



**Langley**  
SCHOOL



# GCSE Options

2022-2023



# Message from the Headmaster

Thank you for taking the time to look through this options booklet. As one moves towards GCSE level, it is an exciting time to choose some options and to start to home in on the intellectual pathway that suits you best.

There is fantastic depth and breadth here, so you have plenty of choice and time to see what areas you will flourish in.

Choosing the subjects you enjoy is always a good starting point, so try not to be swayed by the choices of your friends or following a 'favourite teacher!' Please ensure that you speak to people about your choices before you make that final decision: parents, family, older friends, your tutor and Head of Year.

I wish you well and look forward to seeing you become the very best person you can be.

**Jon Perriss**  
*Headmaster*



# GCSE Studies at Langley School

## OUR OBJECTIVES

We aim to provide each pupil, as far as possible, with a programme of study appropriate to his or her needs – a programme that builds on each pupil's strengths. While expecting all pupils to study our core subjects (English Language, Mathematics and Science), we set out to provide a broad spectrum of choice. Maintaining a diversity of subjects means that a child can embark on further study from a position of strength, with a wide field of knowledge and skills.

## WHY DO WE USE DIFFERENT EXAMINING BODIES?

Each teaching department is free to select its specification (syllabus) from those offered by the Local Examining Boards. There are differences in the content of these syllabuses from one board to the next, even when they deal with the same subject, for example History syllabuses may cover different periods in history. Consequently, a student's final GCSE certificates will come from more than one source.

The boards we use are: EDEXCEL, AQA, OCR, EDUQAS.

## COURSEWORK/CONTROLLED ASSESSMENT

A key element in many GCSE syllabuses used to be controlled assessment (which replaced coursework). This was the internal assessment part of the legacy range of specifications. This internally assessed piece of work (marked by the school) undertaken under controlled conditions within the school only

remains in a few subjects, such as Art and Design & Technology. In the majority of the new specifications there are no controlled assessments or coursework. Instead, the entire grade is based on terminal assessments (examinations). It is increasingly important, therefore, that pupils develop strong study skills and revise regularly throughout Years 10 and 11 in order to build up a large body of knowledge and understanding; there will be too much to 'cram' just before the examinations.

[In cases where controlled assessment is still required (see individual subjects), teachers and pupils need to closely follow examination board guidance when conducting such work. Even though controlled assessment may take place within normal timetabled lessons, it must be taken as seriously as external examinations, as controlled assessment can account for between 25% and 60% of a GCSE grade.]

**“We set out to provide a broad spectrum of choice”**

In addition we are able to offer Learning Support and English as an Additional Language. Pupils with specific learning



difficulties would be well advised to select Learning Support, where they will receive additional help. A pupil who is not a native speaker of English, and whose fluency in the language is limited, ought to opt for English as an Additional Language (EAL). Both these subjects are generally taught in very small groups for which a charge is levied (contact the Finance Manager for full details), and can be selected in place of an optional subject.

Pupils may select a total of four from the option subjects. Please note, however, that:

1. Each subject is offered subject to numbers. The school reserves the right to withdraw a subject or reduce the number of blocks in which it will be offered if insufficient interest is shown.

2. Some subjects can prove to be very popular from time to time. The school reserves the right to cap numbers for a particular subject. Late applicants may need to choose an alternative from the same block. If sufficient interest is shown, however, further subjects may be added, subject to resources being available.

In addition to the above curriculum, all Pupils at this stage will receive lessons in Personal and Social Education (which will incorporate careers and study skills) and non-examined Physical Education and Games.

## STUDY PATTERN

The range of subjects offered and the structure of the Option Blocks is intended to enable each student to study a broad, academically balanced curriculum, yet select subjects in which he or she is most interested and most capable. Pupils tend to have more motivation, and hence perform better in subjects they most enjoy.

All pupils study Mathematics, with the GCSE taken in Year 11. All pupils will also study for a GCSE in English Language to be taken in Year 10. The majority of pupils having passed GCSE English Language a year early will then go on to study English Literature in Year 11. Those who need more time will have a further year to gain a pass in the Language paper.

The three science subjects are examined for the majority of pupils as two GCSEs (double science). There is also the option to study for three separate GCSEs in science.

Three languages are offered as part of the option choices (French, Spanish and Mandarin). Prior study of the language to Year 9 is a prerequisite. Pupils who studied a language in Year 9 are encouraged to continue with the language.

A spectrum of Art & Design subjects are also on offer within the blocks. Although each of the Art subjects have different endorsements and can, in theory, be studied together in any combination, pupils are restricted to choosing a maximum of two Art subjects at GCSE in order to ensure a broad base of study at this level.

