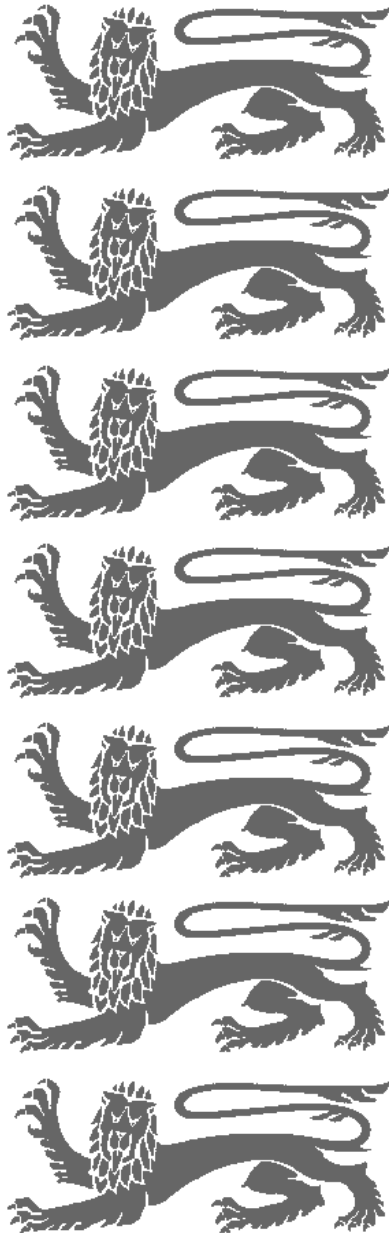




SIMON LANGTON GRAMMAR SCHOOL FOR BOYS



SIXTH FORM PROSPECTUS 2019

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



Key Sixth Form Dates 2018/19

- **THURSDAY 15th
NOVEMBER** **6th FORM INFORMATION EVENING**
6.45pm for 7.00pm

- **NOVEMBER TO MARCH** **APPLY ONLINE** www.ucasprogress.com

- **THURSDAY 7th
FEBRUARY** **SIXTH FORM OPEN EVENING**
6.45 pm for 7.00 pm
Information on particular A level courses

- **MONDAY 11th –FRIDAY
15th FEBRUARY** **CONSULTATIONS** for students from other schools with
a member of the Sixth Form Team

- **THURSDAY
14th FEBRUARY** **LANGTON YEAR 11 PARENTS' EVENING**
4.30 pm

- **FRIDAY
1st 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.

- **WEDNESDAY 26th –
FRIDAY 28th June** **PRE-SIXTH FORM COURSE**

- **THURSDAY 22nd
AUGUST** **GCSE RESULTS PUBLISHED** 8.30 am

- **THURS 22nd 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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Internet address of school website:

<http://www.thelangton.org.uk>

For entry to the Sixth Form:

e-mail : jdevereux@thelangton.kent.sch.uk

Telephone direct : 01227 825778



Simon Langton Grammar School for Boys

Mission Statement

Our mission is to lead a community of learners who enjoy an ability to think creatively, critically and innovatively; who possess a strong sense of responsibility for the school, for the community and for the environment and who have the will to use these skills not only for the benefit of themselves but also for the good of the wider world.

Aims

We are a learning organisation. We believe that when people learn they change and grow. To that end we aim:

- To provide high quality education through progressive and forward-thinking teaching.
- To provide learning experiences which are enjoyable, stimulating and challenging and which encourage critical and innovative thinking.
- To foster fruitful relationships between the School and our partners in the community.
- To provide the most appropriate and accessible resources for effective learning and teaching.
- To nurture in all a sense of responsibility for the School, for the community and the environment for the benefit of their own future and the future of the world.

We believe that the only way to achieve these aims is to provide a rich programme of development activities for all members of the school to give them the skills to further their own learning and the learning of others.

WELCOME

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

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

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

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

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

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

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

Sheila Taylor
Head of Sixth Form
staylor@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 university education starts here

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

You will be able to participate in projects that offer genuine open ended research and most of your lessons will be characterised by university-style teaching. These two facets of the curriculum are enhanced by the *History of Ideas* programme, which introduces you to a range of intellectual concepts, and the Extended Project Qualification which is completed at the end of Year 12. The latter provides you with the chance to conduct individual research into a topic of your choice that you wish to investigate further. Our commitment to providing our young people with the chance to engage in intellectual debate and to think creatively will be furthered by the opening of the Tong Research Centre in late 2017. 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 in the county. We also have a proven track record of supporting those of you who would rather seek employment at the end of the A level courses.

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

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.

Mrs Sheila Taylor

Head of Sixth Form

VIEWS FROM STUDENTS JOINING THE LANGTON SIXTH FORM

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

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

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

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

Mary Coleman

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

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

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

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

Harriet Ogle

The experience of being at the Langton is very much about what is done outside of the classroom. This is why, since 2015, 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. Our tutor groups are 'vertical', containing a mix of Year 12 and Year 13 students, which means that new sixth formers can also receive advice, mentoring and support from students who have already successfully completed Year 12.

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 mindset 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 Miss Harvey, our Academic Mentor. 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.

