



# Dunottar School



Sixth Form Options

2025-27

A-levels and Enrichment

# CONTENTS

Preparing for your Future	3
Life in the Sixth Form	4
Choosing Your Courses	5
High Achievers & the D-Infinity Programme	6
<hr/>	
Art & Design	7
Art: Textiles / Photography / Three-Dimensional Design	8
Biology	9
Business	10
Chemistry	11
Computer Science	12
Drama & Theatre	13
Economics	14
English Literature	15
Geography	16
History	17
Human Biology	18
Mathematics	19
Further Mathematics	20
MFL: French & Spanish	21
Music	22
Philosophy	23
Physical Education	24
Physics	25
Politics	26
Psychology	27
Religious Studies (Philosophy & Ethics)	28
Sociology	29
Level 3 Diploma in Food Science	30
<hr/>	
Enrichment Options	32
Extended Project Qualification	33
Sports Leadership	34
ASDAN Certificate of Personal Effectiveness	35

# PREPARING FOR YOUR FUTURE



Your two years in the Sixth Form are exciting times. Studying A-levels allows you to explore your favourite subjects in depth. You can also build a rounded and varied set of skills and knowledge to prepare you for higher education, future careers and adult life. Sixth Form at Dunottar allows you to achieve all of this in a setting tailored to you.

In this booklet you will get an overview of life in the Sixth Form at Dunottar. There is an outline of the courses available and information on the pathways you can choose. You can also find out about our Enrichment Programme and opportunities which give you the chance to acquire meaningful, valuable skills and qualifications that are not only interesting to do, but also enhance your higher education applications and your desirability in the employment market.

One aspect of life at Dunottar of which I am immensely proud is our commitment to each and every student as an individual. We want your time in the Sixth Form to be as useful, interesting and valuable for you as possible and this means we will be as flexible as we can in supporting your choices. We want to ensure that you maintain a healthy balance between work and time for co-curricular and other activities. You will enjoy dedicated spaces to study and to socialise in our brand new Sixth Form centre as well as various leadership opportunities and experiences. If you are unsure about any aspect of Sixth Form life, from your A-level options to enrichment courses or anything else, please do not hesitate to talk to us. We are here to support, guide and challenge you so that you become the very best that you can be.

I hope that you find this booklet useful and that you are excited about the opportunities of life in Dunottar's Sixth Form.

**Mr Mark Tottman**  
Headmaster



# LIFE IN THE SIXTH FORM



## PREPARATION FOR LIFE, NOT JUST EXAMS...

We aim to achieve a balance in the Sixth Form at Dunottar so that you have more freedom and flexibility than in senior school, but with the support, structure and advice you need to ensure you achieve all your aspirations.

## LEARNING

In addition to a choice of over 20 A-level subjects, the enrichment programme and Learning for Life delivered at Dunottar, gives you an exceptionally well-rounded education. The Learning for Life curriculum integrates topics such as public speaking and managing your finances and features guest speakers talking on a wide variety of relevant subjects. Our small A-level class sizes allow for tutorial-style lessons and ensure personalised attention and support throughout the course.

## READY FOR UNIVERSITY AND CAREERS

We have a well-developed UCAS programme which runs weekly from Easter to the end of the year and concludes with two UCAS days. Specific advice is available for students interested in pursuing routes such as medicine, law, Oxbridge, overseas study or apprenticeships. So whatever you are considering, the advice and expertise you need to help you realise your goal is on hand. Our careers programme includes a series of careers evenings, external speakers and Morrisby Profiling, combined with one-to-one meetings, to discuss your plans and ideas.

## FREEDOM AND RESPONSIBILITY

Sixth Form life brings new freedoms and new responsibilities. Your uniform is smart casual attire, rather than school uniform. You will take more responsibility for your independent study and time management so that you develop skills that will stand you in good stead for university and the workplace. We have key leadership positions such as Head of School and Deputy Head of School, House Captains, Sports Captain, Creative Arts Captain and Performing Arts Captain.

## BROADENING HORIZONS

Our co-curricular programme offers a wide range of interesting opportunities for Sixth Form students, from the Gold Duke of Edinburgh's Award, Podcast Club to Quidditch. We actively support sixth formers who want to take the initiative and set up clubs for younger pupils in any area from an academic support session to a personal interest topic. Sixth formers continue to play sports with a weekly timetabled Games afternoon and competitive fixtures for team players. A range of trips are organised to support learning, build friendships, experience new places and have lots of fun!



## Useful Sixth Form Contacts

Mrs Nicky Jackson, Director of Sixth Form  
[n.jackson@dunottarschool.com](mailto:n.jackson@dunottarschool.com)

Mrs Julie Boden, Deputy Head of Sixth Form and Head of EPQ  
[j.boden@dunottarschool.com](mailto:j.boden@dunottarschool.com)

Mrs Janine Hislop, Deputy Head (Academic)  
[j.hislop@dunottarschool.com](mailto:j.hislop@dunottarschool.com)

# CHOOSING YOUR COURSES

Choosing which courses to study is an important and exciting decision. You will find that studying in Sixth Form is quite different from your experience of the earlier years of school. Focussing on fewer subjects means you are able to study topics in greater depth, there is more scope for discussion and debate in lessons and you will take greater responsibility for independent study. We will help and support you over the next two terms so that you can make well-informed decisions that will allow you to achieve your higher education and future career aspirations.

We advise you to select three A-level subjects plus a 'reserve' subject or a combination of A-level subjects and an AAQ (Alternative Academic Qualification) / Level 3 Diploma. You will also take the EPQ, Sports Leadership Qualification or ASDAN Qualification as part of the Enrichment Programme. Opting for three subjects allows you to manage your workload and still fully embrace the other aspects of Sixth Form life which will enrich your overall experience and personal development.

Do not worry if you don't yet know what you want to do. Some students have very clear ideas about their plans at this stage and others are less sure. Use this time to think about your own interests, abilities and the subjects you enjoy most – you will achieve the best possible results when you are enjoying your work. This booklet contains information about each subject offered post-16 detailing the course content and offering insights into future pathways and complementary subjects. Many students have preferences which broadly draw them towards Sciences, Humanities or Arts, so this can sometimes be a starting point for your decision making, but there are also fascinating new subjects, which you will not have experienced lower down school, such as Economics, Politics, Sociology or Psychology, which crossover well and can complement a wide range of other subjects.

In the coming months, talk to your tutor, teachers, Mrs Boden and to me and we will be happy to answer any questions you might have about Sixth Form life. You will have an individual meeting with a member of staff to discuss your thoughts early in 2025.

In the meantime I can be contacted in school or by email at [n.jackson@dunottarschool.com](mailto:n.jackson@dunottarschool.com).

**Mrs Nicky Jackson**  
Director of Sixth Form

To achieve three A-levels and thrive in our Sixth Form, we expect students to achieve a minimum of six grade 6s at GCSE, with those looking to study Maths or Science requiring grade 7s.

We understand that not all students will achieve these grades and may require an adapted programme of study. Please do contact us if this is the case, as we want each individual student to follow the educational pathway best suited to their needs and can tailor your programme accordingly.

## A-LEVELS 2025-27\*

Art: Art, Craft & Design  
Art: Fine Art  
Art: Photography  
Art: Textiles  
Art: Three-dimensional Design  
Biology  
Business  
Chemistry  
Computer Science  
Drama & Theatre  
Economics  
English Literature  
Food Science & Nutrition (Level 3 Diploma)  
French  
Geography  
History  
Human Biology (AAQ)  
Mathematics  
Further Mathematics  
Music  
Religious Studies (Philosophy & Ethics)  
Philosophy  
Physical Education  
Physics  
Politics  
Psychology  
Sociology  
Spanish

*\*Courses are dependent on viable numbers opting for the subject*

# HIGH ACHIEVERS & THE D-INFINITY PROGRAMME



## THE D-INFINITY PROGRAMME

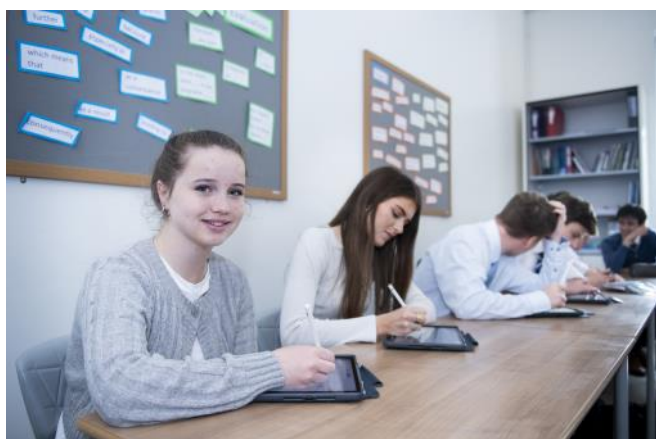
Many students enter the Sixth Form having followed the D-Infinity programme in the senior school, while others join the programme at the start of Year 12.

The D-Infinity Programme in the Sixth Form aims to:

- Encourage students to be aspirational and aim high.
- Inspire students to be intellectually and academically curious.
- Support students in making competitive university applications, ensuring they are well prepared to sit entrance exams and have strong interview skills.
- Develop students' critical thinking.
- Build confidence to articulate their arguments through debate and challenging discussions.
- Enable students to have fun whilst being challenged academically.

