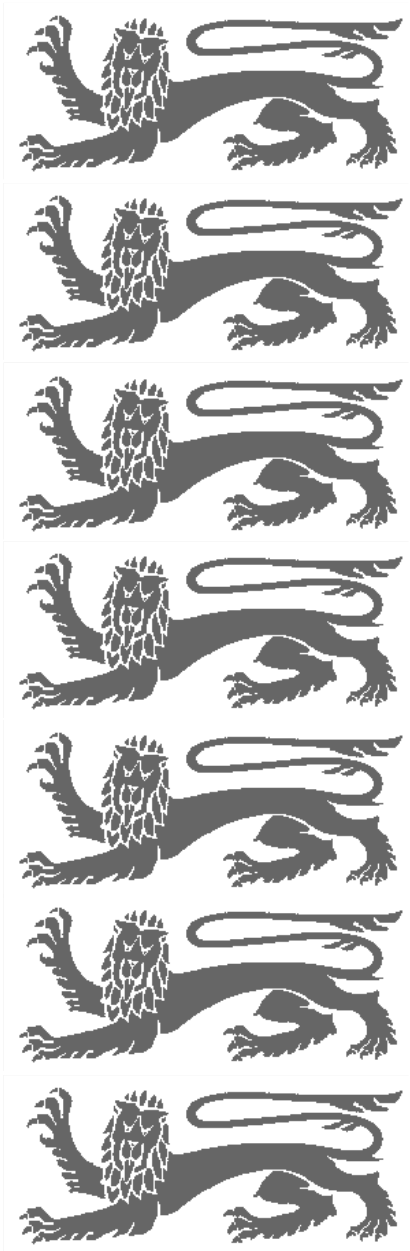
SIMON LANGTON GRAMMAR SCHOOL FOR BOYS



SIXTH FORM PROSPECTUS

for 2027 entry

"The Langton – your future starts here"

Key Sixth Form Dates for 2027 entry

THURSDAY 12th NOVEMBER	**SIXTH FORM INFORMATION EVENING** 5.45pm for 6.00 An overview of the Langton Sixth Form for students from other schools
NOVEMBER TO MARCH	**APPLY ONLINE** www.kentchoices.co.uk
THURSDAY 4th FEBRUARY	**SIXTH FORM OPEN EVENING** Timings to be confirmed Focused on our A level courses
11th FEBRUARY	**CURRENT LANGTON Y11 STUDENTS** Parents' Evening
26th FEBRUARY	**CURRENT LANGTON Y11 STUDENTS** Sixth Form Taster Day
MONDAY 22nd 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.
THURSDAY 24th & FRIDAY 25th JUNE	**PRE-SIXTH FORM COURSE** Two days of sample A levels and other events to help you to understand what the Langton Sixth Form is really like and to hit the ground running in September
THURSDAY 19th AUGUST	GCSE RESULTS PUBLISHED
THURSDAY 19th 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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Langton Lane, Nackington Road
CANTERBURY, Kent CT4 7AS

Telephone: 01227 463567

Internet address of school website: *www.thelangton.org.uk*
For entry to the Sixth Form: *e-mail : 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.

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

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

Joe Eagle
Director of Studies
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 future 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 Langton+ programme, which introduces you to a range of intellectual concepts and careers options, 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 or apprenticeships 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, two Assistant Heads of Sixth Form, a Learning Mentor, and an Administrator and Attendance Officer.

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 SIXTH FORM STUDENTS

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.

