach to the study of biological science. It allows candidates to appreciate the global dimension of life on Earth and the importance of understanding biological issues in society. There is an emphasis on practical and experiential learning with practical work in every unit as well as a project.

There is a particular focus on becoming scientifically literate through this course. The aim being to be able to make rational decisions based on scientific evidence and information. Candidates improve their scientific literacy by designing and carrying out their own investigation, analysing and evaluating scientific publications and media reports, and producing scientific reports and communications.

## Subject content

This course consists of three units:

- Cells and proteins
- Organisms and evolution
- Investigative biology (including a project)

## Assessments

One written paper worth 75% of the total marks

(Multiple-choice questions, structured and extended-response questions covering knowledge and understanding as well as of scientific inquiry, analytical thinking and problem solving.)

A project worth 25% of the total marks.

(Allows candidates to carry out an in-depth investigation of a biology topic and produce a project report.)

## Additional Information

The course is suitable for candidates who are secure in Higher Biology or Higher Human Biology. It is designed for candidates who can respond to a level of challenge, especially those considering further study or a career in biology and related disciplines. Higher Maths and Higher Chemistry would both be beneficial for this course

# Options for pupils choosing SQA Advanced Highers

## Business Management

The Advanced Higher Business Management Course prepares learners to play an active part in Scotland's vibrant and innovative business culture by equipping them with an understanding of the national and global nature of business. Learners develop analytical and research skills by investigating real organisations in a range of contexts. They gain a perspective that gives them the ability to research, analyse and interpret the actions and decisions taken by such organisations, and to explain how these actions and decisions might affect businesses and their economic success.

## Subject content

This course comprises 3 sections:

- The External Business Environment
- The Internal Environment
- Evaluating Business Information

The first section covers reasons for growth, effects on host country and home countries, globalisation and its effects on business, current developments in the EU and their effect on UK organisations, Asian nations and their effect on UK businesses, business ethics and corporate social responsibility (CSR) and government influence/technological developments. The second section covers management theory, leadership theory, teams, time and task management, managing change, equality and diversity. The third section covers researching a business including referencing, analytical research and evaluating financial information.

Students also complete a personal research project and produce a report on a business and course topic of their choice, which forms 1/3 of their overall mark.

## Assessments

Course assessment structure

Component 1 – question paper (80 marks)

Component 2 – project (40 marks)

Total marks - 120

# Options for pupils choosing SQA Advanced Highers

## English

Course assessment structure: Project-dissertation 30 marks

The project-dissertation assesses candidates' independent reading of complex and sophisticated literature. It provides evidence of candidates' skills in critical analysis, evaluation, investigation and writing.

The project-dissertation has a total mark allocation of 30 marks. This is 30% of the overall marks for the course assessment. Project-dissertation overview The dissertation has three stages:

- Planning: candidates should choose appropriate texts and formulate a precise and focused dissertation task on an aspect of literature
- Research and development: candidates should investigate and research relevant materials and record all sources consulted
- Writing: candidates should write their dissertations, reflecting, redrafting and proofreading before final submission

Candidates' chosen texts for the dissertation must be literary, and must be un-taught. Writers or texts studied in the dissertation cannot be used in the Literary Study question paper.

## Subject content

The teacher or lecturer will support candidates to choose appropriate texts and the focus of the dissertation task, which must be on an aspect or aspects of literature. Candidates' dissertations should explore a limited area of literary technique, applying complex critical analysis with appropriate supporting evidence. The formulation of a suitable task is of crucial importance, as it informs the line of argument adopted by candidates in their dissertation. The teacher or lecturer should ensure that the proposed task and range of resources are appropriate, and that the dissertation is manageable. Candidates should:

- select suitable literary text(s)
- select a suitable task which focuses an aspect of literary technique
- adopt a personal stance towards the topic
- devise, structure and sustain an argument
- select evidence from primary and, where appropriate, secondary sources to support an argument
- analyse a range of literary techniques and/or features appropriate to the task

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# Options for pupils choosing SQA Advanced Highers

## Geography

Advanced Higher continues pupils' development of geographical analysis techniques and furthering of their understanding of the changing nature of the contemporary world.

Pupils will gain experience of working on their own through independent study, whilst developing their own research, critical thinking, and evaluation skills as they progress through the course.