Sixth Form support for these students includes:

- Helping students explore a range of courses and universities to select those which best suit their individual aspirations and interests. Students fine-tune their choices and understand any requirements, above GCSE and A-level performance these courses may require.
- Departmental and academic specialists prepare students for entry examinations, mock interviews and provide guidance on completing their UCAS application.
- Developing students' super-curricular interests by signposting wider opportunities and experience, which enrich learning and prepare students for future academic work.
- Providing high achieving students with a community and forum for study and mutual support. Regular workshops introduce specific study skills, shown to be most relevant to high achievers, based on up-to-date educational research. As NACE (National Association for Able Children in Education) members, we draw on wider expertise to support students in becoming expert learners who can drive themselves and each other to perform at the highest levels.
- Offering a personal, half-termly progress discussion to help students understand the actions they should take to achieve their goals.



## D-Infinity Contact

Mrs Nicola Wintle, Scholars' Lead  
[n.wintle@dunottarschool.com](mailto:n.wintle@dunottarschool.com)

# ART & DESIGN (AQA)

At Dunottar we offer five Art A-level subjects. The assessment objectives and criteria are the same for all of the different Art titles.

- Art, Craft & Design
- Fine Art
- Textiles
- Photography
- Three-dimensional Design



## WHY STUDY AN ART A-LEVEL?

If you are considering any sort of practical career in the creative industries, Art is vital. If you intend to do any Art based degree, be it Architecture, Fine Art, Graphics, Photography or Fashion among others, an Arts A-level is the main means by which you produce a portfolio of work; an entry requirement for all Art & Design based courses. They are practical subjects which will further develop your technical skills, they will expand your creativity and imagination; key elements of the courses are personal development and independent learning.

## COURSE OUTLINE

All of the arts subjects are a mechanism for the visual exploration of ideas, meanings and feelings at a personal level and also in the wider context of the social, historical and cultural connections. The area of study is broad enough to enable you to explore and develop your understanding of formal elements in a variety of media. As an Art & Design student you will endeavour to work independently, having the freedom to develop and communicate meaning through exploration and experimentation. You will be expected to research and record ideas thoroughly in order to develop informed opinions and critical judgments about your own work and those of other artists.

Students develop a high command of recording techniques through the expressive use of materials and processes. Structured sessions at the start of the course provide a solid foundation in observational drawing and use of processes. Coursework is based on a theme selected by the student, such as 'collections', with sustained visual research underlying your personal responses. The written component (1500 – 3000 words) explains their work and ideas as well as critical analysis of the artists and designers used to develop the visual responses to their theme.

## CAREERS AND OPPORTUNITIES

Career opportunities leading from the visual arts are numerous; the creative industries are amongst the largest growing and most successful industries within the United Kingdom. There are many exciting future applications for the knowledge and skills gained via any Art A-level; these include set design, animation, video game design, graphic design, web design, advertising, architecture, exhibit design, special effects for film, illustration, product design, furniture design, journalism, museum curator, stage and film makeup, textile and fashion design, photographer, art dealer, concept artist, art historian or logo designer to name but a few.

## HOW WILL YOU BE ASSESSED?

All art titles are completed over two years and are NEA (Non Exam Assessments).

### Component 1

Initially students work on a series of technical and material based short projects to enable them to develop their skills and understand the formal elements as a means of creating their own visual language through experimentation. Students then work on a 'personal investigation' and select a focused, related aspect of art, fine art, textiles, 3-dimensional design or photography. They are required to research in a critical, contextual study and they also explore their ideas in their individual practical studio work. Written notes are used to form the basis of the extended piece of writing (1500-3000 words).

### Component 2

The final project is based on a theme selected from the AQA suggestions. Time is allocated for preparation, experimentation and refinement of ideas culminating in a 'timed test'.

- Component 1 – coursework/personal investigation (60% of A-level)
- Component 2 – externally set task (40% of A-level)

# ART: TEXTILES / PHOTOGRAPHY / THREE-DIMENSIONAL DESIGN

## ART: TEXTILES

### HIGHLIGHTS OF THE COURSE

- Learning to use equipment such as the sewing machine, laser cutter and the heat press.
- Develop your ability to experiment with and manipulate fabrics, papers and materials.
- Developing techniques such as screen printing, block printing, sublimation printing and mixed media.
- Hand and machine embroidery.
- Construction of garments.



## ART: THREE-DIMENSIONAL DESIGN

### HIGHLIGHTS OF THE COURSE

- Learn to use equipment such as the laser cutter, 'stixx maker' and 3D printer.
- Develop ability to experiment with and explore materials such as acrylic, wood, metals, clay and plaster.
- Develop techniques such as construction and architectural modelling.
- Develop understanding of artists and designers and their purpose.



## ART: PHOTOGRAPHY

### HIGHLIGHTS OF THE COURSE

- How your camera works and to be confident with basic functions.
- Studio lighting techniques and how to correctly expose an image.
- You will be introduced to digital and conventional medium format photography.



### CAMERA EQUIPMENT

Dunottar is equipped with a studio and camera equipment, however, photography students must have their own good quality DSLR camera. It is preferable for students to acquire a camera prior to the start of the school year so that they are familiar with its basic functionality before beginning the course.

The type of camera preferred for photography A-level at Dunottar is a 35mm digital single lens reflex (DSLR) camera. Mr Huxley, Head of Photography, recommends the Canon EOS range of DSLR (examples include Canon 700D, Canon 1300D or 1200D). The Canon EOS digital camera system is not essential (if a student already has an existing system such as Nikon, Olympus, or similar, this is fine) but, if purchasing a new camera system for the course, the photography department has existing Canon peripherals, such as lenses and flash units, which students can use with the Canon EOS camera system during lessons.

Students also require a memory card and a UV filter to protect the lens from scratches. A limited number of tripods are available in school but it is beneficial for students to have access to their own tripod.

*Please note that a compact camera system (point and shoot) does not have many of the functions required for the photography courses at Dunottar and is not suitable as the primary camera system.*



# BIOLOGY (OCR)

## WHY STUDY BIOLOGY?

Saving threatened species, studying microbes, curing diseases? Today's world offers many challenges to a biologist. Which ones are you interested in? With exciting advances in areas such as genetics, molecular biology, biochemistry, the environment and marine science – there is no greater time to be studying Biology.

The department is well resourced and we try to make the subject as hands-on as possible – organising trips to spend the day at Wakehurst to learn more about gel electrophoresis and the Millennium seed bank and a trip to Biology Live to hear current research from famous British biologists.

We also make use of our beautiful grounds to study biodiversity through sampling.

## CAREERS AND OPPORTUNITIES

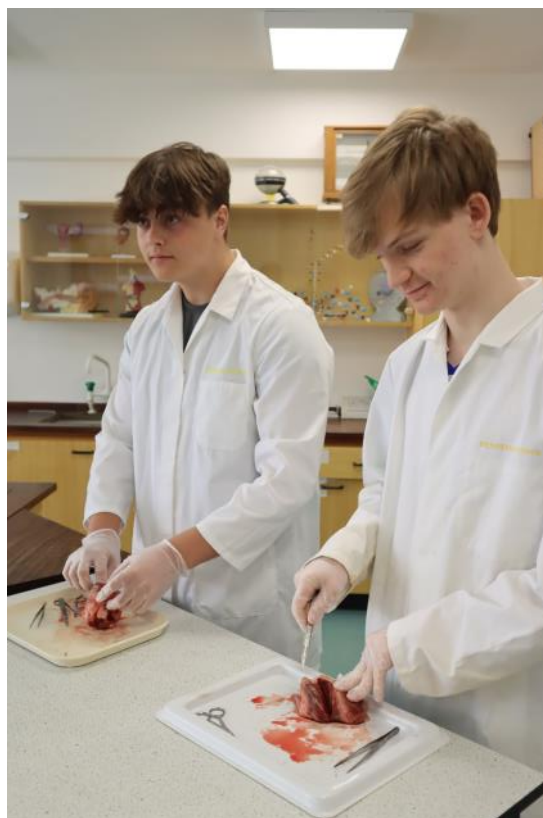
Whether deciding on a career in medicine, genetics, forensics, pharmacy, veterinary medicine, biochemistry, psychology, sports science, conservation or journalism, a biological qualification gives you many skills and increases your career options so you can adapt to the world changing around you.

## FURTHER READING

*The Body* by Bill Bryson, *The Gene, an Intimate History* by Siddhartha Mukherjee, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, *Hello World* by Hannah Fry and *Why Elephants have Big Ears* by Chris Lavers.

## HOW WILL YOU BE ASSESSED?

3 x written examinations ( 2 x 2 hours 15 mins and 1 x 1 hour 30 mins).



### Module 1 – Development of practical skills in Biology

Skills of planning, implementing, analysis and evaluation.

### Module 2 – Foundations in Biology

Includes: Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation.

### Module 3 – Exchange and transport

Includes: • Exchange surfaces • Transport in animals • Transport in plants.

### Module 4 – Biodiversity, evolution and disease

Includes: • Communicable diseases, disease prevention and the immune system • Biodiversity • Classification and evolution.

### Module 5 – Communication, homeostasis and energy

Includes: • Communication and homeostasis • Excretion as an example of homeostatic control • Neuronal communication • Hormonal communication • Plant and animal responses • Photosynthesis • Respiration.