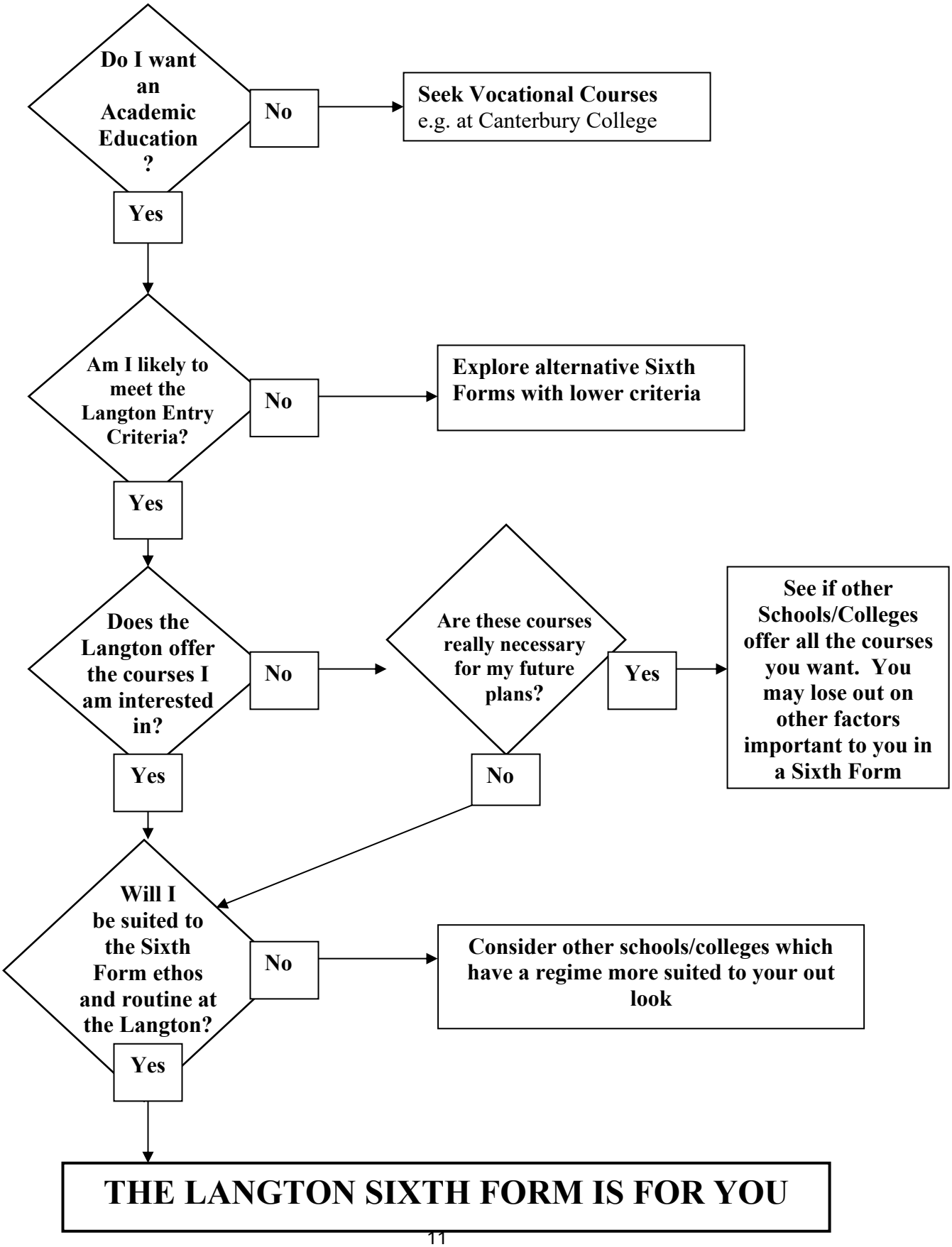
Pastoral support
Mrs Wells leads on support with pastoral and personal problems. She supports many students herself with a friendly and listening ear, and will refer those in need of additional support to our Wellbeing Mentors, full-time members of staff who work with students to address both short-term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

Careers guidance
Our students receive a range of careers talks as part of the Langton+ programme covering: applying to university (choices, the application process, finance and funding), degree apprenticeships, and careers (including law, construction, finance, media, architecture, and the wine industry). Sixth formers can meet individually with our specialist careers advisor to discuss their future plans. We have a lot of expertise in supporting applications to competitive universities, includiong Oxbridge and medical schools.

The Sixth Form Management Team

- **Mrs Wells** ***(Head of Sixth Form – Pastoral)***
- **Dr Phythian** ***(Head of Sixth Form – Academic)***
- **Mrs Brice:** Sixth Form administrator and attendance officer
- **Mr J.Eagle** ***(Director of Studies)***: courses and enrolment.
- **Dr Towler** ***(Assistant Head of Sixth Form - Academic)***
- **Ms Stanton** ***(Assistant Head of Sixth Form – Pastoral)***
- **Dr Gleave:** Oversees university advice
- **Mrs Langley:** Wellbeing Mentor

WHICH POST- 16 EDUCATION IS RIGHT FOR ME?



THE LANGTON SIXTH FORM CURRICULUM

A LEVELS:

A level 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 Langton+ programme throughout Year 12

All Year 12 students complete an EPQ (Extended Project Qualification) from September to June of Year 12. Exceptions:

- Core Maths students do not do the EPQ
- A level PE students may complete the Level 3 Sports Leadership Award instead of (or as well as) the EPQ
- AS Ancient History students may opt not to complete an EPQ

All Year 12 students are also expected to get involved in some form of additional activity for one hour each week. Many of these activities are scheduled on Wednesday afternoons. This can include:

- playing competitive sport for school teams
- playing recreational sport on Wednesday afternoons
- joining one of our academic research projects
- providing academic tutoring for younger students
- joining another extra-curricular group
- voluntary work

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.

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 2027

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 (77 in Dual Science) and 6 in Maths
Business	6 in Business, or 6 in English Language if Business was not studied
Chemistry	6 in Chemistry (77 in Dual Science) and 6 in Maths
Computer Science	6 in Computer Science and 6 in Maths
Drama and Theatre	6 in Drama, or 6 in English Literature if Drama has not been studied
Economics	6 in Economics, or 6 in English Language and 6 in Maths
English Literature	6 in English Literature and Language
Environmental Science	6 in Mathematics and 6 in either Geography or a Science subject (66 for Dual Science)
French	6 in French
Geography	6 in Geography
History	6 in History
Mandarin Chinese	6 in Mandarin, or an equivalent level of competence in the language
Mathematics A level	7 in Mathematics
Mathematics – Core	5 in Mathematics
Mathematics – Double	9 in Mathematics
Music	6 in Music, or Grade 6 practical as a singer or instrumentalist and Grade 5 theory
Physics	6 in Physics (77 in Dual Science) and 6 in Maths
Politics	6 in English Language or 6 in History
Product Design	6 in Design Technology
Psychology	6 in Biology (66 in Dual Science) and 6 in English Language or Literature
Spanish	6 in Spanish
Sports Science	6 in GCSE PE, or 6 in Biology (66 in Dual Science) if PE was not studied