The course develops pupils' understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

Pupils will develop skills and attributes which are highly valued by higher education institutions, are transferable and important for their life and future work.

## Subject content

Advanced Higher course consists of three aspects:

**Geographical Skills:** including the fieldwork process, mapping skills, graphical techniques and statistical techniques for analysing data.

**Investigating Skills:** such as identifying research topics, managing a programme of research, techniques to source, collect and record appropriate and reliable primary and secondary information, methods of independent fieldwork, techniques to present findings using appropriate conventions, how to evaluate research methodology.

**Geographical Issues:** Development of critical thinking skills and the ability to evaluate sources and viewpoints on current complex geographical issues.

## Assessments

Assessments/Marks	Breakdown
Exam Paper 1 (50marks – 33%) 2 hours and 30 minutes	Map Interpretation (20 marks) Gathering & processing techniques – (fieldwork) (10 marks) Geographical Data Handling – (interpretation & analysis of data) (20 marks)
Project–folio: Geographical study (60 marks – 40%) Word Limit – 3000 words.	Independent research of a complex Geographical Topic – often requires data collection, usually obtained through fieldwork. To process data effectively and report findings appropriately.
Project–folio: Geographical issue (40 marks – 27%) Word Limit – 1800 words.	Independent research of a contemporary complex Geographical Issue – resulting in a critical evaluation of the issue by identifying and evaluating multiple viewpoints to reach valid conclusions.



# Options for pupils choosing SQA Advanced Highers

## Music

The course is suitable for candidates with an interest in developing their understanding and skills in music. It allows them to consolidate and reinforce skills, knowledge and understanding of music developed through other qualifications or experience (Higher Music is a minimum requirement). It provides a pathway for those who want to progress to more specialised training, further and higher education, or entry into a diverse range of occupations and careers.

## Subject content

Unit 1 - Through the study of the history of Music pupils will be examined in a listening paper on the following musical skills:

- Aural Perception
- Musical Discrimination and analytical thinking
- Knowledge and understanding of a range of musical styles
- Music Literacy

Unit 2 - Composition assignment - As part of this unit pupils are expected to either compose or arrange a piece of original music. As part of this process they are also required to complete a review, evaluation and analysis of their own work. This unit is externally marked by examiners from SQA.

Unit 3 - Performing Music - Candidates should prepare a live performance on their first instrument of between 6 and 8 minutes. This should include a minimum of two contrasting pieces of music at an appropriate level of difficulty for the course (approximately grade 5 standard). The performance can be as a soloist or as part of a group.

Unit 4 - Candidates must choose between:

1. Performance on a second instrument where the total duration when combined with their first instrument is 18 minutes
2. Compose or arrange a piece of original music (in addition to Unit 2), that lasts between 6 and 8 minutes.

## Assessments

There are four units in total to be assessed with one optional pathway for specialisation.

1. Listening Exam - 1h 15m paper in the Summer term worth 35% of the course
2. Assignment (Composition) - worth 15% of the course
3. Performance on Instrument 1 - worth 25% of the course either/or
4. Performance on Instrument 2 - worth 25% of the course
5. Portfolio (composition) - worth 25% of the course

# Options for pupils choosing SQA AdvancedHighers

## Physics

AH Physics is a challenging course aimed at pupils who are considering moving on to university to study Physics, Engineering or another science.

In the course, concepts covered in Higher Physics will be studied in more detail and at a higher level of complexity. Students will develop their skills of scientific enquiry and, particularly in the project, be given an opportunity to apply these. It will also increase the students' ability to think analytically and independently and to make reasoned evaluations - capabilities that are valuable in the workplace and in university study.

This is a demanding course so students should already have a good grade in Higher Physics and in Higher Mathematics and should be keen physicists. A major part of the course is the project, so students must be motivated and proactive in their learning.

## Subject content

- Rotational Motion and Astrophysics - including rotational dynamics, general relativity and stellar physics.
- Quanta and Waves - including introduction to quantum mechanics, and particles from space.
- Electromagnetism - including fields and circuits
- Units, Prefixes and Uncertainties -including skills needed for advanced analysis of practical work

There is also a project element of the course which requires students to plan and carry out an in-depth Physics investigation. They must keep a working lab book of their investigations and produce a final report.

