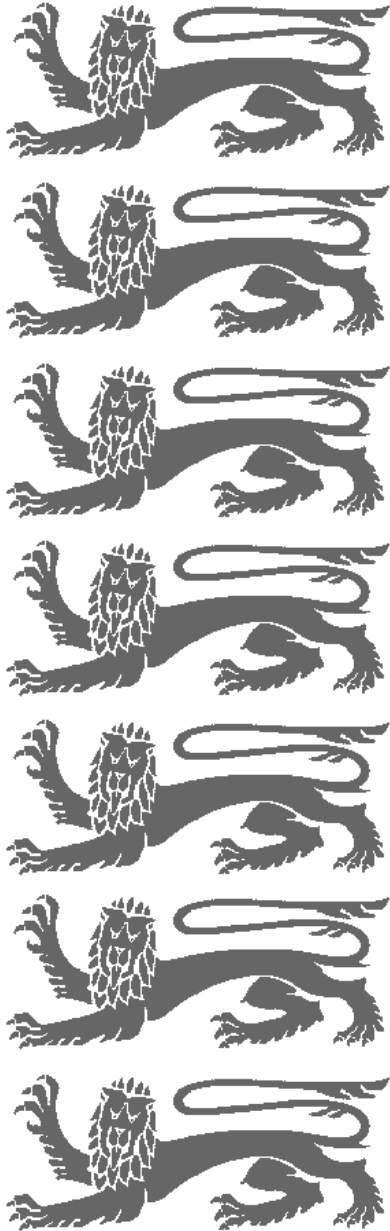




SIMON LANGTON GRAMMAR SCHOOL FOR BOYS

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*SIXTH FORM  
PROSPECTUS  
for 2023 entry*

*“The Langton – your university  
education starts here”*



## Key Sixth Form Dates for 2023 entry

- **THURSDAY 10<sup>th</sup> NOVEMBER**      **SIXTH FORM INFORMATION EVENING**  
6.45pm for 7.00pm  
An overview of the Langton Sixth Form for students from other schools
- **NOVEMBER TO MARCH**    **APPLY ONLINE** [www.kentchoices.co.uk](http://www.kentchoices.co.uk)
- **THURSDAY 2<sup>nd</sup> FEBRUARY**      **SIXTH FORM OPEN EVENING**  
6.45 pm for 7.00 pm  
Focused on our A level courses
- **6<sup>th</sup> –10<sup>th</sup> FEBRUARY**      **CONSULTATIONS** for students from other schools with a member of the Sixth Form Team
- **8<sup>th</sup> FEBRUARY**      **CURRENT LANGTON Y11 STUDENTS**  
Parents Evening
- **MONDAY 13<sup>th</sup> MARCH**      **SIXTH FORM OPTIONS DUE IN**  
Students need to choose their courses by this date to maximise their chances of getting their combination of subjects.
- **MONDAY 26<sup>th</sup> & TUESDAY 27<sup>th</sup> JUNE**      **PRE-SIXTH FORM COURSE**
- **THURSDAY 24<sup>th</sup> AUGUST**      **GCSE RESULTS PUBLISHED**
- **THURSDAY 24<sup>th</sup> AUGUST**      **ENROLMENT**
- **TBA**      **FIRST DAY OF TERM FOR NEW YEAR 12**      8.45 am

# YEARS 12 AND 13: THE SIXTH FORM

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*For entry to the Sixth Form:*

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*e-mail :* [lbrice@thelangton.kent.sch.uk](mailto:lbrice@thelangton.kent.sch.uk)  
*Telephone direct :* 01227 825778



## **Simon Langton Grammar School for Boys**

**Our vision** is to become a world class community of independent learners who enjoy an ability to think creatively, critically and innovatively beyond the formal curriculum, who possess a strong sense of responsibility for their school, for their community and for the environment, and who have the will and the initiative to use these skills not only for the benefit of themselves, but for the good of the wider world.

We will achieve this through:

- Delivering the academically robust Langton Curriculum, promoting cultural literacy and intellectual rigour in all key stages.
- Working collaboratively with our students to enable them to become the best versions of themselves they can be in order that they can make good and meaningful contributions to future society.
- Maintaining an outstanding extra-curricular provision in sport, drama, art and music and in our unique, open-ended research programmes.

# WELCOME

The purpose of this booklet is to provide information to prospective students about the *Simon Langton Sixth Form*. It outlines the opportunities available, and the conditions necessary, to enter this stage of education at the school.

We have an academic Sixth Form with students taking at least three A level courses in addition to the EPQ. It would be fair to say that most succeed, but it is not an easy option. It requires sustained commitment to study, despite distractions.

Your first step is to decide whether to enter our Sixth Form, and the second is which courses to follow. This booklet is designed to help you.

*Students from other schools* should attend the February Open Evening and the November Information Evening if at all possible. They should book a consultation with one of the Sixth Form Team via Mrs Brice. The consultations take place in February.

*Current Langton students* should find out about courses from their Subject Teachers, Form Tutors and from present Sixth Formers. They do not need to attend the Sixth Form Information Evening but should attend the Open Evening in February, which gives details of the subjects offered at the Langton.

Any general enquiry about the Sixth Form can be addressed to us.

The keyword is **ASK!** *But first read this booklet.*

Maria Wells  
Head of Sixth Form (Pastoral)  
[mwells@thelangton.kent.sch.uk](mailto:mwells@thelangton.kent.sch.uk)

Sara Phythian  
Head of Sixth Form (Academic)  
[sphythian@thelangton.kent.sch.uk](mailto:sphythian@thelangton.kent.sch.uk)

Joe Eagle  
Director of Studies  
[jeagle@thelangton.kent.sch.uk](mailto:jeagle@thelangton.kent.sch.uk)

**“Whatever you can do, or dream  
you can, begin it. Boldness has genius,  
power and magic in it. Begin it now.”**

Johann Wolfgang von Goethe

# **Your university education starts here**

We are a strong, inclusive community which provides our young people with many opportunities to develop leadership and to participate in our research based extended curriculum in the Arts, Humanities and Science. This is based on our philosophy that studying in the Sixth Form should take you well beyond the confines of the traditional exam-focused curriculum and provide you with the confidence and skills to question accepted ideas and norms. You will take more responsibility for your own learning and become a more independent learner which will act as a springboard for the next phase of your education or for employment.

You will be able to participate in projects that offer genuine open ended research and most of your lessons will be characterised by university-style teaching. These two facets of the curriculum are enhanced by the History of Ideas programme, which introduces you to a range of intellectual concepts, and the Extended Project Qualification which is completed at the end of Year 12. The latter provides you with the chance to conduct individual research into a topic of your choice that you wish to investigate further. Our commitment to providing our young people with the chance to engage in intellectual debate and to think creatively has been furthered by the opening of the Tong Research Centre. Many of you will also choose to play for our highly respected and successful sports teams or will take leading roles in drama and musical productions both within school and in the wider community.

As a vibrant and intellectually stimulating environment we have a strong academic record and the majority of our students will receive offers from their first choice universities including Russell Group institutions such as Oxford, Cambridge, Durham, UCL and Imperial College. We are quite rightly proud of our record of placing students with the elite universities which is rarely bettered by any schools in the county. We also have a proven track record of supporting those of you who would rather seek employment at the end of the A level courses.

All that we do is underpinned by the concepts of creativity, innovation and altruism and our aim is that you will be both challenged and stimulated intellectually, leaving us as well-rounded and mature young adults who have the potential to make a real difference as the 'leaders of tomorrow' in your chosen fields. To this end you will be supported by a personal form tutor, who you will see twice a day and a dedicated Sixth Form Team consisting of two Heads of Sixth Form, a Wellbeing Mentor, a Learning Mentor, and a UCAS Co-ordinator.

We are offering you a truly world class sixth form experience where you can transform your personal dreams and aspirations into reality while giving you the best two years of your life so far.

# VIEWS FROM STUDENTS JOINING THE LANGTON SIXTH FORM

Choosing to move schools for Sixth Form can be one of the most daunting choices you'll have to make. But I can confidently say that for me moving to the Langton was an easy transition, not because I wasn't scared nor because I did not know anyone, but rather because the school was so welcoming.

The Langton Sixth Form facilitates a whole range of abilities, interests and desires, making it a strong choice for any student. Whether your interest is in Science, Art, Humanities or Sports, the school can successfully aid your development. There are a number of societies from the Biomedical to the Feminist Society from the Debating Club to a range of sports clubs.

The Sixth Form at the Langton prides itself on the university style experience and education, which gives you independence and confidence for later on in life. The Langton is somewhere that has helped me immensely with applying to university and getting into my dream one. It has helped me gain more confidence and develop as a person, and has introduced me to new things which I would have never otherwise experienced, like playing on a girls' full contact rugby team.

I don't think there is anyone who can say "the Langton Sixth Form isn't for me" because it is multidimensional, supportive and offers an amazing education programme that not only helps you now but also prepares you for later on in life.

## **Mary Coleman**

Joining the Langton sixth form has to be one of the best decisions I have ever made, despite being in two minds about where to study my A levels I soon realised that I had made the right choice. Whilst academic studies are important, the Langton offers so much more, there is an impressive range of societies and projects in both the sciences and humanities to get involved in.

At the Langton, learning does not stop outside of the classroom, teachers often encourage students to go beyond the specification and research around your course. The friendly atmosphere here means that students can always approach their teachers and the Sixth Form Support team with any problems that they may have. As A levels are a step up from GCSE I found this strengthened relationship between students and staff to be very beneficial and the number of study periods helped me keep on top of the extra workload.

As I joined the Sixth Form from another school I was worried about fitting in with the students who were already here but I soon found out that I had nothing to worry about. Everyone was really welcoming and after a term it was hard to tell who had already been at the Langton for five years.

I have enjoyed every moment of my time here at the Langton and I would urge future students to take advantage of the many opportunities offered here in order to get the best out of the Langton Sixth Form.

## **Harriet Ogle**

The experience of being at the Langton is very much about what is done outside of the classroom. This is why we have hosted high-profile speakers from the worlds of science, politics, philosophy and even great literary figures. This passion for the extra-curricular really defines what the Langton is about.

Being here, you will not be surprised to hear about the ground-breaking work of previous students, which includes creating and sending a Cosmic Ray Detector into space, as well as writing academic work which has been published. The aim of any current Langton student, however, is to build upon these past successes.

The current curriculum does not require any of this, but it therefore disregards the process of learning and independence. This is where the Langton differs. It may be a buzzword, but 'autonomy' perhaps sums up what the Langton really offers its students, particularly in the Sixth Form. This does not refer to an entirely laissez-faire approach where students are left by themselves; instead, it is about providing a supported way of studying which ensures both the well-being and individuality of each student."

## **Charlie Mower**

“If you can dream it,  
you can do it”

Walt Disney

# Support

Life and study in the Sixth Form can be demanding, and you may find yourself feeling overwhelmed at some point, whether it be by the study demands or due to other difficulties in your life.

While we aim to develop students who are resilient and independent and ready to tackle the much more independent world of undergraduate study, we fully recognise that, in the Sixth Form, support is often needed, and we have a range of structures and expert people in place to provide it.

## Form Tutors

Each student will be placed into a tutor group at the beginning of the sixth form and will remain within this group for two years. The Form Tutor will get to know your son/daughter during their time within the sixth form through regular one-to-one mentoring and whole group tutor sessions. They will therefore be able to guide and support them on all aspects of sixth form life, and serve as a first point of contact if any difficulties arise.

