Year 9 Options Booklet

Information to help guide you in choosing the courses you will study in Years 10 and 11

Educating the whole child. Ambitious for every child.

Langley Park School for Boys

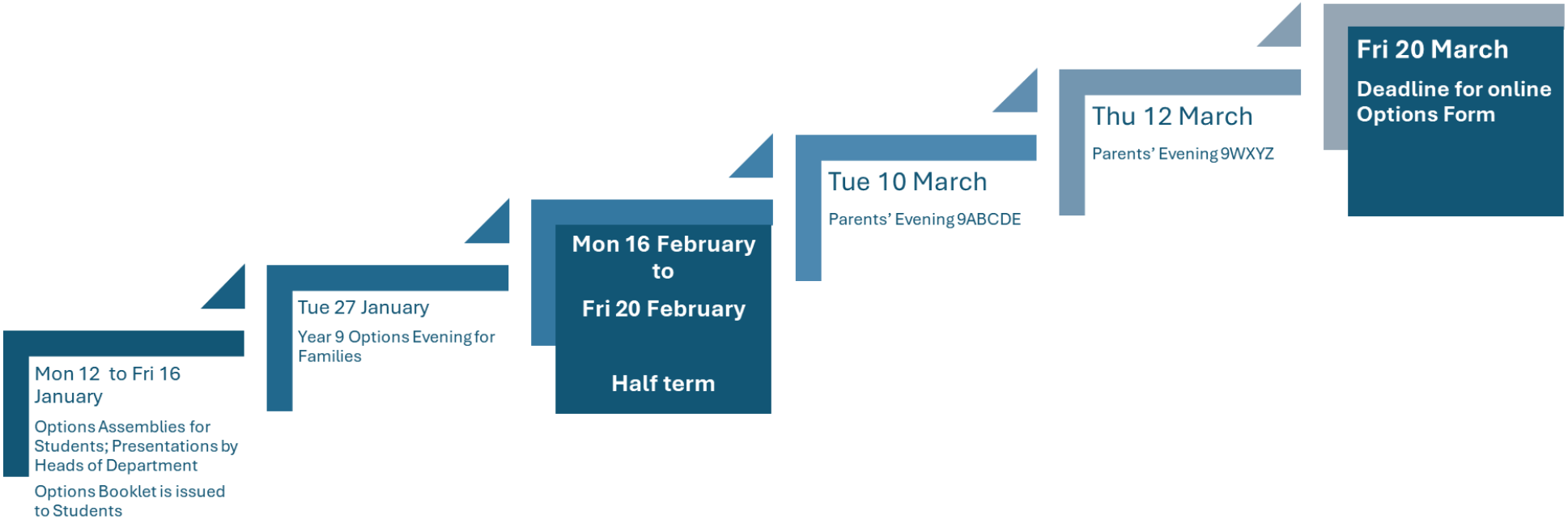
South Eden Park Road, Beckenham, Kent BR3 3BP

020 8639 4700 | office@lpsb.org.uk | www.lpsb.org.uk

Contents

What happens and when?

The Options Timeline



Compulsory subjects

All pupils will study the following subjects:

GCSE Examination Subjects:

- English – Most students will study English Language and English Literature
- Mathematics
- Science - Most students will study Combined Science

Non-examination Subjects:

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

English (Eduqas)

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

Pupils will sit four examinations and one speaking and listening assessment.

English Language (Three units)

Component 1: 20th Century Literature Reading and Creative Prose Writing

- 1 hour 45 minutes External Examination
- 40% of the overall GCSE
- Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions
- One creative writing task selected from a choice of four titles

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

- 2 hours External Examination
- 60% of the overall GCSE
- Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions
- Two compulsory transactional/ persuasive writing tasks

Component 3: Speaking And Listening (Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade)

- Candidates will be internally assessed on one presentation/speech

English Literature (Two Units)

Component 1: Shakespeare and Poetry

- 2 hours External Examination
- 40% of the overall GCSE
- Section A - Shakespeare: One extract question and one essay question based on the reading of a Shakespeare text
- Section B – Poetry from 1789 to the present day: Candidates answer Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

- 2 hours 30 mins External Examination · 60% of the overall GCSE
- Section A – Post 1914 Prose/Drama: Candidates answer one source-based question on a post 1914 prose/drama text.
- Section B – 19th Century Prose: Candidates answer one source-based question on a 19th century prose text.
- Section C – Unseen Poetry from the 20th/21st Century: Candidates answer two questions on unseen poems, one of which involves comparison.