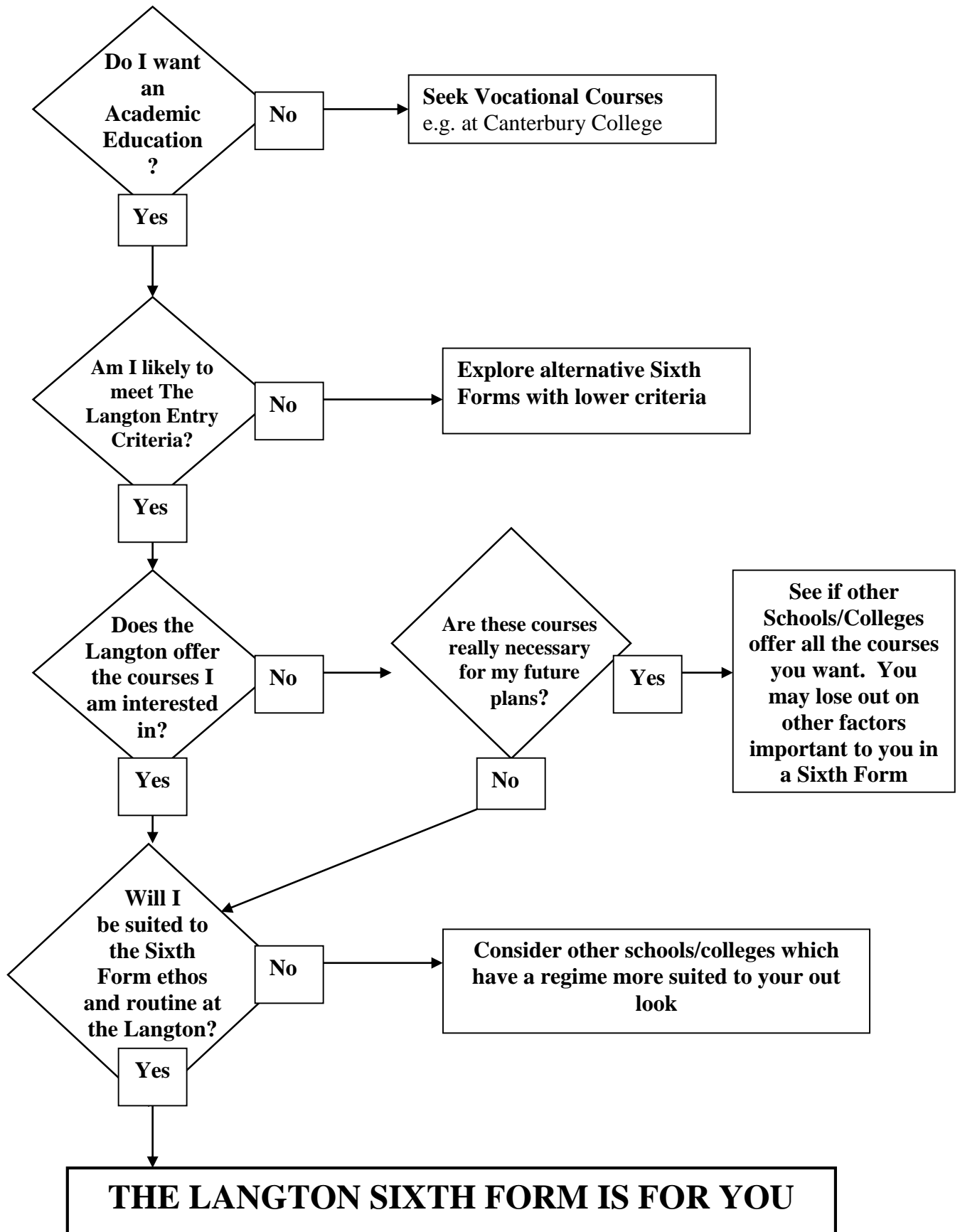
Pastoral support

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 either our Wellbeing Mentor, a full-time member of staff who works with students to address both short-term and long-term ongoing difficulties, or to our School Counsellor, an independent specialist who has been a great help to previous Sixth Formers and, while she cannot solve your problems, can help you to see things more clearly and to facilitate your own solutions.

The Sixth Form Management Team

- **Mrs Taylor (*Head of Sixth Form*):** all aspects of Sixth Form life including day to day operation of the Sixth Form
- **Mrs Devereux:** Sixth Form administrator and attendance officer
- **Mr J. Eagle (*Director of Studies*):** courses and enrolment. Also oversees EPQ and Oxbridge applications
- **Mrs Wells:** Sixth Form pastoral care
- **Miss Harvey:** Sixth Form academic mentoring
- **Mr Wells:** Oversees university and careers advice
- **Mrs Spratt:** Oversees AEN support
- **Mrs Pryor:** Upper School Wellbeing Mentor
- **Mrs Lawal:** School Counsellor

WHICH POST- 16 EDUCATION IS RIGHT FOR ME?



THE LANGTON SIXTH FORM CURRICULUM

A LEVELS:

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

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

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

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

OTHER ELEMENTS OF THE CURRICULUM:

All Year 12 students follow our History of Ideas course from December-January of Year 12, and complete an EPQ (Extended Project Qualification) from January-July of Year 12.

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

COLLABORATION WITH SIMON LANGTON GIRLS' GRAMMAR SCHOOL:

Our partnership with our sister school means that we are now able to offer opportunities for our students to participate in some A Level courses, and other activities, at the SLGGS site (and vice versa). Three of the A Level courses listed in this prospectus (Psychology, Textiles, Latin) are open to Langton Boys' students but will be taken at the Langton Girls' site. The schools' timetables will be set up to enable students to pursue this option without disruption or difficulty beyond a short walk (15 minutes each way) between the schools on most days. Also, an increasing number of academic, artistic, and sporting extra-curricular activities are being opened up to students of both schools.