### Module 6 – Genetics, evolution and ecosystems

Includes: • Cellular control • Patterns of inheritance • Manipulating genomes • Cloning and biotechnology • Ecosystems • Populations and sustainability.

# BUSINESS (AQA)

## WHY STUDY BUSINESS?

This A-level Business course introduces you to all you need to know about working in business, providing a solid foundation for further study.

With a focus on helping you to become a good decision maker, you'll learn essential managerial skills, alongside techniques to help you become an analytical problem solver. These skills are all highly sought after and valued in a wide range of careers.

## CAREER AND OPPORTUNITIES

If you'd like to study business, finance or management at university, A-level Business provides an excellent foundation. The skills you learn are also transferable across a broad range of subjects and careers.

Whatever you choose to do in the future, you'll find that the things you learn in this course will help. For example, you'll probably work with lots of different people, so knowledge of motivational theory will help you to work well with others and help them achieve their potential.

You might have ambitious plans to start your own business. If that's the case, you'll find the marketing and finance topics particularly useful.



## COURSE OUTLINE

FIRST YEAR OF A-LEVEL Year 12	SECOND YEAR OF A-LEVEL Year 13
An introduction to key business areas: marketing, operations, finance and human resource management. This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business.	An investigation of the strategic decisions that all businesses have to make.
<b>Topics</b>	<b>Topics</b>
1 – What is business? 2 – Managers, leadership and decision making 3 – Decision making to improve marketing performance 4 – Decision making to improve operational performance 5 – Decision making to improve financial performance 6 – Decision making to improve human resource performance	7 – Analysing the strategic position of a business 8 – Choosing the strategic direction 9 – Strategic methods: how to pursue strategies 10 – Managing strategic change

## HOW WILL YOU BE ASSESSED?

A-level assessment consists of three two hour written exams taken at the end of the two year course. Each exam will be worth a third of the A-level. All three papers will draw on material from the whole course, and will feature a range of question styles including multiple choice questions, short answer questions, essay questions, data response questions and case studies

# CHEMISTRY (AQA)

## WHY STUDY CHEMISTRY?

A-level Chemistry attempts to answer the big question “what is the world made of?” and it is the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that chemistry provides are endless.

At the heart of Chemistry, like all sciences, are practical activities. Throughout the course you will carry out practical activities including: measuring energy changes in chemical reactions, tests for identifying different types of compound, different methods for measuring rates of reaction, studying electrochemical cells, preparation of organic solids and liquids and many more.

## CAREERS AND OPPORTUNITIES

Possible degree options taken by students who have an A-level in Chemistry are: • Chemistry • Biology • Pre-clinical medicine • Mathematics • Pharmacology.

Studying an A-level Chemistry related degree at university gives you all sorts of exciting career options, including: • Analytical chemist • Chemical engineer • Clinical biochemist • Pharmacologist • Doctor • Research scientist (physical sciences) • Toxicologist • Chartered certified accountant • Environmental consultant • Higher education lecturer • Patent attorney • Science writer • Secondary school teacher.

## FURTHER READING

To gain a further understanding of specific aspects of Chemistry that interest you, read the following books that can be found in the school library: *Chemistry, A Very Short Introduction*; *The Elements, A Very Short Introduction*; *Molecules, A Very Short Introduction*.



## COURSE OUTLINE

FIRST YEAR OF A-LEVEL	SECOND YEAR OF A-LEVEL
<b>Physical Chemistry</b> Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle.	<b>Physical Chemistry</b> Including thermodynamics, rate equations, the equilibrium constant $K_p$ , electrode potentials and electrochemical cells.
<b>Inorganic Chemistry</b> Including periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens.	<b>Inorganic Chemistry</b> Including properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution.
<b>Organic Chemistry</b> Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis.	<b>Organic Chemistry</b> Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography.

## HOW WILL YOU BE ASSESSED?

Paper 1	Paper 2	Paper 3
<b>Written exam:</b> 2 hours, 105 marks, 35% of A-level	<b>Written exam:</b> 2 hours, 105 marks, 35% of A-level	<b>Written exam:</b> 2 hours, 90 marks, 30% of A-level

# COMPUTER SCIENCE (OCR)

## WHY STUDY COMPUTER SCIENCE?

Computer Science gives students the chance to develop computational thinking skills, design systems and understand the power and limits of human and machine intelligence. It is an intensely creative subject which can provide students with a real satisfaction when something they have built from a blank page works; it also helps to develop patience, resilience and problem solving skills when a program refuses to run as expected!

## CAREERS AND OPPORTUNITIES

Computing skills are the foundation of numerous professional careers in many dynamic sectors, such as technology, business, finance, health and the games industry. The A-level course is an excellent preparation for students who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

## COURSE OUTLINE

The course consists of the following components:

- Computer Systems
- Algorithms & Programming
- Programming Project

The Algorithms and Programming component includes problem solving and programming as well as the use of algorithms to describe problems. The main programming language used is Python; students enjoy the independence of creating their own programming project in Year 13.

## TOPICS ON THE COMPUTER SYSTEMS PAPER COVER A WIDE RANGE OF AREAS:

- How does the processor inside a computer work and what affects the performance of a processor?
- What different input and output devices can be used to solve problems?
- How do Operating Systems work?
- How can we program using different web technologies such as HTML, CSS and Javascript?
- How is data represented in a computer? e.g. binary, hexadecimal.
- How can I solve problems with boolean logic?
- What are the ethical, moral and cultural issues surrounding technology? e.g. use of Artificial Intelligence, monitoring people's behaviour and the environmental impacts of technology.

## HOW WILL YOU BE ASSESSED?

A-level Paper 1 Computer Systems	A-level Paper 2 Algorithms & Programming	Programming Project
Written Exam: 2 hours 30 mins 140 marks 40% of A-level	Written Exam: 2 hours 30 mins 140 marks 40% of A-level	Write-up of programming project 20% of A-level



# DRAMA AND THEATRE (EDUQAS WJEC)

*“I regard the theatre as the greatest of all art forms, the most immediate way in which a human can share with another, the sense of what it is to be a human being.” – Oscar Wilde*

## WHY STUDY DRAMA AND THEATRE?

Throughout the two years, you will gain a deep knowledge and understanding of key theatrical movements in history, explore a range of theatre practitioners, styles and genres, as well as developing your skills as a theatre practitioner in your own right. During the course, you will have to consider your approach to play texts as an actor, director and designer; making informed and creative decisions based on your historical, political, cultural and artistic understanding of the plays studied. You will be a reflector; always finding opportunities to critique and refine your work. You will consider the purpose of theatre as a whole, and reflect on the world that theatre presents back to us.

## HOW WILL YOU BE ASSESSED?

Component 1	Component 2	Component 3
<p><b>Theatre Workshop Non-exam assessment:</b> internally assessed, externally moderated 20%</p> <p>Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC.</p> <p>The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.</p> <p>Learners must produce:</p> <ul style="list-style-type: none"> <li>• A realisation of the performance or design</li> <li>• A creative log.</li> </ul>	<p><b>Text in Action Non-exam assessment:</b> externally assessed by a visiting examiner 40%</p> <p>Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:</p> <ol style="list-style-type: none"> <li>1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)</li> <li>2. An extract from a text in a different style chosen by the learner. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.</li> </ol>	<p><b>Text in Performance:</b> Written examination: 2 hours 30 minutes 40%</p> <p><b>Sections A and B Open book:</b> Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956.</p> <p><b>Pre-1956:</b> The Trojan Women, Euripides As You Like It, William Shakespeare Hedda Gabler, Henrik Ibsen Machinal, Sophie Treadwell Cat on a Hot Tin Roof, Tennessee Williams</p> <p><b>Post-1956:</b> Saved, Edward Bond Accidental Death of an Anarchist, Dario Fo Racing Demon, David Hare Love and Information, Caryl Churchill Chimerica, Lucy Kirkwood</p> <p><b>Section C Closed book:</b> A question based on a specified extract from: The Curious Incident of the Dog in the Night-Time, Mark Haddon, adapted by Simon Stephens.</p>

## CAREERS AND OPPORTUNITIES

Career opportunities include lawyer, television presenter, director, writer, dramaturge, actor, entrepreneur, business owner, designer, critic and many more.



# ECONOMICS (AQA)

## WHY STUDY ECONOMICS AT DUNOTTAR?

A-level Economics will give you an excellent understanding of how economies allocate their scarce resources to meet the needs and wants of their citizens. You will develop a greater understanding of the economic problems which face individuals, firms and governments on a local, national and global level and the alternative ways these problems can be resolved.

You will investigate microeconomic topics such as how individual decisions impact economic outcomes, the importance of competition, how markets operate and why they fail and how the distribution of income and wealth is affected. At the same time you will learn about macroeconomics, looking at the 'big picture' of how our national economy fits into the global context, the global impact of financial markets and monetary policy and the operation of the international economy.



## CAREERS AND OPPORTUNITIES

An A-level in Economics will benefit you if you are looking to go on to study economics, business or finance at university. The skills you acquire will help you no matter what degree course you choose.

You may choose to pursue a career in a directly related field such as banking or finance. The A-level course in Economics will stand you in good stead by giving you an insight and understanding of the economic forces that impact your day to day activities.

Alternatively, you may decide to follow a career path which isn't directly related to your course of study. The analytical and evaluation skills that you will have developed will be useful whatever path you choose in the future.

