

SIMON LANGTON
GRAMMAR SCHOOL FOR BOYS



GCSE
OPTIONS

2019

CONTENTS

CHAPTER	PAGE
OPTIONS	2
INTRODUCTION	3
GCSEs AND THE FUTURE	7
ENGLISH LANGUAGE AND ENGLISH LITERATURE	8
MATHEMATICS	9
SCIENCE	10
HISTORY OF IDEAS	11
CITIZENSHIP AND PSHEE	12
ART	13
BUSINESS	14
COMPUTER SCIENCE	16
DESIGN AND TECHNOLOGY	17
DRAMA	18
GEOGRAPHY	20
HISTORY	22
MODERN FOREIGN LANGUAGES	24
MUSIC	26
GCSE OPTIONS FORM 2019	27

GCSE OPTIONS

The purpose of this booklet is to explain the options that you have regarding subjects you may study over the next two years, leading to GCSE examinations.

In the introduction, the overall scheme of your timetable shows the number and range of courses. After this, there is a brief description of each GCSE subject to give you an idea of the type of course you will be taking. By necessity, this information is very brief and any questions concerning the courses should be directed towards your present teacher, or the Subject Leader named under each subject. More general enquiries should be made to your Form Tutor or your Head of Year. For information, the examination details are also noted.

There is an option form at the back of this booklet which must be returned to your Form Tutor by **21st March 2019**. Any forms handed in after this date will be given a lower priority. Please note that the Year 9 Parents' Evening is on **Thursday 14th March 2019**, at which there will be a presentation about the overall options process in addition to the opportunity to consult your subject teachers. Please don't make final decisions about options until after the Parents' Evening.

Every effort will be made to ensure that you are able to pursue your choice of subjects but staffing and timetable constraints may mean a small number of pupils are not able to gain their preferred combination of subjects. This is why we ask for a reserve choice of option subject.

N.B. GCSE courses start in Term 6 of Year 9 and continue throughout Years 10 & 11. Students are expected to take all of their subjects through to the GCSE exams in the summer of Year 11.

INTRODUCTION

At present you are taking 17 different courses. Most of these subjects can lead to a GCSE examination at the end of Year 11, but in practice it is not possible for a student to take all of them. So a choice has to be made as to which subjects you wish to continue studying for the next two years. **This choice is important because you will not be able to change your options after this stage.** It is wise to consider what subjects you may wish to follow at A Level and even at university, as some future courses require a GCSE basis (further information about this can be found later in this booklet).

At the Langton, all students follow 9 GCSE courses, some of which are compulsory and some of which are optional, plus an additional 3 courses which do not lead to GCSE examinations but are of great benefit for the physical, personal, and intellectual development of our students.

COMPULSORY SUBJECTS

- **English Language and English Literature.** These are taught together, and in sets, although all students take the same examinations at the end of the course.
- **Mathematics.** This has been taught in sets since Year 8, with students able to move between sets at the end of each year. In addition to the GCSE, the top sets cover some sixth form mathematics. This is to broaden their mathematical experience and knowledge. For some careers and university courses, A Level Mathematics is a pre-requisite.
- **Science.** All Langton students take 'Triple Science': separate GCSEs in Biology, Chemistry, and Physics, with three separate specialist teachers.

(The sets in each of these subjects will be determined by the Year 9 examinations results together with your Year 9 teacher's knowledge of your ability.)

- **Physical Education/Games**
- **Citizenship**
- **History of Ideas**

OPTION SUBJECTS

The remainder of your timetable is made up of three option subjects. Students should make a careful choice of which subjects they are most suited to and which will help their future educational plans.

- a) **Creative Subjects: Art, Design, Drama and Music** all offer a creative arts education and lessons are characterised by a split between practical and theoretical study. Each GCSE is a foundation for the arts courses offered in the Sixth Form. As creativity is such an important skill for future careers we encourage all students to consider taking one of these subjects.
- b) We expect grammar school students to take a **Modern Foreign Language.** This will be one of the languages (**French, German, Spanish, or Mandarin**) that has been studied since Year 7. Some students take two foreign languages to GCSE and beyond.
- c) **Geography and History** are humanities subjects. Each can form a basis for studying A level and are also good preparation for studying other humanities A levels such as Politics or Philosophy.

- d) All students will complete their computing course in Year 9. This will give them a solid foundation for using computers in other subjects and in future workplaces. We offer a **GCSE course in Computer Science** for a small number of students who wish to specialise in this area.
- e) **Business** is a new subject for students. This can be taken as one of the three option GCSEs. All students who wish to consider this option must successfully complete a short introductory course that will run in the first three weeks of Term 4.

The standard options giving a broad Curriculum would be

	OPTION 1	OPTION 2	OPTION 3
(A)	CREATIVE SUBJECT	HISTORY or GEOGRAPHY	MFL
(B)	HISTORY or GEOGRAPHY	MFL	COMPUTING or BUSINESS

However, for those who wish to specialise, the choices might look like one of the following:

		OPTION 1	OPTION 2	OPTION 3
LANGUAGES	(C)	MFL	MFL	HISTORY/GEOGRAPHY
HUMANITIES	(D)	HISTORY	GEOGRAPHY	MFL
TECHNOLOGY	(E)	DESIGN	COMPUTING	ANOTHER SUBJECT
CREATIVE	(F)	CREATIVE	CREATIVE	ANOTHER SUBJECT

All option courses lead to a GCSE qualification. All the examinations will be in May and June of Year 11.

