



STRATHALLAN
SCHOOL

Opportunities for *all* to excel

Strathallan School Fourth Form Courses

A guide to options from
September 2025 to June 2026

Updated March 2025



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Opportunities for *all* to excel

Options for pupils choosing GCSEs

Pathways to Academic Success

At Strathallan, we are committed to providing an academic curriculum that meets the needs of every pupil, offering a range of opportunities that enable each individual to thrive. As a proudly international school, we recognise that our pupils go on to study and work in a global landscape. With this in mind, we offer a flexible curriculum built around internationally respected qualifications, including GCSEs, A Levels, and Scottish Highers. Our approach ensures that pupils follow pathways tailored to their abilities, ambitions, and aspirations.

GCSE Pathways

We believe that the best academic outcomes are achieved through a personalised approach to subject choices, balancing academic challenge with individual interests and strengths. Most pupils at Strathallan will study nine GCSEs in the Fourth and Fifth Forms, including core subjects of Mathematics, English Language and English Literature, at least one modern foreign language, and a minimum of two single-award sciences. They will also choose between History, Geography, or both. Additional subjects available include Art, Business Studies, Computer Science, Design Technology, Drama, Latin, Music, Religious Education, and Physical Education.

Our structured yet flexible approach offers three distinct GCSE pathways:

- **‘9’ Pathway** - The standard Strathallan curriculum of nine GCSEs provides a rigorous academic challenge and a strong foundation for progression to A Levels or Scottish Highers, ensuring a clear route to top universities.
- **‘9+’ Pathway** - Exceptionally strong academic pupils may choose to take an additional GCSE beyond the standard nine, pursuing a subject off the timetable out of genuine academic passion. Universities value high achievement in nine subjects over a larger number of GCSEs with lower grades.
- **‘8’ Pathway** - For pupils who will excel with a slightly reduced subject load, this option offers eight GCSEs, allowing for additional focus on achieving strong grades. This is particularly suited to those with commitments in sport or the performing arts or those who would benefit from additional study support. In some cases, this pathway also provides an opportunity to opt out of the compulsory modern foreign language, subject to discussion with the school.

Subject Category	Core Subjects (Compulsory)	Optional Subjects (Choice-Based)
English & Maths	English Language, English Literature, Maths	-
Sciences	At least two single-award sciences	Triple Science option
Modern Languages	At least one modern foreign language	Additional language options EAL as required
Humanities	History or Geography (or both)	Religious Education
Creative & Technical	-	Art, Business, Computer Science, Design Technology, Drama, Latin, Music, Physical Education
Study Support	-	Supervised Study/Learning Support/EAL

Our focus is always on ensuring each pupil follows the pathway that best supports their ambitions and strengths. While most pupils will take Higher Tier GCSE courses, which offer the full range of grades up to 9, Foundation Tier courses may be more suitable for some, providing a better route to strong results. We provide expert guidance at every stage, ensuring that each pupil is entered for the exams that give them the best chance of success. At Strathallan, academic excellence is underpinned by flexibility, challenge, and support—allowing every pupil to reach their full potential.



$$E=MC^2$$



GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE

(AQA - Syllabus Codes: English Language: 8700; English Literature: 8702)

The English Department offers two AQA GCSE courses in English Language and English Literature. These are delivered as an integrated course over two years, focusing on the development of pupils' language skills in reading, writing, speaking and listening through Literature, non-fiction and fiction texts. A range of media texts will also be considered.

Pupils are loosely set by ability and there is differentiation in the pace of work. Most students are presented for both qualifications.

These awards are gained through external examination but the Speaking and Listening element is awarded separately by internal assessment, controlled by external moderation.

GCSE MATHEMATICS

(EDEXCEL - Syllabus Code 1MA1)

By the start of the Fourth Form, pupils will have been placed in a set according to their previous mathematical results. All pupils follow the Edexcel GCSE course, with most pupils working towards the Higher Tier exam in which the highest grade attainable is 9, and some working towards the Foundation Tier in which the highest grade attainable is 5.

