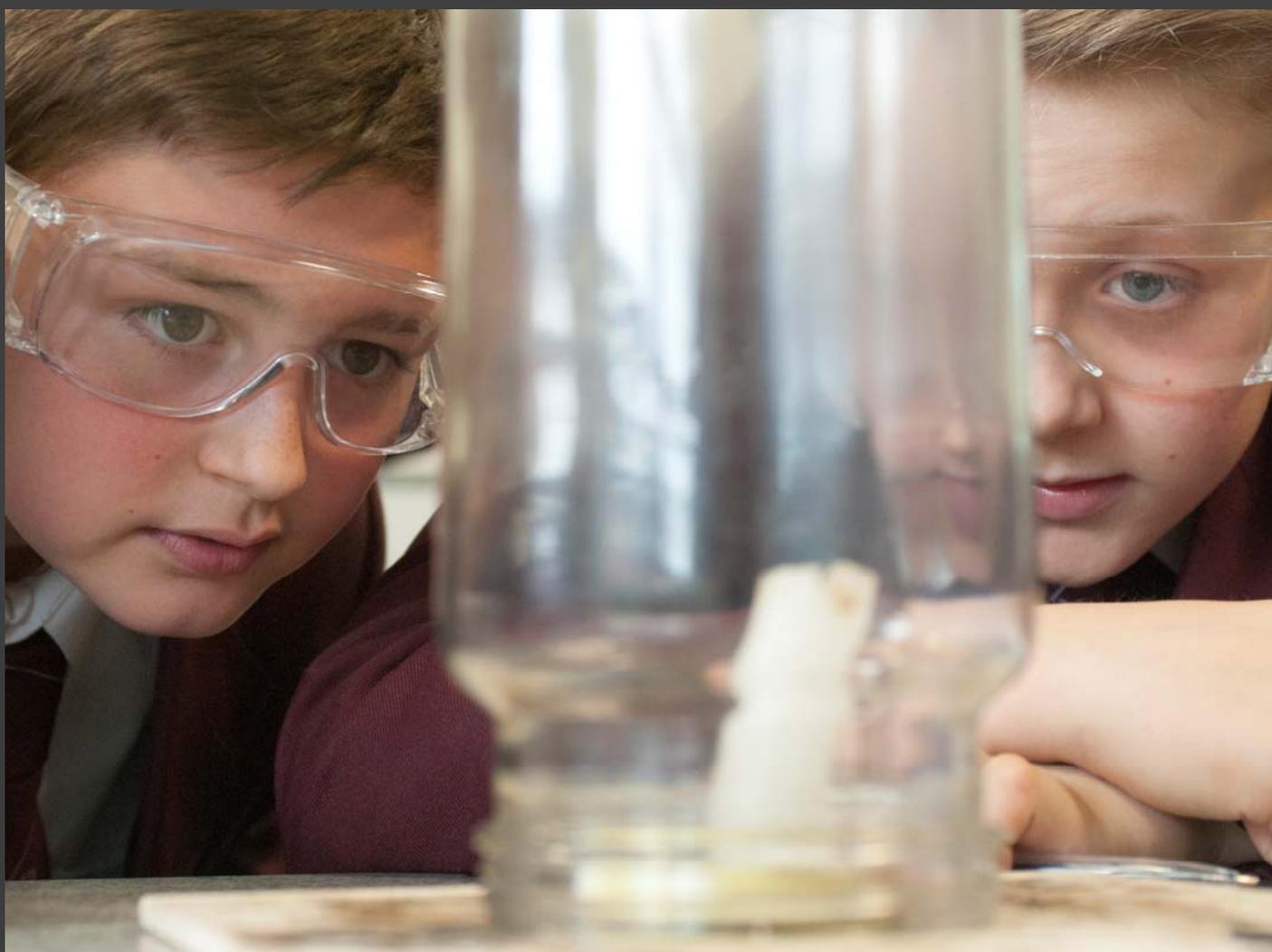




LANGLEY PARK SCHOOL FOR BOYS

YEAR 9 OPTIONS



Guide to Key Stage 4 Courses 2019

South Eden Park Road
Beckenham
Kent
BR3 3BP
T 020 8639 4700
www.lpsb.org.uk



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South Eden Park Road Beckenham Kent BR3 3BP

Telephone: 020 8639 4700 Fax: 020 8639 4633

E-mail: office@lpsb.org.uk

Website: www.lpsb.org.uk

Headteacher - Mr S Parsons MA NPQH

November 2018

Dear Parent/Carer

We have reached the point where your son will soon make important decisions about his option choices for his GCSEs. We firmly believe that giving students choice in deciding their options will prove motivating and will ultimately help them to be successful. Our option structure is broad and relevant, offering exciting routes to further study at post-16, higher education and into employment.

