



GLENALMOND



SIXTH FORM GUIDE

Introduction

A large proportion of a pupil's time in the Sixth Form is spent on their chosen subjects, making it extremely important to arrive at a coherent choice of course. Subjects in the Sixth Form 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 which is available for use by Sixth Formers and provides a unique and stimulating environment 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. In the Lower Sixth, study time is supervised by staff.

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 Head of Sixth Form, 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?

Option 1 3 A Levels +1

Option 2 5 Highers

Option 1

If a pupil decides that A Levels are the right option for them, they will choose three A Levels. There will be no external AS examinations at the end of the Lower Sixth. All A Level 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.

Please note that it is generally the case that universities see little advantage in pupils studying more than three A Levels. In that respect, quality is more important than quantity. Exceptional candidates may wish to start with four A Levels, but advice should be sought about the capacity of a pupil to cope with the extra workload involved.

In this option, pupils will be required to take an additional +1 option in the form of the EPQ or a Higher. This additional qualification will be valuable for university admission purposes. It is not uncommon for pupils to receive a reduced university offer as a result of having a supplementary Higher or EPQ qualification. This usually takes the form of a reduction in the grade requirement (ABB instead of AAB, for example) for the same course.

Option 2

If a pupil decides that Scottish Highers are a better option for them, they will choose five different subjects. All five will be taught in Lower Sixth only and the pupils will sit certificated examinations at the end of that year. Studying five different subjects allows for a broader curriculum experience.

As an alternative, pupils may be able to choose four Highers plus an additional qualification, but this must be discussed with the Head of Sixth form before any decision is made. It is not recommended to take any fewer than four Highers as university offers are based on four. Please also note that many offers are based on five Highers.

Achieving all the required Highers and grades by the end of Lower Sixth may result in an unconditional offer when pupils apply to university. Upper Sixth can then be used to take recommended or preferred subjects to Advanced Higher, or to pick up other Higher subjects to add to what the pupils already have to offer. It's also a chance to develop and obtain relevant skills and experience. The Upper Sixth curriculum will be tailored to meet the needs of the pupils.

BTEC

The College also offers a BTEC in Countryside Management, which can be taken within both **Option 1** and **Option 2**. The BTEC course offered is largely modular with pupils completing a portfolio of assignments during the course and sitting a single examination taken in the Lower Sixth. The BTEC is equivalent to one A Level, meaning pupils will most likely choose it as a substitute for one of their three A Levels or five Highers i.e. 2 A Levels + BTEC OR 4 Highers + BTEC.

The Extended Project Qualification (EPQ)

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 pupils 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 for an A*) and 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 pupils 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). The EPQ can be taken in combination with both **Option 1** and **Option 2**.

IELTS

The International English Language Testing System (IELTS) is the world's most popular English language proficiency test for higher education. If you are a non-native English speaker and want to attend an English-speaking university, then your university offer will include achieving a certain level in the IELTS test, usually 6 and above. It is recognised by universities and companies globally so when you take this test, you know that educational institutions and employers will recognise it.

IELTS tests the full range of English skills needed for success at university: Listening / Reading / Writing / Speaking. Pupils whose first language is not English will be required to sit the IELTS in order to study at a UK university, both within **Option 1** and **Option 2**.

A Level and Higher Subjects

The 22 A Level subjects we offer are: Art & Design, Biology, Business, Chemistry, Classical Civilisation, Drama, Economics, English, French, Further Mathematics, Geography, History, History of Art, Latin, Mathematics, Music, Physical Education, Physics, Politics, Religious Studies, Spanish, Three-Dimensional Design.

The 14 Higher subjects we offer are: Business Management, Computing Science, Design & Manufacture, Drama, English, French, Geography, History, Human Biology, Mathematics, Modern Studies, Physical Education, Religious, Moral and Philosophical Studies, Spanish.

All subjects (A Level, Higher, EPQ, IELTS and BTEC) are taught on a timetable of 10 lessons per fortnight. There will also be a considerable amount of work assigned outside of lessons that pupils need to complete during evening prep and their private study time.

To see more clearly how the options will work in practice, please see an example options blocking structure on the next page. This is purely for illustrative purposes; our Director of Studies, Mr. Orviss, will block the subjects once the 5th form pupils have completed an initial interest survey indicating their subject preferences. Please note that while Mr. Orviss will make every effort to ensure each pupil gets their preferred choice of subjects, no guarantees can be made.

All fifth form pupils will meet individually with our Futures Coordinator, Mrs Landale, to discuss sixth form and career options. These meetings will take place in the Lent term of fifth form.

Block A	Block B	Block C	Block D	Block E
A LEVEL				
Biology	Latin	Classical Civilisation	Biology	French
Business	Politics	Economics	Art & Design	History of Art
Drama	Spanish	English	Physical Education	Mathematics
Further Mathematics	Chemistry	3-Dimensional Design	English	Geography
History	Music	Physics		Religious Studies
Geography	Business			
HIGHER				
Spanish	Religious Studies	Modern Studies	History	Drama
Computing Science	Design and Manufacture	Biology	Drama	Physical Education
Mathematics	English	Geography	French	
OTHER QUALIFICATIONS				
		BTEC	IELTS	EPO

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 SQA National 5 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 - Mr Darren Tolan is the main point of contact 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 career choices and university entrance requirements and to offer support when it is required. Tutors meet formally with their tutees several times each week and informally as and when necessary throughout the week as well as leading them through the tutor programme and the Academic Review. 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 PSHE information - Personal, Health, Social and Citizenship Education.

