



Strathallan School Sixth Form Courses

A Guide to options from
August 2026 to June 2027

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Choosing our Sixth Form Pathways

I joined Strathallan in Fourth Form, and when it came to Fifth Form and choosing my Sixth Form subjects, I found myself torn between A levels and Highers. At the time, my plan after school was to pursue veterinary medicine, a course that requires in-depth knowledge of science subjects and maths. Initially, A levels seemed like the more obvious and suitable option. However, after careful consideration, I decided that Highers were the better route for me. This decision was largely based on the flexibility Highers would offer if my plans were to change.

I therefore chose to take five Highers: Chemistry, Biology, Physics, English and Psychology. Although I was initially very keen on veterinary medicine, after completing extensive work experience and being fortunate enough to observe vets in action at international competitions in Canada, I realised that this career path was not for me after all. Because I had chosen Highers, I was able to adapt my future plans in a way that might not have been possible had I taken A levels.

Over the summer, I decided that I would like to pursue a career in business and marketing. This year, in UVI, I am studying Advanced Higher Biology, Higher Business and Higher Maths. I have secured an unconditional place at university and am also in the process of applying for degree apprenticeships, which is my preferred next step.

My advice to pupils entering Sixth Form would be not to be swayed by what others are choosing, but instead to do what is best for you. If you feel you would benefit from studying a wider range of subjects and having the flexibility to redirect your plans between Lower Sixth and Upper Sixth, then Highers are a strong option. However, if you are certain about your future pathway and are keen to develop a very in-depth understanding of specific subjects, then A levels may be more suitable.

Ultimately, the most important factor is that you enjoy the subjects you choose. If you enjoy your subjects, you are more likely to participate fully in class and get the most out of your Sixth Form experience.

Farrah, Captain of School

Choosing our Sixth Form Pathways

I joined Strathallan in Third Form, and when it came to making my subject choices in Fifth Form, I was initially unsure whether to pursue Highers or A Levels. However, all of my subject teachers advised me to take A Levels as they thought I would enjoy them more due to the depth of study involved, and on reflection I definitely agree with them.

I have taken A Levels in Geography, English and History, and I have really enjoyed the course content we have covered over the two years - particularly the British warfare topic in History and the dystopia topic in English. I have applied to read Law at both English and Scottish universities.

The advice I would give to students making their choices is to do what is right for you. If you know that you want to specialise early on and have three subjects that you genuinely enjoy, then A Levels would be a great option. If you choose to do A Levels, I would strongly recommend completing an EPQ, as I did this in Lower Sixth and achieved an A*. This not only helped to prepare me for the coursework elements of my studies this year, but also gave me an advantage in my UCAS application.

However, I was close to choosing Highers, and I would say that if you are not entirely sure what you want to do yet, then Highers are a very good option. Either way, you are going to have to work very hard - whether that is in Lower Sixth if you opt for Highers, or in Upper Sixth if you decide to do A Levels.

Ben, Captain of School

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

GCE Advanced Level Subject

Art & Design: fine art
 Biology
 Business
 Chemistry
 Classical Civilisation
 Computing Science
 Art & Design: 3D Design
 Drama & Theatre
 Economics
 English Literature
 French
 Geography
 History
 Latin
 Mathematics
 Further Mathematics
 Music
 Physics
 Psychology
 Religious Studies
 Spanish
 EPQ
 Physical Education

SQA Highers

Art & Design: fine art (A Level)
 Biology
 Business Management
 Chemistry
 Classical Studies
 Drama
 Art & Design: 3D Design (A Level)
 Economics
 English
 French
 Geography
 History
 Human Biology
 Latin
 Mathematics
 Modern Studies
 Music
 Music Technology
 Physics
 Physical Education
 Psychology
 RMPS
 Spanish

A Fourth A Level

University offers are based on a selection of 3 A Levels

Further Mathematics is common

The Extended Project Qualification (EPQ) is a popular fourth choice. depending on the timetabling blocks, for a pupil opting for four Highers to choose the EPQ as a fifth choice

SQA Advanced Highers

Biology
 Business Management
 Chemistry
 English
 Geography
 French
 History
 Mathematics
 Music
 Physics
 Physical Education
 Spanish

Which pathway to follow?

A level

DEPTH AND SPECIALISATION

You usually focus on 3 subjects, studying them in much greater detail. Ideal preparation for specialist degrees (medicine, law, physics, etc.).



STRONG ACADEMIC FOCUS

Suits students who enjoy theoretical learning, essays, problem-solving, and deep subject mastery.



CLEAR PROGRESSION

Universities often make very specific A-level offers, which can feel more straightforward.

EPQ

Equivalent of half an A level to be taken in LVI



WIDELY RECOGNISED

Very well understood by UK and international universities. Often the “default” qualification for global admissions.

Which pathway to follow?

Higher & Advanced Higher

BREADTH OF STUDY

You can study more subjects at once, including a mix (e.g. sciences + humanities).
Good if you're not 100% sure what you want to specialise in yet.



FLEXIBILITY

- You can add Advanced Highers in Upper Sixth if you want depth similar to A-levels.
- 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 (however leading Universities may insist on a full compliment of Highers in one sitting)



EARLIER QUALIFICATION

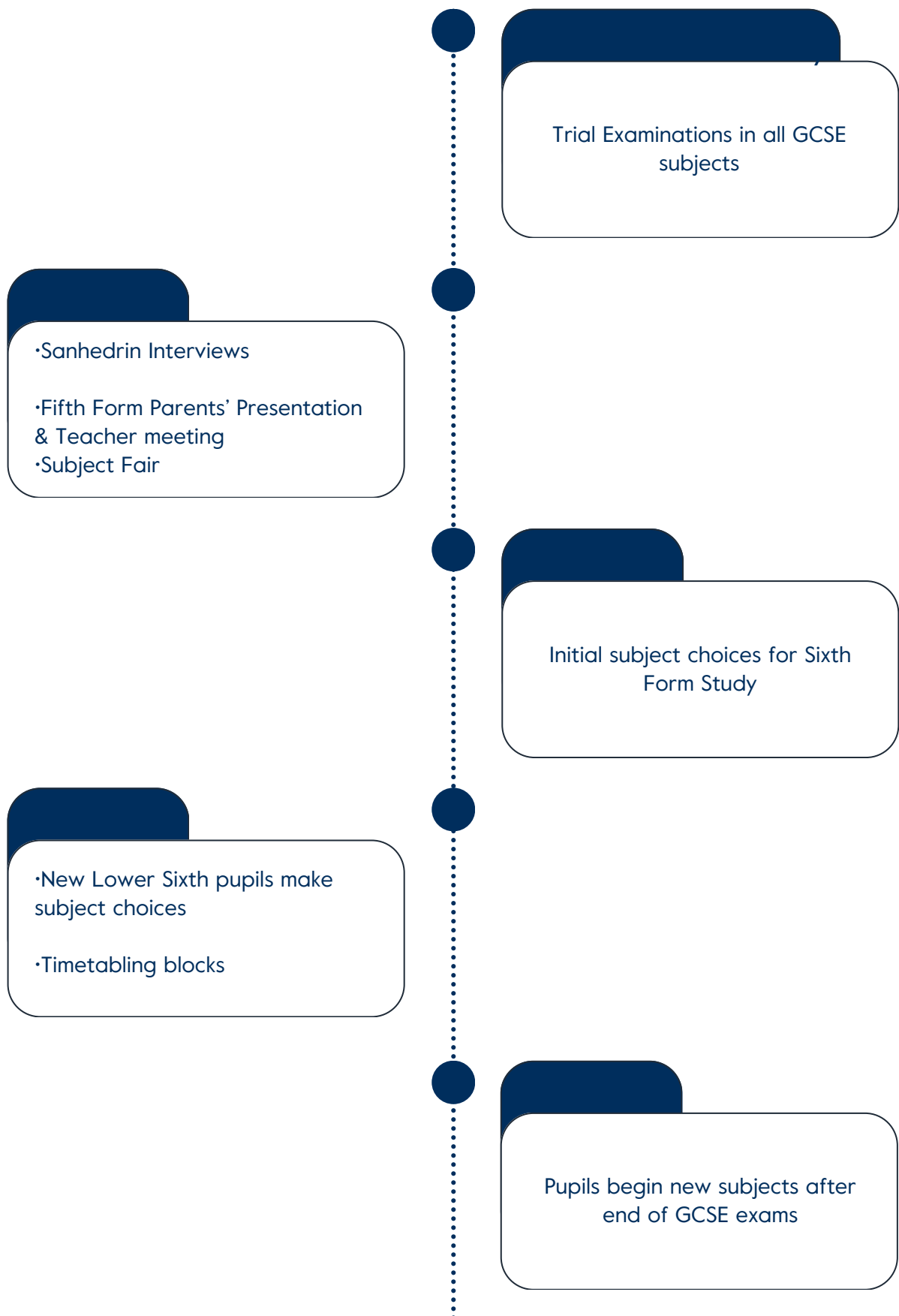
Highers are completed a year earlier than A-levels so concrete evidence is used in UCAS forms.



APPLICATIONS TO SCOTTISH UNIVERSITIES

Advanced Highers may give pupils the option of a second year entry to university

Decision Making Process



Subject Course Guides

The subjects guide is divided into 4 faculty areas of study. Should you have any particular questions about the suitability of a course please contact the relevant Head of Department



STEM

Biology
Chemistry
Computing
Maths
Physics
Psychology



Humanities

Business
Economics
Geography
History
Modern Studies
RMPS



Creative and Performing Arts

Art
DT
Drama
Music
PE



Languages

Classics & Latin
EAL
English
EPQ
Modern Foreign Languages

STEM

Biology, Chemistry, Computing, Maths, Physics, Psychology

Degree	Typical Sixth Form Qualifications Required	Recommended / Helpful Subjects
Medicine / Dentistry / Vet	Biology + Chemistry	Maths, Physics; work experience in relevant field
Biology / Biochemistry / Life Sciences	Biology + Chemistry	Maths, Physics
Chemistry	Chemistry + Maths	Physics, Biology
Physics / Astrophysics	Physics + Maths	Further/Advanced Higher Maths, Chemistry
Engineering (Civil, Mechanical, Electrical, etc.)	Maths + Physics	Further Maths, Chemistry
Computer Science / IT / Data Science	Maths	Further Maths, Physics, Computer Science
Mathematics / Statistics / Actuarial Science	Maths	Further Maths, Physics, Economics
Psychology	Flexible	Biology, Maths, Psychology, Chemistry
Environmental Science	2 sciences + Maths	Geography, Biology, Chemistry, Physics
Nursing / Midwifery	Biology often required	Chemistry, Maths, Psychology

Biology

HOD: MRS R HODSON

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Why study Biology?