## COURSE OUTLINE:

Over this two year course, you will study areas and topics drawn from both micro and macroeconomics.

### ***Microeconomics:***

- the economic problem and economic methodology
- individual economic decision making
- price determination in a competitive market
- production, costs and revenue
- perfect competition, imperfectly competitive markets and monopoly
- the labour market
- the distribution of income and wealth: poverty and inequality
- the market mechanism, market failure and government intervention in markets.

### ***Macroeconomics:***

- the measurement of macroeconomic performance
- how the macroeconomy works
- economic performance
- financial markets and monetary policy
- fiscal policy and supply-side policies
- the international economy.

## HOW WILL YOU BE ASSESSED?

At the end of the two year course, you will sit three two hour written exams – each exam will be worth one third of the A-level. Paper one will cover markets and market failure, paper two will cover the national and international economy and paper three will draw on material from the whole course.

The papers will feature a range of question styles including:

- multiple choice questions
- short answer questions
- essay questions
- data response questions
- case studies.

# ENGLISH LITERATURE (OCR)

## WHY STUDY ENGLISH LITERATURE?

Research shows that companies value the strong communication skills that an A-level in English literature teaches. You will develop your collaborative skills, critical thinking skills and creative thinking skills. You will also develop the skills of working independently, demonstrating tenacity and resilience. You will research, synthesise, contextualise and adapt your ideas. Employers love these skills!

## CAREERS AND OPPORTUNITIES

An A-level in English literature combines well with a wide range of A-level subjects, including more technical STEM subjects. It helps students to keep their options—and their minds—open.

Choosing English Literature is useful for a wide range of careers. Former Dunottar students have taken their A-level to become a BBC news presenter and reporter, a strategy consultant, an IT consultant, an entrepreneur and a solicitor...and there are many other examples of careers!

## COURSE OUTLINE AND ASSESSMENT

English is about you: your ability to think about the world around you, to form critical opinions and to express yourself. As an English student, you'll study the past and apply it to the present and the future.

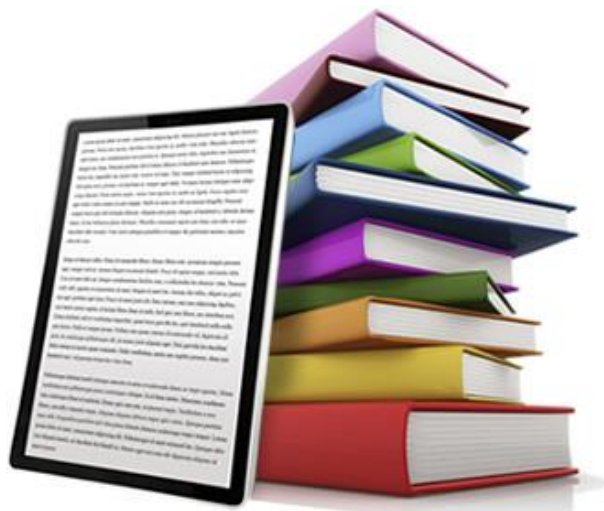
At Dunottar, you'll be studying for the OCR A-level in English literature:

- Drama and poetry pre-1900: exam assessed, worth 40% of A-level
- Comparative and textual study: exam assessed, worth 40% of A-level
- Non-examined coursework, worth 20% of A-level

The texts might vary from year to year because we want to keep the teaching as fresh and lively as possible! You will have two English teachers, who will share their individual expertise with you. So far, the drama and poetry pre-1900 texts have been *The Tempest*, *The Doll's House* and poetry by Christina Rossetti. In recent years, the comparative and textual study unit has focused on American texts (*The Grapes of Wrath* and *The Great Gatsby*) or Gothic texts (*The Bloody Chamber and Other Stories* and *Dracula or Frankenstein*) or dystopian literature (*The Handmaid's Tale* and *Nineteen Eighty-Four*). At the present time, the coursework texts are *A Streetcar Named Desire*, *Property* and Carol Ann Duffy's *The World's Wife*.

## INDEPENDENT READING

An A-level in English literature is easy to fit into your lifestyle as an independent reader! What could be more enjoyable than reading novels for pleasure, knowing that this is part of your A-level? To take your understanding of the texts to the next level, the school also has a subscription to the English and Media Centre (EMC) magazine. The British Library's website is also a fascinating source of relevant articles!



# GEOGRAPHY (AQA)

“There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable.” *Dr Rita Gardner, Director of the RGS-IBG*

## WHY STUDY A-LEVEL GEOGRAPHY?

A-level Geography gives students the scope to become independent thinkers. It offers an opportunity to develop and formulate responses and to research and investigate different attitudes, responses or sides to a topic or theme. It engages and involves the learner by using topical and current case studies to allow coverage of issues on a variety of different scales. This ideally places the A-level geographers with well-developed research skills which will be invaluable in the setting of continuing or further education. Furthermore, Geography is viewed by the Russell University group as a ‘facilitating subject’ which means it is a subject required more often than others for admission to a variety of non-related university courses.



## COURSE OUTLINE & ASSESSMENT

<b>Physical Geography Paper</b> (2 hours 30 mins) 40% of the A-level	Water and the Carbon Cycle, Glacial Systems and Landscapes and Hazards	The study of these, through engaging students with contemporary themes, at a variety of scales, which resonate with their direct or media experience, brings the subject to life and allows an opportunity and expectation of higher levels of cognitive and empathetic engagement.
<b>Human Geography Paper</b> (2 hours 30 mins) 40% of the A-level	Global Systems and Global Governance, Changing Places and Contemporary Urban Environments	
<b>Independent Investigation</b> 3,000-4,000 words 20% of the A-level	4 days fieldwork, some of which will lead to an Independent Investigation	This will offer students enormous opportunities including the ability to learn how to research, analyse and synthesise information and data. It allows them to question the validity of this information to understand opposing viewpoints, arguments or theory with reference to examples in the real world, providing the ability to make well informed decisions and engage problem solving skills both independently and through teamwork.

## CAREERS AND OPPORTUNITIES

Geography teaches important life skills, personal learning and thinking skills and functional skills, as well as developing a critical way of thinking about the world. Employers are looking for quality people to invest in, and geography is a subject which explores the importance of the future. Careers include those working directly in the subject such as Meteorologist, Climate Scientist, Surveyor, Hydrographic Surveyor, International Development, Flood Research, Air Pollution Specialist, Catastrophe Risk Analyst, Coastal Technical Specialist, Data Collector, GIS Analyst and many more. There are also careers which require skills a Geographer will bring such as Law, Media, Education, Accountancy, Engineering, etc.





# HISTORY (OCR)

## WHY STUDY A-LEVEL HISTORY?

History is a popular subject at A-level and the skills learned at GCSE will provide a solid foundation for further study in this subject. History will appeal to those students who wish to improve their analytical skills, enjoy investigation and discovery, enjoy debate and like putting forward a well-argued case.

The History Department at Dunottar has a good tradition of achieving excellent examination results and students benefit from experienced and well qualified teachers, good resources and small classes. We strive to offer students the opportunity to study contrasting periods of History so that a better breadth is achieved and this is particularly valuable for those students who go on to study History at university level and many previous students have done just that at a variety of Russell Group universities.

## COURSE OUTLINE

In Year 12 students focus on the Tudor period from 1485 until 1558 alongside Italian history in the late C19th and the dictatorship of Mussolini. These topics are built on in Year 13 with the addition of the study of 100 years of Russian history and a compulsory coursework option.

## CAREERS AND OPPORTUNITIES

Although often studied alongside other Arts subjects, History can also be taken by those students taking a more scientific route. In terms of future career pathways, History can lead to possible careers in teaching, law, journalism and heritage although the skills acquired through studying History are respected by many potential employers.

## HOW WILL YOU BE ASSESSED?

A-LEVEL	CONTENT OVERVIEW	ASSESSMENT STRUCTURE
Unit group 1 25% of A-level 1hr 30 mins	<b>England 1485-1558: the Early Tudors</b> A period that follows England's development from the turbulence of the Wars of the Roses and the establishment of the Tudor dynasty under Henry VII. It considers the religious upheaval, political and social changes brought about by Henry VIII and chief ministers. The source based enquiry topic focuses on the mid-Tudor regimes of Edward VI and Mary I, through a thematic approach which encompasses issues relating to the stability of the monarchy, religious change, rebellion and unrest.	Students answer: one period study essay from a choice of two. One document-based depth study. <i>Paper total: 50 raw marks</i>
Unit group 2 15% of A-level 1hr	<b>Italy 1896-1943</b> Students will learn about Liberal Italy in the years 1896 to 1915 and consider how far there was political, social and economic development. The impact of the First World War and the rise of Mussolini will then lead on to an in-depth study of life in Fascist Italy and a consideration of how far foreign policy in the 1930s and Hitler's friendship led to the downfall of Mussolini in 1943.	Students answer: both parts from one of the two questions set: One 'mini-essay' and one period study essay. <i>Paper total: 30 raw marks</i>
Unit group 3 40% of A-level 2hrs 30 mins	<b>Russia and its Rulers 1855-1964</b> A thematic study of 100 years of Russian history is undertaken focusing on the impact of war, economic and social developments, the role of government and opposition and the treatment of national minorities. Tsar Alexander II, the Provisional Government and Khrushchev will be considered in greater depth. Overall, students will gain an understanding of how Russia experienced both reform and reaction under both Tsarist and Communist rule.	Students answer: two theme questions from a choice of three, all covering 100 years. One interpretations question. <i>Paper total: 80 raw marks</i>
Unit group 4 Coursework Personal study 20% of A-level	This takes the form of a <b>topic-based essay of 3,000-4,000 words</b> on a subject chosen by the student, incorporating all of the skills developed in the other units that make up the course. Topics chosen by students over recent years have included, the Vietnam War, Hitler's dictatorship, the American Civil Rights Movement and Elizabeth I's failure to marry.	Centre-marked, board-moderated. <i>Assessment total: 40 raw marks</i>

# HUMAN BIOLOGY (OCR Level 3 Alternative Academic Qualification Cambridge Advanced National)

## WHY STUDY AN AAQ IN HUMAN BIOLOGY?

The OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Human Biology (Extended Certificate) will develop knowledge, understanding and skills that will help prepare for progression to undergraduate study and are relevant to the medical science sector.