Gifted and Talented Coordinators - Mr Tolan (Head of Sixth Form) and Mr Pounder have overall responsibility for the most able pupils in the College. Mr Tolan co-ordinates the Sixth form 'Aspire' group whilst Mr Pounder runs the William Bright Society. They will advise on university choices and subject choices and liaise with the Heads of Department to arrange practice interviews.

UCAS Tariff Points

A Level	Higher	EPQ	BTEC
A* (56)		A* (28)	D* (56)
A (48)	A (33)	A (24)	D (48)
B (40)	B (27)	B (20)	
C (32)	C (21)	C (16)	M (32)
D (24)	D (15)	D (12)	
E (16)			P (16)

University Entry Requirements

Please see below an A Level vs Higher comparison of the entry requirements for some common courses in the UK.

Course	University	A Levels	Highers
Computer Science	Manchester	A*A*A*	AAAAA **
Medicine	Plymouth	A*AA - AAB	AAAAA **
Law	Edinburgh	A*AA	AAAAA
Psychology	Bristol	A*AA - AAB	AAAAA
Politics	Newcastle	AAB	AAABB
Classics	St. Andrews	AAA	AAAB
Engineering	Exeter	AAB - ABB	AAABB - AABBB
Economics	Heriot-Watt	ABB - BBC	AABB
Microbiology	Reading	ABB - BBB	AABBB - AB BBB
Marketing	Sussex	ABB - BBB	AABBB - AB BBB
Architecture	Glasgow	ABB	AABB-ABBB
Sports Science	Stirling	BBB	AABB
Business	Aberdeen	BBB	AABB
Nursing	Liverpool	BBB	BBBBB
Mathematics	Dundee	BBB - BCC	AABB - BBBC
Journalism	Brighton	104 - 120 UCAS Tariff Points	
Accounting	Oxford Brookes	104 UCAS Tariff Points	
Agriculture	Harper Adams	96 - 112 UCAS Tariff Points	

** Advanced Highers will also be required.

Staff Contacts

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Music Mr T Ridley	01738 842065	timridley@glenalmondcollege.co.uk
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Physics Dr S N Kinge	01738 842052	stephenkinge@glenalmondcollege.co.uk

A Level Courses

Art and Design

The course should be seriously considered by pupils who have a natural ability in art-based disciplines, visual literacy and creativity. Pupils should have attained a good grade in GCSE Art and Design or arrive with a detailed and varied portfolio for interview. This course is fast-paced, challenging, practical and contextual. You would be expected to be self-motivated and driven. You will be taught how to be the most creative version of yourself. Creativity is highly sought after in the job market and the range of transferable skills you learn in Art and Design ranging from problem-solving, purposeful risk taking, idea generating and action based research will prepare you for your future career..

As a department we follow the Fine Art endorsement.

Fine Art

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

Course Content

Lower Sixth:

- Understanding how to develop a project from an initial starting point.
- Experimenting with materials, concepts and ideas.
- Presenting a series of mini projects on a theme.
- Learning to analyse your own work and the work of others in a contemporary, historical and cultural context.
- Beginning of the Coursework element of the course.

There will be continuous assessment throughout 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
- A related Personal Study between 2000 and 3000 words fully referenced.
- Personal investigation (01) 120 marks non exam assessment (internally assessed and externally moderated). This will consist of 60% of the A Level.
- Externally set task (02) 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, Architecture and Engineering.

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, multimedia, 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

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 is 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 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 National 5 grade A in Biology and Chemistry, Grade 7-7 (Double Award Science), or Individual Science passes in both Biology and Chemistry at a minimum of Grade 7.

Subject Combinations

Biology combines well with all the Sciences and particularly well with Chemistry. In the past, Biology and Geography have 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 stand-alone science in that it shows breadth of study when combined with the classically “non-science” A Levels.

Business

The **AQA 7132 Business A Level** syllabus will introduce the main principles of business and their application.

Course Description

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

Year 1

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

Year 2

7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

In lower 6th pupils investigate the way in which businesses operate. This includes the functional areas of business such as Marketing, Human Resources, Finance and Operations. In Upper 6th, pupils will learn about how the business environment provides opportunities and imposes constraints on the pursuit of short-term and long-term objectives and strategy. The course considers the context of local, national and

international influences on business structure, objectives and environment. As such we aim to include a variety of sources such as speakers, visits and live case studies.

Emphasis will also be placed on the integrative nature of the business functions and how they work together, so that pupils develop an understanding that for a business to be a success, decisions have to be taken in the context of both the organisation's wider objectives and its available resources.

A Level Examinations and Assessment Methods - May & June 2024

Internal examinations will take place in March of the Lower Sixth but the external assessment at A-level is through three examination papers. All three papers will last two hours. Paper 1 and Paper 2 will consist of multiple-choice questions; short answer questions; an essay, and data response questions. Paper 3 will comprise one compulsory case study followed by a handful of challenging questions.

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

1. AO1 - Demonstrate knowledge of business terms, concepts, theories and models
2. AO2 - Ability to apply knowledge and understanding to various business contexts
3. AO3 - Analyse issues within business
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 currently offered at GCSE and 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 produce coherent, well-structured written answers which meet the Assessment Objectives. These written skills will be developed throughout the course but a strong grade, i.e. grade 5 or above, in GCSE English is advised.

A Level subject combinations, Careers and Higher Education

Business is one of the most popular A level subjects nationwide and will combine well with a range of A Level options. The AQA Business A Level course taught at Glenalmond will act as an excellent introduction for any Accountancy, Business, Commercial, Financial or Managerial course at University, and is 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 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.