Biology is a fascinating science that incorporates all other sciences. There is a lot to learn and this unlocks being able to work out what is happening in new contexts and in organisms you may not know. Studying this subject is therefore really good preparation for learning and for problem solving. A Level Biology is often studied together with Chemistry, Physics, Mathematics or Geography. Often people study Biology because they want to study for medical, dental and veterinary degrees at university.

Recent Sixth Form enrichment experiences

- STEM club activities
- Biology Olympiad
- Medical ethics
- Medical students visiting school
- Outside speakers on Biology issues

Daniel

LVI

Studying: A Level Biology, Chemistry, Physics and Mathematics

“I wanted to study Biology because it’s such an interesting subject - I especially love Genetics. This will help me to get into university where I want to study medicine.”

A Level

EXAM BOARD: AQA
COURSE CODE: 7402

A Level Biology combines well with Chemistry, Physics, Mathematics 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.

Due to the high amount of biochemistry in the A level, it is not possible to take A level Biology without a GCSE in Chemistry.

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

Assessment

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)

Higher

COURSE CODE: C807 76

Overview

This course complements 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.

Assessment

Higher Biology comprises of three units:

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

Pupils are required to write a practical-based 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.

Higher Human Biology

COURSE CODE: C840 76

Overview

This course is often taken by those candidates also studying Higher Physical Education. There is also an overlap with Higher Chemistry, Psychology and Mathematics. The School advises that pupils opting for Human Biology should also take Chemistry and have strong mathematical skills. Learning the structure and function of DNA leads to a deeper understanding of the role of this molecule in the body. Candidates look in depth at metabolic pathways and how they affect the human body. Several systems of the human body are considered in detail. And how memory works and is developed is explored.

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.

Assessment

Higher Human Biology comprises three units;

1.DNA and Metabolism

2.Reproduction and Cardiovascular System

3.Neurobiology, Memory and Immunology

Pupils are required to write a practical-based 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.

Advanced Higher

COURSE CODE: C807 77

Overview

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.

The course is suitable for self-motivated 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 Mathematics and Higher Chemistry would both be beneficial for this course.

Assessment

This course consists of three units:

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

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.)

Chemistry

HOD: MR E KALMAN (HEAD OF SCIENCE)
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Why study chemistry?

Studying chemistry helps you understand the world around you and how things really work, from the air you breathe to the phone in your pocket. Chemistry explains why food changes when you cook it, how soaps and detergents clean, how medicines are designed to treat illness, and how new materials are created to make technology faster, lighter, and stronger. Through chemistry, you learn how atoms and molecules interact, giving you a deeper understanding of natural processes and everyday products you might otherwise take for granted.

Chemistry also develops important skills that go beyond the laboratory. You learn how to think logically, solve problems step by step, analyse evidence, and work safely and carefully - skills that are useful in almost any career. Studying chemistry opens doors to exciting jobs in medicine, engineering, environmental protection, forensic science, energy, and many other fields.

Vitus
LVI

Studying: A Level Chemistry, Classics, German and Art

There are two reasons why I like doing chemistry. One is: Chemistry explains how the world works. Although people would say that physics does that too, I would disagree. Chemistry teaches us how we experience the world. While physics is mostly theoretical, chemistry is a nice mix of theory and practice.

Another reason is perfumery. My dream is to become a perfumer, and studying chemistry helps me to understand why certain things happen with different materials. When I create formulas, I can consider how much of a material I can add so that it harmonises with the others. If something goes wrong, I can evaluate why it may have happened due to my knowledge of the course.

A Level

EXAM BOARD: OCR
COURSE CODE: H432

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

Module 3 – Periodic Table and Energy

Module 4 – Core Organic Chemistry

Module 5 – Physical Chemistry and Transition Elements

Module 6 – Organic Chemistry and Analysis

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 grade 7 at GCSE Mathematics in order to be able to access these questions. The department highly recommends that pupils gain at least a grade 7 at GCSE Chemistry in order to embark on the A level course.

Higher

COURSE CODE: C81376

The course involves four Units which are all mandatory with the 'Researching Chemistry' unit assessed through a project which is carried out in lessons and assessed by the SQA, counting towards the final mark.

- Chemical Changes and Structure
- Researching Chemistry
- Nature's Chemistry
- Chemistry in Society

Assessment

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

Advanced Higher

COURSE CODE: C81377

The course builds on knowledge and skills from Higher Chemistry, developing curiosity and enthusiasm for chemistry in varied contexts. It strengthens scientific inquiry, analytical thinking, and evaluation skills, while showing how chemical principles are applied in everyday life.

Subject content:

Unit 1: Inorganic and Physical Chemistry

Unit 2: Organic Chemistry and Instrumental Analysis

Unit 3: Researching Chemistry

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

Assessment:

The course is assessed by one exam worth 120 marks (75%) and the research project (assignment) worth 30 marks (25%).

Computing

HOD: MR G. GARDINER

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Why study Computing?

Computer Science is one of the most exciting and impactful subjects you can choose to study after GCSE, whether at Higher or A-Level, because it sits at the heart of how modern society works and evolves. From healthcare and environmental protection to entertainment, engineering, and global communication, nearly every major advancement depends on people who understand how technology works and how to shape it for the future.

By continuing with Computer Science, you'll develop highly transferable skills such as problem-solving, logical thinking, creativity, resilience, and teamwork—qualities that are valued in every industry, not just in tech. Studying it beyond GCSE can open doors to diverse next steps after school, including university degrees in computing, apprenticeships with leading technology companies, or direct routes into careers like software development, cybersecurity, data science, game design, artificial intelligence, and many more roles that didn't even exist a decade ago.

Most importantly, choosing Computer Science gives you the opportunity not just to use technology, but to understand it, shape it, and become a creator of the tools and innovations that will define the world you and your generation will live in.

Ethan

U6th

Studying: A Level Computing, Economics and Maths

I decided to study A Level Computer Science because I enjoy problem solving as well as programming and was keen to look at different programming techniques.

A Level

EXAM BOARD: AQA
COURSE CODE: 7517

Overview

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. Complex algorithms are examined and methods to adapt these to different scenarios are looked at. Pupils acquire the programming skills necessary to develop large scale computer-based solutions to problems.

Assessment

The course is assessed through 3 components:

1. Exam Paper 1, 2 hrs 30 minutes, worth 40% of the final grade, assesses a student's programming ability and their understanding of the fundamental principles of computer science. It covers topics such as programming, data structures, algorithms, and the theory of computation, alongside the practical problem-solving skills from the systematic approach to problem solving. This exam involves making coding alterations to a pre-seen program.
2. Exam Paper 2, 2 hrs 30 minutes, worth 40% of the final grade, focuses on broader theoretical knowledge from later sections of the course, including data representation, computer systems, computer organisation and architecture, networking, databases, Big Data, and functional programming.
3. The NEA (Non-Exam Assessment), worth 20% of the final grade, is a substantial, independent programming project where students design and build a solution to a realistic problem of their choice. This provides both a learning experience and an assessment opportunity as students work through out the Upper Sixth year to develop practical programming skills, deepen their understanding of computer science, and demonstrate their ability to create a fully functioning programmed solution.

Higher

COURSE CODE: C816 76

Overview

Higher Computer Science develops learners' understanding of advanced computational thinking, digital solution design, and the important role computing plays in modern society.

The course focuses on key areas including software design and development, where learners analyse problems, create modular programs, and apply computational-thinking skills; computer systems, where they learn how data is represented in binary, how system performance is affected by hardware, and how security, environmental impact, and legislation relate to computing; and databases, where students design, implement, test, and evaluate practical digital solutions using tools such as SQL.

Altogether, the course aims to develop problem-solving skills, technical understanding, and the ability to design and evaluate digital systems across real-world contexts, equipping learners for further study or computing-related careers.

Assessment

There are two parts to the assessment of this course

1. An exam paper worth 80 marks (67% of the final grade) which has questions related to Software design and development, computer systems and database design and development.
2. An Assignment worth 40 marks (33% of the final grade) which is a practical coursework in which learners complete a set of structured tasks that typically involve designing, implementing, testing, and evaluating a digital solution. The implementation involves computer programming a solution.

Maths

HOD: MR R MACLEOD

EMAIL: ROD.MACLEOD@STRATHALLAN.CO.UK

Why study Mathematics?

Choose Mathematics because it builds strong problem-solving and logical thinking skills that are useful in everyday life and many careers. Mathematics helps you learn how to analyse information, make good decisions, and work through challenges with confidence. It also opens doors to a wide range of future opportunities, including careers in science, technology, engineering, finance, medicine, and business.

Even if you do not plan to follow a maths-based career, the skills you gain from studying Mathematics—such as persistence, accuracy, and critical thinking—will benefit you in all subjects and help you succeed beyond school.

Recent Sixth Form enrichment experiences

- Senior UKMT Challenge (and further rounds for those that qualify)
- Senior UKMT Team Challenge
- Scottish Maths Challenge
- Mathematiques Sans Frontieres

Ankura

UVI

Studying: A-level Maths, Further Maths, Chemistry and Physics

I chose Mathematics and Further Mathematics because, among all A Level subjects, Maths offers a unique balance of intellectual depth, clarity, and long-term academic value. The subject is built on clear principles, with ideas developing logically from fundamentals to more advanced applications, making the learning process both satisfying and rigorous.

A Level

EXAM BOARD: EDEXCEL
COURSE CODE: 9MA0

Overview

The course is split into two broad areas: Pure Mathematics and Applied Mathematics.

Pure Mathematics cover a wide range of topics including algebra, proof, trigonometry, sequences, vectors, coordinate geometry, exponentials and logarithms, numerical methods, and calculus through differentiation and integration. These develop strong analytical and problem-solving skills and form the foundation of advanced mathematical thinking.

Applied Mathematics is split into Statistics and Mechanics, allowing students to relate Mathematics to real-life and practical situations. In Statistics, students study data handling, probability, distributions, and hypothesis testing, while Mechanics explores motion, forces, Newton's laws, and moments.

Together, the course offers a balanced and engaging mix of theory and application, preparing students for further study and a wide range of future careers.

Assessment

You will be assessed through three equally weighted exam papers, each worth 33.3% and 100 marks, with 2-hour written exams and calculator use allowed throughout. 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.

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

A Level Further Mathematics

EXAM BOARD: EDEXCEL
COURSE CODE: 9FM0

Overview

Candidates who choose Further Mathematics must also take A level Mathematics. This is not just more Mathematics; 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 Mathematics section and two options of pupil choice.