## Academic support

Subject teachers should be the first port of call for a student who is struggling with their studies. At the Langton, we pride ourselves on the open and supportive mind-set of our staff. Subject teachers routinely provide one-to-one specialist guidance for those in need, and departments run additional support classes during lunchtimes or after school.

Students who need more support beyond this can be referred to Dr Phythian, our Head of Sixth (Academic). She can meet the student, go through the issues they are experiencing, and put an individualised plan in place. This could involve monitored study, help with organisation and study skills, guidance on time management, or a referral for support for additional education needs.

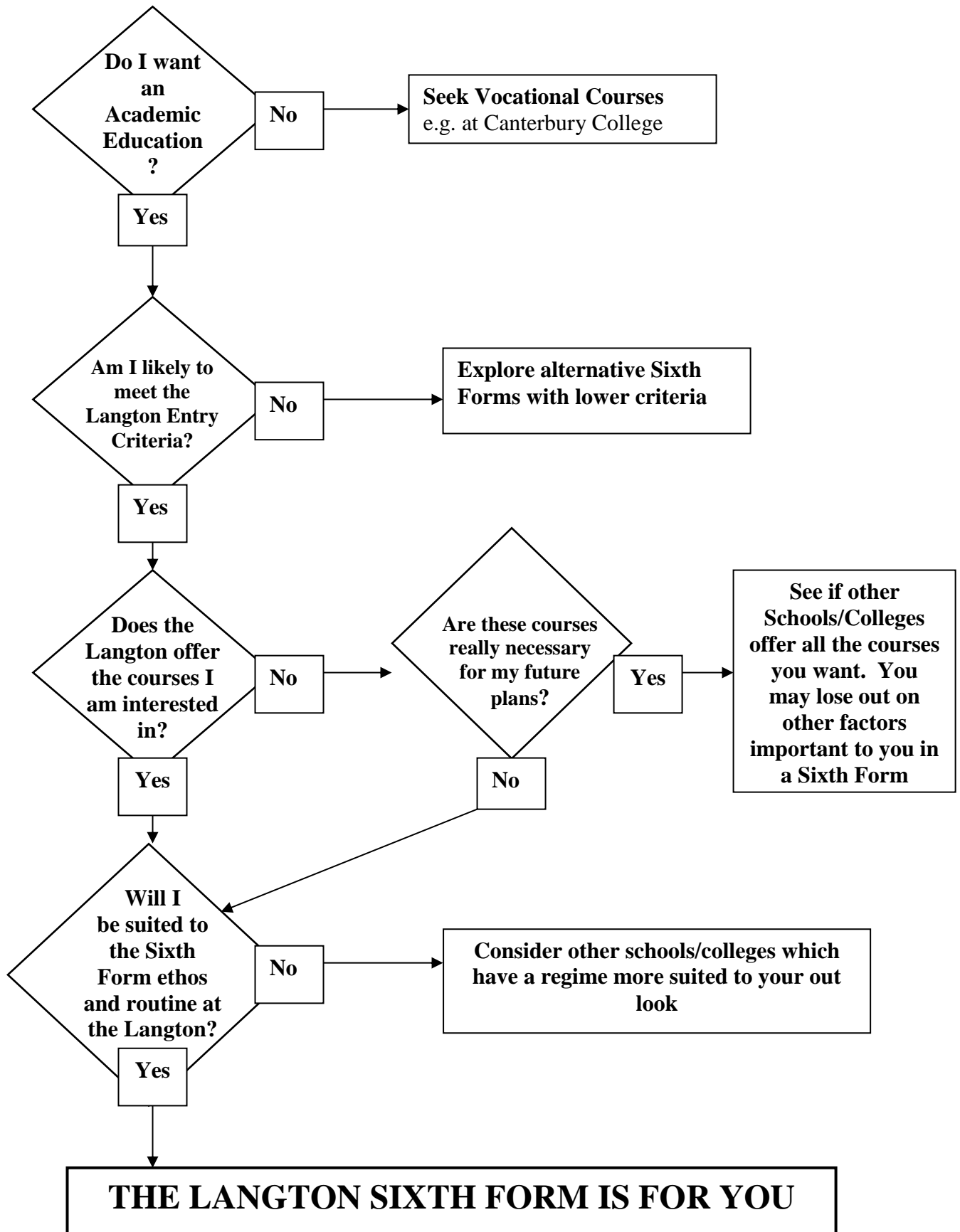
## Pastoral support

Mrs Wells leads on support with pastoral and personal problems. She supports many students herself with a friendly and listening ear, and will refer those in need of additional support to our Wellbeing Mentors, full-time members of staff who work with students to address both short-term and long-term ongoing difficulties.

## The Sixth Form Management Team

- **Mrs Wells** (*Head of Sixth Form – Pastoral*)
- **Dr Phythian** (*Head of Sixth Form – Academic*). Also oversees the EPQ course
- **Mrs Brice**: Sixth Form administrator and attendance officer
- **Mr J. Eagle** (*Director of Studies*): courses and enrolment. Also Oxbridge applications
- **Dr Towler** (*Assistant Head of Sixth Form*): oversees academic mentoring
- **Mr Wells**: Oversees university advice
- **Miss Tipping**: Oversees careers advice
- **Mrs Spratt**: Oversees AEN support
- **Mr English and Mrs Langley**: Sixth Form Wellbeing Mentors

# WHICH POST- 16 EDUCATION IS RIGHT FOR ME?



# THE LANGTON SIXTH FORM CURRICULUM

## A LEVELS:

All subjects now have new A level specifications, as of 2018. The courses are linear, meaning that all of the A level exams will take place at the end of Year 13.

The standard curriculum for Langton students is to complete three A levels, although four is an option for the more able and hardworking.

All students are permitted to start four subjects in September of Year 12, whether or not they envisage completing all four, in order to give them the opportunity to experiment with new subjects and combinations of subjects, and to give them more flexibility when it comes to choosing three subjects for definite. We expect all students to be settled on their final choice of A level courses by January of Year 12 at the latest.

**Year 12 students are therefore required to enrol on at least three A level courses at the start of Year 12.**

**All of our A level courses are taught on our site. It is not possible to join our Sixth Form and study courses offered by another school.**

## OTHER ELEMENTS OF THE CURRICULUM:

All Year 12 students follow our History of Ideas course from September-February of Year 12, and complete an EPQ (Extended Project Qualification) from September to June of Year 12.

All Year 12 students are also required to participate in our Wednesday afternoon programme of activities (competitive and/or recreational sport, academic research projects, or other approved activities).

With one or two exceptions, our students do not take AS examinations in any subjects.

Please be aware that ours is a two-year Sixth Form. It is only possible for students to spend a third year with us if they have experienced significant disruption to their education as a result of prolonged health or personal difficulties.

## CONDITIONS OF ENTRY TO YEAR 12

There are two requirements for enrolling into Year 12 at the Langton:

### 1. General GCSE entry requirements

- A GCSE points score of at least 50. To calculate your points score, simply add up all your GCSE grades\*
- Grade 4 or higher in both English Language and Mathematics

### 2. Subject-specific entry requirements

Students must qualify to enrol onto at least three A level courses. The general principle is that a GCSE grade 6 or higher in the subject to be studied is required to enrol on that course, but there are some exceptions to this. See the table on the next page for full details of the subject-specific entry requirements.

Additionally, we expect applicants to attend our **Pre-Sixth Form Course** at the end of June.

**External applicants** to the school have a consultation about courses with one of the Sixth Form Management Team. Consultations will take place shortly after the February Open Evening.

On accepting a Sixth Form place, students are agreeing to uphold the ethos of the School and abide by the guidelines given in this prospectus and the Sixth Form Handbook.

Applicants with exceptional circumstances will be assessed on a case-by-case basis. Applicants who are taking qualifications other than GCSEs/BTECs should contact the school to discuss entry requirements.

We have an excellent programme of support for students with **additional educational needs**. These should be declared when applying to the school so that we can make the appropriate arrangements to support students' learning. It will not affect your entry into the Sixth Form.

**See Appendix 3 for our full admissions policy, including oversubscription criteria**

\*Level 2 BTECs also count towards your points score, as follows:

Distinction*	8.5 points
Distinction	7 points
Merit	5.5 points
Pass	4 points

## LANGTON SIXTH FORM ENTRY CRITERIA 2023

### GENERAL ENTRY CRITERIA:

- A GCSE points score of at least 50
- Grade 4 or higher in both English Language and Mathematics

### SUBJECT SPECIFIC ENTRY CRITERIA:

(note that students must successfully enrol on at least three courses)

	GCSE grade(s) required
Ancient History AS only	6 in Ancient History or History (or English Literature if History was not studied)
Art	6 in Art
Biology	6 in Biology and 6 in Maths
Business	6 in Business Studies or 6 in English Language
Chemistry	6 in Chemistry and 6 in Maths
Computer Science	6 in Computer Science and 6 in Maths
Economics	6 in Maths
English Literature	6 in English Literature and Language
French	6 in French
Geography	6 in Geography
History	6 in History
History of Art	6 in History, or English Literature if History was not studied
Mandarin Chinese	6 in Mandarin OR a high degree of competence in the language
Mathematics	7 in Mathematics
Mathematics – Double	8 in Mathematics
Music	7 in Music OR Grade 5 practical as a singer or instrumentalist and Grade 5 theory
Physics	6 in Physics and 6 in Maths
Philosophy & Theology	6 in English Language or 6 in Religious Studies
Politics	6 in English Language or 6 in History
Product Design	6 in Design Technology
Psychology	6 in Biology and 6 in English Language or Literature
Spanish	6 in Spanish
Sports Science	6 in Sports Science or 6 in Biology
Theatre Studies	6 in Drama or 6 in English Literature if Drama has not been studied
NOTES:	
<ul style="list-style-type: none"><li>• Dual Science GCSE: Grade 77 in Dual Science and a Grade 6 in Mathematics is required to study any Science A level</li><li>• in the unlikely event that a subject is oversubscribed, priority will be given to students with higher GCSE grades in the qualifying subject(s)</li></ul>	

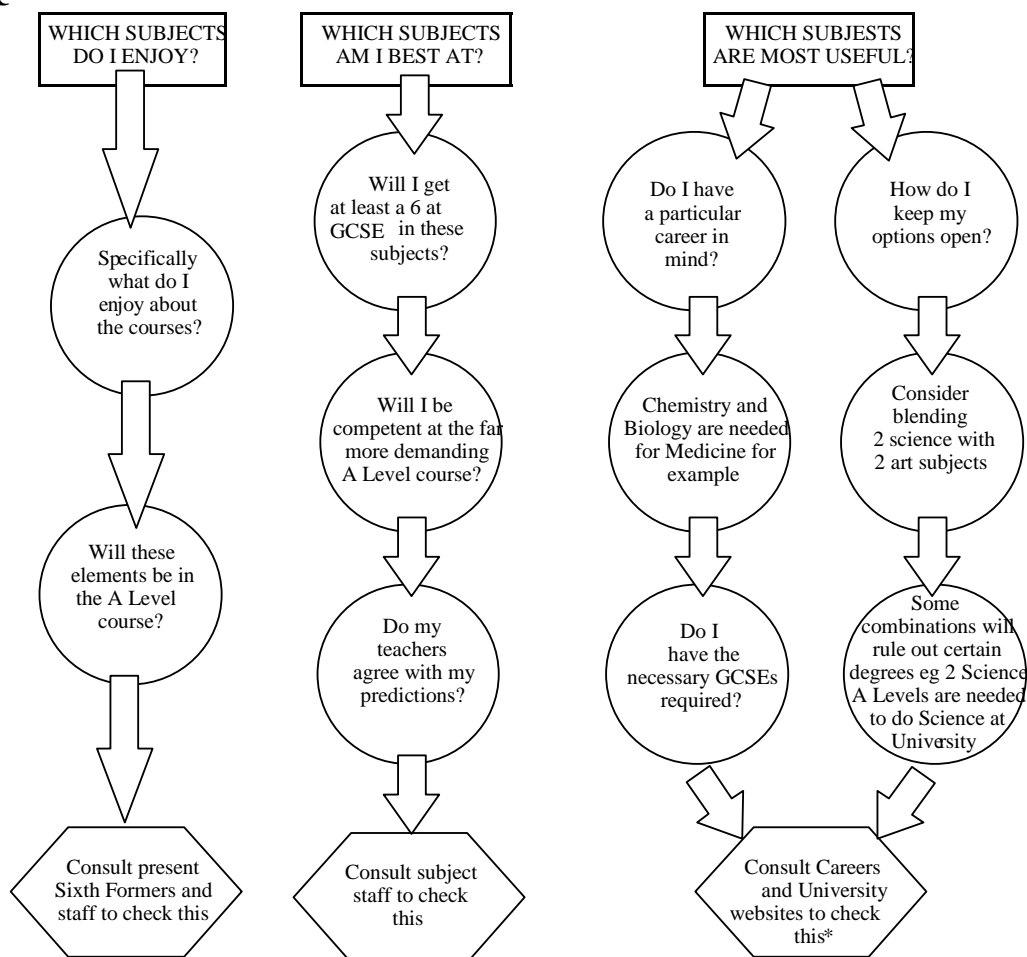
**See Appendix 3 for our full admissions policy, including oversubscription criteria**