Recommended Entry Qualifications

For A Level, experience shows that 8-8 grades or higher at Double Award IGCSE in Science or an 8 in Chemistry are required to secure a worthwhile degree of success in the course. Grade 7 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 and concepts 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:

Homer's *Odyssey* (Lower 6th)

and Virgil's *Aeneid* (Upper 6th)

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 will give you 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 today.

This paper also provides you with the opportunity to study 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

At Glenalmond, we study the Greek Theatre option in the Upper 6th. For this paper, we read three plays in detail:

Sophocles Oedipus the King

Euripides Bacchae

Aristophanes Frogs

These plays (two tragedies and one comedy) are among the most famous works of Greek drama. They are still performed today, and continue influence performances of modern drama. The study of these plays 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. This paper puts the plays, and drama in general, in their cultural, historical, and theatrical contexts. All material studied will be in English translation.

Component 3: Beliefs and ideas

At Glenalmond we study the Greek Religion option in the Lower 6th. This paper explores the function, status, and significance of religion in the Greek world. We study the nature of the gods and their relationship with mankind, as well as some of the most famous archaeological sites in Greece, and some ancient philosophy and theology. All material studied will be in English translation, and there are several visual sources for this paper too (architectural, sculpture, and painting).

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 and, 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 OGs 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.

Drama

Course Description

The A Level Drama and Theatre Studies specification (Edexcel) 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. Pupils completing the course successfully will have a thorough understanding of drama and theatre, highly honed 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 pupils to devise an original performance piece from a stimulus in the form of an extract from a play. A portfolio submission of written work on the creative process must also be included.

Worth 40% of final grade.

Unit 2: This is an externally assessed unit. The first section requires pupils to perform either a monologue or duologue. The second section requires pupils to contribute towards a performance of a professionally published play.

Worth 20% of final grade.

Unit 3: This externally assessed unit takes the form of a 2 hour 30 minute written exam which requires pupils 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 visiting assessor, Unit 3 June exam series.

Recommended Entry Requirements

Grade 6 or above in GCSE Drama and Grade B or above in GCSE English. It is, however, possible to enter at A Level without GCSE Drama.

Subject Combinations

All Humanities subjects but Drama 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 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 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

The A-level Economics syllabus covers significant amounts of theory whilst integrating many of these contemporary economic issues into the course. These include, unemployment, the value of the pound and how and why the Bank of England attempts to control inflation. We also analyse how the UK Government has allocated health resources, funded labour markets and sought ways to sustain economic growth and welfare during Covid-19.

Sixth Form pupils are understandably concerned about “spillover effects” - the harmful, sometimes damaging environmental consequences resulting from the production, transport and disposal of the goods we order and consume. Managing scarce resources in the coming decades will challenge our society; A-level Economics investigates the current choices facing Households, Firms and Government - and analyses the outcomes in terms of future wellbeing, equality and standard of living.

In the second year there are further studies of fascinating topics including Behavioral Economics, the financial markets and international trade.

A Level Course Description

The **AQA 7136 Economics** course comprises two parts.

Part 1: The operation of markets and market failure

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 eg: indirect tax, regulations, subsidies, public sector provision of health care, education and transport.

Part 2: The National Economy in a global context

Using the context of a national economy, the course will investigate:

6. The measurement of macroeconomic performance;

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

A Level Course Description

The AQA A Level 7136 Economics course in the Upper Sixth, will require pupils be examined in all of the topics listed 1-5 from the Year 1 syllabus plus the following micro-economic material:

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

The A Level 7136 syllabus will also include all of the macro-economic topics listed 6-9 in the Year 1 syllabus and:

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

Recommended entry requirements

It is anticipated that every pupil commencing the Year 1 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 extended answers. These skills will be developed throughout the course but pupils are recommended to have attained grade 7 or above at GCSE English if they aspire to top grades in A-level Economics. The inclusion of quantitative skills, which comprise 20% of the marks available, means numerical calculations are undertaken during the course. Grade 7 or above 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.

A Level subject combinations, Careers and Higher Education.

The most successful A Level combinations have seen Economics being studied alongside Mathematics or English. Other popular combinations tend to be with a Modern Language, Geography or History.

At University, Economics can be studied as a Single Honours subject. However, it is frequently combined with Politics, Law, Business and other Social Sciences or a Modern Language. 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, Managerial and Professional Service degree courses.

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

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.

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 Edexcel A Level syllabus is followed because of its excellent and expansive coverage of contemporary and conceptually challenging issues. The pupils are taught to think carefully about the world around them in order to better understand their place in a complex changing world.

A Level Course Description

Component 1: Physical Geography - Assessed by a 2.25 hr exam (30% of A Level grade)

Topics:

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

Component 2: Human Geography - Assessed by a 2.25 hr exam (30% of A Level grade)

Topics:

- Globalisation
- Shaping Places
- Superpowers
- Global Development and Connections

Component 3: Synoptic Themes - Assessed by a 2.25 hr exam (20% of A Level Grade)

A resource-based exam which allows students to draw links from the compulsory units (in bold above) they have studied for components 1 and 2.

Component 4: Geographical investigation - Individual investigation marked by teacher (20% of A Level grade)

A 4000 word individual investigation based upon data gathered during 4 days of fieldwork. Fieldwork currently takes place in Glen Clova and Dundee during October in their U6.

The department encourages the pupils to choose their own project often outside regular geographical themes. This year's pupils have studied perceptions of crime in different places, carbon stores in different environments and the impact of greenspace on health.

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 6 grade is encouraged, though not essential.

Subject Combinations, Careers and Higher Education

Many of our pupils link 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, 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.