NOTES:
- Dual Science GCSE: Grade 77 in Dual Science and a Grade 6 in Mathematics is required to study any Science A level
- in the unlikely event that a subject is oversubscribed, priority will be given to students with higher GCSE grades in the qualifying subject(s)

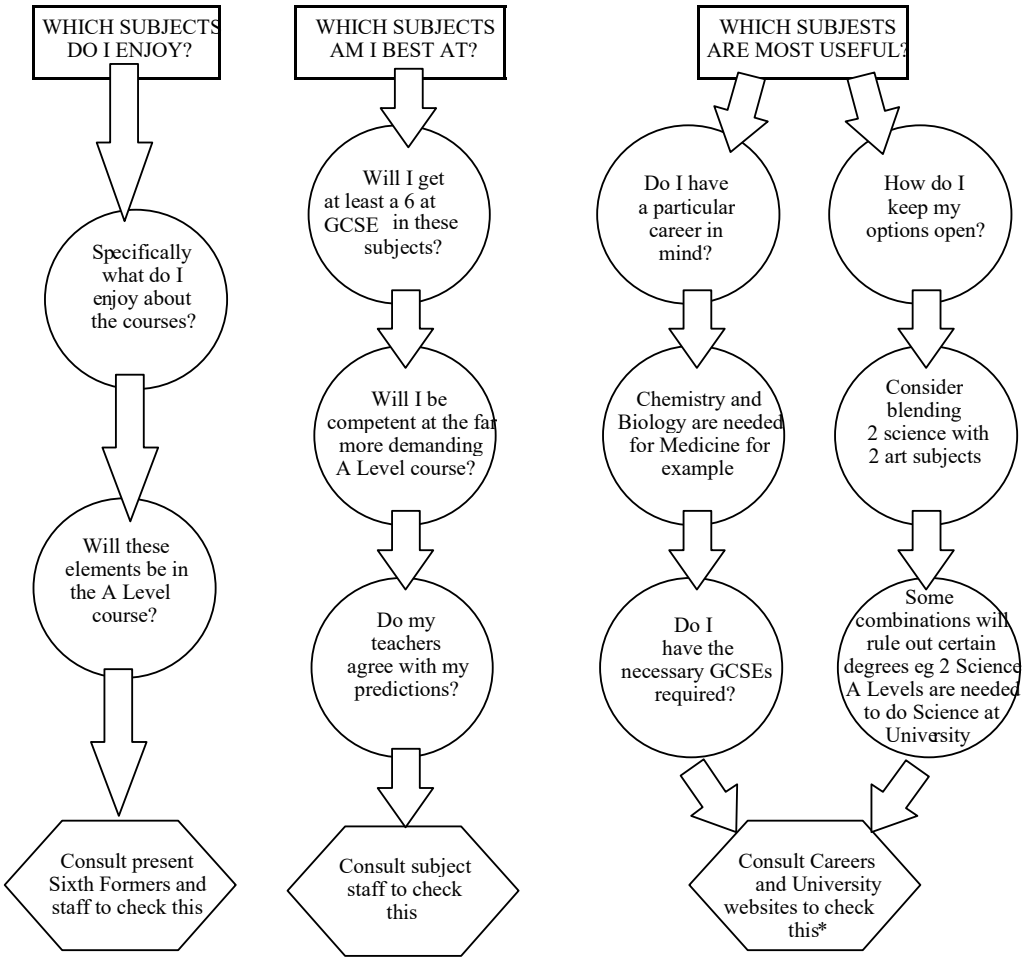
See Appendix 3 for our full admissions policy, including oversubscription criteria

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

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+/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**.

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 Basketball, Cricket, Football, Hockey, and Rugby. All of the programmes are open to both boys and girls.
To join an Elite Sports Programme, you still have to meet our academic entry requirements and gain a place via the normal oversubscription process.

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 need to submit your GCSE results (external applicants only), birth certificate (external applicants only) and final choice of courses via email (in person for Langton Y11 students), so that we can confirm your place in our Sixth Form. We will send you further details of the process in the summer.

NOTES ON SIXTH FORM COURSES

LIST OF SUBJECTS

(With page numbers)

Ancient History (AS)	37	Further Mathematics	23
Art	31	Geography	34
Business	41	History	35
Biology	26	Langton+	20
Chemistry	27	Mathematics	23
Computer Science	45	Mandarin Chinese	33
Core Maths	24	Music	32
Design	31	Physics	25
Drama & Theatre	30	Physical Education (A level)	43
Economics	40	Politics	38
Environmental Science	28	Psychology	45
English Literature	29	Spanish	33
Extended Project (EPQ)	20	Sports (teams and recreational)	22
French	33	Elite Sports	16

Courses may not be available if the number of interested students is unviably low.
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
- PearsonEdexcel: qualifications.pearson.com
- OCR: www.ocr.org.uk