A few years ago the Government introduced what they call the 'English Baccalaureate' (EBacc) as part of their reforms to GCSEs. The EBacc requires students to achieve GCSEs at grades 9-5 in English, Maths, Double (or Triple) Science, a Modern Foreign Language, and either History or Geography. These are subjects which Russell Group universities refer to as 'facilitating subjects'. **All students in sets 1, 2 or 3 in both Humanities and Languages should opt for at least one of Geography or History and at least one Language.**

I would like to promote what I am calling the '**Langley Baccalaureate**'. This would include the Ebacc subjects, but would also include at least one sporting, creative or artistic subject as well. I believe this is important to ensure that students are studying a truly broad and balanced curriculum. **All students** have the option to study the Ebacc or the Langley Baccalaureate if they wish to do so. All students make **four option choices** in total. Booklets containing full details of the choices and the whole process will be made available to students shortly.

I am sure that you will give your son support, advice and guidance at this important stage in his education, and we will do all we can to support you as families in making the right decisions. The School reserves the right to exercise its professional judgement when coming to a final decision as to which subjects are to be studied and at what level. As ever, courses will only run if demand is sufficient to justify their running.

I look forward to seeing you at our **Options Evening on Tuesday 29th January 2019 at 6.30pm.**

Yours sincerely

Mr S. Parsons
Headteacher

IMPORTANT DATES

January	PSHCE lessons on Options and choices
January – February	Options Assemblies <i>Presentations by Heads of Department on Option choices</i>
January	Issue of Options Booklet 2019
Thursday 29 th January	Options Evening, 6:30 p.m. <i>Parents informed of system for choosing optional subjects. Students very welcome to attend.</i>
18 th February – 22 nd February	HALF TERM
Tuesday 26 th February	Parents' Meetings (9ABCD) , 4:00 – 6:30 p.m.
Thursday 28 th February	Parents' Meetings (9WXYZ) , 4:00 – 6:30 p.m.
March	Year 9 Reports issued
Monday 25 th March	Deadline for return of Option Forms

COMPULSORY SUBJECTS

All pupils will study the following subjects:

GCSE Examination Subjects:

English – Most students will study *English Language and English Literature*

Mathematics

Science - Most students will study *Combined Science*

Non-examination Subjects:

Physical Education

PSHCE (*Personal, Social, Health and Citizenship Education*). Completed during registration time with Form Tutors.

OPTIONAL SUBJECTS

Pupils will choose a range of subjects from the following options:

Examination Subjects:

Art

Computing

Dance

Design and Technology

Drama and Theatre Arts

Film Studies

Geography

Graphics

History

Media Studies

Modern Foreign Languages: French, German, Spanish

Music

Photography

Physical Education

Religious Studies

Triple Science

Other Awards:

Cambridge Nationals ICT

DESCRIPTION OF COURSES

A: COMPULSORY SUBJECTS

ENGLISH (AQA)

Pupils study English Language and English Literature for 3 periods per week in Year 10 and 4 periods per week in Year 11 and are assessed in two disciplines - reading and writing. Pupils will then be awarded a separate grade for three additional speaking and listening assessments.

Pupils will sit four examinations and three speaking and listening assessments.

ENGLISH LANGUAGE

(Three units)

Paper One: Explorations in creative reading and writing

- 1 hour 45 minutes External Examination
- 50% of the overall GCSE
- A comprehension examination based on an unseen fiction text
- One piece of extended non-fiction writing

Paper Two: Writers' viewpoints and perspectives

- 1 hour and 45 minutes External Examination
- 50% of the overall GCSE
- A comprehension examination based on two unseen non-fiction texts
- One piece of extended non-fiction writing

Non-examination assessment: Speaking And Listening (**not assessed as part of the English Language GCSE**)

Candidates will be internally assessed on three equally weighted activities:

- Presenting.
- Discussing and listening.
- Role playing.

ENGLISH LITERATURE

(Two units)

Paper One: Shakespeare and the 19th Century Novel

- 1 hour 45 min External Examination
- 40% of the overall GCSE
- Section A: Candidates answer one question in detail on a section from a Shakespeare play, then the play as a whole.
- Section B: Candidates answer one two-part question on a section from a 19 Century novel, then the novel as a whole.

Paper Two: Modern Texts and Poetry

- 2 hours 15 min External Examination
- 60% of the overall GCSE
- Section A: Candidates answer one essay question on a modern prose or drama text they have studied.
- Section B: Candidates answer one comparative question on two poems from the studied poetry anthology.
- Section C: Students will answer one question on one unseen poem and one question comparing this with a second unseen poem.

The course is a demanding one, but one which we believe is well within the capabilities of our pupils. It sets out to equip candidates with an appreciation of the richness of our literary heritage and encourages them to develop their ability to read, understand, respond and analyse. It develops powers of expression and communication and the ability to structure and formulate ideas.

To achieve the highest grades, pupils will need to work hard and with enthusiasm, read as widely as possible and ensure that they prepare fully for the final examinations.

MATHEMATICS

(EdExcel)

GCSE Mathematics is a challenging and rewarding course. As well as supporting other subjects, it helps develop analytical and problem-solving skills – vital for making sense of the world. A good Mathematics qualification is essential for most post-16 and higher education courses as well as almost every future career.

