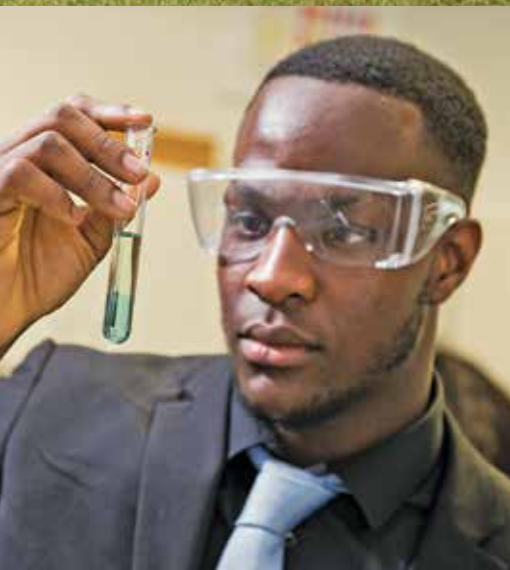




# LANGLEY PARK SCHOOL FOR BOYS CO-EDUCATIONAL SIXTH FORM



Educating the whole child.  
Ambitious for every child.



## SIXTH FORM PROSPECTUS AND GUIDE TO COURSES 2025

# WELCOME TO LANGLEY PARK SCHOOL FOR BOYS

December 2024

Dear Families,



I am delighted to have the opportunity to write to you as the Headteacher of Langley Park School for Boys and welcome another potential cohort of students into our wonderful Sixth Form. We are very proud of the co-educational Sixth Form at the school which currently has around 650 students on roll, taking advantage of the excellent range of courses on offer and the superb range of facilities in which we deliver them. The vast majority of our students go on to university once they have completed their A Levels and we also provide ample support for students who may wish to move into apprenticeships or employment after their post 16 studies. Our values; Educating the whole child. Ambitious for every child, are central to our Sixth Form and we are incredibly proud that so many students select LPSB as their school of choice for the next stage in their educational journey.

The Sixth Form is a vibrant community and students perform well academically, achieving strong examination results. Students' progress is rigorously tracked, and individual support is provided for anyone who needs it. The school has excellent teaching staff who are always prepared to go the extra mile for the benefit of the students. Our pastoral system is well-developed and ensures all our students feel safe, secure and happy during their time with us. Relationships between staff and students are extremely positive and form the bedrock of our success.

We support our academic excellence with a wide range of extra-curricular activities and opportunities which enable students to develop their interests and skills, including those of leadership. Our students frequently achieve national distinction in Sport, Music, Drama and Art, and we also offer an excellent programme of opportunities outside the classroom, including the Duke of Edinburgh Award. Many students in the Sixth Form take on leadership roles in our clubs and societies, allowing them to develop their interests and take on new challenges.

The Sixth Form Students are fully integrated into the main school, and act as mentors and role models to younger pupils of which we are very proud.

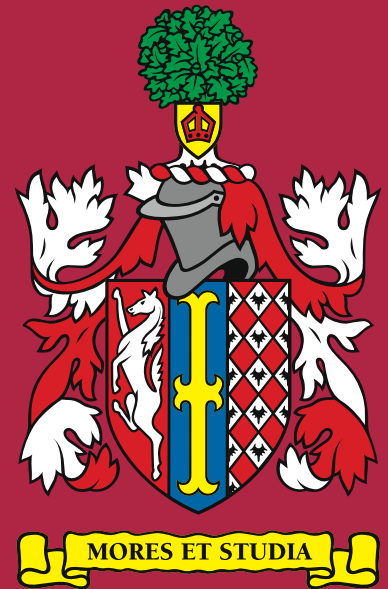
Our continued aim is to continue drive up standards even further in the coming years. I welcome you and commend our Sixth Form experience to you.

Yours sincerely

A handwritten signature in dark ink, which appears to read 'S Munday'. The signature is fluid and cursive.

Suzanne Munday  
Headteacher

<b>LPSB Co-Educational Sixth Form</b>	<b>4</b>
<b>Teaching and the wider Curriculum in the Sixth Form</b>	<b>7</b>
<b>The Sixth Form Curriculum</b>	<b>8</b>
<b>Extra-Curricular Activities</b>	<b>11</b>
<b>Enrichment Opportunities</b>	<b>11</b>
<b>Sport in the Sixth Form</b>	<b>12</b>
<b>Music in the Sixth Form</b>	<b>14</b>
<b>Drama and Dance in the Sixth Form</b>	<b>16</b>
<b>Expectations in the Sixth Form</b>	<b>18</b>
<b>A Level Study</b>	<b>19</b>
<b>The Application and Admissions Process</b>	<b>20</b>
<b>Guide to Courses</b>	<b>22</b>
<b>A Level Subjects</b>	<b>23</b>
<b>Pearson BTECs</b>	<b>53</b>
Pearson Level 3 BTEC Business	53
Pearson Level 3 BTEC Sport	53
Pearson Level 3 AAQ BTEC National in Information Technology (Extended Certificate)	54
<b>GCSE Re-Takes</b>	<b>55</b>
English	55
Mathematics	55
<b>Supplementary Enrichment Programmes</b>	<b>56</b>
Duke of Edinburgh's Award Scheme	56
<b>Examination Results 2024</b>	<b>57</b>
<b>Student Comments</b>	<b>58</b>





Thank you for your interest in Langley Park School for Boys Co-Educational Sixth Form.

Our Sixth Form has a strong tradition of academic success and pastoral care. In 2024 our students achieved excellent A Level results with 55% A\*-B and 26% at A\*-A. Our Sixth Form is a vibrant, happy, and purposeful environment where students are encouraged and supported to flourish in all that they do, both in the classroom and beyond.

We work closely with students to support them at this crucial time in their education, providing guidance, support and advice. Each student has a Sixth Form Tutor who takes care of their pastoral wellbeing, along with Subject Teachers who work closely with them to ensure they achieve their potential. We take pride in the friendly, warm and welcoming culture in the Sixth Form, where every student is valued for the unique contribution they can make to our community.

We offer students outstanding facilities in our state of the art buildings. The school was designed with the Sixth Form at its heart, with four Independent Learning Areas for Sixth Form students, a Sixth Form Study Centre, Cafeteria and a Library. We also have a 500 seat West-End standard Performance Hall, Sports Centre, ICT suites, Photography dark room, recording studios and many other facilities to enhance students' learning.

Students have the opportunity to study a wide range of courses and enjoy outstanding learning experiences. There is a strong partnership between staff and students in the Sixth Form and lessons are characterised by a happy and purposeful environment. Our regular Assessment Weeks and Progress Review Meetings ensure that students' progress is monitored closely. Students are also given Progress Flight Paths to encourage them to take







ownership of their own learning and progress. Independent Study is promoted from the start of the A Level course through our Bridging Units which support students as they make the transition from GCSE to A Level.

We run a successful UCAS programme each year with tailored guidance for our students, including a UCAS Day with Personal Statement Workshop and a UCAS Information Evening for parents. Over 80% of our students go on to university each year, with 49% of these securing places at Russell Group universities – the most prestigious in the country. We currently have LPSB Sixth Form alumni studying at Oxford, Cambridge, Yale, Imperial College London and many other institutions both in this country and overseas. For our students who wish to apply to the top universities, we run CORGI – our Cambridge, Oxford and Russell Group Initiative. This is an exciting programme which begins in Year 12 to inspire and motivate our most academically gifted students.

Students in our Sixth Form enjoy many privileges and are regarded as young adults. We encourage them to take part in our Sixth Form Council, liaising with members of the Leadership Group about key issues. We have a strong team of 100 Senior Prefects and these are led by our School Captains and their Vice Captains who take the lead at key school events, developing their organisational, personal and leadership skills.

The Sixth Form is an exciting, dynamic and happy community where our young people thrive and go on to great success. We hope you will choose to join us.





# LANGLEY PARK SCHOOL FOR BOYS



*Our state of the art, £38 million buildings were officially opened by HRH Prince Edward in 2014*



*The new school is a university-style learning environment with the Sixth Form at its heart*

# TEACHING AND THE WIDER CURRICULUM IN THE SIXTH FORM



Teaching in the Sixth Form is very strong. The high quality of students' written work reflects their commitment to their studies. There are many different courses available in the Sixth Form curriculum and this is continuously reviewed to ensure that the available programmes of study effectively meet the needs of all students.

Students' progress is carefully tracked and individual support provided for anyone that needs it. As a result more students than the national average go on to higher education or apprenticeships when they leave school.

Sixth Form students are excellent role models for younger students in the school because of their excellent behaviour and attitudes. Students feel that they are respected as young adults. They show a great sense of responsibility and can make a real contribution to the way the school is run. They feel very safe in the school.

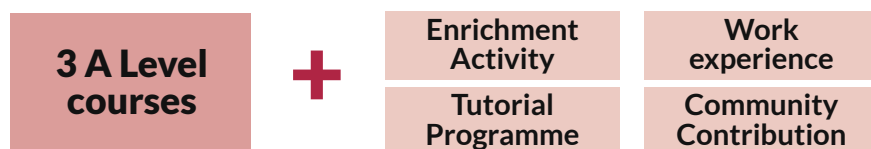
To fulfil the wider curriculum students in the Sixth Form have access to a wide ranging and exciting enrichment programme. Opportunities to participate in sport and the arts enable them to learn new skills and develop their own interests further.







All Year 12 students will follow a programme of:



## CHOOSING A LEVEL COURSES

We offer a diverse range of A Level courses at LPSB Sixth Form. When choosing which courses to study, it is important to consider the following:

- Which subjects do you enjoy learning?**  
 It is vital that you enjoy the subjects you choose at A Level. The academic demands of A Level study are great and students must be motivated and ready to excel from the start of the course. Make sure that you have researched the course content thoroughly, particularly for new courses.
- Which subjects are your strengths?**  
 You must choose subjects where you have a proven track record of success. If you are considering a new subject, then you should have success in related or similar subjects at GCSE. It is important to consider which subjects you think you will achieve high grades in. Low grades are as much a barrier to entry to university or your chosen career as choosing unsuitable subjects for your chosen route can be.
- What are your predicted GCSE grades?**  
 All A Level courses have entry criteria which must be met in order to be enrolled. Please check that you are likely to meet the GCSE entry criteria for the courses you wish to follow; these can be found at the top of each subject specific page.
- What are the 'facilitating subjects' and should you study them?**  
 Some university courses may require you to have studied a specific subject prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are sometimes referred to as facilitating subjects. Although they may not be specified as required subjects, many successful applicants to the top universities do have A Level qualifications in at least two of the facilitating subjects. Subjects that can be viewed as facilitating subjects are:
  - Mathematics and Further Mathematics
  - English Literature
  - Physics
  - Biology
  - Chemistry
  - Geography
  - History
  - Languages (Classical and Modern)
 Although choosing the right subjects to study is an important first step towards university, it doesn't guarantee you a place on your chosen course. Entry to Russell Group universities, in particular, can be highly competitive. Your exam results are vitally important. You may also wish to read the Russell Group 'Informed Choices' booklet which is available online and gives further information about the subjects preferred by the top universities.
- Which subjects are required for the career or degree you wish to follow?**  
 It is important to research the requirements for different careers and degree courses before making your decision. Some courses have subject specific requirements, for example:
  - If you want to study Medicine, Dentistry or Veterinary Science, you will need to take Biology and at least one other science at A Level. Some universities also require Mathematics.



- If you want to study Engineering or Computer Science, you are likely to need both Mathematics and Physics at A Level.
- If you would like to study Architecture, most universities prefer you to have a Visual Art or Design subject, and either Mathematics or Physics.
- If you would like to study Art, or Music, or Geography, universities will often require you have taken these subjects at A Level.
- If you want to study Mathematics, some universities prefer you to have studied both Mathematics and Further Mathematics.

Use the UCAS Course Search facility to identify which university courses require which A Levels, and talk to your teachers in school to gain advice about different career pathways.

#### • What if you don't know what you would like to do after Sixth Form?

If you don't yet know what you'll want to study at university, there are some subjects which will keep your degree options open until you decide which course to take, such as the facilitating subjects listed above. Please do not feel pressured into taking a subject that you do not feel confident about or in which you have no real interest. Choosing a broad balance of subjects that reflect your abilities, strengths and interests is a good place to start. Talk to your teachers if you require further advice.

Advice and guidance will also be available at our Sixth Form Open Evenings from Heads of Department and members of the Sixth Form Team.

## WIDER CURRICULUM

In addition to their A Level study, every student will be expected to be involved in a weekly enrichment activity, to participate in our tutorial programme through their tutor group, to complete a period of work experience and to make a contribution to the local community.

These aspects of Sixth Form life are vital to ensure that every student gains a range of experiences that they can take forward to university life or to employment. These contributions also help to make our students the well-rounded and responsible young people that they are.

## SUPPORT AND GUIDANCE

A supportive pastoral system is in place in the Sixth Form to provide students with the care and guidance that they require during their time with us. We pride ourselves on the support offered to students in both their academic and social development. The Form Tutor plays a major role in the pastoral welfare of students, liaising with parents and Subject Teachers to ensure that students are happy and making good progress.