Assessment

You will be assessed through four equally weighted exam papers, each worth 25% and 75 marks, with 1.5-hour written exams and calculator use allowed throughout.

Higher

COURSE CODE: C847 76

Overview

The course is made up of three complementary units: Expressions and Functions, which builds strong foundations in algebra, vectors, geometry, trigonometry, and the study of functions while developing reasoning and mathematical modelling; Relationships and Calculus, which deepens understanding through solving equations and introduces both differential and integral calculus alongside further work in algebra and trigonometry; and Applications, which brings mathematics to life through geometric problem solving, sequences, and real-world applications of calculus. Across all units, learners strengthen their ability to interpret, analyse, and communicate mathematical ideas with confidence. This course motivates and challenges students, develops logical thinking and creativity, and equips them with essential skills for everyday life, further study, and future careers.

Assessment

You will be assessed through two external exam papers:

Paper 1 (Non-Calculator) Tests understanding across all course topics. This is a 1hr15min paper worth 55 marks

Paper 2 (Calculator) Tests application and problem-solving across all topics. This is a 1hr30min paper worth 65 marks.

Advanced Higher

COURSE CODE: C847 77

Overview

This course builds on Higher Mathematics by deepening existing knowledge and introducing advanced mathematical techniques essential for progression beyond school. Learners develop strong mathematical reasoning to think logically, justify methods, and solve complex problems, while gaining a deeper understanding of challenging concepts such as advanced calculus (including further techniques in differentiation and integration), algebra, proof, number theory, matrices, vectors, and complex numbers. The course strengthens the ability to select and apply sophisticated skills, interpret complex information and mathematical models, communicate solutions clearly in a range of contexts, and explain ideas through rigorous proof, while also encouraging creativity and independent mathematical thinking.

Assessment

You will be assessed through two external exam papers:

Paper 1 (Non-Calculator) Assesses numerical, algebraic, geometric, trigonometric, calculus, and reasoning skills. This paper is 1 hour and worth 35 marks.

Paper 2 (Calculator) Assesses the same range of skills with focus on complex calculations and problem-solving. This is a 2.5-hour paper and worth 80 marks.

Physics

HOD: DR I MITCHELL

EMAIL: IAN.MITCHELL@STRATHALLAN.CO.UK

Why study Physics?

Studying Physics opens the door to understanding how the universe truly works, from the tiniest particles to the vastness of space. It sharpens your problemsolving skills, boosts your confidence with maths, and helps you think logically about real-life challenges. Whether you're fascinated by technology, engineering, medicine, or simply enjoy figuring out why things happen, Physics gives you the tools to explore those interests more deeply. Employers and universities value Physics highly because it demonstrates that you can tackle complex ideas and persevere through challenging tasks.

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

Rebecca

LVI

Studying: A Levels in Physics, Maths and Product Design

I chose A Level Physics because I enjoy the subject and I am interested in Engineering. I have particularly enjoyed the Mechanics topic as it relates closely to Engineering, explaining how and why things move. I also enjoy the range of experiments we do in the course. These help our understanding of concepts as we can see real-life effects.

Matthew

UVI

Studying: AH Physics, AH Maths, A Level Computing

Physics teaches you how to think logically and systematically - skills that are really important. I would highly recommend Physics, especially Advanced Higher, because it lets you study topics in depth, and, in particular, the project where you get free rein to choose something you're genuinely interested in and investigate it independently. Physics has been incredibly useful when applying to university as I want to study engineering and most degrees need some level of Physics.

A Level

EXAM BOARD: OCR
COURSE CODE: H556

Overview

The A level Physics course requires a good degree of analytical and mathematical ability. Pupils should seek advice from the Head of Department before undertaking A Level Physics if they are not also studying A Level Mathematics as a high level of mathematical fluency is required to succeed. The A level course is a major step up so requires a very good knowledge and understanding of the material covered for GCSE.

Content is split into six teaching modules:

- Module 1 – Development of practical skills in physics
- Module 2 – Foundations of physics
- Module 3 – Forces and motion
- Module 4 – Electrons, waves and photons
- Module 5 – Newtonian world and astrophysics
- Module 6 – Particles and medical physics

Assessment

This course is assessed through three question papers. Two of which contain a mixture of multiple choice and written answers.

Paper 1: Modelling Physics 37% of total

Paper 2: Exploring Physics 37% of total

Paper 3: Unified Physics 26% of total

There is no practical examination, but each student must undertake regular practical work, keeping a lab book, and must demonstrate specific competencies. This is reported as a pass or fail in the Practical Endorsement on the A Level certificate.

Higher

COURSE CODE: C857 76

Overview

The Higher Physics course is a mixture of theoretical and experimental material. Many of the topics covered expand on those of GCSE, but new topics encountered include Particle Physics, Semiconductors, Capacitors, Gravitation and Relativity. One important element of Higher Physics is the Assignment which is a coursework element where students must produce an independent report on an experiment that they have researched, carried out and analysed. A good Higher Physics student will develop many transferable skills in areas such as problem solving, data analysis, experimental work and critical evaluation. Due to the mathematical demands of the papers, students are expected to be sitting Higher Maths.

Assessment

There are three parts to Higher Physics assessment:

Paper1: Multiple Choice (17% of total)

Paper2: Written Answers. (63% of total)

Assignment: (20% of total)

Advanced Higher

COURSE CODE: C857 77

Overview

Advanced Higher 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 greater 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.

Assessment

The course assessment has two components:

Written Paper – a 3 hour exam, making up 75% of the total marks.

Project – A written report on independent experimental and research work making up 25% of the total marks.

Psychology

HOD: MR G SAMSON

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Why study Psychology?

Psychology opens windows into the human mind, exploring why we think, feel, and act as we do. From memory and perception to emotion and social influence, the subject reveals the mechanisms that drive human behaviour in all its complexity. Students engage with both scientific investigation and real world impact, examining questions that touch every aspect of human experience from early development and learning to mental wellbeing and decision-making. Through compelling case studies and groundbreaking research, Psychology illuminates what makes us uniquely human while equipping pupils with rigorous analytical skills. These include designing and evaluating experiments, interpreting statistical data, critical evaluation of evidence, and articulating complex ideas with clarity and precision. Such skills empower pupils to assess claims systematically, construct evidence-based arguments, and approach human challenges with both empathy and scientific reasoning.

Universities recognise Psychology as excellent preparation for diverse degree programmes: not only Psychology itself, but also Medicine, Criminology, Business, Marketing, and the broader sciences and humanities. The discipline's blend of empirical investigation and essay-based assessment is particularly valued, demonstrating both quantitative competence and sophisticated written analysis. The intellectual breadth and methodological versatility of Psychology ensure pupils develop capabilities that serve them well across academic, professional, and personal contexts long after they leave Strathallan.

Recent Sixth Form enrichment experiences

- SQA Higher University away day
- Aberdeen Uni immersion

Stirling university practical psychology visit

Amelie | UVI | Studying: A Level Psychology, History, English

"Psychology is one of the most exciting subjects I've studied at sixth form. It's completely new and different from anything at GCSE, and I love how it connects to so many other subjects like Biology, History, and even Maths. Understanding why people think and behave the way they do is absolutely fascinating, whether we're learning about memory, mental health, or how our social situations shape our actions. The skills you develop, critical analysis, research methods, and scientific writing, are valuable for almost any career path. I'm hoping to study Psychology at university and possibly pursue a career in clinical or forensic psychology."

A Level

EXAM BOARD: AQA
COURSE CODE: 7182

Overview

A Level Psychology offers a stimulating exploration of human behaviour and experience through a scientific lens. The course has undergone huge growth in popularity both nationally and as an undergraduate subject, combining fascinating content with rigorous scientific investigation. Pupils study diverse topics including memory, attachment, mental health disorders, social behaviour, biopsychology, and forensic psychology.

Over the two years, pupils will be given the opportunity to develop essential skills in research design, data analysis, critical evaluation of studies, and the ability to construct clear, well-argued essays. The course explores how science works through practical investigations applicable to real life, examining everything from how memory functions (or fails) to how brain disorders are measured using PET and MRI scans. By completion, students have a deeper understanding of how human behaviour from infancy to adulthood affects the society in which we live.

Assessment

There is no coursework component. The course is assessed through three examined papers:

Paper 1: Introductory topics in Psychology (2 hours - 33.3% of total grade)

- Social influence
- Memory
- Attachment
- Psychopathology (including phobias, OCD, and depression)

Paper 2: Psychology in context (2 hours - 33.3% of total grade)

- Approaches in Psychology
- Biopsychology
- Research methods

Paper 3: Issues and debates in Psychology (2 hours - 33.3% of total grade)

- Issues and debates in Psychology
- Gender
- Schizophrenia
- Forensic Psychology (Criminology)

All papers include a combination of short structured questions, extended writing, and research methods questions. There is a compulsory maths element integrated throughout the course, but no requirement for a strong GCSE Maths grade as content is taken at a manageable pace. An important element of the course involves practical work: designing and carrying out research, reporting findings, and analysing data. This fascinating subject combines very well with other science subjects and also with humanities subjects, as the final exams draw heavily on both scientific understanding and essay writing skills.

Higher

COURSE CODE: C863 76

Overview

Higher Psychology is the scientific study of human behaviour and experience, exploring how individuals interact with and are shaped by their environment. The subject combines fascinating course content with a rigorous scientific approach to investigation.

At Strathallan, the course aims to develop both an academic understanding of psychology 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, encouraging pupils to explore how scientific knowledge is developed through practical investigations relevant to real life. Topic areas include Individual Behaviour (Sleep and Dreams and Memory), Social Behaviour (Conformity and Obedience), and Research Methods.

Assessment

There are two components to Higher Psychology assessment:

Question Paper: 60 marks worth 60% Exam time: 2 hours (120 minutes)

This provides a generous 2 minutes per mark, though there is substantial extended writing required. Each mandatory and optional topic could have a question worth up to 20 marks, which may be subdivided into parts. Questions will ask candidates to describe, explain, evaluate, or analyse.

Assignment (Coursework): 40 marks worth 40% Maximum 2500 words, externally marked by SQA

This is a full research project very similar to an Advanced Higher sciences project and must be completed alongside course content before the Christmas break, making for a very challenging opening term. Due to the demands of potentially four extended writing essays and a challenging research project, strong passes in National 5/GCSE English/Maths and one science subject are ideally required as a minimum. Pupils should be considering continuing at Higher level with these subjects.

Humanities

Business, Economics, Geography, History, Modern Studies, RMPS.