Therefore, the possibilities for a student joining one of the two Langton Sixth Forms are as follows:

1. Enrol at the Boys' Langton and take all subjects on our site
2. Enrol at the Boys' Langton, take one subject (Psychology, Textiles, or Latin) at the Girls' Langton site, with all other elements of the curriculum, pastoral and careers support, being based at the Boys' Langton
3. Enrol at the Girls' Langton and take all subjects on their site
4. Enrol at the Girls' Langton, take one subject (Business or Computer Science) at the Boys' Langton site, with all other elements of the curriculum being based at the Girls' Langton

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 42. To calculate your points score, simply add up all your GCSE grades*
- Grade 4 or higher in both English Language and Mathematics

2. Subject-specific entry requirements

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

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

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

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

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

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

*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 2019

GENERAL ENTRY CRITERIA:

- A GCSE points score of at least 42
- 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)

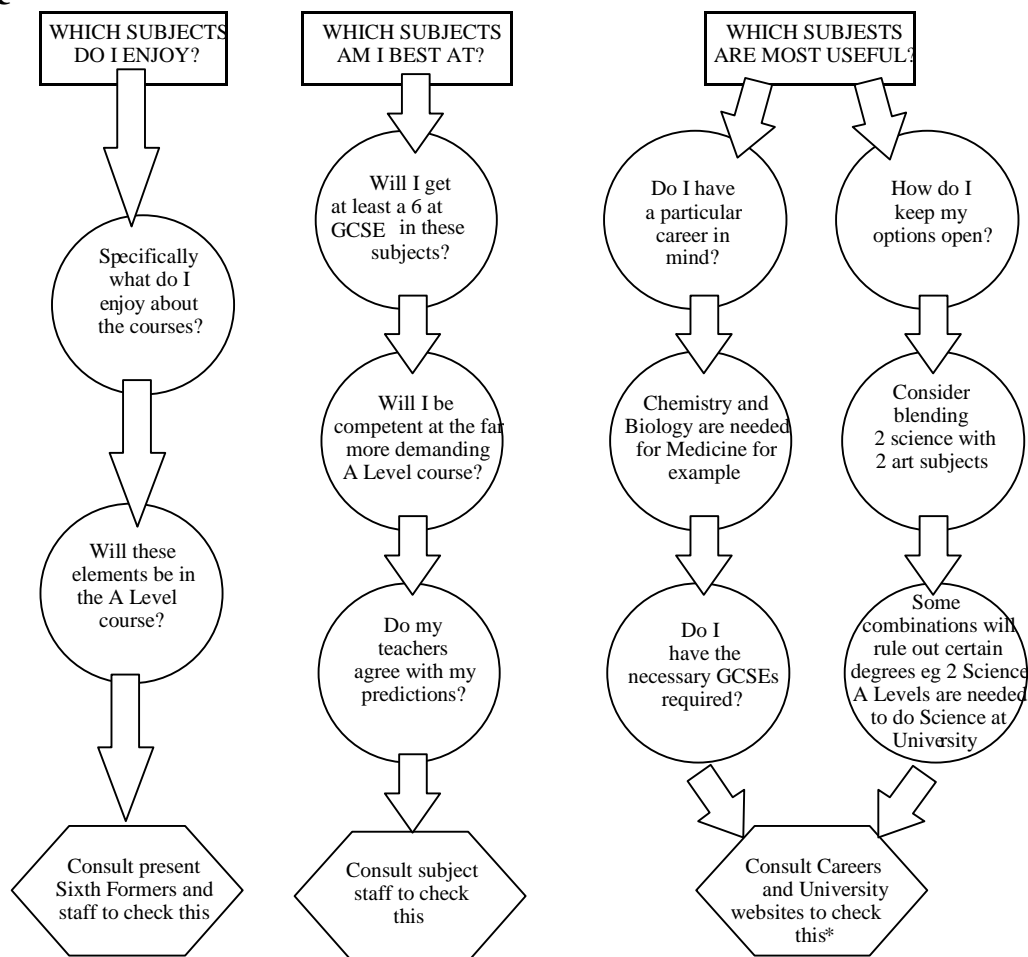
	GCSE grade(s) required
Art	6 in Art or 6 in Textiles
Biology	6 in Biology and 6 in Maths
Business	6 in Business Studies or 6 in English Language
Chemistry	6 in Chemistry and 6 in Maths
Computer Science	6 in Computer Science and 6 in Maths
Economics	6 in Maths
English Literature	6 in English Literature and Language
French	6 in French
Geography	6 in Geography
German	6 in German
History	6 in History
*Latin	7 in Latin
Mathematics	7 in Mathematics
Mathematics – Double	8 in Mathematics
Music	7 in Music OR Grade 5 practical as a singer or instrumentalist and Grade 5 theory
Physics	6 in Physics and 6 in Maths
Philosophy & Theology	6 in English Language or 6 in Religious Studies
Politics	6 in English Language or 6 in History
Product Design	6 in Design Technology
*Psychology	6 in Mathematics, English Language and Biology
Spanish	6 in Spanish
Sports Science	6 in Sports Science or 6 in Biology
*Textiles	6 in Textiles or 6 in Art
Theatre Studies	6 in Drama or 6 in English Literature if Drama has not been studied
NOTES: <ul style="list-style-type: none"> • Dual Science GCSE: Grade 77 in Dual Science and a Grade 6 in Mathematics is required to study any Science A level • *subject taught at Simon Langton Girls' School site • in the unlikely event that a subject is oversubscribed, priority will be given to students with higher GCSE grades in the qualifying subject(s) 	

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 document called Informed Choices which we would advise all students to consult before making A Level choices. It is available here: <http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

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 sets anyway.
3. It's YOUR future you should be considering – not theirs.