Teaching of the current GCSE Mathematics curriculum commenced in September 2015, with the first exams taking place in June 2017. There are notable changes to the old examination, including:

- An increase in the volume and difficulty of subject content
- An increase in the number of papers to three (previously two)
- A change in the grading structure (grades 9 to 1 will replace the previous A* to G system)
- A far greater emphasis on problem solving and mathematical reasoning
- A decrease in the number of formulae being provided in the exams (students will be required to memorise these)

The GCSE Mathematics curriculum can be divided up into the following content areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

The GCSE Mathematics course is assessed by three examination papers (each of 1½ hours duration), two with a calculator and one without. Pupils take the examinations in the summer of Year 11, but at the end of Year 10 they all take a mock examination which is marked to exactly the same standards as the 'real' GCSE. They then have a 'results day' at

the beginning of year 11 when they discover what grade they would have secured had they taken the examination 'for real'.

There is no coursework in GCSE Mathematics.

The new GCSE course consolidates and builds on Key Stage 3 work as well as introducing new topics. Our most able pupils are entered for the Intermediate Mathematics Challenge in Years 10 and 11, and there are plenty of opportunities to embark on extra-curricular Mathematics. Maintaining small numbers in our lowest sets as well as working closely with the Learning Support Department provides support for pupils who find the subject challenging.

SCIENCE

(AQA)

Combined Science

All pupils study GCSE Combined Science for 4 periods a week. This is a double award which results in the awarding of two GCSEs.

The course is designed to show the importance and relevance of Science in society and in everyday life. The emphasis is on skills which help pupils to understand the Science they encounter in everyday life, in the news, on television and other media.

The Combined Science GCSE course covers Biology, Chemistry and Physics. Students in Year 9 have already embarked on this course.

Examinations account for 100% of final mark with 15% of the marks assessing knowledge and understanding of experiments carried out in lessons over the two years.

Success in Combined Science GCSE is an acceptable foundation for studying A' Level Biology, Chemistry or Physics in the Sixth Form.

Pupils may opt to extend their Science studies by choosing an additional Science course as an option; this is strongly recommended if pupils have specific Science-based careers in mind. For further details see *Triple Science* in the Options section of this booklet.

PHYSICAL EDUCATION

In Years 10 and 11 boys receive a total of two hours of compulsory games per week in line with the government target.

For these two lessons the boys get the opportunity to take part in a variety of different sports including:

- Rugby
- Hockey
- Cricket
- Badminton
- Table Tennis
- Football
- Athletics
- Softball
- Health & Fitness
- Handball
- Volleyball
- Basketball

In total pupils cover units of work in 12 different sports, each block lasting 8 weeks.

Pupils studying the GCSE Sports Studies Course are normally separated from the rest of the year group and use the timetabled games lesson to continue the practical element of their course rather than the options programme.

B: OPTIONAL SUBJECTS

ART (AQA)

Overview:

This is a successful course with a proven track record of achieving strong grades.

This is a broad and exciting course which allows students to experiment with a wide range of processes such as etching, painting, sculpture and drawing. The course tackles a wide range of themes. Students work on a range of scales and work largely from observation using a variety of materials. The GCSE groups all take part in study visits including to London's South Bank and Tate Modern and undertake a drawing day in Whitstable. Students will investigate the context surrounding their work including not only artists' work but also our wider culture. The course is aimed at preparing the students for an Art 'A' Level course.

Requirements:

Drawing is an important skill which a prospective student should possess. Students' ability to draw, and their interpretation of what drawing is, will be developed throughout the course. Prospective students should have an interest in Arts and the visual world that surrounds them. Prospective students should also be open-minded to new processes and techniques used to create Art work.

Future Pathways:

The GCSE course prepares students for an Art 'A' Level and subsequently an Art foundation course, or a direct passage onto a degree course.

Alongside sculpture, painting and drawing, Art students from Langley Park School for Boys have gone on to study architecture, interior and exterior design, film and TV design and advertising.

Architecture is a very popular career direction that many students choose to pursue from the experience that they gain

from studying GCSE Art and subsequently 'A' Level Art.

According to government research, around 2 million people are employed in the 'creative industries' and in creative roles in other sectors. This is almost double the amount of jobs in the financial industries (1.05 million). Employment in the sector has grown at double the rate of the economy as a whole.

Course Structure:

The exam board used in the GCSE Art and Design course is AQA. The course is divided into two units. The coursework unit is worth 60% of the overall grade and consists of a range of drawing techniques and 2D and 3D making processes centred on a series of broad themes. The Graphic Design element is a recent addition to the course and focuses on typography. Students will make personal outcomes based on these investigations. The exam unit is worth 40% and the topics are externally set. The exam unit culminates in a 10 hour exam at the end of the project where students complete their final outcome for the project.