Both Foundation and Higher tier courses cover Number, Algebra, Geometry, Probability, Statistics and Ratio / Proportion / Rates of Change. At Foundation Tier there will be a greater emphasis on Ratio / Proportion / Rates of Change, and there will be content added which was previously in the Higher Tier. At Higher Tier there will be a greater emphasis on Algebra and additional content aimed at the more able student. At both Tiers there will be a greater need to know formulae, since fewer will be provided in the exam, and a greater emphasis on problem-solving and on mathematical reasoning.

Pupils in the top sets will cover the core work on each topic more quickly and will be exposed to more extension work; pupils in the middle sets will spend more time working through the core material. Typically pupils will remain in the same set for the two years of the GCSE course, but teachers may rotate at the end of each year.

GCSE Sciences

You can do two or three sciences. If you are considering a Science or Engineering pathway in the 6th Form then it is strongly recommended that you take all three sciences at GCSE.

GCSE BIOLOGY

(AQA - Syllabus Code 8461)

GCSE Biology is designed to inspire and challenge students of all abilities and aspirations. The content includes up to date and relevant topics such as monoclonal antibodies, genetic engineering and factors affecting food security.

There are ten required practicals that are incorporated into the teaching.

This course stands alone as a good GCSE. However, if a candidate wishes to take Biology in the 6th form they will also need a GCSE in Chemistry and they would also benefit from a GCSE in Physics.

The qualification includes:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Assessments:

Two written papers each lasting 1 hour 45 minutes, each worth 50% of the final GCSE

GCSE CHEMISTRY

(AQA - Syllabus Code 8462)

The course is designed to challenge students of all abilities and aspirations with both Higher and Foundation Tiers available. The course offers plenty of opportunities for good practical work.

The course follows the structure shown below and will be a good platform to build upon for Higher/Advanced Higher or A level as well as being an interesting course in its own right.

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

There will be two exams at the end of the course that each carry a 50% weighting for the final grade and last 1 hour and 45 minutes each. Some of the questions will be synoptic in nature drawing on various different aspects of different topics simultaneously.



GCSE PHYSICS

(AQA - Syllabus Code 8463)

The Physics GCSE course is designed to challenge and enthuse students as they learn about everything from heating water to the creation of the universe. Higher and Foundation tiers are available making the qualification open to all levels of student.

The topics covered in the course are shown below:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure & Space physics

The course covers all the fundamental areas of Physics and should serve as an excellent platform for carrying on to A Level. It will also give others a good base knowledge of the topics covered.

The examination itself will consist of two equally weighted written papers, each lasting 1 hour and 45 mins. Each paper deals specifically with four of the listed topics. Although there is no longer a practical controlled assessment, practical work is still a very important part of the course. There are many opportunities for students to develop practical skills including ten compulsory experiments.

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GCSE FINE ART

(EDEXCEL - Syllabus Code IADO)

IFA0/O1 (Coursework) 60%

IFA0/O2 (Examination) 40%

Time Commitment:

GCSE Fine Art is allowed three periods, plus three afternoon / evening workshops each week. Evening/afternoon workshops allow students to fulfil the practical and coursework based components of the course, providing access to staff support, specialist facilities and equipment.

Aims:

The course builds on the basic knowledge and confidence gained in the Third Form (Year 9) course and fosters technical skill, personal expression and analytical skills through a carefully constructed series of projects which explore a range of disciplines, including drawing, printing, painting, textiles and 3d. The course requires students to show both aesthetic awareness and analytical understanding. The course is designed to enrich the pupil's skill base, develop visual literacy and build a fuller understanding and enthusiasm for the visual arts.

Assessment:

The majority of the GCSE marks (60%) are obtained from the coursework students produce in lessons and workshops, which takes the form of project sketchbooks and final outcomes (75% and 25% of the coursework marks, respectively). The final examination (worth 40% of the GCSE) is an externally set topic, issued by the exam board, and it is devised to allow candidates the opportunity to work independently as they construct a visual and creative investigation in response to this themed brief. During the exam, students will, as in their coursework projects, use their exam sketchbook to research primary source material, investigate through drawing/studies, make contextual links to the work of other artists, explore media and design a personal response. As in the coursework unit, this exam sketchbook accounts for 75% of the exam mark, and it is completed over a preparatory period (approximately eight/nine school weeks). The final outcome is produced in a ten hour timed examination under exam conditions and constitutes the final 25% of the exam mark. This examination is completed in early May, allowing students revision time for their other subjects in the build up to the Summer exams.