B. Number of Subjects

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

C. Making Your Subject Choices

Prospective Sixth Form students should attend the Sixth Form Open Evening in **February** and are subsequently asked to confirm their choice of subjects on the Sixth Form Options sheet by **the beginning of March**.

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

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

D. Elite Sports

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/women furthering their fledgling careers. The quality of coaching is unlike anything found elsewhere in the states 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 4 Rugby World Cups. We currently run Elite Sport Academies in Rugby, Hockey, Cricket, Basketball and Endurance Sports.

E. The Sixth Form Timetable

Based on those subject choices made known by **the beginning of March**, a Sixth Form timetable will be constructed, incorporating the appropriate number of sets 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 sets, 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 G.C.S.E. 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 G.C.S.E. 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.

G. Enrolment

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

NOTES ON SIXTH FORM COURSES

LIST OF SUBJECTS

(With page numbers)

Art	28	Politics	34
Business Studies	38	History	32
Biology	25	Mathematics	22
Chemistry	25	Latin	44
Computer Science	42	Music	29
Design/Technology	28	Physics	23
Economics	35	Philosophy and Ethics	40
English	26	Psychology	43
French	30	Textiles	43
Further Maths	22	Spanish	30
Geography	31	Sport and PE	41
German	30	Theatre Studies	27
		Elite Sports	16

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
- Cambridge: www.cambridgeinternational.org

Subject	Exam Board	Syllabus code
Art	PearsonEdexcel	9FA0
Biology	AQA	7402
Business Studies	PearsonEdexcel	9BS0
Chemistry	OCR	H432A
Computer Science	AQA	7617D (Python)
D&T: Product Design	AQA	7552
Drama and Theatre	AQA	7262
Economics	PearsonEdexcel	9EC0
English Literature	PearsonEdexcel	9ET0
Extended Project	PearsonEdexcel	ZPJ30
French	PearsonEdexcel	9FR0
Geography	PearsonEdexcel	9GE0
German	PearsonEdexcel	9GN0
Politics	PearsonEdexcel	9PL0/B
History	OCR	H505
Mathematics	PearsonEdexcel	9MA0
Further Mathematics	PearsonEdexcel	
Music	PearsonEdexcel	9MU0
Physical Education	OCR	H555A
Philosophy and Theology	Cambridge Pre-U	9774
Physics	AQA	7408A
Spanish	PearsonEdexcel	9SP0
Latin	Cambridge Pre-U	9788
Psychology	AQA	7182
Art & Design: Textile Design	AQA	7204

HOI – The Langton History of Ideas course

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

The course has four central purposes:

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

Sample lecture programme:

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

EPQ

What is EPQ?

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

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

Why do all Langton students do an EPQ?

Learning

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

Skills

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

University entrance

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

SPORT

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

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

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

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

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

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

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

MATHEMATICS

Why study Mathematics or Further Mathematics A level?

Studying Mathematics will:

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

What is covered in A level Mathematics?

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

Pure Mathematics

(66%)

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

Statistics

(17%)

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

Mechanics

(17%)

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

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

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

What is Further Mathematics?

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

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:

opportunities to be involved in research, and to present their plans and results to professionals at CERN as well as other symposiums, and times throughout the school year. This has made physics a very popular choice of subject in the school.

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

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

Particles, Quantum Phenomena

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

Electricity

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

Mechanics

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

Materials

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

Waves

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

Fields

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

Thermal Physics

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

Nuclear physics

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

Astrophysics

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

BIOLOGY

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

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

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

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

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

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. Two projects are currently available: the Polymer Chemistry Research project which is a collaboration with the University of Kent at Canterbury and the Omega-3 oil Research project. These exclusive opportunities enable students to develop hugely beneficial transferrable skills such as project management, mentoring and advanced data-handling and other *in silico* skills.

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

ENGLISH LITERATURE

Exam Board: Edexcel

Pearson Edexcel Level 3 Advanced GCE in English Literature (9ET0)

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 Duchess of Malfi*
- *The Handmaid's Tale*

Year 13 set texts:

Revision of the above, with the addition of:

- *Hamlet*
- Keats: Selected Poems (or equivalent)
- Two coursework texts: currently Miller's *Death of a Salesman* and Mamet's *Glengarry Glen Ross*

The full A level suite of papers is as follows:

Component 1: Drama Paper code: 9ET0/01. 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 Paper code: 9ET0/02. Externally assessed. Written examination, lasting 1 hour. 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 Paper code: 9ET0/03. 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 Code: 9ET0/04. 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 STUDIES

Drama and Theatre Studies is a challenging subject which combines academic study with practical workshops and assessed performances. Students can focus on acting or technical theatre and are assessed through end of year written papers, portfolio evidence of creative processes and practical performance projects. The weighting of the assessment is 50% practical and 50% written. The course explores a wide range of classic and contemporary play texts alongside theatre devising processes and theatre practitioners. Experiencing live theatre is a significant and essential part of the course and evening visits to a range of venues in Kent and London are arranged throughout the year to which students are expected to join. Examination essays will be chosen based on the productions seen on these visits.