History

History is a vast and almost infinite subject but the skills remain the same whether studying Stalin or Genghis Khan. The Glenalmond 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

(Y113) Britain 1930-1997.

This topic looks at Britain's role in the world, ranging from the Suez Canal Crisis to the Falklands and the Gulf War. The Enquiry topic within this period is Churchill 1930-1951, which looks at his role in the lead up to the Second World War, the war itself and his attitudes towards empire and Europe after 1945.

Both sections of this study will be examined by a one and a half hour paper which will contain one primary source question worth 30 marks and an essay question worth 20 marks.

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

(Y216) The USA in the 19th Century: Westward expansion and Civil War c. 1803-c. 1890. This topic 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 American Civil War.

This topic will be examined by a one hour paper which will contain two questions, one 10 mark mini-essay and a full essay worth 20 marks.

Unit 3: Thematic Study - 80 Marks 40% of A level

(Y321) 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 the following depth studies: British policy and the Middle East 1908-1948, the Arab-Israeli conflict 1948-1956 and Nasserism 1952-1970.

The topic is assessed by one two and a half hour examination. This involves a 30 mark question on the opinions of Historians and then two further 25 mark thematic essays.

Unit 4: Coursework - 40 marks 20% of A Level

(Y100) Pupils must produce a 3000 - 4000-word essay. Unlike the other three units, the essays for Unit 4 are marked internally and moderated by the exam board (all other units are marked externally).

Recommended Entry Requirements

Preferably at least a B at GCSE 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 and Glasgow. 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.

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 become a more educated, open minded thinker who has a greater awareness of world culture, religion and thinking. Undeniably important in the world we live in today.

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 you develop visual literacy and awareness, as well as a range of critical and analytical skills. In A Level History of Art pupils will be expected to read widely and produce well written essays with great frequency. We do the Pearson Edexcel Course that culminates with sitting 2x three hour examinations at the end of two years of study.

Course Outline

Paper 1. Visual Analysis and Themes: War and Identity (50% of A-Level)

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. Pupils will learn how to visually analyse paintings but will also study the material, techniques and process of sculpture and architecture.

We study art and architecture in Europe and from around the world looking into contexts such as representations of gender and beauty and discuss topics such as War photography, propaganda, symbolism and the divine.

Paper 2. Periods: Italy 1420-1520 and Britain and France 1848-99 (50% of A-Level)

The first part of the course is the study of the development of art and architecture through the three cities of Florence, Venice and Rome learning about the great patrons of art and some of the world's most influential paintings, sculptures and buildings. The second part of this paper concentrates on Realism and Impressionism in France, and Academic and Pre-Raphaelite art in Britain. 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.

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 two examinations, each consisting of a number of essays so this subject

would suit a candidate who is capable of writing at length under exam 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 teaching, 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 Course

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 to 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 Pro Caelio, Tacitus Annals, and some letters of Pliny.
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 a section from Virgil's Aeneid or some Juvenal or Ovid.

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	The Binomial Expansion
Quadratic Functions	Algebraic Fractions
Equations and Inequalities	Partial Fractions
Sketching Curves	Exponential and Logarithmic functions
Coordinate Geometry	Numerical Methods
Sequences and Series	Transforming graphs of functions
Differentiation	Differentiating functions formed by combining
Integration	trigonometrical, exponential, logarithmic
Trigonometry	and polynomial functions
Radian Measure	Vectors

The applied papers cover topics such as

Statistics	Mechanics
Background Statistics	Modelling

Mathematical Models	Kinematics
Representing and analysing data	Vectors
Probability	Forces
Correlation	Newton's Laws
Regression	Impulse and Momentum
Discrete Random Variables	Moments
The Normal Distribution	

Further Mathematics

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

Core 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 Mathematicians 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.

Entry Requirements

A grade 9/8 (or a high 7) at GCSE Mathematics (or equivalent) 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. This work is also useful for pupils who have not taken Mathematics GCSE as it will familiarise them with the material covered.

All Sixth Form Mathematicians are entered for the Senior Mathematics Challenge in November and this is a compulsory element of the course.

Subject combinations

Mathematics combines well with a wide variety of other subjects 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 and Spanish

A 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 by the CBI, highlighted 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 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 coursework and both 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 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

There is also the chance to choose a personal project on any aspect of the culture or the language that interests the pupil and to research this in detail, culminating in a presentation and discussion in the speaking test. Previous subjects have included New Wave Cinema, Street Art as a form of protest in South America, Astérix and comic strips to name just a few!

Language-specific topics:

French	Spanish
The changing nature of the family Cyber-society The roles of charitable organisations French cultural heritage French music	Traditional v modern values in the Hispanic world e.g. festivals Cyber-society Equality The influence of celebrities

<p>French film</p> <p>Diversity in French society</p> <p>French social divisions</p> <p>The criminal justice system in France</p> <p>French politics and youth movements</p> <p>Political protest in France</p> <p>Politics and immigration</p> <p>In depth study of:</p> <p>La Haine: Directed by M. Kassowitz</p> <p>Un Sac de Billes: Written by J. Joffo</p>	<p>Regional identity</p> <p>Spanish cultural heritage</p> <p>Immigration</p> <p>Racism</p> <p>Integration</p> <p>Hispanic politics and youth movements</p> <p>Monarchies and dictatorships</p> <p>Social movements</p> <p>In depth study of:</p> <p>Hail, Mary Full of Grace: Directed by J. Marston</p> <p>La casa de Bernarda Alba: Written by F. García Lorca</p>
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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 Eduqas 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. The Eduqas course has been selected as it allows pupils to perform to an external examiner, as opposed to using recordings, a format that has been subject to poor

marking with alternative exam boards. It also allows pupils to elect to follow either a performance or a composition pathway, upping the marks available from 25% to 35% for that module.