Expectations:

Students will, as the course progresses, be expected to work with increasing levels of independence. Background research, drawing, annotations and photography are key components of the sketchbooks. Students will be supported to produce written analysis within their work, which evidences their ability to reflect on the

development of their skills and their ideas. To support the practical nature of the course, students should make use of weekly run art workshops.

Costs:

There is a studio fee levied for this course. A termly charge of £15 covers the cost of most materials and also contributes towards any gallery and research trips. Students may retain all of their final pieces and sketchbooks at the end of the course.

Pathways:

GCSE Art & Design is a pre-requisite for study at A Level. Most degrees in the creative arts require Art A Level as an entry requirement. Most Architecture courses and some design degrees also require A Level Art.

GCSE BUSINESS

(Edexcel, Syllabus Code 1BSO)

The course is structured into two themes, taking students from how entrepreneurs start businesses through to growing and global businesses. Assessment is through two equally weighted exam papers, sat in 5th Form, focusing on each specification theme.

The course places a great onus on reading and writing skills, therefore a sound level of written English is required. It also demands a reasonable level of numeracy, to deal with business finance and general economic data. Any student wishing to take this course should bear these requirements in mind.

Theme 1 Investigating small business: concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to

explore core concepts through the lens of an entrepreneur setting up a business.

Theme 1 comprises five topic areas.

- Topic 1.1 Enterprise and entrepreneurship - an introduction to the dynamic nature of business in relation to how and why business ideas come about.
- Topic 1.2 Spotting a business opportunity - explores how new and small businesses identify opportunities through understanding customer needs and conducting market research.
- Topic 1.3 Putting a business idea into practice - focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective - explores a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business - factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Theme 2 Building a Business: examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Theme 2 comprises five topic areas.

- Topic 2.1 Growing the business - an introduction to methods of growth and how

and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

- Topic 2.2 Making marketing decisions - an exploration of how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions - focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions - looking at the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions - growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.



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GCSE COMPUTER SCIENCE

(OCR - Syllabus Code J277)

The digital age presents us with computers at every turn of life, and as pupils progress through school they will encounter computer use in many subjects. Most pupils will have basic IT skills but Computer Science at GCSE goes far beyond this and aims to give a detailed knowledge of how computers operate, thus letting pupils see a greater potential in the machine they need to use. This is a useful qualification to have on a CV and provides a very good start to either Sixth Form course: Higher Computer Science or A-level Computer Science.

The course aims to:

- Give learners a real, in-depth understanding of how computer technology works.
- Provide excellent preparation for higher study and employment in the field of Computer Science.
- Develop a transferable set of skills in critical thinking, analysis and problem-solving through the study of computer programming.

The OCR GCSE has three units:

1. Computer Systems

This provides an in depth look at the workings of computer hardware and systems software and an investigation into the operation of networks and how the Internet works. Computer technology is constantly advancing at a fast pace and the question “What will we need to know in 5 or 10 years’ time?” is asked and considered.

This unit is assessed through an external exam.

2. Computational Thinking, Algorithms and Programming.

This unit introduces algorithms and programming. Pupil learn techniques to construct algorithms by considering how a person would do a task, then looking at how to automate the task. Programming theory is studied and different methods to produce robust, efficient and innovative programs are researched.

This unit is assessed through an external exam.

3. Programming.

Candidates apply the problem solving and solution building skills from unit two to develop suitable algorithms and a programmed solution to a problem. This unit gives an opportunity to develop an extended piece of programming and provides an insight into how larger software systems are developed.

This unit is a Mandatory element of the course which is not assessed but sufficient time has to be spent on the solution.