This year we started the course with a visit to The Globe seeing a production of *Othello* followed by a visit to the Gulbenkian Theatre to see the devised piece *Medusa* by the physical theatre company Jasmin Vardinom. When appropriate for the course we attend the National Theatre's A level Study One-Day Conferences, featuring key academics invited to give lectures on the performance to be seen in the evening.

To develop performance and technical skills the course includes performance opportunities such as the monologue evening and presentations of practical work to invited audiences. The department produces a school play each year, based on material related to the course, for which students are invited to audition.

Our set texts from AQA syllabus are: *The Caucasian Chalk Circle*, by Bertolt Brecht (1948); *Our Country's Good* by Timberlake Wertenbaker, (1988); *Hedda Gabler* by Henrik Ibsen, (1891) and guided choice of late 20th century and 21st theatre scripts for the student-directed Texts in Practice unit.

Studying Drama and Theatre requires students to collaborate effectively in groups, develop their self-awareness, exercise their creativity and develop communication and presentation skills. High levels of engagement, self-motivation and reliability are central to success in this subject. Students are required to research thoroughly the context of texts studied including plays which are seen for live theatre analysis. We are fortunate to have two purpose-built studios as our classrooms, which students can book for rehearsals during study periods and after school.

Drama and Theatre Studies offers opportunities to develop knowledge of the theatre arts, essay writing skills and self-confidence. The course is ideal for students looking to study at University, Drama School and those wishing to build a career in the Arts Industries. Drama and Theatre Studies combines particularly well with English, History and Music while some students opt for the Year 12 course as a contrast to their other learning environments. It is possible to offer the AS course within the A level course for students who are required to take certain subjects for career choices such as medicine but wish to continue to study drama at A level. If you are new to Drama and Theatre Studies, please do come to the school open evening to discuss what the course might offer as part of your sixth form experience. It is not essential to have studied GCSE Drama to take this A level course.

ART

Art at A level is a very popular subject at the Langton. There are currently 60 students in the sixth form taking the subject, and approximately half this number are students new to Simon Langton Boys School. Any visitor to the school cannot help be impressed by the quality of the A level work on display, and year on year the A level grades reflect this. This summer 50% of all students achieved A or A* in A level Art, with no students getting below a C grade

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

The Edexcel A level course consists of two components:

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

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

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

PRODUCT DESIGN

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

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

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

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

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

A-Level Specification at a glance

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

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

For further information, please contact Mr Pledger (Subject Leader of Design) or visit <https://twitter.com/LangtonDesign>

MUSIC

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

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

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 compositions (both notated using Sibelius), of a combined duration of at least six minutes
- one composition to a brief set by Pearson or a free composition, and one harmonisation of a Bach Chorale, set by Pearson

Unit 3: Developing Musical Understanding 40%

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

The set works will be taken from the following categories:

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

MODERN FOREIGN LANGUAGES (FRENCH, GERMAN AND SPANISH)

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

A level Course Outline

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

The course is suitable to you, if you:

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

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

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

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

Beyond the Classroom

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

Skills required and developed

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

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

Assessment

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

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

The course will assess the following skills:

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

GEOGRAPHY

Why Geography?

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

The Guardian view on geography

It's the must-have A level

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

The Guardian 13 August 2015

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

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

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

The course

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

The topics studied

Dynamic Landscapes	Dynamic Places
Topic 1: Tectonic Processes and Hazards Topic 2: Landscape System, Processes and Change: <i>Coastal Landscapes and Change</i>	Topic 3: Globalisation Topic 4: Shaping Places: <i>Regenerating Places</i>
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: <i>Health, Human Rights and Intervention</i>

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

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

HISTORY

What use is history?

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

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

*Robert Powerby
of the International American Development Bank*

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

*Charles Miller-Smith
Chairman, Imperial Chemical Industries*

The general thrust of our programme is to move away from traditional, elitist histories and to explore history from the perspective of the marginalised and oppressed. With that in mind we explore two great revolutions, one bourgeois and the other proletarian, one born in Britain and the other Russia. At A level we have a broader study of the US in the 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.

POLITICS

The new Politics A level is a demanding, but exciting, academic course that covers a wide range of theoretical and practical topics relating to the UK political system, global politics, and political theory. The course is academic in focus, but allows much scope for students to develop and debate their own political understanding and to get to grips with the political turmoil and crises of Britain and the world today.

Politics is an increasingly popular A level choice at the Langton, with 88 students currently studying the A level course, and sits very well alongside other humanities subjects and in particular History. Many students every year go on to study Politics at university in the form of International Relations, PPE, joint honours with History, or other combinations.

In terms of skills required, the subject is probably closest to History, revolving around constructing written arguments in response to short answer questions and essays.

Details of the Pearson Edexcel syllabus are as follows:

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

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

2. UK Government (23.5% of the A level): exploring the nature of government in the UK - where, how, and by whom political decisions are made. This includes studying:

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

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

- liberalism
- socialism
- conservatism
- anarchism or feminism

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

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

The A level is examined via three two-hour written examinations taken at the end of Year 13.