## PREPARING FOR THE SIXTH FORM

### A. How to choose your Sixth Form Subjects

This question is linked very closely with your choice of future career, so careers advice is vital before deciding which courses fit your abilities and potential. Some students find their choice of subjects very difficult. You should seek advice from subject staff, parents and present Sixth Formers. The following questions should also help you.

#### Helpful Questions



\*The Russell Group (a group of 24 leading universities) have produced an excellent guide called Informed Choices which we would advise all students to consult before making A Level choices: [informedchoices.ac.uk](http://informedchoices.ac.uk)

#### Unhelpful Questions

*Which teachers do I like?*

1. Our A level teachers are highly qualified subject experts and you will be well-taught by all of them.
2. The staff-student relationships at Sixth Form level are very different to the lower school
3. You may have a different teacher at A level. You will have at least two teachers for each subject
4. Don't jeopardise future career opportunities on the basis of a temporary difficulty.

*What are my friends doing?*

1. You'll have plenty of time to socialise in the Sixth Form in and out of school.

2. Students taking the same subjects are often in different classes anyway.
3. It's YOUR future you should be considering – not theirs.

## **B. Number of Subjects**

All Year 12 students study the Langton History of Ideas/EPQ course and participate in Wednesday afternoon activities. In addition, students choose at least three A level subjects to study in Year 12. Students may choose four subjects initially, either to sample a wider range of subjects before deciding on their three, or with a view to completing four A levels. The latter is possible, but is only a viable option for the most able and hard-working students.

## **C. Making Your Subject Choices**

Prospective Sixth Form students should attend the Sixth Form Open Evening in **February** and are subsequently asked to confirm their choice of subjects online via Kent Choices by **the middle of March**.

**Students intending to join our Sixth Form from other institutions** should arrange for a consultation and tour of the School. Interviews can be booked with Mrs Brice from the end of January. Consultations take place in the week following the Open Evening.

Details of courses offered are given in the following pages. Do bear in mind your future career plans, noting the effect of unusual subject combinations. You should also bear in mind that some subjects complement others, which will create a more cohesive curriculum.

## **D. Elite Sports**

The Langton is proud of the Elite Sport Programmes that it has developed in recent years. The programmes are run jointly with the Canterbury Institute of Sport based at Canterbury Academy and feature talented athletes from both schools. The emphasis of the programmes is on developing the individual as a sportsman/woman furthering their fledgling career. The quality of coaching is unlike anything found elsewhere in the state sector and rivals that of many private establishments. Among the coaching staff are former professional players and coaches, Level 3 coaches, England coaching staff, and a veteran of four Rugby World Cups. You also gain access to physiotherapy and strength and conditioning sessions, and a range of elite facilities include Polo Farm, Kent Cricket Indoor Nets, and CT1 Barbell. We currently run Elite Sport Academies in Rugby, Hockey, Cricket, and Basketball.

## **E. The Sixth Form Timetable**

Based on those subject choices made known by **the middle of March**, a Sixth Form timetable will be constructed, incorporating the appropriate number of classes for each subject.

We will endeavour to meet every student's subject combinations declared by this date. **After this, students' choices will be restricted to the timetable constructed and the space available in the classes, so make every effort to choose wisely by the deadline.**

## **F. Attend Pre-Sixth Form Course – at the end of June**

This takes place after the GCSE exams. Year 11 students, who intend to join the Sixth Form, return to school, and are registered in new tutor groups. New entrants are expected to join us for this period as it is an excellent opportunity for them to get to know the school and to meet their new colleagues.

There is a vast difference between GCSE and Sixth Form work, and, in a carefully planned programme of lessons, we try to highlight some of these differences as well as illustrate to students some of the skills, which are needed if their first attempts at A level work are to be successful.

We also run a range of activities that give both new and old Langton students opportunities to get to know the school, the staff, and other students in order to enable a smooth start in September.

## **G. Enrolment**

On GCSE results day, you will enrol by coming in to our school in person for a brief meeting with a member of the Sixth Form team. You will need to bring your statement of results and birth certificate (both for external applicants only), and we will be able to confirm your place at the Langton on the spot if you have qualified to join us.

# NOTES ON SIXTH FORM COURSES

## LIST OF SUBJECTS

*(With page numbers)*

Ancient History (AS)	34	History	33
Art	28	History of Art	36
Business	41	Mathematics	22
Biology	25	Mandarin Chinese	31
Chemistry	26	Music	30
Computer Science	45	Physics	23
Design	28	Physical Education	44
Drama & Theatre	27	Philosophy	43
Economics	38	Politics	37
English Literature	26	Psychology	44
French	31	Spanish	31
Further Mathematics	22	Elite Sports	16
Geography	32		

**More detailed subject information is available at the Sixth Form Open Evening in February**



The following pages provide a summary of the courses we offer. More detailed subject information, and the opportunity to speak to subject teachers, will be available at the Sixth Form Open Evening in February.

The table below summarises the exam board and syllabus followed for each course. If you wish to consult the exam board's specification for a subject, you can do so via their websites:

- AQA: [www.aqa.org.uk](http://www.aqa.org.uk)
- PearsonEdexcel: [qualifications.pearson.com](http://qualifications.pearson.com)
- OCR: [www.ocr.org.uk](http://www.ocr.org.uk)

<b>Subject</b>	<b>Exam Board</b>	<b>Syllabus code</b>
Ancient History (AS only)	OCR	H007
Art	PearsonEdexcel	9FA0
Biology	AQA	7402
Business	PearsonEdexcel	9BS0
Chemistry	OCR	H432A
Computer Science	AQA	7617D (Python)
D&T: Product Design	AQA	7552
Drama and Theatre (AS and A level available)	AQA	7262
Economics	PearsonEdexcel	9EC0
English Literature	PearsonEdexcel	9ET0
Extended Project	PearsonEdexcel	ZPJ30
French	PearsonEdexcel	9FR0
Geography	PearsonEdexcel	9GE0
History	OCR	H505
History of Art	PearsonEdexcel	9HT0
Mandarin Chinese	PearsonEdexcel	9CN0
Mathematics	PearsonEdexcel	9MA0
Further Mathematics	PearsonEdexcel	9FM0
Music	PearsonEdexcel	9MU0
Physical Education	OCR	H555A
Philosophy	AQA	7172
Physics	AQA	7408A
Politics	PearsonEdexcel	9PL0/B
Psychology	AQA	7182
Spanish	PearsonEdexcel	9SP0

## HOI – The Langton History of Ideas course

The History of Ideas course is unique to the Langton and offers students to chance to go way beyond the confines of any syllabus. The course runs from September to February of Year 12, with one lecture scheduled every week.

The course has four central purposes:

- to address a body of central cultural knowledge that, in our judgement, should be part of the intellectual furniture of all educated and thoughtful people
- to introduce students to a range of central ideas and concepts that they are likely to encounter at university
- to encourage students to develop the skills of university learning, including the experience of formal lectures, note-taking, further reading and reflection
- to serve as a stimulus for choosing an area of in-depth research for each student's individual EPQ

Sample lecture programme:

Core content (all students attend these lectures)	Prehistory	
	The Greeks	
	The Romans	
	The Bible	
	How to read a painting	
	The magic of music	
	Futures thinking	
Specialist content (students attend one lecture from a choice of two each week)	Democracy, ancient and modern	Ancient mathematics
	Medieval philosophy	Medieval cosmology
	Quantum Hamlet	Neuroscience & consciousness
	The French Revolution	Drug development
	Frankenstein	Are we alone in the universe?
	Marxism	Medical ethics
	Nietzsche and the death of God	The MBP Project
	Freud, sex and death	The evolution of sex
	An introduction to Jung	Mathematics: the Millennium Problems

## EPQ

### What is EPQ?

- the Extended Project Qualification
- a compulsory part of the Langton curriculum for all students
- a separate qualification that is officially worth half of an A level
- the course starts in September of Y12, and students will complete their EPQs in the summer term of Y12
- you choose any subject area you wish and set your own title (needs staff approval)
- you carry out research
- you work independently with support from a designated member of staff
- you write a long essay (6000 words) [this applies to the Dissertation route, which most of our students follow. Other options that are available: Artefact, Investigation, Performance]
- you deliver a 10 minute presentation to a small audience

- you get a grade (A\* to E) certified by the Edexcel exam board

### **Why do all Langton students do an EPQ?**

#### **Learning**

- free choice of subject with no constraints – pursue what stimulates your intellect
- the pinnacle of 13 years of study
- in-depth, high-level academic research

#### **Skills**

- undergraduate (or higher) level research
- reading academic texts
- handling complex academic arguments
- planning and writing an extended essay over a long period of time
- presenting your ideas verbally

#### **University entrance**

- your EPQ makes you more likely to get an offer
- you can show real engagement with a “new” subject area such as law or psychology
- many universities will give you a lower offer if you do well in EPQ
- universities are more likely to take you if you miss your A level grades
- additional UCAS points

### **SPORT**

Physical Education and Sport has a key role in the development of students at the Langton. As well as the obvious physical benefits the department prides itself in imparting many of the Langton Attributes such as Fortitude, Integrity, Respect and Creativity. We also play a key role in nurturing the leaders of tomorrow and developing the teamwork skills to equip the students for life beyond the Langton.

Our facilities are some of the best found not just in the state sector but also compare well with fee-paying schools. The school boasts a 3G pitch with video analysis system, a 25m indoor pool, an indoor sports hall, a climbing wall, a fitness suite and strength and conditioning facility as well as several high quality grass pitches. In addition, offsite facilities are used such as Polo Farm and Canterbury Squash Club. There is a full fixture list of school matches and students have the opportunity to go on several sports tours. Recent tours include, Rugby in France, Hockey in Holland, Football in America and Cricket in Barbados.

Sport is an important aspect of the Year 12 curriculum and a wide range of activities are on offer throughout the year. You will be given the opportunity to choose a sporting option at the beginning of each term from an extensive list of activities. During your non-contact periods you will be able to use our well-equipped gym to develop your personal fitness.