CAMBRIDGE IGCSE (9-1) DESIGN AND TECHNOLOGY 0979

The Design and Technology IGCSE at Strathallan School builds on the skills and knowledge pupils have already developed in the lower school. They increasingly work independently on creating and developing their own ideas using the specialist manufacturing equipment available including CAD/CAM, CNC and 3D printing.

The Cambridge IGCSE Design Technology syllabus enables pupils to identify, consider and solve problems through an iterative process of creative thinking, designing, developing and modelling. To do this effectively pupils acquire a broad range of subject knowledge through working with a range of materials, tools and equipment; whilst developing formal design skills.

This course provides an ideal basis for further study at GCE A Level and university; preparing students for their future within a rapidly changing technological society. Further information on any of the courses can be obtained from the Head of Design Technology, Mr Ian Barrett: staffib@strathallan.co.uk

Assessment

The syllabus is designed around 130 hours at IGCSE and the assessment comprises a Design Paper, a written and an Assessed Project as detailed below.

Paper 1 - Product Design	Paper 2 - Resistant Materials	NEA
50 Marks - 1 hour 15 mins	50 Marks - 1 hour	100 Marks - 30-35 Hours
25% of Total Assessment	25% of Total Assessment	50% of Total Assessment
Context driven Design Paper that requires the design and evaluation of a solution to the problem set.	Questions based on the specialist option of Resistant Materials and Product Design	School based project Internally assessed and externally moderated
Written/Drawing Paper Externally Assessed	Written paper Externally Assessed	School based project Internally assessed and Externally moderated

Costs:

There is a requirement for the material costs of individual projects to be covered, therefore these costs will be added to school fees. Students may retain their projects at the end of the course.

CAMBRIDGE IGCSE (9-1) ENGLISH AS A SECOND LANGUAGE (ESL)--0991

An internationally recognised qualification with a focus on practical/everyday English for those whose native language is not English.

All pupils leaving Strathallan must have an English qualification, and for pupils who have had to learn English in addition to a first language, this is an excellent option which focuses on the accuracy of their English in all areas—reading, writing, listening and speaking.

Earning a 4 or above, is seen as evidence of working at the B2 Level (Upper Intermediate), the same as the Cambridge FCE (First Certificate Exam), but unlike most Cambridge exams, which can be taken by anyone, this exam is normally given to those attending an English-speaking school. Pupils who have successfully completed another B2 exam previously are welcome to join the class to bolster their use of English in the full immersion setting of Strathallan.

The exam is meant to build on pupils' ability to use English in various situations, focus on practical communication and develop skills that support pupils in their other mainstream classes. It helps pupils master more academic vocabulary and complex verb tenses as well as a better understanding of tone and audience.

Unlike an IELTS result, this English Qualification does not expire.

An IGCSE ESL grade is considered to be the one-grade lower equivalent of a GCSE (native-English) grade; so, a grade 6 in IGCSE ESL would be the same as a grade 5 in GCSE English in the eyes of most universities.

The exam has three components:

Reading & Writing (50% of overall mark) 2 hour exam	Listening (25% of the overall mark) 50 minute exam	Speaking (25% of the overall mark) 15 minute assessed portion
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The exam is given in April & May of a pupil's Form V year.

Further information on the course can be obtained from the Head of EAL, Mrs. Kenna Troup: Staffkmt@strathallan.co.uk

GCSE DRAMA

(AQA)

GCSE Drama nurtures a wide range of skills that are both specific to the study of theatre and performance and vitally important to young people looking to succeed in a world where human creativity and connection will be increasingly valued in the face of developments in AI.

GCSE Drama is mix of practical and theoretical study which develops both physical performance and design skills and independent thinking and creativity.

The AQA course is split into three components.

Component 1: Understanding Drama

This is the written examination which constitutes 40% of the overall GCSE, the paper is 1 hour and 45 minutes.

For this unit in Section A students will study the roles involved in the creation of theatre alongside an in-depth exploration of *The Crucible* by Arthur Miller in Section B. This will cover the social and historical context of the play alongside a practical exploration of the text and how it could be staged in the 21st Century.

Section C is concerned with the analysis and evaluation of live theatre. This encourages students to critically assess the mechanics and message of the media they consume, and the skills learned can also be applied to other areas such as the news, social.

