



STRATHALLAN
SCHOOL

Opportunities for *all* to excel

Strathallan School Fourth Form Courses

A guide to options from
September 2021 to June 2022

Options for pupils choosing GCSEs

Pathways to Academic Success

Strathallan's approach to the provision of our academic curriculum is designed to meet the needs of all our pupils and to provide the best possible academic opportunities to enable all pupils to excel. We are a school that is proud of its place in an increasingly international world and fully aware that those pupils who leave us go on to work and study in that wider world. GCSEs, A Levels and Scottish Highers are recognised and respected across the world; we offer flexible pathways based around these rigorous assessment models which enable us to cater individually for the needs of all our pupils - one size does not suit all.

GCSE Pathways

We believe the best possible examination results are achieved by a flexible approach to subject choice focused, as much as possible, on the individual needs of our pupils. Most Strathallan pupils will go on in the Fourth and Fifth Form to study nine GCSEs including Maths, English Literature and English Language, at least one modern foreign language, at least two single award sciences and either History, Geography or both. Other subjects on offer are: Art, Business Studies, Classical Civilisation, Computing, Design Technology, Drama, Latin, Music, Religious Education and Physical Education.

We offer a basic structure of nine GCSEs with the flexibility for the most ambitious to do 10 or fewer for those who need. There is academic rigour in the new and more challenging 1-9 GCSEs and a broad curriculum offering that means enthusiastic pupils do not have to give up subjects they enjoy as they might otherwise have to. We believe in a broad curriculum offering with the academic rigour of the new and more challenging 1-9 GCSEs and fewer for those ; this recognises the challenge of the new 1-9 GCSEs which have increased significantly in content and difficulty: it offers the opportunity for academic rigour whilst giving pupils the space and time to achieve the best possible results. The Scottish independent day schools will generally expect their pupils to complete 6 to 8 National Five exams, a diet of nine tougher GCSEs recognises the need to be academic and competitive. That said, we are a non-selective school and a pupil who is not as academically orientated can benefit from a bespoke pathway which is less demanding but which still offers the benefits of a broad curriculum.

'9' The standard Strathallan diet of nine GCSEs gives excellent academic challenge and caters for the needs of most pupils. This offering provides a clear pathway to the top universities.

'9+' The strongest pupils academically may choose to follow the nine GCSE pathway and add a further subject to their portfolio off the timetable. This option is for the pupil whose engagement and love of academic learning is the driving reason for studying a further GCSE. It is not necessary to attempt 10 or more GCSEs to access top universities, in fact, higher grades across nine subjects are more attractive to these institutions than a higher number of GCSEs with lower grades.

'8' This pathway leading to eight GCSEs will suit those pupils who are likely to get good grades across eight rather than nine GCSEs. This pathway, making 'Supervised Study/Learning Support' one of the option choices, offers a little more space in the timetable and one fewer subject to study. This course will suit the pupil who might be highly committed in another area, such as the performing arts or sport. For most universities, good grades across eight GCSEs is more than enough so this pathway really does cater for the pupil who is highly committed in another area, or who is more likely to perform well across a reduced number of subjects. This pathway also offers the possibility of those who may have support for learning needs to opt out of the modern foreign language which is compulsory for other pupils. This decision is made after discussion with the school.

At all times the needs of the individual pupil drives the decision about the academic pathway to be followed. For example, most pupils will embark on Higher Tier GCSE courses which give access to the full range of grades up to grade 9. Lower Tier courses which are less challenging and which enable better access to Grades 1 to 5 may well be more appropriate in certain circumstances. We advise and make recommendations at the right times to ensure that the examinations entered give the best chance of the best possible grades.

GCSE ENGLISH

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

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

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

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

GCSE MATHEMATICS

(EDEXCEL - Syllabus Code 1MA1)

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

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

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

MODERN FOREIGN LANGUAGES

GCSE FRENCH

(AQA - Syllabus Code 8658)

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

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

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

GCSE SPANISH

(AQA - Syllabus Code 8698)

Those pupils who followed the foundation course in Spanish in the Third Form are invited to embark on the two year GCSE course in the Fourth Form. Spanish is the third most widely spoken language in the world after Mandarin and English, and its significance in the increasingly important European and American markets cannot be over-emphasised.