## ACADEMIC SUPPORT

Our half-termly Sixth Form Assessment Weeks give us the opportunity to regularly assess students' progress and to provide additional support where necessary. This progress is regularly monitored and tracked against students' Minimum Target Grades. We also run regular Progress Review Meetings with students to set targets and monitor achievement; these are conducted by the Tutor, Head of Year and Director of Sixth Form.

## CAREERS ADVICE

Our brand-new Careers Hub opened in September 2023 and is open every day from 08:00 until 16:00 where students can access information to support their future pathways. Resources are available, and include University and College prospectuses, apprenticeship information and industry-related leaflets. Careers information advice is offered to all students as well as personal support. The Careers Hub also offers regular opportunities to engage with employers and to attend careers-related workshops.



# THE SIXTH FORM CURRICULUM



## UCAS SUPPORT

There is a comprehensive guidance programme throughout Year 12 and 13 to prepare students who wish to apply to university. Our tutorial programme encourages students to complete extensive research into university courses and their entry requirements. We run an intensive UCAS Day with a Personal Statement Workshop and hold a UCAS Information Evening for parents, when an Admissions Tutor delivers a presentation about the university application process.

## CORGI PROGRAMME

For our students who wish to apply to the top universities, we run CORGI – our Cambridge, Oxford and Russell Group Initiative. This is an exciting programme which begins in Year 12 to inspire and motivate our most academically gifted students. There are workshops, a CORGI handbook and opportunities to attend academic lectures and take part in visits to both Oxford and Cambridge Universities. Our students also take part in workshops and mock interviews to prepare them for the rigours of applications to the top universities.

## PARENTS' MEETINGS/EVENINGS

Year 12 parents are invited to our Sixth Form Parents' Welcome Evening at the start of the Autumn Term. This is an opportunity to gain information about the way the Sixth Form works and to ask any questions you may have. It is also a chance for parents to meet their son or daughter's Form Tutor and to talk to other parents.

In addition to this, Year 12 have one parents' meeting in the first year and Year 13 students have two to monitor student academic progress.

## SCHOOL COUNSELLOR

We have a full-time counsellor in school who works closely with Sixth Form students to support them if they have emotional or pastoral difficulties. We also have visits from local healthcare professionals who provide advice and guidance to Sixth Form students.

## SIXTH FORM BURSARY

We invite any students who are experiencing financial hardship to apply for our 16-19 Bursary Fund. This provides students with financial support for their studies.



New York Media Trip 2024



# EXTRA-CURRICULAR OPPORTUNITIES

Our extra-curricular programme is second to none, with outstanding opportunities in Sport, Performing Arts and Outdoor Education, as well as regular educational visits in this country and beyond. Recent cultural visits to Vienna, New York and Paris, along with sports tours to Antigua and South Africa have been enriching and exciting for many of our students.

## SIXTH FORM ENRICHMENT AND EXTRA-CURRICULAR OPPORTUNITIES

All Year 12 and Year 13 students follow an Enrichment activity every Wednesday afternoon. These are designed to enhance and enrich the experience of students in the Sixth Form. Many students undertake an enrichment activity in school, while others choose to complete voluntary work in the local community.

Our exciting range of Sixth Form Enrichment opportunities this year includes the following activities. A similar range is likely to be offered in 2025:

### Sport

Rugby  
Hockey  
Netball  
Football  
Basketball  
LP Gym  
Racquet sports  
Table tennis

### Performing and Creative Arts

Technical Theatre  
Dance  
Fringe Theatre Group  
Creative Writing  
Home products /  
Jewellery Design

### School and Community

Sixth Form Yearbook  
and Ball Committee  
Introduction to  
Counselling  
FilmBox  
Duke of Edinburgh's  
Award Scheme  
LPSB Think Tank

## FILMBOX

We are very lucky to have a Sixth-Form led, community pop-up cinema at LPSB. FILMBOX Community Cinema is the School's own national award-winning 'pop-up' cinema. A 'not-for-profit' community venture, it is run with the help of our Sixth Form student volunteers and now presents a very popular and successful fortnightly film programme - [www.langleyfilmbox.com](http://www.langleyfilmbox.com). We have a choice of two cinema spaces (one seating 90 and the other 400+) and a cafe. The cinema thrives on support from students who can use it as a 'live' business project which affords them an opportunity to develop a range of useful skills by working side by side with adults, serving members of the local community. Students can also develop their film journalism skills and contribute to the FILMBOX student blog, Langley FILMREEL.

## DUKE OF EDINBURGH'S AWARD SCHEME

We offer all students the opportunity to complete the Duke of Edinburgh's Silver Award. Students do not need to have completed the Bronze Award. Students achieve the Silver Award by completing a personal programme of activities in four sections – Volunteering, Physical, Skills and an Expedition. Students will find themselves helping people or the community, getting fitter, developing skills then planning and completing a challenging expedition in the Peak District. The commitment and challenge of the Duke of Edinburgh's Award is nationally recognised and is highly regarded by employers. The award helps students to develop self-confidence, independence, responsibility, time management and problem solving skills, as well as the ability to work collaboratively and to motivate oneself and others.





# SPORT IN THE SIXTH FORM



## COMPETITIVE SPORTS

- Rugby (Boys and Girls)
- Hockey (Boys and Girls)
- Cricket
- Football
- Basketball
- Netball
- Tennis
- Cross Country
- Volleyball



The school offers a wide range of sports and other physical activities and many of our students choose to participate in one or more of them. Our major sports of Rugby, Hockey, Cricket and Netball are by far the most popular and the sports that we are most competitive in. Our fixture list (both Wednesdays and Saturdays) includes the region's best schools and therefore participation in these sports requires a full commitment to training and match play. However, some students take part for exercise and enjoyment alone which can be catered for during the enrichment activities.

Team sports at Langley Park are actively supported and successful with the 1st team representatives given the opportunity to play in front of sizable crowds in our big midweek evening fixtures. Many of our sportsmen and



The cricket team on tour in Barbados 2024





women have represented Kent in a variety of sports and in recent years we have had national representatives in rugby, hockey, cricket, squash, basketball, tennis and athletics. We also take part in County and National competitions in all sports with much success. In the past we have been National Schools Hockey Cup winners once and runners up three times, National Rugby Vase winners twice, and Kent cup and league winners for cricket. The department organises sports tours biannually with Hockey and Rugby touring in the even years and cricket in the odd ones. Recent destinations have included Australia, Malaysia, Brazil and Argentina for Hockey, South Africa for Rugby and Barbados for Cricket.

The school now boasts some of the best facilities available. A large sports hall, fitness suite and dance studio make up the indoor facilities and numerous sports fields (including a senior rugby 'show' pitch) and a tiger turf evolution hockey pitch complete the outdoor facilities. Cricket is played at a local cricket club on what is regarded by many as an excellent pitch.

### **Langley Park School for Boys Sporting Honours**

#### **Cricket**

Kent Cup winners 2016, 2021

Kent League winners 2014, 2016, 2019, 2021

National T20 Plate Winners 2024

#### **Hockey**

Kent Cup winners 2015, 2016, 2018, 2019, 2023, 2024

National Quarter-Finalists 2022, playing in the National Tier 1 league

Indoor Hockey - London Region Runners-up 2024

St. George's Hockey 6s Plate winner 2019

Frank Mason Tournament (U18 Kent Cup) winners 2024

#### **Rugby**

Kent Cup winner 2015

Kent Cup runners up 2016, 2017, 2022, 2023

Rugby 7s Kent Cup winners 2015, 2016, 2023

#### **Athletics**

National Finalists 2015 (5th)

Regional Finalists 2024

Bromley Champions 2014, 2015, 2016, 2017, 2018, 2019, 2022, 2023, 2024

X Country - National Finalists 2023, 2024

#### **Netball**

Kent Finalists 2021, 2024

#### **Other sports**

Basketball Kent Cup Winners 2022

Squash National Plate winners 2022, National Trophy 3rd place 2019

Swimming ESSA Team Relay Championships - National Finalists 2024



*The rugby team on tour in South Africa*





*A musician performs as part of our Summer Concert*



# MUSIC IN THE SIXTH FORM

A large number of musical activities are on offer to Sixth Form students as part of the extra-curricular timetable, and the Wednesday afternoon Sixth Form Programme provides some further opportunities for musical enrichment.

These activities are open to all students, regardless of whether or not they are taking Music or Music Technology as an A Level. Ensembles include:

- Choir
- Chamber Choir
- Breakfast Barbershop
- Langley Orchestra
- String Chamber Groups
- Dance Band
- Folk Ensemble
- House Band
- Sixth Form Girls Musical Theatre Group
- Saxplosion!

A wide variety of performing opportunities, both formal and informal, take place throughout the year, including an annual Carol Concert at St George's Church in Beckenham and a Music Festival week in March. Many of the concerts take place in our purpose-built Performance Hall. A variety of ensembles take part in our annual music tours with recent destinations including Lake Garda, Prague, Barcelona and The Netherlands.

In collaboration with the Drama and Dance departments, annual musicals take place in February. Recent performances have included Singin' in the Rain, Dirty Rotten Scoundrels, Les Misérables, The Producers and Beauty and the Beast. Instrumental and vocal tuition is offered to Sixth Form students, with lessons timetabled during study periods to avoid academic disruption. Sixth Form students also have access to the wide range of facilities on offer in the department that include four Mac teaching rooms, six music practice rooms and purpose-built recording studios.

The department prides itself on a high level of music making, and its leading ensembles have achieved success over recent years on a local and national level. The department also works closely both with the Bromley Youth Music Trust and our fellow primary schools within the Langley Park Learning Trust. A large percentage of our students studying Music or Music Technology in the Sixth Form go on to study the subject at a higher level at a variety of destinations which over the past few years have included the University of Oxford, Leeds College of Music, the BIMM Music Institute and the Guildhall School of Music and Drama. Many have gone on to pursue a career in varying fields of music with much success.



LPSB Music Tour – The Netherlands 2024



# DRAMA AND DANCE IN THE SIXTH FORM



The Drama department offers Sixth Form students many opportunities outside the curriculum. In the Performance Hall, the state of the art space and equipment is operated by students and staff for all productions, as well as Studio 609 for more intimate performances of the lower school and Sixth Form productions. Some Sixth Form Drama and Dance Ambassadors involve themselves in Key Stage 3 clubs as part of leadership development and take an active part in all roles during productions.

## Production Companies and Sixth Form Opportunities

- The Langley Shakespeare Company – previous upper school productions include *A Midsummer Night's Dream*, *Macbeth*, *Hamlet*, *Comedy of Errors*, *Twelfth Night* and *King Lear*.
- Langley Sixth Form Productions – opportunities to perform in exciting modern work and classic theatre. Previous productions include *One Flew over the Cuckoo's Nest*, 1984 and *Amadeus*.
- The 'Playground Theatre Company' – a student led enrichment fringe Theatre Company. Students are invited to make proposals for productions that are budgeted, written, directed and produced by the students themselves. Recent productions include *Chaos* by Laura Lomas, *Waiting For Godot* by Samuel Beckett, *Constellations* by Nick Payne, *Boys* by Ella Hickson, *The Effect* by Lucy Prebble, *Art* by Yasmina Reza and *A Night Out* by Harold Pinter.
- Whole school and upper school musical productions – open to all who wish to partake, with auditions for lead roles. Recent musicals include *Mack and Mabel*, *Beauty and the Beast*, *Les Miserables*, *Dirty Rotten Scoundrels*, *Singin' in The Rain* and *Chicago*.
- Ambassadorial Positions – upon application.
- Frantic Assembly, Splendid Productions and Berkoff Theatre Workshops for Sixth Form students.
- RADA tour for perspective students looking into going to drama school and RADA auditions workshop for students considering further education in Performing Arts, focusing on the rigorous process of audition technique.
- Lamda sessions for Years 7-13 to prepare for their Solo Acting Examinations.





Dance is a successful and well established department at LPSB. Last year, an enormous number of students were involved creatively – both on stage and behind the scenes. Through our Enrichment programme, performers are offered opportunities to develop a comprehensive range of different skills, such as directing, choreographing, technical design and stage management.

**Examples of Dance work recently include:**

- Workshops from visiting professional dance companies including James Cousins Dance company and ZooNation.
- Making Moves – a national dance project delivered by Sadler's Wells theatre, the UK's leading dance theatre, where a group of students perform at Sadler's Wells in the spring term.
- Annual dance show – every March a cast of over hundred students fill the performance hall with a variety of dance styles celebrating dance in all its forms in an action-packed, high-energy show.
- School Musical – the dance department is always involved in the whole school musical – recent productions include *Dirty Rotten Scoundrels*, *Les Misérables* and *Chicago*.
- Regular theatre trips including Matthew Bourne's *Edward Scissorhands*, Rambert dance company and ZooNation amongst others.
- Summer and Christmas Showcase – Students perform their own choreography and group pieces in this highlight of the school calendar.





# EXPECTATIONS IN THE SIXTH FORM



We have the highest expectations of every student who joins us in the Sixth Form. We expect our Sixth Form students to set the standard for the rest of the school and to act as role models for our younger students.

## ACADEMIC

Every student is asked to ensure that the work they produce is consistently at the highest standard. We believe in the Growth Mindset and as such, expect students to work hard every day to improve their performance.

## ATTENDANCE AND PUNCTUALITY

Every student is expected to arrive at school and to all lessons, registrations and tutor periods on time. We expect students to have an attendance rate of 95% or above.