Component 2: This is the creation of a devised piece of theatre based on a stimulus. There is potential for students to follow either a performance or a design route. This Component involves research into a specific topic, the creation of a script, building character, rehearsal or design of the staging, lighting, sound, or costume. The students will then analyse and evaluate their process through a Creative Log encouraging them in self evaluation and critical thinking.

This is worth 40% of the overall qualification.

Component 3 - Students perform 2 extracts from a published theatre text which is assessed by a visiting examiner.

This is worth 20% of the overall qualification.

GCSE FRENCH

(AQA - Syllabus Code 8658)

By the end of the Third Form pupils should be well on the way to GCSE, having been practicing and becoming more confident in the four basic skills of speaking, listening, reading and writing. The GCSE course is topic based and includes Me, My Family and Friends; Technology in Everyday Life; Free Time; Home and Local Area, including Environment and Social issues; School and Future Plans - each affording the opportunity to improve on basic skills.

In the exam, there are two levels, Foundation and Higher, and if a pupil chooses to enter at Foundation, then he or she must take all of listening, reading, speaking and writing at that level, which will have an effect on the grades available. This means that the choice of level must be made very carefully. All four skills are examined by means of a final examination at the end of the course in May or June of the Fifth Form.

The study of French to GCSE will open the door to further studies at A Level or SQA Higher Grade, although even if the language is not continued beyond GCSE the course will have gained skills which can be used and built on later in life.

GCSE GEOGRAPHY

(AQA – Geography A Syllabus Code 8035)

The AQA GCSE Specification (8035 Linear) course comprises contemporary and traditional units of study over a period of two years with an increased emphasis on the problems arising from human interaction with the physical environment. The use of case studies is seen as fundamental to achieve a meaningful understanding of the varied course units. Topics include global ecosystems, tectonic activity, climate change, river, glacial and coastal landscapes, the development gap, globalisation, tourism and the changing urban and natural environment as well as problems arising from increases in world population. The course offers a wide degree of choice, flexibility, a variety of geographical and transferable skills and an awareness of contemporary issues. It is designed to develop an appreciation of the dynamic earth parallel to developing global citizenship.

The assessment comprises three Papers. All are assessed by written examination at the end of Fifth Form:

Paper 1: Living with the Physical Environment (1 hour 30 minutes written paper. Total 35% of GCSE).

Section A: The Challenge of Natural Hazards - Plate Tectonics, Tropical Storms, Extreme Weather in the UK & Climate Change.

Section B: The Living World - Ecosystems, Global Atmospheric Circulation, Tropical Rainforests, Hot Deserts & Cold Environments (answer all questions).

Section C: UK Physical Landscapes - Coastal, River & Glacial Environments in the UK (question choice).

Paper 2: Challenges in the Human World (1 hour 30 minutes written paper. Total 35% of GCSE).

Section A: Urban Issues & Challenges - World Population Growth, Urban Growth & Change & Urban Sustainable Living

Section B: The Changing Economic World - Measuring Development, The Development Gap, Fair Trade, Tourism, Manufacturing Industry, Role of TNCs, Aid, Debt Crisis, Globalisation, Environmental Impact of Industrial Growth, North-South Divide in the UK, EU & the Commonwealth.

Section C: The Challenge of Resource Management - Global Food, Water & Energy Supply, Demand & Consumption. Production, Exploitation, Conservation, Deficit,

GCSE GEOGRAPHY(CONT'D)

Surplus & Sustainability of these resources (question choice).

Paper 3: Geographical Applications (1 hour 15 minutes written paper. Total 30% of GCSE)

For this paper, pupils undertake two fieldwork enquiries in contrasting environments and must show an understanding about the interaction between physical and human geography within one of the tasks undertaken. Qualitative, quantitative, cartographic and graphical skills are essential elements to the investigative process. The paper comprises the following:

Section A: Issues Evaluation - based on pre-released resources

Section B: Fieldwork - based on secondary unfamiliar resources and own fieldwork experience.

GCSE HISTORY

(EDEXCEL - Syllabus code 1H10)

The History GCSE is designed to engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects.