A Level Music Course Description

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

Component 1: Performing (25% or 35%)

- Pupils must give a performance of a minimum of two (25%) or three (35%) pieces, performed as a recital. One piece must reflect the musical characteristics of one area of study (AoS); at least one other piece must reflect the characteristics of a different AoS.
- For the 35% pathway, one performance must be as a soloist; the others can be playing or singing solo, or as a part of an ensemble, or a combination of both. For the 25% pathway, both performances can be as part of an ensemble.
- Performances are assessed by a visiting external examiner

Component 2: Composing (25% or 30%)

- 25% - Pupils must produce two compositions totalling 4-6 minutes duration. One must reflect Western Classical Tradition and be in response to a set brief (from a choice of four). The other is a free composition.
- 35% - pupils must produce three compositions totalling 9-10 minutes duration. One must reflect Western Classical Tradition and be in response to a set brief (from a choice of four). The second composition must reflect the musical characteristics of one different area of study (i.e. not Western Classical). The third composition is a free composition.

Component 3: Appraising (Written Examination, 2 hrs 15 mins) (40%)

Three areas of study:

- Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.
 - Symphony No. 104 in D major, 'London': Haydn
 - Symphony No. 4 in A major, 'Italian': Mendelssohn

A choice of one area of study from:

- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz

A choice of one area of study from:

Area of study E: Into the Twentieth Century including two set works:

- Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
- Three Nocturnes, Number 1, Nuages: Debussy

Area of study F: Into the Twenty-first Century including two set works:

- Asyla, Movement 3, Ecstasio: Thomas Adès
- String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions This component includes a listening examination.

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

Component 3	Component 4
<p>Practical Performance Non-examined assessment: internally assessed, externally moderated 15% of the qualification 45 marks</p> <p>Content overview</p> <ul style="list-style-type: none"> Skills performed in one physical activity as a player/performer <p>OR</p> <ul style="list-style-type: none"> Skills performed in one physical activity as a coach 	<p>Performance Analysis & Evaluation Non-examined assessment: internally assessed, externally moderated 15% of the qualification 45 marks</p> <p>Content overview</p> <ul style="list-style-type: none"> 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).

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|--|---|
| | <ul style="list-style-type: none">● In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme. |
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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

If you choose to study A-level 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, 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.

Course Description

The A Level course 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 sixteen core compulsory practicals which will be assessed for the

separate certificate in practical competence but they will not count towards the final grade.

Paper 1 'Advanced Physics 1' involves the Lower Sixth topics of 'working as a Physicist', mechanics and electrical circuits together with the Upper Sixth 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 with the Upper Sixth topics 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 7-7 grade in GCSE Physics or Dual Award Science or grade A in Nat 5 Physics, in addition to a grade B in GCSE or Nat 5 Mathematics or equivalent.

Subject Combinations

The mathematical content makes Physics suitable 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 Description

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: Nationalism

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 Entry Requirements

No previous study of Government and/or Politics is required. At least a B grade (a 5 in the new GCSE specification) 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 do not like doubt and questions and you prefer to be on the terra firma of certainty, then this probably is not the subject for you.

The Religious 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.

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

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. The subject encourages critical awareness, philosophical understanding and logical reasoning, key thinking skills for many different university and career routes.

Three-Dimensional Design

Design and Technology: Three-Dimensional Design is a dynamic and practical course that will require you to apply creativity, knowledge, understanding and skills and reflect the importance of Design as a pivotal STEM subject. Most importantly it provides pupils the opportunity to demonstrate their creative Design and Technology capability. You would be expected to be self-motivated, driven and independently use free-time working on refining and developing your pieces of coursework.

The study of Three-Dimensional Design enables students to develop the following:

- creativity and entrepreneurial skills.
- intellectual, imaginative and intuitive capabilities.

- apply knowledge and understanding to a range of technological activities
- develop critical thinking and collaborative skills.
- experience working in a wide range of media.
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- Learn about a range of materials, components and manufacturing methods to help create functional products.
- Work collaboratively to develop and refine your ideas, responding to feedback from users, peers and expert practitioners.

Component 1: Personal Investigation - 120 marks (60%) (i) a portfolio of selected practical work, (ii) a related study: an extended response of around 1000 - 1500 words (internally assessed and externally moderated).

Component 2: Externally Set Task - 80 marks(40%) based on a starting point set by the examination board, 15 hour non exam assessment (internally assessed and externally moderated).

Recommended Entry Requirements

It is not necessary to have studied the subject at GCSE in order to take it at A Level.

Subject Combinations

Three-Dimensional Design is designed to be either a complementary subject to Mathematics, Physics, Chemistry, Biology, Art and Design Fine Art, History of Art, 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; Architectural Design; Furniture Design; Industrial Design; Interior Design; Materials Science; Marketing; Media, Graphic Design; Computer Graphics; Art and Design; Engineering

Higher Courses

Business Management

Purpose of the course

Business plays an important role in society, as it creates wealth, prosperity, jobs, and choices for consumers. It is therefore essential to have effective businesses and business managers to sustain this role.

This course helps candidates understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in. It develops skills in communicating and presenting business-related information to stakeholders of an organisation.

Comparison with A Level Business

The course specification contains similar subject content to the first year of the A Level Business course but in less depth. In the Higher course, shorter answer questions are favoured over longer essays and analysis type questions found in the A level.

