



THE ORATORY

1859

6TH FORM
SUBJECT OPTIONS

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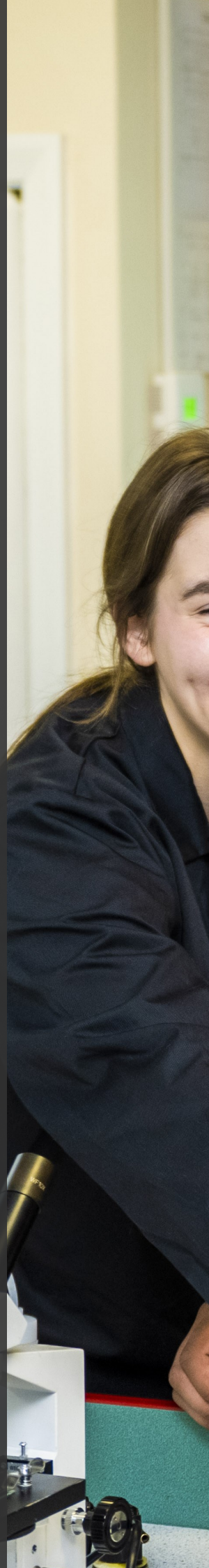
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THE ORATORY

DEPUTY HEAD ACADEMIC

Entering the 6th Form is both an exciting and a challenging prospect. The decisions you make about your 6th Form pathway will have an impact on your next steps beyond school, your journey into higher education or apprenticeships, and even your future career. However, the 6th Form is also an opportunity to make your own choices about where you want your expertise to develop and how you want your studies to shape you.

At The Oratory we are ideally placed to guide you as you make these decisions. Our smaller cohorts allow us to provide dedicated and personalised advice and support to every student in our care. Each of your teachers brings a wealth of experience to help you make the right decisions for the best A Level programme for your skill set. Our ethos of developing the whole person, academically, pastorally, and within the all-round provision we offer, makes this an excellent environment for growing into the adults you are called to be, a journey that begins with choosing your options for 6th Form study.

This booklet aims to give you all the core information you need about the subjects The Oratory offers at A Level. It also covers other aspects of the 6th Form programme at The Oratory, which combine to support and enhance your A Level study. You should read each page carefully and discuss those subjects you are considering with your teachers. As well as shortlisting the subjects at which you excel, and those you most enjoy, you may also wish to bear in mind possible degree subjects and career pathways, for which certain A Levels may be required. You will find lots of advice on Unifrog, and should consult with your tutor, subject teachers and myself about the options open to you. This is an exciting time for any young person, and we look forward to working with you as you take your next steps.



Matthew Syddall – Deputy Head Academic



A BROAD ACADEMIC OFFERING

The Oratory prides itself on developing our pupils in mind, body and soul. First and foremost is our commitment to enable every pupil to realise their full potential, through the provision of a wide curricular offering, delivered by inspiring teachers.

Our pupils normally study three A Levels and we are in the fortunate position of being able to accommodate most combinations of subjects, giving our pupils great flexibility in selecting the correct programme for them. In addition to A Level courses, we provide a range of additional options to enhance and enrich the academic offering for our pupils.

All pupils have the option to take the Extended Project Qualification (EPQ), beginning in the Lower 6th. This is a research project on any topic, in a supervised context, to learn both about a subject in depth, and also the whole process of planning, methodology, writing, referencing, and reviewing required for independent research. In recent years, we have had great success not only with traditional dissertation projects, but also with artefact projects, where pupils have created a central piece of work such as a computer, a telescope, or a poetry

anthology. The EPQ is worth the equivalent of half an A Level, and is taken in addition to A Level subjects.

Subject to sufficient demand, additional GCSEs may be taken at 6th Form in subjects including Music, Modern European Languages and Computer Science. These are taught in the first year of A Level study. An extra A Level may also be taken in a pupil's native foreign language, usually in the Lower 6th.

The range of subjects on offer at The Oratory is broad and aims to prepare pupils for their future, whatever pathway they intend to take when they finish school. We place academic development at the centre of school life, but also believe that education needs to be rich and diverse, offering wide-ranging opportunities.



LOQUITUR

A PROGRAMME FOR 6TH FORM

The Oratory prides itself on providing a holistic education, not merely focused on preparation for exams, but on preparation for life. 6th Form years will be the most exciting time of change and development for any young person; an Oratory education will enable young people to navigate these years, to become the best version of themselves.

OUR HOLISTIC EDUCATION

At The Oratory, our small community and high teacher-pupil ratio allows us to treat every pupil in the 6th Form as an individual, personally known and supported by teachers, tutors, and 6th Form team. We believe that every pupil should be nurtured into becoming the best version of themselves, in preparation for life outside The Oratory. While much of the development of a pupil in 6th Form will be academic, usually taking a curriculum of three

A Levels with the option of an EPQ, The Oratory prepares its pupils in a far broader way, to meet its holistic understanding of education. While some aspects of this will follow the particular aptitudes and characteristics of each individual, others are universally relevant as preparation for the worlds of work, higher education, and wider adult life.

The Loquitur programme comprises three areas:

- ENRICHMENT:** A programme of sessions to develop pupils academically and personally.
- SERVICE:** The Lower 6th will be expected to undertake an aspect of volunteering, charity work, or CCF in the Thursday afternoon sessions. This may contribute in turn to the gold Duke of Edinburgh award.
- CAREERS:** There will be 2-3 careers talks each term, and pupils will be expected to complete at least one work experience placement during their 6th Form.

This will be complemented by 6th Form societies, especially our Windhover Public Speaking Society, the Adelphi Debating Society, and by The Oratory Enterprise.

Lower 6th	
Michaelmas	Critical thinking and academic skills
Lent	Communication
Trinity	Life at university and beyond
Upper 6th	
Michaelmas	UCAS and Oxbridge preparation
Lent	Subject enrichment and revision

ART & DESIGN

Edexcel

The Faculty of Art and Design (and Technology) offers endorsements in:

- **ART, CRAFT AND DESIGN**
- **PHOTOGRAPHY**
- **3D DESIGN**



Other endorsements are possible, such as Graphics and Textiles, based on individual suitability, and can be included within the Art, Craft and Design endorsement.

The Faculty of Art and Design has an astounding track record of top A Level grades across its endorsements over a decade and offers our pupils the opportunity to study everything from functional design or applied design, through to Fine Art. In a world saturated with imagery and visual communication it has become increasingly important to become visually literate as well as verbally literate and numerate. Within these endorsements, whether photographic or three dimensional, pupils will understand that graphic design is about communication and selling, that functional design is about creating and making objects with a physical purpose and function, and that Fine Art is about personal expression and visual perception.

The previous study of Art and Design at GCSE and attainment of at least a grade 7 is desirable. A willingness to draw is necessary and will be taught.

All Photography students will be asked to buy a DSLR camera for their field studies. The A Level is a linear course with a written component (12%).

Suitability for endorsements is assessed by the Director of Art and Design.

A Level Art, Craft and Design, A Level Photography and A Level 3D Design - Unit Breakdown.