There are four Assessment objectives for GCSE History:

Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Explain and analyse historical events and periods studied using second-order historical concepts.

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

There are three papers for GCSE History:

- Paper 1: Thematic study and historic environment (30%): Crime and punishment in Britain, c1000- present and Whitechapel, c1870-c1900: crime, policing and the inner city.
- Paper 2: Period study and British depth study (40%): Superpower relations and the Cold War, 1941-91 and Early Elizabethan England, 1558-88.
- Paper 3: Modern depth study (30%): Weimar and Nazi Germany, 1918-39

GCSE LATIN

(OCR - Syllabus Code J282)

The benefits of studying Latin at this level are to aid with more complex language work in other subjects, especially in the Sixth Form; to develop an understanding of literature in a very detailed way and to continue to immerse oneself in a culture that is recognisable but at the same time strikingly different to our own.

We follow the OCR GCSE syllabus. There are three papers for assessment, and no coursework.

In the Fourth Form we finish the grammatical work started in the Third Form (Year 9). By the end of the Fourth Form a candidate is, theoretically, able to complete the translation element of the GCSE. Further practice takes place throughout the Fifth Form year in preparation for the language paper which contains both comprehension and translation.

The bulk of the Fifth Form programme is taken up with the set texts. These are slightly adapted passages of prose and verse taken from Roman authors. Candidates are expected to comment both on the content and style of these pieces: with half the marks of the final examination coming from the text work, these two papers are the most taxing and rewarding of the GCSE course.



GCSE MUSIC

(WJEC EDUQAS)

WHY STUDY MUSIC?

Music is the universal language that unlocks our emotions and is a central part of world culture. By studying Music, students will learn the key concepts and ideas that allow composers to manipulate our emotions and give meaning to abstract concepts of melody and rhythm. Students will become performing musicians, understanding their instrument or voice at a deeper level. They will also learn to compose, putting their ideas and themes into original pieces.

Through the study of set pieces and areas of study, students develop their appreciation of music in terms of the variety of styles, traditions, variety of instrumental styles and analysis of musical features and device studied.

AREAS OF STUDY

Students will learn about Music from four areas of study:

- Musical Forms and Devices
- Music for Ensembles
- Film Music
- Popular Music.

COURSE CONTENT

Component 1: Performing - 30% of qualification

Total duration of performances: 4-6minutes.

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Performance standard: Grade3

Component 2: Composing - 30% of qualification

Total duration of compositions: 3-6minutes.

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study.

GCSE MUSIC (CONT'D)

The briefs will be 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 for which learners set their own brief.

Component 3: Appraising - 40% of qualification

Written examination: 1 hour 15 minutes (approximately).

This component is assessed via a listening examination. It is a paper with eight questions in total, two on each of the four areas of study.

The exam will focus on three main topics:

Elements of Music - melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.

The context - the time, place and purpose of the music

Musical Language - the list of musical terms, notes in the treble and bass clef and any specific vocabulary associated with the set works.

FUTURE PATHWAYS

- Study music at A-Level or Degree
- Professional musician
- Composer
- Music producer
- Music Teacher
- Music shows dedication and communication skills so can help with applications to study a range of other subjects



GCSE PHYSICAL EDUCATION

(AQA - Syllabus Code 8582)

This course will develop knowledge and understand in a wide range of key areas in physical education. The course is split up into seven main topics:

1. Applied anatomy and physiology
2. Movement Analysis
3. Physical Training
4. Use of Data
5. Sports Psychology
6. Socio-cultural Influences
7. Health, Fitness and Well-being

In addition to the above theory topics, the course incorporates a performance element which will allow students to not only improve as athletes but also develop appreciation for a wide variety of different activities throughout the course. The course is delivered through theory lessons and practical lessons in 3 periods a week with two single lessons for theory and one single lesson for practical. Occasionally, it may be necessary for this split to change in order to do more theory and this is at the discretion of the class teacher.

Assessment

Assessment for the GCSE syllabus is split into assessment of the theory work and assessment of the practical work. The overall award is based on 60% theory and 40% NEA and is assessed in the following way:

Theory

Paper 1: The human body and movement in physical activity and sport

What is assessed?