SQA Higher assessment structure

SQA Higher Business Management is assessed by a single terminal examination which accounts for 75% of the final marks. There is also a compulsory coursework element which accounts for 25% of the final mark.

Recommended Entry Requirements

Pupils will be expected to have a good understanding of Maths and English, with an expected grade of 4 or higher at GCSE..

Breakdown of the course

The course consists of five areas of study:

- Understanding business
- Management of marketing

- Management of operations
- Management of people
- Management of finance

Computing Science

Purpose of the course

The course is suitable for candidates interested in exploring the role and impact of contemporary computing technologies. It provides an insight into the challenge, excitement and rewards found in these areas. It pays particular attention to the following four areas, Software Design and Development, Computer Systems, Database Design and Development, and Web Design and Development.

Comparison with A Level Computer Science

The course specification contains greater breadth than A Level Computer Science but at slightly less depth. At A Level, two main topics plus a project (20%) are completed over two years. By comparison, in the Higher course, four main topics are covered as well as an assignment (33%).

SQA Higher assessment structure

The course assessment has two components totalling 120 marks:

Component 1: question paper - worth 80 marks

Component 2: assignment - worth 40 marks.

The question paper has 3 sections. Section 1 is mandatory and you have the option of completing either Section 2 or Section 3:

Section 1: Software design and development, and Computer systems - 55 marks

Section 2: Database design and development - 25 marks

Section 3: Web design and development - 25 marks.

For the assignment component, there are 3 tasks. Task 1 is mandatory and you have the option of competing either Task 2 or Task 3:

Task 1: Software design and development - 25 marks

Task 2: Database design and development - 15 marks

Task 3: Web design and development - 15 marks.

Recommended Entry Requirements

It is not necessary to have studied the subject at GCSE/National 5 in order to take it at Higher Level, although a good pass at GCSE/National 5 level Maths would be recommended.

Design and Manufacture

Purpose of the course

Design and Manufacture provides a comprehensive understanding of design and production processes. It can equip students with skills in problem-solving, creativity and technical expertise, opening doors to careers in various industries such as engineering, product design and manufacturing.

This course helps candidates to develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. By combining the study of design with the study of manufacturing, candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment and the world of work.

Comparison with A Level Three-Dimensional Design

Both courses are very different in structure and content. The Higher in Design and Manufacture covers a large range of theory topics related to design processes, materials, manufacturing techniques, and practical skills, encompassing a demanding theoretical written examination at the end of the course. The course also includes a design project, where students apply their knowledge to solve real-world problems by following the Design Process to create a large number of well-drawn, detailed, high-quality rendered drawings and will also make some simple modelling and manufacturing. Students are not required to make a high-quality end-of-piece product, but card models and prototypes.

A level Three-Dimensional Design has a much more creative broader scope enabling students to create final bespoke products. encompassing two pieces of coursework, one involves a larger weighting of 60%, which includes a written related personal study, and the other 40% weighted second piece of coursework with a 15-hour workshop-making session. There is also no theoretical written examination for the A Level course.

SQA Higher assessment structure

The SQA Higher Design and Manufacture is assessed by two Components (170 Marks in total). Component 1: question paper with a written terminal examination of 2 hours and 15 minutes, which accounts for 47% of the final mark (80 Marks). Component 2: assignment, which accounts for 53% of the final mark (90 Marks).

Recommended Entry Requirements

Pupils will be expected to have high-level drawing and sketching abilities/skills and a good understanding of GCSE Maths and Science. If students have studied GCSE Design and Technology then this would also be beneficial.

Breakdown of the course

The course consists of two sections of study:

Section 1 - Design

- Outcome 1: Analyse a design brief and produce a detailed specification.
- Outcome 2: Develop and communicate a proposal to meet a design specification.

Section 2- Materials and Manufacturing

- Outcome 1: Analyse the production of a commercial product.
- Outcome 2: Plan the production of a commercial product.

Drama

This challenging course provides pupils who have already taken GCSE or National 5 Drama with the opportunity to progress to a higher qualification. Although there are obvious links with National 5 Drama, the course is significantly more academically demanding; the objectives of the course are as follows:

- Develop skills in acting, focusing on interpretation, characterisation and performance skills.
- Practical study of a text from the perspective of an actor and director.
- Select and explore a significant theme, topic or issue for investigation, before translating the findings into drama form(s), taking directorial responsibility.
- Develop skills in performing to an audience.
- Gain knowledge and understanding of aspects of theatre.
- Experience theatrical performance.

Drama is a practical subject and pupils must be committed to active participation in all aspects of the course, which is devised by the teacher to cover all the units at Higher level:

Assessment

To gain the award of the course, candidates must pass an external practical assessment (examination), which includes 2 acting pieces. The written assessment includes 2 essays (1 will be looking at textual Analysis and the other is performance analysis) and answer theatre production application questions. The course pre-supposes a pass at GCSE and National 5 Drama and English.

Further Information

Further information is available from Mr Andrew Milarvie, Head of Drama or at

<https://www.sqa.org.uk/sqa/47894.html>

English

Purpose of the course

The course provides candidates with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language that is detailed and complex in nature. Candidates develop complex language skills allowing them to engage with and to process detailed and complex ideas across a variety of different texts.

Comparison with A Level English Literature

Higher English explicitly assesses both language and literature skills, whereas A Level English Literature focuses only on literary analysis. For Higher English pupils will study a minimum of 2 texts and for A Level English Literature pupils will study a minimum of 8 texts.

SQA Higher assessment structure

The SQA Higher English is assessed as follows:

1. Reading for Understanding, Analysis and Evaluation (30% of total grade)

This is a 1 hour 30 minute examination that requires candidates to answer questions on two unseen passages.