J Eagle
Director of Studies

9 to 1 GRADING

You will be studying for the new “reformed” GCSE exams, which have been designed to have more challenging content and also a new grading system. The diagram on the following gives a summary of how the new grades relate to the old A*-G grading system. Please note in particular that:

- grade 9 is the top grade and will be significantly harder to achieve than the old A* grade
- grade 7 and above is equivalent to grade A and above in the old system
- grade 5 is considered to be a “strong pass”
- grade 4 is considered to a “standard pass”, with grade 4 and above being equivalent to grade C and above in the old system. Students who do not achieve this in Mathematics and/or English Language are required to study these subjects and re-take the GCSE wherever they go for Post-16 education

THE ENGLISH BACCALAUREATE

The “EBacc” is a government performance measure, rather than a qualification. A student has achieved the EBacc if they gain grade 5 in all of:

- English
- Mathematics
- Three sciences
- History or Geography
- a foreign language

Although our general advice regarding option choices would lead to students completing the EBacc, unlike some other schools we do not require students to take these subjects. The EBacc is not a qualification and there is no evidence whatsoever that a student who does not achieve the EBacc would be disadvantaged in their future opportunities, at university or elsewhere.

PROGRESS 8

This is another government performance measure, the main way in which schools’ GCSE results are judged across the country. It measures how well students do in eight GCSEs compared to how well they would have been expected to do given their level of attainment at the end of Key Stage 2. Mathematics and English are double-weighted in the calculation.

As with the EBacc, this is not a qualification and it should have no impact on individual students. The goal, for us and for you, is for all of our students to achieve as highly in their GCSEs as they possibly can, while enjoying a rich educational experience that will prepare them for A level study and for their futures.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GCSEs AND THE FUTURE

Grades

Good GCSE grades will give you more options for the future beyond Year 11.

Most Langton Year 11 students choose to stay with us for their Sixth Form education. Our Sixth Form admissions criteria are based on GCSE results, and require:

- a total of 42 points from GCSE grades (points calculated by simply adding up the grades)
- grade 6 or higher in the specific subjects to be studied at A level – although grade 7 gives a much better foundation for success at A level [further specific details are given in our Sixth Form Prospectus]
- grade 4 or higher in both English Language and Mathematics

Beyond A level, universities consider GCSE grades as part of their selection process and many courses have specific grade requirements. Similarly, apprenticeships are likely to require a certain standard at GCSE, with advanced apprenticeships typically requiring five good GCSE passes including English and Maths, while most employers will expect applicants to have at least good English and Maths at GCSE.

Note that it is a national requirement that anyone who does not achieve a grade 4 in English Language or Mathematics in Year 11 is required to re-take that subject in the next year.

Subjects

Beyond the core compulsory subjects, it is very rare for any university course or employer to require you to have taken specific GCSE subjects – it is the overall grades that matter for your future, not the subjects you choose to study.

The main implication of your GCSE subject choices is the subject options they might lead to at A level, which in turn will set you up for particular university degree courses.

Fortunately, there is a very helpful document that you can consult to help with this: “Informed Choices”, produced by the Russell Group. This is an association of 24 academically prestigious universities – most Langton sixth formers aspire to study at Russell Group universities, so this advice is likely to be relevant to you. “Informed Choices” is mainly focused on A level choices, but it does contain a helpful section (p22-25) on GCSEs, which spells out any specific requirements for GCSE subjects at Russell Group universities.

In summary the advice is:

- if you already have some idea of what degree course you might wish to pursue, you should make yourself aware of the required A level subjects, and make sure that you choose GCSE options that will enable you to follow this path
- if you don't have university plans at present, aim to keep your options open. For instance, if you do not study either History or Geography at GCSE, it will make it difficult (although not impossible) to study a “humanities” subject at university because you will not have developed the skills at GCSE to pursue A levels in these subjects and related ones such as Politics.

ENGLISH

The English Department at the Langton follow the reformed 9-1 specifications offered by AQA. These are two, separate, GCSE courses leading to two final examination grades.

The Literature course consists of two examined components, and includes mandatory coverage of a play by Shakespeare, study of a nineteenth-century novel, plus exposure to a selection of poetry, modern drama, and a range of unseen poetry and prose extracts.

The Paper 1 examination tests responses to the novel and Shakespeare, and accounts for 40% of the marks for the overall qualification; Paper 2 is the longer, more taxing paper, which tests responses to the modern drama and poetry - weighing in at 60% of the overall qualification. The 8702 course is designed for candidates who read widely and who enjoy literature. It is therefore imperative that your son approaches the course in the right frame of mind: ready to work hard, keen to explore a range of texts from the English literary heritage, and capable of expressing personal responses to texts from different genres and literary eras.

Over the two years of the course, your son will study an eclectic range of modern and canonical poetry, with Shelley, Blake, Browning, Tennyson and Wordsworth rubbing shoulders, or sharing quills, with Heaney, Hughes, Armitage and Duffy. Dickens' *A Christmas Carol* will be our set prose text, and boys will also study Shakespeare's *Macbeth*. The modern drama text will be J. B. Priestley's *An Inspector Calls*, and there will be ample time for boys to indulge their passion for private reading.

The Language specification is a demanding but exciting experience, split into three distinct sections. Paper 1 ('Explorations in Creative Reading and Writing') tests a range of traditional skills such as language analysis, analysis of structural devices, and descriptive and narrative composition. This component accounts for 50% of the available marks. Paper 2 ('Writers' Viewpoints and Perspectives') tests comprehension, summary writing, analysis of rhetorical devices, close reading, and argumentative and persuasive writing, and is also worth 50% of the marks. Passages set in these two papers tend to average 500 words, and the majority are non-fiction texts taken from 20th- or 21st-century sources, sitting alongside nineteenth-century literary non-fiction sources. Given the primacy of non-fiction in these papers, your son is strongly advised to acquire good reading habits, and to expose himself to as much quality journalism and literary non-fiction as possible. Guidance with reading will of course be offered by individual English teachers and the school librarian.

