



Glenalmond College
let your story begin

Sixth Form Guide 2018 - 2019



Introduction

A large proportion of a pupil's time in the Sixth Form is spent on their chosen A Level or Higher subjects, so it is extremely important to arrive at a coherent choice of course. A Levels and Highers are considerably more demanding than GCSEs and will require much more private study and background reading. The pupil should have a real interest in the subjects to be studied as well as a good level of competence in them.

Time is set aside within the Sixth Form timetable for private study. In order to gain maximum benefit from it a pupil needs to develop the self-discipline required to work effectively on his or her own, thereby deepening understanding and laying the foundation for the approach to study needed in Higher Education. There is an expectation that pupils in the Sixth Form will work on their own initiative beyond the lessons, study periods and evening prep - Lower Sixth six hours, Upper Sixth eight hours per week. Sixth Form pupils should also expect to do some work during the holidays.

The College has a central Library and a Learning Resources Centre which are both available for use by Sixth Formers and provide pleasant and stimulating environments for private study. Where appropriate, departments run tutorials and lectures outside the formal timetable and make use of the school's audio-visual and ICT resources as part of the teaching programme.

It is hoped that the subject descriptions given in this booklet will help all concerned to support a pupil in making an appropriate choice of Sixth Form course. The entries are, of necessity, brief, but Heads of Department and subject teachers are always willing to give further advice on their own areas.

For pupils already at Glenalmond, the main link that parents have with the College is the Housemaster or Housemistress, and they are the best people to supply overall guidance. Parents of all Fifth Form pupils are invited to Glenalmond in the Lent Term to meet the staff and understand the requirements of the A Levels and Highers. Needless to say, GCSE results gained at the end of the Fifth Form will have a significant influence on the ultimate choice of a pupil's Sixth Form courses, as will career ambitions and intentions.

Which courses and subjects are available?

Glenalmond offers two routes of study, A Levels and Highers, which are both studied over two years. The difference between the two is that the A Level route has less breadth but each subject is studied in greater depth with much more demanding assessment at the end of the two years compared to the Higher route.

A Levels

The normal expectation is that pupils in the Lower Sixth study four subjects and continue with three subjects after the trial examinations in the Trinity Term in the Lower Sixth. It is generally the case that universities see little advantage in pupils studying more than three subjects. In that respect, quality is more important than quantity. Exceptional candidates may wish to continue with four subjects, but advice should be sought about the capacity of a pupil to cope with the extra workload involved.

There will be no external examinations (AS Levels) at the end of the Lower Sixth. All courses will be taught in a linear fashion e.g. no modules and at the end of two years the pupils will take all of their A Level examinations. This will allow further time for study throughout the two years and more time for revision at the end of the course.

A Level pupils may take a Higher as a fourth subject but this is not recommended as this means a pupil has limited choice and flexibility in their choice of A Level subjects. The exception is Modern Languages where pupils study for an A Level but at the end of the Lower Sixth may enter for a Higher and then continue into the Upper Sixth with three A Levels.

The 24 A Level subjects we offer are:

Art and Design	Drama & Theatre Studies	Greek*	Physics
Biology	Economics	History	Politics
Business	English Literature	History of Art	Religious Studies*
Chemistry	French	Latin	
Classical Civilisation	Further Mathematics	Mathematics	
Computer Science	Geography	Music	
Design & Technology	German*	Physical Education	

* These subjects are taught on a reduced number of periods per fortnight with some lessons sometimes occurring outside of the normal timetable e.g. during afternoons, lunches and evenings. The remainder of the periods are devoted to library research and private study.

Highers

The normal expectation is that pupils study five Highers which is the requirement for universities, all of which will be examined at the end of Upper Sixth after two years of study. The exception to this rule is the study of Modern Foreign Languages: French, Spanish or German. Pupils who have already obtained a GCSE in these subjects should find that the content crossover will allow them to access the Higher examination at the end of Lower Sixth. This being the case, if a pupil chooses a Modern Foreign Language, we suggest opting for six Highers initially, which will drop down to five at the end of Lower Sixth.

A pupil studying Highers may also choose Art A Level alongside four other Highers although if this is chosen we advise contacting potential universities from the outset to ensure that this mix of qualifications will gain entry to the required course. The 15 Higher subjects we offer are:

Biology	Geography
Business Management	German
Chemistry	History
Design & Manufacture	Mathematics
Drama	Music Technology
English	Spanish
French	Physics
	Physical Education

The Extended Project Qualification (EPQ)

A research based project, the AQA Extended Project Qualification (EPQ) is a stand alone qualification designed to extend and develop skills in independent research and project management. It allows students to extend their abilities beyond the A Level or Higher syllabus and prepare for university or their future career. It is worth half an A Level (28 UCAS points) so can be used to earn extra UCAS points; some universities make offers with an EPQ grade included.

The EPQ is very broad in scope: it requires students to carry out research on a topic that they have chosen and is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production (this could be a piece of artwork, an engineering project, a film, or indeed anything). A student can take inspiration from something studied in class or something completely unrelated to their studies.

By taking responsibility for the choice and design of an individual project (or an individual role in a group project) students:

- 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
- learn to apply new technologies confidently
- demonstrate creativity, initiative and enterprise.

At Glenalmond, we run the EPQ course at the end of the Lower Sixth year, and candidates will complete the process for submission in May. Assessment involves producing the project, writing up a Production Log, and delivering a presentation at the end of the project. Candidates work closely with a Supervisor who oversees the smooth running of the project, but does not actually teach any material: this is done by the candidate.

The EPQ is done over and above a pupil's regular A Levels or Highers, and as such the candidate needs to be prepared to work independently and be organised.

Entry Requirements for the Sixth Form

Pupils entering the Sixth Form will normally have achieved a minimum of five GCSEs at Grade C or above. Pupils from other schools who wish to enter the Sixth Form at Glenalmond should normally have achieved similar qualifications at GCSE. For those who have followed Standard Grade courses, a minimum of five passes is expected. The Head of Admissions will be pleased to give further advice on this.

Support, Enrichment and Extension

Head of Sixth Form, Careers and UCAS

The Head of Sixth Form (Sandy Norton) is the main point of call for information regarding the choice of course or subject and the grades required to progress to higher education. This department contains a careers library and there are various lectures throughout the year to help pupils prepare for life beyond Glenalmond.

Academic Tutoring

Throughout the Sixth Form, each pupil is assigned an academic tutor. His or her responsibility is to guide their tutees' progress by monitoring their performance, assisting with careers choices and university entrance requirements and to offer support when it is required. Tutors meet formally with their tutees twice each week and informally as and when necessary throughout the week. All tutors are attached to their tutees' House.

The Lecture Programme

All Sixth Form pupils take part in a lecture programme which covers areas such as current affairs, personal development, choice of degree subject, choice of and application to university, interview techniques, careers, gap year options, etc. There is also a series of lectures and visiting speakers which provide PSHCE information - Personal, Health, Social and Citizenship Education.

Gifted and Talented Co-ordinators

Mr Pounder and Mrs Davey have overall responsibility for the gifted and talented pupils in the College. Mr Pounder runs the William Bright Society. Mrs Davey is the coordinator for Oxbridge/Law/Medical/Veterinary Science/Art and Architecture applications and they will advise on college choices and subject choices, liaise with the Heads of Department and arrange practice interviews.

English as an Additional Language

Support is offered to pupils who are learning in a second language. In the Sixth Form those pupils which need help to achieve the necessary IELTS level for university are offered lessons in their study periods alongside extra tuition at weekly help sessions.

Learning Support

This department offers wide ranging support from drop in sessions to help with prep and general class work to readers, scribes and mentoring for internal and external examinations.

Staff Contacts

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University Destinations, Careers and Higher Education

The choice between studying A Levels or Highers will probably depend on university aspirations. Top universities such as Bath, Bristol, Cambridge, Oxford, Durham etc may insist on Advanced Highers which we do not offer but this is not always the case. The tables below compare a selection of university courses and their entry requirements of our recent leavers and the comparison of the UCAS points for A Levels and Highers. For the upcoming year it is advised that the Head of UCAS and Careers is consulted to find the entry requirements.

A Level UCAS Tariff

A Level Grade	UCAS Points	Typical University Offer
A*	56	A*A*A* (168 UCAS Points)
A	48	AAA (144 UCAS points)
B	40	BBB (120 UCAS points)
C	32	CCC (96 UCAS points)
D	24	
E	16	

Highers UCAS Tariff

Higher Grade	UCAS Points	University Offer
A	33	AAAAA (165 UCAS Points)
B	27	BBBBB (135 UCAS Points)
C	21	CCCCC (105 UCAS Points)
D	15	

Recent University Destinations

University Destination	Degree Studied	A Level Requirements	Higher Requirements
Aberdeen University	Business Management	BBB	AABB
Bath University	Modern Languages and European Studies	ABB	AB at AdHigher
Bath University	International Management and French	AAB	AAABB + 2 AdHighers
Bath University	Modern Languages	AAB	AAABB + 2 AdHighers
Brighton University	International Event Management	CCC	96 UCAS points
Bristol University	Int. Business Management	AAB	AAABB + 2 AdHighers
Bristol University	Spanish	ABB	AABBB + 2 AdHighers

Cambridge University	Geography	A*A*A*	3 AdHigher at AAA
City University London	Journalism	AAB	136 UCAS points
Dundee College	Built Environment	GCSEs	Standard Grades
Dundee University	Art and Design	BCC	BBCC
Dundee University	Product Design	BCC	BBBB
Durham University	Geography	A*AA	AAAAA + 1 AdHigher
Edinburgh Napier University	Int. Festival and Event Management	BBC	BBBB
Edinburgh University	Economics	A*AA	AAAAA
Exeter University	History and Int. Relations	AAA	AAAAA
Glasgow University	Mathematics	AAB	AAAABB
Glasgow University	English Literature	AAB	AAAAAB
Glasgow University	Aeronautical Engineering	AAB	AAAA + 2 AdHighers
Heriot-Watt University	Mechanical Engineering	BBB	AABB
International College of Dundee	Science Foundation Course	GCSE Science	GCSE Science
Liverpool John Moores University	Electrical Engineering	88 UCAS points	88 UCAS points
Liverpool University	English Literature & Philosophy	AAB	AABBB + 1 AdHigher
Loughborough University	Industrial Design and Tech.	ABB	3 Highers and 2 AdHighers
Manchester Metropolitan	Law	BBC	112 UCAS points
Newcastle University	Classical Studies	AAB	AAABB
Newcastle University	Countryside Management	ABB	AABBB
Norland	Early Years Development	CCC	CCCCC
Northumbria University	Occupational Therapy	120 UCAS points	120 UCAS points
Nottingham Trent University	Zoo and Biology	BCC	112 UCAS points
Nottingham University	Medical Physiology and Therapeutics	ABB	AAAAA
Oxford Brookes University	Equine Science	112 UCAS points	112 UCAS points
Oxford Brookes University	International Business Management	120 UCAS points	120 UCAS points

Oxford Business and Media School	Business Administration	1 A Level	2 Highers
Portsmouth University	Marine Biology	120 UCAS points	120 UCAS points
Strathclyde University	Pharmacy	AAB	AAAB + 2 AdHighers
Sussex University	Product Design	ABB	ABBBB
University of Abertay	Civil and Environmental Engineering	CCC	BBBB
University of Buckingham	Economics	ABB	AAABB
University of Central London	Law with German Law	A*AA	AAA at AdHigher
University of Central London	Biochemistry	AAA	AAA at AdHigher
University of East Anglia	History	AAB	AAB at AdHighers
University of Hertfordshire	Business Man. and Marketing	96 UCAS points	96 UCAS points
University of St Andrews	Geography	AAA	AAAB
University of the Arts, London	Foundation Art	GCSE English + Maths	GCSE English + Maths
University of the West of England	Law (with foundation year)	120 UCAS points	120 UCAS points
York University	Midwifery	ABB	AAABB
York University	English Literature	AAA	AAAAA + 2 AdHighers

A-Level Courses

Art and Design

The course should be contemplated by pupils who have a natural ability in drawing, visual awareness, and the potential to be creative. They should have attained a good grade in GCSE Art and Design, and as the course is challenging, practical and contextual, they are expected to be self-motivated. A successful Art and Design education offers pupils opportunities for the development of personal and social skills within a cultural context. Particularly relevant are the transferable skills that are gained through the research and development processes involved in the practice of Art and Design and these skills of analysis, problem solving, divergent thinking, conceptual thinking and communication can be applied within a range of disciplines across the curriculum.