Serious sports players will have the opportunity to represent the school in competitive interschool fixtures in a variety of sports. We currently run boys’ senior teams in rugby, football, hockey, cricket and basketball, and girls’ senior teams in netball, hockey and rugby. We also enter senior teams for golf, athletics and swimming. We take

girls' sport very seriously and have recently appointed a Head of Girls' Games dedicated to running the girls' programme. Those unable to secure regular places in senior teams may still find a stage on which to display their prowess during the inter-house sports competitions. These matches are among the most fiercely contested fixtures of the year.

Working in partnership with Canterbury Academy we are able offer Elite Sport Provision in Rugby, Hockey, Basketball and Cricket. These sessions will be timetabled daily and provide students with access to Elite coaching, facilities and competition. We are also currently developing a similar programme for Athletics.

In addition, a number of Sixth form students assist PE staff with junior pupils in various activities, particularly climbing, on a peer tutoring basis during curriculum time, and there are opportunities to assist in clubs after school and at lunchtime.

It is hoped that through this wide range of activities you will not only appreciate the importance of a healthy lifestyle, but also identify a recreational pursuit you may enjoy when you leave school.

## **MATHEMATICS**

### **Why study Mathematics or Further Mathematics A level?**

Studying Mathematics will:

- provide a stimulating and challenging course;
- develop key employability skills such as problem-solving, logical reasoning, communication and resilience;
- increase knowledge and understanding of mathematical techniques and their applications;
- support the study of other A level subjects;
- provide excellent preparation for a wide range of university courses; lead to a versatile qualification that is well-respected by employers and higher education.

### **What is covered in A level Mathematics?**

All of the content in the AS/A level Mathematics qualification is compulsory and is the same for all examination boards.

#### **Pure Mathematics (66%)**

methods and techniques which underpin the study of all other areas of mathematics, such as, proof, algebra, trigonometry, calculus, and vectors.

#### **Statistics (17%)**

statistical sampling, data presentation and probability leading to the study of statistical distributions

#### **Mechanics (17%)**

the study of the physical world, modelling the motion of objects and the forces acting on them.

Students will be taught by 2 different teachers. Regular homework is set. Each teacher will expect students to spend at least two hours on these assignments per week.

All students, who are considering doing a Mathematics, Science or Engineering degree or who are predicted to gain a grade 8 or 9 in GCSE Mathematics should seriously consider pursuing the Further Mathematics course.

### **What is Further Mathematics?**

- Further Mathematics is an **additional A level qualification taken alongside A level Mathematics**.
- It is designed to stretch and challenge able mathematicians and prepare them for university courses in mathematics and related quantitative and scientific subjects.



We hope each year that most students will go to CERN where they will have a variety of lecturers and visits to enrich and enthuse their experience within Physics and the other Sciences. For those particularly keen on Astronomy there are opportunities to take part in live observing at arranged times using the school telescope and during our public “Star Gazing” observing sessions during the Autumn and Winter. We also give students opportunities to be involved in research, and to present their plans and results to professionals at CERN as well as other symposiums, and times throughout the school year. This has made physics a very popular choice of subject in the school.

Practical work is an essential part of the course and is continually assessed in a manageable way, a practical endorsement is then issued on the exam certificate on the successful completion of practical work.

The A level consists of three exams. The first will assess all content from the units studied in Year 12, and the second exam will assess the units studied in Year 13. The third exam will assess practical skills, and the Astrophysics unit. Each exam is of a 2hr duration; further details can be obtained from the AQA website.

### **Particles, Quantum Phenomena**

- The nucleus including particles and their interactions, antiparticles and photons; hadrons and leptons; the standard model;
- Quantum phenomena including photo-electricity, energy levels and photon emission, wave particle duality;

### **Electricity**

- Electrical quantities, resistivity, circuits, potential dividers, EMF and internal resistance.

### **Mechanics**

- Scalars and vectors, motion along a straight line, projectile motion, Newton’s laws of motion, energy and power, momentum, and moments

### **Materials**

- Bulk properties of solids i.e. Hooke’s law and density, Young modulus

### **Waves**

- Longitudinal and transverse waves, progressive and stationary waves, refraction, diffraction and interference. Superposition and stationary waves
- Further Mechanics
- Circular motion and simple harmonic motion, understanding simple harmonic systems, resonance and damping

### **Fields**

- Gravitational fields, electric fields, capacitors, magnetic fields, electromagnetic induction alternating current

### **Thermal Physics**

- Thermal properties of materials, ideal gases and the kinetic theory of gases

### **Nuclear physics**

- This section builds on key ideas about particles and energy and covers probing the nucleus, radioactivity, nuclear instability and nuclear energy

### **Astrophysics**

- Lenses and telescopes, non-optical telescopes, classification of stars, cosmology

## **BIOLOGY**

Why study Biology? Biology is quite simply the study of life in all its awe-inspiring complexity. We are all part of the improbability of life and as such it holds a particular fascination for each and every one of us but a study of Biology starts to unlock a deeper understanding of how the living world functions at a range of different levels. The diversity with which science approaches biological understanding is part of its appeal; scientists study processes at the level of biological molecule right up to the level of whole ecosystems. Biology is also a fast moving subject and the development of new techniques, such as in the field of molecular genetics, routinely offers up new insights, opportunities for exploitation as well as ethical challenges for society to debate.

The new AQA Biology A level course is split into 8 topics, the first 4 of which are taught in Year 12 and second 4 in Year 13. Subject content is examined for all 8 topics at the end of the Year 13 for the A level qualification. The 8 topics are as follows:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

For the A level course there are 3 written papers. The first two written papers last 2 hours each and cover topics 1 to 4 and 5 to 8, respectively. The third written paper also lasts for 2 hours but assesses practical technique, critical analysis of experimental data and includes a 25 mark synoptic essay question. Throughout the course students will be assessed on their practical skills and receive a separate endorsement of practical skills alongside the A Level grade at the end of the course. This is reported as either a Pass or Fail.

It is highly recommended that students wishing to study Biology at A level choose at least one other science, preferably Chemistry, as a supporting subject. Past students who have done so have, on average, performed significantly better in their exams. The ability to formulate and sequence ideas in good English should also not be underestimated as a skill necessary to gain a high grade in A level Biology.

In addition to their academic studies, students are offered a number of extracurricular opportunities that they can take part in. Genetic Engineering in Education (GENE) is a research project that runs on Wednesday afternoons in which students use molecular genetic techniques such as PCR, ligation and gel electrophoresis to clone and express the Green Fluorescent Protein (GFP) gene in bacteria. GENE students also attend three additional practical workshops in the University of Kent Biosciences teaching laboratories, receiving instruction in advanced molecular techniques led by university research staff. During the year students can also take part in two national competitions, the British Biology Olympiad and Intermediate British Biology Olympiad. There is also an annual daytrip to the Biology in Action lecture series held at the Emmanuel Conference Centre in central London. Regular expert guest lectures are held after school throughout the year as part of the Biology Society; these lectures aim to broaden students understanding of applied biology with a diverse range of lectures on offer throughout the year from cell biology to wildlife conservation.

## **CHEMISTRY**

The Royal Society of Chemistry state that a qualification in Chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied chemistry at any level; great career opportunities exist both inside and outside the lab. Nobody knows what the jobs of the future will look like, but many of them will be created in chemistry to solve global challenges such as human health, energy and the environment.

As well as practical knowledge of the subject, chemistry students develop many other skills prized by employers such as problem solving, numeracy, communication, creativity and data analysis. Gaining these skills means that you can have a future in not only science-related careers but all sorts of careers, from finance to public relations.

Students study the popular OCR A course. Chemistry A is a content-led approach where practical skills are integrated within the theoretical topics. The specification encourages students to develop an essential knowledge of the key chemical concepts in order to apply it to problem-solving and practical tasks, and to increase their awareness and understanding of the impact of chemistry on the success of the economy and society.

The A level course is split into six modules: Module 1 Development of practical skills; Module 2 Foundations in chemistry; Module 3 Periodic table and energy; Module 4 Core organic chemistry. Where modules 1-4 are studied in Year 12, the additional modules 5: Physical chemistry and transition elements and 6: Organic chemistry and analysis are studied in Year 13. The internally assessed Practical Endorsement skills also form part of the full A level. Students are assessed via three written papers: Paper 1 Periodic table, elements and physical chemistry, 37% of the total A level; Paper 2 Synthesis and analytical techniques, 37% of the total A level; Paper 3 Unified chemistry, 26% of the total A level (Practical Endorsement in chemistry is internally assessed).

In addition to their academic studies, students are offered unique opportunities to engage in genuine chemical research. Recently, we have offered the following projects: the Polymer Chemistry Research project (in collaboration with the University of Kent at Canterbury) and the Omega-3 oil Research project. These exclusive opportunities enabled students to develop hugely beneficial transferral skills such as project management, mentoring and advanced data-handling and other *in silico* skills. In recent years, we have also run a Chemistry Society whilst this year, students have the opportunity to achieve a CREST award by carrying out their own research project.

Chemistry is a rewarding and challenging subject. Students are expected to carry out independent consolidation and extension of their understanding between lessons. It is worth knowing that historically, students taking Mathematics alongside Chemistry perform better than those who do not, since there is a significant emphasis on mathematics in the context of chemistry (20% of the marks available within written examinations are for the assessment of mathematics).

## **ENGLISH LITERATURE**

This is a varied and demanding course which prepares students for undergraduate study in either Literature, the Arts, law, journalism or the media. The overriding principles of the specification are the primacy of the written word and the importance of the Western literary canon, and there is a correspondingly serious emphasis placed upon reading, literary analysis, the awareness of different critical schools, and the centrality of private research: we expect all our Literature students to read widely, to plan and submit polished and professional written work, and to participate in class debate.

As part of this course, the texts listed below are studied. Additional materials such as specification highlights, support packs, critical reading and the Sixth Form English Guide are provided at the start of the academic year.

Year 12 set texts:

- *Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-11* (a selection of 20 poems are studied for the examination)
- *Frankenstein*
- *The Handmaid's Tale*
- *Dr Faustus*

Year 13 set texts:

Revision of the above, with the addition of:

- *Hamlet*
- Larkin: *The Less Deceived*
- Two coursework texts: choice from - Byron's *Childe Harold's Pilgrimage*; Brontë's *Wuthering Heights*; Milton's *Paradise Lost* (Books I and II)

The full A level suite of papers is as follows:

**Component 1: Drama.** Externally assessed. Written examination, lasting 2 hours and 15 minutes. Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology **must not** be taken into the examination. Total of 60 marks available – 35 marks for Section A and 25 marks for Section B. Two sections: students answer **one** question from a choice of **two** on their studied text for both Section A and Section B. **30% of the total qualification.**

**Component 2: Prose.** Externally assessed. Written examination, lasting 1 hour 15 mins. Open book – clean copies of the prose texts can be taken into the examination. Total of 40 marks available. **20% of the total qualification.**

**Component 3: Poetry.** Externally assessed. Written examination, lasting 2 hours and 15 minutes. Open book – clean copies of the poetry texts can be taken into the examination. Total of 60 marks available – 30 marks for Section A and 30 marks for Section B. **30% of the total qualification.**

**Coursework.** Internally assessed, externally moderated. **One** extended comparative essay referring to two texts. Advisory total word count is 2500–3000 words. Total of 60 marks available. **20% of the total qualification.**

### **DRAMA AND THEATRE [AS and A Level offered]**

Drama and Theatre A Level combines academic study with practical workshops, live theatre visits and performances. The subject content is divided into three assessed components and students study both performing and designing for theatre. Design options include lighting, sound, set, costume, puppet design, and direction.