## CONDUCT

Sixth Form students are expected to follow the school motto of the three Cs - Courtesy, Co-operation and Care – at all times.

## DRESS CODE

Our Sixth Form Students are role models for our school community and we expect them to dress suitably for a school learning environment so that the confidence and respect of pupils, staff, parents and visitors is maintained..

Students' clothing should include a combination of:

- Smart skirts or dresses (that sit just above the knee or longer)
- Tailored smart trousers
- Blouses or shirts
- Smart jumpers and cardigans
- Tailored jackets
- Business suits and ties
- Smart shoes



*Sixth Form mentors support lower school pupils in the Library*



# A LEVEL STUDY

## A LEVEL CURRICULUM

2025 is an exciting year to be embarking upon A Level courses with the new specifications in place. The aim is to make the content of A Level courses more modern, relevant and exciting for students and to better equip them for university study.

At LPSB Sixth Form, all students will study three A Level courses during their two years in the Sixth Form. Some students may be able to take an additional fourth A Level in Further Mathematics.

## STUDY FACILITIES

Students in our Sixth Form have the opportunity to work in one of our four dedicated Sixth Form Independent Learning areas, in our Library which is open until 5pm during term time in the run-up to examinations, or in our Sixth Form Study Centre.

Our Library has a wide selection of books and resource materials for students to access. We also have subscriptions to many publications including national newspapers in order to enable students to stay abreast of current issues in their subject and beyond. We have a well-stocked careers library with reference books and other guidance materials, along with prospectuses from a wide range of universities.

There are computers for Sixth Form use in our Library, as well as laptops which are available for students to borrow from the Library and Sixth Form Study Centre.

## SUITABILITY FOR THE SIXTH FORM

Our past experience indicates that GCSE results are a good indication of a student's suitability for A Level study. Prospective applicants are therefore strongly advised to consider their predicted grades before choosing a post-16 route.

In order to achieve entry into our Sixth Form, both internal and external students must meet the general entry requirements, which are:-

- Average point score of 5.0 across their best 8 GCSE's including at least a grade 4 in Maths & English
- The required entry criteria for each of the courses they wish to study in the Sixth Form. In most cases this will be at least a Grade 5.

\*Further details on the oversubscription criteria and the admissions policy can be found on the school website.



# THE APPLICATION AND ADMISSIONS PROCESS



## INTERNAL STUDENTS

Internal students receive guidance and information about the Sixth Form during assemblies and tutor time in the Autumn Term. Students are then invited to attend our Sixth Form Internal Open Evening which takes place in January. Students are given the opportunity to discuss their options with Subject Teachers, Form Tutors and members of the Sixth Form Team.

Students are asked to complete an online application form and to submit this by the deadline of Friday 28th February 2025.

Subject Teachers, Tutors and the Head of Year then assess each student's suitability for A Level study. This information is passed on to the Head of Year 12.

Internal students will then be invited to a meeting with a senior member of staff during the Spring Term to discuss their options.

## EXTERNAL STUDENTS

We welcome applications to the Sixth Form from male and female students from other schools.

External students and their parents/guardians are invited to attend our Sixth Form External Open Evening in January to hear information about the Sixth Form and the courses and opportunities on offer.

Students are asked to complete an online application form and to submit this by the deadline of Friday 28th February 2025.

Students who receive conditional offers will be invited to meet with a senior member of staff during the Summer Term. This is an opportunity to tour the school, visit departments and discuss A Level subject options and opportunities in the Sixth Form.

Please note that conditional offers are dependent upon a student achieving the GCSE grades required by our general entry criteria and the subject specific requirements of the courses they wish to study. Students who do not meet our entry requirements will not be granted admission to the Sixth Form.

*Please note that, while information contained in this booklet is correct at the time of publication, there may be changes in our arrangements from time to time. These will normally be notified to parents/guardians either by a circular or bulletin from the Headteacher.*



A Level NEA Geography field trip – Camber Sands 2024



Our Sixth Form Open Evening for  
Internal Students takes place on  
**Tuesday 14th January 2025**

Our Sixth Form Open Evening for  
External Students takes place on  
**Thursday 30th January 2025**

**Applications open on Friday 31st January 2025**

The deadline for applications to the Sixth Form is  
**Friday 28th February 2025**

*Please note that applications must be completed online  
through our school website*

Any problems with the application please contact  
Mrs Cross in the Sixth Form office at: [ccross@lpsb.org.uk](mailto:ccross@lpsb.org.uk)



HRH Prince Edward meets Senior Prefects as part of the official opening of the school in 2014



Our Guide to Courses contains details of the A Levels on offer at Langley Park School for Boys Co-Educational Sixth Form.

We are proud of the diverse curricular offer we have in the Sixth Form which reflects the wide range of interests and talents of the students who study with us.

The vast majority of our students study three A Level courses during their two years in the Sixth Form.

Each course description contains the following information:

- The recommended GCSE grades required for entry to the course.
- The member of staff to contact should you require further information.
- An overview of the course.
- The skills required to be successful.
- The methods of assessment.
- Possible progression routes.



## A LEVELS

Art & Design: Fine Art	24
Art & Design: Graphic Communication	25
Art & Design: Photography	26
Biology	27
Business	28
Chemistry	29
Computer Science	30
Dance	31
Design and Technology: Product Design and Engineering	32
Drama	33
Economics	34
English Language	35
English Literature	36
Film Studies	37
French	38
Geography	39
German	40
History	41
Mathematics	42
Mathematics: Further	43
Media Studies	44
Music	45
Music Technology	46
Physical Education	47
Physics	48
Politics	49
Psychology	50
Religious Studies	51
Sociology	52

## PEARSON BTECs

Pearson Level 3 BTEC Business	53
Pearson Level 3 BTEC Sport	54
Pearson Level 3 AAQ BTEC National in Information Technology (Extended Certificate)	54

## GCSE RE-TAKES

English	55
Mathematics	55

## SUPPLEMENTARY ENRICHMENT PROGRAMMES

Duke of Edinburgh's Award	56
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Page



GCSE Requirement: Grade 4 in Art and *at least* a Grade 4 in English

See Mrs J Smith for further information

## Description of the Course

Students will engage in a wide range of activities, taking influence from many different themes, topics and starting points, including several one-day study visits and an annual residential trip. Skills will be developed in the traditional studio practices such as drawing, painting, printing and 3D construction, as well as in some more experimental processes. There will be opportunities to produce personal responses that show a knowledge and understanding of the work of other artists and designers. Development of critical thinking skills is encouraged and several visits are made to galleries and exhibitions to broaden knowledge of contemporary Art & Design, as well as that from other times and cultures.

## Skills required

A strong interest in the visual world and a willingness to research and develop ideas through observational work and experimenting with materials. Students should be able to demonstrate their creative and artistic ability.

## Method of assessment

### Component 1: Personal Investigation. 60%.

Students should produce two elements:

*Element 1:* A portfolio of practical work showing a personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre. Ideas will be thoroughly investigated and developed using a wide range of materials, processes and approaches.

*Element 2:* A related study: an extended response of a minimum of 1000 words.

### Component 2: Externally set task. 40%.

Students will respond to one of a collection of starting points and themes set by the examination board. They will be given a preparatory period to investigate, record, plan and develop ideas and produce supporting material before producing a personal response within a 15-hour examination period.

## Progression

This is a multi-disciplinary subject and the wide range of skills that students acquire will enable them to go on to art and design-based employment or further study. Most students elect to go on to Art Foundation Courses before progressing on to degree level study, although it is possible to gain direct entry with excellent grades and a strong portfolio of work; the school guides and supports students through this process. Previous students have gone on to study a wide range of associated courses, such as Architecture, Interior Design, Art History as well as Fine Art.



GCSE Requirement: Grade 4 in *at least* one Visual Art and *at least* a Grade 4 in English

See Ms C E Stone for further information

## Description of the Course

Graphic Communication offers students the opportunity to explore a range of communication media, processes and techniques through both traditional and new media.

Areas of study will include: advertising, packaging design, design for print, illustration, branding, multi-media and motion graphics. Students will study interactive media, including web, app and game design. The department offers excellent studio and computer facilities, which students are encouraged to use to produce their work, both during timetabled lessons and extra-curricularly. Students work both digitally in sketchbooks/loose sheets and can choose to work with three dimensions, textiles and many other media. Students will produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

## Skills required

Students require a disciplined approach to visual communication and an interest in its place in contemporary society. The ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area of Graphic Communication is required. Students should be able to demonstrate their creative and artistic ability through skills in the use of media. A willingness to study independently is vital.

## Method of assessment

All components are set and marked by the centre and moderated by AQA during a visit to the school in June.

### Component 1: Personal Investigation. 60%

Students develop work based on an idea, issue, concept or theme of their own choice, leading to a finished outcome or a series of related finished outcomes. Their practical work should make connections with some aspect of contemporary or past practice of artists and designers, photographers or craftspeople, and include written work of approximately 3000 words which supports the practical work.

### Component 2: Externally assessed exam project. 40%

Students produce an exam project which is 40% of the grade. Students respond to a stimulus, provided by AQA in the examination paper, and produce work which evidences their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives.

## Progression

Most students elect to continue into further education and go on to either a Foundation Course or progress straight to degree level study. A wide and varied range of careers, involving decision-making, are opened up through Graphic Communication. Architecture, fashion design, animation, illustration, advertising and journalism, web design and careers in digital media are always popular and our students also graduate to design games and work in television and the film industry.

GCSE Requirement: Grade 4 in *at least* one Visual Art and *at least* a Grade 4 in English

See Ms C E Stone for further information

## Description of the Course

This is an exciting course that will give students the opportunity to work with a full range of traditional and new technologies and to explore a range of photographic media, techniques and processes. The emphasis is placed on a creative approach that goes beyond mere observation, and involves image manipulation techniques and explores the ways in which images can be presented. Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image.

Areas of study will include: portraiture, landscape, still life, documentary and photojournalism, fashion photography, experimental imagery and multimedia. The department offers excellent studio and dark room facilities which students are encouraged to use to produce their shoots, both during and outside timetabled lessons. It is preferred that students have their own 35 mm manual SLR camera and access to a digital camera (a DSLR is advised).

## Skills required

It is advisable to have studied Photography or an art-based course at GCSE, but in the absence of a formal qualification, good visual skills are necessary and should be made evident through the presentation of a concise portfolio of work at interview.

## Method of assessment

All components are set and marked by the centre and moderated by AQA during a visit to the school in June.

### Component 1: Personal Investigation. 60% of A Level.

This is a practical investigation supported by written material. The student identifies the theme independently and it must lead to a final outcome or series of outcomes. The investigation must be a coherent, in-depth study that demonstrates the student's understanding of creative decisions and making meaningful connections between visual, written and other elements. Their practical work should make connections with some aspect of contemporary or past practice of artists and designers, photographers or craftspeople and include written work of approximately 3000 words which supports the practical work.

### Component 2: Externally set assignment. 40% of A Level.

Students produce an exam project which is 40% of the grade. Students respond to a stimulus, provided by AQA in the examination paper, and produce work which evidences their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives.

## Progression

Photography will support a career path into a varied range of industries including becoming a photographer. Students graduate to take up occupations and careers in fashion, architecture and interior design, advertising, journalism, film and television, printing and publishing, games design, digital media and web design, to name but a handful. Most students elect to continue into further education and go on to either a Foundation Course or progress straight to degree level study.



GCSE Requirement: Grade 6 in Mathematics GCSE. Grade 6, 6 in Combined Science Course GCSE or Grade 6 in Biology GCSE , Grade 4 in English Language and Grade 6 average for Triple Science

See Mr H Eperon for further information

## Description of the Course

The EDEXCEL SNAB Biology course is both exciting and challenging, allowing students to learn about the subject through real world examples. Students use case studies and data from real life situations to learn more about key Biological concepts, we have also visited London Zoo, Kew Gardens and the Millenium Seed Bank at Wakehurst Place to learn about the problems faced by conservationists across the globe. Students are required to show practical competency throughout the course by completing a series of core practicals. The course covers the full breadth of Biology, ranging from the ecological to the molecular, and provides a solid foundation from which to progress further in a number of scientific disciplines.

## Skills required

- The ability to think clearly and interpret information.
- The ability to use initiative and be able to research information independently.
- The ability to manipulate practical equipment, follow experimental procedures, design and carry out investigations and communicate findings effectively.
- To cooperate and contribute in a group situation.
- A good level of mathematical skills - written examinations require these skills for 10% of the answers.
- Demonstrate good organisational skills.
- Students need to be committed, enthusiastic, hardworking and reliable.

## Topics studied

Unit 1: Lifestyle, Health and Risk – Structure the heart and circulatory system and Cardiovascular disease.

Unit 2: Genes and Health – Biological molecules, respiratory system and Cystic Fibrosis.

Unit 3: Voice of the Genome – The cell cycle and genetics.

Unit 4: Biodiversity and Natural Resources – Biodiversity, the structure and function of plant cells and tissues.

Unit 5: On the Wild Side – Plant succession, photosynthesis and climate change.

Unit 6: Immunity, Infection and Forensics – CSI, immunity, HIV and TB.

Unit 7: Run for Your Life – Skeletal, muscular systems and respiration.

Unit 8: Grey Matter – Structure and function of the brain and nervous system.