Course content	Assessment
COURSEWORK	UNIT 1 (48%)
Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.	Coursework - internally set, assessed by the teacher and externally moderated.
WRITTEN COMPONENT	UNIT 1 (12%)
The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.	Coursework - internally set, assessed by the teacher and externally moderated.
EXAM UNIT	UNIT 3 (40%)
A body of work completed over 8 weeks including journals will be submitted as well as a timed examination piece completed within 15 hours in response to an externally set theme from February 1st in the Upper 6th.	Internally set, assessed by the teacher and externally moderated.

ART, CRAFT AND DESIGN

Art is about personal expression and visual perception. It is primarily about questioning the way we perceive the world around us. The Faculty offers the unendorsed course for Art which gives us great flexibility in the choice of materials and the outcomes possible across different disciplines, from Fine Art approaches, resulting in painting, sculpture, printmaking, through to creative coding, graphic outcomes or multi-media and installation. There is no text book for Art: the pupil is the text book. We will teach pupils to look for opportunities and connections across many diverse areas in terms of spatial awareness and visual acuity. We aim to create a strong physical and visual awareness that comes from the experience of handling materials physically and practically, as well as thinking about and visualising what you see. When we see, we see with all the senses, so the relevance of Art is not just in producing more artists or producing aesthetically-appealing pictures, but in producing people who are well rounded, who can think laterally, who have the ability to undertake independent and self-directed learning in order to think critically and creatively. Those who undertake an Art and Design education will equip themselves with the skills and work ethic required to make a success of their subsequent studies at university.

PHOTOGRAPHY

There is no subject with more potential to touch on the ever changing world around us than Photography. Previous 6th Form students have explored everything from the politics and ethics of picture-taking, to documentary photography and film making, medical imaging through to astrophotography and the science behind the discipline. Photographers work from the opposite end of the spectrum to more traditional artists and draughts-people, in that in an instant they can capture reality with a one click of a button. Where a painter will start with a blank canvas and add to their interpretation of what they see, a photographer has to be selective often before they have even taken a picture. The course aims to teach students photographic literacy, that contrary to belief the camera always lies and is an accessory to untruth. It is a fun innovative course with many varied approaches and there is no requirement to have studied Photography before. Photography is taught as a specialism with a unique ethos set apart from Art and Three Dimensional Design.

3D DESIGN

Within the 3D Design endorsement, which comes under the same specification as Art and Photography, we cover a wide range of areas within design from Architecture through to Product Design. The endorsement has absolute flexibility and scope for pursuing individual design interests and weighting their interests towards different areas of 3D design.

In the first term students will explore a wide variety of visual communication methods, and work with industry-standard CAD software such as Solidworks, Fusion 360, Photoshop, laser cutters, 3D printers, wood and metal-working machines and vacuum forming. They will experiment with materials and processes, enabling them to produce a well-reasoned and rational design solution in response to their own set challenges. 3D Design is well placed to allow pupils the opportunity to utilise their expertise from any number of GCSE subjects and combine their own interests in design. A strong work ethic and an interest in 3D Design are essential; together with the study of an Art endorsement at GCSE and the willingness to draw, is also desirable. Appropriate drawing for design using perspective and projection systems will be taught.

More information about the specification and the separate endorsements is available on the Pearson Edexcel Website here: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

Beyond the A Level Art and Design Endorsements:

This syllabus supports progression into further education, training or employment. Higher education opportunities and beyond could include:

- Foundation studies in Art and Design;
- Higher National Diplomas in Art and Design;
- Foundation Degrees in Art and Design;
- Honours Degrees in Art and Design; Product Design, Film, Graphics or Architecture, Industrial Design, Textiles, Theatre Design, Civil Engineering, Mechanical Engineering, etc.
- Apprenticeships or other training.

In addition to providing a secure foundation for study in higher education, the syllabus equips candidates with a range of skills in business, education and the arts. The syllabus is intended to meet the needs of the following groups of candidates:

- Those who, while having an interest and aptitude in the subject, are not intending to study the subject beyond A Level.
- Those who will undertake further studies in Art and Design.

Should pupils not be looking to pursue Art and Design beyond A Level, these courses will enable them to demonstrate genuine problem-solving, independent learning skills, and time management skills, ensuring all our students are prepared for the world of higher education or employment. Most importantly it will enable candidates to be visually literate in a world where image, creative ideas, marketing, branding, identification and efficient graphic communication are paramount.



Costings and extra pupil charges for all Art and Design endorsements:

Approximate average cost of an Art and Design A Level over two years:

Art, Craft and Design: £250 - 280 on average per student, depending on the nature of the work.

Photography: £270 on average per student, depending on the nature of the work.

It is a requirement in Photography for parents to provide a used, second hand or brand new DSLR camera, usually between £150 - £350, with a bag, SD card and UV filter. Please do contact the Art Department if unsure about camera equipment.

While the Art Department do not charge for general Art Materials (pencils, paint, glue, large drawing paper, drawing boards, rubbers, printing inks, dark room chemicals etc), we do charge for folders and A3 sketchbook paper, photographic paper, film, colour and general printing/copying, canvas, wooden stretchers, frames, photo frames, portfolio sleeves and portfolios, as well as special materials such as spray paint and large poster printing, and Art and Design kits.

We always buy in bulk to save cost and make sure all pupils use standardised books for presentation. Where possible, we try to recycle materials including frames, folders and portfolios at no charge to pupils. Portfolios and large art works framed or unframed are available for collection by pupils and parents after every exam year.

3D Design: costing for students is dependent on their products and materials used. 3D printing is charged for along with a basic DT design kit and any large format printing that is produced for portfolios and display.



BIOLOGY

OCR

Biology is a rapidly developing science, and the A Level course has been designed to reflect this. It provides a foundation for further studies in Biology and related areas. This course is designed to develop essential knowledge and understanding of different subject areas and how they relate to each other. It will help develop confidence in a variety of practical, mathematical and problem-solving skills, whilst promoting the understanding of scientific methods. By the end of the course, pupils will have a better understanding of how we make decisions about scientific issues and how the study of Biology can contribute to the success of both the economy and society.

Ideally, pupils should be competent scientists with both mathematical ability and good written English. They will need to have achieved a 6 in GCSE Biology or 6-6 in Double Award Science and preferably the equivalent grades in both Mathematics and English Language.



Course content	Assessment
<p>Content is split into six teaching modules:</p> <p>Module 1: development of practical skills in Biology</p> <p>Module 2: foundations in Biology</p> <p>Module 3: exchange and transport</p> <p>Module 4: biodiversity, evolution and disease</p> <p>Module 5: communication, homeostasis and energy</p> <p>Module 6: genetics, evolution and ecosystems</p>	<p>Biological processes (37%) 2 hours 15 minutes written paper</p> <p>Biological diversity (37%) 2 hours 15 minutes written paper</p> <p>Unified Biology (26%) 1 hour 30 minutes written paper</p> <p>Practical endorsement in Biology (non-exam assessment)</p>

Beyond the course: by studying Biology, a wide range of degree courses is open to pupils, such as Medicine, Dentistry, Veterinary Science and Pharmacy. Biology also has close links with Sports Science, Geography, and environmental and Chemistry-based university degree courses. This course is also suitable for those learners wishing to follow an apprenticeship route or those seeking direct entry into Biological Science careers.