## THE OPTIONS PROCESS

### 10<sup>TH</sup> FEBRUARY 2022

GCSE options evening  
Informed subject choices are made after consultation with staff.

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### 21<sup>ST</sup> FEBRUARY 2022

Deadline for submission of option choices.

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### UNTIL SEPTEMBER 2022

Changes to subject choices may be made, after discussion with Mr Jones (Head of Y10) and Mr Sitch (Assistant Head, Director of Studies) providing there is room within the new subject to accommodate such changes.

## FURTHER INFORMATION

Mr Jones  
*Head of Year 10*  
mjones@langleschool.co.uk

Miss Creed  
*Head of Year 11*  
ecreed@langleschool.co.uk

Mr Sitch  
*Assistant Head, Director of Studies*  
lsitch@langleschool.co.uk

Mrs Ayres  
*Deputy Head (Academic)*  
rayres@langleschool.co.uk

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# English Language

Examination Board: AQA  
Specification Number 8700

(Taken at the end of Year 10)

GCSE English Language offers a whole range of opportunities for creative and imaginative expression as well as developing the ability to write and think analytically. Pupils will become critical readers, understanding the patterns, structures and conventions of both written and spoken language. There is also the chance for pupils to develop their own skills as writers. English is a subject that enhances pupils' ability to speak effectively in different contexts and for different audiences and consequently helps to develop their self-confidence.

The course is a core subject and is compulsory for all pupils at GCSE level. Currently, all pupils sit the English Language GCSE at the end of Year 10.

“A whole range of opportunities for creative and imaginative expression”

## COURSE CONTENT

### Paper 1: Explorations in Creative Reading and Writing

In Section A, questions will be drawn from a 20th or 21st century literary fiction text and invite pupils to develop their analysis of authorial techniques. In Section B, as a stimulus for pupils' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A.

### Paper 2: Writers' Viewpoints and Perspectives

Section A of this paper focuses on non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century. In Section B, there will also be a single writing task, thematically linked to Section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

## ASSESSMENT

Unit	Proportion of overall exam	Assessment
<b>Paper 1:</b> Explorations in Creative Reading and Writing	50%	Written exam 1 hour 45 minutes 80 marks
<b>Paper 2:</b> Writers' Viewpoints and Perspectives	50%	Written exam 1 hour 45 minutes 80 marks
<b>Non-examined assessment:</b> Spoken Language	0%	Teacher set throughout the course and marked by teacher  Separate endorsement

For further information please contact:  
**Alison Clark**, Head of English  
aclark@langleschool.co.uk

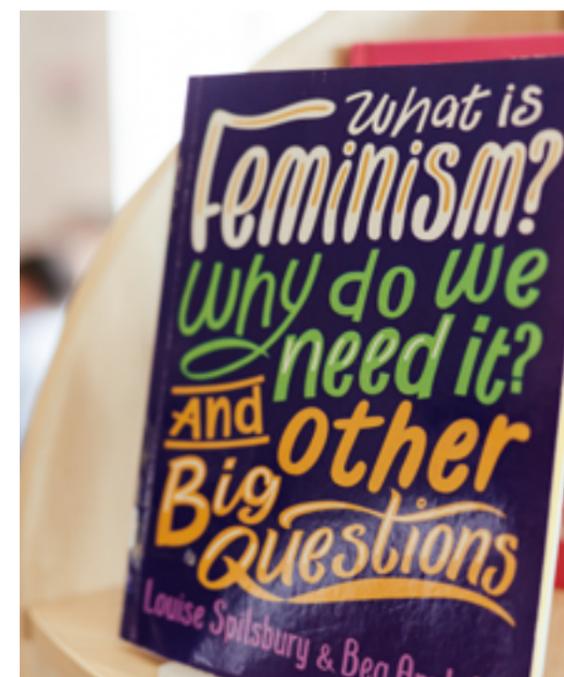
# English Literature

Examination Board: AQA  
Specification Number 8702

The study of English Literature provides an opportunity to read and study a variety of interesting and demanding literature, including both traditional and modern poetry, prose and drama. It is a subject that fosters a passion for the written word and develops a sophisticated sense of how authors use language to shape and represent the world.

The course is undertaken in Year 11 by pupils who have successfully completed the GCSE English Language course in Year 10.

“It is a subject that fosters a passion for the written word”



## COURSE CONTENT

### Paper 1: Shakespeare and the 19th Century Novel

Pupils will also develop their ability to analyse how the language, form, structure and context of texts can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response.