ECONOMICS

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

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

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

Theme 1: Introduction to markets and market failure. This theme focuses on microeconomic concepts. Students will develop an understanding of:

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

Theme 2: The UK economy - performance and policies. This theme focuses on macroeconomic concepts. Students will develop an understanding of:

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

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

Students will develop an understanding of:

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

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

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

How will I be assessed at A level?

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

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

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

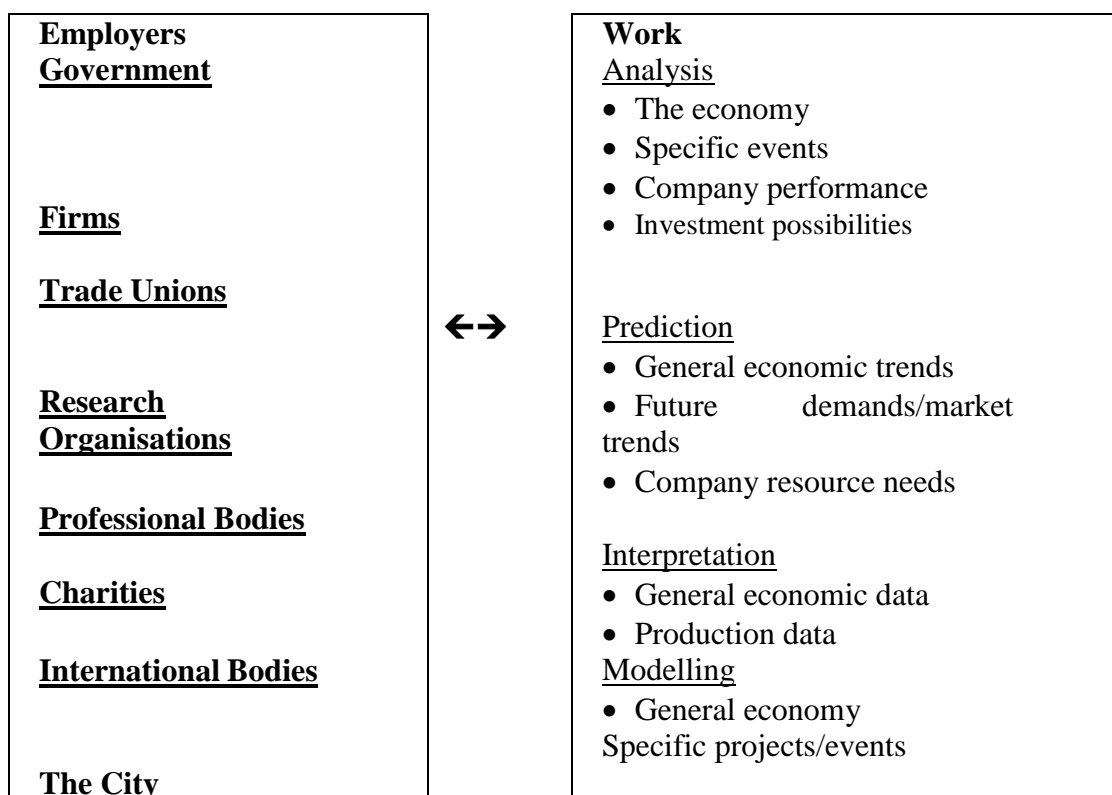
Possible Future Careers

What do graduate economists do?

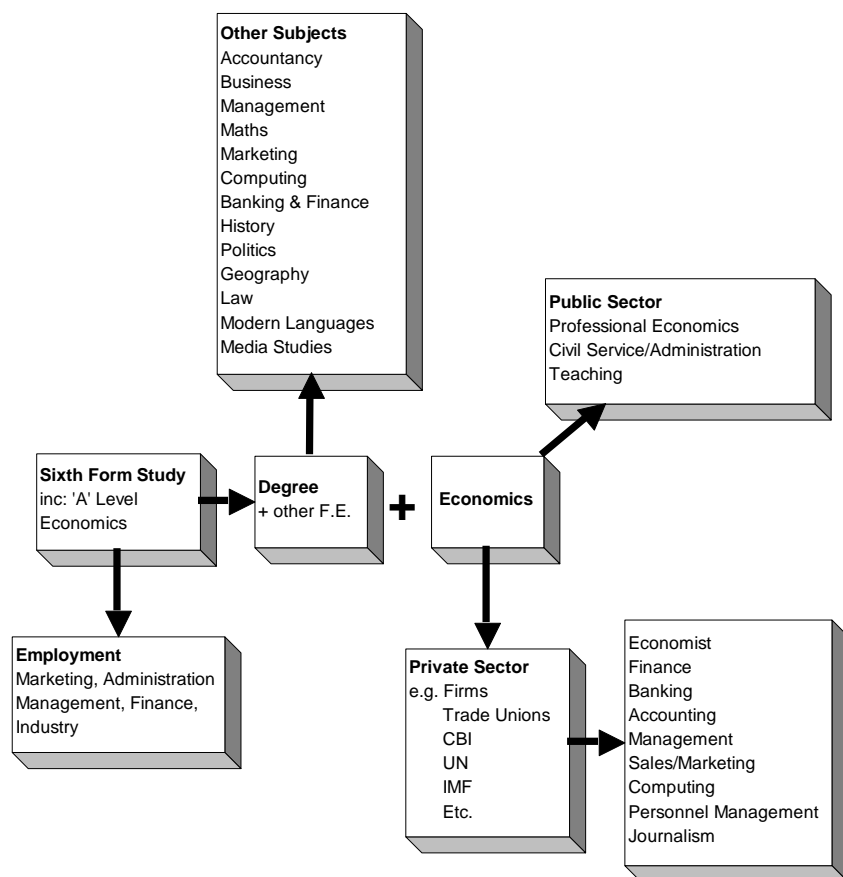
Work undertaken by economics graduates include the following: -