COMPUTER SCIENCE (AQA)

This course structure is designed to be an academically challenging programme of study that will equip you with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

Computer Science gets students working with real-world, practical programming techniques that give them a good understanding of what makes technology work. As well as programming, students will learn a theoretical element to Computer Science. A list of the topics can be seen below:

1. Fundamentals of algorithms
2. Programming - students will use Visual Basic.Net to write programs to solve problems

3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development

Students will be assessed by two written examinations and a controlled Assessment task:

Paper 1: Computational thinking and problem solving

- Written exam set in practically based scenarios: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

Paper 2: Written assessment assessing a student’s theoretical knowledge.

- Written exam: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

Controlled Assessment

- The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem.
- Written report and developed computer program: totalling 20 hours of timetabled work.

Please seek out one of the Computing teachers during Year 9 parents’ evening to discuss this exciting course as one of your options.

DANCE
(AQA)

This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative,

imaginative, physical, emotional and intellectual capacities. Whilst many students will bring some previous experience of dance, others will have very little. This course aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

This course will provide students with strong subject knowledge of the following:

- Develops students’ skills, knowledge and understanding of a range of dance styles through the consistent processes of performing, creating and appreciating dances.
- Promotes fitness, a healthy lifestyle, team work and creativity.
- Develops physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers.
- Provides progression from Key Stage 3 and giving students the skills and experience to better prepare them for the demands of AS and A-Level if they choose to progress with their study.

Subject Content:

- Performance
- Choreography
- Dance Appreciation

Component 1: Performance and Choreography- Practical 60%

Performance:

1. Solo performance of set phrases – 1 minute
 2. Duet / Trio Performance – 3.5-5minutes
- 30% – 40 marks**

Choreography:

Students will respond creatively to an externally set stimulus, to choreograph their own complete dance. Students create a solo or a group dance based on their chosen stimuli (Solo – 2 to 2.5 minutes. Group 3-3.5 minutes)

30% - 40 marks

Component 2 (Written paper)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of six set professional works

Questions: Based on student's own practice in performance and choreography and the GCSE Dance Anthology.

1 hour 30 minutes

40% - 80 marks

DESIGN and TECHNOLOGY

(Edexcel)

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world.

In this GCSE, students will get the opportunity to use creative and innovative strategies when designing and applying practical expertise. They will also have the opportunity to use specialist technical equipment in greater depth including CAD/CAM (3D design software and manufacture). Using ICT skills is an essential component of this course.

Students will also gain awareness and learn about the wider influences on Design and Technology including historical, social, cultural, environmental and economic alongside PIC programming and industrial production techniques. Students will also use mathematical skills to calculate areas, forces and ratios and use scientific knowledge with materials and their properties.

This subject is a great partner for all GCSE subjects, especially subjects such as Science, Computing, Art and Graphics, Geography and History, as elements in these subjects are linked with this specification.

The creative and engineering sectors have been one of the fastest growing sectors for employment opportunities in recent years and this award could potentially open the door to study for higher education, resulting

in careers such as Civil, Structural or Mechanical Engineering as well as Product Design, Architecture, Interior and Theatre design, to name but a few. Furthermore, it could also be a good foundation for vocational courses and/or careers with apprenticeships in manufacturing, design development and the building industries.

Assessment:

Component 1: 50% Written examination. 120 minutes examination (externally assessed)

Component 2: Non-Examined

Assessment: 50% 30 – 35 hrs. Students create a working prototype from *their own design brief* and using *their choice* of resistant or compliant materials alongside an electronic portfolio of research, design and development (internally assessed, externally moderated)

DRAMA & THEATRE ARTS

(Edexcel)

GCSE Drama is an exciting and demanding course which allows students to explore theatre from the perspective of an actor, director, designer and audience member. The students will explore a variety of texts both practically and through written evaluation as well as engaging with a number of styles and genres.

The course is split into three key assessment areas:

1) Devising Theatre – 40%

Here students are required to take on the challenge of devising an original piece of theatre based on a stimulus. Students will explore this stimulus as a whole class before being divided into small groups to devise a piece of drama based on their exploration. The students will need to consider their use of style, characterisation, drama form, design elements and audience response.

Students will then write a portfolio outlining their devising process and justifying their directorial

choices. They must consider how successful they have been in achieving their dramatic aims and evaluate what they might do to increase the success of their piece.

2) Performance from a text – 20%

In this module students will interpret and perform two key extracts from a studied text. These are performed to an external examiner and an invited audience. To accompany this performance, students will need to write a short piece of writing, explaining what their intentions are for their performance.

3) Written Exam Paper – 40%

Students will sit a 1 ½ hour exam paper at the end of the two years. This paper will comprise two sections.

- Section A – Students will study a play and respond to an extract of this play in the exam. They will have to answer questions on how this extract might be performed from the perspective of a director, designer and performer.
- Section B – Students will have watched a piece of live theatre during the course and will answer questions based on this performance. Students are allowed to take in 500 words worth of notes to support their thinking in the exam.

Over the course of two years students will be given the opportunity to go on various theatre trips to the West End and fringe theatre, as well as see the work of the Sixth Form to inspire their own performances.