2. Critical Reading (40% of total grade)

This is a 1 hour 30 minute examination that requires candidates to respond to questions about literary texts that they have been taught.

3. Portfolio Writing (30% of total grade)

This requires candidates to complete at least one piece of extended writing as coursework that is submitted as part of a written portfolio. This part of the course is completed during the course of the year and is not assessed by examination.

Geography

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 (73% of the Higher grade) as well as a field investigation (27%).

SQA Higher assessment structure

The SQA Higher Geography is assessed by two terminal examinations, the first being worth 100 marks and lasting for 1 hour 50 mins, the second being worth 60 marks and lasting for 1 hour 10 mins.

Marks awarded for questions range between 6-12 marks. The final question on 'application of geographical skills' is the only extended answer and is worth 20 marks.

Recommended Entry Requirements

In order for the Higher Geography course to be accessed, pupils will be expected to have completed GCSE Geography which has significant cross over in terms of the content with Higher Geography.

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

History

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 (73% of the Higher grade) as well as a timed-essay (27%).

The Higher is assessed by two examinations whereas the A level has three 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: two question papers and an assignment. Question paper 1 assesses the British and World components of the course and is worth a total of 44 marks - two essays of 22 marks each. Question paper 2 assesses the Scottish component of the course and is worth 36 marks - 4 questions in total. 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.

Human Biology

As a one year course Higher Human Biology gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems. The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in biology

The course provides a ground for the further study in higher education of Biology and Biology-related subjects such as medicine, nursing, forensics, physiotherapy, radiology, environmental and food sciences and provides valuable background knowledge for vocational training in many areas of health and technology.

Course Content - 3 Units

Human Cell

In this unit, learners will develop knowledge and understanding of Differentiation, Stem Cells and Cancer Cells, DNA and its replication, RNA transcription and translation, genes and proteins in health and disease, metabolic pathways and their control, cellular respiration and energy systems in muscle cells.

Physiology and Health

This unit covers the knowledge and understanding of reproductive organs and hormonal control of reproduction, the biological control of fertility, ante and post-natal screening, structure and function of the cardiovascular system (heart and blood vessels), cardiovascular disease (CVD), blood glucose levels, diabetes and obesity.

Neurobiology and Immunology

In this unit, learners will develop knowledge and understanding of the nervous system and parts of the brain, memory, nerve cells and neurotransmitters, nonspecific body defences, specific cellular defences, the transmission and control of infectious diseases, and active immunisation and vaccination.

Assignment

In addition to the three course units, learners are required to research a topic of work and the findings are written up under exam conditions. This element contributes to 20% of the SQA final grade.

Expectations

For entry to Higher, pupils will normally have a GCSE pass at grade 5. Meeting deadlines and being resilient are important features of being successful in this course - you will be expected to carry out tasks in your own time.

Career Routes

College courses that Higher Human Biology will support entry into include:

Biological Science, Veterinary Science, Dentistry, Physiology, Medicine, Chemistry, Health Care, Nursing, Life Science, Marine Biology, Radiology, Environmental Science.

Mathematics

Mathematics is important in everyday life. It helps us to make sense of the world we live in and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. The course aims to: motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical situations develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world allow candidates to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development deepen candidates' skills in using mathematical language and exploring advanced mathematical ideas

Who is this course for?

This course is particularly suitable for candidates who have demonstrated an aptitude for National 5 Mathematics (Grade A or B) or GCSE Mathematics (Grade 6-9) and are interested in developing mathematical techniques to use in further study or in the workplace. The Mathematics Higher at Glenalmond is a one year course

Comparison with Mathematics A Level

It is very important to stress that Mathematics Higher should not be perceived as an easier option than Mathematics AS/A2 Level. The Higher course has less content and does not include any Applied Mathematics content (Statistics or Mechanics) but the Pure Mathematics content of the one year Mathematics Higher is more demanding. Experience has shown that the skills and work ethic required to succeed with Mathematics Higher are no different to those required to succeed with Mathematics AS/A2 Level.

The Mathematics Higher Course is strongly recommended as a better Mathematics option for pupils in the Sixth Form who are studying at Glenalmond for one year (or less).

Both examinations papers (Non Calculator and Calculator) are taken on the same day in mid-May.

Course Content

The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Understand and use a range of complex mathematical concepts and relationships.
- Select and apply operational skills in algebra, geometry, trigonometry and calculus within mathematical contexts.
- Select and apply skills in numeracy.
- Use mathematical reasoning skills to extract and interpret information and to use complex mathematical models.
- Use mathematical reasoning skills to think logically, provide justification or proof, and solve problems .
- Communicate mathematical information with complex features.

There is no Applied Mathematics content (Statistics or Mechanics) in the Higher Course.

Modern Languages: French and Spanish

Purpose of the course

The Higher ML 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 A Level and Higher, that is reading, writing, listening and speaking. The Higher is more accessible to all learners than the A Level. The A Level 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 A Level 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 A Level, with a shorter piece of extended 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 ML examination is assessed by two terminal examinations and two assignments (one in speaking and one in writing). There are 50 marks for the Reading and Directed Writing examination, 20 marks for Listening examination and 50 marks for the Writing and Talking Assignments.

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.

Modern Studies

The course consists of three areas of study: Democracy in Scotland and the United Kingdom; Social issues in the United Kingdom; and International issues. There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice.