NB: *All Literature examinations are closed book; candidates are not permitted to take copies of the set texts into the examination.*

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

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

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

Mathematics (Edexcel)

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

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

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

The GCSE Mathematics course is assessed by three examination papers (each of 1½ hours duration), two with a calculator and one without. Pupils take the examinations in the summer of Year 11, but at the start of Year 11, they all take an exam which is marked to exactly the same standards as the 'real' GCSE. Students will then discover what grade they would have secured had they taken the examination 'for real'.

There is no coursework in GCSE Mathematics.

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

Science – Combined Science (AQA)

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

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

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

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

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

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

Physical Education

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

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

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

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

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

Optional subjects

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

Examination Subjects:

- Art
- Astronomy
- Computer Science
- Dance
- Design and Technology
- Drama and Theatre Arts
- Film Studies
- Geography
- Graphics
- History
- Media Studies
- Modern Foreign Languages: French, German
- Music
- Photography
- Physical Education
- Religious Studies
- Triple Science

Art (AQA)

Overview:

GCSE Art at Langley is about developing students as exciting, inquisitive, creative individuals. From the start of the course, we treat students as contemporary artists working with a wide range of media.

During GCSE Art you will get the opportunity to experiment with a wide range of processes and techniques such as digital art, painting, sculpture, print making and drawing. The course tackles a wide range of themes and issues relevant to young people today. Through our partnership with The Royal College of Art, students get the chance to work alongside emerging artists in the classroom. The GCSE groups all take part in study visits including to London's South Bank and Tate Modern and undertake drawing trips to a variety of exciting locations. Students will investigate the context surrounding their work including not only artists' work but also our wider culture. The course is aimed at preparing the students for an Art 'A' Level course or working in the creative industries. A Fine Art course gives students a strong and varied grounding into a future career in the creative industry.

Requirements:

Students need to be open minded and willing to take risks. We are looking for inquisitive minds that have an enthusiasm for the subject. Students' ability to draw, and their interpretation of what drawing is, will be developed throughout the course.

Prospective students should have an interest in Arts and the visual world that surrounds them.

Future Pathways:

Studying art and design at school opens the door to a range of careers in the creative industries. The creative arts are an important part of the British economy – one of the areas of the economy that is still growing.

Possible careers include:

- Computer game design
- Advertising
- Animation
- Architecture
- Creative Direction
- Film and television
- Fashion Design

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

Course Structure:

The exam board used in the GCSE Art and Design course is AQA. The course is divided into two units of varied weighting:

- Coursework unit: 60%
- Exam unit (ESA): 40%

The bulk of the course is completed during class and homework time and there is no written exam. Coursework consists of a practical project that showcases students' skills in drawing and other art materials as well as their critical thinking, shown through analysis and how they present personal ideas. The Exam units or ESA (Externally Set Assessment) follows the same process as coursework, which is completed with a 10-hour exam period over two school days for students to finalise a practical piece.

Astronomy (Edexcel)

It is said that Astronomy is the father of all the sciences. Long before we began studying Biology, Chemistry, Physics or Geology, we were gazing up into the night sky giving names to the patterns of stars and using the regular motion of the Moon to decide such things as the annual harvest. Things have moved on considerably since then but, for most people, the night-time sky still holds a fascination and ignites in them a desire to understand more about our Universe. This course will enable students to understand our position in the Universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space.

The course is split into 16 sub-topics beginning with our understanding of our own planet and moving steadily outwards, culminating in Cosmology and the evolution of our Universe.

Assessment Structure

Students will sit two papers at the end of the course:

Paper 1: Naked-eye Astronomy
A 1 hour and 45-minute paper worth 100 marks. The paper assesses topics about the Earth, Moon and other planetary systems.

Paper 2: Telescopic Astronomy
A second 1 hour and 45-minute paper, also worth 100 marks. This paper assesses students' knowledge of more distant objects including exoplanets, stars, galaxy clusters, black holes and quasars.