Depending on aptitude, interest and possible future Art College application, pupils will select from one of the following endorsements:

- **Fine Art**

This may include Drawing and Painting, Sculpture, Printmaking, Installation, Photography and Alternative Media etc.

- **Textiles**

Areas of study may include printed, dyed, knitted, woven and stitched textiles, felt making, paper making etc. These techniques can be applied to Fashion, Accessories, Interior Furnishings, Performance Costume, Fine Art Textiles, Paper products and giftware etc.

- **3D Design**

This can cover Applied Arts such as Ceramics, Jewellery, and 3D design

For all of the Endorsements, Drawing and Contextual Referencing are key assessable components.

Course Content

Lower Sixth:

- Recording from primary and secondary sources (drawing)
- Experimenting with materials and ideas
- Developing ideas and techniques
- Presenting a project on a theme
- Learning to analyse your own work and the work of others in a contemporary, historical and cultural context

There will be no assessment at this stage of the course. All work completed will support the development of A2 coursework and final assessment.

Upper Sixth:

- A specialist project built on the skills and knowledge acquired when studying the Lower Sixth units
- One major project which should follow on from previously chosen endorsement
- Focus on personal response and the need to show working through a range of experiences
- Must include a related Personal Study between 1000 and 3000 words

Personal investigation (O1) 120 marks non exam assessment (internally assessed and externally moderated). This will consist of 60% of the A Level.

Externally set task (O2) 80 marks 15 hours non exam assessment (internally assessed and externally moderated). This contributes 40% of the A Level.

Careers and Higher Education

The Department has been very successful in helping pupils gain places to study Art and Design and related disciplines at Art and Design College and University. Prospective Art College applicants are offered Life Drawing with a specialist tutor and advice on the preparation of Art College Application Portfolios.

The diversity of employment for Art and Design graduates is greater than many people realise. As well as the traditional practice carried out by an Artist or Designer working in their own studio, other potential careers are many and varied. These include advertising, graphics, illustration, multi-media, web design, games design, film, television, animation, architecture, interior design, product design, applied arts such as fashion, textiles, ceramics, jewellery, museum and gallery work, styling and buying for the retail and publishing sectors, community education and art therapy, education.

Biology

A Level Course Description

The A Level course, "AQA A-Level Biology 7402", is taught in a linear fashion, over the course of two years, and is assessed by three terminal written examinations (260 scaled marks). There are three objectives assessed within these papers:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence

Over the course of the two years there are eight topic areas taught which are tested in a variety of contexts in all three terminal papers:

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 respond to changes in their internal and external environments*
7. Genetics, populations, evolution and ecosystems*
8. The control of gene expression* * taught in year two

A "Science Practical" endorsement element which covers experimental work also covered (this involves "12 core practicals" which are externally moderated). This part has no influence on the marks or final A Level grade but a pass or fail in this section is recorded on the pupil's A Level certificate alongside the grade.

Lower Sixth A Level Year 1 Course Description

Biology is taught in ten teaching periods per cycle and uses the AQA Biology A-Level Year 1 specification. In the Lower Sixth we teach the first four out of the eight topic areas which have to be covered over the two years. During the course of the year six key practical experiments which support the learning also have to be carried out.

Upper Sixth A Level Year 2 Course Description

Biology is taught in ten teaching periods per cycle and uses the AQA Biology A-Level Year 2 specification. In the Upper Sixth we teach the final 4 out of the 8 topic areas which have to be covered over the two years. During the course of the year six key practical experiments which support the learning also have to be carried out which will complete the 12 required in total.

Recommended Entry Requirements

It is recommended that candidates should achieve the minimum of Grade AB (Double Award Science) or Standard Grade A in Biology **and** Chemistry or Individual Science passes in both Biology **and** Chemistry at a minimum of Grade B.

Subject Combinations

Biology combines well with all the sciences and particularly well with Chemistry. In the past, Biology and Geography has also been a popular combination. It is regarded as a

useful subject for those contemplating a career in medicine, dentistry, veterinary science, biochemistry, pharmacy, molecular biology, biotechnology, nursing and applied biology. Biology also works well as a standalone science in that it shows breadth of study when combined with the classically “non-science” A Levels.

Business

The AQA Business syllabus to be studied from September will introduce the main principles of business and their application.

Course Description

The AQA Business course will comprise of the following subject content:

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

This content considers the way in which businesses operate. In particular, pupils will learn about how the business environment provides opportunities and imposes constraints on the pursuit of short-term and long-term objectives. The content is set within the context of local, national and international constraints on business structure, objectives and environment. Emphasis will also be placed on the integrative nature of the subject. Marketing, Operations including Human Resource Management and some Accounting and Finance will be studied in detail so that pupils develop an understanding that for a business to be a success in a dynamic and challenging environment, decisions have to be taken in the context of both the organisation’s wider objectives and its resources.

Four key assessment objectives [AO] are sought by examiners in A Level Business. These are:

1. AO1 - Demonstrate knowledge of terms, concepts, theories and models and show an understanding of how individuals and organisations are affected by and respond to business issues.
2. AO2 - Ability to apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
3. AO3 - Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.
4. AO4 - Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.

Recommended Entry Requirements

Business is not offered at GCSE so all pupils taking the course will be starting a brand new subject. In order to attain high marks, and top grades in A Level Business, pupils will need to write with clarity and fluency and will be expected to submit coherent, well-structured written answers which meet the Assessment Objectives. These written skills will be developed throughout the course but a strong grade in GCSE English will be beneficial. A relatively high grade in GCSE Mathematics is also recommended for those starting Business because pupils will need to be confident in handling a considerable amount of financial and accounting data [quantitative skills will comprise 15% of the marks available] which has to be understood, calculated and analysed.

Subject combinations, Careers and Higher Education

Business will combine well with a range of A Level options. The AQA Business A Level course taught at Glenalmond will act as a highly suitable introduction for any Accountancy, Business, Commercial, Financial or Managerial course at University, and be widely recognised by any future employer.

Chemistry

A Level Course Description

The A Level course is taught in a linear fashion, over the course of two years, and is assessed by three terminal written examinations (300 marks). There are a total of 19 subject topics; topics 1-10 are covered in the Lower Sixth with the remainder covered in the Upper Sixth. 9CHO/01 examines topics 1-15, 105 minutes, 90 marks; 9CHO/02 examines topics 1-10 and 16-19, 105 minutes, 90 marks and 9CHO/03 is a synoptic paper which covers all topics 1-19, 150 minutes, 120 marks.

A "Science Practical" endorsement element which covers experimental work (new for 2015) is also covered (this involves "core practicals" which are externally moderated). This part has no influence on the marks or final A Level grade but a pass or fail in this section is recorded on the pupil's A Level certificate alongside the grade.

Lower Sixth Course Description

Chemistry is taught in ten teaching periods per cycle and uses the 2015 Edexcel Chemistry specification. In the Lower Sixth we teach the first ten out of the nineteen topics which have to be covered over the two years. During the course of the year eight key practical experiments which support the learning also have to be carried out.

Recommended Entry Qualifications

For A Level, experience shows that AA grade or higher at double award IGCSE in Science or a B in Chemistry are required to secure a worthwhile degree of success in the course. Grade B or higher in Mathematics at GCSE will also enable prospective pupils to cope with the numerical aspects of the course.

Subject Combinations

A Level Chemistry makes a worthwhile combination with other subjects, either to complement the other sciences, Mathematics or Geography, or as a contrast to an arts subject or a modern language.

Careers and Higher Education

As the titles of the topics studied suggest, Chemistry finds application in a variety of areas; indeed it is essential for some, notably the medical sciences. In its pure form it is excellent training in logical thought and is a very versatile numerical undergraduate degree from which to progress to a variety of careers.

Classical Civilisation

The study of the Classical world gives us invaluable insight into how we think, live and behave today: it explains who we are in a way no other subject does. Through the study of literature (all in English translation) and various visual and material sources, pupils engage with the ancient world in a variety of ways.

All texts are read in English, and no knowledge of any ancient language is required for Classical Civilisation, though certain keywords are explained in context.

Classical Civilisation develops strong skills in analysis and evaluation of a wide range of sources, as well as the ability to think coherently and argue clearly.

Course Description

Over the course, pupils will study one topic from each of the three components listed below:

Component 1: *The world of the hero*

This is a compulsory component consisting of an in-depth study of:

one of Homer's *Iliad* or *Odyssey*
and Virgil's *Aeneid*

The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. This component provides learners with the opportunity to appreciate the lasting legacy of these works and to explore their attitudes and values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today.

This component also provides learners with the opportunity to appreciate Virgil's *Aeneid*, a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proven enduringly popular. All material studied will be in English translation.

Component 2: *Culture and the arts*

Pupils will study **one** of the following topics, chosen from:

- Greek theatre
- Imperial image
- Invention of the barbarian
- Greek art

All of these topics involve the study of visual and material as well as literary sources, weighted equally between the various types. The study of these topics enables us to get

a clear picture of how the ancient world relied on visual imagery as much as literary; we, in turn, consider and compare our own world in relation to the ancient to help us understand many aspects of our own cultural lives. All material studied will be in English translation.

Component 3: *Beliefs and ideas*

Pupils will study **one** of the following topics, chosen from:

- Greek religion
- Love and relationships
- Politics of the Late Republic
- Democracy and the Athenians

All of these topics include the study of classical thought; from ideas about politics and correct governance, to what is 'right' and 'wrong' when it comes to love and desire, to the nature of the gods and their relationship with mankind. The content of all components is equally split between classical thought and either literature or visual/material culture. All material studied will be in English translation.