The final component of the Language specification is the Speaking and Listening test – a mandatory but separately endorsed unit which consists of a formal presentation (delivered by the candidate) which should take around three minutes, followed by a Q+A phase of a further four to five minutes, during which the candidate will be asked questions relating to the topic of the main talk. A sample of representative oral performances are audio-visually recorded, before being submitted to an external AQA moderator for final grading. The speaking and listening grade will appear on the candidate's final GCSE certification, and passes at pass, merit and distinction are possible.

As you can see, the AQA GCSE is a very robust and academically-focused qualification, and one which promotes the acquisition of a range of essential skills which will help your son to become a skilled and confident user of Standard English in a range of contexts. These qualifications also help pupils prepare for literary study at A-Level, and encourage an appreciation of the written word which is likely to remain with them throughout their lives.

Dr C Taylor

AQA: 8700 Language and 8702 Literature

MATHEMATICS

Mathematics classes are divided into sets. Students' positions in appropriate sets will be reviewed at the end of Year 10.

All students, in all sets, will take the Edexcel Higher Tier GCSE 9-1 examination at the end of Year 11. The examination consists of three equally-weighted papers, one to be taken without a calculator and two non-calculator papers. There are no controlled assessments for GCSE Mathematics.

There are two tiers of entry:

Higher Tier where the possible grades are 9(highest) to 4

Foundation Tier where the possible grades are 5 to 1(lowest)

Set 1P and 1Q Students in Set 1 cover the work at a fast pace and study each topic in great depth. An emphasis is placed on developing strong algebra skills, in addition to the ability to problem solve, reason and communicate mathematically. Students are expected to show a particular flair for the subject and produce work of a consistently high standard. Grade 9 is the aim.

Sets 2P and 2Q Students in Set 2 will follow the same syllabus and scheme of work as Set 1, but will not necessarily study the topics in such great depth. Grade 7 is the target grade for most students in this set.

Sets 3P and 3Q will comprise of smaller sets of students who typically find the subject difficult. They will follow the same scheme of work as the other sets, but with a greater emphasis on accurately carrying out routine procedures or set tasks requiring multi-step solutions. All students in this set are capable of achieving at least a grade 5. However, the target grade is usually a 6, though some will have a grade 7. In exceptional circumstances, a few students may be entered for the Foundation Tier examination but this decision will not be taken until after the Mock examinations in Year 11.

Homework is set three times a fortnight and students are expected to complete tasks to good standard. Emphasis is placed on good understanding of concepts, methods and applications as well as on good presentation.

'A' Levels

- (a) Students who wish to study 'A' level Mathematics in Years 12 and 13 will normally have been in Sets 1 or 2 in Year 11 and have obtained at least a grade 7.
- (b) Students who wish to study Double Maths in Years 12 and 13 (i.e. Mathematics and Further Mathematics 'A' levels) will usually have been in Set 1 in Year 11 and have obtained a grade 8 or 9.

SCIENCE

Science is a challenging, rewarding subject, where students learn key scientific concepts in parallel with important life-skills. Students started the GCSE Science course at the beginning of Year 9. In Term 6 of Year 9, students will be allocated to sets based on performance throughout the year, in addition to performance in the end of Year 9 exams, and sets will be reviewed at the end of Year 10.

Students will follow the AQA 9-1 specification, taking the Separate Sciences (higher tier) route which results in three GCSEs, one each for Biology, Chemistry and Physics.

Lessons will be taught separately by subject specialists, as Biology, Chemistry or Physics. Students are provided with textbooks for each science. There is an opportunity to purchase an my-gcsescience.com account at a discounted rate to further support their learning.

All external exams will take place at the end of Year 11. Each subject will have two 1 hour and 45 minute exams, each worth 50% of the GCSE.

There is no formal practical skills assessment for students, although students will be expected to have completed some required practicals. Practical content will however be examined in the written papers. Practical questions will account for at least 15% of the overall marks. Students will achieve a grade 9-1 (where 9 is the highest grade).

Dr T Lesworth (Director of Science)

Dr A Morris (Biology)

Dr S Pythian (Chemistry)

Mr S Bilclough (Physics)

AQA Biology 8461

AQA Chemistry 8462

AQA Physics 8463

THE HISTORY OF IDEAS

- A) The History of Ideas grew out of our frustration with the poor knowledge content of the National Curriculum. It came from a desire to set the history of the past six hundred years in Europe into an understandable narrative and to show the consequences of key events as well as introducing students to axis ages and paradigm shifts that still have repercussions for us today.
- B) Year 10 study vital and relevant philosophical debates in half hour lectures and “break-out” study groups. Questions debated and discussed are:
1. The major arguments for the existence of God
 2. Aesthetics – what makes art?
 3. Ethical theories – Deontology and Utilitarianism
 4. Various applied ethical debates, including war, abortion and meat eating
 5. Life After Death and whether humans have souls.
 6. Philosophy of Science
 7. Existentialism
- C) The Year 11 programme is delivered via a series of lectures focused on understanding the world today, starting with the Renaissance, moving forward through the Enlightenment to consider key Scientific Revolutions and fundamental ideas in politics and economics.