Subject	Exam Board	Syllabus code
Ancient History (AS only)	OCR	H007
Art	PearsonEdexcel	9FA0
Biology	AQA	7402
Business	PearsonEdexcel	9BS0
Chemistry	OCR	H432A
Computer Science	AQA	7617D (Python)
Core Maths (Level 3 Certificate in Mathematical Studies)	AQA	1350
D&T: Product Design	AQA	7552
Drama and Theatre (AS and A level available)	AQA	7262
Economics	PearsonEdexcel	9EC0
English Literature	PearsonEdexcel	9ET0
Environmental Science	AQA	7447
Extended Project	PearsonEdexcel	ZPJ30
French	PearsonEdexcel	9FR0
Geography	PearsonEdexcel	9GE0
History	OCR	H505
Mandarin Chinese	PearsonEdexcel	9CN0
Mathematics	PearsonEdexcel	9MA0
Further Mathematics	PearsonEdexcel	9FM0
Music	PearsonEdexcel	9MU0
Physical Education	OCR	H555A
Physics	AQA	7408A
Politics	PearsonEdexcel	9PL0/B
Psychology	AQA	7182
Spanish	PearsonEdexcel	9SP0

LANGTON+

The Langton+ programme aims to take our Year 12 students beyond their A level courses and help prepare them for their futures. It comprises two main elements:

Careers talks from a range of external speakers, covering:

- applying to university – choices, the application process, finance and funding
- degree apprenticeships
- careers, including law, construction, finance, media, architecture, and the wine industry

The History of Ideas lecture 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

Lectures this year have been delivered by both Langton staff and visiting speakers, and include:

- the History of Science
- Modernism
- Postmodernism
- The Greeks
- An Introduction to Language and Linguistics
- Oceanography
- Understanding Modern China
- The Magic of Music
- Democracy, ancient and modern
- Ancient mathematics
- Analysing costume in film
- The molecular genetics revolution
- Resilience in the pharmaceutical industry
- Science and the Law

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 routes 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 architecture
- 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

*** there are three alternatives to the EPQ in our curriculum**

1. Core Maths – if you take Core Maths, you will not do an EPQ
2. Sports Leadership Level 3 Qualification [only available to A level PE students] – can be taken instead of, or as well as, an EPQ
3. AS Ancient History – can be taken instead of, or as well as, an EPQ

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, football, 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 Basketball, Cricket, Hockey, Football, and Rugby. These sessions are be timetabled daily and provide students with access to Elite coaching, facilities and competition. These Elite programmes are open to both boys and girls.

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 and who are predicted to gain a grade 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.

What is covered in Further Mathematics?

- Pure Mathematics content, making up at least 50% of the A level.
- The remainder of the content is made up of options which include:
  - Additional Pure Mathematics
  - Additional Statistics and/or Mechanics

You can learn more about the options we will be teaching at the Langton at the Sixth Form Open Evening.

CORE MATHS (AQA Level 3 Certificate in Mathematical Studies)

Core Maths is an alternative to A level Mathematics (you can't take both).
It is different from **A level Maths** in that:
- there is less content (the course is equivalent to half an A level)
- the mathematical content is less challenging (a 5 in GCSE Maths is required)
- the content is focused more on everyday applications of maths, and using data to make sound arguments and interpretations. Much of the course involves applying GCSE Maths knowledge to new situations, rather than learning new maths

It can provide a **valuable support for A level studies** in other subjects where mathematical skills are relevant (Biology, Chemistry, Physics, Environmental Sciece, Computer Science, Economics, Geography, Psychology).

The value of Core Maths is **recognised by universities**: it is worth 'UCAS points', and many universities reduce their A level grade requirements for students who get a B or better in Core Maths

How it works:
- three hours of lessons each week in Year 12
- two exams at the end of Year 12
- you would take Core Maths alongside three (or four) A levels, instead of doing an EPQ

Course content:

PAPER 1 (60 marks, 90 minutes)

- Analysis and representation of data
- Personal Finance (Tax, National Insurance, APR, AER, Inflation, Exchange Rates)
- Estimation

PAPER 2A (60 marks, 90 minutes)

- Critical Analysis (maths version of critical thinking - you have to make arguments backed up by data and interpretations
- Statistical Techniques (The Normal Distribution, Confidence Intervals, Correlation and Regressions)

Topics / Content Outline	Powerful Knowledge (key concepts, skills)
(1) Percentages & Bounds (2) Interest Rates (3) Data Types, Collection & Sampling (4) Data Analysis – Number	Understanding percentage multipliers, percentage change, original value problems and increase and decrease problems. Simple and compound interest, Annual Equivalent Rate (AER) and Savings and investments. Understanding terms such as qualitative, quantitative, primary, secondary, discrete, continuous in relation to data. Understanding what sampling is and the differences between the different methods (random, cluster, stratified and quota). Work with averages and measures of spread and developing relative calculator skills.
(5) Spreadsheets (6) Financial Problems (7) Fermi Estimations (8) Data Analysis – Diagrams (9) Normal Distribution	Reviewing the effect of inflation and introducing Retail Price Index (RPI) & Consumer Price Index (CPI). Reviewing compound interest and iterative problems including currency exchange and budgeting. Fermi estimation - making fast, rough estimates using quantities which are either difficult or impossible to measure directly Constructing and interpreting Histograms, Boxplots, Cumulative Frequency Diagrams and Stem and Leaf diagrams Understanding the concept of a Normal distribution and apply it to questions regarding proportion and probability.
(10) Repayments & Credit (11) Taxation (12) Correlation & Regression (13)Probabilities & Estimates	Key financial concepts include: Student Loans Mortgages, Annual Percentage Rate (APR), Value Added Tax (VAT), Income Tax, National Insurance. Review and recognise correlation, investigating how correlation does not imply causation and how formal estimations can be made using a regression equation. Focus on a use of calculator skills when tackling these problems. Product Moment Correlation Coefficient – Used to measure the strength and type of correlation. Confidence Intervals – Building on knowledge of sampling to use point estimates (means of a sample) to estimate mean of a population.