Recommended Entry Requirements

There is no need to have studied anything classical before choosing Classical Civilisation; as such Classical Civilisation is an ideal subject for new Sixth Form pupils. Classical Civilisation is not studied at Glenalmond for GCSE, therefore pupils are starting a new subject. As everything is studied in English, no knowledge of any ancient language is necessary, though some keywords will be explained in context. Owing to the nature of the subject, competence in reading texts and writing well-structured essays is helpful. We work hard on developing reading and essay writing skills over the course, however. A willingness to engage in discussion and to think flexibly is also beneficial.

Subject Combinations

The rich and varied nature of Classical Civilisation means that any pupil, with an interest in exploring who we are and what makes us tick will get a huge amount from this subject. Most usual subject combinations with Classical Civilisation are likely to include English, History, Politics, Geography, MFL, Economics or Mathematics, however any subject complements Classical Civilisation.

Careers and Higher Education

A Level Classics pupils tend almost without exception to read for Honours Degrees at University, many reading Classics or Classics plus a modern language or some combination involving Ancient History or Archaeology. Currently there are a number of OG's studying Classics, with and without the languages, at top UK and American universities. Classical courses are becoming more popular in more universities the length and breadth of the country, and owing to the analytical nature of the subject, as well as the skills in reading and writing English which are honed in the study of Classics, Classics graduates have an excellent record of finding employment.

Computer Science

Computer Science is about solving an infinite range of real-world problems using computer technology. The course is designed to develop computational thinking and problem solving skills, both of which are known to prove beneficial in other areas of study such as engineering, financial and resource management, science and medicine.

Course Description

Over the two years of this practical course you will learn to design and write programs using both low and high-level programming. You will also gain an understanding of the operation of hardware under the control of software, and study existing solutions in areas such as networks and communication, encryption and control systems.

You will be following the OCR H446 syllabus which was introduced in 2015. It has three components:-

Component 01 - Computer Systems (Written Exam - 40%)

This component will introduce you to the internal workings of the Central Processing Unit (CPU) and the way in which data is stored, manipulated and communicated. Topics are as follows:-

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data (how data is exchanged between different systems)
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

This topic also covers the binary, denary and hexadecimal number systems as well as Boolean algebra and truth tables.

Component 02 - Algorithms and programming (Written Exam - 40%)

In this unit, you will study what is meant by computational thinking, and the benefits of applying this skill to solve a wide variety of real-world problems. Computational thinking involves approaching problem solving in a structured and logical way using abstraction, decomposition and algorithmic thinking.

You will also learn a wide range of programming techniques using high-level languages such as Python and Visual Basic as well as how to read and write simple programs in Assembly Code.

Component 03 - Programming project (Non-Exam Assessment - 20%)

For this component, you will analyse, design, develop, test, evaluate and document a program written in a suitable programming language for real users.

Recommended Entry Qualifications

Some degree of Mathematics is embedded throughout the new syllabus, therefore Grade B or better at GCSE Mathematics is recommended.

Teaching

At A Level, pupils have ten lessons in each two week period. Lessons are split between theory and practical work with more emphasis on practical ability in year two.

Subject Combinations

In Higher Education, the diverse range of Computer Science related degrees mean that it can be combined with many different subjects. Mathematics, Physics and Design and Technology are the obvious ones, but it can also be combined with those subjects which now incorporate digital technology such as Art, Music and Science.

Design and Technology: Product Design

Design and Technology: Product Design seeks to develop pupils' knowledge, understanding, skills and application for designing products. Product Design encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose, satisfy wants and needs, enhance our day-to-day lives and, most importantly, give pupils the opportunity to demonstrate their design and technology capability.

The study of A Level Design and Technology aims to:

- provide an opportunity for pupils to develop their own creativity, capability and entrepreneurial skills
- apply knowledge and understanding to a range of technological activities
- develop critical thinking and collaborative skills.

Component 1: Principles of Design and Technology

Written examination: 2 hours 30 minutes

50% of the qualification

Topic 1: Materials

Topic 2: Performance characteristics of materials

Topic 3: Processes and techniques

Topic 4: Digital technologies

Topic 5: Factors influencing the development of products

Topic 6: Effects of technological developments

Topic 7: Potential hazards and risk assessment

Topic 8: Features of manufacturing industries

Topic 9: Designing for maintenance and the cleaner environment

Topic 10: Current legislation

Topic 11: Information handling, Modelling and forward planning

Topic 12: Further processes and techniques.

Component 2: Independent Design and Make Project (Paper code: 9DT0/02)

Non-examined assessment

50% of the qualification

There are four parts to the assessment:

Part 1: Identifying and outlining possibilities for design

Identification and investigation of a design possibility, investigation of client/end user needs, wants and values, research and production of a specification

Part 2: Designing a prototype

Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas

Part 3: Making a final prototype

Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy

Part 4: Evaluating own design and prototype

Testing and evaluation

Assessment Methods

Coursework 50%

Examination 50%

Recommended Entry Requirements

While a C grade at GCSE in Design and Technology is desirable we have had great successes with pupils who have never studied the subject before.

Subject Combinations

Design and Technology is designed to be either a complementary subject to Mathematics, Physics, Chemistry, Biology, Art and Design, or to be a contrasting subject with English, History, Geography and Modern Languages.

Careers and Higher Education

This subject could lead to the following courses in Higher Education:

Product Design; Furniture Design; Industrial Design; Interior Design; Materials Science; Graphic Design; Computer Graphics; Art and Design; Engineering

Drama and Theatre Studies

Course Description

The A Level Drama and Theatre Studies specification is designed to provide a balance across a range of learning activities. This specification combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all of these elements. Students completing the course successfully will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others. The course is split into three units:

Unit 1: Devising

Unit 2: Text in Performance

Unit 3: Theatre Makers in Practice

Assessment

Unit 1: This internally assessed unit requires students to devise an original performance piece.

A video/DVD of one session of the practical work must be made available for use in moderation. A portfolio submission of written work must also be included.

Worth 40% of final grade.

Unit 2: This is an externally assessed unit. The first section requires students to offer either a monologue or duologue. The second section requires students to contribute to a

performance of a professionally published play by a known writer.

Worth 20% of final grade.

Unit 3: This externally assessed unit takes the form of a 2 hour 30 minute written exam which requires students to explore plays, from a choice of set play texts, from the point of view of a director and a theatre reviewer in both an academic and practical way.

Worth 40% of final grade.

Exams:

Internal: Unit 1

External: Unit 2 Lent Term dependent on moderator, Unit 3 June exam series.

Recommended Entry Requirements

Grade C or above in English - it is possible to enter at A Level without GCSE Drama.

Subject Combinations

All Humanity subjects but has also been combined with Science and Mathematics as a creative balance.

Careers and Higher Education

All universities and degree-awarding institutions recognise Drama and Theatre Studies A Level as a valid qualification. The transferable skills that you will gain through this course will be of use to you even if your career ambitions have nothing to do with Drama. You will develop a problem solving approach to your learning, which should develop your intelligence and your capacity to deal with challenging situations. You will also learn to work well with others. You will be open to active participation in decision making, you will know when to take the lead, and you'll be used to listening constructively to other people's ideas.

Economics

News headlines and widespread media coverage provide tangible evidence of how our everyday lives are affected by a diverse range of economic factors. The A Level Economics syllabus covers significant amounts of rigorous theory but also integrates many of these contemporary economic issues into the course. In addition to detailed analysis of monetary policy options that are broadly overseen by the Bank of England, there is considerable scope for analysis of how Government fiscal and supply-side policy options are applied across UK product and labour markets whilst complying with European Union regulations and directives.

A combination of discussion and multi-media resources will be used to introduce the main principles of economic theory and their application to pupils starting the AQA Economics specification in September.

The micro-economic syllabus will be studied in Term 1. Analysis will be undertaken of:

1. The economic problem and economic methodology;
2. Price determination in a competitive market;
3. Production, costs and revenue;

4. Competitive and concentrated markets;
5. The market mechanism, market failure and government intervention in markets e.g.: indirect tax, regulations, subsidies, public sector provision of health care, education and transport.

The macro-economic component will be studied in Term 2. Using the context of a national economy, the course will investigate:

6. The measurement of macro-economic performance;
7. How the macro-economy works: the circular flow of income, Aggregate Demand and Aggregate Supply analysis, and related concepts;
8. Economic performance - e.g. GDP growth, inflation, employment;
9. Macro-economic policies - e.g. Monetary Policy; Government Fiscal Policy - taxation, spending and borrowing; Supply-side Policies.

The AQA A Level Economics course in the Upper Sixth will require pupils to be examined in all of the topics listed 1-5 plus the following micro-economic material:

10. Individual economic decision making;
11. Perfect competition, imperfectly competitive markets and monopoly;
12. The labour market;
13. The distribution of income and wealth: poverty and inequality.

The syllabus will also include all of the macro-economic topics:

14. Financial markets and monetary policy;
15. Fiscal and supply-side policies;
16. The international economy.

Pupils will be expected to develop a variety of skills, such as the ability to analyse, evaluate and interpret data. Many hours of extra reading and note taking from textbooks, newspapers, journal articles and e-information sources will be necessary to supplement the classroom work and deepen the pupils' understanding of the subject.

Assessment at A Level [AQA 7136] is through three examination papers. All three papers will last two hours. Papers 1 and 2 will comprise of Section A: data response questions requiring written answers and Section B: essay questions requiring written answers, choice of one from three. Paper 3 will comprise Section A: 30 multiple choice questions and Section B: case study questions requiring written answers.

Four key assessment objectives [AO] are sought by examiners in A Level Economics. These are:

1. AO1 - Demonstrate knowledge of terms and concepts, theories and models and show an understanding of the economic syllabus;
2. AO2 - Ability to apply this knowledge and understanding in an economic context;
3. AO3 - Analysis of issues within Economics;
4. AO4 - Evaluation of economic arguments and use of qualitative and quantitative evidence to support informed judgements relating to economic issues

Recommended Entry Requirements

Economics is presently offered as a GCSE "short course" for one-year International pupils in the Fifth Form. It is anticipated that every pupil commencing the Economics course in September will be starting a brand new subject. There is a lot of challenging theoretical material to cover and so the lessons will move quickly.

In order to attain high marks in Economics, pupils need to write with clarity and fluency and are expected to submit coherent, well-structured answers. These skills will be developed throughout the course but pupils are recommended to have attained a high grade at GCSE English if they aspire to top grades at A Level Economics. The inclusion of quantitative skills, which comprise 20% of the marks available, means numerical calculations are undertaken during the course. A strong grade in GCSE Mathematics is highly recommended because pupils will need to be confident in handling a considerable amount of economic data which has to be understood, explained and analysed.

Careers and Higher Education

Economics combines well with a range of other A Level options. The most successful combinations have seen Economics being studied alongside Mathematics and English. Popular combinations are with Geography or History and alongside a Modern Language.