Observational Skills

Students will develop their skills as observational astronomers throughout this course. They will be required to undertake one unaided (naked eye) and one aided (telescope or binoculars) observation, although they can expect to carry out many more observations than just these two. Students will be required to design, make, analyse and evaluate their observations.

Mathematical Skills

Astronomy is a highly mathematical discipline. Students will develop and use a variety of mathematical tools such as logarithms, ratios, trigonometry and advanced units and formulae. You should have a good level of numeracy if you would like to study GCSE Astronomy.

Future Pathways

Studying GCSE Astronomy will provide students with an ideal foundation for both A level Physics and Mathematics. Looking even further ahead, for students thinking about studying for a degree in Astrophysics, Physics or Maths, a GCSE in Astronomy will stand out, making anyone with the qualification a sought-after asset by any university.

For more information about this course please speak to Mr Jackson or email him at djackson@lpsb.org.uk.

Computer Science (AQA)

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

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

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Students will be assessed by two written examinations:

Paper 1: **Computational thinking and problem solving**

What's assessed?

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 1 and 2 above.

- Written exam set in practically based scenarios: 2 hours
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: **Computing Concepts**

What's assessed?

The content for this assessment will be drawn from subject content 3 to 8 above.

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

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

Digital Information Technology (Pearson) BTEC Level 1/Level 2 Tech Award

Qualification Type: Vocational (equivalent to 1 GCSE)
Exam Board: Pearson

Who is this course for?

This course is particularly well-suited to students who enjoy working with computers and digital technology but may find the programming component of GCSE Computer Science less accessible. It offers a practical and engaging approach to learning, with a strong focus on real-world applications and hands-on tasks.

Course Content

The course provides a broad introduction to the digital sector and covers three main components:

1. Component 1: Exploring User Interface Design Principles and Project Planning Techniques
   a. Learn how to design and evaluate user interfaces for different audiences and purposes.
   b. Develop project planning skills to manage digital projects effectively.

2. Component 2: Collecting, Presenting and Interpreting Data
   a. Understand how data is collected and used in digital systems.
   b. Learn how to present and interpret data to support decision-making.

3. Component 3: Effective Digital Working Practices
   a. Explore how modern technologies impact the way we work.
   b. Understand cyber security, legal and ethical considerations, and how to work safely and responsibly online.

How is it assessed?

- 60% Coursework (Components 1 & 2) – internally assessed and externally moderated.
- 40% External Exam (Component 3) – taken in Year 11.
- Grading and Assessment

The BTEC Tech Award is graded across Level 1 and Level 2, allowing students of all abilities to achieve a recognised qualification. Final grades awarded are:

- Level 2 Distinction*
- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass
- Level 1 Distinction, Merit, and Pass

What can this lead to?

This qualification supports progression to:

- BTEC Level 3 Nationals in IT
- Apprenticeships in digital and IT-related roles

Why choose this course?

- Gain hands-on experience with real-world digital tools.
- Develop transferable skills like problem-solving and project management.
- Learn in a practical, engaging way that prepares you for further study or the workplace.

Dance (AQA)

This is a largely practical course for anyone interested in developing skills in performing and choreographing Dance. Students will study a range of dance styles and professional dance works both practically, by learning and creating dances, and by analysing the various elements of professional dances such as the lighting, costume, set, music etc.

Students will be involved in whole school performances such as Showcase and the Dance show.

As well as developing their dance skills students also gain all the positive physical and mental health benefits of dancing and build a wide range of transferable skills such as creativity, imagination, teamwork, confidence, leadership and problem-solving skills.

Students will bring their experience of Dance at KS3 but are not required to have any experience outside of this, other than a strong commitment to work hard both physically and mentally and be prepared to commit to the rehearsals needed to take part in performances like the Dance show.

