

THE LONDON  
ORATORY SCHOOL



*Sixth Form*  
*2019*



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# WELCOME

## THE LONDON ORATORY SIXTH FORM

With over 350 boys and girls from all over London, the sixth form is a vibrant community where pupils follow demanding academic courses, develop their character and skills and are supported in their journey of faith for two years. Each year, London Oratory leavers start courses at leading universities in the UK, joining undergraduates at research intensive and Russell Group universities, including Oxford and Cambridge. This success is rooted in a culture of high aspirations amongst staff and pupils. This culture ensures that London Oratory sixth formers have a programme which is challenging and fulfilling, preparing them to be participating and engaged contributors to a fast changing world.

Our sixth form programme rests upon three key elements which we believe provides a developed and supportive package.

- 1. Academic Programme**
- 2. Extra Curricular Programme**
- 3. Faith and Leadership Programme**

## ACADEMIC PROGRAMME Overview

The core of each pupil's programme of study is provided by three full A level subjects which will be examined at the end of two years in the sixth form. Pupils may take four subjects at A level provided they have a strong GCSE profile and have the commitment to follow a demanding programme for two years. Pupils focusing on three full A levels will follow an AS level and/ or an Extended Project in their first year to broaden their skills.

## Expectations

Our academic expectations are high. We expect all members of the sixth form to engage fully with their chosen subjects, participating actively in the lessons. Advanced level study requires pupils to work with commitment and maturity. We expect sixth formers to complete homework assignments on time and to the best of their ability. We expect all pupils to spend a minimum of twenty hours a week on their studies outside lessons. This time should not only include completing homework assignments, but consolidating understanding by reading over notes and reviewing completed work. The complexity of A level studies means that pupils will not always gain an immediate satisfying level of understanding. Pupils must give themselves time to reflect on the material covered and to ensure that they fully understand the topic in a meaningful way. In addition pupils should support their studies by completing wider reading of subject related work and also by reading well-chosen works of fiction and non-fiction.

Within school we seek to provide a structured and supportive environment which provides pupils with the opportunity to take responsibility for their learning. Sixth formers will have some supervised study in study areas, and will have access to research materials and computing facilities. With the agreement of parents, if upper sixth form pupils have no lessons during an afternoon, they may have study leave.

## The Examination schedule

In most cases, apart from the stand-alone AS level, sixth formers will take external examinations at the end of the two year course. At The London Oratory School a linear approach to A levels has been long embedded, ensuring our pupils receive a secure and supportive route through their

A level studies. It provides the opportunity for pupils to master their subjects as subjects, rather than as a series of examination topics, allowing for genuine depth of understanding. It allows teachers to make connections across the whole field of study, planning a satisfying two year course. In addition we believe we have developed approaches which foster added maturity in our pupils' work as they develop over two years in written expression, analytical skills and problem-solving.

## **Monitoring and reporting**

With our long established linear approach to A levels, we have developed a rigorous system of tracking and reporting pupil progress. In the lower sixth form, pupils sit two series of tests: in January and June. Each test leads to a report which provides pupils and parents with clear indications of progress. In addition, from their teachers, pupils receive developmental feedback and targets for further improvement. In the upper sixth in the autumn term we hold internal review tests and a set of trial examinations in January. Our internal examination programme ensures that pupils are well-versed in examination technique and have received ample constructive feedback in advance of the external examinations.

We view the academic development of our pupils as a genuine partnership between school, pupil and parent. We seek to make pupils accountable for their progress and to develop a culture of independent learning. We provide pupils with challenging targets based on their prior attainment and expect them to meet those targets. Pupils who are falling short of expectations will be expected to follow agreed action plans which are reviewed. Parents will be informed of concerns and where necessary we will meet with parents and pupils to develop constructive strategies for improvement.

## **University Admission**

The school has an excellent record of supporting sixth formers in their journey from school to university. We are fortunate to have ambitious young people who rightly believe that they may apply to prestigious universities for highly competitive courses. Through careful guidance, in an increasingly competitive and complex university admissions process, our pupils' chances of securing places on their chosen courses are maximised. The University Places booklet provides a record of our pupils' successes and something for future sixth formers to seek to emulate.

We believe university admission success starts early. In the second term, we introduce sixth formers to the application process and the challenges of writing their 'personal statement', setting in process the necessary self-reflection and research which successful application requires. Parents are informed of the university admission process at an invitation evening held early in the third term. Pupils are then guided through personal statement writing, the maze of choosing the right course and place of study and can rest assured that they will receive a supportive reference. Throughout the process sixth form staff are accessible to both parents and pupils who are encouraged to seek advice and guidance when required.

Pupils who have to complete rigorous selection procedures, for example applicants for Oxford and Cambridge and Medicine, including tests or interviews will receive additional help with their preparation.

## **Careers Advice and Guidance**

We employ an experienced careers advisor who provides advice on the range of opportunities available to our sixth formers. Each year we host a Careers Fair where pupils and their parents have the opportunity to

discuss career pathways with representatives from a wide range of sectors. We are fortunate that in the last few years over fifty representatives have given up their time to discuss their careers. In addition we organise talks and visits from former pupils and members of the wider community to discuss career routes.

## **EXTRA CURRICULAR PROGRAMME**

We strongly believe that education is not just about activities defined by an examination syllabus. Our sixth formers are expected to take advantage of a wide range of opportunities to develop their sporting, cultural and intellectual lives. Through participation in extra-curricular activities, sixth formers develop a variety of skills, ranging from teamwork, time management, leadership and technical proficiency.

### **Sporting opportunities**

The main winter sports are rugby, and netball. We also offer water polo, table tennis, basketball and volleyball, athletics, tennis and cricket. The school has a well-equipped Fitness Centre which pupils, who successfully complete an induction programme, may use before and after school. We offer the opportunity for pupils to take a Community Sports Leadership Award which provides pupils with the skills to supervise and organise sporting events in the wider community.

### **Activities**

We have a well-established Duke of Edinburgh's Award Scheme. Sixth formers new to the school and the scheme would be able to follow the gold award. For pupils who have already completed silver, the gold award is available.

## **Cultural opportunities**

The musical life of the school is extremely rich. There are a wide range of ensembles for pupils to join and to enjoy. Pupils may follow music lessons in any solo instrument or singing. Each term sees one major concert involving more than one hundred performers. We have a number of choirs including a choir for sixth form girls.