## COURSE OUTLINE

The qualification comprises six units. Each unit has its own assessment and those assessments can happen at different points during the year. This unitised, flexible approach means learning and achievements can be recognised in bite-sized chunks, rather than all at the end of the course.

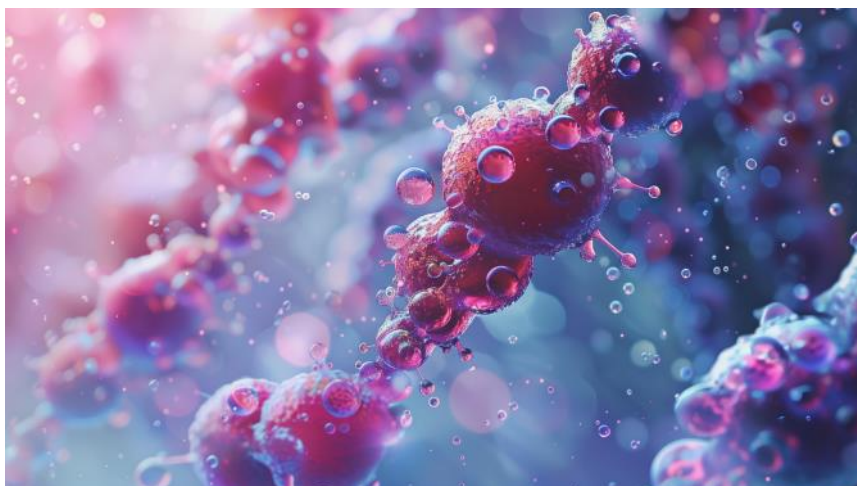
## CAREERS AND OPPORTUNITIES

Together with other relevant qualifications at Level 3, such as A-levels in Biology, Chemistry, Physical Education, Psychology and Sociology, students will gain the required knowledge to be able to use the qualification to support entry to higher education courses as outlined below:

- Biological Sciences degree
- Human Biology degree
- Life Sciences degree
- Biomedical Science degree

## HOW WILL YOU BE ASSESSED?

UNIT TITLE	ASSESSMENT	MANDATORY OR OPTIONAL
Fundamentals of human biology	Examination – Externally Assessed	Mandatory
Health and disease	Examination – Externally Assessed	Mandatory
Genetics	Non-Examined Unit (NEA)	Mandatory
Biomedical techniques	Non-Examined Unit (NEA)	Mandatory
Nutrition and metabolism	Non-Examined Unit (NEA)	Optional
Human reproduction	Non-Examined Unit (NEA)	Optional
The brain	Non-Examined Unit (NEA)	Optional
Drug development	Non-Examined Unit (NEA)	Optional



# MATHEMATICS (EDEXCEL)

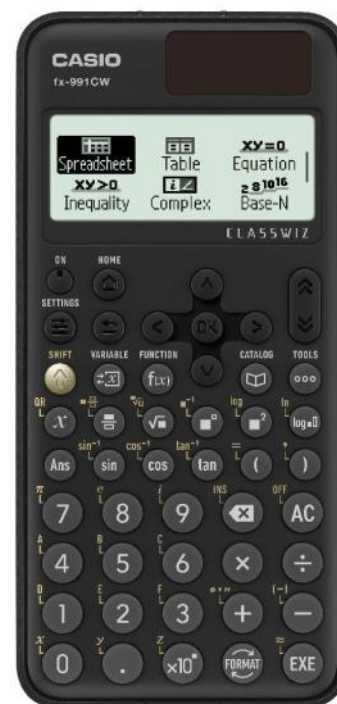
## WHY STUDY MATHEMATICS?

The main reason for studying Mathematics at A-level is that it is interesting and enjoyable. People like its challenge, its clarity, and the fact that you know when you are right. The solution of a problem has an excitement and a satisfaction. It is useful in a variety of careers and is probably one of the most marketable of A-level subjects.

Sixth Form Mathematics classes at Dunottar are taught in small groups and students are encouraged to participate and share in discussions. The Mathematics staff are well qualified and approachable, so if there are any difficulties they can be ironed out as they arise. We often enter a team in the Senior Mathematics Team Challenge which is much enjoyed by the participants.

## CAREERS AND OPPORTUNITIES

Mathematics provides a sound foundation for students wanting to go on to university to study Mathematics or any subject which uses Mathematics including Physics, Engineering, Economics and Computing. Other university courses which recommend an A-level in Mathematics include Law, Medicine, Business, Architecture, Biology, Biochemistry, Physiology, Land Economy, Geography, Geology, Psychology and Veterinary Medicine.



## COURSE OUTLINE & ASSESSMENT

A-level Paper 1 & 2	A-level Paper 3
Pure mathematics	Statistics and mechanics
Written Exam: 2 hours 100 marks 33.3% of A-level	Written Exam: 2 hours 100 marks 33.3% of A-level
Topic 1—Proof Topic 2—Algebra and functions Topic 3—Coordinate geometry in the $(x,y)$ plane Topic 4—Sequences and series Topic 5—Trigonometry Topic 6—Exponentials and logarithms Topic 7—Differentiation Topic 8—Integration Topic 9—Numerical methods Topic 10—Vectors	<b>Section A: Statistics</b> Topic 1—Statistical sampling Topic 2—Data presentation and interpretation Topic 3—Probability Topic 4—Statistical distributions Topic 5—Statistical hypothesis testing  <b>Section B: Mechanics</b> Topic 6—Quantities and units in mechanics Topic 7—Kinematics Topic 8—Forces and Newton's laws Topic 9—Moments

# FURTHER MATHEMATICS (EDEXCEL)

## COURSE OUTLINE

Any student choosing Further Maths will love the challenge of taking on a problem and looking at it from different perspectives. They will be curious, tenacious, methodical and logical in their approach, and take pride and gain satisfaction from not only reaching the solution but also being able to guide others through their approach; often there are multiple routes through a problem, some being more time efficient or elegant than others. Studying Further Maths consolidates and reinforces the Maths A-level content and is a useful subject for anyone considering studying for a degree in Maths, Physics or Engineering.

## HOW WILL YOU BE ASSESSED?

Further Mathematics consists of four, equally weighted, externally examined papers. The choice of Paper 3 & 4 will be made in consultation with the students who take this option.

### Paper 1: Core Pure Mathematics 1

### Paper 2: Core Pure Mathematics 2

Each paper is 1.5hrs and is worth 75 marks (25% of qualification)

#### Content Overview

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations

#### Assessment Overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Students must answer all questions.
- Calculators can be used in the assessment.

### Paper 3: Further Mathematics Option 1

1.5hrs and is worth 75 marks (25% of qualification)

#### Content Overview

\*\*Students take one of the following four options:

- Further Pure Mathematics 1
- Further Statistics 1
- Further Mechanics 1
- Decision Mathematics 1

#### Assessment Overview

- Students must answer all questions.
- Calculators can be used in the assessment.

### Paper 4: Further Mathematics Option 2

1.5hrs and is worth 75 marks (25% of qualification)

#### Content Overview

\*\*Students take one of the following seven options:

- Further Pure Mathematics 2
- Further Statistics 1
- Further Mechanics 1
- Decision Mathematics 1
- Further Statistics 2
- Further Mechanics 2
- Decision Mathematics 2

#### Assessment Overview

- Students must answer all questions.
- Calculators can be used in the assessment.



# MFL: FRENCH & SPANISH (AQA)

*"To have another language is to possess a second soul."*  
–Charlemagne

## WHY STUDY A FOREIGN LANGUAGE?

- Languages give you a sense of achievement and stretch your mind
- A new language opens up a whole new culture: when you learn a language you also learn how other people live and find out about the world through their eyes
- The typical profile expected from future business leaders fully reflects the demands of the globalised world; language graduates will find a good job more easily than others
- You learn key skills such as how to form an argument, structure an essay, how to present yourself
- Smaller classes allow for increased discussion, independence and class time in ICT suites
- We have native speakers that conduct individual conversation classes and provide extra support

## COURSE OUTLINE & ASSESSMENT —FRENCH

A-level Paper 1	A-level Paper 2	A-level Paper 3
Current trends and issues in French-speaking society, artistic culture in the French-speaking world, aspects of political life, grammar.	Students will study <b>either</b> one text and one film <b>or</b> two texts from a set list.	Individual research project
Written Exam: 2 hours 30 mins 100 marks 50% of A-level	Written Exam: 2 hours 80 marks 20% of A-level	Oral Exam: 21-23 mins (including 5 minutes preparation time) 60 marks 30% of A-level

## COURSE OUTLINE & ASSESSMENT—SPANISH

A-level Paper 1	A-level Paper 2	A-level Paper 3
Aspects of Hispanic society, artistic culture in the Hispanic world, multiculturalism in Hispanic society, aspects of political life in Hispanic society, grammar.	Students will study <b>either</b> one text and one film <b>or</b> two texts from a set list.	Individual research project
Written Exam: 2 hours 30 mins 100 marks 50% of A-level	Written Exam: 2 hours 80 marks 20% of A-level	Oral Exam: 21-23 mins (including 5 minutes preparation time) 60 marks 30% of A-level

## CAREERS AND OPPORTUNITIES

There will be a range of opportunities open to you where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages which include a year abroad; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having a language A-level will improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course is an excellent step towards achieving your goals!