At the end of the course students will have a good understanding of how theatre works and the processes that theatre makers go through to create a performance. They will develop analytical and evaluative skills in addition to life skills such as communication, team work and professional confidence. Drama is a highly creative and enjoyable subject which requires high levels

of commitment, energy and enthusiasm – along with an absolute necessity to be able to perform in front of large audiences.

FILM STUDIES

(WJEC)

This is designed to deepen students' understanding, appreciation and enjoyment of film, the major art form of the twentieth and twenty-first centuries. The subject will develop students' written communication, presenting, teamwork, visual literacy and analytical skills. The specification builds on the cine-literacy learners have developed informally since childhood. They study film from a number of contexts and experienced in a variety of viewing situations. They also engage with a wide range of different kinds of films, developing skills of observation and personal reflection, as well as developing their creativity and practical skills, either in audio-visual or written form. A variety of forms of assessment are used, with the intention of producing imaginative, active learners.

Some of the main features of the course are:

- a chance for students to explore popular mainstream films from Hollywood and Britain as well as films outside the mainstream from a variety of other nations
- opportunities to plan and make film sequences or write screenplays as well as create a range of other film-related material like web pages, magazine covers and articles and film posters
- assessment through two externally assessed examinations (70%) and of internally assessed coursework (30%)

(Please note that Media and Film cannot be taken together at GCSE level)

GEOGRAPHY (Edexcel)

The Geography GCSE course looks at the big issues that are facing people in all parts of the world today and asks how they might affect pupils as citizens of tomorrow's world. The course integrates cross curricular links from many other subjects and informs students about key aspects of physical geography and important issues relating to humans and their use of the world in the 21st century. It lets students consider available management options for the issues in terms of ethics, economics and politics so that they will be valuable employees and citizens of the world.

Work is practical, fun, investigative and discussion-based with a significant element based on skills development and decision making. The new course has 3 units. Pupils will investigate the following topics:

- **Unit 1: Global Geographical Issues**
 - **Hazardous Earth**
 - **Development Dynamics**
 - **Challenges of an Urbanising World.**
- **Unit 2 UK Geographical Issues and People (including fieldwork)**
 - **UK's Evolving Landscape**
 - **UK's Evolving Human Landscape**
- **Unit 3 Environmental Issues (including decision making)**
 - **People and the Biosphere**
 - **Forests Under Threat**
 - **Consuming Energy Resources**

100% of final marks are based on three examinations at the end of Year 11 (multiple choice/ short/medium answers only) with marks also awarded for spelling, punctuation and grammar.

Pupils will complete fieldwork investigations and write ups in at least two topics of the course throughout both Years 10 and 11, but there will be no externally assessed coursework. Pupils will also be required to take part in a number of day fieldtrips as

well as a residential fieldtrip that will provide real life experiences that are invaluable in helping students produce excellent exam results.

Compulsory fieldtrips will be local, however optional UK residential and, possibly, foreign fieldwork trips will be offered. Fieldwork knowledge and skills will be tested in Exam 2. Decision making skills will be tested in Exam 3.

GRAPHIC COMMUNICATION (AQA)

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. This exciting course covers clearly communicated messages which guide, educate, inform, direct, influence, persuade and entertain us in our everyday lives and aims to develop and encourage imaginative and creative designers. Students are given the opportunity to experiment with a wide range of media from handmade processes such as printmaking, collage, drawing and painting to digital media and software such as Adobe Illustrator.

The course is comprised of two components and students are required to work in one or more areas of graphics communication in each, for example, communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app and game), multi-media, signage.

Component 1: Portfolio; 60% of the final GCSE grade

1. A portfolio of work that shows coverage of four assessment objectives including a sustained project.

2. A selection of further work resulting from activities skills-based workshops; mini projects; responses to gallery, museum visits; and independent study. This work is developed during lessons and homework tasks, and there is no time limit set.

Component 2: Externally set assignment
40% of the final grade

Students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four assessment objectives again. There is preparatory period and during these lessons students will research, experiment and develop their ideas for the final outcome which will be produced in the 10 hour examination and is worth 40% of the final grade.

The Graphics course requires pupils to combine both academic and practical skills in order to solve the problems inherent in any design brief. Students will explore typography, illustration, digital and/or analogue photography, hand rendered working methods and digital working methods such as Adobe Illustrator, Photoshop and other software. They will learn about contextual studies and produce written and visual research looking at designers, artists and craftspeople. To develop their knowledge students will be offered the opportunity to take part in trips and visits to exhibitions and galleries and locations to inspire their design. We also encourage students to enter design competitions and to exhibit their work in school exhibitions and installations.

Students who have studied GCSE Graphic Communication can progress onto A Level Graphic Communication or Photography and may graduate to consider careers in the design industries.

HISTORY (Edexcel)

The course covers the following areas:

- British Thematic Study with Historic Environment:
Warfare & British society c. 1250 to present with London & the Second World War 1939-45
- Period Study & British Depth Study: The Cold War 1941-91 and The reigns of King Richard I and King John, 1189-1216

- Modern Depth Study: Weimar & Nazi Germany 1918-39

These three units are externally examined in three papers lasting between 75 - 105 minutes. They account for 100% final marks. There is no coursework unit.