We have a purpose-built 300 seat capacity theatre which is not only an excellent concert venue but a stage for memorable dramatic and musical theatre productions where sixth formers play a prominent role. The first term sees a sixth form dramatic production which provides a range of roles both on the stage and in support. The second term sees the sixth form produce a major musical production. For pupils who do not wish to perform on the stage, there are a wide range of backstage roles to play supporting productions.

### **Other cultural activities**

Outside sporting and cultural activities we run a number of different societies where sixth form participation is prominent. These include Science Society, History Society and Literary Society. Outside specific subject-related societies we have the Newman Society which considers ethical and moral issues. All these societies invite speakers to talk to interested pupils providing extra opportunities for pupils to expose themselves to challenging ideas and new perspectives. The quality of visiting speakers is high and the debate stimulated by the visits is rewarding.

We are highly involved in the Model United Nations movement sending award-winning delegations to a number of conferences in the UK and overseas. Pupils learn to view global problems through the eyes of a particular country, digesting key data quickly and developing advocacy skills as well as the softer skills of negotiation and compromise.

## **FAITH AND LEADERSHIP PROGRAMME**

We call upon our sixth formers to take up the challenge of Catholic leadership- contributing fully to our community and the wider community. Through a culture of service we hope to enrich and strengthen our pupils' abilities to contribute in their future lives.

### **Leadership**

We expect all sixth formers to serve as role models and to contribute to the smooth running of the school by carrying out important duties. We have a team of Senior Prefects who represent the school at key events and coordinate the actions of other prefects. Sixth formers are called upon to work with younger pupils as form prefects, helping younger pupils to organise themselves and leading prayers in morning form period.

### **Community Service**

We expect all members of the lower sixth form to participate in a project supporting other people. Outside school there are three main areas where pupils participate: a local

primary school supporting the school reading programme; visiting senior citizens at a local residential care home; working with the homeless one Saturday morning a month at a homeless shelter. In addition, there are opportunities to support our younger pupils with their studies. We find that involving our senior pupils in these ways provides excellent opportunities for making a difference to the lives of others and for personal growth for our own pupils.

### **Journey in Faith**

At the heart of everything we do is our shared Catholic Faith. For sixth formers, we continue to provide whole school services and morning House assemblies. Each morning starts with a prayer and a reflective passage. We have a chaplain who coordinates a programme of class Masses, retreats and pilgrimages.

# SUBJECT INFORMATION

## ANCIENT HISTORY EXAMINATION BOARD: OCR

Ancient History gives pupils the opportunity to study the glories of Ancient Greece and the rise of the Roman Empire, including some of the defining moments in western history. The particular focus of the course is on the fascinating, brutal and at times frankly bizarre culture of Ancient Sparta, along with the Machiavellian rise to power of the first Roman Emperor, Augustus. The course allows study of a wide range of interesting and important themes in politics, warfare, relationships and many others, and raises challenging questions about our own social norms and mores. The course is primarily source-based; pupils will read and evaluate a wealth of source material from both cultures in English. Assessment is primarily essay-based, and takes place through two written examinations at the end of the two year course.

Pupils will:

- Study a wide range of source material from Ancient Greece and Rome in English translation, evaluating the usefulness and reliability of the sources for the historian.
- Study one period of Greek and one period of Roman history in broad outline.
- Engage in an in-depth study of two periods each of Greek and Roman history and culture based on primary sources.
- Develop their skills in extended writing, learning how to structure arguments on a wide range of topics and writing essays.
- Discuss complex themes and topics at the very heart of human existence, including love, war and politics.

Assessment		
	Unit Title and length of exam	% of total A level marks
	<b>A Level</b>	
Paper 1	Greek Period Study and Greek Depth Study (150 minute exam)	50% of A-level
Paper 2	Roman Period Study and Roman Depth Study (150 minute exam)	50% of A-level
	<b>AS Level</b>	<b>% of total AS level marks</b>
Paper 1	Relations between Greek and non-Greek states (90 minute exam)	50% of AS-level
Paper 2	The Julio-Claudian Emperors (90 minute exam)	50% of AS-level



## ART and DESIGN

### EXAMINATION BOARD: Edexcel

Art and Design builds upon the knowledge and skills acquired at GCSE level, providing ample opportunities for pupils to explore areas of personal interest, experiment with a range of methods and approaches and to develop their own artistic style. Pupils are encouraged to be self-critical and adventurous in their approach, thoroughly documenting their own creative journey. Pupils are encouraged to seek inspiration from a variety of sources and to engage critically with the work of artists. To support pupils' artistic development the department arranges visits to galleries and exhibitions. Drawing is a fundamental part of the course and working from direct observation forms the initial response to a project. Pupils analyse and record visual information that is then developed imaginatively and expressively in paint, printmaking, sculpture or other related media. The assessment schedule provides ample opportunity for pupils to respond creatively to open-ended titles. Pupils benefit from working in a department with a wide range of teacher expertise and a culture of experimentation which makes A level study creative, challenging and fulfilling.

Pupils will:

- Through practice and experimentation develop highly refined skills in a broad variety of media and processes, from painting to printmaking.
- Through research and discussion, develop the ability to talk and write about works of art.
- Learn to work more independently, devising their own project starting point that allows them to explore avenues of personal interest.
- Develop confident oral communication skills through small group discussions based on their own and other's work.

Assessment		
	Unit Title and length of exam	% of total AS and A level marks
<b>AS (Year 1)</b>		
Unit 1	Personal Investigation 'My London' (Coursework)	50% of AS level
Unit 2	Externally Set Assignment (10 hour exam)	50% of AS level
<b>A Level (Year 2)</b>		
Unit 1	Personal Investigation (Coursework)	60% of A level
Unit 2	Externally Set Assignment (15 hour examination)	40% of A level

## BIOLOGY

### EXAMINATION BOARD: AQA

The AS and A Level Biology course have been designed to engage and inspire pupils by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas. Whilst a great deal of the course is theory based, pupils will have many opportunities to improve their practical skills whilst also learning the importance of critical thinking and analytical enquiry. The course ranges in focus from the smallest units of life to the management of complex ecosystems encouraging pupils to apply scientific and rigorous thinking to understand the natural world better. It is a subject which provides not only a key foundation for medical-related and scientific careers, but a background into scientific thinking which is an important enduring life-skill. The most successful pupils are engaged and conscientious but most importantly those that have a genuine interest in science and the natural world.