Pupils will follow a course similar to the French and German topic-based ones and they will acquire an insight into the culture and character of Spain and other Spanish speaking countries as well as learning the language. By the end of Fifth Form, they will have a solid grounding in Spanish, enabling them to move on to the added challenges of Higher or A level work if they so choose.

GCSE SCIENCE COURSES (AQA)

GCSE BIOLOGY

(AQA - Syllabus Code 8461)

GCSE Biology is designed to inspire and challenge students of all abilities and aspirations. The core content includes up to date, relevant topics such as cloning. There will be eight required practicals incorporated into the teaching.

The qualification includes:

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

Assessments:

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

GCSE CHEMISTRY

(AQA - Syllabus Code 8462)

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

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

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

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

GCSE PHYSICS

(AQA - Syllabus Code 8463)

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

The topics covered in the course are shown below:

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

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

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

GCSE COMPUTING

(OCR - Syllabus Code J276)

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

The course aims to:

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

The OCR GCSE has three units:

1. Computer Systems

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

This unit is assessed through an external exam.

2. Computational Thinking, Algorithms and Programming.

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

This unit is assessed through an external exam.

3. Programming Project.

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

This unit is a non-examined assessment carried out in the classroom under controlled conditions and makes up 20% of the final award.

GCSE GEOGRAPHY

(AQA - Geography A Syllabus Code 8035)

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

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

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

Section A: The Challenge of Natural Hazards - Plate Tectonics, Tropical Storms,

Extreme Weather in the UK & Climate Change.

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

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

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

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

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

Section C: The Challenge of Resource Management - Global Food, Water & Energy Supply, Demand & Consumption. Production, Exploitation, Conservation, Deficit, Surplus & Sustainability of these resources (question choice).

GCSE GEOGRAPHY(CONT'D)

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

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

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

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

GCSE HISTORY

(EDEXCEL - Syllabus code 1H10)

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

There are four Assessment objectives for GCSE History:

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

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

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

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

There are three papers for GCSE History:

- Paper 1: Thematic study and historic environment (30%): Crime and punishment in Britain, c1000- present and Whitechapel, c1870-c1900: crime, policing and the inner city.
- Paper 2: Period study and British depth study (40%): The American West, c1835-c1895 and Early Elizabethan England, 1558-88.
- Paper 3: Modern depth study (30%): Weimar and Nazi Germany, 1918-39

All of the topics tell a story about a period that shaped the world we live in today. It is hoped that, in seeing and studying some of the seminal events of the past for themselves, pupils will develop a critical judgement and systematic presentation of a variety of arguments, thus leading to the development of informed opinions about historical events that still have a relevant bearing on the society of the 21st Century. History helps pupils discover how the world they live in today has evolved and to understand how things have come to be as they are. It provides them with context to understand the world around them and the society they live in.

The study of History at GCSE level and beyond provides students with the ability to express their views and opinions (both oral and written) in a clear manner, to put forward well researched ideas and arguments in a concise manner, to investigate and assess a variety of materials and to organise such material in a logical and coherent way. GCSE provides a sound and valuable basis of skills for future historical studies at both SQA Higher and A-Level.

Most importantly, the pursuit of historical knowledge of people and events is profoundly interesting and engaging - a form of time travel that illuminates characters and chains of events and how they came to be!

GCSE DRAMA

(Edexcel)

The Drama curriculum includes the study of influential practitioners such as Stanislavski, Artaud and Brecht, embracing classical theatre and drawing upon contemporary issues and material to which pupils can relate in the modern world. Pupils learn concepts, techniques and performance skills to present collaboratively devised group work and individual monologues. They also study set texts in depth from the point of view of writer, director, designer and actor.

The Edexcel Drama syllabus has three components:

Component 1 Devising

Component 2 Performance from Text

Component 3 Theatre Makers in Practice.