Pupils need to master recall of factual material, demonstrate strong writing skills, and an ability to analyse historical sources to detect bias and usefulness. None of these skills will be new; all have been introduced progressively since Year 7. All pupils entered for the examination take the same papers.

The course gives pupils an awareness of current issues affecting the world today. The skills developed in areas such as analysis and communication are of benefit in a wide range of occupations in later life; the pupil will leave the course a more informed citizen.

IT (Information Technologies) **Cambridge Nationals - IT** **(OCR)**

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. Cambridge National in Information Technologies improves students' knowledge of the digital environment and their confidence with IT. They learn about data management issues and develop practical skills by planning and creating an integrated technological solution to communicate information. The course is split into two units:

R012: Understanding tools, techniques, methods and processes for technological solutions

Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

R013: Developing technological solutions

Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

Students will be assessed by one written examination and a Centre-assessed task:

R012: Understanding tools, techniques, methods and processes for technological solutions

- 1 hour 45 minutes written examination
- 80 marks (120 UMS)
- OCR-set and marked

R013: Developing technological solutions

- Approximately 20 hours
- 80 marks (120 UMS)
- An assignment set by OCR, marked by teachers and moderated by OCR

This course leads to a GCSE equivalent qualification.

Certification Grades	GCSE Equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

Please seek out one of the Computing/ICT teachers during Year 9 parents evening to discuss this exciting course as one of your options.

This is a dynamic, exciting and engaging subject that explores the historical and social significance of mass communication industries. Television, radio, newspapers, magazines and films are now taken for granted as major sources of information and entertainment in modern society and this subject encourages pupils to develop a critical understanding of the media. Pupils study behind-the-scenes techniques, as well as how the media are financed and regulated.

Topics of study will include:

- media language and news (newspapers/current affairs)
- representation (advertising, video games, magazines, music videos)
- television genres (crime drama or sit-com)
- film marketing (including film posters, trailers, online and social media)

It must be emphasised that the course is of a more academic and analytical nature than a practical one. To that end, pupils are required to respond by traditional essay writing as well as practical work. The course is suitable for pupils with a sense of creativity, imagination, enthusiasm and a keen desire to ask questions about the role the media plays in our lives.

All pupils are encouraged to acquire some media production skills, including graphic design (using software such as Photoshop) and photography. Pupils should note that video work is not usually available at this level.

The syllabus is assessed by the submission of 30% coursework (written assignments and practical projects completed during the course) and 70% by final examination.

(Please note that Media and Film cannot be taken together at GCSE level)

MODERN FOREIGN LANGUAGES

(AQA)

Learning to master a modern foreign language makes you stand out from the crowd. It enhances your powers of analysis and problem-solving, as you work out the meaning of new texts and apply grammar rules to express your opinions. It enhances your understanding of the world, because you learn about life in and the culture of another country. It increases your employability, because you can speak to potential business partners in their own language. These are just three reasons why so many boys choose to carry forward their French, German or Spanish to GCSE level and beyond.

French, German or Spanish

These GCSE courses are assessed by examination at the end of the two-year course, with the four skills of listening, speaking, reading and writing having equal weighting of 25% each.

The three themes in the course are as follows:

1. Identity and culture;
2. Local, national, international and global areas of interest;
3. Current and future study and employment.

Within these overarching themes, pupils will study a diverse range of topics, such as the use of social media, issues of poverty and homelessness, career choices and ambitions and the customs of the countries concerned. Pupils will develop their linguistic competence in the four key skills of listening, reading, speaking and writing, will build on the already substantial grammar base acquired during key stage three and will expand their vocabulary dramatically. Pupils will debate sophisticated issues and will express complex opinions in a foreign language.

To further enhance their language skills and cultural awareness, pupils will have the opportunity to participate in a variety of extra-curricular activities, including study

visits to the target language countries, cinema trips and seminars.

Continue with your MFL at Langley, and in a few years' time you could be working in graphic design in Berlin, speaking French whilst volunteering in West Africa or talking to locals whilst trekking across the Andes.

Please note that each language is only available for pupils who have studied it at KS3. Pupils may study more than one language if they wish, as long as both were studied at KS3.

MUSIC

(EdExcel)

This course is suitable for anyone hoping to pursue a career directly involved in music as well as those who have an interest in the practical and creative side of the subject. Students will listen to a wide variety of musical styles and genres and use Logic and Sibelius software for creative tasks and coursework.

The course provides pupils with innovation, variety and depth.

Assessment Structure

There are three components that make up the specification:

1. Performing Music (Solo/Ensemble on an Instrument or Voice) (30%)
2. Composing Music (30%)
3. Exam (Written and Listening) (40%)

Instrumental/Vocal Lessons

As the course stipulates that students must perform to at least the equivalent of Grade 3 standard **by the end of the course**, it is essential that all students undertaking this course should be engaged in lessons on an instrument or voice throughout the course in Year 10 and 11, either in or out of school. Most students who opt for this subject are already proficient on an instrument/voice but it is possible for dedicated students to commence lessons at the beginning of Year 10.