Degree	Typical Sixth Form Qualifications Required	Recommended / Helpful Subjects
Economics	Maths	Economics, Further Maths
Business / Management	Flexible	Maths, Business, Economics
Accounting / Finance	Maths	Economics, Business
Law	None strictly required	English, History, Modern Studies, Languages, Classics
Architecture / Design	Art & Design or Maths	Physics, Design & Technology
History	Flexible	History, English, Languages
English / Literature / Linguistics	English	History, Languages, Drama
Philosophy / Religious Studies	Flexible	History, English, Languages
Sociology / Politics / Anthropology	Flexible	English, History, Geography, Maths

Business

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Why study Business?

Studying Business helps students understand how organisations operate. It develops valuable skills such as decision-making, problem-solving and financial awareness. The subject prepares students for a wide range of careers and further study in business and beyond.

Recent Sixth Form enrichment experiences

- Annual L6th Enterprise Day
- Established Inter-Schools' Enterprise Challenge

"I think that Business is a great subject to study because it helps you understand how the real world works, from how companies make decisions on how money, marketing and people all fit together. For me it built skills like problem-solving and analysis, which are useful for so many future careers, even if you're not sure exactly what you want to do yet. Studying Business allowed me to go straight into the world of finance after school, with the confidence that I had a strong foundation and could grasp new concepts quickly. The teachers in the Business department were also incredibly important to me due to the depth of support they provided, both in the classroom and outside of lessons whenever extra help was needed. I felt supported, encouraged and capable of achieving more than I thought possible"

C Alexander (Higher & Advanced Higher. Lloyds Bank Apprenticeship Program). Class of 2025

Murray

UVI

Studying: Higher Business, Economics and Advanced Higher History

I decided to study Business because it feels really relevant to everyday life. I've especially enjoyed learning about how businesses operate, and I think understanding finance is a valuable skill - especially if I want to start my own business one day. Next year, I'm hoping to pursue a law degree, with a particular interest in corporate law. I believe all the subjects I'm studying now will give me a strong foundation for this career path.

A Level

EXAM BOARD: EDEXCEL
COURSE CODE: 9BS0

Overview

The course comprises the following elements:

1. Marketing and people
2. Managing business activities
3. Business decisions and strategy
4. Global Business

Assessment:

Three external assessment papers each of two hours duration. Covering:

Paper 1: Marketing, people and global businesses

Paper 2: Business activities, decisions and strategy

Paper 3: Investigating business in a competitive environment - pre-released context document

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.

Higher

COURSE CODE: C810 76

Overview

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 has two assessment components:

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

Additional information

It would be advantageous to have previously studied GCSE Business. A good pass at GCSE Mathematics is required, to access the accounting elements of the course.

Advanced Higher

COURSE CODE: C810 77

A significant step up from Higher Business Management, the Advanced Higher course requires substantial independent study as it extends previous theoretical material and applies it to global organisations; evaluating the implications for stakeholders of internal and external policy change. It develops research, evaluative and collaborative skills for those looking to apply to University or for Graduate Apprenticeships.

Subject content

The External Business Environment - 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 Internal Environment - covers management theory, leadership theory, teams, time and task management, managing change, equality and diversity.

Evaluating Business Information- covers researching a business including referencing, analytical research and evaluating financial information.

Assessments

Component 1 — question paper (80 marks)

Component 2 — project (40 marks) Students 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.

Additional information:

An A grade in Higher Business Management is required to ensure the student has the appropriate level of subject knowledge to be able to cope with the application demands of the course.

Economics

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Why Study Economics?

Economics helps students understand how the world works. It explains how individuals, businesses, and governments make decisions when resources are limited, and how those choices affect society.

Studying economics develops strong analytical, critical-thinking, and data-handling skills, while helping students understand key issues such as inflation, unemployment, inequality, and global trade. It encourages informed debate and clear, logical thinking.

Economics is highly valued by universities and employers and provides an excellent foundation for careers in business, finance, law, public policy, and international relations. Most importantly, it equips students with the tools to question, understand, and engage with the world around them

Recent Sixth Form enrichment experiences

- Institute of Economic Affairs (IEA) Conferences,
- The Economics Olympiad,
- Model United Nations

Lucy
LVI

Studying: Higher Economics, History, Geography, English, Spanish

Studying economics helps me understand the world around me, from changes in prices and living costs to the impact of government decisions. It has developed my ability to think critically, analyse data, and build clear, evidence-based arguments rather than relying on opinion.

A Level

EXAM BOARD: AQA
COURSE CODE: 7136

Studying economics teaches how individuals, businesses, and governments make choices when resources are limited, and how incentives, trade-offs, and opportunity costs shape those decisions. It explains how markets work through supply and demand, why prices change, and how competition and regulation affect outcomes, while also showing how entire economies grow or struggle with issues like inflation, unemployment, and inequality.

Economics helps you understand the role of government in taxation, spending, and policy-making, and how these actions influence efficiency and fairness in society. Beyond the content, it develops strong analytical and critical thinking skills, enabling you to evaluate 'real' world economic issues, understand global and local events, and make more informed decisions as a consumer, worker and citizen.

This course requires a competence in both literacy and numeracy skills. A strong pass (6 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

Part 2: The national economy

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:

Part 4: The national and 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)

Higher

COURSE CODE: C822 76

Overview

The course in Higher Economics develops a deep understanding of how markets work and how they affect daily life, while also building an in-depth knowledge of economic problems and the ability to explain these issues and consider possible solutions. It encourages confidence and effective decision-making by providing opportunities to take initiative in solving economic issues, and it extends numeracy skills through the analysis and interpretation of relatively complex economic data from tables, charts and graphs.

In addition, the course strengthens reasoning and critical thinking by requiring learners to evaluate economic problems and propose solutions, and it develops the ability to analyse complex economic information and communicate it clearly and concisely.

The course is divided into 3 Units:

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

Assessment:

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.

Advanced Higher

COURSE CODE: C822 77

Overview

This course helps candidates develop a critical awareness of how underpinning economic concepts and theories affect their daily lives. It develops candidates' ability to analyse and evaluate complex and interrelated economic issues, and challenges them to look at local, national and global economic issues in new ways.

The course builds on knowledge learned at Higher and develops candidates' knowledge and understanding of current economic issues relating to the Scottish, UK and global economies. Candidates are challenged with a wide range of contexts to analyse, interpret, predict and explain the economic actions of consumers, businesses, governments and other organisations.

The course has three areas of study:

1. Economic markets: structures and intervention

Students develop the skills, knowledge and understanding to critically analyse and evaluate market structures and analyse market failures and governments' responses to them.

2. National and global economic issues

Students develop and enhance their skills, knowledge and understanding of current economic issues. They develop the ability to critically evaluate and discuss the effects of current economic policies, economic reports, and economic thinking on the Scottish, UK and global economies.

3. Researching an economic issue

Students develop skills in planning and recording a programme of research relating to a current economic issue.

Assessment:

Assessment will be by an 80 mark final paper covering Micro and Macro issues. This will be supplemented by the submission of a 40 mark assignment (120 marks in total with the assignment accounting for 33% of the marks).

It is expected that students will have taken (and passed well) the Higher Economics course the previous year.

Geography

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Why study Geography?

Studying Geography in the Sixth Form gives a deeper understanding of the world and our place within it. Geography is a dynamic and relevant subject that explores the relationships between people, places and environments. It develops strong critical thinking and analytical skills, including the ability to interpret data, analyse evidence and evaluate different viewpoints. The subject draws on scientific and human perspectives, making it well suited to those who enjoy tackling complex issues from multiple angles.

Fieldwork is a key element of Geography in the Sixth Form, enabling classroom learning to be applied to real-world settings. Through fieldwork, research, data collection and analytical skills are developed alongside a practical understanding of geographical processes and enquiry methods. Geography is highly regarded by universities and employers because it builds transferable skills. It equips students with the knowledge, skills and global awareness needed to engage confidently with the challenges and opportunities of the modern world.

Recent Sixth Form enrichment experiences

- Exploring Dundee City through an Open Top Bus Tour
- Study Skills session, Dr Martin Bruns from UEA
- Fieldwork in Dundee, Tentsmuir and St Andrews

Ben

UVI

Studying: A level: Geography, English, History

I chose A Level Geography because it was a natural progression from GCSE, which I thoroughly enjoyed. The course has allowed me to explore both human and physical geography in much greater depth. In physical geography, I have particularly enjoyed studying hazards, while in human geography our current focus on global systems and governance links closely with my extracurricular involvement in Model United Nations. I am hoping to study law at university next year, and the analytical, evaluative and research skills developed through A Level Geography will be extremely valuable for this pathway.

A Level

EXAM BOARD: AQA
COURSE CODE: 7037

Overview

The course 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.

Assessment

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).

Higher

COURSE CODE: C833 76

Overview

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.

Assessment

Exam Paper 1 (100 marks- 46%) Physical and Human Environments 1 hour and 50 minutes

Exam Paper 2 (60 marks -27%) Global Issues and Geographical Skills 1 hour and 10 minutes

Assignment (30 marks - 27%) 1 hour and 30 minutes

Advanced Higher

COURSE CODE: C833 77

Overview

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.

Advanced Higher course consists of three aspects:

- Geographical Skills: Fieldwork processes, mapping, graphical and statistical techniques for data analysis.
- Investigative Skills: Identifying research topics, managing enquiries, collecting and recording reliable primary and secondary data, conducting independent fieldwork, presenting findings effectively, and evaluating research methods.
- Geographical Issues: Developing critical thinking through the evaluation of sources, perspectives and contemporary geographical issues.

Assessment

Exam Paper 1 (50 marks -33%) 2 hours and 30 minutes.

Project Folio: Geographical Study (60 marks – 40%) Word limit – 3000 words.

Project Folio: Geographical Issue (40 marks -27%) Word limit – 1800 words.

History

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Why study History?

History helps us understand how the modern world has been shaped by past societies, cultures, and events. Studying history broadens perspectives, deepens understanding of identity and difference, and allows students to learn from both the successes and mistakes of earlier generations. It inspires through powerful stories of individuals and nations while developing essential skills such as critical thinking, analysis, research, and clear written communication. These transferable skills enable students to evaluate evidence, form well reasoned arguments, and engage thoughtfully with the world around them.

Highly respected by universities, History is an excellent foundation for a wide range of courses, including History, English, Law, Economics, and other social science and humanities subjects. Many leading universities also value science students who take History. History's depth, variety, and challenge ensure that the skills developed remain useful no matter what students choose to pursue post school.

Recent Sixth Form enrichment experiences

- Black Watch Museum
- Tessa Dunlop lecture
- Theatre trips to War Horse and Hamilton
- HET Lessons from Auschwitz course and visit

Amy

LVI

Studying: Higher History, English, Drama, RMPS, Economics

I decided to study Higher History because I really enjoyed it at GCSE. I particularly enjoy the topics we are studying this year, especially the USA topic on the civil rights movement, as I have a strong passion for American History. I hope to study either International Relations or Politics at university.