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

What professional economists do –



Economics 'A' Level and Possible Career Paths



Some current Year 13 students have said:

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

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

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

BUSINESS

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

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

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

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

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

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

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

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

Theme 3: Business decisions and strategy

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

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

Theme 4: Global business

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

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

How will I be assessed?

Paper 1 will assess marketing, people and global businesses.

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

Overview of assessment

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

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

Overview of assessment

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

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

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

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

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

Overview of assessment

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

Possible Future Careers

What do Business graduates do?

Jobs directly related to a Business degree include:

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

Jobs where your degree would be useful include:

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

PHILOSOPHY and ETHICS

The subject of Philosophy and Ethics is an extremely popular choice for students' Sixth Form studies, with over 70 students studying it in Years 12 and 13. It is a course which places an emphasis on developing a student's problem solving and creative abilities, as well as providing a forum for the debate of questions that have vexed mankind for centuries. The subject can be particularly useful for building a student's powers of analysis and evaluation, creativity and the ability to explore challenging and demanding concepts. Everyone who takes the course can make a valuable contribution, as Philosophy is very much about unlocking and understanding the human experience and condition. Needless to say, it is an exacting and academically rigorous course.

Some of the topics that are studied are: Plato's Cave and the Theory of the Forms, Descartes' methodological doubt, and various philosophical arguments for the existence of God, as well as some critiques of religion, such as Freud's Primal Horde Theory. In Ethics we examine the nature and role of Ethics, whether 'morality' exists in any objective sense and then we consider ethical frameworks and theories such as Utilitarianism. We go on to consider the impact of free will and determinism on human existence and on Ethics in particular. In essence we wish to give our students a knowledge of some of the ideas that have shaped the world in which we live.

We follow the Cambridge Pre-U Philosophy and Theology syllabus throughout Years 12 and 13, with examination at the end of Year 13. We select modules relating closely to Philosophy and Ethics. The Pre-U examination has full A level equivalency, and also allows the possibility of achieving above A*. It is widely recognised and lauded as academically rigorous by the most prestigious universities. The course is taken by subject specialists in Epistemology, Moral Philosophy and the Philosophy of Religion.

SPORT AND PHYSICAL EDUCATION

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

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

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

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

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

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

Sports Sociology and the Role of Technology: Students will develop an understanding of the impact of Physical Activity of Society, as well as contemporary issues such as sponsorship, media, drugs and violence in sport. Students will also look at the enhanced use of technology in sports performance.

Practical Aspect: The fundamental ethos for this unit is to engage participants in two tasks. Students will be assessed as a performer or coach in their favourite sport, where we expect students to be competing on a weekly basis. In addition, students will use video analysis to assess their performance and conduct independent research into the structure, provision and analysis of sport and physical activity.

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

COMPUTER SCIENCE

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

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

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

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

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

Summary of the AQA A level Computer Science Course

Paper 1

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

Paper 2

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

Non- exam assessment

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

PSYCHOLOGY

STUDIED AT SIMON LANGTON GIRLS' SCHOOL SITE

Board: AQA

Outline of the Course:
A- Level:

Unit 1 (Introductory Topics in Psychology): Social Influence; Memory; Attachment; Psychopathology

Unit 2 (Psychology in Context): Approaches in Psychology; Biopsychology; Research Methods

Unit 3 (Issues and Options in Psychology): Issues and Debates in Psychology; Gender; Schizophrenia; Aggression

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

TEXTILES AND FASHION

STUDIED AT SIMON LANGTON GIRLS' SCHOOL SITE

Board: AQA

Unit 1: Personal investigation

Unit 2: Externally set assignment

Assessment is through weekly individual tutorials and formal assessments at a number of points in the year. Students are given work schedules to help assist the planning of their independent work. Students are expected to keep up with the schedules to enable them to gain the highest grades.

A Level component 1	Sketchbooks and progress assessment	Sept/Oct
	Individual samples and progress tutorials	Oct/Nov/Dec
	Sample Boards completed	January
	Critical essay written	Sept
	Individual samples and progress tutorials	Oct/Nov/Dec
	Boards completed	January
A Level component 2	Sketchbooks and progress assessment	Feb
	Individual samples and progress tutorials	March
	Sample Boards complete	April
	15 hour practical exam	May

LATIN (Cambridge PreU)

STUDIED AT SIMON LANGTON GIRLS' SCHOOL SITE

Board: CIE

Outline of the Course

- Reading of a range of authors in Year 12 to improve fluency & understanding of Roman literature
- Unseen translation practice throughout the course and consolidation of grammar in Year 12
- Prose composition – learning to translate from English to Latin (from the start of Year 12)
- Reading the ‘paired texts’: Virgil Aeneid Book 10 and Lucan Civil War Book 1, beginning in Year 12
- Reading the set prose text - Cicero: First Speech against Catiline, beginning in term 5 of Year 12
- Learning commentary and essay skills throughout the course

Unit	Type of assessment	Duration	Weighting	
1	Examination: Verse literature - Virgil & Horace – paired texts	2hrs 15 mins	90 marks	30%
2	Examination: Prose Literature - Cicero	1hr 30 mins	60 marks	20%
3	Examination: Unseen translation (Latin to English in prose & verse)	2 hours	90 marks	30%
4	Examination: Prose Composition (English to Latin) or Comprehension	1 hr 30 mins	60 marks	20%

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

Trevor Baylis, Inventor.