**1: Drama and theatre:** Written paper 3 hrs open book, 80 marks, 40% A level

Section A: one question on set text one (25 marks)

Section B: one questions on given extract from set text two (30 marks)

Section C: one question analysing a single live / recorded professional theatre piece (25 marks)

**2: Creating original drama:** Working notebook (40 marks) and practical performance (20 marks) 30% A Level

Students may contribute as a performer, designer or director. The devised piece must be influenced by the work and methodology of one prescribed theatre practitioner.

**3: Making theatre:** Reflective report (20 marks) and performance of one extract (40 marks) 30% A level

Practical exploration and interpretation of three extracts each taken from a different play. Methodology of prescribed practitioner must be applied to Extract 3 which is performed as a final assessed piece. Students may contribute as a performer, designer or director.

Reflective report analysing and evaluating theatrical interpretations of all three extracts.

**Performance opportunities** are scheduled throughout the year to enable students to develop technical and acting skills. The department produces a yearly school play based on material related to the course. Last year the students presented *Jerusalem* by Jez Butterworth to family and friends staged in our on-site woodland teaching area.

Our current texts are: *Jerusalem* by Jez Butterworth, *The Caucasian Chalk Circle* by Bertolt Brecht; *Our Country's Good* by Timberlake Wertenbaker (1988); *The Seagull* by Anton Chekhov and a guided choice of late 20<sup>th</sup> century and 21<sup>st</sup> theatre scripts for the student-directed Texts in Practice unit.

Studying Drama and Theatre requires students to collaborate effectively in groups, develop self-awareness, exercise their creativity and develop communication and presentation skills. High levels of engagement, self-motivation and reliability are central to success in this subject. Students are required to research the context of texts studied including those which are seen for professional theatre analysis. We work in A1, a purpose-built studio and The Box, an adapted classroom which students can book for rehearsals during study periods and after school. We have three outdoor venues, the Woodland Classroom, the Amphitheatre and The Tent.

Drama and Theatre Studies offers opportunities to develop knowledge of the theatre arts, essay writing skills and self-confidence. The course is ideal for students looking to study at University or Drama School and for those wishing to build a career in the Arts Industries. Drama and Theatre combines well with English, History, Art and Music, while some students opt for the Year 12 course as a contrast to their other learning environments. We offer the AS course within the A level for students who are required to take certain subjects for career choices such as Medicine but wish to continue to study drama. It is not essential to have studied GCSE Drama to take A Level Drama and Theatre.

## ART

Art at A level is a very popular subject at the Langton. There are currently 60 students in the sixth form taking the subject, and approximately half this number are students new to Simon Langton Boys School. Any visitor to the school cannot help be impressed by the quality of the A level work on display, and year on year the A level grades reflect this. This summer nearly 40% of all students achieved an A grade and above in A level Art, and 85% achieved B or above. As in previous years, no students got below a C grade.

Students undertake a quick four week introduction course at the beginning of Year 12, giving them an opportunity to get to know their way round the department and get to know each other. The purpose-built designated sixth form art room is always a lively place to be in and the students undoubtedly benefit from the creative atmosphere that they all help create. Whether it's down to the finished work on the walls, or unfinished work on easels, students quickly find the sixth form room a very inspiring place to study. There is also a purpose built gallery within the Art Block, giving students the opportunity to see their work exhibited and also giving some the opportunity to curate their own show. Sixth form artwork is uploaded daily onto the school's art Instagram site, *thelangtonart*. Every year we take the sixth form artists to exhibitions in London, to see, and be inspired by works on show.

The Edexcel A level course consists of two components:

**Component 1** (60% of the A level): A personal investigation coursework. This is a personal journey exploring the student's own ideas both in and beyond their sketchbook. Students in the past have worked in traditional media, such as painting, drawing and sculpture, although many have also explored video, textiles and installations as part of their coursework submission. Students also submit a piece of continuous prose of a minimum of 1000 words, on a theme connected with their own work. The coursework component runs throughout Year 12 and right up until February of Year 13.

**Component 2** (40% of the A level): An externally set assignment. This is a much shorter unit, starting in February of Year 13. This culminates in a 15-hour controlled assessment in the art room in May, in which students create a final response to the set theme. The piece of work which is produced during this fifteen hours, along with all their preparatory work, is then submitted.

Students put on an exhibition of their work at the end of the two years.

## **PRODUCT DESIGN**

The AQA Product Design A-Level enables students to develop an understanding of the physical and mechanical properties in a broad range of materials and components. Students will look at the broader issues of design including: the environmental impact of products and their manufacture; methods in which materials and components can be manipulated to manufacture products; health and safety issues relevant to working with materials; computer aided design (CAD) and computer aided manufacture (CAM); ergonomics and anthropometrics, inclusive design, and consumer safety; the life cycle of products including manufacture, use and functional aspects and final disposal.

The course here is designed to cover both the board's specification and that of expanding a student's design capability towards further education. The course is set up in Year 12 to give a broad foundation in design practice – these skills intended to bring out a student's creativity, allow them to find their own strengths in the subject and to build their independence of learning. Key skills in sketching/drawing, CAD and 3D modelling are taught and encouraged as the basis for visualising ideas. Knowledge and understanding of wider design issues and technology are also regularly taught.

The tuition covers a broad range of content from the underpinning theory, design/ideation skills, sketching and design drawing through to CAD (Computer Aided Design). Evidence for assessment is compiled as an e-portfolio but produced in a wide range of software packages:

- Full Adobe Suite – Photoshop, Illustrator, InDesign
- CAD – Fusion 360, CREO, Keyshot, 2D Design.
- CAM - 3D Printing, Laser Cutting, Cam machines.

Under the guidance of our talented and experienced staff, students can produce work of a high standard with an emphasis on the production of functional, useful and beautiful products. With our excellent purpose-built facilities, well-equipped workshops and studios we offer students the opportunity to fully explore design and practical activities while encompassing the ideologies of innovation and technology.

### **A level Specification at a glance**

- **Paper 1 - Technical Principles 30%** (Mix of short and extended responses)
- **Paper 2 – Designing and making Principles 20%** (Mix of short and extended responses + product analysis + commercial manufacture questions.)
- **Non Examined Assessment/Coursework 50%** (45hrs single substantial design and making task.)

The A level course is designed to prepare students for degree level and beyond - a high percentage of our students end up studying Product/Industrial Design, Product Engineering, Architecture, Engineering and Graphic Design.

For further information please contact Mr Pledger (Subject Leader of Design):

[twitter.com/LangtonDesign](https://twitter.com/LangtonDesign)

[www.instagram.com/langtondesign](https://www.instagram.com/langtondesign)

## **MUSIC**

### **“What kind of student is this course suitable for?”**

Anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music. It is useful to have taken music at GCSE level, but this is not essential as long as you can already play a musical instrument to grade 5 standard, read notation and have a solid understanding of music theory.

### **What will I learn on this A level course?**

The course presents performing, composing, listening and analytical skills in almost equal measure. You will improve your skills in performing and composing in a range of styles. You will listen to and analyse a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed.

The A level qualification consists of the following three units and are all externally assessed:

#### **Unit 1: Performing 30%**

You will perform:

- a minimum of one piece, performed live and uninterrupted as a recital in front of an audience, during the second year of your course
- performance can be solo or as part of an ensemble
- total performance time across the recital must be a minimum of 8 minutes of Grade 6+ standard music

#### **Unit 2: Composing 30%**

Students must submit:

- two composition style tasks (notated using Sibelius or Logic Pro), of a combined duration of at least six minutes - one composition will be according to a brief set by Pearson or a free composition, and the other will be a technique task under controlled conditions from any of the following choices: Bach Chorale, Remix or Arrangement - set by Pearson

#### **Unit 3: Developing Musical Understanding 40%**

You will sit a listening/written exam including a musical dictation, listening questions based on aspects from set works and essay questions, one based on an unfamiliar piece and the second on one of the set works.

The set works will be taken from the following categories:

Vocal, Instrumental, Music for Film, Popular Music and Jazz, Fusions and New Directions

In addition to music being a highly valued subject on any UCAS application, we are proud to say that a large percentage of our A level music students go onto study music at undergraduate and postgraduate level; our students have also entered careers in music ranging from composers to renowned performers, sound engineers and music therapists.

## **MODERN FOREIGN LANGUAGES (FRENCH, MANDARIN, SPANISH)**

Modern Languages are a popular subject choice and provide excellent preparation for a wide range of professional careers such as Business Management, Computing, Diplomatic Services, Engineering, Finance, Journalism, Law and Translation. Students may of course study two languages, and combining a language with any other subject is often an excellent way to gain a place at a top university.

### **A level Course Outline**

The A level Languages provision is offered at a high standard, which will allow students to build on the knowledge acquired at GCSE.

The course is suitable to you, if you:

- Enjoy language learning
- Enjoy learning about other cultures and be inspired by cultural curiosity
- Want to use a language for further study (e.g. at university)
- Want to work for companies with international links

In addition to discussing and learning about contemporary topics students will be able to enjoy finding out about cultural and historical aspects of the countries where their chosen language is spoken. An additional focus will be on film and contemporary literature.

A particular feature of this course is the development of an ability to understand and produce various texts with a focus upon the different registers of language required in a variety of contexts.

Extra support for the development of oral fluency and confidence is provided through weekly conversation classes with a native speaker.

### **Beyond the Classroom**

There are a number of opportunities to practise the chosen language, for example during exchange trips abroad. There are also several enrichment opportunities throughout the two years including a translation symposium/workshop, the chance to support the teaching of languages in the Lower School by becoming a member of the MFL Society and different lectures delivered by university professors.

### **Skills required and developed**

During the two-year course students will further develop their four language skills (reading, listening, writing and speaking) and will be able to understand increasingly longer texts and spoken dialogues. Students will also be encouraged to read for pleasure in the target language.

This course will equip students with the ability to discuss both orally and in writing topics of local, national and global importance as well as matters from a range of cultural sources. All of those skills are highly regarded by universities and future employers.

### **Assessment**

A levels will be linear and students will sit all exams at the end of the two-year course. AS will be decoupled from A level; therefore, the two qualifications are completely different.

Students will study the grammatical concepts and structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the task set.

The course will assess the following skills:

- Listening and responding to passages from a range of contexts and sources covering different registers.
- Reading and responding to a variety of texts written for different purposes.
- Translation into the language of study
- Speaking (discussion and presentation of topics)
- The study and research of books and films

## **GEOGRAPHY**

### **Why Geography?**

Geography is subject that is both fascinating and intellectually challenging in addition to being one of the facilitating subjects recommended by top Universities (Russell Group). The most recent HESA (Higher Education Statistics Agency) survey shows that Geography graduates show a very low unemployment rate (7.4%) compared to the national average (8.9%) (2011).

#### **The Guardian view on geography**

##### ***It's the must-have A level***

*It used to be a Cinderella subject. Now, in a world that increasingly values people who can work across the physical and social sciences, geography's all the rage.*

The Guardian 13 August 2015

#### **Geography students hold the key to the world's problems'**

*Michael Palin, broadcaster and former president of the Royal Geographical Society*

*(A statement not to be underrated in a world continually shaken by environmental, economic, political and social events.)*

### **The course**

You will follow a contemporary course that has been developed in consultation with the Geographical Association, Royal Geographical Society and leading HE institutions. The course is designed so that you are inspired by the world around you, gain enjoyment and satisfaction from your geographical studies and understand their relevance in the dynamic world in which we all live and work.