A Level

EXAM BOARD: EDEXCEL
COURSE CODE: 9H10E5

Overview

A Level History offers an engaging and wide-ranging exploration of the modern world through the study of Communist Russia, Communist China and the British experience of warfare. Alongside these topics, students complete an in depth coursework investigation on the American Civil War. Over the two years, students develop essential historical skills, including source analysis, evaluation of historians' interpretations and the ability to construct clear, well-argued essays.

Assessment

3 examined papers and the submission of a 4000 word coursework piece on Why the North Won the American Civil War submitted by the end of the Spring term of UVI.

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 (2hrs 15 – 30% total grade)

Paper 4: Coursework (20% final grade)

Higher

COURSE CODE: C737 76

Higher History is divided into three areas of study.

Paper 1 covers Britain from 1851 to 1951, examining the development of the UK into a modern democracy and the evolving role of the state in citizens' welfare, and the USA from 1918 to 1968, exploring racial tensions, economic challenges, the growth of federal powers, and the struggle for civil rights.

Paper 2 focuses on Scottish History, exploring Scotland from 1914 to 1928 and investigating the political, social, economic, and cultural effects of the Great War. Students develop essay writing and source handling skills, learning to analyse, evaluate, and compare historical evidence.

Through the completion of an independent assignment, they build research skills, critical analysis, and the ability to engage with differing historical interpretations.

Assessment

There are three parts to Higher History assessment:

Two question papers worth 73%:

80 marks in total

Exam time: 1 hour 30 minutes for each paper

Assignment:

30 marks worth 27%

Write up time: 1 hour 30 minutes

Advanced Higher

COURSE CODE: C837 77

Overview

This course examines antebellum American society, the causes and course of the Civil War, and its political, social, and economic consequences, focusing on themes of conflict, rights, identity, and authority. It explores tensions over slavery, states' rights, and the clash between industrial and agricultural economies, the breakdown of political compromises, and the outbreak of war. Students study military events, foreign involvement, and the experiences of African Americans during the conflict, as well as the political, social and economic effects on both the North and the South. Candidates can take Advanced Higher History without having studied it at Higher. They would need a strong pass at GCSE or Nat 5 in the subject and should have already achieved an A grade at Higher in English or another humanities subject, such as Modern Studies.

Assessment

The course assessment has two components:

Component 1: question paper (90 marks). Students will sit a 3 hour exam that requires the completion of 2 essays and 3 source questions (64% final grade)

Component 2: project-dissertation (50 marks). Students complete a 4000 word dissertation on a title related to their historical study. Deadline for completion will be the end of the Spring term. Their final piece is externally assessed by the SQA (36% final grade)

Modern Studies

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Why study Modern Studies?

Modern Studies is a subject unique to the Scottish curriculum, combining politics, sociology and international relations. Studying Modern Studies at Higher level develops students' understanding of contemporary social and political issues while building essential skills such as investigation, analysis, evaluation and critical thinking. The subject provides a strong foundation for a wide range of future career paths, including the public sector, media and communications, business, law, and education.

Overall, Modern Studies equips students with the knowledge and skills needed to understand and engage with the complex political, social and economic systems that shape modern society.

Recent Sixth Form enrichment experiences

- Session with Baroness Findlay, Meet the Lords programme
- Trip to Scottish Parliament
- Close ties to Model United Nations

Imogen

LVI

Studying: Higher Modern Studies, English, Human Biology, Psychology, Geography

I chose to study Modern Studies because I'm really interested in politics, especially when it comes to the environment and protecting the world for future generations. The course seemed really interesting, and I've enjoyed learning about the USA, particularly the international relations section since it ties into current world events. I also really liked the topic on voting systems, so much so that I've decided to focus my assignment on it.

Higher

COURSE CODE: C849 76

Overview

This course explores key political and social issues at national and international levels. Students examine the democratic political system of the UK, with particular focus on Scotland's role within it, using relevant contemporary case studies. The impact of social inequality on different groups within the UK is also explored, encouraging understanding of key social issues and their consequences. Finally, students study international issues through an in-depth examination of the United States as a world power, focusing on its political structures, socio-economic challenges and its role on the international stage.

Assessment

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

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

They complete 2x20 mark essays and 1x12 mark essay in the exam.

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

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

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

I. The assignment is externally marked by the QS.

Why study Religious Studies?

- Do you enjoy thinking about current affairs?
- Are you curious about views different from your own?
- Do ethical and philosophical problems intrigue you?
- Are you looking to study a well-respected subject that helps open doors to a wide variety of careers?

Religious Studies has a great reputation at Strathallan as a subject that will help you understand more about your views and how they are influenced. It will also help you to communicate more effectively and to discuss issues with people with different views. The subject is taught by a friendly teacher who is passionate about helping pupils, as well as her subject.

Pupils who study RS end up in a wide variety of fields – from law and education to healthcare and medicine, to media and entertainment. This is because RS engages with lots of other subjects and help pupils acquire skills that can help them in multiple settings.

In case you were wondering – RS in England and Wales is the same as RMPS in Scotland!

Recent Sixth Form enrichment experiences

- Visit to the Jewish community in Giffnock
- Workshop with Rabbi Moshe Rubin, Senior Rabbi of Scotland

Isla

LVI

Studying: Higher RMPS, Drama, English, History, Maths

RMPS is a great subject for encouraging active thinking and for giving insight into how different people think (whether they're religious or not). It's also good for developing essay skills. The lessons take a discussion style, which is something I really enjoy, plus it's very interesting to analyse real-life situations and develop an understanding of them. I took RS at GCSE, but it's not essential for Higher.

I hope to study Politics or International Relations with Religious Studies at university.

Higher

COURSE CODE: C849 76

Overview

We cover 3 units – one moral, one religious and one philosophical:

Morality and Justice: We assume that the justice system in the UK is fair, but how fair is it really? We study a range of ethical and religious responses to the causes of crime, the purposes of punishment, sentencing and the capital punishment.

Judaism: the smallest world religion is also the most influential and many western cultural ideas originate from it. We look at how Jewish beliefs about God, human nature, human purpose and the future are expressed in religious practices and consider which are the most significant.

Origins. The Big Bang Theory and Darwin's Theory of Evolution dominate scientific understanding of the origins of the universe and life on Earth. We investigate how far religious beliefs – derived from the creation narratives in Genesis – can be considered compatible with the scientific evidence.

Assessment

External exam:

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 a question from Morality and Justice. This is externally assessed and worth 30 marks

Creative & Performing Arts

Art, DT, Drama, Music, PE

Degree	Typical Sixth Form Qualifications Required	Recommended / Helpful Subjects
Art and Design	Art & Design, or equivalent	DT, Drama
Graphic Design	Art & Design, or equivalent	DT
Architecture	Mathematics, Physics, DT	Art & Design
Performing Arts	Drama, Music, or Dance	Art & Design, PE, English
Drama and Theatre Studies	Drama or Performing Arts	English, Music, Art & Design
Musical Theatre	Drama, Music	Art & Design, PE
Sports Science	PE, Biology	Chemistry, Mathematics
Physical Education	PE, Biology	Psychology, Science
Sports Coaching	PE	Biology, Psychology, Maths
Sports Management	PE, Business	Economics, Maths, English

Art & Design

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Why study Art & Design?

A Level Fine Art encourages students to develop their creativity, visual awareness, and independent thinking through sustained practical exploration and critical investigation. The course builds on GCSE foundations while allowing students to pursue personal interests, develop a distinctive visual language, and engage deeply with the work of artists, designers, and cultures past and present.

Students learn how to observe carefully, experiment confidently, and refine ideas through an iterative creative process. Alongside practical skills in drawing, painting, mixed media, relief, and three-dimensional work, students develop the ability to analyse and evaluate visual material, articulate ideas clearly, and manage long-term projects independently. These highly transferable skills are valued across a wide range of university courses and career pathways, including Fine Art, Architecture, Design, History of Art and the wider creative industries. A Level Art also supports students aiming for competitive university applications through the production of a strong, coherent portfolio.

Recent Sixth Form enrichment experiences

- Gallery visits in Edinburgh and Glasgow
- Rome study trip focusing on classical and Renaissance art and architecture
- Opportunities to enter work into local and national competitions and exhibitions
- Regular evening workshops supporting independent practice and portfolio development

Natalie
UVI

Studying: A Level Art, Chemistry, Mathematics

I chose A Level Art because it allows me to combine creativity with problem-solving and disciplined thinking. I enjoy the freedom to explore personal ideas while developing technical skills and learning from artists and architects. Being Deputy School Captain has helped me manage the independent workload, and I like how the course encourages ambition and resilience. Art complements my subjects well, particularly Maths, as I am interested in studying Architecture or Painting and Printmaking at university. The trips and gallery visits have been especially inspiring and have helped shape my ideas and portfolio.

A Level

EXAM BOARD: EDEXCEL

COURSE CODE: 9FA0

Overview

A Level Fine Art is a two-year course designed to extend students' practical, analytical, and conceptual understanding of art. Students explore a wide range of media and techniques while developing a personal line of enquiry. Emphasis is placed on recording from observation, contextual research, experimentation, and the refinement of ideas into resolved outcomes. Students are expected to work with increasing independence and make effective use of study time both in and out of lessons.

Assessment

Component 1: Personal Investigation – 60%

A sustained project developed from a personal starting point, incorporating:

- Practical work
- Supporting studies including drawing, annotation, research, experimentation, and contextual references
- A written personal study of at least 1,000 words, directly linked to the practical work

Component 2: Externally Set Assignment – 40%

A thematic starting point issued on 1 February in Upper Sixth. Students produce supporting studies and a final practical outcome, concluding with a 15-hour sustained focus period under examination conditions.

Beyond the classroom

Gallery visits are an integral part of the course and are scheduled at key points throughout the year. Students also benefit from specialist facilities, access to equipment outside lesson time, and structured evening workshops to support sustained independent work. Those intending to apply for creative degrees receive tailored guidance in preparing portfolios for Higher Education.

Why study 3D Design?

"The future of work lies in the collaboration between humans and AI, where technology enhances our natural abilities, allowing us to think more strategically and creatively and empowering us to drive innovation in the workplace."

- Demis Hassabis, co-founder and CEO of DeepMind.

In a radically changing world where autonomous arrays are now replacing many traditional career paths, the importance of creativity and design thinking are once again being recognised as key skills. The Design Department is well resourced with a designated Sixth Form studio space, PC suite and multidisciplinary workshop areas, featuring 'state of the art' CNC machinery ranging from laser cutters, industry scale router and water jet cutters. Students can expect strong support throughout their course and will receive class, group, and individual tuition.