- Applied anatomy and physiology, Movement Analysis, Physical Training, Use of Data

How is it assessed?

- Written exam 30%. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport What is assessed?

- Sports Psychology, Socio-cultural Influences and Health, Fitness and Well-being

How is it assessed?

- Written exam 30%. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-Examined Assessment (NEA)

What is assessed?

- Performance in three different physical activities in the role of player/ performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Written Analysis and evaluation of performance to bring about improvement in one activity

How is it assessed?

- Assessed by teachers, moderated by AQA. 40%. For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Pupils opting for GCSE should be aware that participation practical activities is compulsory and necessary in order to fulfil the requirements to pass the course.



GCSE RELIGIOUS STUDIES

(Edexcel - Syllabus Code IRB0 WM)

Reasons why Religious Studies can be a valuable subject to study include:

- RS helps me understand views that are different to my own
- RS helps me develop my own ideas and to think in a clear and reasoned way
- RS is the gateway to studying ethics and philosophy
- RS is a subject that opens doors to a wide variety of careers

Traditionally, this is a smaller class where pupils are able to contribute to discussion and share their thinking. They are well-supported with specially-written resources and extra sessions, as needed.

Current pupils say that RS is academically rewarding because they find it a lot of fun, but also that RS is not an 'easy option' - understanding the reasoning behind different viewpoints can be hard work!

Course Content:

Judaism and Ethics

- Marriage and the Family: marriage; sexual relationships including homosexuality; family life; contraception; divorce and remarriage; the equality of men and women; gender prejudice and discrimination
- Matters of Life and Death: the origins of the universe; the sanctity of life; the origins of human life; abortion; arguments for and against belief in life after death; euthanasia; the environment and animal rights
- Jewish beliefs and practices; atheist and humanist attitudes

Pupils benefit from a visit to two synagogues in Glasgow, where they meet members of the Orthodox and liberal communities, and have lunch at a Jewish deli.

Christianity, Peace and Conflict

- Crime and Punishment: the nature of justice; crime; good, evil and suffering; the nature and aims of punishment; forgiveness; the treatment of criminals; the death penalty
- Peace and Conflict: peace and peace-making; conflict; pacifism; Just War theory; Holy War; weapons of mass destruction (WMD); issues surrounding conflict
 - Christian beliefs and practices; atheist and humanist attitudes

The course is examined as follows:

Unit Title:		
Judaism and Ethics	1 hour 45 mins	50%
Christianity, Peace and Conflict	1 hour 45 mins	50%

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GCSE SPANISH

(AQA - Syllabus Code 8698)

Although pupils may only have been studying Spanish for one year before entering the 4F, they will have developed the necessary grounding in the language to take it as a GCSE subject option. The learning curve is slightly steeper than French, which pupils will, in all likelihood, have studied for longer, however the course content and grammar is the same and Spanish is an accessible GCSE option for most pupils. By the end of the 5F pupils will have developed an understanding and good degree of competency in the past, present and future tenses as well as a comprehensive understanding of the vocabulary associated with holidays, home town, leisure, school and family. This provides an excellent foundation for further study at either A Level or SQA Higher.

Examination of GCSE Spanish is done at the end of the 5F with a listening, speaking, reading and writing exam. All four exams can be taken at Foundation tier or Higher tier and pupils are generally taught in mixed ability sets with the intention that all pupils access the tier which is most suited to their progress at the end of the 5F.

Whilst the Department does not currently offer any overseas trips in Spanish, the intention is to begin to offer these in the future and other cultural events are organised as part of the course such as film screenings in Spanish, culinary tasting experience of traditional foods and exploration of festivals and celebrations found in Spanish speaking countries. Spanish has been a language spoken all over the world for many years, however with the increase in native Spanish speakers in the USA the global importance of the language has increased and pupils wishing to study Business, international relations or another related discipline will find taking GCSE Spanish to be of benefit to their chosen vocation or future applications.

Strathallan School,
Forgandenny
Perth PH2 9EG
Scotland UK
Tel: +44 (0)1738 812546
www.strathallan.co.uk

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