# MUSIC (Eduqas WJEC)

## WHY STUDY MUSIC AT DUNOTTAR?

Music is a highly regarded academic subject and is held in high esteem by both universities and employers; they know that musicians are dedicated, intelligent, creative and good at working in groups. Music is also a practical subject; students often develop their musicianship equally outside the music classroom through taking part in ensembles, practising their instrument and performing in concerts. Music A-level students appraise music of different styles, explore a variety of composing techniques and become fully involved in the musical life of the school which helps them to develop their musicianship, technical ability and confidence.

## COURSE OUTLINE

During the course, students will perform to each other and larger audiences. We have excellent Music Technology and recording facilities which enable students to compose using the software that will bring out their best creativity. A-level Music students go on trips to concerts in London and the local community to broaden their musical horizons and support their musical learning. Students will also learn about a broad range of musical styles and contexts; by the end of the course they will have studied the context and stylistic features of: vocal and instrumental music from across different musical time periods; music for film; popular music and jazz; fusions; and new directions.

## ASSESSMENT

COMPONENT	% CONTRIBUTION	EXAMINATION
1. Performing	35% (or 25%)	A performance recital of a minimum of three (or two) pieces as a soloist and/or as part of an ensemble lasting 10-12 minutes (6-8 minutes)
2. Composing	25% (or 35%)	Non-exam assessment. Externally assessed. Two (or three) compositions of 4-6 minutes (8-10 minutes)
3. Appraising	40%	Listening and appraising paper of 2 hours 15 minutes which will test your aural and dictation skills, your understanding of the set works, and your ability to analyse and apply understanding of key musical concepts.

## CAREERS AND OPPORTUNITIES

Music A-level can lead to higher education courses and careers in both Music and Music Technology. In recent years, several of our students have gone on to study Music and Performance degrees before pursuing successful careers in the music industry. Musicians have a large number of transferrable skills which can lead to the following areas: solo/orchestral/chamber performing; composing; recording and producing; song-writing; television and radio; audio engineering; arts administration; education and music therapy.

**MUSIC TECHNOLOGY**  
If you are interested in studying Music Technology at A-level talk to the Director of Music to discuss the course requirements and content further.

## COMPULSORY AREA OF STUDY

The Western Classical Tradition (The Development of the Symphony 1750-1900)	Set works—one for detailed study and one for general study
---	--

## OPTIONAL AREAS—CHOOSE 1

Rock and Pop 1960 - 2000	Musical Theatre	Jazz 1920 - 1950
--------------------------	-----------------	------------------

No set works for these areas of study

## OPTIONAL AREAS—CHOOSE 1

Into the Twentieth Century 1895-1935	Into the Twenty-first Century 1980 - Present
Detailed study of two set works. Impressionism / Expressionism including serialism / Neo-classicism	Detailed study of two set works. Representation European composers: Hans Werner-Henze, Witold Lutoslawski, Kaija Saariaho, Sofia Gubaidulina, Sally Beamish, Judith Weir, Mark-Anthony Turnage, Thomas Ades
Poulenc, <i>Trio for Oboe, Bassoon and Piano, movement II</i> and Debussy, <i>Three Nocturnes, Number 1, Nuages</i>	Thomas Ades, <i>Asyla</i> , movement 3, Ecstasio and Sally Beamish, <i>String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Beamish)</i>

# PHILOSOPHY (AQA)

## WHAT IS PHILOSOPHY?

Defining philosophy is notoriously challenging. However, in brief: Philosophy is a method of thinking about fundamental topics such as ethics, thought, existence, time, meaning, and value. This method helps you develop a thoughtful and informed perspective on the world. The goal of engaging in philosophy is to improve our thinking, act more wisely, and ultimately enhance the quality of our lives.

The Long Answer: There isn't enough space here to provide a comprehensive description of this subject. For a deeper understanding, you should talk to someone in the department.

## WHY STUDY PHILOSOPHY:

**Encourages Independent Thought:** Studying philosophy is excellent training for independent thinking. It equips individuals with critical thinking skills necessary to form their own opinions on important issues, a skill more crucial now than ever.

**Engages with Profound Questions:** The questions explored in philosophy are among the most profound and intriguing humanity has considered, debated over centuries and even millennia.

**Stimulates Dispute:** If there are answers to these philosophical questions, they are far from obvious. These complex and stimulating questions require deep thinking, discussion, and debate, which students find engaging and enjoyable.

**Shapes Character:** Philosophy can influence your beliefs and values, promoting open-mindedness and potentially changing your character through its practice.

**Challenges Thought:** Philosophy is not easy; it involves understanding complex arguments and ideas. Contrary to Homer Simpson's view that difficult tasks aren't worth doing, the Philosophy department believes that challenges help us learn and grow.

## CAREERS AND OPPORTUNITIES

Studying philosophy can prepare you for a wide range of careers. It is valuable in any job that requires clear and rigorous thinking. Philosophy graduates are sought after in fields like business, law, politics, civil service, journalism, advertising and education, among others. Additionally, philosophy pairs well with many A-level subjects, including Maths, Physics, English, History, Politics, Psychology and languages.

## HOW WILL YOU BE ASSESSED?

Paper 1 Epistemology and Moral Philosophy	Paper 2 Metaphysics of God and Metaphysics of Mind
Written exam: 3 hours	Written exam: 3 hours
100 marks	100 marks
50% of A-level	50% of A-level

Please note that either the Philosophy or Religious Studies (Philosophy & Ethics) course will run, not both. The most popular option will be the one selected.

# PHYSICAL EDUCATION (AQA)

## WHY STUDY PHYSICAL EDUCATION AT DUNOTTAR?

The Physical Education course covers a variety of subject areas making it an engaging and wide-ranging course to study. It complements many other subjects at A-level including physics (analysis and mechanics of movement and levers), biology (pulmonary function, transport of blood gases and energy systems), psychology (learning theories, aspects of personality and group cohesion), history (the historical, social and cultural factors influencing the development of sport and recreation) and sociology (equality, discrimination, stereotyping, inclusiveness and prejudice).

In addition to this, the course covers other areas of interest including nutrition for elite performers, specialised training techniques and ethical issues to name a few.

## CAREERS AND OPPORTUNITIES

Studying Physical Education at A-level can lead to a number of exciting and rewarding career paths such as physiotherapy, sport journalism, sport analytics, sport nutrition, coaching, sport psychology and many more. Courses at university generally cover sport science, teaching and sport management but there are also opportunities to specialise further, for example, sport technology and sport journalism.

## HOW WILL YOU BE ASSESSED?

The course is linear and therefore the two examination papers will take place at the end of the two-year course.

### Paper 1: Factors affecting participation in physical activity and sport

#### What is assessed

- Section A:** Applied anatomy and physiology
- Section B:** Skill acquisition
- Section C:** Sport and society

#### How it is assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

#### Questions

- **Section A:** multiple choice, short answer and extended writing (35 marks)
- **Section B:** multiple choice, short answer and extended writing (35 marks)
- **Section C:** multiple choice, short answer and extended writing (35 marks)

### Paper 2: Factors affecting optimal performance in physical activity and sport

#### What is assessed

- Section A:** Exercise physiology and biomechanics
- Section B:** Sport Psychology
- Section C:** Sport and society and technology in sport

#### How it is assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

#### Questions

- **Section A:** multiple choice, short answer and extended writing (35 marks)
- **Section B:** multiple choice, short answer and extended writing (35 marks)
- **Section C:** multiple choice, short answer and extended writing (35 marks)

### Non-exam assessment: Practical performance in physical activity and sport

#### What is assessed

- Students assessed as a performer or coach in the full sided version of one activity
- Plus:** written/verbal analysis of performance

#### How it is assessed

- Internal assessment, external moderation
- 90 marks
- 30% of A-level





# PHYSICS (AQA)

## WHY STUDY PHYSICS?

Physics is a fascinating subject that seeks to understand the universe we live in. Physicists have been responsible for some of the most ground breaking and influential discoveries throughout history. Humanity's knowledge of nature has allowed us to land on the moon, develop global (near instant) communication systems and harness the planet and sun's energy resources to fuel our modern society.

Studying Physics allows us to learn about this journey of discovery, the implications and uses of these revolutionary ideas in society whilst developing our knowledge of how nature works and our problem solving capability.