### **The topics studied**

<b>Dynamic Landscapes</b>	<b>Dynamic Places</b>
<b>Topic 1:</b> Tectonic Processes and Hazards <b>Topic 2:</b> Landscape System, Processes and Change: <i>Coastal Landscapes and Change</i>	<b>Topic 3:</b> Globalisation <b>Topic 4:</b> Shaping Places: <i>Regenerating Places</i>
<b>Physical Systems and Sustainability</b>	<b>Human Systems and Geopolitics</b>
<b>Topic 5:</b> The Water Cycle and Water Insecurity <b>Topic 6:</b> The Carbon Cycle and Energy Security	<b>Topic 7:</b> Superpowers <b>Topic 8:</b> Global Development and Connections: <i>Health, Human Rights and Intervention</i>

Individual and group research occurs throughout the course via a number of class and fieldwork exercises culminating in an individual fieldwork investigation on a question of your choice related to specification. This enables you to become adept in the use and application of skills and new technologies as well as improving as critical and reflective learners aware of the importance of attitudes and values, including their own.

Although desirable, it is not essential for A level students to have studied GCSE Geography, as the department has an extremely successful record with students who are extending their GCSE studies and those who wish to return to the subject at this stage.

## **HISTORY**

### **What use is history?**

A lot of use. You have a trained mind. The capacity to abstract information rapidly and the ability to communicate in a clear and analytical way. Well, we would say that because we believe History will aid your academic development. It is a fascinating subject and perhaps and it has been identified a very useful A level and degree course.

“The successful conduct of business requires the use  
of skills well-known to trained Historians”

*Robert Powerby  
of the International American Development Bank*

“History is made by people. When you understand  
people, you can live a full life”

*Charles Miller-Smith  
Chairman, Imperial Chemical Industries*

The general thrust of our programme is to move away from traditional, elitist histories and to explore history from the perspective of the marginalised and oppressed. With that in mind we explore two great revolutions, one bourgeois and the other proletarian, one born in Britain and the other Russia. At A level we have a broader study of the US in the 20<sup>th</sup> century through which we analyse its development in terms of women, labour and ethnic minority rights. Perhaps the most exciting element of the new course is the coursework component. Students will effectively be able to study any history that engages them, it could be Mexican political history in the early 20<sup>th</sup> century or a study of guild socialism in Iceland over a millennium ago. We are one of only 20 schools nationally that uses JSTOR (online academic journals) and this will provide a massive advantage to our historians on this particular element.

In Year 12 you will study two units as below:

#### **Y108 Early Stuarts and the Origins of the Civil War 1603-1660**

- James I and Parliament
- James I and religion
- Charles I 1625-1640
- Charles I and the victory of Parliament 1640-1646

#### **Y249 Russia 1894-1941**

- The rule of Tsar Nicholas II
- The 1917 Revolutions
- The Civil War and Lenin
- The rule of Stalin

In Year 13 you will study two units as below:

#### **Y319 Civil Rights in the USA 1865-1992**

- African Americans

- Trade Union and Labour Rights
- Native American Indians
- Women
- Civil Rights in the 'Gilded age' c.1875-c.1895
- The New Deal and Civil Rights
- Malcolm X and Black Power

## **Y100 Coursework**

Students will be required to complete a 4000 word essay. They will have a free choice on subject matter, subject to approval, with the standard option being to pursue an aspect of the Russia course in greater depth.

### **What the students think**

“Due to my ambition to have a career in Law as a practising Barrister, I continued to study History from GCSE to A level. History is a valuable subject for many careers due to the key skills learnt during the course.”

*Amanda Richter*

“History provides you with Key Skills that will be useful in life. The analytical, research and debating skills provide a good base for university and a future career.”

*Richard Bore*

## **ANCIENT HISTORY (AS only)**

### **What is on offer?**

The opportunity to study the history of ancient Greece and Rome to AS level, via the OCR syllabus. AS levels are roughly equivalent to half an A level. The course will run over two years, with the exams in the summer of Year 13. You will have five timetabled lessons each fortnight.

You would take this in addition to your three (or even four) A levels. You can take this instead of your EPQ, or in addition if you wish.

You can take Ancient History regardless of whether or not you are taking A level History.

The course will be taught by Mr J Eagle (BA Hons, Ancient & Modern History, Oxford).

### **“That’s just ancient history!” What’s the point of studying events from over 2000 years ago?**

Although what you study in Ancient History is, by definition, long in the past, you will find great contemporary relevance in the themes explored in the course: war and empire, the nature of autocratic power, and relations between different cultures, to name but a few. Ancient Greece and Rome have a particularly important place in the broader story of human history, being (arguably) the starting point for many ideas and ways of thinking that are central to the modern world: democracy, empire, political theory, the systematic study of history itself...

### **Who is this course for?**

In short, anyone who has a passion for learning about the past and an interest in the ancient world in particular. While you will gain an additional qualification from this course, it should be passion not qualification-hunting that inspires you to take it.

This course is equally suitable for the specialist historian who is also taking A level History, or for a student who wishes to complement a broader selection of subjects.

No prior knowledge is required, so it doesn't matter if you have already studied GCSE Ancient History or Classics, or not. You will need to be confident and adept in 'humanities' skills – reading texts, analysing them, writing essays – and to demonstrate this through your grade in GCSE History or (if you haven't taken History), GCSE English.

### **What will I study?**

The course has two equally-weighted elements. Each is examined via a 90-minute written exam. There is no coursework.

- **Roman History 31BC – AD68.** This covers the establishment of the Roman Empire by Augustus, and the reigns of his first four successors: Tiberius, Caligula, Claudius, and Nero – among the most colourful, if not infamous, rulers in history. Central themes are the military, political, and social achievements of the emperors, and how they are presented in the ancient source material, including the works of Suetonius and Tacitus
- **Greek History 492-404BC.** This period is the cultural 'golden age' of classical Greece, but the focus of this paper is on the political history of the Greek city-states and their relationships with each other, and with the Persian empire. The paper begins with the great war between the Greek states and Persia, and traces the growth of an Athenian empire and its rivalry with Sparta, culminating in the long and terrible Peloponnesian War. Key ancient texts are Herodotus and Thucydides.

## **HISTORY OF ART**

### **Why study History of Art?**

There's so much more to the study of History of Art than admiring the aesthetics of an object.

This course develops a student's understanding of the relationship between society and art; art historical terms, concepts and issues; the influence of cultural, social and political factors as well as developments in materials, techniques and processes of both art and architecture. History of Art is a way of unlocking the past through material culture and explores cultural comment on pertinent and topical subject matter, such as identity and gender. It enables students to connect their other A Level studies and their artistic interests in a culturally interesting subject. The Edexcel syllabus has been well conceived to provide students with a thoughtful programme of study and introduce them to theoretical and historiographical skills they would require for the discipline at undergraduate level.

The course will be taught by Dr C Easterbrook and Dr P Easterbrook, both of whom hold doctorates in the History of Art and have taught the subject at university level.

### **Who should study History of Art?**

You do not have to have any background in Art or History, although a good level of literacy (English Literature or History) at GCSE would be necessary. An interest in the subject is essential!

The subject would be appeal to artists who wish to expand their cultural understanding to benefit their practical work; Historians who wish to develop their evaluative skills; English Literature students who wish to complement their literary analytical skills; Philosophy students who wish to give practical vent to their classroom studies, and so on. Students of Art History go on to a number of Post A Level directions; they may study History of Art at University with a mind to a career in academia, museum curatorship, or museum education. However, the subject also attracts students who wish to pursue Fine Art, Design and especially Architecture. As a subject at A Level and beyond it works well with European modern languages, thus allowing students the potential to undertake courses with a year abroad. Those who are interested in a degree in a Humanities subject will also find the skills of interpretation, evaluation and analysis particularly useful. Like History, the History of Art is also a subject with a vast array of transferable skills which are valuable f 31 whatever route students wish to follow after they leave The Langton.

### **What will you study?**

The course is divided into thematic and period sections taught over the two years. Students will study:

- Identities in art and architecture
- War in art and architecture
- Invention and illusion: The Renaissance in Italy (1420-1520)
- Rebellion and revival: The British and French Avant-Garde (1848-99)

Although to place these themes and periods in context a broader understanding of the wider History of Art will be taught.

### **How is it examined?**

The exam is formed of two three hour papers, each worth 50% of the total marks.

**Paper 1:** 3 compulsory questions requiring the student to employ their visual analysis skills on a painting, a sculpture and a building.

Students will then answer questions on both Identity and War in art and architecture. They will discuss these issues in relation to specific works they have studied and critical texts they have read.

**Paper 2:** Students will answer 4 questions on each of the topic areas they have studied (The Renaissance and the 19<sup>th</sup> Century Avant-Garde).

The questions are a range of short and longer answers requiring the students to demonstrate their knowledge of the period and the works of art they have studied from a range of paintings, sculptures and buildings. They will be expected to show analytical skill within the context of the period and knowledge, and application of, critical texts on the works and period.

### **What our students say:**

George: History of Art is where I was able to observe an intimate portrayal of the past, the investigation of thought and the way people want to be seen; it is both a study of events and a study of society itself.

Ben: I found studying History of Art to be a greatly beneficial experience, as it combines the rich nature of History with the ways in which great figures aimed to represent their power, lifestyle of those around them, religious beliefs and their legacy left to those in the future.

## **POLITICS**

Politics A level is a demanding and exciting course that covers a wide range of theoretical and practical topics relating to the UK political system, global politics, and political theory. We reflect on and debate the issues at the heart of today's turbulent political climate.

Politics A level students will engage with seminal works of political literature and analyse the theories and ideas that have influenced the development of our domestic and global systems. Our goal is to help students equip themselves with a skillset that enables them to shape the future.

In terms of skills examined, Politics is essay based and revolves around constructing and evaluating written arguments.

Politics is an increasingly popular A level choice at the Langton, and sits very well alongside other humanities subjects. Many students every year go on to study Politics at university in the form of International Relations, PPE, joint honours with History, or other combinations. This is also a popular course for students who are considering careers in the legal profession, as Politics A level involves exploring the workings of the UK judiciary, the legislative process and developments in international law.

Employers from a wide range of industries look to recruit people who can analyse political trends and evaluate the causes and consequences of political change. Some students of politics go on to work in central or local government; work for pressure groups or political parties; some become politicians: most current frontbench MPs studied Politics. There is a demand for those with an in-depth knowledge of politics in journalism, law, finance, comedy, diplomacy and business.

Details of the Pearson Edexcel syllabus are as follows:

**1. UK Politics** (23.5% of the A level): exploring the nature of politics and how people engage in the political process in the UK.

- the emergence and development of the UK's democratic system
- the role and scope of political parties
- the electoral systems that operate in the UK
- why individuals and groups vote as they do
- the role of the media in contemporary politics

**2. UK Government** (23.5% of the A level): exploring the nature of government in the UK - where, how, and by whom political decisions are made. Does the office of the PM hold too much power? Is Parliament really sovereign in the age of devolution? Is the suspension of the Government's plan to process asylum claims in Rwanda an example of judicial overreach?

- the set of rules governing politics in the UK (the constitution)
- the powers and roles of the different branches of government
- recent constitutional change and the desirability of further reform

- where does sovereignty lie within the UK?

3. **Political ideas** (20% of the A level): exploring the key features of a number of core political ideologies and thinkers, including:

- liberalism
- socialism
- conservatism
- feminism

4. **Global politics** (33% of the A level): exploring a wide range of issues and challenges that shape politics on a global scale in the 21<sup>st</sup> century. This includes studying:

- different theories of international relations
- sovereignty and the economic, political and cultural impacts of globalisation
- the history and role of key international organisations such as the UN and NATO
- global economic issues, poverty, aid, and inequality
- international law and “humanitarian intervention”
- global environmental issues
- power, superpowers, conflict, war and terrorism

## **ECONOMICS**

What do I need to know, or be able to do, before taking this course?