The course is organised around eight topics. Topics 1-4 are: Biological molecules, Cells, Organisms exchange substances with their environment, Genetic information, variation and relationships between organisms. Topics

5-8 are: Energy transfers in and between organisms, Organisms respond to changes in their internal and external environments, Genetics, populations, evolution and ecosystems and The control of gene expression.

Pupils will:

- Develop precise scientific knowledge and understanding of complex biological systems.
- Acquire essential knowledge and understanding of different areas of the subject and how they relate to each other.
- Demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- Show competence and confidence in a variety of practical, mathematical and problem-solving skills.
- Have an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Paper 1	Content from topics 1-4 including relevant practical skills. (120 minute exam)	35% of A level
Paper 2	Content from topics 5-8 including relevant practical skills. (120 minute exam)	35% of A level
Paper 3	Content from topics 1-8 including relevant practical skills. (120 minute exam)	30% of A level
<b>AS Level</b>		<b>% of total AS level marks</b>
Paper 1	Content from topics 1-4 including relevant practical skills. (90 minute exam)	50% of AS level
Paper 2	Content from topics 1-4 including relevant practical skills. (90 minute exam)	50% of AS level

## BUSINESS

### EXAMINATION BOARD: Edexcel

Business offers pupils the opportunity to explore the world of work before entering into it fully, and equips pupils with an understanding of how to start a business, how larger businesses operate, and what decisions businesses make and why. It seeks to provide a good balance between theory and practice, giving pupils the opportunity to study individual business models in some depth. In an increasingly globalised economy, the course provides insights on international business and the implications of a fast-changing global market. Business pupils often go on to study the subject further at university, either as a single subject, or combined with a complementary subject, such as Finance, Management or ICT.

The four Themes for study are “Marketing and People”, “Managing Business Activities”, “Business Decisions and Strategy” and “Global Business”. Themes 1 and 2 are studied in the first year, with the more advanced Theme 3 and 4 studied in the second year.

The new A-Level specification closely mirrors previous versions. The main difference is in

the assessment, which will assess a range of subject topics over three papers, using a mix of case study, and short response questions.

Pupils will:

- Create their own business plan, in order to better understand the challenges and difficulties of starting a business, as well as being introduced to key business language.
- Gain an understanding of the four functional areas of a business, and consider the differing roles and objectives of Finance, Human Resources, Operations and Marketing.
- Discuss the role of international trade and markets in business planning, with reference to international and domestic competitiveness.
- Consider the external environment of Business, looking at how Political, Economic, Social, Technological and Legal factors have a role to play in business decision making.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Paper 1	Marketing, People and Global Businesses (Themes 1 & 4) (120 minute exam)	35% of A level
Paper 2	Business Activities, Decisions and Strategy (Themes 2 & 3) (120 minute exam)	35% of A level
Paper 3	Investigating Businesses in a Competitive Environment (Themes 1-4) (120 minute exam)	30% of A level
<b>AS Level</b>		<b>% of total AS level marks</b>
Paper 1	Marketing and People (Theme 1) (90 minute exam)	50% of AS level
Paper 2	The UK Economy – Managing Business Activities (Theme 2) (90 minute exam)	50% of AS level

## CHEMISTRY

### EXAMINATION BOARD: Edexcel

The Chemistry A Level course is designed to expand and build on the basics learnt at GCSE level, focusing on those topics that explain many aspects of the environment around us in terms of the material world. The course provides an in-depth understanding of the structure of the atom and bonds between atoms. Pupils gain a thorough understanding of the logic contained within the Periodic Table, developing an understanding of patterns of properties of elements identified in the table. Pupils further explore the impact of a range of chemical reactions, considering: energy changes, speed, mechanisms of reactions and reversible reactions. Pupils explore environmental chemistry, organic (carbon compound) chemistry, electrochemistry and transition metals in particular depth. Pupils will be assessed for their understanding and problem solving through practical and theoretical work. Chemistry is an essential A level for pupils considering a medical-related career. Successful chemistry students are also able to study chemical engineering, materials science and the natural sciences.

Pupils will:

- Understand how chemical theory explains every-day observations.
- Understand chemical theory to a detailed level and be able to apply this to unfamiliar situations.
- Perform relevant calculations to predict and explain observed phenomena.
- Carry out practical experiments to obtain useful data.

Assessment		
	Unit Title and length of exam	% of total A level marks
Paper 1	Advanced Inorganic and Physical Chemistry (105 minute exam)	30% of A level
Paper 2	Advanced Organic and Physical Chemistry (105 minute exam)	30% of A level
Paper 3	General and Practical Principles in Chemistry (150 minute exam)	40% of A level
Science Practical Endorsement: Candidates are expected to gain 12 practical techniques which will be demonstrated in 16 Chemistry Core Practicals.		

## DESIGN AND TECHNOLOGY – Product Design EXAMINATION BOARD: AQA

A level Product Design is a rigorous and demanding course which provides pupils with the skills and knowledge to respond to real world problems. Pupils will develop their capacity to create solutions to design problems by exploring the complex relationship between products and people.

The qualification is made up of 50% coursework and 50% examination. The coursework unit comprises of a portfolio of the pupil's design work and a working prototype of their design solution. Pupils work independently to meet demanding deadlines and the outcome offers huge insight to the capacity of pupils to solve problems creatively. Consequently, portfolios are frequently used at university interviews for architecture, engineering and design based courses.

The exam papers for both AS and A level require pupils to have a rich knowledge base of materials and manufacturing techniques, the role of the designer in society, as well as good analytical and evaluative skills. 15% of the marks awarded in the exam(s) will be

awarded for the application of scientific and mathematical knowledge to design-based scenarios.

This year sixth form pupils have enjoyed a visit to the Whitechapel Bell Foundry to consolidate their knowledge of historical and present day casting methods, as well as a tour of the New Designers Exhibition which showcases final year degree work from a range of design-based university courses.