Recent Sixth Form enrichment experiences

- VCA Dundee trip
- Expert practitioner visits, Mr J Gow Antiques Restorer, BAFRA C LAPADA
- Chippendale School of Furniture Summer Exhibition – Private View visit
- Arkwright Scholarship Programme recognition

Charlotte

UVI

Studying: A Level DT, Psychology, Business

I chose 3D design because it offers a wide range of project options and is open to interpretation, so I can explore my own ideas and creativity. I like that it is a self-led course where I am responsible for my own project, which helps me develop independent skills and control over my work. It also links well to architecture and business, giving me useful transferable skills. I have applied for Marketing, and studying Design and Technology has helped me understand the product I would be selling and the process behind creating it.

A Level

EXAM BOARD: AQA
COURSE CODE: 7205

Overview

A Level 3D Design is suited to students who are taking either Science or Arts combinations of subjects. The broad nature of the specification enables a diverse range of career aims including product design and innovation, architecture, interior and exhibition design. Students should produce practical and critical/contextual work in one or more areas of study, for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.

Course Structure

In Lower Sixth you will explore one coursework project where students have the time to develop knowledge, skills and understanding to create a rich visual language. Students are encouraged to formulate ideas, carry out research, form a creative process of analysis and enquiry, experiment with a wide range of media and methods, through to a successful final outcome. Within this unit, it is essential to learn the skills to analyse a field of design from contemporary, historical and cultural contexts. Students will be guided through a programme of Gallery visits, lectures and discussion work. Support for the unit is given through direct teaching and one -to -one advice and tuition.

In the Upper Sixth, you will complete a personal study based on one of a set of themes published by the Board that allows you to carefully explore, research and respond to an area of interest within 3D Design.

Assessment

You will be assessed as you go along, day by day. Assessment is structured over four areas:

1. Researching and development of ideas
2. Exploring and refinement of media and processes
3. Visual recording and development of ideas
4. Presenting personal, informed, meaningful, original and skilful outcomes

At the end of the course your work will be marked by the department, then moderated externally. This takes place during May, and final pieces then form part of the annual Speech Day Exhibition, where we enjoy and celebrate students' achievement.

Unit 1 - Coursework 60 %

Unit 2 - Externally Set Assignment 40 %

Both Coursework and Exam projects can be tailored to meet a particular interest that you might have, recently these have included Architecture, Furniture, Lighting and Jewellery.

Drama

HOD: MRS CARR-BATES

EMAIL: BRONWEN.CARR-BATES@STRATHALLAN.CO.UK

Why Study Drama?

In a rapidly changing world, studying Drama is not simply enriching; it is increasingly essential. As artificial intelligence takes on more routine and technical tasks, the strengths that distinguish us as human beings become even more valuable. Drama develops these qualities with exceptional clarity. Through practical exploration and creative collaboration, students learn to communicate with confidence, think critically under pressure and understand perspectives different from their own. The subject nurtures empathy, resilience, adaptability, and leadership, all of which are highly sought after in modern professional environments, including medicine, law, business, and the arts. More importantly, Drama empowers students to use their voices effectively. It teaches them to be present, articulate and responsive in any setting. As the future places greater emphasis on human insight and emotional intelligence, Drama equips students with the skills needed not only to participate in that future but to help shape it.

Recent Sixth Form enrichment experiences

- Workshops with award winning actors Shauna Macdonald and Kirsty Stuart
- Trips to The Lyceum Theatre, Pitlochry Festival Theatre and The Citizens
- London Arts Trip
- Technical Theatre workshops with Lighting and Sound professionals for design students

Josie

UVI

Studying: Advanced Higher English, Music and Higher Economics

Higher Drama is a creatively freeing course that takes into consideration all roles in a production and incorporates it into its curriculum. From directing to design, Higher Drama allows you to not only have a close study of existing productions but also provides a hands on experience for whether you are performing or behind the scenes. Learning about other productions allowed transferable skills into not only confidence boosting but also the ability to take inspiration and make it your own when imagining it on stage. I really enjoyed studying it in LVI.

A Level

EXAM BOARD: EDUQAS
COURSE CODE: A690U30-1

A-Level Drama and Theatre is an in-depth exploration of the practical and theoretical skills associated with performance and design in the entertainment industry, the social, historical, and cultural context of theatre and the development of both creativity and critical thinking.

Assessment:

- Theatre Workshop (20%): reinterpret a text using practitioner techniques.
- Text in Action (40%): devised and scripted performance.
- Text in Performance (40%): written exam on three set texts.

Higher

COURSE CODE: C821 76

Higher Drama is a creatively challenging and intellectually rich course that enables pupils to explore, develop and apply a wide range of complex drama and production skills. Through practical exploration, analysis and performance, pupils deepen their understanding of how drama is made and how theatre reflects the social, historical and cultural contexts from which it emerges. They learn to respond to a variety of stimuli, work imaginatively with others and communicate ideas with clarity and confidence.

The SQA Higher Drama Course is divided into two components, totalling 100 marks:

1. Performance (60%)

Assessed internally by a visiting SQA examiner, this component allows pupils to specialise as either:

- Actor – performing two interactive acting roles from different texts;
- Director – directing an extract from a chosen play;
- Designer – developing a full set design concept and one additional production role (lighting, sound, props, costume, or makeup and hair).

Pupils also complete a Preparation for Performance task demonstrating their understanding of the role they have chosen.

2. Question Paper (40%)

Set and marked by SQA, the written examination assesses knowledge and understanding across the course.

From recent SQA revisions, the paper includes:

- Theatre Production: Text in Context – an extended response question examining staging, directing, acting or design decisions for a prescribed text.
- Performance Analysis – extended response evaluation of live theatre or production elements.

Music

HEAD OF ACADEMIC MUSIC: MR J MCAULEY
EMAIL: JASON.MCAULEY@STRATHALLAN.CO.UK

DIRECTOR OF MUSIC: MR J WILSON
EMAIL: JEFF.WILSON@STRATHALLAN.CO.UK

Why study Music?

Music gives you the opportunity to use your imagination and express yourself in a creative and practical way. It helps you to develop important skills including playing a musical instrument, communication, creative thinking, composing and arranging music. You can develop and consolidate your skills in performing and creating music, and develop your creativity and confidence as you explore and develop your own ideas and music. The skills you learn on this course not only makes a valuable contribution to your general education and personal development but also allows you to develop the skills and knowledge required to proceed to further study and/or follow a career in music.

In Music Technology you will develop a broad understanding of the music industry and the skills it requires, such as planning and organising, creative thinking, research, critical thinking and decision making, as well as working both collaboratively and independently. The skills that you develop in Music Technology are useful in careers such as musician, DJ, sound technician, roadie and musical instrument technologist.

Recent Sixth Form enrichment experiences

- Strathallan Studios
- The Big Sing
- House Music
- Strathallan Young Musician of The Year
- Headmaster's Spring Concert
- External ABRSM, LCM and Trinity Music Exams
- Guest workshops
- Regular trips to concerts
- External performing opportunities

Harry
LVI

Studying: Higher Music, Higher Music Technology, Higher Maths, Higher English

I chose Higher Music and Music Technology because I'm passionate about music and know these skills will be valuable for the future. I love performing, composing, and producing, and I hope to keep developing these abilities to open up exciting opportunities ahead.

A Level

EXAM BOARD: EDUQAS

COURSE CODE: A660

Overview

The Eduqas A Level Music course provides a comprehensive study of performing, composing, and appraising, integrating practical skills with theoretical knowledge across diverse genres like classical, rock/pop, musical theatre, and jazz. It features a compulsory Western Classical Tradition study (symphony development) plus a choice of another genre, with assessment through coursework (performance/composition) and a listening/appraisal exam, allowing specialization in either performing or composing for added depth.

Our recommended pre-requisites are Grade 6 or above in GCSE Music; ABRSM Grade 5 Music Theory; Grade 5+ standard in performance on at least one instrument

Assessment

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 EDUQAS. 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.

Higher

COURSE CODE: C850 76

Overview

The Higher Music course is designed to develop practical performance, creative composing, and critical listening skills. The course is structured into three main areas of study: Performing Skills, Composing Skills and Understanding Music which includes music concepts, styles, and music literacy.

Assessment

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. 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.

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. 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.

Higher Music Technology

COURSE CODE: C751 76

Overview

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.

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.

Assessment

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. The assignment is a practical project where students plan, implement, and evaluate a creative sound production. The final audio master must be between 4 and 7 minutes and it must involve at least 10 tracks and include both multi-tracked recordings and electronically produced sounds.

Components: Marks are awarded for Planning (20 marks), Implementing (50 marks), and Evaluating (10 marks)

Advanced Higher

ECOURSE CODE: C750 77

Overview

The Advanced Higher Music course develops advanced performing, compositional, analytical and listening skills. 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.

Assessment

Performing Skills – 50% of total grade

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. Performance on a second instrument where the total duration when combined with their first instrument is 18 minutes

Composing Skills – 15% of total grade

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. Duration must be between 6 and 8 minutes.

Understanding Music – 35% of total grade (1hr 15min paper)

Through the study of the history of Music pupils will be examined in a listening paper on the following musical skills: Aural Perception, analytical thinking, understanding of a range of musical styles, music literacy

An alternative option of developing a portfolio of compositions at 25% is available

Why study Physical Education?

Physical activity, recreation and sport plays a huge role in our society and culture and most importantly, here in our own Strathallan community. Studying PE offers you the opportunity to take your passion for sport to a deeper level of understanding and enhances your ability to describe, explain, analyse and evaluate whilst developing your performance.

6th Form study of PE at Strathallan is experiential in nature allowing you to learn actively and providing a platform for future study of physical activity and sport beyond school. If you are seeking to study sport science, sport and recreational management, some allied health course or become a Physical Education teacher at university then studying PE in the 6th Form should be one of your course choices.

Maisie
LVI

Studying: Higher PE, Modern Studies, English, Biology and Business Management

I have always had a love of sport and it is a big part of my life. I love the practical in Higher PE and it gives me breadth in my timetable of subjects. I want to become a Sports Agent and Higher PE helps me understand the factors that impact on performance which athletes develop in order to become the best and be successful.

Sami
LVI

Studying: Higher PE, Geography, Biology and Business Management

I decided to study PE because it allows me to do an academic subject which involves something I love – sport. I very much enjoy the practical element of the course as it gets me out of the classroom. I want to become a Sports Agent and this gives me an insight into how the world of sport works.