It doesn't matter if you haven't studied Economics before. You might have an interest in Economics and want to know more about the impact Economics has on the world around you. You might want to investigate some of the stories you hear in the news – Why do some economies grow and others don't? Why didn't economists predict the Global Financial Crisis? This course will help you to understand all this and more.

The Pearson Edexcel Level 3 Advanced GCE in Economics (A) is structured into four themes and consists of three externally examined papers. Students develop knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Theme 1: Introduction to markets and market failure. This theme focuses on microeconomic concepts.

Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention

Theme 2: The UK economy - performance and policies. This theme focuses on macroeconomic concepts.

Students will develop an understanding of:

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

Theme 3: Business behaviour and the labour market. This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.

Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention

Theme 4: A global perspective. This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macro economy.

### **How will I be assessed at A level?**

Paper 1 (2 hours, 35% of A level) Short-answer, data response and essay questions on markets and business behaviour – this is the content you study in Theme 1 and Theme 3.

Paper 2 (2 hours, 35% of A level) Short-answer, data response and essay questions on the national and global economy – this is the content you study in Theme 2 and Theme 4.

Paper 3 (2 hours, 30% of A level) The questions in the exam – data response and essay questions – cover concepts and theory from the whole course.

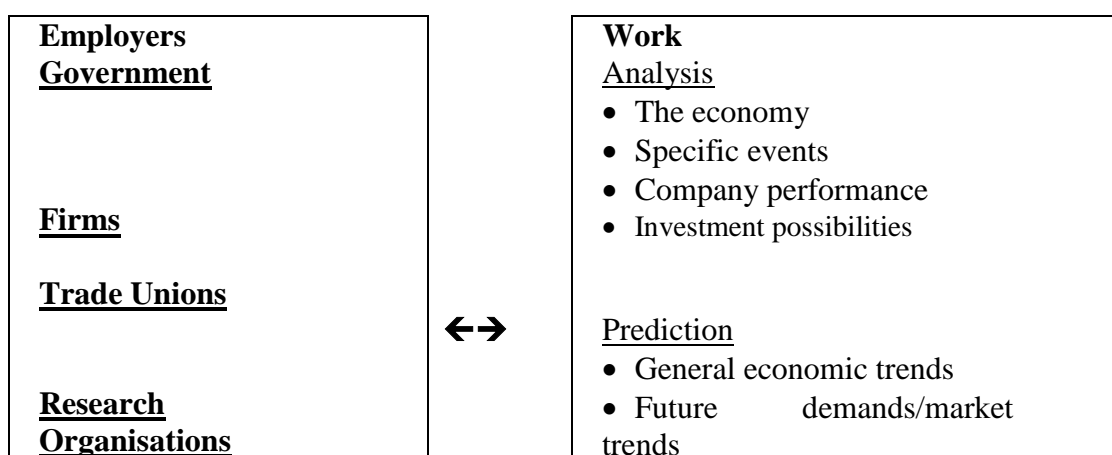
### **Possible Future Careers**

#### **What do graduate economists do?**

Work undertaken by economics graduates include the following:-

- Business and finance
- Commercial, industrial and public sector management
- Retail
- Marketing and sales

#### **What professional economists do –**



Professional Bodies

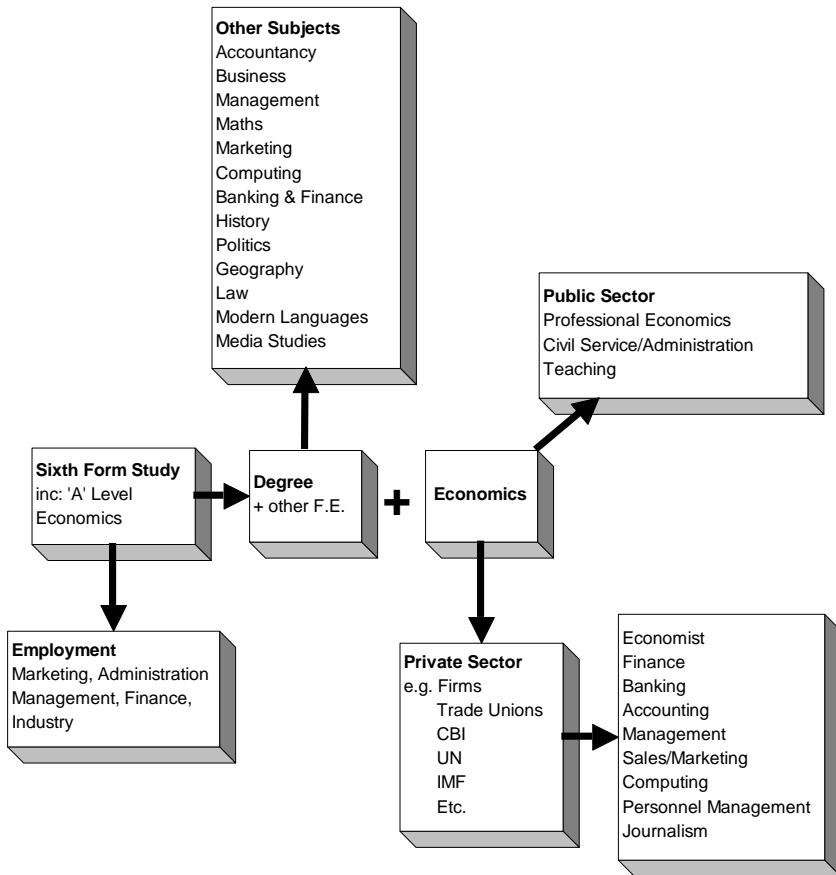
Charities

International Bodies

The City

- Company resource needs
- Interpretation
- General economic data
  - Production data
- Modelling
- General economy
- Specific projects/events

**Economics 'A' Level and Possible Career Paths**



**Some current Year 13 students have said:**

*“I have found the study of Economics at A level to be fascinating, helping us to understand how the world we live in today operates. It has made me want to explore the subject further.”*

*“The things I learn have real bearing on world events. I can look at the news and my economic training allows me better to interpret it.”*

*“Economics is an interesting and relevant subject which really helps and develops your understanding of the world, past events and present workings.”*

## **BUSINESS**

What do I need to know, or be able to do, before taking this course?

It doesn't matter if you haven't studied business before. You might have an interest in business and want to know more about the impact business has on the world around you.

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use 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.

Theme 1: Marketing and people. Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

Theme 2: Managing business activities. Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

## **How will I be assessed?**

Paper 1 will assess marketing, people and global businesses.

Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

### Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into
- A number of parts, including one extended open-response question.
- Duration: 2 hours. 35% of the A level

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

### Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours. 35% of the A level

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on the website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate.

The question paper will be in two sections. The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context.

The second section will focus on at least one strand within the context provided, such as a particular business.

Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence. Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

### Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours. 30% of the A level

## **Possible Future Careers**

### What do Business graduates do?

Jobs directly related to a Business degree include:

- Chartered management accountant
- Corporate investment banker
- Human resources manager
- Insurance underwriter
- Management consultant
- Operational researcher
- Risk manager

Jobs where your degree would be useful include:

- Human resources manager
- Logistics and distribution manager
- Marketing executive
- Retail manager
- Sales executive
- Systems analyst

## **PHILOSOPHY**

The subject of Philosophy is a popular choice for students' Sixth Form studies, with over 60 students studying it in Years 12 and 13. It is a course which places an emphasis on developing a student's problem solving and creative abilities, as well as providing a forum for the debate of questions that have vexed humankind for centuries. The subject can be particularly useful for building a student's powers of analysis and evaluation, creativity and the ability to explore challenging and demanding concepts. Everyone who takes the course can make a valuable contribution, as Philosophy is very much about unlocking and understanding the human experience and condition. Needless to say, it is an exacting and academically rigorous course. It works well with humanities subjects like English and History, but the logical, analytic side of Philosophy combines well with Mathematics.

Some of the topics that are studied are: Plato's Cave and the Theory of the Forms, Descartes' methodological doubt, and various philosophical arguments for the existence of God, as well as some critiques of religion, the analysis of knowledge and empirical experience and the nature of mind and thoughts. In Ethics we examine the nature and role of Ethics, whether 'morality' exists in any objective sense and then we consider ethical frameworks and theories such as Utilitarianism. In essence we wish to give our students a knowledge of some of the ideas that have shaped the world in which we live.

Philosophers go on to jobs in politics and government, law, psychology, education, and further education as well as having broad transferable skills of processing and evaluating competing arguments.

We follow the AQA A Level Philosophy course with four major topic areas: Epistemology, Moral Philosophy, Metaphysics of Mind and Metaphysics of God. The exams are two three-hour papers at the end of Year 13, covering all of these topic areas.

## **PHYSICAL EDUCATION**

Building on our long tradition of sporting excellence and the development of our Elite Sport Academies, we are very pleased to be offering Advanced Level Physical Education and Sport to students entering our senior school.

OCR's Advanced level GCE in Physical Education seeks to develop the student's knowledge, understanding, skills and application for physical education and sport.

This specification is a refreshing and innovative approach to the study of Physical Education (PE) and sport at an advanced level. Students will develop an understanding of how sports science can be used to enhance their own performance.

**Course content** – over the two years students will study:

**Sports Physiology and Biomechanical Movement:** This unit is divided into two subject areas: the first delves into the science behind the musculo-skeletal, cardio-respiratory and neuromuscular systems. Other topics you will study include energy systems, principles of training, nutrition and health components of fitness. The second area looks at biomechanical movement which includes an analysis of human movement and focuses on Newton's Laws and lever systems.

**Sports Psychology and Skill Acquisition:** In Year 12, students will develop a knowledge and understanding of how athletes acquire and develop movement skills and use guidance/feedback to aid performance. The Year 13 course is more focused on how group dynamics can affect performance and how elite sports performers mentally prepare for exercise by using the attribution theory and stress management techniques.

**Sports Sociology and the Role of Technology:** Students will learn about the development of sport in the United Kingdom and how it has influenced society and sporting cultures today, as well as contemporary issues such as sponsorship, media, drugs and violence in sport. Students will also look at the enhanced use of technology in sports performance.

**Practical Aspect:** The fundamental ethos for this unit is to engage participants in two tasks. Students will be assessed as a performer or coach in their favourite sport (check the OCR website for the list of possible sports), where we expect students to be competing on a weekly basis. In addition, students will observe the performance of an individual, provide verbal analysis of their strengths and weaknesses, and create a development plan to improve their performance.

This course should not be considered as an easy option (70% theory based). The course demands a high level of commitment to sport (30% practical based). Success in Advanced Level Physical Education and Sport will provide a stepping stone to higher education and/or to a career in the ever-expanding sport and leisure industry. In recent years, a number of students have gone on to study Sport Science, Physical Education and Strength and Conditioning at a number of prestigious universities including Loughborough and Exeter. Sport and Physical Education is widely recognised by the top universities as a science subject and may also complement the study of other Advanced Level subjects, particularly the sciences.

## **COMPUTER SCIENCE**

Computer Science is a subject that impacts on our daily lives and has transformed society in the last 60 years. However very few people truly understand how this has happened.

The department offers a course that is an ideal complement qualification for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial.

With its emphasis on general problem solving, algorithmic reasoning, scientific and engineering-based thinking, it is a good foundation for further study and offers students the opportunity to work in many of the projects being offered by the school. Also it gives you the chance to think about your future career from a more technological and data-driven perspective.