Subject Content:

- Performance
- Choreography
- Dance Appreciation

The course is 60% practical (Component one) which will be taught and assessed in the Autumn and Spring term of year 11. This consists of

Performance:

1. Solo performance of set phrases – 1 minute
2. Duet / Trio Performance – 3.5 - 5minutes

30% – 40 marks

Choreography:

Students will respond creatively to an externally set stimulus, to choreograph their own complete dance. Students create a solo or a group dance based on their chosen stimuli (Solo – 2 to 2.5 minutes. Group 3-3.5 minutes) **30% - 40 marks**

The rest of the course (component two) is worth 40% is assessed in a written exam at the end of year 11. The written paper consists of:

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work - students will reflect back on their performance in the coursework element of the course.
- Critical appreciation of six set professional works

1 hour 30 minutes 40% - 80 marks

Design & Technology (Edexcel)

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

In this GCSE, students will get the opportunity to use creative and innovative strategies when designing and applying practical expertise. They will have the opportunity to use specialist technical equipment in greater depth including CAD/CAM, (2D/3D design software and manufacture). Using ICT skills is an essential component of this course from designing in CAD, presentation skills, 3D printing to PIC programming and industrial production techniques.

Students will gain awareness and learn about the wider influences on Design and Technology including historical, social, cultural, sustainability, environmental and economic issues. Students will also use mathematical skills to calculate areas, forces and ratios and learn and use scientific knowledge of materials and their properties.

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

Mathematical Skills
Approximately 15% of the written examination marks are based on the practical application of mathematical skills. Students need to calculate material requirements, complete area calculations and be able to convert cm to mm. You should have these numeracy skills if you would like to study GCSE Design and Technology.

Future Pathways
The creative and engineering sectors have been one of the fastest growing sectors for employment opportunities in recent years and this award could potentially open the door to study for higher education, resulting in careers such as Civil, Aeronautical, Structural or Mechanical Engineering as well as Product Design, Architecture and Interior Design, Robotics to name but a few. Furthermore, it could be a good foundation for vocational courses and/or careers with apprenticeships in manufacturing, design development and the building industries.

Assessment

Component 1: **50% Written examination. 1 Hr 45 minutes examination (externally assessed)**

Component 2: **Non-Examined Assessment: 50%** Students create a working prototype from their own design brief and using their choice of resistant or compliant materials alongside an electronic portfolio of research, design and development (internally assessed, externally moderated)

3 hours of lessons per week split:

- 1 hour theory in preparation for the written examination.
- 2 hours practical and portfolio work in preparation for the Non-Examined Assessment.

Drama & Theatre (Edexcel)

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

The course is split into three key assessment areas:

1. **Devising Theatre – 40%**

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

   Students will then write a portfolio outlining their devising process and justifying their directorial choices. They must consider how successful they have been in achieving their dramatic aims and evaluate what they might do to increase the success of their piece.

2. **Performance from a text – 20%**

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

3. **Written Exam Paper – 40%**

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

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

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

At the end of the course students will have a good understanding of how theatre works and the processes that theatre makers go through to create a performance. They will develop analytical and evaluative skills in addition to life skills such as communication, teamwork and professional confidence. Drama is a highly creative and enjoyable subject which requires high levels of commitment, energy and enthusiasm – along with an absolute necessity to be able to perform in front of large audiences.

Film Studies (Eduqas)

This subject is designed to deepen students understanding, appreciation and enjoyment of film, the major art form of the twentieth and twenty-first centuries. From Hollywood to foreign cinema, students will study a variety of film types, movements, and genres to gain a fully rounded understanding of the history of cinema. The subject will develop students' written communication, analytical skills as well as creative skills.

Topics of study will include:

- US Mainstream Film (one film produced between 1930-1960, one film produced between 1961-1990)
- US Independent Film
- British Film
- Global Cinema

It must be emphasised that the course is of an academic and analytical nature. To that end, pupils are required to respond by traditional essay writing. However, the course also contains a practical component where students will be required to construct their own film products.

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

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

Geography (Edexcel)

The Geography GCSE focuses on contemporary physical and human geographical issues and prepares students with the knowledge, skills, and confidence to be aware of and tackle local and global issues that will impact them as citizens of tomorrow's world. Through developing geographical skills students will investigate the complexity and importance of sustainability and ethics, particularly when it comes to managing the future of the planet and the people on it.

The lessons are practical, fun, investigative and challenging. We focus on building geographical skills, a love of geographical fieldwork, as well as the knowledge and confidence to make geographical decisions.

Students will undertake at least **two fieldwork visits**. One to Stratford in East London to look at regeneration of an urban environment and the other to Seaford in East Sussex to look at the effect of coastal processes. Students will complete a mini fieldwork investigation that they will be examined on in Paper 2.