At University, Pure Economics can be studied as a Single Honours subject. However, it is frequently combined with Politics, Law or other Social Sciences.

University Admissions Officers (and future Employers) consider Economics A Level to be a very high-powered, rigorous and widely recognised "hard currency" foundation for all Accountancy, Business, Economics, Financial, Legal, Management and Professional Service degree courses.

Pupils who have studied Economics at Glenalmond have found the subject to be extremely worthwhile when entering a University degree course that includes an element of Economics; it provides them with a very solid platform on which to build.

English Literature

English Literature is at the heart of our culture. This course opens many doors to a life-long acquaintance with both language and literature, and provides opportunities for an intelligent study of poetry, drama, essays and the novel. At the same time, pupils are encouraged to develop their skills in writing to deadlines, analysis, debate and contextual concerns. Different styles of writing are attempted such as analytical essays and comparative essays.

English results at A Level are strong with few of our pupils scoring below a C and a high proportion of them gaining A*/A grades. This is down to the dynamic and engaging teaching in the department and the work of a skilled and dedicated team of enthusiastic and experienced English teachers.

Course Description

A Level English Literature is an exciting and stimulating course and covers a wide

range of literature, from mediaeval to modern. Reading, discussion, analysis and essay writing are central features of the course, as is the enjoyment derived from studying and developing ideas that stem from reading literature. This is an ideal subject for pupils willing to think on their feet in the light of the knowledge they have acquired. The personal and social benefits of studying human behaviour through the relative safety of fictional characters is not to be underestimated.

The Components are broken down in the following manner:

Component 1 - 40%	Shakespeare (1 text)
Exam 2hrs 30	Drama and Poetry pre-1900 (2 texts)
Component 2 - 40%	Close Reading - unseen
Exam 2hrs 30	Comparative and Contextual Study (2 texts)
Component 3 - 20%	Analytical Essay (1 text)
Coursework	Comparative Essay (2 texts)

We teach the OCR syllabus which involves the study of eight texts in total. The course units are divided between examined papers and one coursework folder. The coursework unit is a wonderful opportunity for pupils to independently study three texts and explore them in detail. We have choice and flexibility which allows us to choose exciting and eye-opening works. In all, the folder will consist of two essays of 3000 words in total. One of the three texts must be published after 2000. The folder will result in one comparative essay and one analytical reading. This will provide 20% of the total marks for the A Level. The first year of the course will also focus heavily on critical approaches and essay writing skills and there will be an optional trip to Stratford to support the study of the Shakespeare text as part of Component 1.

Further information can be found on www.ocr.org.uk. In both years pupils will have ten periods over two weeks divided between two teachers.

Recommended Entry Qualifications

The qualifications for the study of English Literature at A Level are Grade C or above in both GCSE or Standard Grade English and English Literature, together with a lively enthusiasm for reading, writing and discussion.

Subject Combinations

English Literature can be combined with any other A Level. It is worth noting that many university courses insist on an English qualification at Higher or A Level and this should always be checked with UCAS in advance.

Careers and Higher Education

The A Level English Literature Course is a valuable qualification for entry into virtually any Higher Education course. The skills developed in the study of this subject will stand the pupil in good stead, no matter what the chosen career is. Obvious career paths might include law, publishing, journalism, broadcasting, editing, PR, marketing or advertising but English graduates end up in a wide range of fields.

Geography

Geography is concerned with the interplay between the natural systems that govern the planet and the human race. Its scope is necessarily vast and, in being so, it is a subject rich in colour, diversity, range and content. The Geography department is committed to the development of sound thinking and critical enquiry among its pupils. The approach is focused upon investigative and enquiry-driven learning in which the pupils enjoy the excitement of intellectual discovery in an atmosphere of rigorous academic challenge and the pursuit of the highest standards. The AQA A Level syllabus is followed because of its excellent and expansive coverage of contemporary and conceptually challenging issues.

A Level Course Description

Component 1: Physical Geography - Assessed by a 2.5 hr exam (40% of A Level grade)

Topics:

- Water and Carbon Cycles
- Hot Deserts and their margins
- Hazards

Component 2: Human Geography - Assessed by a 2.5 hr exam (40% of A Level grade)

Topics:

- Global systems and global governance
- Changing Places
- Population and the environment

Component 3: Geographical investigation - Individual investigation marked by teacher (20% of A Level grade)

A 3000-4000 word individual investigation based upon data gathered during 4 days of fieldwork.

Please note, as this involves a residential trip working with the Field Studies Council, there will be an additional cost involved for A Level Geography pupils (~£250).

Assessment Methods and Recommended Entry Requirements

All of the components are examined through written examination, often in the form of discursive essays and extended structured responses. Also, a significant component of the approach is analytical in format and requires strength in numeracy and analysis. As such, confidence in both **extended written communication** and the **quantitative scientific approach** is needed to meet with a high level of success. GCSE Geography at minimum B grade is encouraged, though not essential.

Subject Combinations, Careers and Higher Education

Many of our pupils ally Geography with the sciences and mathematics, offering a linked discipline that allows pupils to demonstrate breadth of communication skills and application of theory. Likewise, Geography can also be used to form a core of specialism in the humanities along with History and Politics. Continuation of the subject at university level is very high both in Geography undergraduate courses and in related disciplines, including: geology, geophysics, chemistry, environmental science, anthropology, sociology, chemistry, languages and history. It is also appropriate for entry into more vocational undergraduate courses, such as law, surveying and engineering. Some of our pupils are also taking the opportunity to develop linked

qualifications in GIS (Geographical Information Systems) whilst completing their A Levels and then pursuing these areas at university.

Careers in geographical studies and earth sciences are varied and represent a huge growth area of industry. Recent graduates have pursued a wide range of professional positions, including: GIS specialist; hydrocarbon geologist; environmental consultants; energy consultants, travel and logistics managers; scientific and social science researchers.

Greek

The study of Classical Greek gives pupils the opportunity to read some of the finest works of literature and history from any period in the Western World in the original language. Greek authors speak timelessly to us today - reading Greek tragedy enables pupils to grapple with issues of identity and justice, Homer comments on the horrors of war, Plato encourages us to question the world around us, and the historians help us to consider political, social and economic issues as well as global conflict.

As in Latin, pupils taking Greek to A Level have the opportunity to study prose and verse literature while deepening their understanding of the language. Literary Criticism is a particular focus, and the texts are read appreciating the author's style as well as the historical and social contexts. Language work involves translating unseen passages into good English as well as revising grammar and syntax. We follow the OCR syllabus throughout. For more information visit the OCR page.

The Courses

There are four components to the new A Level course: two Language papers, and two Literature papers. The Language papers test pupils' ability to translate from Greek into English with the option of some simple translation into Latin in one of them. Pupils will improve by reading and discussing lots of original Greek, becoming more confident in 'real' Greek. The Literature papers involve reading some set books, and pupils develop skills learned at GCSE in responding sensitively prose and verse texts. The new linear course allows the study either of two texts (one verse, one prose) in great detail, or a broader range of authors. There is no coursework in Greek.

Scheme of Assessment

Translation (Unit 1a) 1hr 45 min examination [33%]	Candidates build on their knowledge of vocabulary and linguistic structures. Candidates are expected to be familiar with the vocabulary and linguistic structures used by the authors specified.
Comprehension or Prose Composition (Unit 1b) 1hr 15 min examination [17%]	
Prose Literature (Unit 2) 2 hr examination [25%]	Candidates study and discuss a prescribed amount of Greek text, as well as some of the text in translation to give a better understanding of its context. There is a choice of texts, including Thucydides <i>History</i> , Plato <i>Apology</i> and Xenophon <i>Memorabilia</i> .

<p>Verse Literature (Unit 3) 2 hr examination [25%]</p>	<p>Candidates study and discuss a prescribed amount of Greek text, as well as some of the text in translation to give a better understanding of its context. There is a choice of texts, including Homer <i>Odyssey X</i>, Sophocles <i>Antigone</i> and Aristophanes <i>Acharnians</i>.</p>
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Able pupils are prepared for entrance to Oxford and Cambridge and other leading universities. Pupils sit the A Level papers after two completed years of intensive Sixth Form study. All Glensalmond pupils of any Classical subject are guaranteed a place on our major school study trip every second year to Rome, Ostia, Pompeii and Paestum.

Recommended Qualifications

It is recommended that any pupil who wishes to study Greek should have achieved at least a B grade in GCSE Greek. Pupils from other countries should have studied Greek for at least two full academic years and have some evidence to demonstrate this.

Subject Combinations

Greek, with its disciplines of literary analysis and linguistic rigour, fits well with most arts based subjects, but we have even seen (and wholeheartedly endorsed) Greek A Level accompany two other sciences!

Careers and Higher Education

A Level Classics pupils tend almost without exception to read for Honours Degrees at University, many reading Classics or Classics plus a modern language or some combination involving Ancient History or Archaeology. Classics graduates have a very good record of finding employment in a wide variety of areas.

History

History is a vast and almost infinite subject but the skills remain the same whether studying Stalin or Genghis Khan. The Glensalmond OCR syllabus is deliberately constructed to provide both depth and perspective which is valued by Universities rather than ultimately emerging with a focus on Modern History to the exclusion of other periods in which the foundations of our society are to be found. They have been praised by HMIE (2009) for both their depth and delivery. This said, the Department reserves the right to develop new specialisms and courses may be subject to change. It may well be that different block choices mean different courses in one of the modules.

Course Description

Unit 1 British Period Study 50 marks 25% of A Level

The British period will be (Y138) The Early Stuarts and the Civil War 1603-1660.

(Y138) The Stuarts and the Civil War will consider the reigns of James I and Charles I and the conflict brought about by the Divine Right of Kings which caused the Civil War and the execution of the monarch. It will also consider the strengthening of Limited Monarchy and the resurgence of Parliament as well as the Cromwellian Protectorate.

Both units will be examined by a one and a half hour paper which will contain one compulsory source question worth 30 marks and an essay question worth 20 marks.

Unit 2 Non British Period Study 30 Marks 15% of A Level

(Y246) The USA in the 19th Century: Westward expansion and Civil War c. 1803-c. 1890. This will focus on the expansion of the USA Westward as well as the effect on the Native American population. It will then move on to look at the course and consequences of the Civil War.

This will be examined by a one and a half hour paper which will give candidates the choice of two questions. In the first section they will have to compare two historical interpretations and come to a conclusion in their argument worth 10 marks. They will then have to answer an essay question worth 20 marks.

Unit 3 Thematic Study 80 Marks 40% of A level

The Middle East 1908-2011: Ottomans to Arab Spring

This topic involves a study of the role of the great powers in the Middle East, Zionism, Israel and the Palestine issue, Statehood and Pan-Arabism as well as religion ethnicity and political minorities. It also includes depth studies of British policy and the Middle East 1908-1948, the Arab-Israeli conflict 1948-1956 and Nasserism 1952-1970.