Additional Costs associated with this course:

Field Day Costs:

- Upper 6th: c. £160 for the two night, three-day visit to Gower in September.

Texts:

- 2 x c. £23 for key course textbooks (Lower 6th and Upper 6th)
- Revision Guide / Exam Practice Workbook / Lab book: £25

BUSINESS

AQA

The Business A Level course is in line with most other subjects and is designed to be rigorous, inclusive and empowering. It requires analytical and data handling skills, as well as placing more emphasis on evaluative and quantitative written skills.

Students receive an introduction to key business areas: marketing, operations, finance and human resource management during the first year of the course. This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business.

Students are encouraged to take an enquiring, critical and thoughtful approach to the study of Business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions. Trips in recent years have included the BMW Mini factory, the Museum of Brands and exam revision workshops. Typically trips cost between £10 and £50 depending on numbers and distance. Recommended revision books can be purchased on behalf of the student and the total cost of Textbooks plus revision books is typically £60 - £80 over the two years

There are no prerequisites for taking the course although grade 5s in GCSE English and Mathematics are recommended.

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

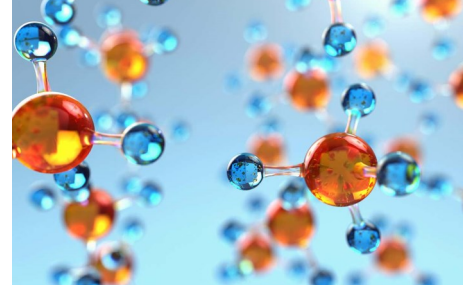
Assessment	
Paper 1	<ul style="list-style-type: none"> written exam: 2 hours 100 marks in total 33.3% of A-level <p>Three compulsory sections:</p> <ul style="list-style-type: none"> Section A has 15 multiple choice questions (MCQs) worth 15 marks. Section B has short answer questions worth 35 marks. Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each.
Paper 2	<ul style="list-style-type: none"> written exam: 2 hours 100 marks in total 33.3% of A-level <p>Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.</p>
Paper 3	<ul style="list-style-type: none"> written exam: 2 hours 100 marks in total 33.3% of A-level <p>One compulsory case study followed by approximately six questions.</p>

Beyond the course: there are a great many possibilities at university to continue to study Business. A degree in this subject is a popular choice, as Business graduates are valued by potential employers for more quickly and fully contributing to the world of work. It may also be studied in combination with other subjects, especially languages. Business A Level supports the study of most other degrees and all careers where effective management skills are needed. The A Level is normally not a pre-requisite for a degree course, including Business itself; however, students considering studying Business at University will find that the majority of students have previously studied it at A Level enabling them to make an informed decision about their choice of degree course.

Additional costs: trips in recent years have included a Waitrose depot, BMW Mini factory, Bank of England seminars, the Museum of Brands and exam revision workshops. Typically trips cost between £10 and £50 depending on numbers and distance. Recommended revision books can be purchased on behalf of the pupil and the total cost of these is typically £60.



CHEMISTRY



OCR

Chemistry is all around you. From the fibres that wick away moisture in your clothing to the purified water in your bottle, chemistry can be found in nearly every part of our modern life. It is considered to be the central science because it links the other science-based subjects and concerns all aspects of everyday life - the food we eat, the sports equipment that we use, the medicine we take.

While there are many reasons to study this fascinating subject, numerous transferable skills are developed within the A Level Chemistry curriculum that are of use in many fields of study. Consequently, Chemistry is particularly favoured by university admissions tutors for non-scientific subjects, who often consider it to be a good indication of an applicant's wider ability and intellect.

Particularly good combinations of subjects with Chemistry at A Level are Mathematics, Biology, Physics, Economics and Geography. If you are concentrating on Humanities or Languages and wish to broaden your studies Chemistry is an excellent option.

The ideal chemist is mathematically confident with a good grasp of English and will have achieved at least a 6 in GCSE Chemistry or 6-6 in Double Award Science.

Course content	Assessment
Module 1: development of practical skills in chemistry	Paper 1: Periodic table, elements and physical chemistry (37%) Modules 1, 2, 3 and 5 2 hours 15 minutes written paper Paper 2: Synthesis and analytical techniques (37%) Modules 1, 2, 4 and 6 2 hours 15 minutes written paper Paper 3: Unified chemistry (26%) Modules 1, 2, 3, 4, 5 and 6 1 hour 30 minutes written paper Practical endorsement in chemistry (non-exam assessment)
Module 2: foundations in chemistry	
Module 3: periodic table and energy	
Module 4: core organic chemistry	
Module 5: physical chemistry and transition elements	
Module 6: organic chemistry and analysis.	

Beyond the Course: the study of Chemistry to A Level is essential for a wide variety of university courses, including Medicine, Dentistry, Pharmacy, Pharmacology, Veterinary Science, many Biological subjects, and Chemistry itself. Whether the subject is studied for its own sake or as a qualification to proceed to other degree courses, the successful pupil will be a logical and capable problem-solver with an analytical mind.

Additional costs associated with this course:

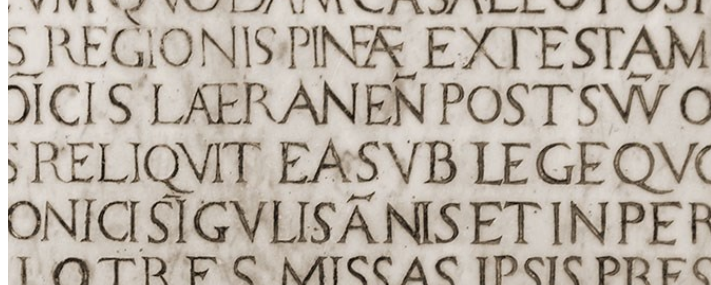
Text: Ritchie and Gent £45

Revision Guide / Exam Practice Workbook / Lab book: £25

PPE: Personalised lab coat £20

CLASSICS

LATIN



OCR

The study of Latin requires a capacity for logical thought and analysis that suits those with aspirations towards Medicine, Law, and a number of other top academic degrees. The course also introduces students to the great literature of the ancient world, which forms the bedrock of Western writing and thought, and so helps provide an excellent foundation for other arts and humanities subjects. It is an option for those with Latin GCSE and is extremely well looked upon by universities.

Latin combines well with Modern Languages, English Literature, and History, all disciplines that have clear cultural and linguistic links with Classics; however, owing to the logical nature of the language, it also forms a natural link with Maths and Sciences. The course comprises the study of the language, tested by unseen translation, and comprehension or prose composition, and the study of prose and verse literature, tested by textual commentary and essay writing. All units are assessed by written examination. Success in the language papers calls for a high level of linguistic flair and intelligence. The prescribed literature is studied in detail with a view to consideration of style, form, subject matter, and particular literary techniques, as well as translation.