The course has 3 exam papers – taken at the end of the course. Each paper involves a variety of short, medium, and longer essay style questions and requires the ability to understand and utilise data.

Paper 1: Global Geographical Issues

- Hazardous Earth (Climate, Tropical Storms and Tectonics)
- Development Dynamics (Including India case study)
- Challenges of an Urbanising World (Including Mumbai case study)

Paper 2: UK Geographical Issues

- UK's Evolving Physical Landscape (Geology, Rivers, Coasts and UK Fieldwork)
- UK's Evolving Human Landscape (UK economy, regional disparity, population dynamics and Birmingham case study)

Paper 3: Environmental Issues (Decision Making Paper)

- People and the Biosphere
- Forests Under Threat
- Consuming Energy Resources

We encourage our students to become active, informed and engaged global citizens and we are looking for students to help run the Langley Park Environmental Society. This is open to students of all ages and gives participants the opportunity to contribute sustainability ideas and actions to the school, local, national and global community. In the following couple of years students will be pushing forward with the school's ambition to secure the prestigious Eco-School's Award.

Graphic Communication (AQA)

In Graphic communication we encourage ambition for all GCSE students who explore the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a series of design briefs. This exciting course allows students to produce visual work which will guide, educate, inform, direct, influence, persuade and entertain us in our everyday lives and aims to develop and encourage imaginative and creative designers. Students are given the opportunity to experiment with a wide range of media from handmade processes such as printmaking, collage, drawing and painting to digital media designing with software such as Adobe Illustrator.

Designers will have a curiosity to explore the visual world around them. They are given the opportunity to experience different genres and traditions on visits to galleries, museums and locations developing their cultural capital and social awareness within their project work. They will experiment with various media to demonstrate their skill and ability in communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app and game), multi-media, signage.

Course Structure: The specification is AQA and the course is comprised of two components.

Component 1: Portfolio of project work that shows coverage of the four assessment objectives.
The coursework is completed during class and homework time with no written/final exam.
Coursework consists of practical project work demonstrating skills. Critical thinking is essential and is shown through analytical research and annotation within sketch books.
60% of the final GCSE grade.

Component 2: Externally set assignment project which is completed during class and homework time. The final piece/outcome for the exam project is completed with a 10-hour exam period over two school days.
40% of the final grade.

Requirements: The course requires a creative approach and mind and willingness to experiment through visual media. Gallery visits to relevant exhibitions are part of the research process and are made for each of the projects explored. We also encourage students to enter design competitions and to gain WEX where possible.

Future Pathways: Students who have studied GCSE Graphics can progress onto A Level Graphic Communication or Photography and may graduate to consider careers in the creative and design industries which are vital to the UK economy and can lead to travel globally.

- Computer game design
- Product and packaging design
- Illustration
- Animation
- Architecture
- Curatorship
- Film and television
- Fashion journalism and illustration

The Graphics course requires pupils to combine both academic and practical skills to solve the problems inherent in any design brief. Students will explore typography, illustration, product and packaging design, hand rendered working methods and digital working methods. They will learn about contextual studies and produce written and visual research looking at designers, artists and craftspeople. To develop their knowledge students will be offered the opportunity to take part in trips and visits to exhibitions and galleries and locations to inspire their design.

History (Edexcel)

What do we study?

We study three units, which address a range of different skills including; analysing sources and interpretations, explaining consequences, significance and change over time, supporting and challenging views with evidence, essay-writing and building an informed judgement. None of these skills will be new; all skills have been introduced progressively since Year 7. All pupils entered for the examination take the same papers and there are a mix of question types; 4-mark, 8-mark, 121mark and 161mark. The three units are externally examined in three papers lasting between 75 and 105 minutes. They account for one hundred percent of the final marks and there is no coursework unit.

Paper 1:

- Thematic Study and Historic Environment: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

  In this unit we study how medicine has changed from the medieval period to present day. We think about factors that have impacted diagnosis and treatment including; the Church and government, science and technology and attitudes in society. We then use sources to study the diagnosis and treatment of soldiers on the Western Front during WWI.

Paper 2 includes two topics:

- Period Study and British Depth Study: The Cold War 1941-91 and Henry VIII and his ministers 1509-40.