The topic is assessed in one two and a half hour examination. This involves a 30 mark question on the opinions of Historians and then two further 25 mark essays. This constitutes 40% of the total A Level.

Unit 4 Coursework (Y100/03 or 04) 40 marks 20% of A level

Pupils must produce a 3000 - 4000-word essay on a topic of their choosing (except the topics covered in depth in Unit 3). Unlike the other three units, the essays for Unit 4 are marked internally and then moderated by the exam board (all other units are marked externally).

Recommended Entry Requirements

Preferably at least a B at GCSE or Standard Grade is required for those who choose A Level History. However equivalent grades in other arts subjects will also serve as qualification for those who wish to take up History in the Sixth Form.

Subject Combinations

History is very often taken in combination with English, Economics, Politics, a Modern Language, Latin or Geography and it also combines well with Mathematics. Biology is also often taken alongside History.

Careers and Higher Education

Those who have studied History should end up possessing some invaluable skills. A pupil who has studied the course should aim to emerge with the ability to research, evaluate and synthesise information, to present a logical argument, and to write analytical and objective reports. Such skills make historians in demand in many different fields of employment. Many of our historians go on to study at major Universities such as Oxford, Cambridge, Durham, Manchester, King's College London, Leeds, St Andrews, Edinburgh, Glasgow and Aberdeen. Historians are to be found not only in the more obvious fields such as archive and museum work and teaching, but also in management, banking and commerce, the media, politics, publishing and the law. History graduates

include several well-known TV personalities like Jonathan Ross, Louis Theroux, Jeremy Bowen, Dermot Murnaghan, and Michael Palin. They also include those who have made their name in industry such as David Sainsbury (CEO Sainsbury's), Roland Smith (former Director of the Bank of England, Director of Manchester United), Anita Roddick (founder of the Body Shop), Anthony Hudson and Charles Smith (former CEOs of ICI). Other celebrities such as the comedian Al Murray, the Hollywood actor Edward Norton and the pop star Shakira also have degrees in History. An A Level in History could be the first step on the road to fame or fortune and it certainly can be an invaluable asset as a preparation for university level study in a wide diversity of subjects. As a degree subject on its own, or in combination with another discipline, the possibilities are limitless.

History of Art

History of Art is an intellectually stimulating discipline which also embraces aspects of economic, social and political history, languages and literature, philosophy, psychology and many other subject areas. As well as enjoying History of Art for itself, pupils also gain numerous transferable skills, such as the ability to analyse the images around us and to prepare and deliver illustrated presentations. Our course covers a wide spectrum of art and architecture, from the ancient to the modern world. The aim is to foster a wide and deep understanding of art and architecture, and to help pupils develop visual literacy and awareness, as well as a range of critical and analytical skills.

A Level History of Art is regarded as a hard academic subject by top universities and as such pupils will be expected to read widely and produce well written essays with great frequency.

The specification that we will be following establishes a framework for exploring aspects of both Western and Eastern art and architecture. It enables students to achieve an appreciation of some significant themes from classical Greece to the end of the twentieth century and demonstrate the skills of investigation and interpretation within the context of History of Art.

The four-unit specification requires students to develop pupils ability to communicate their knowledge and understanding of art historical movements, practitioners and works, considering the way that these change and evolve within chronological and other frameworks. It also builds their understanding of the relationship between society and art; art historical terms, concepts and issues; methods of researching, investigating and analysing and use of evidence and how works are interpreted and evaluated.

Course Description

Unit 1. Visual Analysis and Interpretation

This unit develops knowledge and understanding of formal characteristics, terminology and a general knowledge of historical, social and cultural contexts for painting, sculpture and architecture.

Unit 2. Themes in History of Art

Candidates develop an understanding of art historical themes in relation to examples of works of western art and architecture, artists and architects drawn from Classical

Greece to the end of the twentieth century. Study of particular themes, such as patronage, form and style, gender and materials, techniques and processes are made.

Art and Architecture in nineteenth-century and sixteenth Europe

Included in the course is the study of: Realism and Impressionism in France, Post-Impressionism and Symbolism in European art, the Pre-Raphaelites and Neo-classical and Revivalist Architecture. We study the influence that the Industrial Revolution and politics of the Nineteenth Century had on art and architecture of the time and look at how history has been captured by art.

Included in the course is the study of: the High Renaissance in Italy, Tudor buildings, Realism in Northern European art and great Italian patrons of the art. Pupils will be taught the characteristics of paintings and architecture in different regions of Italy, the historical and social contexts of art and also how the influence of antiquity affected art of the era.

Topics covered can include the interpretation of War and Identity through art.

This may cover architecture, sculpture and painting from around the globe and we often look at how different cultures approach the visual arts and the importance of architecture to various societies throughout the ages.

Recommended Entry Requirements

No previous study of the History of Art is required however it will interest pupils who enjoy art and history. History of Art is an essay based subject in which there is no coursework, only four examinations, each consisting of a number of essays so this subject would suit a candidate who is capable of writing at length under examination conditions in a fluid and analytical way. Some familiarity with classical mythology and the Bible is invaluable for the study of the meaning of works of art.

Subject Combinations

History, English and Art are all subjects that go extremely well with History of Art, however we also have a number of scientists, classicists and geographers who do very well at this subject.

Careers and Higher Education

An A Level in History of Art develops critical thinking and the integration of research and knowledge. It provides an excellent grounding for professions as diverse as law, media, and business. It also serves as the foundation for careers in arts administration, museums, galleries, historic preservation, art libraries, publishing, journalism, advertising, art conservation, and art investment.

Latin

The study of the Roman world by reading the words of its authors opens our eyes to understanding who we are today. Whether it is reading Latin love poetry to explore ideas about modern morality, savouring the power of Virgil's epic to remind us of our place in the universe, analysing Cicero to enable us to think about contemporary politics or using Tacitus to compare Rome's and our own celebrity cultures, Roman writers resonate strongly with us today.

Developing skills acquired at GCSE, pupils taking Latin will study prose and verse literature as well as deepening their understanding of the language. Literary Criticism is a particular focus, and the texts are read appreciating the author's style as well as the historical and social contexts. Language work involves translating unseen passages into good English as well as revising grammar and syntax. We follow the OCR syllabus throughout. For more information visit the OCR page.

The courses

There are four components to the new A Level course two Language papers, and two Literature papers. The Language papers test pupils' ability to translate from Latin into English with the option of some simple translation into Latin in one of them. Pupils will improve by reading and discussing lots of original Latin, becoming more confident in 'real' Latin. The Literature papers involve reading some set books, and pupils develop skills learned at GCSE in responding sensitively prose and verse texts. The new linear course allows the study either of two texts (one verse, one prose) in great detail, or a broader range of authors. There is no coursework in Latin.

Scheme of assessment

Translation (Unit 1a) 1hr 45 min examination [33%]	Candidates build on their knowledge of vocabulary and linguistic structures. Candidates are expected to be familiar with the vocabulary and linguistic structures used by the authors specified.
Comprehension or Prose Composition (Unit 1b) 1hr 15 min examination [17%]	
Prose Literature (Unit 2) 2 hr examination [25%]	Candidates study and discuss a prescribed amount of Latin text, as well as some of the text in translation to give a better understanding of its context. There is a choice of texts, including Cicero <i>Pro Milone</i> , Tacitus <i>Annals I</i> , and some letters of Seneca
Verse Literature (Unit 3) 2 hr examination [25%]	Candidates study and discuss a prescribed amount of Latin text, as well as some of the text in translation to give a better understanding of its context. There is a choice of texts, including Virgil <i>Aeneid VII</i> or <i>X</i> , Ovid <i>Heroides</i> , Ovid <i>Amores</i> , Tibullus and Propertius.

Able pupils are prepared for entrance to Oxford and Cambridge and other leading universities. Pupils sit the A Level papers after two completed years of intensive Sixth Form study. All Glentalmond pupils of any Classical subject are guaranteed a place on our major school study trip every second year to Rome, Ostia, Pompeii and Paestum.

Recommended Qualifications

It is recommended that any pupil who wishes to study Latin should have achieved at least a B grade in GCSE Latin. Pupils from other countries should have studied Latin for at least two full academic years and have some evidence to demonstrate this.

Subject Combinations

Most usual subject combinations with Latin A Level are likely to include Classical Civilisation, English, History, Politics, Greek, French, or Mathematics.

Careers and Higher Education

A Level Classics pupils tend almost without exception to read for Honours Degrees at University, many reading Classics or Classics plus a modern language or some combination involving Ancient History or Archaeology. Classics graduates have a very good record of finding employment in a wide variety of areas.

Mathematics and Further Mathematics

Mathematics is a popular A Level subject with almost half of Lower Sixth currently studying Mathematics and three classes continuing to Upper Sixth. In addition, Further Mathematics classes run every year and its popularity is increasing year on year. We teach the new specification offered by Edexcel as it allows some flexibility in the topics we can offer.

Course Description

The new A Level Mathematics specification has a compulsory content which is studied by all pupils. It is approximately two thirds Pure Mathematics based and one third applied. The Pure Mathematics sections cover topics such as

Algebra and Functions
Quadratic Functions
Equations and Inequalities
Sketching Curves
Coordinate Geometry
Sequences and Series
Differentiation
Integration
Trigonometry
Radian Measure

The Binomial Expansion
Algebraic Fractions
Partial Fractions
Exponential and Logarithm functions
Numerical Methods
Transforming graphs of functions
Differentiating functions formed by combining trigonometrical, exponential, logarithmic and polynomial functions
Vectors

The applied papers cover topics such as

Statistics
Background Statistics
Mathematical Models
Representing and analysing data
Probability
Correlation
Regression
Discrete Random Variables
The Normal Distribution

Mechanics
Modelling
Kinematics
Vectors
Forces
Newton's Laws
Impulse and Momentum
Moments

Further Mathematics

In Lower Sixth the Further Mathematics class complete all of the topics above and also extend into some Further Pure Mathematics

Further Pure 1

Solving polynomial equations	Tangents and Normals
Complex Numbers	Matrices
Numerical solution of equations	Summation of finite series
The parabola	Proof by induction
Cartesian and parametric equations	

In Upper Sixth, Further Mathematics then study more Further Pure topics which are a compulsory part of the course. We then teach a wide variety of Applied Mathematics topics which can be chosen from Mechanics, Statistics and Decision Mathematics. This allows pupils to choose topics they have more of an interest in and that are likely to be more beneficial for their degree course.

Assessment Methods

The new A Level Mathematics course is assessed at the end of the two years by three 2 hour papers. Paper 1 and Paper 2 are Pure Mathematics and Paper 3 is half Mechanics and half Statistics. Calculators are allowed in all papers.

Further Mathematics is assessed at the end of the two year course by four 1.5 hours papers. Paper 1 and Paper 2 are Further Pure Mathematics papers. Papers 3 and 4 can be chosen by pupils from a list of Mechanics, Statistics, Decision Mathematics or another Further Pure paper.