Higher

COURSE CODE: C856 76

Overview

Throughout the Higher PE course, students learn about factors impacting on performance – physical, mental, emotional and social factors – critical elements of performance within sport. In doing this, methods of data collection and approaches to develop performance used to subsequently improve performance. Students enhance their ability to use higher order thinking skills including describing, explaining, evaluating and analysing. By studying the cycle of analysis and how we develop performance in sport and physical activity, the course, is entirely driven by the concept of improving individuals performance and during the course students create and implement their own Personal Development Plan (PDP) an activity of their choice – this is not assessed per se but a section in the exam is dedicated to questions asking students about a PDP they have taken part in.

As well as theory, students take part in a range of activities to enhance their performance and learn experientially throughout the course, Higher PE offers an opportunity to study the underpinning theory behind performance improvement and is ideal for students with a high level of performance across a range of sports.

Assessment

Examination

Number of papers: 1

Number of marks: 50

Exam Time: 2 hours 30 minutes

50% of final mark

Performance

Number of Assessments: 2

Number of marks: 60 (30/30)

Form of Assessment: One-off live performance*

Activities: Candidate choice – must be different activities and fall under the accepted list of activities https://www.sqa.org.uk/sqa/files_ccc/Activities_for_Assessment_in_PE_guidance.pdf

50% of final mark

* The performances are done on a one-off basis. Perceived underperformance on the day does not mean the performance can be re-done. The marks awarded by the assessor are the final marks for assessment.

Advanced Higher

COURSE CODE: C856 77

Overview

The Advanced Higher PE course offers students that have completed the Higher PE course a unique opportunity to investigate their own performance in-depth and to an exceptionally high level. The course builds on the work completed in Higher on the factors impacting on performance and the cycle of analysis to develop performance.

A 100% coursework assessment framework enhance students' ability to time manage and build skills for life beyond school including collecting data on performance and writing a review of literature. The project that is completed takes students on a journey through their own sport and physical activity making it a highly personalised course and refreshing opportunity to study areas that interest and are of important to themselves. A great course for students that have achieved highly in Higher PE, are high level performers and have a passion to study sport and physical activity further beyond school.

Assessment

Project

Number of words: 5000 words

Number of marks: 70

Form of Assessment: Externally marked by SQA

70% of final mark

Performance

Number of Assessments: 1

Number of marks: 30

Form of Assessment: One-off live performance

Activities: Candidate choice – must be different activities and fall under the accepted list of activities

(https://www.sqa.org.uk/sqa/files_ccc/Activities_for_Assessment_in_PE_guidance.pdf)

30% of final mark

* The performances are done on a one-off basis. Perceived underperformance on the day does not mean the performance can be re-done. The marks awarded by the assessor are the final marks for assessment.

Languages

Classics & Latin, EAL, English, EPQ, Modern Foreign Languages

Degree	Typical Sixth Form Qualifications Required	Recommended / Helpful Subjects
Law	None strictly required	English, History, Modern Studies, Languages, Classics
Classics and Ancient History	Classics or Latin	History, English, Religious Studies
History	Flexible	History, English, Languages, Classics
English / Literature / Linguistics	English	History, Languages, Drama, Classics
Philosophy / Religious Studies	Flexible	History, English, Languages, Classics
Philosophy	No specific requirement, but Latin is useful	Classics, History, Religious Studies
Sociology / Politics / Anthropology	Flexible	English, History, Geography, Maths, Classics

Classics

HOD: MR M. HIGGINBOTTOM

EMAIL: MARK.HIGGINBOTTOM@STRATHALLAN.CO.UK

Why study Classical Civilisation?

Classical Civilisation allows 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. Classicists study 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.

A classicist needs to develop skills of critical analysis and evaluation in order to articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence based judgements. These skills provide the basis not only for further study of the classical world but also for a wide range of Humanities and Social Science courses including History, Law, English, Economics, Politics and International Relations.

The variety of the sources, including ancient art and architecture as well as coins and literature, makes Classical Civilisation a popular companion to both humanities and science subjects. No prior knowledge is required to take any Classics course.

Recent Sixth Form enrichment experiences

- Biennial trip to Rome
- London theatre and museum trip

Rose

LVI

Studying: A Level Classics, History, Art, Psychology

I took Classics because I have always been interested in mythology and Ancient History and enjoy learning about the differences and similarities in culture between us and the Ancient Greeks and Romans. I also enjoy learning about mythology and how the Greeks and Romans perceived the world to work. I hope to study Classics or Archaeology at university.

A Level

EXAM BOARD: OCR
COURSE CODE: H408

Overview

In the first year of Classical Civilisation A Level we study the epic poem, the Odyssey, and the use of propaganda by the first Roman emperor Augustus. In the second year we continue the Roman theme with one paper on the collapse of the Roman Republic and the second studying the Roman Augustan epic, the Aeneid.

Assessment

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 (30% of total marks)

Study of the visual and material art of Augustan Rome, together with selected literature in translation.

Politics of the Late Republic (30% of total marks)

A literature-based study of the dynamic politics of the collapse of the Roman Republic.

Higher

COURSE CODE: C815 76

Overview

Higher Classics has three areas of study. The first is Classical Society, studying life in Classical Greece and the Roman world, including politics, slavery, attitudes to women and the growth of empire. The second focus is on Classical Literature and uses the skills learned in the first part of the course to study the Greek tragedy, Medea. The last part of the course is an assignment about any aspect of the Classical world, chosen by the candidate. To complete the assignment students develop important research and analytical skills while using the knowledge they have gained throughout the course.

Assessment

Question Papers (80 marks)

Classical Society 1hr 50 minutes (50 marks)

Classical Literature 1hr 10 minutes (30 marks)

Assignment (30 marks)

The assignment can be about any aspect of the Classical world. It consists of two parts, an 8 hour research phase and a 90 minute production phase, written under controlled conditions.

Latin

HOD: MR M. HIGGINBOTTOM

EMAIL: MARK.HIGGINBOTTOM@STRATHALLAN.CO.UK

Why study Latin?

Higher Latin provides candidates with the opportunity to develop and extend a wide range of skills. In particular, the course aims to build on the translation and literary skills learned at GCSE and Nat.5. A student studying Latin will learn to understand, analyse and evaluate literature in its context, both in Latin and in translation and develop knowledge and understanding of literary techniques and Roman culture.

Maxima

LVI

Studying: Higher Latin, A level Maths and Art

I took Latin as a subject because I have been doing it since I was 5 years old and I really enjoy learning new aspects about the language and history. In this class I like the mixture of translating while still learning about the people we are talking about.

Higher

COURSE CODE: C843 76

Overview

For literary appreciation, we study the poems of Catullus and selections from “in Verrem V”, a speech by Cicero. The translation includes a full word list.

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

Assessment

The course assessment has two components.

Component 1: Literary appreciation (80 marks)

Component 2: Translating (50 marks)

English as an Additional Language

HOD: MRS K TROUP

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- for those who have a first language other than English
- no prior EAL certification required
- classes meet up to 6 times a week
- individual support classes can also be given when they fit into a teacher's timetable.
- an academic writing support group runs after school as a drop-in session.

Helen

Class of 2025

Studied: EAL, A Level Biology, Maths, Geography

Choosing EAL was a really good decision for me for my time at Strathallan. The course helped me to understand academic English better and made it easier to follow lessons in my other subjects. I especially improved my confidence when writing essays, particularly in class and everyday life. The support I received was practical and focused on what I personally needed.

Higher ESOL

C827 76

Overview

The course is for candidates whose first language is not English, to further develop the skills of reading, writing, listening, and speaking. This allows a better understanding and use of English in everyday life, work-related and study-related contexts.

Candidates develop and extend a wide range of skills:

- reading, writing, listening, and speaking skills in English
- understanding detailed and complex written and spoken texts in English in the contexts of everyday life, work and study
- producing detailed and complex written English in the contexts of everyday life and work or study
- developing skills in using different media effectively to support communication in English and independent learning
- interacting with others showing understanding of, and using detailed and complex spoken English in, the contexts of everyday life and work or study
- applying knowledge and understanding of detailed and complex language in spoken and written English

Pupils who attend Strathallan for less than a full year can still attend these lessons without taking the exam.

IELTS Preparation

Prepare to take the International English Test required by most English-speaking universities world wide. The exam can be taken at any time and multiple times in Edinburgh. Results are valid for two years.

Why study English?

Studying English in sixth form develops critical thinking, communication, and the analytical skills valued by universities and employers. It opens doors to careers in law, media, journalism, marketing, and beyond, while also providing deep insights into the human condition, making it excellent alongside STEM or humanities subjects. It builds strong foundations for further study in English or related fields, fostering independence and research skills. In short, studying English gives you skills which will enable you to adapt and evolve in the rapidly changing socio-economic and political contexts of the modern world.

Recent Sixth Form enrichment experiences

- British Library Webinar participation for A-Level candidates.
- Tutorials led by one of the lead examiners for the A-Level course.
- Theatre visits to see the Higher drama texts in performance; most recently, *A Streetcar Named Desire* and *Macbeth*.
- Discussion forum open to all Sixth Form English students by a soon-to-be published young author.

Francesca | UVI | Studying: A Level English, History and French

The decision-making process can be so difficult and overwhelming, but knowing how incredibly strong the English department are made choosing A-Level English a whole lot easier! The teachers inspire confidence through engaging, thought provoking and interactive lessons in which debate and 'arguments' prove prevalent, combining the fun of learning with a piquant mix of serious and difficult tasks designed to challenge and push you out of your comfort zone.

What I love about English is the range, travelling across several centuries worth of literature, from Chaucer to Atwood. A-Level English is not just about sticking regurgitated knowledge onto paper, but rather about widening one's own understanding and perception of the world as it is, and seeking to view arguments from different angles. It has added deeper layers of dimension to my own critical thinking as an individual, and has led me down so many different paths, such as my newfound interest in philosophy!

Overall, not only does English strike a compelling balance between the study of traditional Shakespeare and poetry with the equally riveting foray into contemporary, current affairs, but it shapes you as an individual by exposing you to the harsh and unadulterated, fundamental truths of what the world is today. Despite being rooted in fiction, English is nothing but realism.

A Level

EXAM BOARD: OCR
SPECIFICATION CODE: H472
QUALIFICATION NUMBER: 601/4725/8

Overview

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.

This course is taught by more than one teacher allowing for specialist interest and passion to drive the learning experience. Students study a minimum of eight texts, including at least two examples of each of the genres of prose, poetry and drama, to develop their ability to analyse and evaluate literary texts across a variety of genres and periods. Five areas of study are undertaken: Shakespeare, Drama and Poetry pre 1900, Dystopia close analysis, Dystopia synoptic study, and Literature Post 1900 coursework.