## Method of assessment

Three equally weighted written examination papers

**Paper 1:** A mixture of short, long and multiple choice questions assessing content from Units 1, 2, 3, 4, 5 and 6.

**Paper 2:** A mixture of short, long and multiple choice questions assessing content from Units 1, 2, 3, 4, 7 and 8.

**Paper 3:** A mixture of short, long and multiple choice questions assessing content from all Units and to include questions on a scientific article pre-released 8 weeks before examination.

## Practical skills endorsement

Throughout the two years of study students will undertake a number of core practical activities. At the end of Year 13 students are awarded a pass or fail for the Practical Skills Endorsement. This pass or fail grade has no impact upon the final, overall grade that a student receives for their A level Biology qualification. Those students wishing to go on and study a science-based qualification should make every effort to pass their Practical Skills Endorsement to bring their practical skills up to the level required by universities.

## Progression

Students can study Biology or related subjects such as Genetics, Biotechnology, Microbiology, Ecology, etc at university. It provides a useful foundation for careers such as Food Science, Forestry, Horticulture, Medical Science, Pharmaceuticals and Forensic Science.

GCSE Requirement: Grade 5 in both English and Mathematics

See Mrs E Gilson for further information

## Description of the Course

The first year of the course serves as a general introduction to Business and its functional areas. In Year 13, the course is really concerned with the application of the knowledge learned in Year 12 and looks at Business in a more strategic and global context.

It is not advisable to take both Business and Economics at A Level.

## Skills required

Students should have an interest in the world of business and current affairs. Students must be able to think logically and analytically. Students should also be comfortable using basic mathematical skills and interpreting data.

## Topics studied

1. What is business?
2. Managers, leadership and decision-making.
3. Marketing management.
4. Operational management.
5. Financial management.
6. Human resource management.
7. Analysing the strategic position of a business.
8. Choosing strategic direction.
9. Strategic methods: how to pursue strategies.
10. Managing strategic change.

## Method of assessment

Assessment will be by examination only.

Three equally weighted written examination papers each of two hours.

## Progression

The wide range of skills that students will develop is useful in any career in commerce or industry, such as Marketing, Finance, Accountancy, Human Resources, Production and General Management. Many students go on to study the subject at university.



GCSE Requirement: Grade 6 in Mathematics GCSE. Grade 6, 6 in Combined Science Course GCSE or Grade 6 in Chemistry GCSE and Grade 6 average for Triple Science and *at least* a Grade 4 in English

See Mrs K L Showell for further information

## Description of the Course

The Salters Advanced Chemistry course is an innovative course based upon the knowledge and skills required by a modern chemist, and the techniques employed in the chemical industry. The chemical principles are developed in the context of the applications of Chemistry, including the role of Chemistry in the solving of environmental problems. There is an emphasis on developing the ability to communicate chemical concepts effectively. All combinations of two or more Sciences should contain Chemistry.

## Skills required

- To understand concepts similar to GCSE but in greater depth.
- To communicate chemical ideas effectively.
- To analyse and interpret scientific information and then apply acquired knowledge to new situations.
- To use mathematical skills – 20% of the final examinations are mathematics based.

## Topics studied

### Year 1

- Development of practical skills in Chemistry.
- Storylines including:
  - Elements of life.
  - Developing fuels.
  - Elements from the sea.
  - The ozone story.
  - What's in a medicine?

### Year 2

- Development of practical skills in Chemistry.
- Storylines including:
  - The chemical industry.
  - Polymers and life.
  - Oceans.
  - Developing metals.
  - Colour by design.
- Chemical literacy.
- Practical Endorsement (non-exam assessment).

## Method of assessment

Papers 1 and 2 will cover all topics studied throughout both years of the course. Paper 3 is focused on the practical skills developed throughout the course, including recalling appropriate methods, and analysis and evaluation of data.

**Paper 1:** Fundamentals of Chemistry. 2 hours, 15 minutes, 41% of A Level.

**Paper 2:** Scientific Literacy in Chemistry. 2 hours, 15 minutes, 37% of A Level. This paper will include questions on a scientific article pre-released before the examination.

**Paper 3:** Practical Skills in Chemistry. 1 hour, 30 minutes, 22% of A Level.

## Progression

Students will acquire a wide range of skills such as manipulation, observation, measurement, interpretation, analysis and evaluation and these can lead on to many careers, not necessarily involving further study of Science. Chemistry is a key requirement for degree courses in Medicine, Dentistry, Veterinary Science, Nutrition, Food Science, Metallurgy, Materials Science, Agriculture, Chemical Engineering and Environmental Sciences. Students also go on to study Chemistry at university.

GCSE Requirement: Grade 5 in Computing or Grade 6 in Mathematics and *at least* a Grade 4 in English

See Mr R Nash for further information

## Description of the Course

- Develops an understanding of the principles of Computer Science and Computation, with an emphasis on computational thinking.
- Provides a sound understanding of the internal structure of computers, how they operate and their use in solving problems.
- Develops problem solving and programming skills in addition to mental agility in algorithmic reasoning, scientific and engineering-based reasoning.
- Provides a sound understanding of communication and networking.
- Facilitates the development of key skills.

## Skills required

Students must demonstrate a competency in logic and problem-solving. They must have the ability to work independently on a long-term practical project.

## Topics studied

### Paper 1:

Fundamentals of programming; Fundamentals of data structures; Systematic approach to problem solving; Theory of computation.

### Paper 2:

Fundamentals of data representation; Fundamentals of computer systems; Fundamentals of computer organisation and architecture; Consequences of uses of computing; Fundamentals of communication and networking; Fundamentals of databases; Big Data; Fundamentals of functional programming.

Non-exam assessment: This assesses the student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.

## Method of assessment

### Paper 1:

On-screen examination, 2 hours 30 minutes. 40% A Level.

### Paper 2:

Written examination, 2 hours 30 minutes. 40% A Level.

Coursework Project: 20% of A Level.

## Progression

The subject provides students with a knowledge of how computers work and not just how they are used. Students can easily progress on to courses in higher education and careers, such as Database Design, Programming and Technical Work. The course will enhance students' career prospects in any modern employment field.



GCSE Requirement: Grade 5 in Dance and *at least* a Grade 4 in English

See Mrs Crawford for further information, particularly if you have not studied Dance at GCSE

## Description of the Course

A-Level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. This course reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance. The A-level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- Technical and performance skills.
- The process and art of choreography.
- The interrelationship between the creation, presentation and viewing/appreciation of dance works.
- The development of dance placed within an artistic and cultural context.
- Professional dance works and the significance of these works.
- Subject specific terminology and its use.

Knowledge, understanding and skills will be developed and demonstrated within performance, choreography and critical engagement with the study of professional repertoire located within specific areas of study. The study of professional dance works, within the areas of study, promotes the integration of theory and practice and underpins students' own approaches to performance and choreography.

## Skills required

- The ability to engage in critical appreciation for the art form through written communication, reflection, analysis and evaluation.
- A passion for dancing and theatre of all types.
- Ability to work independently and as part of a group.
- A logical approach to structured essays.
- Creativity.

## Topics studied

- Theory practice from a range of practitioners and set works.
- A range of genres of modern dance, ballet and jazz dance.
- Appropriate range of stylistic features associated with the genre (s).
- Understanding the constituent features of dance.
- The necessary skills as a performer through the areas of technical training and performance development.
- The necessary skills as a choreographer through further experimentation and application of choreographic and structuring devices.

## Method of assessment

### Component 1: Performance and Choreography Practical Exam 50% A Level

1. Solo performance linked to a specified practitioner within an area of study.
2. Performance in a quartet.
3. Group choreography.

### Component 2: Critical Engagement – Written Exam 2 hour 30 minutes 50% A Level

1. Knowledge, understanding and critical appreciation of two set works.

## Progression

Dance allows students to develop a range of skills, both practical and academic, allowing them to progress into a range of professions and courses at university or dance school. Past students have gone on to schools such as Urdang, Millennium Performing Arts College, Bird College and Arts Educational School.

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN AND ENGINEERING

Level of Study: A Level

GCSE Requirement: Grade 5 in one D&T Subject Area and *at least* a Grade 4 in English and Mathematics

See Ms J A Norton for further information

## Description of the Course

The course in Product Design and Engineering will give students an understanding and aptitude for designing, engineering and manufacturing products from resistant materials. Candidates will begin to appreciate complex relations between design, materials, manufacture and consumerism. The course offers students the opportunity to apply their mathematical skills and scientific knowledge into a working product using resistant materials of their choice. ICT skills are an integral part of students' development in this course, including the use of solid works, a 3D engineering and manufacturing software and computer numerical control (laser cutting, 3D printing and routing machines). This course is a natural progression for students who have completed GCSE Engineering or GCSE Design and Technology; it is also suitable for those who have taken a GCSE in Resistant Materials and or Product Design. The portfolio of work produced for the NEA can be a useful asset in Higher Education or job interviews.

Students will design and fabricate several products in Year 12 and complete a final coursework project (NEA) in Year 13 in an extremely well equipped and stimulating environment. Students will also examine existing engineered products, investigate different materials and processes, manufacturing and consumerism, learn about social and moral considerations and scientific knowledge in dedicated theory lessons every week.

## Skills required

It is essential that students have determination, motivation and the ability to explore and research independently outside the classroom. We recommend that this subject is taken with Mathematics and/or Physics A Level if intending to follow the Engineering route in Higher Education. It also combines well with Geography, Chemistry and Computing.

Year 12 students compile a portfolio of creative, technical and scientific skills; here they are given the opportunity to develop their technical and practical skills through design and manufacturing activities in preparation for the NEA assessment in Year 13. Students will also develop a theoretical knowledge and understanding of a wide range of materials and processes used in the discipline of design and technology in dedicated teaching lessons per week. They will also study sustainability issues, commercial manufacture, historical design and technological developments.

Year 13 will continue with the two distinct areas consisting of dedicated theory lessons each week focusing on examination preparation and practice for the 2½ hour examination of Component 1 at the end of the year.

The second component is where students apply the skills they have acquired and developed throughout Year 12, to research, design and make a single complex product of their choice for a chosen client. This is submitted to the examination board in May of the final year.

## Method of assessment

External Assessment is in **Year 13** and consists of

**Component 1:** A written examination, 2½ hours. 50% of the total A Level marks.

**Component 2:** Independent design and make product for a client of the student's choice. 50% of the total A Level marks.

## Progression

Students could go on to Higher Education to study Engineering or a related subject such as Product Design, Architecture or Design Engineering. Career opportunities include working as an Architect, Design Consultant, Civil Engineer, Mechanical Engineer, Aeronautical Engineer, Maritime Engineer or other specialist types of Engineer. Design and Technology Product Engineering is also recognised as a good third subject by the Russell group of Universities. Students can also access creative and technical careers with this subject as outlined in Product Innovation.



GCSE Requirement: Grade 5 in Drama and *at least* a Grade 4 in English

See Mr J Vickery for further information, particularly if you have not studied Drama at GCSE

## Description of the Course

The course allows students to study the history of theatre in detail from a number of eras through written and practical means.

## Skills required

- A passion for theatre and acting of all types.
- Ability to work independently and as part of a group.
- High level of concentration.
- Clear leadership, presentational and directorial skills.
- Discipline in performance and evaluative work.
- Creativity in all aspects of theatrical production.

## Topics studied

- A diversity of acting skills and styles both traditional (Brechtian, Stanislavkian) and modern (Frantic assembly, Kneehigh).
- Directorial skills in relation to scripted, monologue and originally devised theatre.
- Skills and leadership qualities within theatre production.
- Theory practice from a range of practitioners.
- Reviewing live theatre.

## Practical work includes:

- Creating and devising an original group piece of drama from a stimulus.
- Group performance from a scripted piece of drama.
- Performance of a monologue.

## Method of assessment

**Component 1:** Devising. 40%

1. Devised Performance.
2. Written Portfolio of 2500-3000 words.

**Component 2:** Text in Performance. 20%

1. Group scripted performance.
2. Monologue or Duologue.

**Component 3:** Written examination, 2 hours 30 minutes. 40%

1. Live theatre evaluation.
2. Study of complete performance text.
3. Practical exploration of second performance text and theatre practitioner.

## Progression

Drama allows students to develop a multitude of skills, both practical and academic, allowing them to progress into a vast array of different professions and courses at university or drama school. Past students have gone on to such schools as RADA, LAMDA and the Central School of Speech & Drama.

GCSE Requirement: Grade 6 in Mathematics and Grade 5 in English

See Mrs E Gilson for further information

## Description of the Course

Economics is the scientific study of the choices made by individuals and societies in regard to the alternative uses of scarce resources which are employed to satisfy wants. During the course students will study the behaviour of consumers, firms and governments as they attempt to achieve their objectives. Some of the topics will include markets, demand and supply, inflation, unemployment and economic growth.

It is not advisable to take both Business and Economics at A Level.

## Skills required

Students should have an enquiring mind and be interested in current economic and political issues. Students should be numerate, and be prepared to read around the subject and to construct analytical essays. No previous knowledge is assumed.

## Method of assessment

Three equally weighted written examination papers, each of two hours.

**Paper 1:** Markets and Market Failure.

**Paper 2:** National and International Economy.

**Paper 3:** Economic Principles and Issues.

## Progression

All universities offer this subject, although students who wish to pursue Economics at degree level should strongly consider taking Mathematics as one of their A Level choices as many universities require this.