Extra-Curricular Music

The school offers a varied and high quality programme of extra-curricular activities. It is expected as an essential part of the course that pupils take part in at least one of these activities.

What Next?

Pupils can continue to study AS and A2 Music or/and Music Technology. GCSE Music is an essential requirement for those wishing to study either of these subjects post-16.

PHOTOGRAPHY (AQA)

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students are given the opportunity to experiment with various media and to demonstrate their ability to use photographic techniques and processes such as: film and the use of enlargers and chemicals appropriate to darkroom practices, digital processes, digital media and programs such as Adobe Photoshop and 'Lightroom' as well as experimental processes. Students have access to our dark room and the photography studio includes backdrops and lighting for studio based work.

The course is comprised of two components and students are required to work in one or more photographic genres in each, for example, portraiture, location photography, studio photography, experimental imagery documentary photography, photo-journalism, fashion photography.

Component 1: Portfolio; 60% of the final GCSE grade

1. A portfolio of work that shows coverage of four assessment objectives including a sustained project.
2. A selection of further work resulting from activities skills-based workshops; mini projects; responses to gallery, museum

visits; and independent study. This work is developed during lessons and homework tasks, and there is no time limit set.

Component 2: Externally set assignment
40% of the final grade

Students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four assessment objectives again. There is a preparatory period and during these lessons students will research, experiment and develop their ideas for the final outcome which will be produced in the 10 hour examination and is worth 40% of the final grade.

The course requires a creative approach and mind and willingness to experiment through photography and other media. Gallery visits to relevant exhibitions are part of the research process and are made for each of the projects explored. We will run trips and visits to support research. The students will exhibit their work in the department and in school exhibitions. We also encourage students to enter design competitions and to gain WEX where possible. It is necessary that students should have their own camera, preferably a manual SLR and a digital camera, with the option of a DSLR.

Students who have studied GCSE Photography can progress onto A Level Photography or Graphic Communication and may graduate to consider careers in the design industries.

PHYSICAL EDUCATION (Edexcel)

The largely practical based GCSE PE course is ideally suited to the sporting enthusiast. The practical component is worth 40% of the total marks and therefore keen sportsmen, who play at least one sport regularly, can pick up a large proportion of their overall marks whilst playing sport. Students will also gain insight into how sport science can impact their own and others' performance.

Practical component –

The practical component of the course is worth 40% of the total marks and includes two non-examination assessed units.

- Practical Performance (30% of the qualification)
 - Pupils are assessed as a practical performer in three sports which must include at least one individual and one team activity.
- Personal Exercise Programme (PEP) (10% of the qualification)
 - Pupils design, implement and evaluate their own training programme to develop an area of fitness they have identified as a weakness.

When combined with the two core games lessons the Physical Education GCSE gives pupils the chance to study sport for five hours per week – with three lessons devoted to practical performance.

In these lessons the pupils cover the more traditional Langley sports including Rugby, Hockey, Cricket and Softball as well as a variety of new sports such as Badminton and Volleyball. All of the sports taught will include fixtures against other schools so that students can be assessed in meaningful competition.

As part of the practical element of the course the boys are also given the opportunity to go on the Outdoor Pursuits Trip in Year 10 where they learn about and are assessed in adventurous sports such as Rock Climbing and Road Cycling.

Theory component –

The theory component of the course is worth 60% of the marks and is assessed through two written examinations at the end of the course.

- Fitness and Body Systems 36% of the qualification 1hr 45mins
 - Topic 1: Applied anatomy and physiology
 - Topic 2: Movement analysis
 - Topic 3: Physical training
 - Topic 4: Use of data
- Health and Performance 24% of the qualification 1h 15mins

- Topic 1: Fitness and Body Systems
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Whilst studying these units pupils will learn about the scientific factors that underpin elite sports performance, as well as gain the knowledge, understanding, skills and values they need to be able to develop their own performance in sport.

In general terms the course is attractive to both the academically inclined and sporting enthusiast.

RELIGIOUS STUDIES (AQA)

To study this course, students do not need to be religious, just have an inquiring mind. They will develop knowledge, skills and understanding of society by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; expressing their personal responses and insights on key questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Students will learn a lot about themselves, their attitudes towards others and the world around them.

The course is divided into two units with both examinations being taken at the end of Year 11.

Unit 1: Beliefs and practices

Study of the beliefs and practices of two religions (Christianity and Islam)

Unit 2: Thematic Studies

- Relationships and families
- Matters of Life and Death
- Philosophy
- War, peace and conflict
- Crime and punishment
- Human rights and social justice.

Students will have an opportunity to go on a number of educational visits to improve their subject knowledge. In the past these have included Rome and Auschwitz.