Students create and perform a piece of devised theatre around a stimulus for Component 1. Alongside acting and devising skills, students also complete a Portfolio which documents the development of the piece from inception to performance to a maximum of 2,000 words.

Students complete a written exam for Component 3, which is 1 hour and 30 minutes in length. Part of this is the study of a set text (DNA by Dennis Kelly) by exploring practically how the text may be interpreted and the analysis and evaluation of a piece of Live Theatre.

GCSE MUSIC

(WJEC EDUQAS)

GCSE Music divides into three areas; PERFORMANCE, COMPOSITION and APPRAISING. There are no formal entry requirements to the course but, an appropriate understanding of practical and theoretical Music and a performing level equivalent to Grade 4 by Fifth form will make the course more accessible. Pupils are expected to study and appreciate a wide variety of composers and artists so a genuine interest and passion for music is essential.

Course outline:

Performing - 30%

1 solo and 1 ensemble performance, each piece lasting at least 1 minute in duration, with a combined duration of between 4 & 6 minutes. Grade 3+ standard is the minimum required to access top marks and this will be performed and recorded during 5th Form. Internally assessed and externally moderated.

Pupils can perform on any instrument or voice in any style or genre; this includes performing using Music Technology (for example DJing). Assessment is centred around interpretation, accuracy and communication.

Composing - 30%

2 original pieces of music must be written of at least 1 minute duration each - one of which is responding to a brief set by EDUCAS - with a combined duration of 3-6 minutes. The briefs for composition are released on 1 September at the beginning of 5th Form. These are internally assessed and externally moderated.

Appraising - 40%

This element takes the form of a 1 hour 45 minute exam in the summer of 5th Form. Pupils will be expected to listen to and respond to extracts of music in any style of genre. Focus here is on the use and application of technical language appropriate to the stimulus.

GCSE MUSIC (CONT'D)

Areas of Study

The appraising exam is split into four main study areas. Under each of these heading pupils will learn to appraise and analyse a wide range of examples including two 'set works'.

1. Musical Forms & Devices
2. Music for Ensembles
3. Music for Film
4. Pop music

Pupils will be expected to respond to both long and short answer questions about the above Areas of Study, set works and related unfamiliar works. They will be expected to demonstrate knowledge in response to extracts of music both heard and written in addition to writing an essay comparing pieces of music.

GCSE ART AND DESIGN

(EDEXCEL - Syllabus Code 1ADO)

1ADO/01 (Coursework) 60%

1ADO/02 (Examination) 40%

Time Commitment:

GCSE Art and Design is allowed four periods, plus two evening workshops and two afternoon workshops each week. Evening/afternoon workshops allow students to fulfil the practical and coursework based components of the course, providing access to staff support, specialist facilities and equipment. Therefore, all students are required to attend at least one workshop each week during their course of study.

Aims:

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

Assessment:

The majority of the GCSE marks (60%) are obtained from the coursework students produce in lessons and workshops, which takes the form of project sketchbooks and final outcomes (75% and 25% of the coursework marks, respectively).

The final examination (worth 40% of the GCSE) is an externally set topic, issued by the exam board, and it is devised to allow candidates the opportunity to work independently as they construct a visual and creative investigation in response to this themed brief. During the exam, students will, as in their coursework projects, use their exam sketchbook to research primary source material, investigate through drawing/studies, make contextual links to the work of other artists, explore media and design a personal response.

As in the coursework unit, this exam sketchbook accounts for 75% of the exam mark, and it is completed over a preparatory period (approximately eight school weeks). The final outcome is produced in a ten hour timed examination under teacher supervision and constitutes the final 25% of the exam mark. This examination is completed before May, allowing students revision time for their other subjects in the build up to the Summer exams.

Lessons after the final examination are devoted to boosting the coursework projects, prior to moderation by an Edexcel external examiner in early June. This structure provides students the opportunity to maximise their potential in the subject.

Expectations:

Students will, as the course progresses, be expected to work with increasing levels of independence. Background research, drawing, annotations and photography are key components of the sketchbooks. Students will be supported to produce written analysis within their work, which evidences their ability to reflect on the development of their skills and their ideas. To support the practical nature of the course, students are required to attend at least one workshop per week.