Pupils will:

- Derive their coursework project from set contexts at AS level or have freedom to choose their own coursework context at A level.
- Study design in its wider social, moral and historical context.
- Increase knowledge of materials and manufacturing technologies.
- Work independently to study, research and develop project and time management, communication and practical skills.

Assessment		
	Unit Title and length of exam	% of total marks
<b>A level</b>		
Unit 1	Core Principles: Technical, Design & Making (2hr exam)	25% of A level
Unit 2	Specialist Knowledge: Technical, Design & Making (2hr exam)	25% of A level
Unit 3	Application: Designing & Making (45hr coursework)	50% of A level
<b>AS level</b>		
		<b>% of total marks</b>
Unit 1	Core Principles: Technical & Specialist Knowledge (2hr exam)	50% of AS level
Unit 2	Application: Designing & Making (35hr coursework)	50% of AS level

## ECONOMICS

### EXAMINATION BOARD: Edexcel

As a new subject to most pupils, Economics offers a fresh perspective on the world in which we live. Pupils will investigate the role that resources play in everyday life, building up a scientific understanding of the market in microeconomics (Themes 1 and 3), whilst exploring wider economic issues such as interest rates, inflation and other indicators in macroeconomics (Themes 2 and 4).

Economics is a very accessible subject, drawing on scientific and mathematical understanding, in an applied way, whilst offering an opportunity for debate and discussion in the more subjective areas of the course. Pupils with a desire to understand the world around them will find much to enjoy.

The subject complements most other A levels, providing an excellent subject for pupils who are mathematically confident and interested in current affairs.

A number of economic theories are covered, as are the works of notable economic

thinkers including Smith, Hayek, Keynes, Marx and Nash. Pupils have the opportunity to assess economic behaviour and to explore key events which shape our current world such as the global financial crisis of 2008.

Pupils will:

- Develop key critical skills for assessing the functioning of an economy. They will have to justify their own views in writing and in discussion.
- Build up a detailed and scientific understanding of markets, through analysis of Supply and Demand graphs in the first year, and Revenue and Cost graphs in the second year.
- Be able to identify, discuss and critique a range of government policies, including Monetary, Fiscal and Supply side policies.
- Explore a range of economic viewpoints, from Classical to Keynesian.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Paper 1	Markets and Business Behaviour (Themes 1 & 3) (120 minute exam)	35% of A level
Paper 2	The National and Global Economy (Themes 2 & 4) (120 minute exam)	35% of A level
Paper 3	Microeconomics & Macroeconomics (Themes 1-4) (120 minute exam)	30% of A level
<b>AS Level</b>		<b>% of total AS level marks</b>
Paper 1	Introduction to markets and Market Failure (Theme 1) (90 minute exam)	50% of AS level
Paper 2	The UK Economy – Performance & Policies (Theme 2) (90 minute exam)	50% of AS level

## ENGLISH LITERATURE EXAMINATION BOARD: OCR

English Literature A level builds on the skills developed at GCSE, giving pupils the opportunity to develop their interest in and enjoyment of literature. They are encouraged to read widely and independently, engaging with the set texts and other texts they have selected themselves. They engage creatively and critically with a substantial body of writing, both from the canon and from more contemporary sources, and they develop and effectively apply their knowledge of literary analysis and evaluation in discussion and written assignments. Pupils are also encouraged to explore the contexts of the books they are studying and to read widely from critical authors. Studying this subject requires commitment, a genuine enthusiasm for reading and a willingness to hone writing skills. English Literature A level provides a foundation for undergraduate literary studies of English Literature but also rewarding and highly valued critical skills and insights into history and culture from a modern perspective, useful for lifelong learning.

Pupils are required to write about unseen prose and poetry and they will undertake one coursework assignment which is worth 20% of the final marks.

We will study three components: Drama and Poetry pre-1900, which includes study of a play by Shakespeare and comparison of one drama and one poetry text both of which were written before 1900; Comparative and Contextual Study, which includes comparison of two prose texts which have similar concerns or areas of thematic interest, and critical appreciation of a passage of unseen prose; Coursework on literature written after 1900.

Pupils will:

- Synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them, from Shakespeare to more contemporary authors.
- Make appropriate use of the conventions of writing in literary studies, including references to quotations and sources.
- Hone their skills in extended essay writing and become confident in using written English accurately and effectively to demonstrate their knowledge and understanding.
- Write under examination conditions but also spend time researching and writing extended pieces of coursework.

Assessment		
	Unit Title and length of exam	% of total A level marks
	<b>A Level</b>	
Paper 1	Drama and Poetry pre 1900 (150 minute exam)	40% of A level
Paper 2	Comparative and contextual study (150 minute exam)	40% of A level
Paper 3	Literature post 1900 (3000 words of coursework)	20% of A level

## FRENCH EXAMINATION BOARD: AQA

French A level builds on the skills developed at GCSE, giving pupils the ability to understand spoken and written French at a high level whilst also providing pupils with the tools to communicate confidently in written and spoken form. As well as building on the technical aspects of learning French, pupils gain insights into the rich culture of the Francophone world. In preparing for examinations pupils will look at literature, follow the news, immerse themselves in all aspects of French culture: ranging from art and literature to the latest trends in music. Studying a language to A level requires commitment and a genuine enthusiasm for expanding vocabulary and precision in communication and a willingness to keep reviewing and practising the language. French A level provides a foundation for further study in languages, a rewarding and highly valued lifelong skill and insights into how other people communicate in today's world.

Pupils will:

- Develop their spoken French through participation in class debates, role plays and discussions.
- Develop their understanding of spoken French through watching plays, films and news reports in French.
- Develop a secure foundation of the key grammatical structures of the language through practice exercises and exposure to more complex rules and patterns of speech.
- Through preparation for the speaking examination, research an area of interest in modern French life and culture, such as aspects of French-speaking society or responses to immigration.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Unit 1	Written exam: (150 minutes) Listening, Reading, Translation into English and Translation into French	50% of A level
Unit 2	Written exam (120 minutes) Two essays: One text and one film or two texts	20% of A level
Unit 3	Speaking (21-23 minutes) – including 5 minutes preparation time	30% of A level
<b>AS Level</b>		
<b>% of total AS level marks</b>		
Unit 1	Written exam: (105 minutes) Listening, Reading and Translation into English	45% of AS level
Unit 2	Written exam: (90 minutes) Translation into French. Essay on set text or film	25% of AS level
Unit 3	Speaking (12-14 minutes) – plus 15 minutes preparation time (60 marks)	30% of AS level



## GEOGRAPHY

### EXAMINATION BOARD: Edexcel

Geography A level is a relevant and engaging course which balances physical and human geography. Some topics are familiar to students of Physical Geography such as Natural Hazards in a changing world but we also aim to examine key contemporary issues such as Climate Change, Water Conflicts, The Carbon Cycle and Globalisation. Fieldwork will form an essential part of the A level syllabus and there may be opportunities for overseas excursions.