At the end of LVI, Poetry pre 1900 and Dystopia are examined internally.

Assessment

There are two exams and the submission of a coursework folio which comprises two pieces.

Component 1 – H472/01 Shakespeare and Poetry pre 1900 (2 hours 30 minutes exam) 40% of total grade.

Component 2 – H472/02 Comparative and Contextual Study (2 hours and 30 minutes exam) 40% of grade.

Component 3 – Literature post 1900 (3000 word coursework folio) 20% of grade.

Higher

COURSE CODE: C824/76

Overview

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.

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.

Assessment

There are four parts to Higher English assessment

The course 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

Question paper 2 – Critical Reading
(40 marks and 40% of total grade) 1 hour and 45 minutes

Portfolio writing – 15 marks scaled to 30 and 30% of total grade.

Performance – Spoken Language – Achieved or Not Achieved.

Advanced Higher

COURSE CODE: C824 77

Overview

The Advanced Higher English course enables and encourages candidates to develop their language skills, showing growth and progression from those demonstrated in prior learning and attainment, most likely in Higher English. Skills development concentrates primarily on reading and writing, but talking and listening have a prominent place in the form of critical debate facilitated by seminars, discussion groups, and/or presentations.

By the end of the course, candidates will display evidence of growth and competence in all aspects of language use, but especially in reading and writing where wide reading and a variety of written-response types are required and assessed.

Assessment

There are four parts to Advanced Higher English assessment: Two exams and two substantial coursework pieces including a 4000 word literary dissertation.

Question paper 1 – Literary Study – 1 hour 30 minutes – 20 marks and 20% of total grade.

Question paper 2 – Textual Analysis – 1 hour 30 minutes – 20 marks and 20% of total grade.

Portfolio Writing – coursework – 15 marks scaled to 30 and 30% of total grade

Dissertation – coursework – 30 marks and 30% of grade.

EPQ

EPQ CO-ORDINATOR: SHAUN MITCHELL
EMAIL: SHAUN.MITCHELL@STRATHALLAN.CO.UK

Why study the EPQ?

The EPQ allows students to lead their own academic research project. Students plan and carry out research on a topic that they've chosen and isn't covered by their other qualifications. They use this research to produce a written report & presentation, and, in the case of practical projects, an artefact or a production. All EPQ students present their EPQ report and their account of their project journey to an audience of staff and pupils in March, before final submission in April of LVI. This allows students to have an A-Level standard qualification to add to their university applications in UVI.

By taking responsibility for the choice, design and decision making of an individual project a student will:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- demonstrate creativity, initiative and enterprise.

EPQ Assessment

Coursework submission only.

EPQ is an A-level standard, standalone qualification involving 120 hours of study, designed to extend and develop students' abilities beyond the A-level syllabus and prepare for university and their future career.

- The EPQ is worth half an A-level (28 UCAS points)
- some universities can make lower A-level offers to students who have been successful (A* or A) in the EPQ.

Ava
UVI

Studying: A-Level English, History and Psychology

I was excited to do the EPQ in Lower Sixth because it allowed me to explore a topic outside of my other subjects. I completed a research project on how social media has affected teenagers' social skills and behaviour. My A* in the EPQ really helped with my university applications, and it even led to one offer from Southampton being adjusted from A* AA to 2 As and a B. The project management and research skills I developed through the EPQ have been really useful for my coursework this year and will be incredibly helpful when I go to university next year. I've applied to universities in the UK, as well as institutions in Spain and Holland, to study law.

Modern Foreign Languages

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Why study a Modern Foreign Language?

Choosing a language means choosing more than just a subject — it's choosing a skill for life. Studying Spanish, French or German helps you communicate with millions worldwide, understand different cultures, and see the world from new perspectives. Languages boost your confidence, sharpen your memory and problem-solving skills, and are highly valued by universities and employers in every career area — from business, travel and international relations to science, engineering and media. Whether you want to stand out in applications, travel with confidence, or simply enjoy the challenge of mastering something powerful and practical, a language opens doors. It's a subject that connects you to the world — and gives you an edge for the future. Strathallan's Modern Languages department is extremely lucky to have some native speaking staff, which is a huge advantage for pupils.

French

France remains one of our most accessible neighbours and one with whom we trade extensively. French remains a key European language with strong cultural and historical links to us. French at Strathallan focuses on building confidence in speaking and practical communication skills. It opens doors to careers across Europe, Canada, Africa, and the Caribbean, in fields such as law, medicine, business, technology, and science. With practice, pupils quickly gain fluency, strong exam results, and lasting confidence in the language.

Spanish

Spanish is the fourth most spoken language in the world, opening doors to travel, work, and culture across Europe, North and South America. Studying Spanish helps you become confident and fluent, giving you skills that are not only useful in exams but also in real life — from chatting with new people to boosting your future career options. It also allows you to fully enjoy Spain's rich culture, vibrant festivals, music and tradition. Recent results show that achieving strong grades is within reach, making it a smart and rewarding choice.

German

Please note that, at present, German courses at Strathallan are dependent on student numbers. Any pupil interested in studying German should discuss this with the Head of Modern Languages, Miss McKay and the Deputy Head Academic, Mr Watt. We are also able to offer tailored tuition for native speakers working towards a formal qualification; in most cases, A level is the most appropriate pathway.

A Level

Overview

Taking a GCSE or National 5 Modern Language into A-Level complements any Lower Sixth course combination. Over two years, you will gain a solid understanding of grammar, speak confidently, and achieve an enhanced level of competence. You will also learn about the country's culture and gain insights into another nation's perspective. A major highlight is the Individual Research Project, an independent study on a topic of your choice, providing excellent preparation for further study. Modern Languages A-levels are valued by employers and respected for university admissions. You should have scored a 7–9 at GCSE or an A at National 5 before embarking upon A-level

Assessment

The assessments for all languages follow the same structure.

Paper 1 – Listening, Reading and Writing – 2 ½ 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.

Henry
UVI

Studying: A Level French, English, Music

I chose French A-level because I enjoy learning languages and developing strong communication skills that are highly valued in many careers. Studying French has helped me gain confidence and improve my cultural awareness. I am particularly interested in pursuing a career in law, and French allows me to keep my options open for working internationally or abroad in the future. Learning a language is not only practical but also rewarding, and the French A-level continues to challenge me while opening doors to exciting opportunities beyond school.

Higher

Overview

Taking a GCSE or National 5 Language on to Higher may seem to be a big challenge, but experience at Strathallan shows that Highers 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 languages with 4 key context areas of study. These contexts build on and develop topics previously studied at GCSE and Nat 5. As such the course is highly accessible with the majority of the grammar work required for success having already been covered.

Assessment

The assessments for all languages follow the same structure and has a total of 120 marks. Question paper 1 (50 marks) Part 1- Reading and Translation, (30 marks) (25% of grade). Part 2- Directed Writing (approx 16.7% of grade). Use of an English to Spanish dictionary is allowed. Question Paper 2 – Listening – 20 marks (approx 16.7 % of grade). Part 3 – Talking performance– approx. 10 minutes discussion on chosen topics with your teacher, 30 marks (25% of the grade) Part 4- Assignment writing -20 marks (approx 16.7 % of grade). Dictionary use is permitted.

Isla

LVI

Studying: Higher Spanish, Maths, English, Chemistry, Biology

I have been studying Spanish for 6 years and I chose to study it at higher level because I've always really enjoyed it. I believe that Spanish is a subject that provides many opportunities especially when it comes to university courses and future jobs, as having a language is a big advantage and something employers look out for.

Studying Spanish has encouraged me to build confidence, communication skills and problemsolving skills, as well as allowing me to learn more about other cultures. Although it can be challenging at times, I feel it is extremely rewarding and I'm going to continue to study it beyond higher level.

Advanced Higher

Overview

Continuing a modern language to Advanced Higher is a positive and rewarding step. Experience at Strathallan shows that pupils can achieve strong results in this qualification. Pupils should have achieved a strong pass at GCSE and grades A or B at Higher to study Advanced Higher. The course builds a high level of confidence and accuracy in the chosen language, while developing key academic skills such as independent research, critical thinking and extended writing. These are the same skills used at university, making the course excellent preparation for further study. One interesting element is the portfolio; an essay in English based on a piece of literature or media in the target language. The course builds directly on topics studied at Nat 5/GCSE and Higher. With grammar largely covered, pupils can focus on fluency, sophistication, and building real confidence.

Assessment

Question paper 1- Reading and Translation, (50 marks) (25% of grade). Use of a Spanish/English dictionary is permitted throughout paper 1

Question Paper 2 – Listening and Discursive Writing – 70 marks (35% of grade). Dictionary use is permitted.

Part 3 – Talking performance– approx. 20 minutes discussion on chosen topics with an external examiner. 50 marks (30% of the grade)

Part 4- Coursework- Portfolio 30 marks (10% of grade) A project written in English based on literature, media or language in work.

Fin

UVI

Studying: Advanced Higher Spanish, Higher Business Management and Geography

I do Advanced Higher Spanish because I love to challenge myself to improve my understanding and ability to speak the language. I believe it's so important to be able to speak another language, as it may open doors in the future for work placements, travel or meeting new people. Next year I plan to study Spanish and Business Management at University, and by doing Advanced higher this year, I will be better prepared for the challenges I will face on that course. I would encourage any student with a love for languages to take this subject.

Academic Outcomes 2025

Recent Results Snapshot



STRATHALLAN
SCHOOL

Opportunities for all to excel

▲ A-LEVELS A*-C

88.6%



Overall pass rate: 100%
Value added: +0.3

▲ EPQ A*-B

100%

All students achieved A*-B
grades in their EPQ

▲ GCSE A*-C

85.4%

A*-B grades: 43.1%

▲ ADVANCED HIGHERS A-C

88.4%

Highers A-C: 84%



▲ FIRST CHOICE UNIVERSITY

88%

55% to Scottish Universities
39% to St Andrews, Edinburgh & Glasgow



▲ OTHER SIXTH FORM DESTINATIONS

10% Overseas Universities | 7% Gap Year |
5% College, Vocational Training or Work

▲ SUBJECTS

Art	Mathematics
Business	Further Mathematics
Chemistry	Mathematics
Classics	Modern Studies
Design	Music
Technology	Music
Drama	Technology
Economics	Physical Education
French	Physics
Geography	Psychology
German	RMPS
History	Russian
Latin	Spanish
Mandarin	

Contact Us

We're here to answer your questions and guide you through the journey of making your subject choices. Whether you're a current or prospective student or parent feel free to reach out to us.

If you are a current student or parent your Housemaster or Housemistress should be your first point of contact.

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