GCSE Requirement: Grade 5 in both GCSE English Language and GCSE English Literature

See Mr S W Rees for further information

## Description of the Course

English Language at A Level encourages students to develop their interest in and enjoyment of English through learning about its structures and its functions, its development and its variations. Throughout the course, students study the full scope of English in all its spoken and written forms, and are introduced to new methods of studying the language. The course aims to develop the ability of students to express themselves in both speech and writing with increasing sophistication and would therefore be rewarding for anyone wishing to communicate effectively.

## Skills required

Students should have an inquiring mind and be keen to explore how the English language functions. Students should be willing to discuss their ideas and be confident about expressing them in writing. Students should be prepared to learn a variety of new terminology and concepts and to work independently.

## Topics studied

### Paper 1: Language, the Individual and Society.

This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

### Paper 2: Language Diversity and Change.

Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.

## Method of assessment

The course is assessed by examination of students' understanding of a variety of unseen texts and language theory.

**Paper 1:** Written examination. 40%.

**Paper 2:** Written examination. 40%.

Non-exam assessment: One extended language investigation, one creative writing piece. 20%.

## Progression

This subject is ideal preparation for higher education. It is also useful if students are interested in any career that values communication and analytical skills, including Journalism, Public Relations, Law and Advertising.

GCSE Requirement: Grade 5 in *both* GCSE English Language *and* GCSE English Literature

See Mr S W Rees for further information

## Description of the Course

English Literature at A Level gives the opportunity to explore a wide range of texts that will offer many different insights and experiences. An English Literature student will be adept at exploring a diverse range of texts, identifying connections and expressing themselves effectively and engagingly in both written and spoken form. Much of their study will involve engaging in discussion during lesson time and students will be expected to prepare for this by prior reading. They will also be given the opportunity to take part in theatre visits and other activities that may enhance their understanding and enjoyment of course texts and the subject in general. English Literature at Langley Park Sixth Form is both rewarding and challenging; we have a track record of success and students find the course stimulating and rewarding. English Literature is a traditional, well-established course that is highly respected by universities and employers.

## Skills required

Students should enjoy reading and discussing what they have read about in an open and enquiring way. Students should also feel confident about expressing their ideas in writing. They should be prepared to research topics of interest and work independently. Students will also need to read in their own time and reflect on that reading. There will also be a requirement for students to work collaboratively with their peers to present their ideas to the class.

## Topics studied

- Aspects of Tragedy (Students study a minimum of three texts: one Shakespeare play, a second drama text and one further prose or poetry text. One of the two further texts must have been written pre-1900).
- Elements of Crime Writing (Students study a minimum of three texts: one post-2000 prose text, one poetry text and one further text. At least one of the texts must have been written pre-1900. Students are also examined on an unseen text).
- Theory and Independence (Students study two texts – one poetry and one prose – and explore different interpretations, such as a Marxist or feminist approach, informed by the Critical Anthology.)

## Method of assessment

**Paper 1:** Literary Genres (Aspects of Tragedy) - Written examination (closed book). 40%.

**Paper 2:** Texts & Genres (Elements of Crime Writing) – Written examination (open book). 40%.

Non-exam assessment: (Theory and Independence) – Two essays of 1,250-1,500 words, each responding to a different text and linking to a different aspect of the Critical Anthology. 20%.

## Progression

This subject is ideal preparation for higher education and employment. It is also invaluable if students are interested in any career which values written communication and analytical skills, including Journalism, Public Relations, Law and Advertising.



GCSE Requirement: Grade 5 in *either* GCSE English Language or GCSE English Literature

See Mr J Costello for further information

## Description of the Course

This course is designed to deepen students' existing understanding, appreciation and enjoyment of the medium of Film - the major art form of the 20th Century and the new millennium. Students will study this medium in depth in many ways. This subject may also be studied alongside Media Studies if desired. It must be emphasised that this course is an academic one, so it is not suitable for students looking for a completely practical or vocational course in film-making. There will be opportunities for relevant trips and visits. A black-tie Oscars ceremony is held in June of the final year for students and their families to celebrate students' creative achievements.

## Skills required

- A good command of the English language, in both reading and writing.
- A logical approach to structured essays.
- Good observational skills – curiosity and attention to detail.
- A very keen interest in film and cinema and in the world around them.
- Ability to work and research independently.
- Ability for critical analysis and detailed textual study of narrative, genre and film form.
- Creative and technical ability, such as storyboarding, screenplay writing, digital film-making and editing (no previous experience necessary).

## Topics studied

### Component 1: American and British Film

- Classical Hollywood.
- Hollywood since the 1960s.
- Contemporary American Cinema.
- British Film – Comparative Study.

### Component 2: Varieties of Film

- Film Movements.
- Documentary Film.
- Global Film.
- Short Film.

### Component 3: Production

One production and its evaluative analysis.

## Method of assessment

Component 1: 3 hour exam. 35%.

Component 2: 3 hour exam. 35%.

Component 3: Non-exam assessment. 30%.

## Progression

The subject develops a wide range of critical, analytical and creative skills which are useful in many careers. Many students progress to degrees in subjects such as English Literature & Film Studies, American Studies, Film or Media Studies as well as to practical courses, such as Film & TV Production. The subject also complements many other Humanities, Art and Science subjects.

GCSE Requirement: Grade 6 in French and *at least* a Grade 4 in English

See Ms R Goodrich for further information

## Description of the Course

French A Level is a varied and exciting course, which provides an excellent means of developing a range of linguistic and analytical skills. Students will consolidate and enhance their knowledge of French through discussion, group work, presentation and research. Lessons are conducted primarily in the target language. As well as learning to master the French language, students will study topics focused primarily on the French-speaking world and will thus gain a thorough understanding of the culture and modern history of this important European Union country.

Students have the opportunity to participate in a diverse programme of extra-curricular activities, including: a cross-curricular trip to Paris with the art department, cinema and theatre trips; exhibitions relating to France or francophone culture, and mentoring younger pupils for their GCSE exams.

## Skills required

To succeed at A Level, French students need the following skills: an enthusiasm and motivation for language learning; good organisational skills; an interest in the world around us; a willingness to undertake research and to work independently.

## Topics studied

- Changes in French society. This is broken into 3 sub themes: Family structures- attitudes towards marriage, couples and family; Education- the education system and student questions; The world of work- work life in France, attitudes to work, the right to strike and gender equality.
- Political and artistic culture in the francophone world: changes and developments in music and the impact of music in popular culture; media and freedom of speech, written and online press and the impact of the media on society and politics; festivals, customs and traditions. Immigration and multiculturalism in France, the positive impact and the challenges of immigration and the far right.
- The Occupation and Resistance, collaboration and anti-Semitism, and the Vichy Regime.
- A French language film or book.
- Translation skills.
- An individual research project on an issue relating to the French-speaking world.

## Method of assessment

**Paper 1:** Listening, reading and translating French-English and English-French. 40%.

**Paper 2:** Written response to the film and/or book. 30%.

**Paper 3:** Speaking exam: discussion of topics studied; a presentation and discussion on individual research project. 30%.

## Progression

More than 200 million people speak French on the five continents. It is the second most widely learned foreign language after English. It is repeatedly named as one of the top three languages British Business most needs its employees to speak. Knowledge of French gives a student of any discipline an intellectual, cultural and professional advantage. A Level French is a respected qualification, which is an asset in a wide range of careers such as Business, the Media, Politics, Law, Tourism and Education. Furthermore, students will develop a wide range of transferable communication, research, analytical and discursive skills, that are increasingly valued in the global market place.

GCSE Requirement: Grade 5 in Geography and *at least* a Grade 4 in English and Mathematics

See Mr C James for further information

## Description of the Course

The course provides holistic geographical understanding for the 21st century. It is exciting and stimulating, encouraging students to make links between different geographical themes, ideas and concepts through synoptic analysis. The course balances traditional Human and Physical Geography with the most up-to-date and relevant geographical issues that face our world now and in the future.

Content is framed by questions that will encourage an enquiring, investigative and evaluative approach to learning. This is combined with the synthesis and application of information culminating in a decision-making synoptic element. Students will leave prepared with the skills, knowledge and understanding to equip them for success in their future - as a citizen of the UK and the world, whether that be in work or further education. Geography is recognised for facilitating the development of skills in a wide-range of academic fields.

## Skills required

The course builds on the skills, knowledge and understanding developed at KS4, whilst being 'fresh' and avoiding unnecessary repetition. Students should also have an up-to-date appreciation of a wide range of current global issues gained by watching documentaries, the news, reading newspapers and journals. Due to the nature of the course, students should be hard-working, motivated, well-organised and have good time-management skills. There are significant elements of mathematic/statistical analysis that will be learnt along the way.

## Topics studied

### Unit 1: Dynamic Landscapes

- Topic 1: Tectonic Processes and Hazards.
- Topic 2: Landscape Systems, Processes and Change - Coastal Landscapes and Change.

### Unit 2: Dynamic Places

- Topic 3: Globalisation.
- Topic 4: Shaping Places - Diverse Places.

### Unit 3: Physical Systems and Sustainability

- The Water Cycle and Water Insecurity; the Carbon Cycle and Energy Security.

### Unit 4: Human Systems and Geopolitics

- Superpowers; Migration, Identity and Sovereignty.

Students will complete a number of fieldtrips over the two years, including visits to the south coast, and local, London and Kent urban and rural study day trips. These trips will contribute to geographical knowledge and understanding, providing real case studies for students to refer to in their examinations. They will also provide the students an opportunity to hone their fieldwork research skills. There will be an optional foreign residential trip, currently focusing on tectonics and geothermal activity in Iceland.

## Method of assessment

Three written examinations: the first two are content-led (worth 30% each), and the third focuses on the synoptic element (worth 20%). All exams are 2 hours 15 minutes long, and include short answer, open response, extended writing questions, calculations and resource-linked questions.

A piece of examined coursework (3000-4000 words) in the form of a written report (worth 20%) focused on UK coastal environments. This will test a wide range of fieldwork data collection skills, presentation and analysis of data, as well as conclusions and evaluation.

## Progression

Geography is an excellent subject to study, whether going to university or not. It opens many career paths. A Level Geography students are exceptionally employable, due to their wide-ranging understanding of the world in which we live and the vast range of transferable skills that they will have developed.



GCSE Requirement: Grade 6 in German and *at least* a Grade 4 in English

See Mrs L Restivo for further information

## Description of the Course

German A Level is a varied and exciting course which provides an excellent means of developing a range of linguistic and analytical skills. Students will consolidate and enhance their knowledge of German through discussion, group work, presentation and research. Lessons are conducted primarily in the target language. As well as learning to master the German language, students will study topics focused primarily on the German-speaking world and will thus gain a thorough understanding of the culture and modern history of the largest country in the European Union.

Students have the opportunity to participate in a diverse programme of extra-curricular activities, including: a week-long work experience placement in north west Germany; cinema and theatre trips; exhibitions relating to Germany or German culture, and mentoring younger pupils for their GCSE exams.

## Skills required

To succeed at A Level German, students need the following skills: an enthusiasm and motivation for language learning; good organisational skills; an interest in the world around us; a willingness to undertake research and to work independently.

## Topics studied

- Social issues and trends in Germany: environmental attitudes and policy; education; the world of work and the German economy.
- Political and artistic culture in the German-speaking world: music; the media; festivals and traditions.
- Immigration and the German multi-cultural society: contribution of immigrants to the economy and culture; the challenges of immigration and integration; the response of the state and society.
- German reunification: life in the GDR; events leading to the fall of the Berlin Wall; Germany since reunification.
- An independent research project relating to the German-speaking world.
- A German language film and book.
- Translation skills.

## Method of assessment

**Paper 1:** Listening; reading; translation German-English. 40%.

**Paper 2:** Written response to the film and book; translation English-German. 30%.

**Paper 3:** Speaking exam: discussion of topics studied; presentation and discussion on independent research project. 30%.

## Progression

German is the most widely spoken language in Europe and it is repeatedly named as the language British business most needs its employees to speak. Knowledge of German gives a student of any discipline an intellectual, cultural and professional advantage. A Level German is a respected qualification, which is an asset in a wide range of careers such as Business, the Media, Politics, Law, Tourism and Education. Furthermore, students will develop a wide range of transferable communication, research, analytical and discursive skills, that are increasingly valued in the global market place.

GCSE Requirement: Grade 5 in History and *at least* a Grade 4 in English

See Ms L Moss for further information

## Description of the Course

The course comprises of three units each covering a different area of study and focusing on particular historical skills. Unit 1 focuses on the origins of the English Civil war and the crisis of the monarchy in 17th century England. Unit 2 looks at the rise and fall of the fascist dictatorship in Italy under Mussolini. Both units cover the powerful theme of political systems under crisis; we examine and evaluate the ways in which governments in both Stuart England, and Liberal then Fascist Italy respond to those serious challenges. The final element is the coursework and students can choose to study one of the following; African and Native American History in the 19th Century, Civil Rights in the USA 1865-1968, German Nationalism 1815-1919 and Women in Britain and the Right to Vote 1830-1930.

## Skills required

Apart from mastering complex and diverse historical knowledge, students should have an enquiring mind about the past and be keen to explore the subject by wider reading and independent research. Students should also be able to assess and evaluate historical evidence and views of historians as well as communicate their analysis effectively through essay writing.