Course content	Assessment
Unseen translation	
Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. Learners study texts written by a range of prose authors and the verse unseen author to develop linguistic competence.	Unseen Translation (33%) 1 hour 45 minute written paper Prose Composition or Comprehension (17%) 1 hour 15 minute written paper
Prose literature	
Learners study two Latin Prose Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	Prose literature (25%) 2 hour written paper
Verse literature	
Learners study two Latin Verse Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	Verse literature (25%) 2 hour written examination

Beyond the course: apart from the traditional employers of Classics graduates, such as the Civil and Diplomatic Services and Legal Profession, the IT industry and other businesses regularly recruit those with a background in Latin and Greek. Classicists have a good reputation for their clarity of expression in English, their ability to learn demanding foreign languages, and their imagination and resourcefulness.

Additional costs: Pupils will be charged for a language textbook and two literature textbooks, all of which are around £15 each. They are encouraged to purchase a dictionary and a grammar book, but this is not compulsory.

DRAMA & THEATRE

Eduqas

Drama and Theatre offers a practical and challenging course of study, which encourages students to develop and apply an informed, analytical framework for making, performing, interpreting and understanding Drama and Theatre. It gives students the opportunity to understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of Drama and Theatre. Learners are expected to develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of Drama and Theatre, as well as to learn the practices used in 21st century theatre-making. Pupils will experience a range of opportunities to create theatre, both published text-based and devised work, and participate as a theatre maker and as an audience member in live theatre. There will be a number of theatre trips through the course, at least one each term, at a cost of c. £35 each. In the event that we are unable to offer theatre visits, we have a library of performance recordings we are able to access.

Pupils should be able to work collaboratively and demonstrate a range of theatre-making skills, showing creativity and independence in order to become effective theatre makers.

Course content	Assessment
Theatre Workshop	Component 1 (20%)
Learners participate in the creation, development and performance of a piece of theatre, based on a reinterpretation of an extract from a text. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.	Internally assessed, externally moderated by Eduqas Learners produce: <ul style="list-style-type: none"> • a realisation of a reinterpretation of a text • a creative log
Text in Action	Component 2 (40%)
Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus: <ol style="list-style-type: none"> 1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. 2. an extract from a text in a different style chosen by the learner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner.	Externally assessed by a visiting examiner between February and May Learners produce: <ul style="list-style-type: none"> • a devised piece • a text piece • a process and evaluation report
Text in Performance	Component 3 (40%)
Two complete texts (one pre-1956, one post 1956) One extract from <i>The Curious Incident of the Dog in the Night Time</i> .	2 ½ hours written examination



Beyond the course: in addition to the opportunity to study Drama at university or at a theatre specialist institution, A Level Drama and Theatre gives pupils numerous other skills that will be vital as they enter the workplace. This course will improve public speaking skills, it will teach empathy, and will promote the value of teamwork. Pupils can gain confidence and be able to manage their stress levels, but will also learn some humility. It can teach how to deal with rejection and pupils will know how to work to a deadline. It will improve reading skills and give a higher appreciation for the written and spoken word. Drama develops the habit of being proactive, improving communication skills and the ability to memorise information. It allows pupils to develop some real-world professionalism.

Additional costs: there will be a number of theatre trips through the course, at least one each term, at a cost of c. £45-£50 each.

ECONOMICS



OCR

Economics is a dynamic subject that draws on current events. Pupils are encouraged to use a range of sources of information to widen their understanding of real life economic issues, including textbooks, newspapers and online and broadcast media.

There are many reasons to study Economics, from the huge range of skills you will gain, to the exciting types of employment for which you will be prepared. Economics relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. Pupils will learn critical thinking skills, which will help them to develop better approaches to decision-making and makes those who have studied the subject much sought-after by employers.

A popular subject in the 6th Form, students approach Economics as something new and different, as it is not studied at GCSE level. However, Economics draws on skills learned up to 6th Form across the curriculum, to explain why and how people act to improve their well-being and wealth, and also how people, including governments, make good and bad decisions. Economics can be studied in any combination with science or arts subjects at A Level. We prefer that a student has achieved a sound grade in both Mathematics and English Language at GCSE level before embarking on the course. This A Level requires solid but not advanced Mathematics skills (usually indicated by a 7 at GCSE) and also an ability to write factual

Course content	Assessment
Microeconomics	Paper 1 (33%) Microeconomics
The study of markets, market failure and government intervention in markets. Pupils learn how to make more informed decisions as consumers, voters and managers, and about the impact those decisions have on firms, industries and the economy as a whole.	2 hour examination
Macroeconomics	Paper 2 (33%) Macroeconomics
The study of economic changes in an economy and globally and the government policies used to improve economic performance. Including for example: <ul style="list-style-type: none"> • The impact of international trade, both good and bad. • The effect government policies have on growth, inflation and employment. 	2 hour examination
Synoptic	Paper 3 (33%) Synoptic
Combined paper covering the whole course learning across both Microeconomics and Macroeconomics.	

material coherently and in detail.

Beyond the Course: Economics A Level supports the study of most degrees and would be especially advantageous for students aiming to enter careers in Business, Finance or Accountancy. A Level Economics is not normally a pre-requisite for any degree course, including Economics itself, but there is a distinct advantage for students who have studied the A level when taking further qualifications in Economics, Business and Economics, or PPE. (Philosophy, Politics and Economics). Graduates of these degrees enjoy a strong record in employment across a range of careers especially Banking, the Civil Service and Industry.

Additional costs: Trips in recent years have included the BMW Mini factory, the Bank of England, Lloyds of London and the Museum of Brands. Typically trips cost between £10 and £50 depending on numbers and distance. Recommended revision books can be purchased on behalf of the student and the total cost of Textbooks plus revision books is typically £60 - £80 over the two years.

ENGLISH LITERATURE

Edexcel

English Literature A Level offers the opportunity to explore some of the greatest achievements in the literary canon, as well as to examine lesser known works. The Edexcel syllabus is notable for the breadth of experience it offers. Pupils will analyse plays, novels and poems emerging from a variety of genres and spanning many centuries, in order to gain an appreciation of how traditions and culture have continually shaped literature.

Throughout the course, there is an emphasis on lively discussion and debate as well as producing a convincing written argument. Pupils will be expected to read widely in order to explore critical standpoints. The course encourages pupils to look at contrasts and connections across texts, whilst also considering the huge range of historical, social and literary contexts which may have influenced writers. Pupils undertake independent study in the coursework component, in which they create their own question on an area of interest for the two linking texts.

There are a variety of enrichment opportunities during the A Level course, including theatre performances in London and Stratford, National Theatre Live screenings, attending lecture days in London, essay competitions and listening to eminent guest speakers.

Beyond the course: English Literature is a highly regarded A Level that can take pupils on to many courses of study. With its emphasis on analysis, essay writing, communication and debate, it is an excellent choice for Arts and Humanities subjects



Course content	Assessment
Drama	Paper 1 (30%)
One Shakespeare play (Tragedy or Comedy) including specified critical essays on the chosen Shakespeare play. A second play from the Tragedy or Comedy collection.	Drama 2 hours 15 minutes open book examination
Prose	Paper 2 (20%)
Two thematically linked novels, at least one of which will be pre-1900.	Prose 1 hour 15 minutes open book examination
Poetry	Paper 3 (30%)
An unseen poem together with a selection of post-2000 poetry from the Edexcel Anthology, 'Poems of the Decade' A range of poetry from a specified literary period or named poet.	Poetry 2 hours 15 minutes open book examination
Coursework (2500-3000 words)	(20%)

such as History, Classics, Languages, Drama and Theatre Studies. It can also open doors for those considering careers in industries such as journalism, media, publishing, teaching, politics, business and law.