The course aims to build on the geographical knowledge and skills acquired at GCSE and in so doing stimulate an interest in pupils of real world issues. We will investigate the interrelationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future.

We live in a fast changing, highly media orientated world. The wide and cross-cutting syllabus offered through Geography will

build invaluable transferable skills and approaches to life beyond school.

Pupils will:

- Acquire knowledge and understanding of geographical concepts, developing transferable skills so that unfamiliar situations can be appreciated and reviewed.
- Develop the ability to discuss, interpret, and make judgements on opposing points of view.
- Collate and interpret information from a variety of sources including research articles, all media opportunities, GIS, textbooks and fieldwork data.
- Develop organisational presentational skills to present research materials intelligently and informatively.

Assessment		
	Unit Title and length of exam	% of total marks
<b>A Level</b>		
Component 1	Dynamic Landscapes, Dynamic Places, Physical Systems & Sustainability, Human Systems & Geopolitics (135 minute exam)	30%
Component 2	Dynamic Landscapes, Dynamic Places, Physical Systems & Sustainability, Human Systems & Geopolitics (135 minute exam)	30%
Component 3	Synoptic Investigation on a geographical issue within a place-based context (135 minute exam)	20%
Component 4	Independent Investigation (non-exam assessment)	20%

## GERMAN EXAMINATION BOARD: AQA

German A level builds on the skills developed at GCSE, giving pupils the ability to understand spoken and written German at a high level whilst also providing pupils with the tools to communicate confidently in written and spoken form. As well as building on the technical aspects of learning German, pupils gain the rich culture of the German-speaking world. In preparing for examinations pupils will look at literature, follow the news, and immerse themselves in all aspects of German culture: ranging from art and literature to the latest trends in music. Studying a language to A level requires commitment and a genuine enthusiasm for expanding vocabulary and precision in communication and a willingness to keep reviewing and practising the language. German A level provides a foundation for further study in languages, a rewarding and highly valued life-long skill and insights into how other people communicate in today's world'.

Pupils will:

- Develop their spoken German through participation in class debates, role plays and discussions.
- Develop their understanding of spoken German through watching plays, films and news reports in German.
- Develop a secure foundation of the key grammatical structures of the language through practice exercises and exposure to more complex rules and patterns of speech.
- Through preparation for the speaking examination, research an area of interest in the modern German-speaking world, such as aspects of German-speaking society, responses to immigration, German reunification and its consequences.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Unit 1	Written exam: (150 minutes) Listening, Reading, Translation into English and Translation into German	50% of A level
Unit 2	Written exam (120 minutes) Two essays: One text and one film or two texts	20% of A level
Unit 3	Speaking (21-23 minutes) – including 5 minutes preparation time	30% of A level
<b>AS Level</b>		
Unit 1	Written exam: (105 minutes) Listening, Reading and Translation into English	45% of AS level
Unit 2	Written exam: (90 minutes) Translation into German. Essay on set text or film	25% of AS level
Unit 3	Speaking (12-14 minutes) – plus 15 minutes preparation time (60 marks)	30% of AS level

## CLASSICAL GREEK EXAMINATION BOARD: OCR

Classical Greek at AS and A2 gives pupils the chance to build on their knowledge of the Greek language by studying a more authentic style of texts written by a wider range of authors. A consolidation of grammar and vocabulary allows pupils to appreciate the subtlety and flexibility of Greek, improving logical thought processes and conceptual understanding, and exposing them to a variety of texts which are central to the formation of our culture. These texts give direct access to a remarkable corpus of ancient literature, philosophy, history and law. In the lower sixth pupils will concentrate on developing their knowledge of the language as well as having the opportunity to read more widely Greek literary and historical texts. In the upper sixth pupils will engage in a more in-depth study of Homer's *Odyssey* and Plato's *Apology*. Pupils will become more familiar with the language by reading a wider range of authors, and translating from English into Greek.

Pupils will:

- Develop their knowledge of the language by studying grammar to a higher level and by expanding their vocabulary.
- Gain fluency in the language by translating from English into Greek and by reading a wide variety of Classical Greek prose and verse authors.
- Study in depth a prose and a verse set texts from major writers and thinkers such as Homer and Plato.
- Discuss and write about the complex literary, legal and historical themes raised by these texts.

Assessment		
	Unit Title and length of exam	% of total A level marks
	<b>A Level</b>	
Paper 1	Unseen Translation (105 minute exam)	33% of A level
Paper 2	Prose Composition (75 minute exam)	17% of A level
Paper 3	Prose Literature (120 minute exam)	25% of A level
Paper 4	Verse Literature (120 minute exam)	25% of A level

## HISTORY

### EXAMINATION BOARD: OCR

History builds upon the skills developed at GCSE and allows pupils to understand History at a higher level. Through a range of papers pupils are introduced to a variety of ways of studying history. In preparing for their A level pupils will have the opportunity to study a range of sources and also to analyse the views of contrasting historians. Pupils will study the history of more than one country or state, including at least one from outside the British Isles. Pupils will study topics from a chronological range of at least 200 years and one paper will study change over a period of 100 years. There will be a coursework component of 20% of the A Level. Throughout the course they will be set essays that will develop their research skills and their ability to select evidence to support their arguments. Pupils are encouraged to read widely on the period they are studying and to attend History Society talks in order to further their knowledge of the subject. The study of History at A level requires a commitment to reading academic works by established historians and producing well researched essays. An A level in History provides skills that

are highly regarded in a wide range of professions. Pupils have shown that they have an enquiring mind, an ability to analyse material and select the key information, are able to present an argument and work independently. Pupils may choose between early modern and modern periods of History.

