



STRATHALLAN
SCHOOL

Opportunities for *all* to excel

Strathallan School Fourth Form Courses

A guide to options from
September 2023 to June 2024



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Opportunities for *all* to excel

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.



$$E=MC^2$$



GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE

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

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

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

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

GCSE MATHEMATICS

(EDEXCEL - Syllabus Code 1MA1)

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

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

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

GCSE ART AND DESIGN

(EDEXCEL - Syllabus Code 1ADO)

1ADO/01 (Coursework) 60%

1ADO/02 (Examination) 40%

Time Commitment:

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

Aims:

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

Assessment:

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

Expectations:

Students will, as the course progresses, be expected to work with increasing levels of independence. Background research, drawing, annotations and photography are key components of the sketchbooks. Students will be supported to produce written analysis within their work, which evidences their ability to reflect on the development of their skills and their ideas. To support the practical nature of the course, students should make use of weekly run art workshops.

Costs:

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

Pathways:

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

GCSE BIOLOGY

(AQA - Syllabus Code 8461)

GCSE Biology is designed to inspire and challenge students of all abilities and aspirations. The content includes up to date and relevant topics such as monoclonal antibodies, genetic engineering and factors affecting food security. There are ten required practicals that are incorporated into the teaching. This course stands alone as a good GCSE. However, if a candidate wishes to take Biology in the 6th form they will also need a GCSE in Chemistry and they would also benefit from a GCSE in Physics.

The qualification includes:

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

Assessments:

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

GCSE BUSINESS

(Edexcel, Syllabus Code IBSO)

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

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

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

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

Theme 1 comprises five topic areas.

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

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

Theme 2 comprises five topic areas.

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

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

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



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GCSE CLASSICAL CIVILISATION

(OCR - Syllabus Code J282)

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 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 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.

CAMBRIDGE IGCSE (9-1) DESIGN AND TECHNOLOGY 0979

The Design and Technology IGCSE at Strathallan School builds on the skills and knowledge pupils have already developed in the lower school. They increasingly work independently on creating and developing their own ideas using the specialist manufacturing equipment available including CAD/CAM, CNC and 3D printing. The Cambridge IGCSE Design Technology syllabus enables pupils to identify, consider and solve problems through an iterative process of creative thinking, designing, developing and modelling. To do this effectively pupils acquire a broad range of subject knowledge through working with a range of materials, tools and equipment; whilst developing formal design skills.

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

Assessment

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

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

Costs:

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

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

If English is not a pupil's strongest language, they are invited to enrol in EAL (English as an Additional Language) and prepare to take the IGCSE ESL exam which gives them an English Qualification if they are successful at the end of Form V.

The exam is meant to build on pupils' ability to use English in various situations, focus on practical communication and develop skills that support pupils in their other mainstream classes. It involved 130 hours of study.

Many universities take the GCSE English result as an English Qualification, but also accept the IGCSE ESL, which is more suited for those who need to master the use of English, not necessarily the analysis and description of language or creative writing. Earning a 4 is seen as being at the B2 Level (Upper Intermediate), the same as the Cambridge FCE (First Certificate Exam).

Unlike IELTS results, this English Qualification does not expire. (An IGCSE ESL grade is considered to be the one-grade lower equivalent of a GCSE English grade; so, a 6 in IGCSE ESL would be the same as a 5 in GCSE English in the eyes of most universities).

IGCSE ESL has three components, and the exam is one of the earliest in the school's diet, with the oral exam being given in April and the other components given in early May.

Due to timetabling at Strathallan, pupils must choose between taking EAL or taking a Modern Foreign Language (French, German, Spanish).

The exam has three components.

Reading & Writing (60% of overall mark) 2 hour exam	Listening (20% of the overall mark) 50 minute exam	Speaking (20% of the overall mark) 15 minute assessed portion
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Further information on the course can be obtained from the Head of EAL, Mrs. Kenna Troup: Staffkmt@strathallan.co.uk

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 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 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 .

(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.

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GCSE GEOGRAPHY(CONT'D)

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).

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 GERMAN

(AQA - Syllabus Code 8668)

Those pupils who followed the foundation course in German the Third Form are invited to embark on the two year GCSE course in the Fourth Form. German 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 Spanish topic-based ones and they will acquire an insight into the culture and character of Germany and other German speaking countries as well as learning the language. By the end of Fifth Form, they will have a solid grounding in German, enabling them to move on to the added challenges of Higher or A level work if they so choose.

GCSE HISTORY

(EDEXCEL - Syllabus code 1H10)

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

There are four Assessment objectives for GCSE History:

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

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

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

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

There are three papers for GCSE History:

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

GCSE LATIN

(OCR - Syllabus Code J282)

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

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

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

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



GCSE MUSIC

(WJEC EDUQAS)

WHY STUDY MUSIC?

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

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

AREAS OF STUDY

Students will learn about Music from four areas of study:

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

COURSE CONTENT

Component 1: Performing - 30% of qualification

Total duration of performances: 4-6minutes.

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

Performance standard: Grade3

Component 2: Composing - 30% of qualification

Total duration of compositions: 3-6minutes.

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

GCSE MUSIC (CONT'D)

The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising - 40% of qualification

Written examination: 1 hour 15 minutes (approximately).

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

The exam will focus on three main topics:

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

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

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

FUTURE PATHWAYS

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



GCSE PHYSICS

(AQA - Syllabus Code 8463)

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

The topics covered in the course are shown below:

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

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

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

GCSE PHYSICAL EDUCATION

(AQA - Syllabus Code 8582)

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

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

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

Assessment

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

Theory

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

What is assessed?

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

How is it assessed?

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

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

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

How is it assessed?

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

Non-Examined Assessment (NEA)

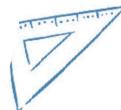
What is assessed?

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

How is it assessed?

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

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



GCSE RELIGIOUS STUDIES

(Edexcel - Syllabus Code IRB0)

Religious Studies is about developing skills of critical thinking, empathy and understanding of different world views. 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 on challenging issues.

The course is examined as follows:

Unit Title:		
Ethics and Judaism	1 hour 45 mins	50%
Philosophy and Christianity	1 hour 45 mins	50%

Course Content:

Ethics and Judaism

- Marriage and the Family: marriage, sexual relationships, family life, contraception, divorce and remarriage, the equality of men and women, gender prejudice and discrimination
- Matters of Life and Death: scientific and Jewish beliefs about the value of the universe and life on earth, abortion, arguments for and against belief in life after death, euthanasia, Jewish responses to pollution and global warming
- Beliefs and practices of Judaism

Philosophy and Christianity

- Philosophy of Religion: revelation, visions, miracles, the cosmological argument, the design argument

- Equality and Justice: human rights, religious freedom, prejudice and discrimination, racism, social justice, wealth and poverty
- Beliefs and practices of Christianity

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

Current pupils say they enjoy Religious Studies because it:

- encourages them to engage with the wider world
- helps them to find out more about thought-provoking and often controversial subjects
- trains them to express their ideas in a clear and considered way
- leads them to develop their own opinions and values

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.

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