Additional costs for the course: There will be approximately two theatre trips or lecture days for 6th Form English Literature each year and four set texts to purchase in total.

GEOGRAPHY



AQA

Geography is the science of our world. It is the study of the earth as home to humankind. It provides us with the tools to understand the world in which we live and the patterns, relationships and processes that occur.

The core content of the A Level will involve study of two physical and two human themes as well as developing geographical skills. The central physical themes are the water/carbon cycles and coastal landscape systems. The core human themes are global systems/governance and changing place(s). At least half the non-core content will address people/environment related questions and issues based on the themes of urban areas and hazards. There will be a minimum of four fieldwork days for A Level. Pupils will have to produce an assessed independent investigation at A Level (20%) incorporating fieldwork and research.

The department's A Level fieldwork locations include study on the South Coast and within Henley on Thames in Lower 6th. In Upper 6th, pupils undertake their own individual investigations in Gower, South Wales. There are A Level study day visits to the Royal Geographical Society in Kensington and inspiring Geographical Association lectures in Oxford to support the course and develop a wider appreciation of the subject.

Exploring the interdependence of the physical and human environment and the emerging concept of sustainable development is a main theme. Increasingly, issues of identity, culture and experience of the world are relevant. Pupils will develop skills in interpreting a variety of media and forms of data, and in synthesizing ideas and fostering a culture of argument and enquiry; they will develop research, analysis and communication skills enhanced by the use of ICT including Geographical Information Systems. Geography at A level is an essay subject with extended writing on complex contemporary issues as the main form of assessment in the final exams.

Course content	Assessment
Component 1: Physical Geography	
Water and carbon cycles. Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes. Hazards.	2 hours 30 minutes written exam (40%).
Component 2: Human Geography	
Global systems and global governance. Changing places. Contemporary urban environments.	2 hours 30 minutes written exam (40%).
Component 3: Fieldwork investigation: Gower, S Wales (2 nights 3 days c.£180)	
Pupils complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the pupil relating to any part of the specification content.	3000-4000 words (20%) marked internally and moderated externally.

Beyond the course: Geography graduates are some of the most employable in the country. The skills developed are highly sought after in the work place and career opportunities are broad. Closely related subjects, such as environmental science, urban planning and leisure are popular choices, while banking and business are also common. Many universities have seen their Geography departments double in size recently and the undergraduates they accept are within those with the highest qualifications behind Medical Science, Law and Maths. The most recent figures show that only Law and Sports Science graduates had better employment rates after graduating.

Additional costs: Field Day Costs (compulsory):

Lower 6th: £30 South Coast Coastal Geography; £30 Henley on Thames Changing Places.

Upper 6th: c.£160 for the two night, three day visit to Gower in September.

Texts: 2 x £25 for key course textbooks Physical and Human: An online version is available free of charge.

Fieldwork texts: £10 (there is a comprehensive and free online handbook)

HISTORY



Edexcel

Studying History helps inform us of how the world we live in came about: why different countries have different types of governments; why tensions exist between and within countries; why there is considerable diversity in wealth, culture, ethnicity within countries. The A Level course will examine these issues.

Papers 1 and 2 will focus on revolutions: the conflict between the Crown and Parliament in the 17th century, and the Bolshevik revolution in Russia in the 20th century. Both paper 3's study of Civil Rights and Race Relations in the USA, and the coursework topic, will focus on diversity. By the end of the two year course, students will be able to compare causes and consequences of change and revolution across three different countries (Britain, USA & Russia) and across two different time periods (Early Modern and Modern). They will be able to analyse change and development over time, and understand the nature of historical significance.

Course content	Assessment
	Paper 1 (30%)
Britain 1625-1701, conflict, revolution and settlement.	2 hour 15 minute examination.
	Paper 2 (20%)
Russia in Revolution: 1894-1924.	1 hour 15 minute examination.
	Paper 3 (30%)
Civil Rights and Race Relations in the USA, 1850-2009.	2 hour 15 minute examination.
	Coursework (20%)
The Holocaust.	3000-4000 word essay.

Beyond the course: in addition to essay-writing, students will develop their skills of analysis, inference, argument and evaluation over the two year course. Emphasis has been placed on evaluating the strengths, usefulness and value of sources as evidence and on understanding and assessing the methodology and interpretations of historians. These skills of evaluation and analysis are greatly sought after, not just by traditional professions such as the law, the civil service, education and journalism, but also in the world of management and even in the financial sector, where the ability to analyse and explain trends over time and to make a compelling case for adopting a new strategy or product play into the hands of the skilled historian.

History is in a privileged position in the reformed A Levels, in that it is one of only a couple of subjects in which coursework – writing a sustained, developed argument on the basis of independent research – is permitted. This is an opportunity for you to prove to universities, for whichever subject you apply, that you have research skills and that you are capable of handling the independent workload of an undergraduate degree.

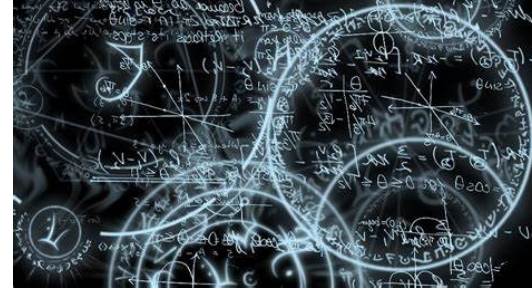
Additional Costs associated with this course:

£50 - £100: cost of recommended reading to help support the course, particularly for the coursework component.

£55: cost of the Parliament trip. This is designed to support Britain 1625-1701, conflict, revolution and settlement (Paper 1).

£500: the approximate cost of an overseas trip to Krakow to support the coursework component. Participation is voluntary.

MATHEMATICS



Edexcel

Mathematics at A Level is worth studying not only in its own right, but also as a supporting subject for the physical or social sciences. It is a challenging course, but is also interesting and rewarding. It takes forward the areas you will have mastered at GCSE and uses these as the foundation blocks on which to build your knowledge and ability in new areas and ideas, produced by some of the greatest minds of the last millennium. It is recommended that pupils achieve a 7 or better in GCSE Mathematics before considering this course.

Topics: Mathematical argument, language and proof; Mathematical problem solving; Mathematical modelling; Proof; Algebra and functions; Coordinate geometry in the Cartesian plane; Sequences and series; Trigonometry; Exponentials and logarithms; Differentiation; Integration; Numerical methods; Vectors; Statistical sampling; Data presentation and interpretation; Probability; Statistical distributions; Statistical hypothesis testing; Quantities and units in mechanics; Kinematics; Forces and Newton's laws; Moments.