Pupils will:

- Develop essay writing and will be able to use a wide range of evidence to support arguments.
- Analyse a range of sources to reach developed conclusions about historical problems.
- Through the themes paper, consider developments over at least 100 years and comprehend, analyse and evaluate the ways in which the past has been interpreted by historians through the study of individuals, events or developments.
- Undertake an independent investigation of an historical issue drawing on a range of primary and secondary material.

Method of Assessment		
	Unit Title and length of exam	% of total A level marks
Unit 1	British period study and enquiry (either England 1485-1558: the Early Tudors with enquiry topic: Mid Tudor Crises 1547-1558 OR From Pitt to Peel: Britain 1783-1853 with enquiry topic: Peel and the Age of Reform 1832-1853) (90 minute exam)	25% of A level
Unit 2	Non-British period study (either The German Reformation and the rule of Charles V 1500-1559 OR The American Revolution 1740-1796) (60 minute exam)	15% of A level
Unit 3	Thematic study and historical interpretations (either The Renaissance c. 1400 – c. 1600 OR Civil Rights in the USA 1865 – 1992) (150 minute exam)	40% of A level
Unit 4	Topic based essay (3000-4000 word essay on a topic of candidate's choice)	20% of A level

## HISTORY OF ART EXAMINATION BOARD: Edexcel

History of Art is an intellectually challenging course that teaches pupils how to engage with art and architecture both past and present. No prior art historical knowledge is necessary, although an interest and base knowledge of History would be a bonus as the work is viewed through thematic areas of study, such as historical, political and social contexts. Pupils will be taught the main elements contained within the language of painting, sculpture and architecture; key works for study being chosen from all the main periods of art history dating back to circa 500 BC.

Through small group discussion and visits to museums and galleries pupils will learn how to use correct terminology to describe works of art and to compare and contrast different works. A series of essays will provide a base to assess pupils' knowledge and improving sensibilities.

In a world where the power and content of images seems to prevail, and where art is fast becoming a way to engage and express our contemporary situation, the study of images and artefacts can illuminate the cultural present.

Pupils will:

- Be introduced to works of art within social and historical context and develop confidence in placing that work within the broader framework of art history.
- Develop a higher sense of understanding of works of art through correct analysis and use of terminology.
- Learn to write successful, insightful essays which reflect an ability to present arguments and to be aware of subjective and objective interpretations of a work of art and architecture.
- Be prepared for the written exam where they are required to analyse works of art and present considered arguments about different styles and techniques.

Assessment		
	A Level	
	Unit Title and length of exam	% of total marks
Unit 1	Themes in History of Art (180 minute examination)	50%
Unit 2	Period Studies in History of Art (180 minute examination)	50%

## LATIN EXAMINATION BOARD: OCR

Latin at AS and at A level gives pupils the opportunity to build on their knowledge of the Latin language acquired at GCSE by studying a more authentic style of texts written by a wider range of authors. A consolidation of grammar and vocabulary allows pupils to appreciate the full subtlety and flexibility of Latin, improves logical thought processes and conceptual understanding, and exposes them to a variety of texts which are central to the formation of our culture. These texts give direct access to a remarkable corpus of ancient literature, philosophy, history and law. In the Lower Sixth pupils will concentrate on developing their knowledge of the language as well as having the opportunity to read more widely in Latin literary and historical texts. In the Upper Sixth pupils will engage in a more in-depth study of Virgil's *Aeneid* and Tacitus' *Annals*. Pupils will become more familiar with the language by reading a wider range of authors, and translating from English into Latin.

Pupils will:

- Develop their knowledge of the language by studying grammar to a higher level and by expanding their vocabulary.
- Gain fluency in the language by translating from English into Latin and by reading a wide variety of Roman prose and verse authors.
- Study in depth a prose and a verse set text: Virgil's *Aeneid VIII* and Tacitus' *Annals I*.
- Discuss and write about the complex literary, legal and historical themes raised by these texts.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Paper 1	Unseen Translation (105 minute exam)	33% of A level
Paper 2	Prose Composition (75 minute exam)	17% of A level
Paper 3	Prose Literature (120 minute exam)	25% of A level
Paper 4	Verse Literature (120 minute exam)	25% of A level

## MATHEMATICS

### EXAMINATION BOARD: Edexcel

As well as being a highly regarded subject in its own right, Mathematics is an excellent partner for many other subjects, especially Sciences, Geography and Economics. At A Level, Mathematics is divided into two branches, Pure Maths (the Core units) and Applied Maths (Mechanics and Statistics). In Pure Maths pupils will develop and extend skills in algebra and trigonometry, as well as meeting new topics such as differentiation and integration (calculus), logarithms, functions, vectors and mathematical proof. Mechanics looks at how algebraic techniques can be used to model real-world problems, with a particular emphasis on Newton's Laws (which pupils may already have met in Physics) applied to systems of forces. In Statistics pupils will use mathematical techniques to analyse and interpret data, and see how mathematical probability models such as the normal distribution can be used to predict future outcomes, assessing the reliability predictions using the concept of hypothesis testing; this will include the use of technology to explore large sets of real world data.

Pupils will:

- Learn how to analyse and solve increasingly complex problems, developing the use of logic in mathematical arguments.
- Appreciate the importance of rigorous proof in establishing mathematical concepts.
- Apply algebraic methods to model the physical world.
- Develop the ability to make inferences and predictions based on detailed analysis of data.

Assessment		
	Unit Title and length of exam	% of total marks
Unit 1	Pure Mathematics 1 (120 minutes)	$33\frac{1}{3}\%$
Unit 2	Pure Mathematics 2 (120 minutes)	$33\frac{1}{3}\%$
Unit 3	Mechanics and Statistics (120 minutes)	$33\frac{1}{3}\%$

## FURTHER MATHEMATICS EXAMINATION BOARD: Edexcel

Pupils who have a genuine fascination and aptitude for Mathematics, or are contemplating reading Maths, Physics or Engineering at university, should seriously consider studying Further Mathematics as an additional A level. Further Mathematicians will study both Mathematics A level and Further Mathematics in a separate group of dedicated mathematics students. As well as covering and extending the material covered in the Mathematics course, they will study more abstract concepts including complex numbers, matrices, conic sections, differential equations, hyperbolic functions and polar coordinates. Mechanics continues to develop modelling of physical systems, including projectiles, momentum, centre of mass and elasticity. Statistics introduces further probability distributions and extends the notion of hypothesis testing to a wider variety of applications. Further mathematicians also have the opportunity to take part in national Maths Challenges organised by the UK Maths Trust.