  In the period study we address how relations soured between the Soviet Union and the USA following their wartime alliance; how they divided the world and fought indirectly through the arms race, proxy wars and propaganda.

  In the British depth study we learn how Henry VIII dramatically transformed England in the 16th Century, destroying institutions and even the people around him.

Paper 3:

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

  In Paper 3 we begin by looking at Germany following WWI and study the conditions that allowed Hitler to come to power. We learn how Germany was transformed into a fascist dictatorship that would lead to the most deadly war in history.

The course teaches the past but it also gives pupils an awareness of current issues affecting the world today. Students will develop critical thinking skills and become more informed citizens. The skills developed in areas such as analysis and communication are of benefit in a wide range of occupations in later life.

Media Studies (Eduqas)

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

Topics of study will include:

- media language
- representation
- audience
- industry
- Contexts

With a focus on:

- Film: the industry and the marketing of major Hollywood productions
- Television: crime-drama
- Magazine and Advertising: conventions of print design
- Radio: the BBC and public service broadcasting
- Online media: music and gaming websites

It must be emphasised that the course is of an academic and analytical nature. To that end, pupils are required to respond by traditional essay writing. However, the course also contains a practical component where students will be required to construct their own media products.

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

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

Modern Foreign Languages (AQA)

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

French and German

These GCSE courses are assessed by examination at the end of the two-year course, with the four skills of listening, speaking, reading and writing having equal weighting of 25% each. Please note that students starting year 10 in September 2026 will be sitting the new GCSE specification.

The six themes in the course are as follows:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

Within these overarching themes, pupils will study a diverse range of topics which are relevant to them, such as the use of social media, celebrity culture, career choices and ambitions and the customs of the countries concerned. Pupils will develop their linguistic competence in the four key skills of listening, reading, speaking, and writing, will build on the already substantial grammar base acquired during key stage three and will expand their vocabulary dramatically.

Pupils will debate sophisticated issues and will express complex opinions in a foreign language.

To further enhance their language skills and cultural awareness, pupils will have the opportunity to participate in a variety of extracurricular activities, including study visits to the target language countries, cinema trips and seminars.

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

Please note that each language is only available for pupils who have studied it at KS3.

Music (Edexcel)

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

The course provides pupils with innovation, variety and depth.

Assessment Structure

There are three components that make up the specification:

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

Instrumental/Vocal Lessons

As the course stipulates that students must perform to at least the equivalent of Grade 3 standard **by the end of the course**, it is essential that all students undertaking this course should be engaged in lessons on an instrument or voice throughout the course in Year 10 and 11, either in or out of school. Most students who opt for this subject are already proficient on an instrument/voice, but it is possible for dedicated students who are keen to opt for the subject to begin lessons in the summer term of Year 9.

Extra-Curricular Music

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

What Next?

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

Photography (AQA)

In Photography we encourage ambition for all GCSE students offering a variety of creative experiences and the tools to explore a range of media, processes and techniques including the use of industry standard software. Photographers will have a curiosity to explore the world around them through the lens. They are given the opportunity to experience different genres and traditions on visits to galleries, museums and locations developing their cultural capital and social awareness within their project work.

Students experiment with various media to demonstrate their ability to use photographic techniques and processes such as: film and darkroom practices, digital media and software, as well as experimental processes. Students have access to our dark room and the photography studio to develop skills.

Course Structure: The specification is AQA, and the course is comprised of two components with students being required to work in one or more photographic genres in each, for example, portraiture, location photography, studio photography, experimental imagery, documentary photography, photojournalism, fashion photography. Students will learn about contextual studies and produce written and visual research looking at contemporary and historical photography and the work of designers, artists, and craftspeople to inspire their project work.

Component 1: Portfolio of project work that shows coverage of the four assessment objectives.
The coursework is completed during class and homework time with no written/final exam.
Coursework consists of practical project work demonstrating skills. Critical thinking is essential and is shown through analytical research and annotation within sketch books.
60% of the final GCSE grade.

Component 2: Externally set assignment project which is completed during class and homework time. The final piece/outcome for the exam project is completed with a 10-hour exam period over two school days.
40% of the final grade

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

Future Pathways: Students who have studied GCSE Photography can progress onto A Level Photography or Graphic Communication and may graduate to consider careers in the creative and design industries which are vital to the UK economy and can lead to travel globally.