## Topics studied

**Unit 1:** Absolutism Challenged and Monarchy Restrained: Britain, 1603-1702.

**Unit 2:** The Crisis of Italy and The Rise and Fall of Mussolini c.1900-1945.

**Unit 3:** Non-Examined Assessment.

## Method of assessment

**Unit 1:** Written examination, 2 hours, 30 minutes. 40% A Level.

**Unit 2:** Written examination, 2 hours 30 minutes. 40% A Level.

**Unit 3:** 4,500 word essay. 20% A Level.

## Progression

Many students study the subject at university. The wide range of skills that students develop is useful in any career that requires an understanding of people, the mastery of complex bodies of knowledge and critical thinking. Possible careers are the Legal Professions, Journalism and the Media, Politics and the Civil Service.

GCSE Requirement: Grade 7 in GCSE Mathematics

See Mr B Taylor for further information

## Description of the Course

A Level Mathematics builds from GCSE Level Mathematics and introduces calculus and its applications. It emphasises how mathematical ideas are interconnected and how mathematics can be applied to model situations using algebra and other representations, to help make sense of data, to understand the physical world and to solve problems in a variety of contexts, including social sciences and business. It prepares students for further study and employment in a wide range of disciplines involving the use of mathematics.

The Pure Mathematics part of this course extends the work covered in GCSE Mathematics in fields such as Algebra, Geometry and Trigonometry, and also introduces new, higher level topics including Calculus and Vectors. The Mechanics aspect of the course puts many of these mathematical ideas into a practical context; this will be of particular relevance to those studying A Level Physics. The Statistics aspect provides a framework for the analysis of data; this will be of particular use to those students studying Geography, Business Studies, Sociology or Biology, and an opportunity to analyse large data sets.

## Skills required

A good knowledge of all aspects of GCSE Mathematics is essential, but equally as important is a keen interest in the subject. During the third week of the course, all students take a test covering basic aspects of algebra; this gives an indication of how suitable a student is to follow the course. Students who fail this test will be advised to change to an alternative course.

## Topics studied

A Level Mathematics is a linear qualification, with no options. The content is listed below, under four areas:

- Mathematical processes consisting of mathematical argument and language, problem solving and mathematical modelling.
- Pure mathematics includes proof, algebra, graphs, sequences, trigonometry, logarithms, calculus and vectors.
- Mechanics includes kinematics, motion under gravity, working with forces including friction, Newton's laws and simple moments.
- Statistics includes working with data from a sample to make inferences about a population, probability calculations, using binomial and Normal distributions as models and statistical hypothesis testing.

## Method of assessment

There will be three examination papers, at the end of the course, to assess all the content:

- Pure Mathematics and Mechanics (01), a 2 hour paper assessing mathematical processes, pure mathematics and mechanics.
- Pure Mathematics and Statistics (02), a 2 hour paper assessing mathematical processes, pure mathematics and statistics.
- Pure Mathematics and Comprehension (03), a 2 hour paper assessing mathematical processes and pure mathematics.

## Progression

Students may go on to study this subject at university. It lends itself to a wide variety of careers such as Engineering, Computing, Teaching, Finance and Research & Development. There is a high demand for mathematicians in all areas of the workplace.



GCSE Requirement: Grade 8 or 9 in GCSE in Mathematics

See Mr B Taylor for further information

## Description of the Course

In consultation with staff, this course may only be taken alongside A Level Mathematics as an additional fourth A Level and is designed for the most able mathematicians. It is usually (although not exclusively) taken by students who are interested in pursuing a Mathematics-related degree at university.

A Level Further Mathematics is both deeper and broader than A Level Mathematics. As well as building on algebra and calculus introduced in A Level Mathematics, the A Level Further Mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing. The non-core content includes different options that can enable students to specialise in areas of mathematics that are particularly relevant to their interests and future aspirations. A Level Further Mathematics prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

## Skills required

A strong knowledge of all aspects of GCSE Mathematics is essential, as is a keen interest in the subject. Students must have a grade 8/9 at GCSE in Mathematics.

## Topics studied

A Level Further Mathematics is a linear qualification, with no options. The content is listed below, under three areas:

- Mathematical processes consisting of mathematical argument and language, problem solving and mathematical modelling. This content is assessed in every unit.
- Core pure content includes proof by induction in various contexts, complex numbers, matrices, vectors, hyperbolic functions, polar coordinates and differential equations.
- Applied options, Mechanics, Statistics and Numerical methods.

## Method of assessment

There will be four examination papers at the end of the course, to assess all the content:

- Core pure mandatory unit, a 2 hour 40 minute paper, 50% of total.

or

- Three Applied options, each 1 hour 15 minute papers, 16.6% of total each.

## Progression

Students may go on to study this subject, or any other with a high mathematical content, at university. It also lends itself to a wide variety of careers such as Engineering, Economics, Computing and Research & Development.

GCSE Requirement: Grade 5 in *either* GCSE English Language or GCSE English Literature

See Mr J Costello for further information

## Description of the Course

This course is designed to deepen students' existing understanding, appreciation and enjoyment of mass media – the source of significant influence, power and wealth in the 21st Century. This subject may also be studied alongside Film Studies. It must be emphasised that the course is an academic one, so it is not suitable for students looking for a completely practical or vocational course in media production. There may be opportunities for relevant trips and visits. A black-tie Oscars ceremony is held in June of the final year for students and their families to celebrate students' creative achievements.

## Skills required

- A good command of the English language – in both reading and writing.
- A logical approach to structured essays.
- Ability to work to a tight schedule and meet deadlines.
- Good observational skills – curiosity and attention to detail.
- A willingness to commit to independent research.
- Perseverance and determination to perfect creative and technical skills in practical projects.
- A keen interest in current affairs and media products.
- A sharp interest in the world around you.
- Ability for critical analysis of media texts – their genre, narrative and form.
- Creative and technical ability, such as basic print and graphic design, digital film-making and editing (no previous experience necessary).

## Topics studied

### Component 1: Meanings and Representations

- Media Language and Meanings.
- Representation and Meanings.
- Contextual Study.

### Component 2: Media Forms and Products in Depth

- Television in the Global Age.
- Magazines: Mainstream and Alternative Media.
- Media in the Online Age.

### Component 3: Cross-Media Production

- An individual cross-media production based on two forms in response to a choice of briefs.

## Method of assessment

**Component 1:** 2 hour exam. 30%.

**Component 2:** 3 hour exam. 40%.

**Component 3:** Non-examined assessment. 30%.

## Progression

The subject develops a wide range of critical, analytical and creative skills which are useful in many careers. Many students progress to degrees in subjects such as English Literature & Media Studies, American Studies, Film or Media Studies, Cultural Studies, as well as to practical courses such as Film& TV Production. The subject also complements many other humanities, art and science subjects.

GCSE Requirement: Grade 5 in Music and *at least* a Grade 4 in English

See Mr D L Bullen for further information

*Special consideration may be made to students who have not undertaken GCSE Music but demonstrate a high level of skill on an instrument/voice (equivalent of Grade 5+), and a strong knowledge of musical theory.*

## Description of the Course

Students will engage with the core areas of Performance, Composition and Listening/Appraisal, with a significant depth of study required in the first unit where students have to explore a number of works across three contrasting areas of music.

## Skills required

- Good reading skills in terms of music (staff notation)
- Competent ability (minimum of Grade 4) on their main instrument/voice or equivalent.
- An interest in composing/arranging.
- Be open to, and aware of, a wide variety of musical genres.

## Topics studied

### Unit 1: Appraising Music – Listening, Analysis and Contextual Understanding

Students answer short and extended questions on excerpts of music from a number of set pieces and related music studied over the two years.

### Unit 2: Performance – Solo and/or Ensemble Performance (Minimum Grade 6 standard).

Students undertake a performance on instrument or voice, lasting at least ten minutes. The performance can be solo, ensemble or a combination of both.

### Unit 3: Composition – Composition to a Brief and Free Composition.

Students compose two pieces: one to a brief set by the exam-board, e.g. a poem, film scene, and the other a free composition.

## Method of assessment

**Unit 1:** Appraising Music. 40% (written/listening examination).

**Unit 2:** Performance. 35% (non-examination).

**Unit 3:** Composition. 25% (non-examination).

## Progression

Besides being an enjoyable subject that is regarded as solid academic study by leading universities, Music is also important for anyone considering a career in the field of Performance, Composition and Musicology. It can also lead to other career opportunities in the world of Broadcasting and the Arts.



GCSE Requirement: Grade 5 in Music and *at least* a Grade 4 in English and Mathematics

See Mr D L Bullen for further information

## Description of the Course

The course focuses on three particular areas of study: using recording and production techniques for both creative and corrective purposes, general principles of sound and audio technology and the development of recording and production technology over time.

Each year, the Music Technology Department participate in a three day residential trip to legendary Rock Field Studios in Monmouthshire, Wales. Students get an up-close, hands-on opportunity to experiment with professional recording equipment in the very studio where Queen, Oasis, Black Sabbath and many more world-famous artists have recorded, not to be missed!

## Skills required

Students should be aware that a good knowledge of Music theory is a key requirement. Good ICT skills, competent piano/keyboard ability and an interest in composing/arranging would be an advantage.

## Topics studied

### Unit 1: Recording

Students use a variety of production tools and techniques to capture, edit, process and mix an audio recording.

### Unit 2: Technology-based Composition

Students create, edit, manipulate and structure sounds to produce a technology-based composition based on a given brief.

### Unit 3: Listening and Analysing

Students answer short and extended questions on a series of unfamiliar commercial recordings, relating to their knowledge and understanding of recording and production techniques and principles.

### Unit 4: Producing and Analysing

Students undertake a series of practical and written tasks which includes correcting and combining given audio and MIDI material and writing an extended response on a specific principle of sound or audio technology.

### 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 students take part in at least one of these activities. Music Technology students will also be expected to be involved in recording school music events.

## Method of assessment

**Unit 1:** Recording. 20% (non-examination).

**Unit 2:** Technology-based Composition. 20% (non-examination).

**Unit 3:** Listening and Analysing. 25% (written examination).

**Unit 4:** Producing and Analysing. 35% (written/practical examination).

## Progression

Besides being an enjoyable subject, it is important for anyone considering a career in the field of recording (studio work) and stage work. It can also lead to other career opportunities in the world of broadcasting.

GCSE Requirement: Grade 5 in Physical Education and *at least* a Grade 4 in English and Mathematics

See Mr D P Crouch for further information, particularly if you have not studied PE at GCSE

## Description of the Course

The A Level Physical Education (PE) qualification enables students to apply themselves both practically and academically and will give them the skills needed to succeed in their chosen career pathway. The PE A level has a straightforward structure with four engaging and up-to-date components, assessed through externally examined papers and non-examined assessments. It develops a holistic understanding of physical education and reflects today's global world. Students will engage with key issues and themes relating to contemporary global influences on physical education and sport. Perhaps most importantly, it will develop transferable skills for progression to higher education giving a blend of scientific and social knowledge which will allow candidates to access the numerous physical education, sport and physical activity higher education programmes.

## Skills required

In sporting terms, students do not need to be top athletes but should have the interest to develop the ability they have. Students must be playing sport for a club out of school time or representing a school team.

## Topics studied

**Topic 1:** Applied Anatomy & Physiology. Students will understand the anatomical/structural and physiological/functional roles performed in identified systems of the body.

**Topic 2:** Exercise Physiology & Applied Movement Analysis. Students will understand the scientific principles behind exercise and training, importance of diet and nutrition, pre- during and post-physical activity. They will also study fatigue and recovery, which will build from their knowledge of energy systems.

**Topic 3:** Skill Acquisition. Students are required to show an understanding of the nature and development of skills in sport.

**Topic 4:** Sport Psychology. Students will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams.

**Topic 5:** Sport & Society. Students will understand the dynamic relationship between sport and society. They will understand the parallels between societal changes and sport, and will utilise this knowledge and understanding to consider historical and contemporary events and trends, and potential future developments.

Following on from this, students will undertake a performance analysis assessment on their chosen sport. This will investigate how the previous topics relate to their chosen sport/position.

## Method of assessment

**Unit 1:** Written examination, 2 hour 30 minutes. 40% of A Level.

**Unit 2:** Written examination, 2 hours. 30% of A Level.

**Unit 3:** Practical performance. 15% of A Level.

**Unit 4:** Performance analysis. 15 % of A Level.

## Progression

A wide range of university courses would be open to students such as Sports Sciences, Physiotherapy, PE Teaching, Recreation and Leisure Studies. The wide variety of transferable skills that students will acquire can lead to a range of employment possibilities such as Recreational Management, Leisure Activities, Professional Sport, Elite Athlete Development, Armed Forces, the Civil Service and areas relating to Medicine, eg Nursing or Physiotherapy.

GCSE Requirement: Grade 6, 6 in Combined Science or 6 in Physics if Triple Science has been taken, plus Grade 7 in Mathematics and *at least* a Grade 4 in English

See Mr D Jackson for further information

*It is strongly recommended that students study A Level Mathematics alongside A Level Physics.*

## Description of the Course

The course is designed to lead on from the GCSE Combined Science or GCSE Physics. Both practical and theoretical skills are developed throughout the course, which covers traditional and modern Physics.