Recommended Entry Requirements

A grade 9,8 or high 7 at GCSE Mathematics following a linear route is essential preparation for A Level Mathematics with emphasis on good algebraic skills. Equal success in other Scottish or International examinations of equivalent level is also a good entry qualification. A 9 at GCSE is essential for A Level Further Mathematics and in addition pupils must be able to demonstrate that they have studied topics well above and beyond the level required at GCSE. There will also be some holiday work to complete in the last few weeks before starting the Sixth Form to make sure pupils have the necessary algebraic skills to successfully start Sixth Form studies.

Subject combinations

Mathematics combines well with a wide variety of other subject but in particular Physics, Chemistry, Biology, Economics, Business Studies, Design and Technology, Art and Geography.

Careers and Higher Education

A Level Mathematics is a challenging course which suits those thinking of studying Mathematics, Engineering, Physics, Economics, Business, Finance, Statistics, Accountancy, Architecture or Computer Science at University. It is also a desirable qualification for those wishing to study Medicine, Veterinary, Dentistry, Biochemistry, Psychology, PPE and many more.

STEP mathematics and scholarship mathematics

Those interested in Oxbridge entry are encouraged to explore wider topics in the world of mathematics beyond A Level by extensive further reading which should start in Lower Sixth. Extra tutorials are run to help pupils prepare for STEP papers which are the examinations often demanded by Cambridge University, Bath and Warwick. We

also enter a number of our more able mathematicians for the British Mathematical Olympiad.

Modern Languages: French, German and Spanish

The recently published report on Britain's language needs post-Brexit identified Spanish, Arabic, French, Mandarin and German as the languages of crucial importance in the short and medium term. A second report, produced with the CBI highlighted the the demand for the global undergraduate in a world where bilingualism is the norm. We would strongly advise all pupils to continue a language post 16, either at Higher or at A Level.

French, German and Spanish have similar components and requirements. The majority of the course is devoted to language work; talking, listening, reading and writing in the target language on subjects of topical interest. There is also an opportunity for the study of cinema and literature and to really deepen and expand the appreciation of another culture and country. There is no course work and all three languages are externally marked. All pupils studying Modern Foreign Languages are strongly recommended to visit the country of the target language and to take advantage of the exchange or language trips offered by the school.

A Level Course Description

The core content for each language is:

- Social issues and trends
- Political and artistic culture
- Grammar
- Film and literature

Each of the above is studied with reference to the language and culture of the countries concerned, for example Hispanists will study the changes in Spain since 1975 and Franco's death, whilst French pupils study the impact of Francophone music over recent years, looking at emerging artists.

Recommended Entry Requirements

It is recommended that pupils wishing to study an A Level in Modern Foreign Languages should have achieved at least a grade B in the relevant language at GCSE or equivalent. Good passes in English Literature and Language at GCSE are also advantageous. Pupils should have an interest in the country of the language studied and be keen to spend time there to improve their knowledge and widen their experiences.

Subject Combinations

Modern Foreign Languages may be successfully combined with most subjects, but it should be stressed that pupils wishing to study modern languages at university, particularly Oxford and Cambridge are advised to study two modern foreign languages at A Level. An A Level language choice is advised by many different universities for degrees as varied as Geography, History and History of Art.

Music

At Glenalmond, we prepare pupils for A Level music to the Edexcel specification. This is an excellent course which combines academic rigour with creativity and musicianship. During the course, pupils will learn to perform, compose and appreciate different styles of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness.

A Level Music Course Description

The Edexcel A Level Music course takes place over two years and is comprised of three musical components:

Component 1: Performing (30%)

- Pupils must give a public performance of one or more pieces, performed as a recital
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology
- Performances are externally assessed

Component 2: Composing (30%)

- Pupils must produce two compositions
- One composition must be from either a list of briefs related to the areas of study, or a free composition - this composition must be at least 4 minutes in duration
- One composition must be from a list of briefs assessing compositional technique - this composition must be at least 1 minute in duration
- The total time across both submissions must be a minimum of 6 minutes

Component 3: Appraising (Written Examination) (40%)

- Pupils develop practical methods to analyse and evaluate music and its features
- Knowledge and understanding of the musical elements, contexts and language is refined
- Application of knowledge through the context of the following six areas of study (three set works for each) will be assessed:
 - Vocal Music
 - Instrumental Music
 - Music for Film
 - Popular Music and Jazz
 - Fusions
 - New Directions
- Pupils will sit a written paper comprised of two sections, evaluating their listening and appraising skills and their written evaluation skills

Recommended Entry Requirements

Pupils wishing to take Music should have taken GCSE Music, Grade 5 Theory and be a minimum of Grade 5 standard on their first study at the start of the course.

Careers and Higher Education

A Level music is excellent preparation for a wide range of degree courses and careers, not just music.

Physical Education

This A Level course offers an opportunity for candidates to take the performing or coaching role in one sport. We follow the new AQA specification introduced in September 2016 which reflects major changes in the balance of written examination to coursework. Practical performance and analysis now constitute only 30% of the A Level. Two written papers make up the other 70% of the course.

Paper 1	Paper 2
Paper 1: Factors affecting participation in physical activity and sport Written examination: 2 hours 35% of the qualification 105 marks Content overview Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society	Paper 2: Factors affecting optimal performance in physical activity and sport Written examination: 2 hours 35% of the qualification 105 marks Content overview Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport

Component 3	Component 4
Practical Performance Non-examined assessment: internally assessed, externally moderated 15% of the qualification 45 marks Content overview • Skills performed in one physical activity as a player/performer OR • Skills performed in one physical activity as a coach	Performance Analysis & Evaluation Non-examined assessment: internally assessed, externally moderated 15% of the qualification 45 marks Content overview • In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component). • In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.

Recommended Entry Requirements

The study of PE at GCSE provides a very beneficial foundation for the A Level course. However, pupils can pursue the course without GCSE PE experience provided that they have a strong interest in analysing performance in sport and developing their own performance. As a subject that combines both art and science disciplines a broad GCSE subject combination is suitable.

Subject Combinations, Careers and Higher Education

PE offers an excellent compromise between arts and sciences to offer balance in a pupil's choice of subjects. Career opportunities in sports related areas are now vast. University courses involving PE offer great diversity from Sports Analysis to Sports Marketing and Business.

Physics

Of all the experimental sciences none is more fundamental than Physics. It is the subject which describes the nature of the physical world and even how it came into being - there are now physical models for the first millisecond of creation. A study of Physics ranges from the sub-nuclear worlds of quarks and gluons through the properties of the everyday world of solids and liquids to stars, galaxies and the universe as a whole. In addition to these deep philosophical ideas, Physics has an immense impact on our lifestyle. The understanding that Physics gives of physical reality underpins much of modern life electricity and electronics, communications, transport, energy resources, textiles, food production and medicine are strongly influenced by developments in Physics.

If you choose to study Physics you will meet and handle ideas which are profound and exciting, you will also acquire skills and knowledge which will equip you for a very wide range of job possibilities. Physicists are in great demand for their wide knowledge and adaptability. Above all a study of Physics will train you in problem solving - a skill which is especially valued by employers.

The course is taught in five periods per week in both Lower and Upper Sixth. The course, provided by Edexcel, follows a concept led approach. This course offers a new and stimulating approach to Physics with an emphasis on up to date contexts and applications of Physics. We feel that this approach reflects our individual approach to Physics and the image of the department.

Lower Sixth Course Description

For teaching purposes the course is divided into two units. There is no longer a practical but the course contains eight designated practicals which all candidates will do and these will give them the skills which will be examined as part of the 'working as a Physicist' section in the written papers.

Unit 1 'Core Physics 1' involves the study of 'working as a Physicist', mechanics and electrical circuits.

Unit 2 'Core Physics 2' involves the study of waves, electricity and the wave/particle nature of light together with 'working as a Physicist'.

A Level Course Description

The A Level course contains all of the topics covered by the Lower Sixth course which will be examined as part of the three papers sat by the candidates. Paper 1 and 2 are both 1 hour 45 minutes in length and account for 30% each of the final grade and Paper 3 is 2 hours 30 minutes long and accounts for the remaining 40%. The A Level course also contains eight compulsory practicals which will be covered as part of the teaching.

Paper 1 'Advanced Physics 1' involves the Lower Sixth topics of 'working as a Physicist', mechanics and electrical circuits together with the new topics of Further Mechanics, Electric and Magnetic fields and Nuclear and Particle Physics.

Paper 2 'Advanced Physics 2' involves the Lower Sixth topics of 'working as a Physicist', Materials, waves and the particle nature of light. The new material is Thermodynamics, Space, Nuclear Radiation, together with Gravitational Fields and Oscillations.

Paper 3 'General and Practical Principles in Physics'

- Questions in this paper may draw on any of the topics in this specification.
- The paper will include synoptic questions that may draw on two or more different topics.
- The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on pupils' experiences of the core practicals.

The final A Level grade will be determined by the combined scores achieved in these final three papers.

Recommended Entry Requirements

We would normally expect pupils taking A Level Physics to have either gained at least a B grade in iGCSE Physics or Dual Award Science or a B grade at Standard Grade Physics, in addition to a grade B in GCSE Mathematics or equivalent.

Subject Combinations

The mathematical content of our course is kept to a minimum, making it suitable both for those who intend to study the Physical Sciences or Mathematics at a higher level and for those who intend to pursue a career in the Biological Sciences, Medicine or Veterinary Science. The course places just as much emphasis on the correct use and comprehension of scientific language and ideas as it does on analytical and numerical skills. Pupils have also studied Physics alongside Economics and a Modern Language.

Careers and Higher Education

Pupils who have studied A Level Physics have successfully moved onto University courses in Physics, Engineering, Mathematics, Computer Science, Robotics, Medicine, Law and Finance.

Politics

This course follows the Edexcel specification. This course is designed to:

- Develop critical awareness of the nature of politics and the relationship between political ideas, institutions and processes
- Acquire knowledge and understanding of the political system in the UK
- Imbue the pupil with a knowledge of the rights and responsibilities of individuals in order to encourage more informed participation within their society
- Develop a pupil's capacity for critical thinking

Course content:

Component 1: UK Politics

Written Examination: 2 Hours

33.3% of the qualification

84 Marks

Content: Political participation; democracy and participation, political parties, electoral systems, voting behaviour and the media.

Core Political ideas; conservatism, liberalism, socialism.

Component 2: UK Government

Written Examination: 2 Hours

33.3% of the qualification

84 marks

Content: the constitution, parliament, Prime Minister and executive, relationships between the branches.

Non-core political ideas (one optional): anarchism, ecologism, feminism, multiculturalism

Component 3: Comparative Politics

Written Examination: 2 hours

33.3% of the qualification

84 marks

Content: the US constitution and federalism, US congress, US presidency, US Supreme Court, civil rights, democracy and participation, comparative theories.

Recommended Qualifications

No previous study of Government and/or Politics is required. At least a B grade at GCSE in History, English or another arts subject is recommended.