- Computer game design
- Photojournalism
- Animation
- Architecture
- Curatorship
- Film and television
- Marine and natural history photography
- Fashion photography

Physical Education (Edexcel)

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

Practical component

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

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

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

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

As part of the practical element of the course the boys are also given the opportunity to go on a variety of trips where they learn about and are assessed in adventurous sports such as Rock Climbing or Road Cycling.

Given the importance and numbers of marks awarded for the practical element of the course, students selecting GCSE Physical Education must be playing at least one sport competitively for the school or for a team outside of school, including taking part in weekly training sessions and fixtures. Pupils would benefit hugely from playing more than one sport to a good standard and all students must be prepared to actively engage in the full range of sporting activities taught on the course.

Theory component

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

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

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

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

Religious Studies (AQA)

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

The course is divided into two units with both examinations being taken at the end of Year 11. Each unit is worth 50% of the total grade. There is no coursework in this subject.

Unit 1: Beliefs and practices (1 hour 45 minutes)

Study of the beliefs and practices of two religions

- Christianity Beliefs
- Christianity Practices
- Islam Beliefs
- Islam Practices

Unit 2: Thematic Studies (1 hour 45 minutes)

Study of social and moral issues in Britain and the wider world.

- Relationships and Families
- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment

Students will have an opportunity to visit places of worship in the local community. External speakers are also invited into school to further knowledge and understanding of topics studied.

Science – Triple Science (AQA)

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

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

The course gives students the opportunity to gain a good understanding across a broad range of rich and relevant topics.

- In Biology topics include: human biology, organisms, evolution and the environment.
- In Chemistry students will study the nature of substances and how they react together, how our knowledge of Chemistry is used in business and industry and how our use of raw materials as fuels and in manufacturing can affect the local and global environment.
- In Physics students will learn about the use and transfer of energy, waves, radiation and space and the application of physics.

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

Choosing your subjects

The Optional Subjects

Enter your option choices in the appropriate boxes.

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

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

ADVICE AND DEADLINES

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

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

The deadline for submitting your Option choices is:

Friday 20 March 2026

All students must choose at least one of Geography, History, French, German, Computer Science or Triple Science. You may choose two, three or four of these subjects if you want to.

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

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

The Head of Year 9, Mrs Heward, is available for consultation.

Pupils should discuss their choice of subjects thoroughly with their parents/carers before coming to any decision. **Parents/Carers are asked to countersign the 'Options Form', which accompanies this booklet.**

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

How to complete the Year 9 Form (online) 2026

All students must choose at least one of Geography, History, French, German, Computer Science or Triple Science.

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

EXAMPLES

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

You must pick subjects in order of preference. Subjects 5 and 6 are the reserve choices.

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

EXAMPLE ONE

A pupil whose choices qualify for the English Baccalaureate

PREFERENCE	SUBJECT
1	HISTORY
2	FRENCH
3	MUSIC
4	GRAPHICS
5	PHYSICAL EDUCATION
6	DRAMA and THEATRE STUDIES

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

Whatever is chosen in rows 3-6 would not affect this. **All students in sets 1 or 2 in *either* Humanities *or* Languages should opt for at least one of Geography or History *and* a Language.**

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

A pupil can choose History AND Geography if he wishes (each entered in separate rows above).

EXAMPLE TWO

PREFERENCE	SUBJECT
1	HISTORY
2	FRENCH
3	MUSIC
4	GRAPHICS
5	PHYSICAL EDUCATION
6	DRAMA and THEATRE STUDIES

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

A practice Options Form

Your Options choices will be **completed online** before **Friday 20 March 2026**

This form is purely for rough drafts, to work on at home with parents/guardians.

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

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

Art	**Film Studies**	**Media Studies**
Astronomy	**French**	**Music**
Computer Science	**Geography**	**Photography**
Dance	**German**	**Physical Education - GCSE**
Design & Technology	**Graphics**	**Religious Studies**
Drama & Theatre Arts	**History**	**Triple Science**

PREFERENCE	SUBJECT
1	
2	
3	
4	
5	
6	