### Paper 2: Modern Texts and Poetry

Pupils study one from a choice of 12 set texts, which include post-1914 prose fiction and drama. Pupils will also study one cluster of poems taken from the AQA poetry anthology, Poems Past and Present. There is a choice of two clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. Pupils will also be prepared to analyse unseen poetry and compare these unseen elements.

Unit	Proportion of overall exam	Assessment
<b>Paper 1:</b> Shakespeare and the 19th Century Novel	40%	Written exam 1 hour 45 minutes 64 marks
<b>Paper 2:</b> Modern Texts and Poetry	60%	Written exam 2 hours 15 minutes 96 marks

For further information please contact:  
**Alison Clark**, Head of English  
aclark@langleschool.co.uk

# Mathematics

Examination Board: Edexcel  
Course Title: "Edexcel GCSE  
Mathematics (9-1)"

Pupils who are currently in Year 10, and subsequent cohorts, use textbooks published by Pearson, with worksheets and software, and other resources giving additional material when required. Pupils are encouraged to use the school's extensive computing facilities as much as possible in their studies, especially for research.

The course is a core subject and is compulsory for all at GSCE level.

**"This provides a solid foundation for future study of Mathematics beyond GCSE"**

## COURSE CONTENT

Key Stage 4 pupils study the Edexcel GCSE Maths course. This provides a solid foundation for future study of Mathematics beyond GCSE, beyond GCSE, as well as refining the functional Maths skills essential in modern society.

The assessment objectives for this course are:

- A01: Use and Apply Standard Techniques
- A02: Reason, Interpret and Communicate Mathematically
- A03: Solves problems within Mathematics and in other contexts

Exact details of the topics vary depending on whether the pupil is following the Foundation or Higher Tier. All pupils will find a clear and comprehensive list of

topics within their study books issued by the department.

There are 3 terminal examinations for the Maths GCSE course:

- Paper 1: Non-calculator
- Paper 2: Calculator
- Paper 3: Calculator

Pupils may be entered for iGCSE or GCSE depending on pupil progress on the course, and the suitable windows of entry that become available from the Exam board.

All papers are out of 80 marks and will last 90 minutes. Each paper can examine all 3 assessment objectives. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The demanding challenge of the GCSE course provides an opportunity to begin the course in year 9. Thus enabling sufficient time to complete the course by the end of Year 11. Therefore any Year 10 pupil will have already covered the first part of the GCSE course in Year 9.

More able pupils in Year 10 are offered the chance to complete an "Algebra Award Level 2". Year 11 pupils can build on Level 2 and complete "Algebra Award Level 3" as a possible activity choice, subject to numbers. The Level 3 award is currently worth 7 UCAS points.

There is no controlled assessment or coursework within Mathematics.

For further information please contact:  
**Stuart Goodhew**, Head of Mathematics  
sgoodhew@langleschool.co.uk

# Double Award Science

Examination Board: AQA  
Specification Numbers: GCSEs:  
Double 8464 Biology 8461  
Chemistry 8462 Physics 8463

## (Biology, Chemistry & Physics)

The course is designed to stimulate curiosity and enjoyment, coupled with an awareness of the need to care for the environment. Pupils learn that science can be both beneficial and detrimental to society, and they are taught to evaluate scientific issues.

This course provides a worth-while scientific background for all pupils, whether or not they intend to go on to study science beyond GCSE. The course enables pupils to acquire a body of scientific knowledge and develop an understanding of the ideas and applications of Biology, Chemistry, Physics and Earth Sciences. Importance is attached to the knowledge, skills and understanding of how science works in the world at large as well as in the laboratory. This is set in the context of knowing and understanding a body of scientific facts.

Pupils acquire an understanding and experience of the methods used in science and of the application of experimental techniques in everyday life. Practical work plays a key part in Science at Langley and pupils should be aware of safety issues.

Science at Langley is taught as separate subjects, with pupils being set on ability. Pupils begin the AQA Science GCSE course in Year 9. This course is linear and examined via final written examinations in the summer of Year 11. There is no practical examination, however practical work is an integral part of the course and examined in theory as part of the written papers. Pupils can sit higher or foundation level papers at the end of the course.

Double Science pupils sit six final papers (two in each subject). Each written paper consists of structured and open questions and is 1 hour 45 minutes long with 100 marks. Each paper is worth 50% of the final grade in each science subject. The course is a core subject and is compulsory for all pupils at GCSE level.

For pupils with an aptitude and ability for science, there is an option to study for three separate individual science certificates (GCSE). This involves a significant amount of extra work and is offered as an option to allow the correct teaching hours. Those students would have to select Triple science as an option choice. Triple science students sit 2 papers in each subject. Each Written paper consists of structured and open questions, is 1 hour 45 minutes long with 100 marks and worth 50% of the final grade in each science subject.