Mr G Moore

CITIZENSHIP and PSHE

This course will develop and expand upon the topics studied during Key Stage 3. It will focus on the issues relevant to teenage Langton students in the modern world. We expect students to play a significant role in the shaping of their own learning in this subject.

The course will be structured around the 'Langton Attributes' as well as meeting the knowledge, understanding and skills defined in the programme of study for both Citizenship and PSHE Key Stage 4 in the National Curriculum.

Year 10 will begin with a 10 week course called .b (pronounced dotbee), which will introduce the students to the concept of mindfulness, and help them to explore their relationship with their thoughts and experiences. More information can be found at <https://mindfulnessinschools.org/what-is-b/b-curriculum/>

Example Topics

Citizenship - Rights and Responsibilities –Looking at what it means to be a citizen, debating whether the smacking of children is acceptable, investigating the justification for age rights

PSHE – Careers and work related learning – Investigating career paths, learning how to apply for jobs both now and in the future, understanding workers' rights and responsibilities.

There will be a range of formal and informal assessment methods used throughout the duration of the course and students will be expected to perform to an appropriate level.

The successful completion of this course is one requirement for entry into the school sixth form.

During the course students will be expected to ensure that learning also takes place outside of the classroom and we expect that they will involve themselves in extra-curricular activities both within school and throughout their wider communities.

Above all else, this subject will continue to support students' personal, social and academic development as they progress through the school.

Mr D Butler

ART

GCSE Art is intended to meet the needs of the following groups of candidates:

- those who enjoy Art and have shown a commitment to the subject in KS3.
- those who may wish to study subjects or take up careers for which an Art and Design background is relevant or helpful.

You will study a wide range of media and techniques in two and three dimensions. The work on the walls, and hanging from the ceilings in the art rooms, will give you an idea of the breadth of work that can be produced in the very creative GCSE. More and more students are also now working in digital media- using photography, making films and working with digital manipulation, such as Photoshop. You will explore ideas, gaining knowledge and experience in order to develop your understanding of the creative process. This course allows maximum opportunity for individual exploration of a theme, encouraging personal creative directions and outcomes. Everyone will keep a sketchbook, which will include artwork, written pieces, annotations, scrapbook material and experiments with media and ideas.

You will also look at many different approaches and styles in Art, making critical judgements and relating connections with your own work.

Two units of:	• Coursework and Sketchbook	60%
	• Examination and Sketchbook	40%

Examination papers are given to candidates twelve school weeks before the examination and students have this time to prepare their response prior to a 10 hour period in which to produce the piece.

All work is marked internally and moderated externally.

BUSINESS

Would you like....

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

OCR GCSE (9–1) Business is the course to take if you want the answers to these and many other questions. When you leave school, you may be working for a business or other organisation. After studying Business you will have an insight into just how businesses operate, including how to set up a business of your own. So why should you not be the next Richard Branson? This is a practical course, using real businesses as examples.

Why choose OCR GCSE (9-1) Business?

Relevant and contemporary – The GCSE (9-1) Business uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations.

Skills for a modern world – Students have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data, and more.

Opportunities for progression – This qualification offers an ideal foundation to gain insight into future career paths in business. It can provide a useful stepping stone to many further education qualifications including A Level Business.

What you will study in OCR GCSE (9–1) Business?

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

How you will be assessed?

- Two exams at the end of the course, each 90 minutes long.
- Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.
- There is no controlled assessment.

OCR's GCSE (9–1) in Business (J204) Content and Assessment

Students take both components, 01 and 02, to be awarded the OCR GCSE (9–1) in Business.

Business Paper 1

Content Overview

1. Business activity

- 1.1 business enterprise and entrepreneurship
- 1.2 business planning
- 1.3 business ownership
- 1.4 business aims and objectives
- 1.5 stakeholders in business
- 1.6 business growth

2. Marketing

- 2.1 role of marketing
- 2.2 market research
- 2.3 market segmentation
- 2.4 marketing mix

3. People

- 3.1 role of HR
- 3.2 organisational structures
- 3.3 communication in business
- 3.4 recruitment and selection
- 3.5 motivation and retention
- 3.6 training and development
- 3.7 employment law

Assessment Overview

80 Marks. 1 Hour 30 minutes paper. 50% of total GCSE.

Business Paper 2

Content Overview

1. Operations

- 1.1 production processes
- 1.2 quality of goods and services
- 1.3 sales process and customer service
- 1.4 consumer law
- 1.5 business location
- 1.6 working with suppliers

2. Finance

- 2.1 role of the finance function
- 2.2 sources of finance
- 2.3 revenue, costs, profit and loss
- 2.4 break even
- 2.5 cash and cash flow

3. Influences on business

- 3.1 ethical and environmental considerations
- 3.2 economic climate
- 3.3 globalisation

4. The interdependent nature of business

- 4.1 interdependent nature of business operations, finance, marketing, HR and their impact on decision making, risk and reward and use of financial information.

Assessment Overview

80 Marks. 1 Hour 30 Minutes paper. 50% of total GCSE.

COMPUTER SCIENCE

In the last 50 years of the twentieth century, society saw a cultural shift away from manual work to more white-collar occupations. With the development of intelligent software it is likely we are to see many of these careers disappearing and the emergence of ones that require a person to analyse complex problems, plan and implement the programs to solve them.

Computer Science offers the student the opportunity to take the abstractions of Mathematics and bring them to life, to consider the large amounts of data created by the Science subjects, Geography, Sport and Finance and give them a meaning as well as the ability to develop a society changing product. As well as providing an excellent preparation for higher study and employment in the field of Computer Science, it will assist students who want to study or work in areas that rely on these thinking skills, especially where they are applied to technical problems.