The course is divided into three areas:

- **Pure Mathematics:** pupils will extend their knowledge of algebra and trigonometry as well as learning new ideas and processes, such as calculus. The study of these more abstract elements of Mathematics gives the knowledge and skills that underpin the whole course.
- **Statistics:** studying statistics will enable pupils to analyse and summarise numerical data in order to arrive at conclusions. This is a very useful ability to have, especially when completing experimental work in higher education. In a world where we are exposed to greater and greater amounts of data, studying statistics will enable pupils to process it critically and efficiently.
- **Mechanics:** mechanics deals with the action of forces on objects. It takes pupils from simple kinematics, or the varying velocity of a projectile in flight, to the motion of connected bodies. It is an excellent introduction to modern fields of study such as robotics, cybernetics and sports science, as well as more traditional fields like engineering and physics.

Beyond the course: Mathematics is one of the biggest facilitating subjects and it is essential for many higher education courses and careers. Higher education courses or careers that either require A Level Mathematics or are strongly related include: Economics; Architecture; Accountancy; Engineering; Computing; Medicine; Teaching; Physics; Geography; Psychology; Cartography.

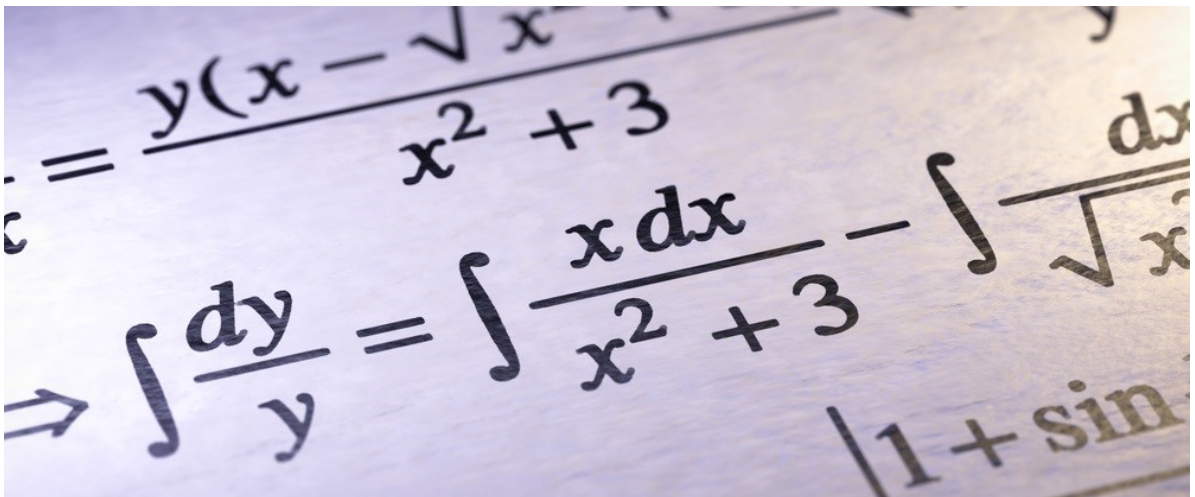
Costs for the course: All students will be expected to buy a scientific calculator suitable for A Level. We sell these for £25 (RRP £30). You can also buy a graphical calculator; we sell one for between £80 and £100 depending on the deal available at the time (RRP £139.99). The graphical calculator can be brought instead of or in addition to the recommended scientific calculator. The graphical calculator is highly recommended if you are doing Further Mathematics.

FURTHER MATHEMATICS

Edexcel

This is essentially for those who want to study Mathematics at university, but also supports Engineering and Physics. It is expected that pupils will have achieved an 8 or better in GCSE Mathematics in order to take this course. Pupils who select Further Mathematics must also select Mathematics, which will account for two option choices.

Topics: Proof; Complex numbers; Matrices; Further Algebra and Functions; Further Calculus; Further Vectors; Polar Coordinates; Hyperbolic functions; Differential equations; Trigonometry; Numerical Methods.



MODERN FOREIGN LANGUAGES

The Modern Foreign Languages available at The Oratory for A Level are French and Spanish as our main options. German and Mandarin are available to native speakers who wish to take A Level, and is provided by an external teacher for an additional charge.

FRENCH

AQA

In this course, pupils have the opportunity to discover different aspects of the French-speaking world, such as current trends and issues, its artistic culture and its customs. Over the two-year course, pupils study a French film and a French text. Whilst developing further speaking, listening, reading and writing competency, pupils will also learn research and investigate topics that interest them.

This is a well-rounded course which is designed to enable pupils to: develop their skills to become better communicators, problem solvers and flexible thinkers; study some of the literature and films of the French-speaking world and learn more about its life and culture; express their views on a wide range of current issues; research topics and develop presentation and essay writing skills. By the end of the course, pupils will find they have learnt much more than a language. Pupils must prepare a specific topic for the oral exam in Upper 6th based upon an element of French or French-speaking culture of their own choice.

Ideally, pupils should be good linguists, with a desire to improve their fluency and a willingness to learn about different cultures and to communicate.

Course content	Assessment
Listening, reading and writing	Paper 1 (50%)
Aspects of French-speaking society: current trends Aspects of French-speaking society: current issues Artistic culture in the French-speaking world Aspects of political life in the French-speaking world Grammar Translation from French to English Translation from English to French	2 hours 30 minutes examination
Writing	Paper 2 (20%)
One essay on a set text and one on a film, or two essays on two texts from the list sent in the specification, and grammar.	2 hour examination
Speaking	Paper 3 (30%)
Individual Research Project. A choice of two stimulus cards based on one of four themes (Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world).	21-23 minute oral, (including 5 minutes preparation time).

Beyond the course: by studying a modern foreign language, a wide range of degree courses is open to you. Most universities offer a range of combined courses with languages, for example, History and French, Psychology and French, or more business-orientated courses alongside a new language. You could also maintain your linguistic level by taking modules in the language while at university. On the other hand, if you wish to specialise in languages then it is ideal to be able to offer one or even two languages at A Level. There are a huge number of possibilities at university, with a year abroad often included in the courses, and, of course, one or more additional languages will significantly raise your profile in the job market.



SPANISH



AQA

Pupils will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Pupils will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Pupils will study texts and film and will have the opportunity to carry out independent research in an area of their choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

By the end of the course, students will be able to express their views on a wide range of current issues, research topics, and develop presentation and essay-writing skills. Pupils will also find they have learnt much more than a language.

Ideally, pupils should be good linguists, with a desire to improve their fluency, and a willingness to learn about different cultures and to communicate.

Course content	Assessment
Listening, reading and writing	Paper 1 (50%)
Aspects of Hispanic Society, artistic culture in the Hispanic world, multiculturalism in Hispanic society, aspects of political life in Hispanic society.	2 hours 30 minutes examination.
Writing	Paper 2 (20%)
One text and one film or two texts from the list sent in the specification, and grammar.	2 hour examination.
Speaking	Paper 3 (30%)
Individual Research Project, one of four themes ie Aspects of Hispanic society or artistic culture in the Hispanic world or Multiculturalism in Hispanic Society or Aspects of political life in Hispanic society.	21-23 minute oral, (including 5 minutes preparation time).