SCIENCE

(AQA)

Triple Science

Students choosing this option will have an extra 3 hours of Science lessons a week. The students will study the compulsory Combined Science GCSE course with additional extension topics. Choosing this option results in three GCSE qualifications; one in each of the Sciences.

This course begins to close the gap between GCSE and A Level Sciences. Triple Science provides the strongest possible foundation for boys thinking about taking A Level Sciences and embarking on careers in areas such as Medicine, Dentistry, Science or Advanced Engineering.

The course gives students the opportunity to gain a good understanding across a broad range of rich and relevant topics. In Biology topics include: human biology, organisms, evolution and the environment. In Chemistry students will study the nature of substances and how they react together, how our knowledge of Chemistry is used in business and industry and how our use of raw materials as fuels and in manufacturing can affect the local and global environment. In Physics students will learn about the use and transfer of energy, waves, radiation and space and the application of physics.

Examinations account for 100% of the final marks with 15% of the marks assessing knowledge and understanding of experiments carried out in lessons over the two years.

CHOOSING YOUR SUBJECTS

The optional subjects

Enter your option choices in the appropriate boxes.

These should be written down **IN ORDER OF PREFERENCE**.

We will make every effort to meet your choices, but there may be circumstances when this will not be possible, due to the number of teaching groups, which in turn depends on the availability of members of staff.

“The school reserves the right to exercise its professional judgement when coming to a final decision as to which subjects are to be studied and the level at which they are studied.”

Advice and Deadlines

Tutors will discuss these choices with their tutees during PSHCE lessons. When making the option choices, you should bear the following in mind:

All students in sets 1, 2 or 3 in both Humanities and Languages should opt for at least one of Geography or History and at least one Language.

The deadline for submitting your Option choices is:

Monday 25th March 2019

Subject teachers will give information to boys in the weeks before and after Half Term. Boys may obtain specific advice on their suitability for a course during these times. Information on courses which are new to the boys, is given at special assemblies, by Heads of Department during January and February.

The Head of Year 9, Mr. L Game, and the Assistant Head of Year 9, Miss S Asuquo, are both available for consultation.

Pupils should discuss their choice of subjects thoroughly with their parents/carers before coming to any decision.

Parents/Carers are asked to countersign the 'Options Form', which accompanies this booklet.

An online copy of this booklet is available on the school website. Spare copies of the options form will be available from your son's form tutor.

HOW TO COMPLETE THE YEAR 9 OPTIONS BOOKLET 2019

All students in sets 1, 2 or 3 in both Humanities and Languages should opt for at least one of Geography or History and at least one Language.

EXAMPLES

The options choices that you make must be from Section B of the Options Booklet.

You must pick subjects in order of preference.

Subjects 5 and 6 are the reserve choices.

Please note that Film Studies and Media Studies cannot both be taken at GCSE.

EXAMPLE ONE

A pupil whose choices qualify for the English Baccalaureate

PREF.	SUBJECT
1	HISTORY or GEOGRAPHY
2	FRENCH or GERMAN or SPANISH
3	MUSIC
4	GRAPHICS
5	PHYSICAL EDUCATION
6	DRAMA and THEATRE ARTS

To count for the 'English Baccalaureate' a pupil must qualify (grade 9-5) in: English, Mathematics, Science (Combined or Triple), a Foreign Language and Geography or History.

Whatever is chosen in rows 3-6 would not affect this.

We would like to promote the '**Langley Baccalaureate**'. This would include English, Maths, Combined (or Triple) Science, a Modern Foreign Language, History or Geography, but would also include a sporting, creative or artistic subject as well.

- A pupil can choose History AND Geography if he wishes (each entered in separate rows above).
- A pupil can choose more than one Foreign Language if he wishes (each entered in separate rows above), as long as both languages have been studied at Key Stage Three.

EXAMPLE TWO

A pupil who studies Triple Science

PREF.	SUBJECT
1	TRIPLE SCIENCE
2	ART
3	GERMAN
4	GEOGRAPHY
5	DESIGN & TECHNOLOGY
6	FILM

This pupil is studying triple Science: Compulsory Science + Science Option. He chooses three other subjects.

This pupil has chosen Art as one of these three other subjects.

THE OPTIONS FORM

This form must be returned to your Form Tutor by **Monday 25th March 2019**

NAME OF PUPIL _____ **TUTOR GROUP 9** _____
(Block Capitals)

- 1) You must make your option choices from the list below.
- 2) **You must pick subjects in order of preference.**
- 3) In all cases the last 2 options will be treated as reserves.

Art	History
Computing GCSE	ICT – Cambridge National
Dance	Media Studies
Design And Technology	Music
Drama And Theatre Arts	Photography
Film Studies	Physical Education – GCSE
French	Religious Studies
Geography	Spanish
German	Triple Science
Graphics	

PREF.	SUBJECT
1	
2	
3	
4	
5	
6	

Signature of Pupil: _____ **Date:** _____

Parent / Guardian: _____ **Date** _____

Form Tutor: _____ **Date:** _____