PHYSICS

Physics offers you a fascinating course, a vast range of extra-curricular activities, and the opportunity to be involved in real physics research.

The study of Physics takes you on a journey from understanding the particles at the very heart of matter to observing the most distant objects in the universe. Through understanding fundamental principles of waves, mechanics and electricity we can begin to tackle some of the big questions about the nature of matter, the possible solutions to major problems such as energy production and the challenges ahead such as spaceflight.

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 buts 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 a 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).

ENVIRONMENTAL SCIENCE

AQA's A-Level in Environmental Science offers students a comprehensive understanding of the dynamic and interconnected nature of the environment. This course explores key environmental processes, human impact on the environment, and sustainable solutions for preserving ecosystems. It is ideal for students passionate about addressing global environmental challenges and seeking a career or further study in fields such as ecology, conservation, environmental management, and sustainable development. It is a great accompaniment to A levels in Maths, Sciences, and Geography, to name but a few.

Course Description

The AQA Environmental Science A-Level combines scientific theory with practical applications to help students grasp the complexity of environmental systems. The course is divided into several units, as follows:

1. **The Living Environment**: This unit covers the diversity of life on Earth, ecological interactions, and the significance of conservation. It examines the impact of human activity on ecosystems and the importance of biodiversity.
2. **The Physical Environment**: Students learn about the atmosphere, water, and land systems. Topics include weather patterns, water cycles, and soil formation, as well as human impacts on these natural systems.
3. **Energy Resources**: This unit delves into the global energy crisis, exploring both renewable and non-renewable energy sources. Students examine sustainable energy practices and the environmental impact of different energy production methods.
4. **Pollution**: Students explore different types of pollution, their sources, and their effects on the environment and human health. They also study ways to monitor, manage, and reduce pollution levels through technology and policy.
5. **Biological resources:** This unit addresses the challenge posed by the need to provide food and forest resources for a growing human population without damaging the planet's life support systems.
6. **Sustainability**: A central theme throughout the course, students evaluate strategies for sustainable living, resource management, and how society can reduce its environmental footprint while ensuring economic and social development.
7. **Research methods:** This includes details of the methods used to investigate a wide range of environmental issues, understanding the general principles of scientific methodology, and applying them to a wide range of environmental situations and techniques in practical work and fieldwork.

Assessment:

The course is assessed through two equally-weighted 3-hour written exams, containing a mixture of multiple choice, short answer and extended writing questions. Paper 1 covers topics 2, 3, and 4; Paper 2 covers topics 1, 5, and 6. Research methods are assessed in both papers.

Entry requirements:

Students are required to have achieved grade 6 in Mathematics **and** grade 6 in **either** Geography **or** a Science subject (Biology, Chemistry, Physics – or 66 in Combined Science).
Environmental Science A level is accessible to students who have studied either Triple or Combined Science GCSE. There is a mathematical element to the course which assumes prior knowledge and skills from Higher Tier GCSE Maths.

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*
- Donne: *Selected Poems*
- Two coursework texts: based on a taught module entitled 'War of the Words', but leading to the selection of two texts by the individual student (with support from the English Dept. and the Edexcel Coursework Advisory Service)

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]

A Level Drama is a course for students who want to explore what it means to be human through the field of drama combining a combination of practical and theoretical drama approaches. We make theatre for performance as a part of the course and offered through extracurricular activities. This A Level is unique in the group nature of some of the work and the skills gained in communication and collaboration are of great value.

Following the AQA specification, students study a range of contemporary and classic plays, develop original performance work and refine their acting, designing and directing skills through practical exploration. Our students gain places at Drama Schools, universities and with the National Youth Theatre. The department is known for the high quality of performance work which contributes to students achieving the full range of grades including A*. We are proud to have performed at The National Theatre in 2023 having been selected to present Is Your Microphone On? on the Dorfman Stage. Our Langton Youth Theatre has since participated in the National Theatre Connections project each year, enabling our students to present work in professional theatres. This year we are staging The Madness of George III as a main school play with our sixth form students in lead roles.

The course features regular theatre visits to local theatres and to London Venues, workshops with professionals and in-house opportunities to perform. This includes a visit to the V&A to see archive productions of our set text plays and to the National Theatre including a backstage tour and visit to the Archive. Design routes include lighting, sound, costume, set and puppetry, where students selecting these options have achieved academic success and developed extensive portfolios for what have proved to be successful applications to highly regarded design courses. Drama has proved invaluable in combination with Art, Music or Design for these students.

Drama builds confidence, collaboration, empathy, and creative thinking, all essential for future employment and life. Students learn to take risks, express complex ideas and most importantly connect with others through performance. Friends and family are invited to performance events throughout the year including the monologue / duologue evening in October and exam performance evenings.

Assessment is through three components offering a balance between practical performance and theoretical writing.

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

Section A: one question on set text one – *Jerusalem* by Jez Butterworth (25 marks)
Section B: one question from set text two – *Our Country's Good* by Timberlake Wertenbaker (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 is applied to Extract 3 which is performed as a final assessed piece. Students may contribute as a performer, designer or director.