A-level Physics delves into the depths of the big topics in Physics. Much of this understanding of nature is described by mathematics and so at least 40% of the marks in the examinations will be mathematics based. A-level Mathematics is by no means mandatory; however, prospective students must have a strong GCSE Mathematics grade in order to access the material.

## COURSE OUTLINE

FIRST YEAR OF A-LEVEL	SECOND YEAR OF A-LEVEL
Measurements and their errors Particles and radiation Waves Mechanics and energy Electricity	Further mechanics and thermal physics Fields Nuclear physics One option from: Astrophysics, Medical physics, Engineering physics, Turning points, Electronics



## CAREERS AND OPPORTUNITIES

Physics used to be what the Russell Group called a 'facilitating subject'. The Group has recently removed the term; however, the premise still stands – Physics is a subject that is commonly required or preferred by universities for access to many courses and is well regarded.

An A-level in Physics provides many opportunities in a variety of careers. These include engineering, medicine, architecture, electronics, telecommunications, software engineering, aerospace engineering, radiography, meteorology and computer science.

## FURTHER READING

*A Short History of Nearly Everything* by Bill Bryson, *How to Teach Quantum Physics to Your Dog* by Chad Orzel, *Six Easy Pieces* by Richard Feynman and *A Brief History of Time* by Stephen Hawking.

## ASSESSMENT

Paper 1	Paper 2	Paper 3
<b>Written exam:</b> 2 hours, 85 marks, 34% of A-level	<b>Written exam:</b> 2 hours, 85 marks, 34% of A-level	<b>Written exam:</b> 2 hours, 80 marks, 32% of A-level
Sections 1-5 and 6.1 (Periodic motion)	Sections 6.2 (Thermal physics), 7 and 8	Section A: Compulsory section: Practical skills and data analysis. Section B: Students enter for <b>one</b> of sections 9,10,11,12 or 13.
60 marks of short and long answer questions and 25 multiple choice questions on content.	60 marks of short and long answer questions and 25 multiple choice questions on content.	45 marks of short and long answer questions on practical experiments and data analysis.  35 marks of short and long answer questions on optional topic.

# POLITICS (EDEXCEL)

## WHY STUDY POLITICS?

Studying Politics at A-level is a stimulating experience which thrives on discussion and debate. Students are expected to express opinions and consider issues from a wide range of perspectives. This creates an engaging environment in which we explore the theoretical and ideological issues of, amongst other matters, whether referendums are the best way to make decisions and what we actually mean when we discuss democracy.

Politics is an academic subject which develops intellectual skills such as the ability to analyse and evaluate information and to identify competing ideologies and views. Essay writing is a vital component and by the end of the course all students will achieve a high degree of competence in their ability to structure written work, to express points lucidly and to ensure balance in their arguments.

## CAREERS AND OPPORTUNITIES

Power, who has it and how it is used is key to our understanding of both the society in which we live and that of the world. Politics is the way in which we strive to solve conflicts which arise from different points of view and ideologies. It is the route through which people seek to resolve issues and create better societies. As a student of politics you will develop your ability to identify and weigh up arguments, to find ways through disagreement and to have an appreciation of how different solutions might benefit some rather than others. You will gain a wider and deeper understanding of world affairs and how they impact on your daily life.

Politics blends well with a wide range of other A-level subjects such as Business & Economics, History, Sociology and English. But it does not only appeal to social science students and can add a creative and analytical element to those following a Maths / Sciences path. For anyone considering a career in the professions, Politics A-level is a useful subject which develops sought-after skills. From law, journalism and the media, to researcher roles in parliament or even being a future Prime Minister, the career paths are varied and interesting.

Component 1	Component 2	Component 3
<b>Basic British Politics</b> including participation, political parties, voting behaviour, electoral systems and the media. <b>Core Political Ideas</b> which includes conservatism, liberalism and socialism.	<b>Basic UK Government</b> including the constitution, Parliament, the PM and Executive branches. <b>A choice of a further Political Idea</b> chosen from anarchism, feminism, ecologism, nationalism and multiculturalism.	<b>Global Politics</b> including global governance, human and environmental rights, regionalism, sovereignty and globalisation, political and economic global governance.
<b>Assessment:</b> Three written papers, one for each component, at the end of the course.		

## COURSE OUTLINE & ASSESSMENT

We will be following the Edexcel Politics course. This comprises three components:

Dunottar is one of a small number of schools who teach the Global Politics option for Component 3, rather than the Comparative option of the American Political System. We believe that in a time of globalisation and interdependence, when issues such as the environment, terrorism and finance are evident and imminent, taking the Global option is both more relevant and of interest to students of politics.



# PSYCHOLOGY (AQA)

## WHY STUDY PSYCHOLOGY?

What can you change about a situation to make people more likely to obey you? Why do we forget things? Do people become criminals because of their genes or because of their environment? Do humans learn behaviour the same way that dogs do? These are just a few of the questions A-level Psychology students will explore at Dunottar.

Psychology is the scientific study of the human mind and its functions, especially those affecting behaviour in a given context. The focus is on understanding how the physical brain as well as our environment impact on our behaviour as humans. The department follows the AQA specification which explores topics such as human memory, abnormality, social influence, sleep, child psychology and abnormalities such as schizophrenia. Critically, research methods and data handling techniques used by psychologists are also a core focus.

## COURSE OUTLINE

A-Level Psychology encourages students to critically evaluate scientific research and the theories that arise from it. We look to apply theories to real life situations, such as understanding why eye witness testimony is flawed and which treatments are the most effective for psychological disorders such as OCD, Phobias and Depression. Students are encouraged to develop their knowledge and understanding of Psychology outside the classroom, through keeping up with current research in magazines such as *The Psychologist* or through books and documentaries; wider reading around the subject is heavily encouraged.

Psychology is recognised as a Science subject by all the major Russell Group Universities.

The AQA course is broken down into three broad sections:

1. **Introductory Topics in Psychology (Paper 1)** – Social Influence, Memory, Attachment and Psychopathology
2. **Psychology in Context (Paper 2)** – Approaches to Psychology, Biopsychology and Research Methods
3. **Issues & Options (Paper 3)** – Issues & Debates, Cognition & Development (Child Psychology), Schizophrenia and Aggression

## HOW WILL YOU BE ASSESSED?

The assessment criteria is made up of three two-hour exams in the summer of the second year.

## CAREERS AND OPPORTUNITIES

Psychology is currently one of the most popular subjects to study both at A-level and at University. It appeals to a wide variety of students as it complements science subjects such as Biology or Chemistry. Psychology is highly regarded by employers; people who study it have experience in logical analysis of data as well as the ability to empathise with others. A Psychology degree opens the doors to a wide variety of careers. Of those who continue studying on to University level, only a relatively small percentage actually choose to become professional Psychologists. The rest embark on a range of people related careers including management, advertising or human resources.



# RELIGIOUS STUDIES (PHILOSOPHY & ETHICS)<sub>(OCR)</sub>

Religious Studies A-level is a popular choice across England, and for good reason. It delves into major issues that are relevant to everyone and explores how we think about them. While students can progress from a GCSE in Religious Studies (Philosophy and Ethics), prior study is not required.

## COURSE OUTLINE

Religious Studies offers an intellectually stimulating A-level that helps you understand moral, ethical, and cultural issues. The course hones various skills, including discussion and debate, logical argument, and critical evaluation—all of which are highly transferable.

## WHY STUDY RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS)?

If you enjoy lively debates and contemplating key societal issues, this course may be perfect for you. Religious Studies challenges us to explore and question our assumptions about existence, thought, and the world around us. It encourages inquiry, often leaving us with more questions than answers.

Religious Studies critically examines religion and belief, questioning the implications of religious moralities. It places the existence of God under scrutiny, with great philosophers providing arguments for and against, while students act as judge and jury.

The course encourages scepticism, not only towards experts but also towards your own beliefs and the certainty of your knowledge. It aims to study core philosophical, theological, and ethical theories and teach you to evaluate them critically.

## KEY QUESTIONS EXPLORED

- Why are we here?
- Does the existence of evil disprove the existence of God?
- Can we philosophically prove the existence of a divine being?
- Is modern society sexually immoral?
- Can making money be ethical? If so, why are so many companies immoral?
- Is religion a waste of time?

Through Religious Studies, you'll develop the ability to construct and structure arguments, identify weaknesses, and express yourself logically and precisely.

## CAREERS AND OPPORTUNITIES

A-level Religious Studies is engaging, academically rigorous, and excellent preparation for a wide range of university courses. It pairs well with any other A-level subjects. The study of philosophical, theological, and ethical theories provides a deep understanding of themes relevant to politics, law, medicine, education, human rights, journalism, and religion.

## HOW WILL YOU BE ASSESSED?

A-level Paper 1	A-level Paper 2	A-level Paper 3
Written exam: 2 hours Philosophy: the study of God, metaphysics and logic.	Written exam: 2 hours Ethics: the study of moral action, how to make correct decisions and what it means to be 'good'.	Written exam: 2 hours Developments: The study of theology within the modern world and the place of religion in history and today.

**Please note that either the Philosophy or Religious Studies (Philosophy & Ethics) course will run, not both. The most popular option will be the one selected.**

# SOCIOLOGY (AQA)

Sociology is the study of Society, the 'social world'. Sociology looks beyond the day to day and asks what is the real nature of Society, why does it function like it does and for whose benefit? Sociology asks you to understand and apply key concepts such as power, gender, ethnicity and culture to important and topical issues such as Education, Crime and Deviance and Religion which shape the world we live in.