Careers and Higher Education

The study of politics requires a range of skills from oral and written communication to the analysis of complex issues and the evaluation of evidence. Ability in these areas is much in demand in many Higher Education courses and in a wide range of careers.

Religious Studies

Subject Description

This is a subject for people who want to question and think. If you want to explore more deeply into the nature of existence and reality, if you frequently find yourself asking 'but why?' then this subject may be for you. You have to be prepared to cope with a degree of uncertainty, you need to enjoy thinking and discussing, and you must be prepared to form your own opinions and to understand and respect the opinions of others. If you *don't* like doubt and questions and you prefer to be on the *terra firma* of certainty, then this probably isn't the subject for you.

The Religion Studies specification offers a range of faith-specific options, ensuring pupils have a thorough understanding of diverse philosophical and ethical viewpoints. The course features a variety of relevant and contemporary themes, to help inspire engaging classroom discussion. Pupils will also gain critical and evaluative skills sought after by higher education and employers.

NB: This subject is taught in just eight lessons per fortnight and there is a requirement for students to undertake significant additional reading, writing and

research outside formal lessons.

Course Description

The AQA GCE A Level course will cover two broad areas of study, namely:

Component One: Philosophy of Religion & Ethics

Section A: *Philosophy of Religion*

- Arguments for the existence of God
- Evil and Suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death

Section B: *Ethics and religion*

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Component Two: Study of Religion (Christianity) and dialogues

Section A: *A Study of religion (Christianity)*

- Sources of wisdom and authority
- God
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

Section B: *The dialogue between philosophy of religion and religion*

- How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied

Section C: *The dialogue between ethical studies and religion*

- How religion is influenced by, and has an influence on ethical studies in relation to the issues studied

Assessment Overview: A Level Religious Studies will be assessed by two examinations, each lasting 3 hours:

- Component One - Philosophy of religion & Ethics
- Component Two - Study of Religion (Christianity) and dialogues

Subject Combinations

Religious Studies can combine well with any other subject. Literacy and a capacity for logical thinking are an advantage. NB - this is an essay-based subject, requiring a genuine commitment to reading and writing.

Careers and Higher Education

Religious Studies is recognised by universities in the same way as any other arts subject, encouraging, as it does critical awareness of sometimes complex philosophical and logical issues.

SQA Higher Courses

Biology Higher

Purpose of the course

The Higher Biology course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop a deeper understanding of the underlying themes of biology – evolution and adaptation; structure and function; genotype and niche – and the scale of topics ranges from molecular through to whole organism and beyond. Learners develop scientific inquiry and investigative skills, scientific analytical thinking and evaluation skills, and the ability to understand and use scientific literacy to communicate ideas and issues.

Comparison with A Level Biology

The course specification contains greater breadth than A Level Biology but significantly less depth at each stage which allows scope for exploring more. At A Level, eight topics and 12 required practicals are completed over two years:

Topic 1: Biological Molecules

Topic 2: Cells

Topic 3: Organisms exchange substances with environment

Topic 4: Genetic information, variation and relationships between organisms

Topic 5: Energy Transfers in and between organisms

Topic 6: Organisms respond to change

Topic 7: Genetics, populations, Evolution and ecosystems

Topic 8: The control of gene Expression

Higher Biology is composed of 3three encompassing Chapters:

DNA and the Genome

Metabolism and Survival

Sustainability and Interdependence

With less depth there is greater scope to study the wide ranging topics within these three.

SQA Higher assessment structure

The SQA Higher Biology is assessed by one terminal examination and an assignment totalling 120 marks.

The terminal paper consists of 100 marks and will have two sections:

- Section 1 is the Objective Test and is multiple choice worth 20 marks
- Section 2 contains restricted and extended response questions worth 80 marks

Marks are spread equally across the three chapters.

The assignment is designed to assess the application of skills and scientific enquiry. It represents an opportunity to explore science in the wider world and is led by the student. It is worth 20 marks.

Breakdown of the course

DNA and the Genome: Structure and replication of DNA, Control of Gene Expression, Cellular Differentiation, Mutations and Evolution and Genomic Sequencing

Metabolism and Survival: Pathways and their control (respiration and rate), Metabolic Conformers and Regulators, Metabolism and Adverse Conditions and Genetic Control of Metabolism

Sustainability and Interdependence: Food Supply and Productivity, Plant and Animal Breeding, Crop Protection, Animal Welfare, Symbiosis, Social Behaviour, Mass Extinction and Threats to Biodiversity

Business Management Higher

Purpose and aims of the course

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore it is essential for society to have effective businesses and business managers if they are to sustain this role.

The purpose of the SQA Business Management Higher course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision-making processes.

A main feature of this course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The course therefore includes the study of large organisations in the private, public and third sectors.

The course explores the important impact businesses have on everyday life, thereby giving learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing learners' knowledge of financial management in a business context.

SQA Higher assessment structure

The SQA Higher Business Management course has three mandatory Units. The learner must pass all of the Units as well as the Course Assessment. Course assessment will provide the basis for grading attainment in the course award. The three units are internally assessed against the requirements shown in the unit specification. The course assessment must demonstrate added value that will focus on breadth, challenge and application via a Question [Exam] paper and a business related assignment.

Three mandatory units

Understanding Business - Learners will carry out activities that highlight the opportunities and constraints of private, public and third sector organisations as they pursue their strategic objectives.

Management of People and Finance - This unit allows learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation [human resources] and finance. **Management of Marketing and Operations** - activities focus on how organisations improve their quality and competitiveness to satisfy both internal and external customers' needs.

Chemistry Higher

Purpose

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Assessment

Higher Chemistry is assessed via two components:

Component 1 – question paper 100 marks

Component 2 – assignment 20 marks

Total marks 120

Component 1 is a written paper consisting of 20 marks of multiple choice and a further 80 marks of restricted and extended response questions (2.5 hours total in 1 sitting). Component 2 is a research and communication task (coursework) carried out under supervised conditions.

Breakdown

The chemistry in the course is divided into three topic areas:

Chemical Changes and Structure (Rates, Periodicity, Structure and Bonding)

Nature's Chemistry (Organic chemistry)

Chemistry in Society (Quantitative, Equilibria, Energetics and Redox)

Comparison with A-Level

The Higher subject content and depth broadly overlaps with the material studied at AS level (first year of A level) but arguably puts it into a more relevant day to day context. The style of written assessment at Higher is more accessible than AS level with only one written paper and a coursework component (120 marks and 2.5 hours of exam) versus the two written papers of AS (160 marks and 3 hours of exam). The AS/A level examination is much more demanding of application of knowledge rather than factual recall compared to Higher.

Design and Manufacture Higher

Purpose of the course

The course provides a broad and practical experience in product design and manufacture. It provides opportunities for pupils to gain skills in designing and communicating design proposals and opportunities to refine and resolve their design ideas effectively. The course also provides opportunities for pupils to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows pupils to inform and refine their own design proposals. Throughout the course, pupils will manufacture a range of models and prototypes in order to secure their new skills.

Comparison with A Level Product Design

The Higher course specification contains similar topics to A Level Product Design, with more topics covered in significantly less depth. At A Level, 12 topics are covered and assessed in a written examination (50% of A level grade) plus an individual design and make project (50%) are completed over two years. By comparison, in the Higher course, 20 topics are covered and assessed in a written examination (50% of the Higher grade) as well as a design and make assignment (50%).

Both the A Level and Higher courses have a written examination and individual design and make projects. The A Level portfolio consists of around thirty A3 pages, compared to approximately ten pages in the Higher qualification. The A Level written examination is largely based around calculations, short-open and open-response questions, as well as extended-writing questions (up to 10 marks). The Higher assessment is structured in two sections. Section 1 of the question paper will have 25 marks. It will consist of a single question, based on a product type, and will require extended and reasoned responses. Section 2 of the question paper will have 45 marks. It will consist of five or six questions. The responses will require integration of knowledge and understanding from across the course.

SQA Higher assessment structure

Component 1 – Design and Make Assignment (70 marks)

Component 2 – Question Paper (70 marks, split into two sections)

Total of Component 1 and 2 - 140 marks

Marks awarded for questions within the written paper range between 2 - 8 marks. They are split up as follows:

Design process and members of a design team

13 to 18 marks

Design factors	16 to 21 marks
Materials and material properties	12 to 16 marks
Production planning and industrial processes	12 to 16 marks
The impact of technologies on society, the environment and the world of work	2 to 5 marks

Drama Higher

Purpose of the course

Drama provides opportunities for learners to develop skills creating and presenting drama through the use of complex drama and production skills. The course is practical and experiential. As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama.

Comparison with A Level

Both Higher and A Level courses have very similar components however there is a greater depth and breadth of study at A Level. The Performance components in each course can be carried out from the point of view of an actor, a director or a designer. The weighting at A Level is 20% while it is 60% at Higher. The written examinations for both courses are based on the analysis of text from the point of view of a director and designer, as well as a section on the written analysis of a performance that the learner has seen. The Higher syllabus focuses on one text while the A Level requires two texts and a practitioner to be studied. Both courses require extended answers although there is in depth practitioner knowledge needed for the A Level as this forms part of an extended answer. The weighting of the written examination is 40% at A Level and 40% at Higher.

The courses carry many similarities however the A Level contains a devising component 1 worth 40%, which is not present in the Higher specification.

SQA Higher assessment structure

The SQA Higher Drama is assessed by two components-a question paper and a performance. The terminal question paper is worth 40% and is split into two sections. Section 1 is based on the analysis of a selected text where learners will be required to demonstrate knowledge of a text they have studied in terms of content and the social, historical and/or theatrical context, and to show an understanding of how the text could be communicated to an audience through performance from the perspective of either an actor or director or designer. Section 2 will take the form of a written analysis of a performance that the learner has seen.

The Performance component is also split into two sections: a performance and a preparation for performance. The weighting of marks across the two Sections is 50 marks for the performance in the chosen role of acting, directing or design, and 10 marks for the preparation for performance. This component is worth 60%.

English Higher

Purpose of the course

The main purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language and, ultimately, develop their literacy skills on a number of levels. The course develops understanding of the complexities of language and literature, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language.

Comparison with A Level English Literature

The course specification focuses on similar skills to the A Level course with one major difference: English Language skills are assessed as part of the Higher qualification whereas they are not assessed explicitly as part of the A Level in English Literature. Whilst this gives greater breadth in terms of skills, it does mean that the course lacks depth. Only two texts are studied, compared to the nine texts studied as part of A Level English Literature.

SQA Higher assessment structure

In A Level English Literature, there are two 2.5 hour examinations (40% of total mark each) and one coursework unit (20% of total mark), whereas in Higher English there are two 1.5 hour examinations (30% and 40% respectively) and one coursework unit (30% of total mark).

The A Level assessment is largely based around extended writing of essays in response to texts. The Higher assessment is varied between short paragraph answers and longer essay answers.