ART

Art at A level is a very popular subject at the Langton. There are currently 35 students in the sixth form taking the subject, and approximately half of those are students new to the 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. Our exam results are always, quite simply, incredible: in 2025 all our students achieved A or A* at A level, with half of them getting the top grade of A*. In 2026 60% of all students achieved an A*. Our A level exam results are the best in the school and some of the best nationally.

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 weekly onto the school's social media. Every year we take the sixth form artists to exhibitions in London, to see, and be inspired by works on show. We offer life drawing classes after school too, and we are so proud that every year our students get into some of the top Art universities in the country. Last year we had students gaining places at Central St Martins in London, The Ruskin School of Art at Oxford University and The Royal Academy of Art at Antwerp (Van Gogh went there!). Out of two of the last three years, it is a Langton A level student who has come first in the A level category of the Canterbury Arts Prize.

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

Design & Technology at The Langton provides a challenging, creative and inspiring environment where students learn to think independently, solve problems and turn ideas into functional, innovative and beautiful products. Our AQA Product Design A-Level combines creativity, technical understanding and practical expertise. Students explore materials, manufacturing, CAD/CAM, ergonomics, inclusive design and sustainability, developing the skills to research, design, model, manufacture and evaluate solutions to real-world problems.

With experienced specialist staff, purpose-built workshops, dedicated design studios and extensive CAD/CAM facilities, students use industry-relevant software and practical processes to develop their ideas, build prototypes and communicate their designs.

Assessment	What students do	Weighting
Paper 1: Technical Principles	Develop and apply technical knowledge through short and extended written responses.	30%
Paper 2: Designing and Making Principles	Explore design principles, product analysis and commercial manufacturing through written responses.	20%
Non-Examined Assessment (NEA)	Complete a substantial design-and-make project, developing an original solution to a design problem.	50%

Design beyond the classroom:
Students benefit from opportunities to experience design in industry and the wider world. Our design trip includes visits both Mini and Morgan car plant, Herman Miller and the Design Museum, exploring everything from specialist vehicle production and advanced manufacturing to ergonomics, iconic products and contemporary design. These experiences bring classroom learning to life and help students understand how designers respond to real-world challenges.

Additional opportunities, including STEM Racing, design competitions and industry-linked projects, develop creativity, resilience, teamwork and technical confidence.

Recognised excellence and wider opportunities:
Recognised as one of the leading Design & Technology departments in the country, The Langton is a Design & Technology Association Regional Hub School. Our Head of Department, Mr Daniel Pledger, also serves as the D&T Association Regional Leader for the South East, connecting with schools and industry professionals to share expertise, promote innovation and strengthen design education. For our students, this means an ambitious, industry-informed education that broadens their horizons and helps them stand out.

Progression to university and beyond:
The course provides excellent preparation for degree-level study and future careers. Many of our students progress to courses in Product and Industrial Design, Product Engineering, Architecture, Furniture making to name a few… Our ambition is to develop the next generation of designers and engineers: confident, independent and technically skilled young people equipped to challenge convention, embrace emerging technologies and shape the world around them.

MUSIC

"**What kind of student is this course suitable for?**
Anyone who has a keen interest in performing, 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, or sing, to grade 6 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 13 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; many of 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 several opportunities to practise the chosen language, for example during trips abroad. There are also several enrichment opportunities throughout the two years where students can get involved with by becoming a member of the MFL Society.

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

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. Geography provides an ideal framework for linking other fields of knowledge. It is no surprise that those trained as geographers often contribute substantially to the applied management of resources and environments. Geography is, in the broadest sense, an education for life and for living. It fits very well alongside subjects such as Economics and Politics (human geography) or Environmental Science (physical geography).

The 2023 Prospects Report revealed that in 2019/20, geography graduates had the joint highest full-time employment rate for social sciences at 54.9% compared to an average rate of 50.1%. The report also shows that physical and geographical sciences had the second highest full-time employment rate for science graduates at 51.9%, second only to chemistry.

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

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

Fieldwork

Throughout the course, students engage in both individual and group research activities, integrated into a variety of classroom tasks and local fieldwork opportunities (including places like Wye, Margate, Folkestone & East London). These experiences culminate in a personal fieldwork investigation (the non-examined assessment), allowing you to explore a question of your choice that aligns with the course specification. This process will help you to apply geographical skills and techniques and enhance your ability to think critically and reflectively. You'll also gain a deeper understanding of the role that different attitudes and values play in geographical enquiry.

In Year 13, students also have the opportunity to participate in a field trip to Iceland.

While having studied geography at GCSE can be beneficial, it is not a requirement for A-level students. The department has a strong track record of success with both those continuing from GCSE and those rejoining 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 20th 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 20th 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 eight 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.

IMPORTANT: it is not possible to study Ancient History and join one of the Elite Sports Academies, as the two programmes are timetabled at the same time

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.

POLITICS

Politics is a dynamic and challenging subject that explores the systems, ideas and debates shaping our world today. At the Langton, students study both the UK political system and global politics, alongside the core political theories that underpin them.