## WHY STUDY SOCIOLOGY?

Sociology is a rigorous academic subject that is also rooted in the real world. Studying Sociology A-level enables you to develop critical thinking skills, to analyse and interpret the world around you. In previous years, some excellent results have been achieved in Sociology in part due to the expertise of the teachers and the smaller, supportive classes. Previous students have gone on to study the subject at prestigious universities either as a subject in its own right or in combination with another subject.

## CAREERS AND OPPORTUNITIES

Sociology A-level goes well with most subject combinations and will complement other humanities subjects such as History, Geography, Business Studies, Philosophy and Ethics, Government and Politics and Psychology.

Sociology is about contemporary society and the people who live in it and is therefore an ideal subject for many future career paths given that many jobs require interaction with people.

## COURSE OUTLINE

A-level Paper 1	A-level Paper 2	A-level Paper 3
Education with Theory and Methods	Families & Households Beliefs in Society	Crime & Deviance with Theory and Methods

## HOW WILL YOU BE ASSESSED?

A-level Paper 1	A-level Paper 2	A-level Paper 3
2 hour written exam 80 marks 33.3% of A-level	2 hour written exam 80 marks 33.3% of A-level	2 hour written exam 80 marks 33.3% of A-level



# LEVEL 3 DIPLOMA in FOOD SCIENCE (WJEC)

## WHY STUDY FOOD SCIENCE & NUTRITION?

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to learners who have studied Food Science & Nutrition.

## CAREERS AND OPPORTUNITIES

Together with other relevant qualifications at Level 3, such as A-levels in Biology, Chemistry, Sociology and Maths, learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses as outlined below:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology
- 

## COURSE OUTLINE

Unit 1: Meeting Nutritional Needs of Specific Groups (mandatory)	Unit 2: Ensuring Food is Safe to Eat (mandatory)	Unit 3: Experimenting to Solve Food Production Problems or Unit 4: Current Issues in Food Science & Nutrition
This unit will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.	This unit will allow you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.	Studying one of the two optional units Unit 3 Experimenting to Solve Food Production Problems or Unit 4 Current Issues in Food Science & Nutrition will allow you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences.

## HOW WILL YOU BE ASSESSED?

**Unit 1 and Unit 2 are assessed through external assessments (examinations).**

Unit 1 is usually sat at the end of year 12 and Unit 2 is sat between 1st May 1st – 1st June in Year 13.

**Unit 3 or Unit 4 are assessed internally: you will need to respond to a set assignment brief at any time within the academic year, which will be marked by your teacher and moderated by WJEC.**





# Enrichment Options

# ENRICHMENT PROGRAMME

## WHAT ARE THE ENRICHMENT OPTIONS AVAILABLE?

We have spent time talking to students, talking to teaching staff and reviewing the types of courses available. We have taken all this into account to create a programme which we believe will be both enjoyable for you to study and valuable in terms of the skills you will acquire. The enrichment qualifications are designed to be well-received by higher education institutions and future employers.

In the table below you will see the three different enrichment options you can choose. The vast majority of Dunottar students will take three A-level subjects\* and will then choose one enrichment option to add to these A-level subject choices. Students can choose from the Extended Project Qualification, an interesting vocational Level 3 certificate in Sports Leadership and the ASDAN Certificate of Personal Effectiveness.

A-levels	Enrichment Options	No. of Terms / End Date	Maximum UCAS Points for Enrichment Option
<b><i>Students will take three A-level subjects plus one enrichment options block. There are three enrichment option blocks to select from.</i></b>			
3 A-levels	+ Extended Project Qualification	4 / January Yr 13	Up to 28 UCAS points depending on grade
3 A-levels	+ Sports Leadership (Level 3)	4 / January Yr 13	16
3 A-levels	+ ASDAN Certificate of Personal Effectiveness (Level 3)	4 / January Yr 13	16

*\* In a small number of cases, a student may wish to study for only 2 A-levels, plus one Enrichment Block option. If that is your preference, please discuss that route with Mrs Hislop, Deputy Head (Academic).*

N.B. Please note that the enrichment options offered are dependent on sufficient student numbers selecting each option.



# EXTENDED PROJECT QUALIFICATION

## COURSE OUTLINE

The Extended Project Qualification (EPQ) is an opportunity for Sixth Form students to really engage with an idea that they are passionate about which may extend on from one of their chosen A-level subjects or may simply be something completely different that has sparked their interest.

The EPQ allows students to carry out an independent research project alongside support from a supervisor and a taught programme of skills to help them achieve the successful completion of their project.

The project can either be in the form of a written report (essay) of 5,000 words or the production of an artefact (with a 1,000 word accompanying report). Students are also required to complete a Production Log and deliver a presentation to an invited audience.

## BENEFITS OF THE EXTENDED PROJECT

- Helps students learn how to project manage and take more responsibility for their learning
- Develops study skills
- Helps prepare for future study at university or for the workplace
- Adds value to their University application
- Allows the development of an interest beyond their A-level studies
- Develops their critical thinking skills
- Opportunity to develop their presenting skills

Here are some ideas of topics that might be developed into an EPQ:

- Protest songs
- The impact of social media
- The impact of smoking on the NHS
- The effect of music on the brain
- Animals and medical research
- Fracking
- Writing a play
- Creating a magazine
- Coding
- Fashion
- Film-making

*Is criminal behaviour purely the result of social or biological influence?*

*Have athletes reached their full potential in terms of breaking world records?*

*Could the character of Sherlock Holmes exist in the 21st Century?*

*To what extent has social media had a negative impact on 11-18 year olds' ability to communicate face-to-face?*

*A comparison of two global expansion companies:  
Tesco and Zara*

*How has sustainable architecture changed design?*

REMEMBER THE 'P' in the EPQ is for PASSION!

# SPORTS LEADERSHIP Level 3 (HSL3)

## COURSE OUTLINE

This qualification is designed to use sport to help young people develop and hone leadership skills whilst helping themselves and others stay physically active through delivering coaching sessions.

By undertaking this nationally recognised qualification, you will learn and be able to demonstrate important life skills such as effective communication and organisation, whilst learning to independently lead purposeful and enjoyable sport and physical activity sessions for younger people, their peers, older generations and within the community.

The course involves both guided and peer-to-peer learning and supervised leadership to ensure you develop all the skills you need to successfully complete the course.

### You will complete units which include:

- Developing leadership skills
- Planning, leading and evaluating a sports/physical activity event
- Leading safe sport/physical activity sessions
- Planning, leading and evaluating sport/physical activity sessions for children (ages 4-11)
- And you will also complete two additional units which involve planning, leading and evaluating sport/physical activity sessions for specific groups of people (i.e. in the community, disabled people or older people)

### Once qualified you will:

- Understand the key elements and differences of leading, coaching and teaching
- Understand the safeguarding of participants and how this affects an event
- Understand the effects of sport/physical activity on children
- Be able to deliver a sport/physical activity session to older people, less-abled and young children
- Independently plan, deliver and evaluate sport/physical activity sessions
- Be more employable due to increased skills and improved CV

## HOW IS IT ASSESSED?

There is no examination. The assessment methods include:

- Practical observation – video/photos can be used to support this



**Sports Leaders UK have created over 1 million leaders through their qualifications, this is what their previous students have said:**

- ✓ 98% improved their communication skills
- ✓ 96% learnt to work in a team
- ✓ 94% believed they were more employable
- ✓ 78% said it helped get their first job
- ✓ 87% inspired to get more people engaged
- ✓ 83% wanted to do more in the community

# ASDAN Certificate of Personal Effectiveness Level 3

## COURSE OUTLINE

ASDAN Certificate of Personal Effectiveness (CoPE) Level 3 is a course for students in post-16 education, to help them to build the skills they will need as they prepare for future study or work.

The Level 3 Certificate of Personal Effectiveness is a substantial and wide-ranging qualification the purpose of which is to enable students to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real-life contexts.

It aims to teach students to understand, take responsibility for and learn from activities, rather than simply to experience them. Students are required to provide, through these activities, evidence of understanding and skills development against a set of standards. This quantifies and formalises their preparedness to progress into Higher Education, or employment, or vocational training and apprenticeships.



## ASSESSMENT

Students build a portfolio of evidence to show how they have practised and developed six skills by completing a selection of activities from the CoPE student book.

Each activity can take 20, 30, 40 or 50 hours to complete and the qualification as a whole takes an academic year. Activities are chosen from the following modules:

- Active Citizenship
- Work Related Activities
- Career Planning
- Global Awareness
- Enrichment Activities
- Extended Project



CoPE Level 3 is worth 16 UCAS points for students entering higher education (comparable to a B grade at AS Level).

## BENEFITS

A number of higher education institutions (HEIs) recognise the value of CoPE Level 3 and state that, alongside other Level 3 qualifications, it can contribute to fulfilling entry requirements to a range of higher education courses. Applicants to HEIs are strongly advised to confirm with the department offering the course that the department in question will take CoPE into consideration as part of the application process.





**Dunottar School**

[WWW.DUNOTTARSCHOOL.COM](http://WWW.DUNOTTARSCHOOL.COM)

High Trees Rd, Reigate, Surrey RH2 7EL

E: [info@dunottarschool.com](mailto:info@dunottarschool.com)

T: 01737 761945