Costs:

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

Pathways:

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

GCSE DESIGN AND TECHNOLOGY

(AQA Design and Technology - Syllabus Code 8552)

The new GCSE Design and Technology course will encourage creative thinking leading to design innovation, and is centred around the iterative design processes of 'explore / create / evaluate', preparing learners to become critical and creative designers, engineers and consumers of the future. The course will build upon what has been learnt at Key Stage 3 and provide a suitable platform for further study in the Sixth Form.

During the two year course, students will study a wide range of materials, develop an understanding of systems, programmable components and mechanisms to support any potential design solutions, learn about wider design principles, develop knowledge and understanding of related techniques and processes, in order to construct working prototypes and achieve functioning design solutions.

Assessment

The assessment comprises a written paper (50%) and assessed project (50%) as detailed below.

Written Paper	Assessed Project
<p>A two hour paper split down into the following sections.</p> <p>Section A: Core technical principles. Multiple choice and short answer questions assess broad technical knowledge and understanding.</p> <p>Section B: Specialist technical principles. Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C: Designing and making principles. Short and extended response questions, includes a 12 mark design question.</p>	<p>A 30-35 hour design and make project which covers a range of core technical and specialist principles in a practical setting.</p> <p>The project will be marked across four areas of study; Investigation of the task, designing, making and analysing/evaluating.</p> <p>The design portfolio is normally 20 A3 pages in strength and the practical piece must be finished to a high quality.</p>

Costs:

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

GCSE BUSINESS STUDIES

(AQA - Syllabus Code 8132)

Business Studies concerns the study of the functional areas of organisations and how they come together to add value in the production process. Furthermore, it looks at business in a wider environment, studying the economic, political and social contexts that it operates within. We are looking for students who not only want to understand about the commercial world but they also have a passion for the stories and characters that fill the business sections of the news on a daily basis. It is this passion that will allow them to apply core knowledge and enrich their learning experience.

The core knowledge areas of the syllabus are:

- Business in the real world: this includes covering the purpose of a business (the reason why it exists), the stakeholders that you have to consider, the purposes and content of a business plan, and the expansion possibilities for a business.
- Influences on business: this section looks at external influences on a business which include technology (e and m commerce), competitive pressures, legal requirements and ethical considerations (the firm being a good citizen)
- Business operations: we look at methods of production, stock issues and logistics, quality both in terms of manufacturing and service provision.
- Human resources: covering the organisation of workers, the recruitment and training processes, and aspects of motivational theory.
- Marketing: we look at the identification of customers, how to satisfy different segments, market research and the marketing mix.
- Finance: finally we investigate sources of finance, basic financial calculations, financial accounts, the importance of cash, and how to judge financial performance.

Unit title and description
Paper 1: Influences of operations and HRM on business activity <u>What's assessed:</u> <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources
Paper 2: Influences of marketing and finance on business activity <u>What's assessed:</u> <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance

The performance of business is studied from a range of perspectives. Using case studies, Business Studies ensures that candidates have knowledge, understanding and experience of the real world of business organisations. The use of case study materials also requires that pupils use a variety of methods to analyse and evaluate this evidence and thus make reasoned judgments in the context of real business scenarios.

The courses places a great onus on reading and writing skills. It also involves a degree of numeracy skill when dealing with finance work and general economic data. Any student wishing to take this course should bear this in mind.

GCSE LATIN

(OCR - Syllabus Code J282)

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

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

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

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

GCSE CLASSICAL CIVILISATION

(OCR - Syllabus Code J282)

Please note that this course will be offered in 2020 provided there is sufficient interest.

Classical Civilisation provides students with a broad, coherent and rewarding study of the culture of the classical world. It offers the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts.

This course covers many of the most interesting themes of the classical world, themes which still feature regularly in film and television. It demands the interpretation of a wide range of sources, both material and literary, and therefore develops study skills which will be of enormous help to Sixth Form studies. It is, of course, a gateway to A level Classical Civilisation, but provides an insight into the ancient civilisations which provide the basis for and still affect the modern world.