This course has been developed to enable the student to learn how to look at a given scenario, to consider the issues appropriately and construct a solution that is well thought out and robust. It will give students a real in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

Due to the students studying Computer Science since Year 7, they have already had experience of 90% of the programming techniques specified in the GCSE syllabus. To allow the students to have a well-rounded understanding of the subject, the students study their new programming language, Python, using practical computing techniques. The department has designed the course so that the student has as many opportunities as possible to use their new theoretical knowledge in a practical situation; this includes introducing an extra strand to the course. In this new strand they will learn about how to collect data as well as developing their skills in analysing it. This will involve them learning some practical electronics to create an Environmental data collection device using an Arduino board.

Method of Assessment

Assessment and duration	Weighting	Description
Principles of Computer Science Written examination: 1 hour 40 minutes 80 marks	50%	This paper consists of multiple-choice, short open response, open response and extended open response answer questions. The questions assess the students understanding of the more theoretical aspects of Computer Science such as, data representation, networking and the impact of the introduction of technology.
Application of Computational Thinking Written examination: 2 hours 80 marks	50%	This paper is based on a scenario. It consists of short open response, open response and extended open-response answer questions. The questions assess the students understanding of how they can analyse a problem and create, amend and interpret the solution in different ways. This paper requires the student to have a good understanding of how to write an efficient and robust program.

DESIGN AND TECHNOLOGY

What is the course about?

Students are given the opportunity to develop their 3-D problem solving skills to a high level through a range of challenges and tasks coupled with a variety of materials and technologies, including our specialist CAD-CAM equipment. The applied nature of the GCSE course provides students with ample opportunity for creativity and academic rigor. This is a challenging but rewarding course allowing for innovative and creative production of both conceptual and manufactured products.

Method of study:

Currently we explore the iterative design process through traditional sketching and rendering techniques and a variety of 3D modelling tasks. This leads onto the development of a new product which is then communicated by the production of a realistic product model using Computer Aided Design to visualise the student's concepts. We also delve into some of the material areas that students may not have previously experienced, with short making focussed task, in an effort to prepare fully for the assessed work. Towards the end of year 10 students will be asked to select the focus for their Iterative Design challenge from a theme given to them by their teacher. Evidence for assessment is compiled as an e-portfolio but produced in a wide range of software packages:

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

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • ‘Core’ knowledge of Design and Technology principles demonstrates learners’ broad understanding of principles that all learners should have across the subject. • ‘In-depth’ knowledge allows learners to focus more directly on at least one main material category, or design engineering. <p>15% of the paper will assess learners’ mathematical skills as applied within design</p>	Principles of Design and Technology* (01) 100 marks 2 hours Written paper	50% of total GCSE (9–1)
<p>This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular:</p> <ul style="list-style-type: none"> • The interrelated nature of the processes used to identify needs and requirements (explore). • Creating solutions to meet those needs (create) • Evaluating whether the needs have been met (evaluate). 	Iterative Design Challenge* (02, 03) 100 marks Approx. 40 hours Non-exam assessment	50% of total GCSE (9–1)

Department Infrastructure:

The department has invested heavily in the latest technologies to support this new GCSE such as 66 PC's with industry standard CAD and graphics software, rapid prototyping machinery, laser cutter, touch screen tablet computer and new workshop equipment.

Possible career paths:

The course leads comfortably into the Product Design A-level which is excellent preparation for access into degree courses in **Product/Industrial Design, Product Engineering, Architecture, Engineering, Graphic Design** and **Apprenticeships...**

For further information please contact **Mr Pledger** or visit

<https://twitter.com/LangtonDesign>

<https://www.instagram.com/langtondesign/>

Mr D Pledger

AQA 8552

DRAMA

Drama GCSE is an exciting and highly enjoyable course which gives students a practical and theoretical grounding in the dramatic arts of British and European culture. Students work creatively through practical and academic tasks exploring devising processes, play texts and theatre history. Students focus on either acting or technical theatre design skills in their practical examination units, with theatre lighting and set design being popular options. Students comment on increased levels of self-confidence and the new friendships they make in what is a group-based subject where developing communication skills is a central focus. Lessons and performances take place in the well-equipped Drama Studio (A1) and in our rehearsal space The Box. Parents are invited to join the class to make an audience for the assessed performances which take place after school hours in A1.

The course is designed as a series of performance projects giving ample opportunity to develop drama skills in acting and technical production. Projects include scripted duologues, a devised Christmas Pantomime for a year 7 audience and group performances of larger set text extracts. Devising theatre alternates with text-based drama projects. Each project includes written tasks both during the making process and after performance when the students evaluate their own work.

Devising describes a variety of methods which students use to make their own theatre. This includes script-writing and improvisation. There is freedom within the course for students to choose the themes they explore and the plays they stage with close guidance from staff.

Theatre visits are arranged to local and London theatre venues to enable students to develop their theatre review skills. This year we have visited the National Theatre, the Globe Theatre and both Canterbury theatres including seeing live streaming events at The Gulbenkian. While students need see only one play to sit the final exam and fulfil the requirements of the GCSE, joining these visits is an enriching part of the course and we do have to ask parents to contribute towards the costs of theatre tickets and transport. Please be aware that financial support is available where applicable and theatre visits often take place after main school hours.

Homework includes research, written evaluation, reading and line-learning tasks, as well as lunchtime and after school rehearsals in preparation for assessed performances. Excellent attendance to class and commitment to group work is essential as frequent absence disrupts practical work and can have a significant impact on other students.