## Assessments

1. Question Paper - 75% (3 hours)
2. Project - 25%

# Options for pupils choosing SQA Advanced Highers

## Physical Education

The main purpose of the Course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication.

During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.

### Subject content

#### Course Assessment Structure - Project

This component accounts for 70% of the overall course - there is no external exam in Advanced Higher PE.

The project builds on the foundations of knowledge and understanding of the mental, emotional, social and physical factors impacting on performance learned at Higher level.

Completion of the project allows you to learn about methods of research, create a detailed PDP, implement a training programme and evaluate the extent to which you have improved performance.

The project consists of a 4000-5000 submission excluding appendices, footnotes and references. The project is given a mark out of 70 and is submitted directly to the SQA for external marking.

### Assessments

#### Course Assessment Structure - Performance

This component accounts for 30% of the overall course.

The performance is a one-off live event - just like in Higher PE. This means there are no second chances for assessment.

The activity is not specified by the SQA - this is your choice.

We recommend that the one-off live performance is completed in the same sport as you are doing for your project. The performance is given a mark out of 30, is marked by your teacher and is externally verified by the SQA during a verification event.

# GLOSSARY

## GLOSSARY

**Apprenticeships** - Work while you study - an apprenticeship is a way to gain the skills, knowledge and experience you need to get into many careers. They combine work, training, and study, letting you ‘earn while you learn’.

There are many different apprenticeships available across a wide range of industries, and for a wide variety of job roles. As a paid employee, each apprentice works alongside their studies. There are no student fees - your training costs are funded by the government and your employer.

It's an ideal option if you have a clear idea of the career path you want to follow, providing you with practical, on-the-job training, and classroom-based instruction.

**Clearing** - Clearing matches applicants to university places that are yet to be filled. It's available to anyone who has made a UCAS Undergraduate application and doesn't hold any offers.

**Conditional Offer** - A conditional offer means you still need to meet the entry requirements, usually exam results

**EdExcel/OC2** - The examination bodies overseeing the content and delivery of GCSEs and A Levels.

**Firm choice** - After making your university application (to either 4 or 5 universities), you'll get some offers and probably some rejections; if you get at least one offer, you can choose one university to be your ‘firm’ choice, meaning that if you get the grades they want, you're going there.

**Insurance choice** - Your firm choice is your preferred university and course. The grades for this course are usually higher than your insurance choice. You choose an insurance choice as a back-up choice in case you don't meet the grades for your firm choice. Your insurance choice offer is usually lower than your firm's offer.

**Linear A Level Course** - A course that is taught over the two years and examined at the end of the two year time period.

**Modular A Level Course** - A module of a course is a component of a course and is assessed on its own. AS level / A Level was a modular approach to the A Level courses.

**Oxbridge** - The collective name given to two of the United Kingdom's most selective Universities - Oxford and Cambridge. Pupils may apply to either Oxford or Cambridge but not both.

**Russell Group** - This is a 'catch-all' term for a group of universities with a shared focus on research and a reputation for academic achievement. The origins go back to 1994 and there are currently 24 universities in the group.

**Selective Universities** - Universities with more entry criteria

**SQA - Scottish Qualifications Authority**- The official body that oversees the content and delivery of Highers and Advanced Highers.

**Tertiary Study** - The educational level following school

**Typical Offer** - An offer that is generally given to applicants; an average

**UCAS tariff** - The UCAS tariff assigns a points value to the different grades for post 16 qualifications, such as A-levels or Highers (see table below):

**Unconditional Offer** - If an unconditional offer is made, it means the university or college thinks you will succeed on their course. It also means that if you select them as your Firm choice, you will definitely be accepted.

# Fifth Form into Lower Sixth Form Subject Choices

## Spring Term

Trial examinations

Sanhedrin Interviews

5th Form Subject Fair

Presentation to Parents: Making Informed Subject Choices, Director of Studies, Head of Sixth Form

## HALF TERM

5th Form Parent – Teacher meetings

Early March: Subject Choices at either Higher or A Level are made using the Docuware Form.

End of Term: Subject Blocks are devised to fit as many subject combinations as possible.

New pupils: They are sent the Options Form as soon as they accept a place.

Once the Option Blocks are set new pupils must be sent the Blocks so that they are selecting from the given Blocks



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