Beyond the course: by studying a modern foreign language, a wide range of degree courses is open to you. Most universities offer a range of combined courses with languages, for example, History and Spanish, Psychology and Spanish, or more business-orientated courses alongside a new language. On the other hand, if you wish to specialise in languages then it is ideal to be able to offer one or even two languages at A Level. There are a huge number of possibilities at university, with a year abroad often included in the courses, and, of course, one or more languages could potentially greatly enhance your profile in the job market.

EAL

ENGLISH AS AN ADDITIONAL LANGUAGE FOR UNIVERSITY ENTRANCE

Any pupil for whom English is a second language, regardless of previous qualifications, should seriously consider choosing English for academic purposes in the 6th Form to develop further their formal, academic English and to improve the sophistication of their language. This will inevitably help with their A Level and university studies and will allow pupils the opportunity to add further qualifications to their CV.

Pupils without a first language English GCSE or IGCSE must choose this as a subject option if they wish to apply for university in this country.

We offer timetabled lessons and focus on preparing for the IELTS exam.

IELTS (International English Testing System)

All UK, and the majority of international universities, accept IELTS for their English Language requirement. It is based on the four skills of reading, writing, listening and speaking at an advanced level, and incorporates many study skills, vital for both A Level and university study.

The exam is graded from 1 to 9, with most universities demanding a minimum of level 6.5. The exam is taken at Reading University in December of Upper 6th or in the summer term of Lower 6th if the pupil is ready.



MUSIC

Eduqas

The A Level Music course builds on the core GCSE skills of listening, performing and composing. To be a strong candidate you do not necessarily need a GCSE in Music, but you do need to be able to perform on an instrument or in singing to grade 7 standard by March of the Upper 6th year. In addition, your knowledge of music theory needs to be at grade 5 standard. Music at this level is not simply about being able to perform well on an instrument; whilst this is an important element, the course is as academic as it is practical, seeking to develop balanced musicians who have genuine passion for the subject.



Course content	Assessment
Performing	(35%)
A recital of 10-12 minutes' duration, of a minimum of three pieces, either as soloist or part of an ensemble. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.	Assessed by a visiting examiner.
Composing	(25%)
Two compositions, of between four and six minutes' total duration on two separate composition briefs - one set by the candidate and the other by the exam board.	Non-examined assessment; marked externally.
Listening and Appraising	(40%)
Three areas of study, including Western Classical Music, Jazz and Contemporary Music.	2 hours 15 minute written examination which tests listening and analytical skills.

Beyond the course: by studying Music, candidates will be developing a wide range of abilities such as the rigour of historical study and analysis, as well as the self-discipline of practising an instrument to a high standard. The majority of musicians will also have had much experience of collaborating with others in ensembles and choirs, with the associated skills which this engenders. Continued study at university or Music College is often a popular option for those studying the subject to A Level; however, admissions tutors welcome the variety of skills possessed by musicians and it is generally regarded as an excellent accompaniment to any other A Level course.

PHYSICAL EDUCATION

AQA

The A Level Physical Education course will build on the knowledge and understanding previously acquired at GCSE level. The content of the course will address physiological and psychological factors affecting performance, socio-cultural issues in physical activity and sport, and contemporary topics in sport, such as the impact of ergogenic aids, technology, and the increasing commercialisation of sport. The topics taught are engaging (and challenging), and pupils can usually associate them with past experiences, social media, or just generally having an interest in sport.



In addition to work in the classroom, the department has visited St George's Park and Bisham Abbey to see at first-hand 'the syllabus at work', taking part and investigating the 'whys' and 'hows' of, for example, the human body, with the help of scientists and even professional athletes; opportunities like these help greatly with overall understanding.

Course content	Assessment
Physiological factors affecting performance	Paper 1 (30%)
Applied anatomy and physiology, Exercise physiology, Biomechanics.	2 hour written paper
Psychological factors affecting performance	Paper 2 (20%)
Skill acquisition, Sports psychology.	1 hour written paper
Socio-cultural issues in physical activity and sport	Paper 3 (20%)
Sport and Society, Contemporary issues in physical activity and sport.	1 hour written paper
Performance in Physical Education	NEA (30%)
Performance or coaching of an activity taken from the approved lists, The evaluation and analysis of Performance for Improvement (EAPI)	

Beyond the course: the course will appeal to pupils wishing to continue developing their interest in sport, with several possible avenues to follow. In recent years, Oratory pupils have gone on to take a wide range of courses, with most pupils heading into the sports industry or pursuing a Master's degree.

Sports Science: Exeter, Birmingham, Bath, Loughborough.

Physiotherapy: Birmingham, Bradford, East Anglia.

Physical Education: St Mary's (Twickenham), Chichester, Bedfordshire.

Sport and Physical Education: Cardiff Metropolitan, Bedfordshire, Oxford Brookes.

Sport and Health/Exercise Science: Exeter, Stirling, Worcester.

PHYSICS



AQA

A Level Physics not only expands on the topics covered at GCSE but goes on to look at some of the most fascinating and challenging aspects of this subject, including Particle Physics, Quantum Phenomena and Turning Points, a topic referring to all theories that have changed Physics across the centuries.

Potential students will need to have achieved a 6 in GCSE Physics or a 6-6 in Double Award Science and should be confident in using Mathematics, a 7 is recommended at GCSE.

Practical work is at the heart of the subject and now features heavily within the A Level curriculum; pupils will have to keep a practical lab book and will be assessed on their investigative skills in a written exam.

The course content is split into three sections, taught across the two years of the course. Pupils in the Upper 6th also do an optional topic; the school believes that the historical study of some of the key discoveries in this subject is the most suitable as this offers pupils a deeper understanding of how science works.

Course content	Assessment
Content is split into different sections: 1: measurements and their errors 2: particles and radiation 3: waves 4: mechanics and materials 5: electricity 6: further mechanics and thermal Physics 7: fields and their consequences 8: nuclear Physics 9-13: optional topics such as Turning Points	Paper 1: Sections 1-5 and 6.1 (periodic motion) (34%) 2 hour written paper, 85 marks Paper 2: Sections 6.2 (thermal Physics) and 7-8 (34%) 2 hour written paper, 85 marks Paper 3: Section A: Practical skills and data analysis (45 marks) Section B: Optional topic (35 marks) 2 hour written paper Practical endorsement in Physics (non-exam assessment)

Beyond the Course: Physics remains a highly regarded A Level subject and its study brings with it many transferable skills which evidence an organised, dextrous and questioning intellect. Through studying Physics, a wide range of degree courses are open to you, for instance: Mechanical Engineering, Civil Engineering, Material Sciences, Geology, Architecture, Astronomy and Astrophysics, Medicine, Mathematics and Particle Physics, to name just a few. All these courses open doors into careers in industries such as aerospace, defence, education, energy, engineering, instrumentation, manufacturing, science and telecommunications.

If you choose the route of an apprenticeship in research or industry environment, an A Level in Physics is often compulsory. The National Physical Laboratory (NPL), training provider Gen2, the UK Atomic Energy Authority (UKAEA) are some examples of apprenticeships where an A Level qualification in Physics is essential.