Drama GCSE is divided into three components:

Component one: Understanding drama is examined through an end of course written paper (1 hour 45 minutes) worth 40%. 80 marks. The current set text is The Kneehigh Company's adaptation of 'Hansel and Gretel' - a political, anarchic comedy about resilience and courage. This is assessed in a written examination along with an analysis of a Live Theatre Production seen as part of a school visit. There will be at least three theatre visits available to students during the course, so the students will select their preferred production for the examination question.

Component two: Devising Drama is examined through a devised theatre performance (10%) and a written devising log worth 30%. 80 marks, marked by the teacher and moderated by AQA. Parents, family and friends are invited to create the audience.

Component three: Text in practice is examined through performances of Extract 1 (10%) and Extract 2 (10%). 50 marks. This is marked by an AQA visiting examiner during an evening performance in the Spring term of Year 11. Parents, family and friends are invited to create the audience.

Professional Theatre Workshops with local experts:

Drama at Langton Boys is proud to have links with local theatres, Drama practitioners and research academics. When possible we host Drama professionals in lessons to provide expert workshops in a range of Drama skills from acting to lighting and puppetry.

After GCSE Drama?

This course develops creative thinking and communication skills, personal confidence and presentation skills, all invaluable and transferable skills. GCSE Drama is an excellent foundation for A Level Drama and Theatre Studies which is a recognised subject for university applications to study humanities degrees. Each year a number students use GCSE Drama and A level Drama as their platform for Drama School and Drama degree applications. Students value the exposure to professional theatre which often contrasts to the styles and creative aims of film and internet viewing they access. GCSE Drama can therefore offer a new perspective on entertainment and culture which we hope fosters a life-long interest in theatre going.

GEOGRAPHY

Geography is exciting and unique because it will challenge you to think about your own place in the world, your values, your rights and responsibilities to other people, the environment, and the planet. In doing so, it inspires you to become a global citizen and therefore, prepares you for adult life and employment.

Why will I enjoy this course?

- It is topical and focuses on local, national and global issues/challenges that affect you now and in the future.
- It gives you the opportunity to explore and suggest possible solutions to a range of issues being tackled by the global community, such as extreme weather events, carbon footprints, re-imaging of cities, fertility decline and ageing populations, GM foods etc.
- It involves **practical** field work.
- It provides plenty of opportunity to use and develop your ICT skills through activities such as: research, presentations, use of GIS. You will acquire a range of geographical skills, including appropriate mathematics and statistics that will also support your learning in other subjects, such as economics and science. These transferable skills and that are also valued at university and in employment.

What will I study?

The course is based around a series of enquiry questions which encourages you to investigate contemporary geographical issues and questions. You will be encouraged to make geographical decisions by applying your knowledge, understanding and skills to real-life 21st-century issue that affect people and environments.

It is divided into three areas of study and is designed to build on material previously studied at KS3 and to give you the opportunity to challenge your perceptions about the world that we live in.

Unit 1: Global Geographical Issues

This unit focuses on physical and geopolitical processes that occur at the global scale but which have both global and local consequences. The specific issues studied are:

- **Hazardous Earth** - the study of tropical storms and tectonic hazards
- **Development dynamics** - studying the range of factors that have enabled one of the emerging economies to become more developed.
- **Challenges of an urbanising world**- studying the issues associated with the growth of megacities in LEDCs/ emerging economies, the challenges arising and the alternatives for managing the issues and challenges.

Unit 2: UK Geographical Issues

- **The UK's evolving physical landscape**- the study of coastal and river landscapes including issues such as flooding and coastal retreat. Includes fieldwork on the North Kent Coast.
- **The UK's evolving human landscape**- the study of a dynamic inner city area (including fieldwork) and a changing rural area.

Unit 3: People and Environment Issues- Making Geographical Decisions

This unit focus on the investigation of the issues that result from the interactions between people and the environment at a variety of scales and is subdivided into three sub-sections.

- **People and the Biosphere-** the distribution of biomes and an investigation into the importance of ecosystems to the wellbeing of the planet and its people.
- **Forests under threat-** a detailed study of a use, biodiversity, management and sustainability of the taiga and tropical rainforests.
- **Consuming energy resources-** an investigation of the issue of energy security, the use of renewable and non-renewable resources and the management strategies required to move towards a more sustainable future.

How is it taught?

The course builds on the skills, knowledge and understanding that you have gained at KS3. It emphasises the links and interconnections between places in the world. These are explored through varied case studies at the local, national and international scale. You will understand geographical concepts rather than just learning a body of factual knowledge and we use a wide range of teaching approaches to achieve this.

We encourage you to play an active role in your learning by contributing to lessons, giving presentations, participating in decision making activities, solving geographical mysteries, analysing and evaluating data and information and so on.

Your ICT skills are regularly used as a learning and analytical tool and you will be able to use databases, spreadsheets, graphic packages, desk-top publishing, GIS and subject specific software.

How is the course assessed?

Three written examinations each 1 hour & 30 minutes in length using variety of question styles, calculations and including extended writing. The Unit 3 examination is based around the analysis of a resource booklet covering some of the concepts taught across all three units. The final question on this paper will require you to choose one of three proposals outlined in the booklet and to give a reasoned justification for your choice.

What could I do with Geography?

You could carry on with your studies at A Level and then study Geography or a related discipline at university.