Breakdown of the course

Component 1: Reading for Understanding, Analysis and Evaluation

30%

1.5 hour examination

Short paragraph answers based on two unseen non-fiction texts

Component 2: Critical Reading

40%

1.5 hour examination

Short paragraph and extended paragraph answers based on an extract from a Scottish text and an essay response based on one other text

Component 3: Portfolio

30%

Coursework unit

2 written texts of more than one form of no more than 1,300 words each

Geography Higher

Purpose of the course

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

Comparison with A Level Geography

The course specification contains far greater breadth than A Level Geography but significantly less depth. At A Level, six topics (75% of A level grade) plus a field investigation (25%) are completed over two years. By comparison, in the Higher course, nine topics are covered (66% of the Higher grade) as well as a field investigation (33%).

The Higher is assessed by one terminal examination whereas the A level has two terminal examinations. The A Level assessment is largely based around extended writing, including 20 mark essays. The Higher assessment is structured around short paragraph answers of between three and six marks with a final 10 mark response at the end of the examination being the most substantial answer candidates are expected to produce.

SQA Higher assessment structure

The SQA Higher Geography is assessed by one terminal examination with a total of 60 marks - 15 marks for physical environments, 15 marks for human environments, 20 marks for global issues and 10 marks for geographical skills.

Marks awarded for questions range between 3 - 6 marks. The final question on 'application of geographical skills' is the only extended answer and is worth 10 marks.

Breakdown of the course

Physical Environments: Atmosphere, Biosphere, Lithosphere and Hydrosphere

Human Environments: Urban, Rural and Population

Global Issues: River basin management and Development and Health

Geographical Assignment: Field work project based on data gathered on the Isle of Arran

History Higher

Purpose of the course

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. This course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. History contributes to learners' understanding of the society in which they live and work by helping them to develop an appreciation and understanding of the forces which have shaped the world today.

The purpose of the course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past. The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods.

Comparison with A Level History

At A Level, 3 topics (80% of A Level grade) plus a 4000 word assignment (20%) are completed over two years. By comparison, in the Higher course, 3 topics are covered (66% of the Higher grade) as well as a timed-essay (33%).

The Higher is assessed by one terminal examination whereas the A Level has three terminal examinations. Both have an assignment component to be completed at some point during the course.

SQA Higher assessment structure

SQA Higher History is assessed through two components: a question paper and an assignment. The question paper is worth a total of 60 marks - 20 marks for the Scottish unit, 20 marks for the British unit and 20 marks for the European and World unit. The assignment is worth a total of 30 marks.

Breakdown of the course

Section 1 - Historical Study: Scottish (Migration and Empire, 1830-1939)

Section 2 - Historical Study: British (Britain, 1851-1951)

Section 3 - Historical Study: European and World (USA, 1918-1968)

History Assignment: Pupils will identify a historical issue of their choosing which invites debate and argument. They will then research and investigate the historical issue, using a range of sources of information, in order to write up an essay within 1 hour and 30 minutes.

Mathematics Higher

Purpose of the course

The purpose of this course is to develop the learner's understanding of Algebra, Trigonometry, Geometry and Calculus. There is an emphasis on mathematical reasoning and modelling and how these branches of Mathematics can be used in the world around us.

SQA Higher assessment structure

SQA Higher Mathematics is assessed by two terminal examinations. Paper 1 is 1hr 10mins, non-calculator and worth 60 marks. Paper 2 is 1hr 30mins, calculator and worth 70 marks.

Breakdown of the course

Algebra and Trigonometry: Manipulating algebraic and trigonometric expressions including the use of factorising and completing the square. Composite, inverse and

transformations of functions. Logarithms. Solving logarithmic and trigonometric equations.

Algebraic and Geometric Skills: Vectors and scalar products, equations of straight lines and Circles and other straight line and circle properties. Sequences and recurrence relationships.

Calculus: Differentiation and Integration of simple polynomials, trigonometric and log functions including differentiation by the Chain, Product and Quotient rules. Maximum and Minimum values of a function. Finding areas by Integration. Solving differential equations.

Comparison with A Level Mathematics

The new A Level course is assessed by three terminal papers all two hours long and worth 100 marks. Two of the papers are Pure Mathematics and have similar topics to that in the Higher Course mentioned above but there a few more topics in the A Level course and they are covered in greater depth. The third paper at A Level covers Mechanics and Statistics which is not part of the Higher Course.

The Higher Course is close in content and level of difficulty to that of the modules C1,C2 and C3 under the current A Level Mathematics specification which finishes next year.

Modern Languages Higher (French, Spanish and German)

Purpose of the course

The Higher MFL courses enable pupils to study a language in more depth than at IGCSE. It is a one year course which will provide pupils with a life skill, not only through their ability to improve their knowledge and use of the language, but also to gain an important qualification for application to university - up to 33 UCAS points. The course is suitable for all abilities, provided that the pupil has gained at least a C grade at IGCSE. This is an excellent qualification not only for University entrance but also for future job prospects.

Comparison with AS Level MFL

The course specification aims to enable pupils to acquire skills for life and work enhancing their understanding and enjoyment of other cultures. The four skills are the same for both AS and Higher, that is, reading, writing, listening and speaking. The Higher is more accessible to all learners than the AS. The AS demands much more depth of knowledge with emphasis on building detailed cultural awareness. The Higher is a more overtly practical course and examination although there is clear crossover in the topics for both qualifications.

Both the Higher and AS are assessed by three terminal examinations which test the four key skills (see above) involved in understanding and using a language. However the Higher question papers contain more English answers than the AS, with a shorter piece of extending writing. No specific film or book is studied at Higher, although there is a clear cultural aspect to the course.

SQA Higher assessment structure

The SQA Higher MFL exam is assessed by three terminal examinations with a total of 100 marks - 40 marks for Reading and Directed Writing, 30 marks for Listening and Writing and 30 marks for Performance (a presentation then discussion in the target language).

Questions range from 1 - 10 marks.

Breakdown of the course (4 main topic areas)

Society:

Family and Friends: becoming an adult/new family structure/marriage/partnership/gang culture/bullying/social influences and pressures.

Lifestyle: teenage problems, eg smoking, drugs, alcohol.

Media: Impact of the digital age.

Global languages: Minority languages and their importance/association with culture.

Citizenship: global citizenship/democracy/politics/power

Learning:

Learning in context: understanding self as learner

Education: advantages/disadvantages of higher or further education, choosing a university/college, lifelong learning.

Employability:

Jobs: summer job, planning for future jobs, gap year, career path, equality in the workplace.

Work and CVs: preparing for a job interview/importance of language in global contexts, job opportunities.

Culture:

Planning a trip; other countries, celebrating a special event, literature, film and television.

Music Technology Higher

There are three elements to the Higher Music Technology course:

- **Music Technology Skills**
- **Music Technology in Context**
- **Understanding Music of the 20th and 21st Centuries**

Each of these three units are assessed internally by teachers and pupils will be awarded a pass or fail for each of these units. They are, however, subject to verification from SQA. It is, therefore, important that pupils ensure that they have collected enough evidence to achieve the outcomes for each unit.

The two elements, which are assessed externally by SQA, are:

Listening Question Paper (usually in the May/June exam diet).

This paper assesses pupil knowledge and understanding of all three internal units above.

Course Assignment. In the course assignment, pupils are responsible for planning, implementing and evaluating a folio, which contains two contexts. Further information

on this can be found in the Course Assignment Information tab. Pupils will undertake the course assignment during class time (although they will have to commit to coming in to the department outwith class time to make sure they complete this in the allocated timescale). The folio is sent off to SQA in the middle of March and is marked by SQA Markers.

These two elements contribute to the overall mark. The breakdown is as follows:

Listening Question Paper	30%
Course Assignment	70%

Access to the course is following discussion with the Director of Music. Pupils are required to have GCSE Music, or an equivalent level of both practical and academic musical ability. This is to enable them to work with the music theory and piano keyboard inputting of note data.

Physical Education Higher

The Higher Physical Education course offers, for those candidates who have a strong interest in sport, an opportunity to develop their knowledge and understanding of specific areas within sport. The course focuses on analysing performance and identifying factors impacting on performance, aiming to give candidates the skills to be able to analyse areas of strength and weakness in their own performances, develop strategies to improve their performance and implement change and progress in their performance. The course is 60% coursework and 40% theory.

Component 1 - Practical Performance	Component 2 - Theory
<p>A single performance (60% of the qualification)</p> <ul style="list-style-type: none"> ● Planning & Preparation (8%) ● Single Performance (40%) ● Evaluation (12%) <p>In addition to this pupils need to pass practical performances in two other activities. This is a pass or fail.</p>	<p>Factors impacting on performance - Pass/Fail</p> <p>For each of the following areas you will discuss and consider the impact of physical, mental, social and emotional factors:</p> <ul style="list-style-type: none"> ● Factors impacting on performance ● Methods of data collection ● Approaches to performance development ● Analysing the recording, monitoring and evaluation of performance development

Component 3 - Theory Examination
<p>40% of the course 1hr30m examination Section 1: 3 questions (8 marks each) Section 2: one scenario based question (16 marks)</p>

Recommended entry requirements

Pupils can pursue the Higher course without GCSE PE. They must, however, have a strong interest in sport and in particular performance analysis. There is a significant element of the course that is based around identifying strengths and weaknesses in performances and finding possible solutions to improve a performance, using data analysis. As a subject that combines both art and science disciplines, a broad GCSE subject combination is suitable.

Subject combinations, careers and Higher Education

Higher PE offers an excellent compromise between arts and sciences to offer balance in a pupil's choice of subjects. Career opportunities in sports related areas are now vast. University courses involving PE offer great diversity from Sports Analysis, Sports Science to Sports Marketing and Business.

Physics Higher

Purpose of the course

The Higher Physics course offers a broad and up-to-date selection of concepts and ideas relevant to the modern society in which we live. Learners develop an understanding of the role of the subject in scientific issues and how it can impact on both our society and the environment. Pupils will develop thinking and planning skills and will use practical work to investigate and problem solve whilst developing the ability to work independently.

Comparison with A Level Physics

The course specification contains greater breadth than A Level but significantly less depth at each stage and also a reduced reliance on complex mathematical calculation.

The topics covered include

Our Dynamic Universe covers the study and analysis of forces and motion, work, energy and power and also space-time

Particles and Waves which links the large scale Newtonian world in which we live to the sub atomic particle world researched using particle accelerators such as those at CERN.

Electricity, which includes basic circuit electricity and electrical storage and transfer.

Researching Physics is the practical aspects of the course which are developed throughout the course.

SQA Higher assessment structure

The SQA Higher Physics is assessed by one terminal written examination and a practical assignment totalling 120 marks.

The terminal paper consists of 100 marks and will have 2 sections:

- Section 1 is the Objective Test and is multiple choice worth 20 marks
- Section 2 contains restricted and extended response questions worth 80 marks

Marks are spread equally across all of the units.

The practical assignment is designed to assess the application of skills and scientific enquiry. It represents an opportunity to explore science in the wider world and is led by the student. It is worth 20 marks.

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