There are two components, each worth 50% of the total marks and examined in a 90 minute paper.

1. Myth and Religion.

This component covers the Greek and Roman gods and their festivals and worship, including the study of the most famous temples in Athens and Rome. The myth element focuses on the story of Hercules, the legends of heroes who have visited the underworld and the Athenian and Roman foundation stories. The final part of the course looks at how myth is (ab)used in Greece and Rome to validate the use of power.

2. Roman City Life.

This component includes family life in Rome, both the social organisation of the household as well as the design and building of Roman city housing. Roman society is covered, from slaves to senators, and the leisure and entertainment facilities in Rome: the baths, chariot races, the theatre and the amphitheatre. Students will study not only the buildings and activities that took place in them, but the experiences and attitudes of the audiences.

GCSE PHYSICAL EDUCATION

(AQA - Syllabus Code 8582)

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

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

In addition to the above theory topics, the course incorporates a practical element which will allow students to not only improve as athletes but also develop appreciation for a wide variety of different activities throughout the course. The course is delivered through theory lessons and practical lessons in 4 periods a week with two single lessons for theory and one double for practical. Occasionally, it may be necessary for this split to change in order to do more practical or more theory.

Practical

What's assessed?

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

How is it assessed?

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

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

Assessment

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

Theory

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

What is assessed?

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

How is it assessed?

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

Paper 2: *Socio-cultural influences and well-being in physical activity and sport*

What is assessed?

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

How is it assessed?

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

GCSE RELIGIOUS STUDIES

(OCR - Syllabus Code J625 AB)

Where do your beliefs and values come from? How consistent are you in your thinking? Do you think people who disagree with you are always wrong? Being able to understand why people have different views is important if we want to work with others, and it can also help us to make sense of our own thinking. For example, what does it mean to say that men and women are equal? Is it possible to prove or disprove the existence of God? Can the use of nuclear or chemical weapons ever be justified? Does religion have a place in the modern world?

The OCR GCSE asks candidates to study the beliefs and practices of two religions and to examine the impact of one of them on philosophical and ethical ideas. It places equal emphasis on skills of knowledge and understanding and on analysis and evaluation. Pupils at Strathallan will be exploring Judaism and Christianity, the worldviews that have largely shaped Western ideology.

The course is examined as follows:

Unit Title:

Beliefs, Teachings and Practices in Christianity

Beliefs, Teachings and Practices in Judaism

Religion, Philosophy and Ethics in the Modern World from a Christian

Course Content:

Beliefs, Teachings and Practices in Christianity

Nature of God; concept of God as Trinity; Biblical accounts of Creation; the problem of evil and suffering; Jesus Christ; incarnation, crucifixion, resurrection and ascension; concept of salvation; eschatological beliefs and teachings; worship, sacraments; prayer; role and importance of pilgrimage and celebrations; role of the church in the local community; mission; role of the church in the wider world.

Beliefs, Teachings and Practices in Judaism

Nature of God; the divine presence; the Covenant at Sinai; the Messiah; Promised Land; key moral principles; ethical and ritual mitzvot; sanctity of life; eschatological beliefs and teachings; worship; prayer; Law; Shabbat; festivals; dietary laws; rituals.

Religion, Philosophy and Ethics in the Modern World from a Christian Perspective

Relationships and families; men and women; Christian understandings of equality; the existence of God (the question of God; the nature of reality; experiencing God); religion, peace and conflict (violence and conflict; peace and peace making; forgiveness and reconciliation); dialogue between religious and non-religious beliefs and attitudes (challenges for religion; dialogue within and between religious groups; dialogue between religious and non-religious groups).

Pupils who have studied this subject with her previously have gone on to extraordinarily diverse careers in law, recruitment, teaching, medicine, academic research, entrepreneurialism, media and charities.

Current pupils say they enjoy Religious Studies because it:

- encourages them to engage with the wider world;
- makes them want to find out more about thought-provoking subjects;
- trains them to express their ideas in a clear and considered way;
- leads them to re-evaluate and develop their own opinions and values.



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