Students who have studied geography are really valued in the work place and geography graduates are highly employable. This is because the skills learnt are highly transferable to a wide range of professional occupations. Below is just a sample of the employment opportunities available:

Law	Sustainable Development Project Management
Business Management	Environment Agency Planners
Banking and Commerce	Local/ Central Government Planning
Event management	Transport Planning and Management
Accountancy	Civil Service
Estate Agency	Surveying

Mrs H Quenby

Edexcel Specification B - Investigating Geographical issues

HISTORY

Study the past if you would define the future (Confucius)

At the Langton, History is one of the most popular subjects at GCSE, A Level and as a choice for university (we have sent over 30 students onto university in the last 2 years, more than any other subject in the school). Students are impassioned and excited by the history they are taught in the upper school, which is testament to the quality of the staff, in particular their ability to prepare students for university life through the delivery of academic, challenging lessons and a rich extra-curricular programme.

Of course History is much more than an effective stepping stone to a successful career (a recent *Telegraph* survey placed only the options MFL and History in the top ten of graduate subjects leading to employment); it is an enthralling, engaging and edifying subject. History is dynamic too - our understanding of the past can determine both our present and future, for example, if we revise our understanding of Britain's imperial past as something glorious then there is every chance that contemporary policy makers will attempt to emulate those former glories. Therefore, a deeper understanding of History helps us improve the world we live in, and hopefully, preventing us from replicating the mistakes of the past.

It is an article of faith that knowledge of the past is a key to understanding the present. (K. Stamp)

BERLIN TRIP

As part of the first two units (listed directly below), the History Department offers a residential trip. Spread across five days, students visit sites such as, the Reichstag, Sachsenhausen concentration camp, Checkpoint Charlie, the Berlin Wall, and a Cold War nuclear bunker. The trip explores Berlin in depth; many locations are off the tourist path and accessed with a guide who knows the city intimately. We have found that such trips have a deep and lasting impact on the students, not only on their ability at History but in terms of their maturity. This trip provides a rare opportunity at GCSE for travel and adventure.

GCSE – AQA

This GCSE is examined in two 2 hour papers to be sat in Year 11.

Understanding the Modern World: Germany 1890-1945: democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Understanding the Modern World: Conflict and Tension between East and West 1945-72

The Cold War shaped the latter half of the last century and this course will introduce students to the innumerable fault lines that opened up between the East and West. This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented, which is vital for the large number of historians who go on to read Politics at A Level and beyond. The course considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Shaping the Nation: Britain: Power and the People (c.1215 to present)

This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.

Students will have the opportunity to see how ideas, events or developments in the wider world affected the course of Britain's political development and will promote the idea that ideas of authority, challenge and rights did not develop in isolation, but these developments should be seen in terms of how they affected Britain and British people.

This study is relevant to any students who wishes to take their study of History further and also for students considering Politics at A Level too.

Shaping the Nation: Elizabethan England c1568-1603

The new History GCSE allows us to offer the opportunity to study the early modern period. The specific depth study chosen, is a focus on the last 35 years of Elizabeth I's reign. The study focusses on the major events of her reign considered from economic, religious, political, social and cultural standpoints, and arising from contemporary and historical controversies. This is a dynamic component that builds a solid foundation for the A Level module on Stuart England and the English Revolution.

Thinking beyond GCSE

History GCSE is a stepping stone to further study in both History and Politics at A Level and beyond. Our students, and staff, are passionate about their subject and develop this outside, as well as inside, the classroom. GCSE students are encouraged to attend History Society talks that are organised by the Year 13 members which will enhance their classroom studies and broaden their historical perspectives. Many of our GCSE students go on to study History at A Level and even write their EPQ dissertation on a wide variety of historical topics. There are also additional research projects that are available to A Level students, run by various members of the department.

MODERN LANGUAGES

French, German, Spanish (AQA), Mandarin (EDEXCEL)



What are modern foreign language GCSEs all about?

- Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak and understand each other. This can only be done effectively by learning other languages and appreciating the associated cultures.
- A GCSE in another language rewards practical communication skills and adds a European and/or international dimension to your studies as well as developing a skill for life.
- Learning another language can enhance your employment and mobility prospects whether you want a career in science, business, accountancy, engineering, journalism, law, the world of sports among others and even those wishing to become entrepreneurs. Language graduates appeal to employers who are looking for excellent written and spoken communication skills.
- This is a multi-skill GCSE (speaking 25%, listening 25%, reading 25% and writing 25%) which will enable students of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that offers:

- A range of skills and a variety of activities with themes that include media, entertainment and youth culture, education, training & employment and social activities, fitness and health, social and global issues as well as identity and culture in countries/communities where the language is spoken.
- The possibility to be able to travel abroad – there are trips to France, Germany and Spain available for KS4 students.
- The potential for linking work to ICT –using multi-media facilities to access resources and news channels and other practical ICT applications will be actively encouraged.

It will appeal to all types of students including those interested in travel, culture and people from different countries, as well as those who will become a new generation of researchers and their role within the international context.

How does it follow on from what I have learned before?

You have developed important language skills and knowledge at Key Stage 3 (Years 7-9). The GCSE course will build on this and introduce you to a wider range of language structures and vocabulary. You will learn to recognise these and to apply your new knowledge to different contexts.

What about exams?

You will be assessed in four different skills. You will take an exam in listening, reading, writing and speaking where you will be expected to demonstrate general and specific understanding of different

types of language, writing for a variety of purposes and communicating and interacting across a range of specified contexts.

What about my results?

We enter students for the most appropriate level to enable them to achieve the highest grade possible. The majority are entered for Higher Tier.