Politics students debate the big questions at the heart of modern democracy: *Does the Prime Minister hold too much power? Is Parliament still sovereign in the age of devolution? Should the UK reform its constitution?* You will also explore global challenges such as international conflict, climate change, inequality, terrorism and the role of organisations like the UN and NATO. Politics also involves studying aspects of the law, from the workings of the UK judiciary and constitutional principles to developments in international law and debates about human rights.

Politics is an essay-based subject that develops critical thinking, analysis and communication skills. It is a natural partner to other humanities A levels and is excellent preparation for university courses such as Politics, International Relations, PPE, Law and History.

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:

UK Politics (23.5% of the A level)

You will study the development of democracy, the role of political parties, and how different electoral systems shape outcomes. How fair is First-Past-the-Post? Why do some votes seem to count more than others? For example, in the 2024 UK general election, Labour won 34% of the vote but secured 63% of the seats – a striking illustration of how the system can produce unexpected results. You will also explore why people vote as they do and the role of the media in shaping political opinions.

- 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

UK Government (23.5% of the A level)
Who really holds power in the UK? Is it the Prime Minister, Parliament, or the courts? You will explore how the UK is governed – where, how, and by whom political decisions are made – and look at debates about the balance

of power. For example, was the suspension of the Government's Rwanda asylum plan an example of judicial overreach or a necessary check on power?

- 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 sovereignty lies within the UK

Political Ideas (20% of the A level)
Which political ideas have shaped the world we live in, and why do they matter today? You will explore major political ideologies – liberalism, socialism, conservatism, and feminism – and the thinkers behind them. For example, how have socialist ideas influenced the creation of the NHS, or how has feminist thought shaped debates over gender equality in law and politics?

- Liberalism – individual liberty, democracy, and the role of the state
- Socialism – equality, social justice, and the redistribution of wealth
- Conservatism – tradition, authority, and the importance of social cohesion
- Feminism – the fight for gender equality and its impact on politics

Global Politics (33% of the A level)
Who holds power in the world, and how is it exercised? Is the United States still the dominant superpower? What role does the EU play in global politics? Why did Russia invade Ukraine, and can international law effectively regulate the actions of powerful states?

You will explore the big issues and challenges shaping global politics in the 21st century, including theories of international relations, globalisation, and the influence of international organisations such as the UN and NATO. You will also examine global economic inequality, poverty, aid, environmental issues, and the role of superpowers in conflict, war, and terrorism.

- 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

Politics Beyond the Classroom
At SLBS, Politics students often go beyond the classroom to meet leading figures in politics, law, and international relations, including MPs, former Cabinet Ministers, judges, barristers, academics, and ambassadors. Recent speakers have included Baroness Natalie Bennett, Dominic Grieve, Lord Peter Lilley, and H.E. Sophie Katsarava.

The Langton Politics Society hosts events such as mock elections, workshops on ideologies and law-making, trips to the Palace of Westminster and the UK Supreme Court, and Model United Nations experiences.

The student-led Debating Society offers regular opportunities to develop public speaking and critical thinking through inter-school debates, panel-style Question Time events, Bar Mock Trial competitions, and Model United Nations simulations. These activities allow students to engage with real-world politics, sharpen analytical skills, and gain insights into careers in government, law, and international relations.

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.

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

PHYSICAL EDUCATION (A LEVEL)

Building on our long tradition of sporting excellence throughout all key stages at SLBS, and the development of our Elite Sport Academies specifically for senior school students, we also offer the OCR A Level PE course.

This specification is a refreshing and innovative approach to the study of Physical Education (PE) and sport at an advanced level. The course seeks to develop the student's knowledge, understanding, skills and application for physical education and sport. Among other areas of interest, 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:

Paper 1 - Sports Physiology and Biomechanical Movement (1x exam, 30% of final grade):

This paper is divided into two components: 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 component looks at biomechanical movement, which includes an analysis of human movement and focuses on Newton's Laws and lever systems.

Paper 2 - Sports Psychology and Skill Acquisition (1x exam, 20% of final grade):

In the first of two components, students will develop a knowledge and understanding of how athletes acquire and develop movement skills, and use guidance and feedback to aid performance. The second component focuses both on many traditional psychology theoretical areas, such as personality and arousal, and also on how concepts such as group dynamics can affect performance and how elite sports performers mentally prepare for exercise by using the attribution theory and stress management techniques.

Paper 3 - History of Sport and Contemporary Sporting Issues (1x exam, 20% of final grade):

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.

Non-Examined Assessment (NEA) - Practical or Coaching Performance (15% of final grade):

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. This is assessed by SLBS Sports Department staff and moderated live in Term 5 of Year 13 along with other schools. **Students need to be performing to at least school and club level in any given activity in order to score good marks in this component.**

Non-Examined Assessment (NEA) – Evaluation & Analysis of Performance (EAPI) (15% of final grade):

Students will observe a recorded 'unseen' performance of an individual in their sport, and must then provide a detailed verbal analysis of their strengths and weaknesses, and create a development plan to improve aspects of their performance.

This course should not be considered as an easy option; 70% of the assessment is theory exam-based, with a further 15% awarded for the EAPI, leaving only 15% awarded for practical performance – **individuals should only consider undertaking this qualification if they are regular, confident and able practical performers, and will be assessed by SLBS Sports Department staff at the onset of the course in this regard.**

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 and psychology.