## Skills required

Students wishing to succeed at A Level Physics must be highly numerate and have a Grade 7 in GCSE Mathematics or higher. The application of Mathematics to solve complex problems is a feature common to all modules of the course. The ability to study independently and to be competent doing work of a practical nature is also essential. A high degree of personal organisation, self-motivation and resilience is also required to navigate successfully through the two years required for the full A level qualification.

## Topics studied

**Module 1:** Development of Practical Skills (see Practical Skills Endorsement below under Methods of Assessment).

**Module 2:** Foundations of Physics – Quantities and units, making measurements and analysing data.

**Module 3:** Forces and Motion – Forces, motion, work, energy and power, materials and momentum.

**Module 4:** Electrons, Waves and Photons – Charge and current, electrical circuits, waves and quantum physics.

**Module 5:** Newtonian World and Astrophysics – Thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology.

**Module 6:** Particles and Medical Physics – Capacitors, Electric and magnetic fields, nuclear and particle physics and medical imaging.

## Method of assessment

**Paper 1:** Written examination: Modelling Physics. 37% of the full A level. A mixture of multiple choice questions and a number of long answer questions assessing content from modules 1, 2, 3 and 5.

**Paper 2:** Written examination: Exploring Physics. 37% of the full A level. A mixture of multiple choice questions and a number of long answer questions assessing content from modules 1, 2, 4 and 6.

**Paper 3:** Written examination: Unified Physics. 26% of the full A level. Longer questions only, covering content from all 6 modules.

## Practical Skills Endorsement

Throughout the two years of study students will undertake a number of core practical activities. At the end of Year 13 students are awarded a pass or fail for the Practical Skills Endorsement. This pass or fail grade has no impact upon the final, overall grade that a student receives for their A level Physics qualification. Those students wishing to go on and study a science-based qualification should make every effort to pass their Practical Skills Endorsement to bring their practical skills up to the level required by universities.

## Progression

This subject can lead to degree courses in all areas of Physics and Physical Sciences, as well as Engineering and Computing. A Level Physics is highly regarded by universities and is valued in Financial, Commercial and Industrial fields.



GCSE Requirement: Grade 5 in a Humanity or English Language

See Mr G Buckley for further information

## Description of the Course

Politics is both the study of power and the art of competitive story-telling. Students of Politics must understand the merits and flaws of multiple sides of an ever-changing narrative if we are ever to make well-informed judgements for ourselves. Mastering these narratives, manipulating them to suit our own interests, and then targeting the sources of true power is the pathway to real change in this world. The study of Politics is for everyone, from the humble spectator of life's never-ending power-struggle to the leader that expertly sets the agenda, inspires the masses and brings everyone along with them. Which are you?

## Skills required

Students of Politics need to read, write, explain, debate and evaluate. Students of Politics need to be open to feedback and proactive in their own learning. Students of Politics need to fully immerse themselves in current affairs and discriminate between fact and fiction. Students of Politics need to understand the motivations of themselves and those around them. Perhaps most importantly, students of Politics need to be able to win an argument.

## Topics studied

### Component 1: UK Politics and Core Political Ideas

- Democracy and Participation.
- Political parties.
- Electoral Systems.
- Voting behaviour and the media.
- Liberalism.
- Conservatism.
- Socialism.

### Component 2: UK Government and Non-core Political Ideas

- The Constitution.
- Parliament.
- Prime Minister and Executive.
- Relationships between branches.
- Ecologism.

### Component 3: Comparative Politics

- The US constitution and Federalism.
- US congress.
- US Presidency.
- US Supreme Court and Civil Rights.
- US Democracy and Participation.

## Method of assessment

Three equally weighted written examination papers, each two hours in length.

## Progression

Possible career paths include: Politics, Civil Service, Journalism and Media, Public Policy Analysis, International Relations, Intelligence and Security, International Development, Law, Non-profit and Advocacy Work, Political Consulting, Public Relations and Communications, Local Government and Community Development, Business and Corporate Sector, Market Research and Analysis, Teaching and Education, Research and Academia.

GCSE Requirement: Grade 5 in English Literature or English Language plus *at least* a 5, 5 in Combined Science and *at least* a Grade 4 in Mathematics

See Mr J McClintock for further information

## Description of the Course

Psychology is the science of the study of the mind and how it functions. Students will be studying several different areas of Psychology giving students a broad knowledge of the subject. The aim of the course is to give students knowledge and understanding of the different perspectives in psychology as well as some practical applications. Students will study many examples of psychological research in detail and they should be able to evaluate these critically. Students must be prepared to read in depth and maintain detailed notes on all the topics. Psychology is an interesting course that develops students' views and opinions of others and themselves.

## Skills required

Psychology involves studying and understanding complex theories, and being able to analyse and evaluate these. Students should be keen to read relevant material. They will need to discuss topics by writing essays in exam conditions, and so high level literacy skills are essential. The research methods section of the course requires students to have a good grasp of the scientific method, and adequate numeracy skills to be able to analyse and represent data. There is a large amount of interesting material to cover for the A Level, which needs to be learnt. Students who enjoy reading and learning about Psychology independently are more likely to be successful.

## Topics studied

- Social Influence.
- Memory.
- Attachment.
- Approaches in Psychology.
- Psychopathology.
- Research Methods.
- Biopsychology.
- Issues and Debates in Psychology.

and one from each of the following:

Option 1: Relationships, Gender or Cognition.

Option 2: Schizophrenia, Eating Behaviour or Stress.

Option 3: Aggression, Forensic Psychology or Addiction.

## Method of assessment

Three equally weighted written examination papers, each of two hours, combining multiple choice, short answer and extended writing questions.

## Progression

The subject can be studied at university and can lead on to a number of different careers such as Criminal Psychology, Educational Psychology and Psychiatry.

GCSE Requirement: Grade 5 in a Humanity or Grade 5 in either English Language or English Literature

See Ms S Begum for further information

## Description of the Course

Religious Studies is a hugely relevant subject in today's world. The course follows on from GCSE but does not require any previous study of the subject. It is designed to support a course of study which is suitable for students from any religious background or none.

The aims of this specification are to encourage students to:

- Develop their interest in and enthusiasm for a rigorous study of religion and relate it to the wider world.
- Adopt an enquiring, critical and reflective approach to the study of religion.
- Reflect on and develop their own values, opinions and attitudes in the light of their learning.
- Treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to the specialist study of religion.

The course divides into three sections: Philosophy of Religion, Religion & Ethics, and Development in Religious Thought (Christianity).

## Skills required

Students should be skilled in essay writing, critical analysis, empathy, discussion and selecting relevant information. This course will give students the opportunity to develop an enquiring mind, an appreciation of different viewpoints and an ability to evaluate decisions. Students are required to be conscientious.

## Topics studied

### Unit 1: Philosophy of Religion:

- Ancient philosophical influences.
- Soul, mind and body.
- Arguments for the existence of God.
- Religious experience.
- The problem of evil.
- The nature and attributes of God.
- Religious language.
- Twentieth century perspectives on religious language.

### Unit 2: Religion & Ethics:

- Normative ethical theories.
- Applied ethics: Euthanasia.
- Applied ethics: Business ethics.
- Ethical language: meta-ethics.
- Conscience.
- Sexual ethics.

### Unit 3: Development in Religious Thought - Christianity:

- Human nature and purpose of life.
- Knowledge of God's existence.
- The nature and presentation of Jesus Christ.
- Christian moral principles and moral action.
- Religious pluralism in theology and society.
- Gender in theology and society.
- The challenge of secularism.
- Liberation theology and Marx.

## Method of assessment

Three equally weighted written examination papers, each of two hours.  
You are required to complete three essay questions in each paper.

## Progression

Students may go on to study Philosophy, Ethics or Religious Studies at university or even consider a range of employment possibilities such as Law, Politics, Medicine, Teaching, Journalism, Social work, Acting, Radio and TV Presenting, Counselling, Nursing, Banking or any career that involves dealing with complex analytic, social or cultural issues.



GCSE Requirement: Grade 5 in *either* English Literature *or* English Language

See Mrs N Altindal for further information

## Description of the Course

Sociology A Level explores the factors and influences that shape both groups and individuals within society. It helps explain social change, encourages political and social engagement with contemporary social issues, such as youth culture, crime and inequality, and requires being actively involved with social research and policy.

## Skills required

In addition to being interested in exploring wide ranging and sometimes complex sociological theory, students should have an enquiring mind about society and the political world in general and be keen to explore the subject through wider reading and independent research. Students should also be able to assess and evaluate sociological ideas and studies with confidence, and communicate critical analysis effectively through discussion and essay-writing.

## Topics studied

### Unit 1:

#### a. Introducing Socialisation, Culture and Identity.

This unit is a study of the formation of culture, the process of socialisation and the development of identity.

#### b. Families and Households.

This explores the different family types in contemporary U.K. Society.

### Unit 2:

#### a. Research Methods and Researching Social Inequalities.

Students consider a range of research methods and apply knowledge of research methods to the particular context of social inequalities.

#### b. Understanding Social Inequalities.

Students develop knowledge and understanding of contemporary patterns, trends and sociological theories of social inequality in relation to social class and gender.

### Unit 3:

#### a. Globalisation and the Digital Social World.

Students explore the relationship between globalisation and digital forms of communication.

#### b. Crime and Deviance.

Students explore how crime is defined and measured, study crime trends as well as the sociological explanations for, and potential solutions to, such patterns.

## Method of assessment:

Three equally weighted written examination papers, each of two hours.

## Progression

Sociology is very good preparation for university, where strong essay-writing skills are very important. Universities recognise that Sociology is a very good foundation in social and political knowledge. It is regarded as a demanding and rigorous A Level which combines well with any other combination of subjects. Sociology students go on to a wide range of jobs in Policing, Research, Teaching, Medicine, Business, Politics and the Civil Service, as well as taking jobs in the Service Sector. Graduates of Sociology have higher levels of employment than many other subjects.

Students will need to achieve a minimum of six 9-4 grades at GCSE including at least a Grade 4 in both English and Mathematics

## Pearson Level 3 BTEC Business

Studying BTEC Business provides students with a broad knowledge of a wider range of business areas. The course is suitable for any student wishing to progress to higher education courses in Business or Business Management or those who wish to proceed directly into employment. Choosing Business will provide you with many transferable skills relevant in all job sectors, as well as those specific to Business Management careers.

### What skills you can develop from studying Business BTEC:

- An understanding of how organisations operate.
- Strong communication skills (oral and written).
- Analytical and critical thinking skills.
- Problem solving skills.
- Decision making skills.
- Logical thinking skills.
- Presentation and report writing skills.

### How you are assessed in Business BTEC:

#### Year 12

- **Unit 1:** Exploring Business – Coursework (3 Assignments).
- **Unit 2:** Developing a marketing campaign – Controlled Assessment (3hr exam).

#### Year 13

- **Unit 3:** Finance – Exam (2 hrs).
- **Unit 27:** Work Experience – Coursework (2 Assignments).

### Progression from Level 3 BTEC Business

- Students that successfully complete their programme of study could progress onto a Business related degree or Higher National Diploma.

## Pearson Level 3 BTEC Sport

In addition to the Edexcel A-Level Physical Education course the PE Department offers the BTEC Extended Certificate in Sport to 6th Form students.

The BTEC Extended Certificate in Sport embodies a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments which are continually assessed throughout the course. This differs from the linear A Level assessment where students study throughout the two years of 6th Form and sit exams at the end of the course. The BTEC Sport option therefore offers our students a more vocational, work related qualification and are ideal for students who prefer more practical based learning. Unlike A Levels, units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified.

### Pearson Level 3 BTEC National Extended Certificate in Sport

- Equivalent in size to one A Level – one option block.
- Grade range: P to D\*.
- 360 Guided Learning Hours – 5 lessons per week.
- 4 units studied:
  - Anatomy & Physiology** – externally assessed exam.
  - Fitness Training and Programming for Health, Sport and Well-being** - externally assessed set task.
  - Professional Development in the Sports Industry** – internally assessed assignment.
  - Practical Sports Performance** – internally assessed assignment.

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Students will need to achieve a minimum of six 9-4 grades at GCSE including at least a Grade 4 in both English and Mathematics

## Pearson Level 3 AAQ BTEC National in Information Technology (Extended Certificate)

The course allows students to study the fundamental knowledge of Information Technology covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. Students will also develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution. There are two examined units and two internally assessed units where students will engage in practical tasks to develop their Information Technology skills and knowledge.

### What does this qualification cover?

Mandatory units – students complete and achieve all units.

Unit number	Unit title	GLH	Type	How assessed
1	Information Technology Systems	120	Mandatory	External
2	Cyber Security and Incident Management	120	Mandatory	External
3	Website Development	60	Mandatory	Internal
4	Relational Database Development	60	Mandatory	Internal

This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications and A Levels.



## ENGLISH

Level of Study: GCSE

See Mr S W Rees for further information

### Description of the Course

GCSE English offers the chance to improve grades gained in Year 11. The course is similar to that which students have previously followed.

If students have not yet achieved Grade 5 in GCSE English Language, students will be expected to take this course for future employment purposes.

### Skills required

The course demands an organised approach to exam preparation, a willingness to contribute to discussions and a desire to improve.