APPENDIX 1

STUDENT DESTINATIONS

Students joining Year 12

	2016	2017	2018
From Year 11 at the Langton	106	111	116
From other schools	172	139	118
Totals	278	250	234

University Entry

	2016	2017	2018
Applications	224	173	188
Offered place at First Choice University	51%	71%	59%
Offered place at Insurance University	22%	14%	14%
In through clearing	14%	9%	15%
No place/withdrew/reapply	13%	6%	12%
% of students gaining places at Russell Group Universities	40%	40%	42%
% from similar schools	22%		

The Sutton Trust, which promotes access to university from state schools, placed us 28th in the country for the number of students going on to study at Oxford and Cambridge.

In their earlier report, we were 55th in the country for students achieving places at the elite universities (Russell Group).

APPENDIX 2

SUMMER 2018 Examination results achieved by Year 13 Students



A level subject	Entry	Entry	Entry	Entry	Pass Rate	Pass Rate	Pass Rate	Pass Rate	2018 Grades						
	2018	2017	2016	2015	2018	2017	2016	2015	A*	A	B	C	D	E	U
Art	20	25	19	18	100%	100%	100%	100%	6	4	5	5	0	0	0
Biology	78	67	78	58	97%	93%	94%	95%	4	18	13	25	9	7	1
Business Studies	38	34	31	24	92%	91%	97%	100%	0	2	11	13	6	3	3
Chemistry	73	67	74	68	97%	96%	97%	99%	4	14	26	12	9	6	2
Chinese	1	1			100%	100%					1				
Computer Studies	15	14	10	1	87%	79%	100%	100%	0	3	1	2	7	0	2
Design	26	22	25	19	96%	100%	100%	100%	2	5	7	3	5	3	1
Economics	35	31	39	23	100%	94%	97%	100%	1	4	14	9	3	4	0
English Literature	54	38	60	35	96%	92%	100%	100%	9	10	14	11	4	4	2
French	7	15	10	10	100%	100%	100%	100%	0	1	4	2	0	0	0
General Studies	7	12	15	10	71%	75%	80%	80%	0	0	1	2	0	2	2
Geography	27	38	33	43	96%	95%	97%	100%	0	5	5	9	5	2	1
German	6	7	6	7	100%	100%	100%	100%	1	1	3	1	0	0	0
Govt & Politics	33	28	39	12	78%	89%	100%	100%	1	4	11	5	2	3	7
History	60	51	80	45	100%	98%	100%	100%	5	10	21	14	6	4	0
Latin	2				100%				2						
Mathematics	125	107	130	102	98%	96%	97%	100%	21	45	34	10	8	4	3
Further Maths	19	19	33	33	100%	100%	100%	97%	9	3	4	0	3	0	0
Music	3	4	2	4	100%	100%	100%	100%	0	0	0	2	1	0	0
Physics	60	47	76	73	95%	98%	96%	100%	5	10	12	10	13	7	3
Philosophy PreU*	43	31	37	21	79%	97%	100%	95%	*	*	*	*	*	*	*
Spanish	10	13	10	8	100%	92%	100%	100%	0	2	3	0	3	2	0
Sport/PE Studies	18	15	19	17	89%	100%	100%	100%	0	2	7	3	1	3	2
Theatre Studies	6	11	9	4	83%	100%	100%	100%	0	0	2	3	0	0	0

* figures for previous years are for Religious Studies A level. Breakdown of 2018 grades as follows:

D1	D2	D3	M1	M2	M3	P1	P2	P3	U
2	2	4	5	6	5	4	4	2	9

Extended Project EPQ	Entry		Pass Rate		A*	A	B	C	D	E	U	X
	2018	234	95%		52	74	50	21	15	10	12	0
	2017	166	97%		28	69	29	22	8	5	4	1
	2016	230	98%		76	66	31	33	14	6	2	2
	2015	157	98%		51	31	27	28	17	0	3	0

APPENDIX 3

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.
7. Car parking if a student drives to school – the current arrangement is that students who drive park at neighbouring Canterbury Rugby Club.

Additionally, **all Sixth Form students are asked to pay £30 per year before the start of the September term each year** - 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. such as the Y12 teambuilding day and the 'Y13 Licenced to Kill' road safety presentation which promotes safer driving among young people.

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 £15 book deposit per each subject that issues textbooks and £20 to cover the cost of library books that are inadvertently misplaced. This charge is **fully refundable** once **all** materials have been returned to the school in a satisfactory condition at the end of Year 13. This book deposit is a nominal charge and not meant to cover the cost of all materials – additionally some students will be loaned books of a far greater value than other students. However, this seems the fairest system.

Help with Finances

Families who are experiencing financial difficulty should either email or call the Finance Office (finance@thelangton.kent.sch.uk 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 £50 Sixth Form contribution, book deposit, 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.