Purpose of the course

The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

Candidates develop a range of research, analytical and evaluating skills, and an understanding of:

- the democratic process and complex political issues
- complex social and economic issues at local, Scottish, national and international levels, and ways of addressing needs and inequalities
- different views about the extent of state involvement in society
- the nature and processes of conflict resolution
- the importance of human and legal rights and responsibilities, and their application in
- different societies

SQA assessment structure overview

Component 1: question paper 1 52 1 hour and 45 minutes

Component 2: question paper 2 28 1 hour and 15 minutes

Component 3: assignment 30 1 hour and 30 minutes – see

'Course assessment' section

Breakdown of the course

Section 1: Democracy in Scotland and the United Kingdom

Section 2: Social issues in the United Kingdom (Crime and the law)

Section 3: International issues (A study of terrorism)

Physical Education

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 50% coursework and 50% theory.

Component 1 - Practical Performance	Component 2 - Theory
<p>Perform in two different physical activities. (50% of the qualification)</p> <p>Demonstrate the following skills:</p> <ul style="list-style-type: none"> · Repertoire of skills · Control and fluency of complex movement and performance skills · Effective decision making and problem solving · Using and applying well established composition, tactics and roles · Extent to which rules and regulations are followed · Extent to which emotions are controlled · Each single performance event is marked out of 30 	<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 collecting information to analyse factors impacting on performance · Key planning information · Performance development process <ul style="list-style-type: none"> · Recording, monitoring and evaluating performance development
<p>Component 3 - Theory Examination</p>	
<p>50% of the course 2hr30m examination Section 1: 3 questions (32 marks) Section 2: Personal Development Plan (Marks range from 6-10 marks). Section 3: One scenario based question (Marks range from 8-12 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 Arts 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.

Religious, Moral and Philosophical Studies

This course helps students to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, students develop their understanding of human beliefs, values and behaviour. The course has three units

World religion

Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of Buddhism as one of the world's six major religions and the contribution these make to the lives of followers.

Morality and belief

Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They develop in-depth knowledge and understanding of contemporary moral questions, and religious and nonreligious responses to these. The students will study Morality and Justice.

Religious and philosophical questions

Candidates develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions. The student will study either Origins or the existence of God

Assignment 30 marks

The assignment has 30 marks out of a total of 110 marks for the course assessment.

Assessment /Exam

Component 1: question paper 1 – world religion and morality and belief: 2 hours and 15 minutes

Component 2: question paper 2 – religious and philosophical questions: 45 minutes

Entry Recommendations

A national 5 pass in Social Subjects and English.

BTEC

Countryside Management

There is growing demand for individuals with the skills and knowledge required to manage land and land-based businesses sustainably in a changing political and natural environment. This course is designed to provide pupils with the foundation that they will need to do this successfully. This course is centred around practical activities and assignments which mirror those that pupils will face in future careers and education: One assignment could have pupils managing the construction of a footbridge or shelter before evaluating their own performance while another could have them pitching their business plan to “potential investors”. Integrated within the course is the requirement for pupils to gain first-hand experience of the land-based sector which involves visits to or hearing speakers from a range of businesses, organisations and events. These include local farms, land management organisations and agricultural shows.

Course Description

There are three mandatory units which cover the following areas of countryside management:

- **Professional working responsibilities:** This unit allows pupils to develop the knowledge and skills required they will need to complete the other practical units that make up this course and that they will need to work in a professional environment in the land-based sector. The content focuses on health, safety and wellbeing, resource and waste management in the context of this industry.
- **Countryside estate skills and activities:** This unit allows pupils to develop the skills that they need to manage the countryside beginning with developing practical skills and progressing to the management of small projects including the supervision of a workforce.
- **Work experience in the land-based sector:** This unit begins by introducing pupils to the range of career opportunities within countryside management and the importance of planning career progression. In the second part of this unit pupils prepare for and undertake work experience.

There are a further two optional units. The ones currently taught are:

- **Woodland management:** This unit develops the skills pupils need to manage woodland environments for commercial purposes and to improve biodiversity. Pupils

begin by surveying woodlands in order to learn about their structure before undertaking practical woodland management projects.

- Developing a land-based enterprise: This unit acknowledges the aspirations of many pupils to run their own businesses in the land-based sector. Pupils learn about the requirements of running a business before conducting market research and planning their own business start-up.

Assessment Methods and Recommended Entry Requirements

The “professional working responsibilities” unit is examined in a single 3 hour assessment, which pupils will sit during Lower 6th. All other units are assessed through a portfolio of coursework assignments which pupils complete both during lessons and for their prep. These assignments range from professional written reports such as an estate management plan to presentations including an investment pitch for their business start-up. This allows pupils to complete work which echoes the requirements of coursework-based university courses and a professional environment.

There are no specific entry requirements for this course although pupils should be aware that this course does require a high level of critical thinking: Merit and Distinction grades require pupils to conduct analysis and evaluation of a range of sources and practical activities. Additionally, many of the course requirements involve practical, physical activities and require pupils to be outdoors during all seasons.

Subject Combinations, Careers and Higher Education

This course would align well with A Level Business Studies, Geography or Biology. For students interested in pursuing higher education in countryside management or related subjects, such as agriculture or environmental management, BTEC National Countryside Management is a recognised entry qualification at most universities. For other pupils, most universities accept BTEC National Extended Certificate qualifications in place of an A Level if the pupil has studied the prerequisite A Level(s) for entry. BTEC Nationals have equivalent UCAS tariffs to A Levels.

In addition to preparing pupils for further study, the BTEC National Countryside Management course is designed to allow pupils to develop the skills required for direct-entry careers or apprenticeships in this sector including in agriculture, estate management and wildlife conservation.