More information can be found on the Institute of Physics website, Your future with physics: A guide for young people <https://www.iop.org/careers-physics/your-future-with-physics>

Additional costs associated with this course:

Textbooks: £45. Revision guides and work books: £25

PSYCHOLOGY

AQA

Psychology at A Level is taught with the assumption that students have no prior knowledge of the subject. It is the science of behaviour and experience and, as such, is relevant to all areas of life, offering a bridge connecting the human and natural sciences.

Psychologists use the same research methods as other scientists to study the brain; however, science further helps a psychologist understand how physiology links to behaviour.

Psychology is a demanding academic discipline, and the grade recommendation is a grade 6 or above in Biology, a grade 6 or above in Mathematics, and a grade 5/6 in English Language. Strong written communication is essential as the Psychology student needs to discuss various scientific issues, as well as research methodology and major approaches in Psychology, and be able to write about these clearly and concisely.

Course content	Assessment
Paper 1: Introductory Topics in Psychology	Paper 1 (33.3%)
Social influence Memory Attachment Psychopathology	2 hour written examination
Paper 2: Psychology in Context	Paper 2 (33.3%)
Approaches in Psychology Biopsychology Research methods	2 hour written examination
Paper 3: Issues and Options in Psychology	Paper 3 (33.3%)
Issues and debates in Psychology One question on either: Relationships, Gender, Cognition or Development. One question on either: Schizophrenia, Eating Behaviour or Stress. One question on either: Aggression, Forensic Psychology or Addiction.	2 hour written examination

Beyond the course: Psychology A Level provides pupils with many transferable skills and there are a variety of careers involving Psychology, including: medicine and psychiatry, counselling and social work, forensics and criminology, business and marketing, educational psychology, teaching, neuroscience, and clinical psychology.

Additional costs associated with this course:

Textbooks: £50

Revision guides and workbooks: £30



RELIGIOUS STUDIES

Edexcel

You may think to yourself: 'Why study RS in 6th Form'. Many people think that you would only study RS if you wanted to become a priest, or an RS teacher, or just because you were very religious. However, like most of the traditional academic subjects, RS is studied by anyone who wants to improve their knowledge and intellectual capacity. Just as most people who study History do not go on to become historians or students of Mathematics devote their lives to that subject, so RS is a rigorous discipline where students are asked to use their logic, their skills of argument, and abilities to articulate in order to come to reasoned conclusions about the subject.

RS has much in common with any subject where evidence is sought (the arts and sciences). It shares with English, History, and Classical Civilisation the disciplines of analysis of texts and evidence, and seeks to train the student to assess this material in order to make reasoned conclusions. Although some may think that RS is very different from the sciences, it actually uses the same approaches in order to find 'the truth'. Sometimes this is using empirical evidence – assessing material which is proven, and sometimes using the rational side of our brain to prove something or come up with sensible theories.

PHILOSOPHY OF RELIGION

The great fathers of Philosophy: Plato and Aristotle. How do we come to know anything at all? What are our sources? How do we even know we exist? What or who is God?

Philosophy in the Jewish-Christian world. How does the Bible compare with Plato and Aristotle – what are the similarities and differences? How does our human moral code depend on our religious faith? Does God command things because they are good or are they good because he commands them? Is God the definition of good?

Arguments for and against the existence of God. Ontological Argument. Teleological Argument. Cosmological Argument. Moral Argument. Experiential Argument.

Why is there evil in the world if God is good?

Religion and science. Darwin and evolutionary theory. How does religion respond to scientific challenges?

NEW TESTAMENT STUDIES

An assessment of life and religion of first-century Palestine. Common religion in Judaism of the first century, and the impact of Roman occupation on the religion and thought of the people.

The Synoptic Problem. Looking at the sources for the gospels of Matthew, Mark, and Luke and how similarities and differences raise questions and solutions.

Authorship, dating, and purpose of the gospels. including an assessment of their historical accuracy and readership.

Passion, Resurrection, and Christological debate. Titles for Jesus

This looks at the different narratives in the gospels and assesses the importance of phrases like Son of Man, Son of God, and Messiah.

Jesus' teaching. Parables, Miracles, Kingdom of God, conflict with authority.



RELIGIOUS ETHICS

Christian Ethics. Sermon on the Mount, St Paul's ethics, Natural Law, Aquinas, Fletcher's situation ethics.

Non Christian Theories. Utilitarianism, Kantian ethics, Virtue ethics, and existentialist ethics.

Applied ethics: War and Peace, Abortion and Euthanasia, embryo research, genetic engineering, environmental ethics, business ethics.

SET TEXTS

For the three papers there are some Scholars' works Candidates will need to be familiar with and in the New Testament paper a number of key texts.

Beyond the course: apart from being useful for those wishing to pursue Theology or Philosophy at university, RS has important links with science, and with humanities based subjects where critical analysis is necessary and the formation of arguments through essays is important.

Additional costs associated with this course:

Pupils will be charged for three core books at c.£11 each.

CURRICULUM SUPPORT

At The Oratory School, the goal of Curriculum Support is to help our pupils who have additional needs become independent learners and, using various strategies, overcome their difficulties, while building their self-esteem and confidence.

We cater for all pupils with a learning difficulty. This includes those with:

Communication and Interaction Needs; this includes speech, language and communication difficulties, and autism conditions;

Social, Emotional and/or Mental needs, such as ADHD, anxiety disorders and mental health issues;

Sensory and/or physical difficulties, such as vision impairment or hearing impairment;

Cognition and Learning Difficulties; this includes those with specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia.

We have two specialist teachers and four peripatetic teachers who offer support in English, Maths and Science.

When pupils with a specific learning difficulty apply to the school, we ask that parents submit an Educational Psychologist report or medical report confirming their diagnosis, which then allows us to follow the recommendations. It also provides us with information about the child's difficulty, enabling us to provide the best provision once at school.

Pupils with SEND are identified as early as possible as this ensures the best outcomes. We manage this through a number of strategies, which include reports from previous schools, online Lucid testing when pupils first arrive at the school, and concerns from teachers and parents or other agencies. Special education provision is provided through high-quality, carefully differentiated and inclusive teaching.

All teachers at The Oratory School are teachers of SEND and provide quality first teaching. Guidance is also given on how to adapt the curriculum and learning environment to best support these pupils. A SEND register is shared with all staff to ensure that all are aware of, and sensitive to, the needs of all pupils, to teach in ways that are best suited to their needs.

Progress is regularly tracked to ensure pupils meet their goals and there is regular communication between teaching staff and the department. Effective interventions are put in place, which are tailored to each individual's needs, including 1:1 lessons, for which there is an additional charge.

Examination access arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act, 2010 to make 'reasonable' adjustments. These need to be approved by JCQ (The Joint Council for Qualifications) at the start of GCE courses, with documentary evidence on file. They allow candidates with special educational needs, disabilities, learning difficulties, or temporary injuries to access the assessment. The access arrangements are put in place to 'level the playing field' for disadvantaged candidates.

In this regard, parents need to be aware that any privately commissioned assessment carried out without prior consultation with the Curriculum Support Department cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.



THE ORATORY

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