In Year 12, the students cover the syllabus in a very practical manner, which allows them many more opportunities to develop their understanding of the subject. This approach means that they are able to create a piece of coursework in Year 13, which is innovative and exciting to develop.

The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. The study of computation is about what can be computed and how to compute it.

### **Summary of the AQA A level Computer Science Course**

#### **Paper 1**

- 40 % of A Level
- 2.5 hours onscreen practical examination.
- Skeleton program is given to student before the examination, which is used to answer short questions and to write a program in the examination.

#### **Paper 2**

- 40 % of A Level
- 2.5 hours written examination.
- Compulsory short-answer and extended-answer questions.

#### **Non- exam assessment**

- 20 % of A Level
- The non-exam assessment assesses students' ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.

## **PSYCHOLOGY**

Psychology is the fascinating study of human behaviour. Throughout the course we aim to explain a range of different behaviours, including the causes and treatments of disorders such as OCD and depression, why horrific acts like the Holocaust happened, and how our experiences or genetics can influence our likelihood to turn to crime. Research methods are at the heart of the course, so students will be encouraged to take part in, or facilitate, a range of different psychological research, in order to develop their skills as researchers.

The subject requires an interest in a range of disciplines as it is a blend of the humanities and the sciences as well as involving some basic mathematical skills. This allows students to explore each lesson from a range of different perspectives and develop a multi-dimensional understanding of the world around them. As this course

allows you to develop an in-depth understanding of human behaviour, it is a useful subject to study in preparation for all career sectors and is an excellent accompaniment to other A level subjects.

### **Outline of the AQA course:**

#### **Unit 1 (Introductory Topics in Psychology):**

- **Social Influence** - This topic aims to understand how our behaviours are influenced by those around us. It looks mainly at conformity and obedience and why humans blindly obey even destructive authorities.
- **Memory** - This topic helps us to understand how the human memory works. It focuses on what strategies we can use to help us remember more and explanations for why we may forget. It also looks at how memory research can be applied to the real world to help with improving the accuracy of eye witness testimonies.
- **Attachment** - This topic focuses on how and why we form attachments with our primary care giver when we are infants and looks at how that attachment style can affect our future relationships.
- **Psychopathology** – This topic explores abnormal behaviour and the causes and treatments for disorders such as OCD, Depression and Phobias.

#### **Unit 2 (Psychology in Context):**

- **Approaches in Psychology** - This topic looks at the building blocks of Psychology. It explores the different perspectives that can be used to explain human behaviour such as the biological, cognitive, behaviourist, humanistic and psychodynamic approaches.
- **Biopsychology** – This topic explores how our physiology affects our behaviour e.g. brain structures, hormones, neurotransmitters, circadian rhythms etc.
- **Research Methods** - This topic focuses on training students on how to be researchers. It looks at how psychologists conduct studies and what different methods they can use.

#### **Unit 3 (Issues and Options in Psychology):**

- **Issues and Debates** - This topic looks at the key debates in psychology such as: do we have free will or is our behaviour more influenced by nature or nurture?
- **Forensics\*** - This topic explores why individuals might turn to crime and the effectiveness of custodial sentencing and rehabilitation schemes. It also focuses on criminal profiling as a technique to catch unknown criminals.
- **Relationships\*** - This looks at the causes and explanations for the formation and breakdown of romantic relationships. It also looks at virtual relationships and the more unusual parasocial relationships.
- **Eating Behaviour\*** - This topic looks at reasons behind our food preferences and focuses on explanations for anorexia and obesity.

*\*Optional topics may be subject to change.*

Each unit is assessed by a 2 hour examination and counts for 33% of the total A level.

**“The key to success is to risk thinking  
unconventional thoughts.”**

*Trevor Baylis, Inventor*

# APPENDIX 1

## ADVANCED LEVEL SUBJECT RESULTS SUMMER 2022

Results achieved by Year 13 Students



Subject	Entry	Entry	Entry	Entry	Pass Rate	Pass Rate	Pass Rate	Pass Rate	2022 Grades						
	2022	2021	2020	2018	2019	2021	2020	2019	A*	A	B	C	D	E	U
Art	25	28	25	27	100%	100%	100%	100%	11	2	5	7	0	0	0
Biology	91	60	67	75	95%	98%	100%	100%	5	17	23	21	13	7	4
Business	52	49	35	35	94%	96%	100%	97%	1	9	16	15	3	5	3
Chemistry	65	65	73	71	99%	100%	100%	99%	4	15	12	18	10	5	1
Computer Science	27	22	11	10	89%	100%	100%	100%	5	3	4	2	9	1	2
Design	20	26	25	22	95%	100%	100%	100%	3	5	3	4	4	0	1
Economics	48	57	48	30	96%	97%	100%	93%	2	10	14	12	3	5	2
English Literature	31	36	38	27	100%	100%	100%	96%	8	9	7	6	1	0	0
French	10	9	14	12	100%	100%	100%	83%	1	3	5	0	0	1	0
Geography	10	32	23	24	100%	97%	100%	92%	0	2	4	4	0	0	0
German	4	6	4	8	100%	100%	100%	100%	2	1	1	0	0	0	0
History	38	40	30	54	97%	100%	100%	98%	8	10	13	4	2	0	1
Mathematics	130	121	113	93	99%	97%	100%	97%	24	36	20	18	15	15	2
Further Maths	20	23	21	16	100%	100%	100%	100%	8	5	3	2	1	1	0
Music	6	5	4	8	100%	100%	100%	100%	0	1	1	2	2	0	0
Philosophy	23	25	15*	39*	91%	100%	100%*	69%*	4	2	2	6	4	3	1
Physics	62	54	60	62	97%	100%	100%	98%	7	11	12	12	8	10	2
Politics	29	32	13	36	97%	100%	100%	94%	2	8	10	3	5	0	0
Psychology	67	59	13		96%	98%	100%		6	7	19	13	13	6	3
Spanish	11	6	13	7	100%	100%	100%	100%	2	3	4	1	1	0	0
Sport Science/PE	32	25	25	28	100%	92%	100%	96%	1	2	9	6	5	9	0
Theatre Studies	7	11	2	8	100%	100%	100%	100%	0	2	2	2	1	0	0

\*Cambridge PreU, not A level

Extended Project (EPQ)	Entry		Pass Rate	A*	A	B	C	D	E	U
	2022	186	96%	43	40	38	29	18	11	7
	2021	198	98%	46	60	39	35	10	5	3
	2020	190	97%	23	49	49	39	13	12	5
	2019	198	98%	44	47	38	32	19	14	4
2018	234	95%	52	74	50	21	15	10	12	

Because of Covid, public exams did not take place in 2021 or 2020, and grades were awarded on the basis of teacher assessment (with the exception of the EPQ, which was examined normally)

## APPENDIX 2

### Sixth Form Finances

*“State Education is free” – i.e. teaching, which is the expensive part - but some of the extra bits still need to be paid for.*

There are some unavoidable costs in studying at this level that students are responsible for such as:

1. Providing their own stationery.
2. Transport costs to and from school. Although a subsidised season ticket is available, sixth formers (at any institution) do not qualify for free travel (although Young Carers do), even if they did in Year 11.
3. Field trips and excursions.
4. Optional magazines and periodicals which will benefit their studies.
5. Instrumental lessons.
6. Sports kit/equipment and a £20 per season contribution towards transport and referee fees for those students that represent the school at sport; if use of the school gym is also required the fee increases to £40 per season.
7. Car parking if a student drives to school – the current arrangement is that students who drive park at neighbouring Canterbury Rugby Club.

Additionally, **all Sixth Form students are asked to pay £25 each year during the first Autumn term** - this includes a contribution towards the upkeep and development of the Sixth Form Common Room, printing and photocopying costs, computing (hardware and software), cleaning and maintenance costs, and a contribution towards visiting speakers and activities and whole year group trips.

The Langton has always provided core text books, either hard copy or online, for students. However, due to the current reduction in education funding we cannot guarantee that we will always be in a position to do so. The school keeps the situation under review and it is possible that this policy may have to change in the future.

**Currently, we ask all students to pay a £25 book deposit per each subject that issues textbooks and £20 to cover the cost of library books that are inadvertently misplaced.** This charge is **fully refundable** once **all** materials have been returned to the school in a satisfactory condition at the end of Year 13. This book deposit is a nominal charge and not meant to cover the cost of all materials – additionally some students will be loaned books of a far greater value than other students. However, this seems the fairest system.

### **Help with Finances**

Families who are experiencing financial difficulty should either email or call the Finance Office ([finance@thelangton.kent.sch.uk](mailto:finance@thelangton.kent.sch.uk) or 01227 825768), to seek assistance with the costs of field trips and excursions essential to their son's/daughter's education. For help with instrumental lessons please contact Mrs Renshaw-Kidd, Head of Music: ([erenshawkidd@thelangton.kent.sch.uk](mailto:erenshawkidd@thelangton.kent.sch.uk)).

Additionally, **there is also a means-tested Sixth Form Bursary** available for those on a low income that is designed to help with travel costs to and from school, the cost of sports kit and some other miscellaneous Sixth Form expenses. **Full details and application forms are available from the Finance Office.**

### **Employment**

Just as studying at University is seen as an investment for the future, where a degree gives access to potential higher earnings, the same is true of studying in the Sixth Form. A short-term financial sacrifice is needed for the long-term gain. Whilst we accept that many students will opt for some form of part-time employment whilst continuing their studies, we do urge that this be kept to a minimum (eight hours a week at most). Surveys have shown that there is a close correlation between excessive paid employment and underachievement at A level.

## APPENDIX 3

### CRITERIA FOR THE ADMISSION OF STUDENTS TO YEAR 12 FROM SEPTEMBER 2023

The Langton has a mixed Sixth Form. The great majority of our Year 11 students continue with their studies into our Sixth Form, and priority will be given to existing students transferring from Year 11 who meet the entrance criteria.

The Sixth Form will recruit on the basis of a Year 12 of 220 students. The Published Admission Number (PAN) for external students is 60, but this figure will be exceeded in the event that this plus the number of internal students transferring into Year 12 is less than is required to produce an overall total figure for Year 12 of 220 students.

#### **Entrance requirements**

Students must have achieved a total of 50 points in GCSE or other Level 2 qualifications, including a 4 or better in each of Mathematics and English Language, in order to qualify to enrol in the Langton Sixth Form\*. Students additionally need to satisfy the entry requirements of their chosen A level subjects (minimum of three), which are detailed in the Sixth Form Prospectus.

#### **Priority for places for qualified applicants will be:**

1. Internal applicants – students enrolled in Year 11 at Simon Langton Grammar School for Boys. Internal applicants transfer to Year 12 provided they have met the criteria above. There is no upper limit to the number of internal students transferring to Year 12.
2. Applicants enrolled in Year 11 at our partner school, the Canterbury Academy
3. Applicants from other schools

**In the event of over-subscription**, places within categories (2) and then (3) will be assigned to qualified applicants according to the following priorities:

1. Children in Local Authority Care or Previously in Local Authority Care
2. Children who were designated as receiving 'Pupil Premium' in the calendar year before admission to the Langton Sixth Form is sought (a letter of confirmation from the previous school will be required)
3. Academic Ability

This will be measured by ranked average performance points score in the applicant's best 9 Level 2 qualifications, or of all qualifications if fewer than 9 subjects completed, the highest score being given the highest rank.

4. Distance

Where average performance points scores are the same, students will be further ranked by distance from home to school (with the nearest given the highest ranking).

5. Random Selection

A random selection will be applied should two or more applicants have the same average performance points score and the same distance from home to school.

*\*this requirement can be waived where there are special extenuating reasons why an applicant has not met this standard.*