Pupils will:

- Explore relationships and connections between different branches of Mathematics.
- Appreciate how abstract concepts can have applications in the real world.
- Further develop skills in analysing complex problems and producing logical, elegant solutions.

Assessment		
	Unit Title and length of exam	% of total marks
Unit 1	Pure Mathematics 1 (90 minutes)	25%
Unit 2	Pure Mathematics 2 (90 minutes)	25%
Unit 3	Further Statistics (90 minutes)	25%
Unit 4	Further Mechanics (90 minutes)	25%



## MUSIC

### EXAMINATION BOARD: Edexcel

Music A Level is a stimulating and enriching choice. The course builds on previously acquired skills at GCSE as it expects pupils to experience the three main musical disciplines of performing, composing, and appraising. During the course, pupils will develop performance skills, learn about music history, analysis and composition. During the composition process, an ability to understand how music ‘works’ will be fostered. In addition pupils will appreciate music as a creative achievement and as a reflection of the times in which it was created. Pupils will build up their aural and analytical skills by studying selections from a broad range of set works and a programme of wider listening. During this time, the ability to see how compositions work on a technical and emotional level will be developed. Works are grouped into six areas of study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. Pupils should aim to be at least Grade 6 on their chosen instrument – a short recital will be required at the end of the course lasting at least 8 minutes and pupils should present a programme of

balanced works. As an A level, Music provides an excellent basis for higher education courses in Music; it is also a highly respected by universities as it develops lifelong learning skills, logic skills, creativity and self-discipline.

Pupils will:

- Develop an appreciation of a wide range of musical styles.
- Be able to locate major musical works in the context in which they were created.
- Develop composition skills as free composition and in response to a ‘brief’.
- Develop skills as performers and prepare for recitals.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Component 1	Performing (8 minute recital of one or more pieces where grade 7 is the standard level of difficulty.)	30% of A level
Component 2	Composing for a total duration of at least 6 minutes.	30% of A level
Component 3	Appraising (90 minute exam).	40% of A level
<b>AS Level</b>		
<b>% of total AS level marks</b>		
Component 1	Performing (6 minute recital)	30% of AS level
Component 2	Composing (2 compositions totalling 4.5 minutes)	30% of AS level
Component 3	Appraising (90 minute exam)	40% of AS level

## PHYSICAL EDUCATION EXAMINATION BOARD: OCR

Pupils who have studied GCSE Physical Education (PE) or those who have a particular interest in factors affecting performance in sport would be suitably qualified to consider this thoroughly engaging and theoretical course. Physical Education provides pupils with the opportunity to study PE in an academic setting, which is also supported by their own practical performance in sport. The course requires pupils to engage with a wide range of topics, such as applied anatomy and physiology, exercise physiology and biomechanics. Pupils will be invited into the minds of professional athletes as they explore pathways of sports psychology and the way in which we learn or engage with sport in society.

Pupils are expected to be regularly performing in one chosen activity either in school or outside of school.

The course will prepare pupils for the further

study of PE or sports science as well as other related subject areas such as psychology, sociology and biology. Pupils will also develop the transferable skills that are in demand by further education, higher education and employers in all sectors of industry.

Pupils will:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Assessment		
	Unit Title and length of exam	% of total marks
<b>A Level</b>		
Component 1	Physiological factors affecting performance (120 minutes written paper)	30% of A level
Component 2	Psychological factors affecting performance (60 minutes written paper)	20% of A level
Component 3	Socio-cultural issues in physical activity and sport (60 minutes written paper)	20% of A level
Component 4	Performance in physical education	30% of A level
<b>AS Level</b>		
<b>% of total marks</b>		
Component 1	Physiological factors affecting performance (75 minute written paper)	35% of AS level
Component 2	Psychological and socio-cultural themes in physical education (75 minute written paper)	35% of AS level
Component 3	Performance in physical education (non-exam assessment)	30% of AS level

## PHYSICS

### EXAMINATION BOARD: OCR - Syllabus A

A Level Physics is concerned with observing natural phenomena in the world modelling them and predicting future outcomes in new and unknown situations. Physics deals with profound questions about the nature of the universe and some of the most important practical, environmental and technological issues of our time. Pupils with a genuine enthusiasm for exploring these issues will find A Level Physics a challenging and rewarding experience involving experiment and observation, mathematical theory and conceptual analysis, and computer modelling.

The A Level Physics course involves the manipulation of complex mathematical equations and pupils taking this course must also study A Level Mathematics. Highly able pupils are strongly advised to choose Further Mathematics as another of their A level options. Applications of Physics involve high levels of creativity, utilising concepts and techniques to drive developments in related subject areas including Chemistry, Computing, Engineering, Materials Science, Mathematics, The Life Sciences, Meteorology and Statistics. As well as research, career prospects for physicists extend into a wide range of industries such as IT, medicine, high finance and engineering.

Pupils will:

- Develop their experimental skills and error analysis throughout the course.
- Understand how mathematical expressions relate to physical principles, and build theoretical models; as when studying radioactive decay, capacitor discharge, oscillations and the kinetic theory.
- Apply the laws of physics to a range of unfamiliar situations, utilising complex mathematical analysis.
- Appreciate how different areas of physics can relate to each other, for example when studying gravitational and electrical fields and potential.

Assessment		
	Unit Title and length of exam	% of total A level marks
Unit 1	Modelling Physics I (135 minute exam)	37% of A level
Unit 2	Exploring Physics II (135 minute exam)	37% of A level
Unit 3	Unified Physics III (90 minute exam)	26% of A level

## POLITICS

### EXAMINATION BOARD: Edexcel

Politics is a new subject for pupils at AS and A Level, but builds upon skills from subjects such as History or English. The AS units link well to each other and allow pupils to study a range of issues in the contemporary government and politics of the United Kingdom. They will consider issues such as the role of the Prime Minister, the powers of Parliament, the workings and ideologies of political parties and the role of pressure groups. There are two additional elements for the full A Level. The first is a study of political ideologies, which includes the ideas, history and key thinkers behind ideologies such as Liberalism, Conservatism and Socialism. The second is a study of the politics and the institutions of the United States, assessing the powers of the key institutions of Presidency, Congress and Supreme Court, and the nature of American politics, including the functions of political parties, pressure groups and elections.