Results in Modern Languages have consistently been amongst the highest achieved in the school with several students each year achieving full marks across the four skills.

What other skills might I develop?

Learning a language will help you to develop skills that will be extremely useful to you. It can help you to develop key skills in communication, information and communication technology, working with others and improving your own learning and performance. It will also develop your confidence and ability to communicate with people from other countries and cultures. In addition, learning languages boosts brain power as memory is improved. Decision making skills become easier and your performance in other academic areas is enhanced as you develop a variety of cognitive skills.

What could I do next with a GCSE in a modern foreign language?

You can study a foreign language A level, always in demand by university admissions tutors. An MFL is an essential component of the proposed EBAC qualification. Employers too are forever asking for candidates with language skills and a GCSE in a modern foreign language will place you in a strong position for interesting employment with plenty of career opportunities. Examples of employment where language skills are particularly valued include journalism and media, law, engineering, business and marketing, ICT, sport and leisure, travel and tourism, customer service, civil service (Immigration, Customs and Excise, Diplomatic Service) and teaching (UK and abroad).

What about exchanges/visits?

In Year 10 students taking German have the possibility of participating in the exchange to Flensburg and Spanish students may take part in a trip to Barcelona. Year 10 French students may take part in a joint exchange programme with a school in Toulouse, alongside students from the Girls' school.

NOTES

All students are expected to study a modern foreign language through to GCSE at the end of Year 11. This has to be a language that you studied in Years 7-9. If you studied two languages in Year 9, it is possible to continue both to GCSE. Students should discuss their choice with their languages teacher(s) before completing their options form.

Mrs L Santana (Director of MFL)

Mr J Waters (French)

Mrs D Skitch (German)

Mrs L Santana (Spanish)

Mr G Zhao (Mandarin)

AQA

AQA

AQA

Edexcel

MUSIC

What is GCSE Music all about?

GCSE Music is an academic subject, which encourages development of a wide range of skills. It covers performing, composing, listening to, analysing and appraising a wide variety of music – classical music, popular music, music for stage and screen and world music. Lessons are split, equally, between practical and theory lessons. You will develop and improve your instrumental and vocal skills, along with your music theory knowledge and widen your musical vocabulary. Music is a great subject to take as a complete contrast to your other subjects. It encourages and nurtures essential skills that will serve you well for the remainder of your education and beyond.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- involves performing solo – 15%
- gives you the opportunity to play music with others in various group situations – 15%
- builds on your existing strengths and interests in music, e.g. playing an instrument, composing
- involves composing or arranging music on your own, following certain conventions – 30%
- involves listening to, studying and analysing a wide range and varying styles of music – 40%

How does it follow on from what I have learned before?

You will improve your own skills in performing, through regular solo and group performances to the class. You will compose different types of music, using conventions found in a variety of music, along with improving your music theory knowledge and aural awareness. You will listen to, perform and closely analyse 8 set works, following the music and learn more about how and why they were written and/or performed. You will also experience wider listening around these set works, whilst learning to draw comparisons between the different repertoire. Music is an academic subject and writing is a significant part of the course; you will consolidate existing knowledge and learn new vocabulary to enable you to describe music in an appropriate manner, whilst providing musical examples to reinforce each point.

Requirements for the course:

It involves an even greater element of *independent study* than in KS3. You will prepare solo and group performances of notated music and improve both solo improvising and extemporising in groups, whilst appreciating different performing situations. Performing needs to be to a minimum grade 2 standard at the start of the course. You will compose and notate your own music, on your own, using Sibelius or Logic. It requires a complete understanding of the notation of music on paper or using ICT. You must be learning an instrument or be able to sing for your performances. You may also be entered for a theory examination.

What about exams?

There is one exam lasting 1 hour and 45 minutes, during the final summer term. You will listen to a CD and answer short questions on the set works which cover popular music, classical music (past and present) and music from around the world. There will also be a longer essay style question which will require you to compare one of the set works with an unfamiliar piece of music.

Is there any coursework?

Yes. You will submit two performances. One of the pieces will be a solo in any style and on any instrument/voice. The other performance may be one of your own compositions, but must be a piece which will include other players. These performances may take place in the classroom, in a school concert, in school music groups or outside school. You will also submit two compositions, one according to a brief written by the exam board, relating to one of the areas of study; the other may be a free composition. You may alternatively arrange an existing piece of music for other instruments.

GCSE OPTIONS 2019

Name

Form

- We expect students to study a Modern Foreign Language
- You are strongly advised to take Geography or History.
- You should consider taking a Creative subject (Art, Design, Drama, Music)
- List your choices in priority order (1=your highest priority)
- You also need a reserve choice in case we cannot timetable your 3rd option.

1.	
2.	
3.	
Reserve	

Parent’s signature.....

Date:.....2019

*Please return this form to your Form Tutor by **21st March 2019***

There are several possible choices:

Choice A is a sound default set of subjects if you do not have a clear specialism to follow.

		OPTION 1	OPTION 2	OPTION 3
	(A)	CREATIVE SUBJECT	HISTORY and/or GEOGRAPHY	MFL
	(B)	HISTORY and/or GEOGRAPHY	MFL	COMPUTING or BUSINESS STUDIES
LANGUAGES	(C)	MFL	MFL	HISTORY/GEOGRAPHY
HUMANITIES	(D)	HISTORY	GEOGRAPHY	MFL
TECHNOLOGY	(E)	DESIGN	COMPUTING	ANOTHER SUBJECT
CREATIVE	(F)	CREATIVE	CREATIVE	ANOTHER SUBJECT