### Method of assessment

The course is focussed on preparation for two English Language examinations (100% examination).

*Examination Board – AQA*

## MATHEMATICS

Level of Study: GCSE

See Mr B Taylor for further information

### Description of the Course

Students may have the opportunity to resit Mathematics if they wish to do so. The content is the same as the Key Stage 4 course, but is taught more along the lines of an adult education course.


### Skills required

The full Higher or Foundation GCSE course should have been previously followed.

### Method of assessment

Three written papers of 1 hour 30 minutes, each worth 33% of the marks.

*Examination Board – EDEXCEL*



THE DUKE OF  
EDINBURGH'S AWARD

## SILVER AWARD SCHEME

See Mr P Kay for further information.

Students achieve the Silver Award by completing a personal programme of activities in four different sections – Expedition, Physical, Skill and Volunteering. Students will undertake the majority of these sections in their own time with an external organisation to carry out the practice and assessed expedition. The school will provide support for the other sections of the scheme.

Students will find themselves helping people in the community, getting fitter and developing new skills as well as planning and completing two challenging three day expeditions.

The commitment and challenge of the Duke of Edinburgh's Silver Award is nationally recognised and is highly regarded by universities, colleges and employers.

The award will help develop students skills and strengths in a variety of areas including:

- Self-confidence.
- Independence.
- Sense of responsibility.
- Ability to plan and use time effectively.
- Problem-solving, presentation and communication.
- Team working.
- Self and peer motivation.

Completion of the Bronze Award is not a prerequisite for the Silver Award. This makes the award open to all of our students.

If a student has completed their D of E Silver award, and has proof of certificate, the school offers Gold as an option. The school only offers this to Year 12s and must be started before October. The school acts as the licencing organisation, so student will have to plan and source all their individual sections.

# EXAMINATION RESULTS 2024

## GCE ADVANCED LEVEL RESULTS – SUMMER 2024

Subjects	Entries	A*	A	B	C	D	E	U
Art & Design – Fine Art	22	2	5	5	4	6	0	0
Art & Design – Graphics	15	1	1	3	6	4	0	0
Art & Design – Photography	13	1	0	4	4	4	0	0
Biology	49	8	11	5	17	6	1	1
Business Studies	45	2	2	17	14	7	3	0
Chemistry	33	3	12	5	3	5	3	2
Computer Studies	45	1	6	8	12	14	4	0
Design and Technology	21	0	2	5	3	8	3	0
Drama	9	1	2	5	1	0	0	0
Economics	48	5	12	16	10	4	1	0
English Language	15	0	0	2	9	4	0	0
English Literature	41	4	7	16	12	1	1	0
Film Studies	15	0	6	7	1	1	0	0
French	11	3	2	4	1	1	0	0
Geography	65	6	7	22	15	13	2	0
German	5	0	3	1	1	0	0	0
History	50	2	13	14	14	5	2	0
Mathematics	101	15	26	22	16	16	5	1
Mathematics – Further	21	1	8	8	1	2	1	0
Media Studies	57	3	9	18	21	5	1	0
Music	3	0	0	2	1	0	0	0
Music Technology	3	0	0	2	0	1	0	0
Physical Education	36	0	8	12	6	9	1	0
Physics	36	2	10	9	5	5	4	1
Politics	35	1	5	14	10	3	2	0
Psychology	52	1	8	12	15	11	3	2
Religious Studies	4	0	1	1	2	0	0	0
Sociology	44	7	6	11	12	6	2	0

## GCE A LEVEL ACHIEVEMENTS OF STUDENTS AT THE END OF TWO YEARS OF STUDY

		A* – A	A* – B	A* – C	A* – D	A* – E
2024	%	27	55	79	95	99
2023	%	18	46	73	90	97



## **Cillian Tookey – School Captain**

*I have been a student at Langley Park School for Boys since year seven and would do anything to restart my journey and do it all again. This is due to the outstanding experience I have enjoyed throughout, including the exceptional teaching which is provided to every student, the incredible facilities we are so lucky to have and the unique extracurricular activities which are provided to all. Because all students are continuously encouraged to embrace every opportunity which we are presented with and to approach learning with an open mindset, I feel as though I have been pushed towards my full potential in areas, I never imagined were possible.*

*Through my extracurricular endeavours, the majority of my free time in the past six years has been within the sports department and recently at various student lead societies, such as Afro Caribbean Society and Mental Health Society (which I help found). During my early years at Langley, I was often told I had arrived being a “Langley Boy” and will leave a “Langley Man”, and only now I understand what that really means, as it was never the destination which they were talking about, but the journey.*



## **Keira Jared – School Captain**

*I joined Langley Park School for Boys in Year 12, drawn by its outstanding achievements, academic excellence, and diverse range of extracurricular opportunities. However, my experience here has exceeded all expectations. The unwavering support from the dedicated staff fosters an environment where every student can thrive, creating a warm and welcoming atmosphere.*

*During my time at this school, I have felt empowered to grow both as an individual and as a student. The exceptional academic guidance and rich extracurricular offerings have allowed me to reach my full potential. Whether through my involvement in the Med Prep Society (which aims to prepare students for medicine), or participating in productions at our unique playground theatre, I have excelled in areas I never imagined possible.*

*Langley Park takes immense pride in its students, ensuring that everyone has the chance to shine and succeed.*



## **Emmanuel Babatunde – School Vice Captain**

*Having spent nearly seven years at Langley, I can assuredly say that this school has been an integral part of my growth, allowing me to explore any avenue of interest that I developed over the years. As such, extra-curricular activities have always been my favourite aspect of this school as they have enabled me to explore different facets of my personality. From playing with my band in Spain on music tour, to competing in basketball tournaments and more recently taking part in various societies during lunchtimes, I have always found a place to grow as a person.*

*To me, societies such as the Afro Caribbean Society, Christian Union and Med-Prep perfectly encapsulate my experience at Langley – an environment supported by teachers – that has allowed me to flourish, regardless of the challenge.*



# STUDENT COMMENTS

## Emma Larkam – School Vice Captain

*I couldn't imagine a better place for my sixth-form journey than Langley Park School for Boys. When I joined two years ago, I was ready for a fresh challenge. From the very first day, it struck the perfect balance of independence, a welcoming social environment, and unwavering support from passionate, dedicated staff. The energy and ambition of my peers, combined with the constant encouragement of our teachers, have enabled me to thrive.*

*The opportunities I've had here have been invaluable – from starting an Economics Society and mentoring younger students to competing for the school in its first girls' cricket team, something I never imagined I'd try!*

*Now, as Year 13 draws to a close, I know saying goodbye to Langley will be bittersweet. It will be filled with sadness but also immense gratitude for the experiences, memories, and friendships I have made.*



## James Wickham – School Vice Captain

*Throughout my time here, I have transitioned from a Langley Boy to a Langley Man. From the beginning, I was captivated by the welcoming atmosphere and the strong sense of community that defines our school.*

*Through engaging lessons and a wide range of extracurricular opportunities such as school theatre visits, a film trip to NYC and overseas photography trips. I've been able to discover my passion for the creative arts. Being involved in our school's impressive drama productions has been incredibly insightful and has solidified lifelong friendships.*

*Serving as Vice Captain has been an honour and I'm particularly proud of our inclusive school community. This school has shaped me into a more confident, empathetic, and ambitious individual.*



## Sophia Su-Miah

*Since moving to LPSB Sixth Form the transition into A levels was harder than I expected. However, the support I have received from my teachers has been extremely helpful which is something I am grateful for. The resources here are amazing and have helped me greatly through my academic career. The student community is extremely friendly and accepting, and I am glad that this Sixth Form is the one I chose to join.*





## Masie Roberts

*I joined Langley Park School for Boys in Year 12 and do not regret my decision. I have had an excellent experience here due to the great teaching. This is because the teaching staff encourage you to strive for your best and help you along the way. Apart from the continuous encouragement within the academic side, there is also a push for extra-curricular activities. These range from sports to social clubs including the Feminist Society and Afro Caribbean Society. I have been playing netball since I was young so I was very pleased to join the team here too!*



## Nick Watts

*I have thoroughly enjoyed my experience at Langley Park School for Boys, particularly in Sixth Form, as the teachers treat students with more maturity and like grown-ups. Having to only focus on three subjects comes as a relief after having studied eight or nine at GCSE. All my teachers have been great, and I have had an enjoyable and intriguing time learning about my three A level subjects. The sports teams here are unparalleled compared with other state schools and my time representing the school's first team for hockey has been equally enriching as my academic studies. Ultimately, I do not believe I would have had a better experience elsewhere, and the friends I've met along the way have been the icing on the cake.*



## Kiki Kyaw Win

*Since joining the LPSB Sixth Form, I have felt extremely welcomed and supported by not only the staff, but students too. The school has opened up a variety of extra-curricular opportunities to me, with these ranging from sports to music, along with there being a range of different societies to join. I have thoroughly appreciated my time at the Sixth Form, meeting many people along the way, whilst enjoying the academic side.*



## Lucas Clayton

*I have been at Langley Park School for Boys since Year 7 and staying for Sixth Form was definitely the right decision. This school offers opportunities for all directions in life, from being part of the sports teams to being involved in the school productions. My time at Langley has been helped significantly by the extensive support I have received from teachers. My love for English has been reignited and I see it in a new light. Like all my subjects, I have been effectively prepared for my future prospects and I am happy to have spent the last 7 years here.*

# STUDENT COMMENTS

## Leo Duggan

*After moving from my previous school, my transition into the Langley Park School for Boys Sixth Form was smooth, supportive and well managed. Here, students are guided to become the very best versions of themselves, whether this be through the diverse options of clubs and societies or through the nurturing and welcoming atmosphere. I have not only built my confidence but made lifelong friends and memories that I will never forget. Overall, I have had a positive experience, both academically and socially.*



## Grace Grinham

*Since joining Langley Park School for Boys Sixth Form, I am privileged to have had an experience which has enhanced not only my academic achievements, but also the extra-curricular activities that I pride myself on. I have had the opportunity to take part in multiple musicals and plays by joining the Playground Fringe Theatre Group. This has enabled me to strengthen my confidence skills, whilst making new friends in such a positive environment. The overall experience at Langley Park School for Boys has encouraged me to grow as a person, and I would not change anything. I am incredibly grateful for my experience here.*



## Nathan Hallam

*I believe that my time at Langley Park School for Boys has been fruitful and exciting. Over the years, I have engaged in a variety of performances, immersing myself in the fun and engaging world of theatre. I feel that the school has provided me with many to explore new and exciting experiences. Additionally, the welcoming school community has made my time here as a student feel safe and comfortable as I pursue my education.*



## Kristian Amoa

*I have been a student here at Langley Park School for Boys for six years and the experience throughout has been great. The Sixth Form has allowed me extended freedom, enabling me to study the subjects I enjoy. The overall environment of the Sixth Form is friendly and welcoming to everyone.*

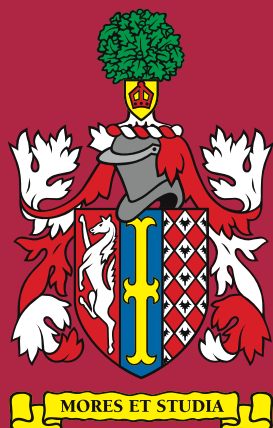


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Website: [www.lpsb.org.uk](http://www.lpsb.org.uk)



## Transport

The most convenient train service is to Eden Park Station [Hayes – Charing Cross line] which is five hundred yards from the School.

The nearest bus services are 356 [Sydenham/Kirkdale – Wickham Road, Shirley], 358 [Crystal Palace – Orpington] and 194 [Forest Hill – Croydon].

Please note that, while the above information is correct at the time of publication, there may be changes in our arrangements from time to time. These will normally be notified to parents through the Headteacher's Bulletin, published every term.

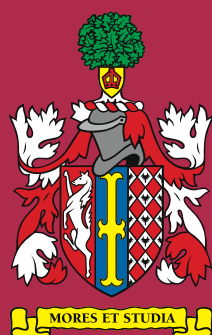


# LANGLEY PARK SCHOOL FOR BOYS

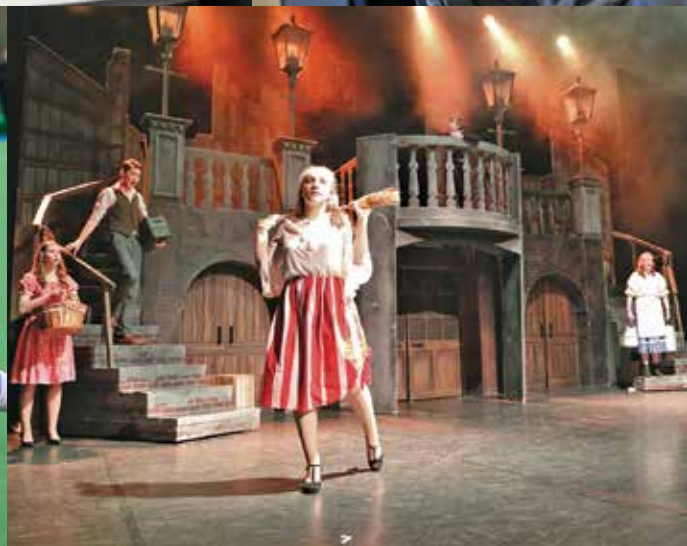
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