Sports Leaders Level 3 Award

For the last couple of years, students undertaking the A Level PE course can also elect to take the Sports Leaders Level 3 Award. This is a separate qualification (costing students approximately £60-70 to sign up to, and run by the Leadership Skills Foundation) not only awards a nationally-recognised qualification upon completion, but also an additional 16 UCAS points. The course consists of completing an electronic Learner Evidence Record (LER), as well as a minimum of 14 hours of practical sports leadership. Whilst there will be many opportunities for students to get involved in sports leadership at SLBS, we strongly encourage students to seek out such opportunities away from the school setting as well, and indeed they must complete their minimum hours in at least 2-3 different settings. Whilst this will be taught in part during students' Paper 2 lessons, the vast majority of it will need to be completed independently by students in their own time.

Getting involved in external sports leadership opportunities has allowed many students to acquire paid holiday work for local sports and coaching companies, including after they have left school. We highly recommend this course for any individuals considering a career or further study in sports teaching or coaching.

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 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.
- **Clinical Psychology and Mental Health** – This topic explores the causes and treatments for three mental health conditions: 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, 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

GCE EXAMINATION RESULTS
SUMMER 2026
Results achieved by Year 13 Students

Subject	Entry	Entry	Entry	Entry	Pass Rate	Pass Rate	Pass Rate	Pass Rate	2026 Grades						
	2026	2025	2024	2023	2026	2025	2024	2023	A*	A	B	C	D	E	U
Art	23	12	26	17	100%	100%	100%	100%	14	4	5	0	0	0	0
Biology	55	48	62	64	100%	100%	98%	94%	5	12	15	7	11	5	0
Business	30	36	49	47	100%	100%	98%	100%	0	4	10	11	3	2	0
Chemistry	50	46	54	56	98%	100%	100%	93%	5	12	15	8	4	5	1
Chinese	3	1	3		100%	100%	100%		1	0	0	2	0	0	0
Computer Science	13	18	24	21	92%	100%	100%	100%	1	4	1	2	4	0	1
Design	36	30	24	25	100%	100%	100%	96%	1	10	14	5	4	1	0
Drama	5	5	7	11	100%	100%	100%	91%	0	2	2	1	0	0	0
Economics	46	46	40	37	98%	100%	100%	97%	7	8	19	6	3	1	1
English Literature	22	25	32	28	100%	100%	100%	100%	5	3	7	7	0	0	0
French	5	12	5	8	100%	100%	100%	100%	0	1	3	1	0	0	0
Geography	32	29	34	24	100%	100%	100%	96%	2	10	8	12	0	0	0
History	23	19	30	35	100%	100%	100%	100%	4	3	10	6	0	0	0
History of Art	4	2	4		100%	100%	100%		0	1	0	2	0	1	0
Mathematics	118	111	118	92	98%	99%	99%	99%	25	34	22	21	9	3	3
Further Mathematics	26	18	17	17	100%	100%	100%	100%	6	9	7	3	1	0	0
Music	3	8	7	10	100%	100%	100%	100%	0	0	2	1	0	0	0
Physics	50	60	51	39	100%	93%	98%	100%	1	13	18	9	4	5	0
Physical Education	19	24	32	22	100%	100%	97%	82%	0	0	4	11	3	1	0
Politics	26	24	22	37	100%	100%	100%	100%	5	13	5	1	2	0	0
Psychology	40	42	53	59	100%	100%	100%	98%	8	9	9	11	3	0	0
Spanish	16	10	12	9	100%	100%	100%	100%	1	4	8	2	1	0	0

	Entry		Pass Rate	A*	A	B	C	D	E	U
Extended Project Qualification (Y12 students)	2026	161	98%	44	47	29	25	8	5	3
	2025	128	100%	34	40	23	16	8	7	0
	2024	180	95%	42	36	31	22	27	13	9
	2023	185	94%	41	37	38	26	19	12	12
	2022	186	96%	43	40	38	29	18	11	7

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 for a fee of £10 per half-term

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. 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 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).

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 2027

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. All other applicants

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 and extreme extenuating reasons why an applicant has not met this standard.*

Applicants looking to gain entry to the Langton without GCSE qualifications must have equivalent qualifications that can be recognised in the UK, and must present documented evidence of these qualifications

APPENDIX 4

THE LANGTON SIXTH FORM IN NUMBERS

Student numbers *(as of 9 November 2026)*

	Year 12	Year 13	Total
From the Langton Y11	128	117	245
From other schools	95	108	203
- selective	48	66	114
- non-selective	26	27	53
- independent	18	14	32
Male	177	165	342
Female	46	60	106
Total	**223**	**225**	**448**
Average A level class size	14.3	14.3	

University Entry 2026 – top destinations

	No. of students	**University ranking***
Exeter (Russell Group)	15	11th
Loughborough	11	8th
Southampton (Russell Group)	11	15th
Bath	10	9th
Warwick (Russell Group)	8	7th
University College London (Russell Group)	7	13th
Kent	6	62nd
King's College London (Russell Group)	6	16th
Nottingham (Russell Group)	6	26th

* according to www.thecompleteuniversityguide.co.uk

71% of those progressing to university went to 'top 20' or Russell Group universities

University Entry 2026 – top courses

	No. of students
Engineering	26
Economics	13
Accounting/finance	12
Mathematics	10
Politics	10
Medicine	9
Law	7
Psychology	7
Architecture	6
Geography	6