An AS or A Level in Politics will provide pupils with skills which will support them across a range of subjects, in areas of analysis, evaluation, and writing persuasive arguments, as well as giving them a greater understanding of the way in which the United Kingdom's political system works.

All pupils are encouraged to consolidate and develop their knowledge by reading broadsheet

newspapers, journals such as *The Economist*, and evaluating the content of television shows such as *Question Time*. Knowledge of key current political events is a vital part of assessments. The most successful pupils recognise the importance of conscientiously following current events but also that this involves detailed theoretical knowledge and understanding demonstrated through written assignments.

Pupils will:

- Develop a working understanding of the institutions and processes of the government of the UK and be able to apply this knowledge and examples to a range of arguments.
- Develop an insight into a range of political theories and concepts, linking these to specific events, processes or roles within the government of the UK.
- Read a range of articles to enhance understanding of current affairs, analyse and evaluate the points of view provided, and compare and contrast the arguments offered.
- Write developed and persuasive essays, integrating examples, evaluating evidence and reaching supported conclusions.

Assessment		
	Unit Title and length of exam	% of total marks
<b>A Level</b>		
Unit 1	Political Participation and Core Ideas (Liberalism, Conservatism and Socialism) (120 minutes)	33 <sup>1</sup> / <sub>3</sub> %
Unit 2	UK Government and Optional Ideas (120 minutes)	33 <sup>1</sup> / <sub>3</sub> %
Unit 3	Comparative Politics – US Government and Politics (120 minutes)	33 <sup>1</sup> / <sub>3</sub> %
<b>AS Level</b>		
<b>% of total marks</b>		
Unit 1	Political Participation (95 minutes)	50%
Unit 2	UK Government (95 minutes)	50%

## SPANISH EXAMINATION BOARD: AQA

Spanish A level builds on the skills developed at GCSE, giving pupils the ability to understand spoken and written Spanish at a high level whilst also providing pupils with the tools to communicate confidently in written and spoken form. As well as building on the technical aspects of learning Spanish, pupils gain insights into the rich culture of the Spanish speaking world. In preparing for examinations pupils will look at literature, follow the news, and immerse themselves in all aspects of Spanish culture, ranging from art and literature to the latest trends in music. Studying a language to A level requires commitment and a genuine enthusiasm for expanding vocabulary and precision in communication and a willingness to keep reviewing and practising the language. Spanish A level provides a foundation for further study in languages, a rewarding and highly valued life-long skill and insights into how other people communicate in today's world'.

Pupils will:

- Develop their spoken Spanish through participation in class debates, role plays and discussions.
- Develop their understanding of spoken Spanish through watching plays, films and news reports in Spanish.
- Develop a secure foundation of the key grammatical structures of the language through practice exercises and exposure to more complex rules and patterns of speech.
- Through preparation for the speaking examination, research an area of interest in Hispanic society, such as multiculturalism, Spanish regional identity or responses to immigration.

Assessment		
	Unit Title and length of exam	% of total A level marks
<b>A Level</b>		
Unit 1	Written exam: (150 minutes) Listening, Reading, Translation into English and Translation into Spanish	50% of A level
Unit 2	Written exam (120 minutes) Two essays: One text and one film or two texts	20% of A level
Unit 3	Speaking (21-23 minutes) – including 5 minutes preparation time	30% of A level
<b>AS Level</b>		
		<b>% of total AS level marks</b>
Unit 1	Written exam: (105 minutes) Listening, Reading and Translation into English	45% of AS level
Unit 2	Written exam: (90 minutes) Translation into Spanish. Essay on set text or film	25% of AS level
Unit 3	Speaking (12-14 minutes) – plus 15 minutes preparation time (60 marks)	30% of AS level

## THEOLOGY – (Philosophy of Religion and Religious Ethics) EXAMINATION BOARD: OCR

Theology invites pupils to engage with key themes in Philosophy of Religion, Ethics and Christian Thought from their origins in the Hebrew Scriptures through their encounter with Greek philosophy and development in Christianity. Pupils will apply these ideas to contemporary issues in society.

Pupils are required to develop analytic and evaluative skills in forming and supporting arguments, which are transferrable to a wide variety of other subjects and careers. Pupils contrast religious and secular approaches to practical issues such as the relationship between faith and politics. Pupils have the opportunity to encounter major themes in western thought and reflect upon the impact they have on the world today.

Pupils will have the opportunity to examine the work of ancient philosophers who have influenced Christian thought; such as Aristotle whose philosophy was used by St Thomas Aquinas to defend Christian ideas about God, man and the soul. They will also consider how approaches to ethics frame the questions that continue to cause controversy to this day such as how should people conduct themselves in business and the value of human life.

Pupils will:

- Study major themes in Christian thought.
- Produce reasoned written and verbal arguments.
- Develop the ability to analyse, understand and compare opposing viewpoints.
- Learn, through their reading and through class discussion, to weigh up the strengths and weaknesses of different approaches to philosophical and ethical questions.
- Through their study of ideas and philosophies, broaden their general cultural, intellectual and social awareness.

Assessment		
	Unit Title and length of exam	% of total A level marks
	<b>A Level</b>	
Unit 1	Philosophy of Religion (120 minutes)	33 $\frac{1}{3}$ % of A level
Unit 2	Religion and Ethics (120 minutes)	33 $\frac{1}{3}$ % of A level
Unit 3	Developments in Religious Thought (120 minutes)	33 $\frac{1}{3}$ % of A level
	<b>AS Level</b>	
	<b>% of total AS level marks</b>	
Unit 1	Philosophy of Religion (75 minutes)	33 $\frac{1}{3}$ % of AS level
Unit 2	Religion and Ethics (75 minutes)	33 $\frac{1}{3}$ % of AS level
Unit 3	Developments in Religious Thought (75 minutes)	33 $\frac{1}{3}$ % of AS level



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