**"The course is designed to stimulate curiosity and enjoyment, coupled with an awareness of the need to care for the environment"**

For further information please contact:  
**James Clegg**, Head of Science  
jclegg@langleschool.co.uk

# Biology

Examination Board: AQA GCSE  
Specification Numbers: GCSEs: Biology 8461

Biology is a highly progressive subject, with many changes both in our understanding and application of this science in the past generation. More so than ever before, society will expect young people to have an understanding of some highly complex scientific issues with ethical, moral and social implications. These will range from the impact of humans on the environment, biodiversity and sustainability; to genetically engineered organisms, cloning and fertility treatments.

This course provides a worthwhile background for all pupils, whether or not they intend to go on to study Biology beyond GCSE. The course enables pupils to acquire a body of scientific knowledge and develop an understanding of the ideas and applications of Biology. This is set in the context of knowing and understanding a body of scientific facts. Pupils acquire an understanding and experience of the methods used in science and of the application of experimental techniques in everyday life.

Practical work plays a key part in Science at Langley and pupils should be aware of safety issues.

## CAREERS

Biology is essential for Healthcare, medicine, veterinary science, environmental science, teaching, agriculture, botany and forensic science.

## COURSE CONTENT

This course is linear and examined via final written examinations in the summer of Year 11. Pupils are introduced to some topics and ideas in Biology during Year 9, which are relevant to the GCSE course. These ideas are

revisited and expanded on prior to the end of Year 11. There is no practical examination, however practical work is an integral part of the course and examined in theory as part of the written papers. Pupils can sit higher or foundation level papers at the end of the course.

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

## ASSESSMENT

Two papers each of 1 hour 45 minutes long, 100 marks and worth 50% of the final grade in each science subject. These will include Multiple choice, structured, closed short answer and open response questions

**Works well with** Chemistry, Physics and Geography

“More so than ever before, society will expect young people to have an understanding of some highly complex scientific issues with ethical, moral and social implications.”

For further information please contact:  
**Dr Craig Munday**, Head of Biology  
cmunday@langleschool.co.uk



# Business

Examination Board: Edexcel  
Specification Number: 1BS0

Business is an exciting and dynamic subject that allows pupils to not only learn about how businesses start up and become successful, but allows them to demonstrate their enterprise skills and see business in action, through a number of practical activities and industrial visits. The structure of the course provides a flexible approach enabling pupils to study the subjects in a manner which is best suited to their learning styles.

explore how the wider world impacts the business as it grows.

## ASSESSMENT

Pupils will sit two 90 minute exams taken at the end of Year 11. Each paper is worth 50% of their final grade and consists of calculations, multiple choice, short answer and extended writing questions. Many of the questions are based on real life business contexts and examples.

## COURSE HIGHLIGHTS

(subject to availability)

Take part in an Enterprise Day with entry into a national competition. Our pupils have been finalists in both the Real Business Challenge run by Coca Cola and the Subway Challenge.

Production visits; in the past we have visited Coca Cola, Warner Bros Studios, Bank of England, Chelsea FC and Thorpe Park.

Interviewing Business owners.

Setting up a company under the Young Enterprise scheme.

“An exciting and dynamic subject”

## COURSE CONTENT

Theme 1:

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Theme 2:

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll

For further information please contact:  
**Helen Yates**, Head of Business,  
Economics and EPQ  
hyates@langleschool.co.uk

# Chemistry

GCSE study in Chemistry provides the foundations for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity. The GCSE specification in Chemistry is designed to enable pupils to develop scientific knowledge and conceptual understanding and develop their ability to evaluate claims based on Chemistry through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Studying Chemistry can help pupils to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives.

It is recommended that Chemistry is studied along with at least one other Science to allow for a wider choice of further study or career.

Chemistry is essential for pupils interested in following careers or further studies in Chemistry, Biochemistry, Medicine, Dentistry, Engineering, Pharmacy Veterinary Science, Chemical Industry (research and development, Analytical Chemistry, Technical Sales and Marketing), Public Services (Forensic Science, Health Services, Environmental Protection and water companies), academia and teaching, publishing, technical writing and patent law.

Chemistry course is linear and examined via final written examinations in the summer of Year 11.

There is no practical examination however practical work is an integral part of the course and examined in theory as

Examination Board: AQA GCSE Specification  
Numbers: Chemistry 8462

part of the written papers. Pupils can sit Higher or Foundation level papers at the end of the course.

## ASSESSMENT

Paper 1:  
Topics 1-5: Atomic structure and the periodic table; Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes; and Energy changes.

How it's assessed

- Written exam 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response

Paper 2:  
Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources

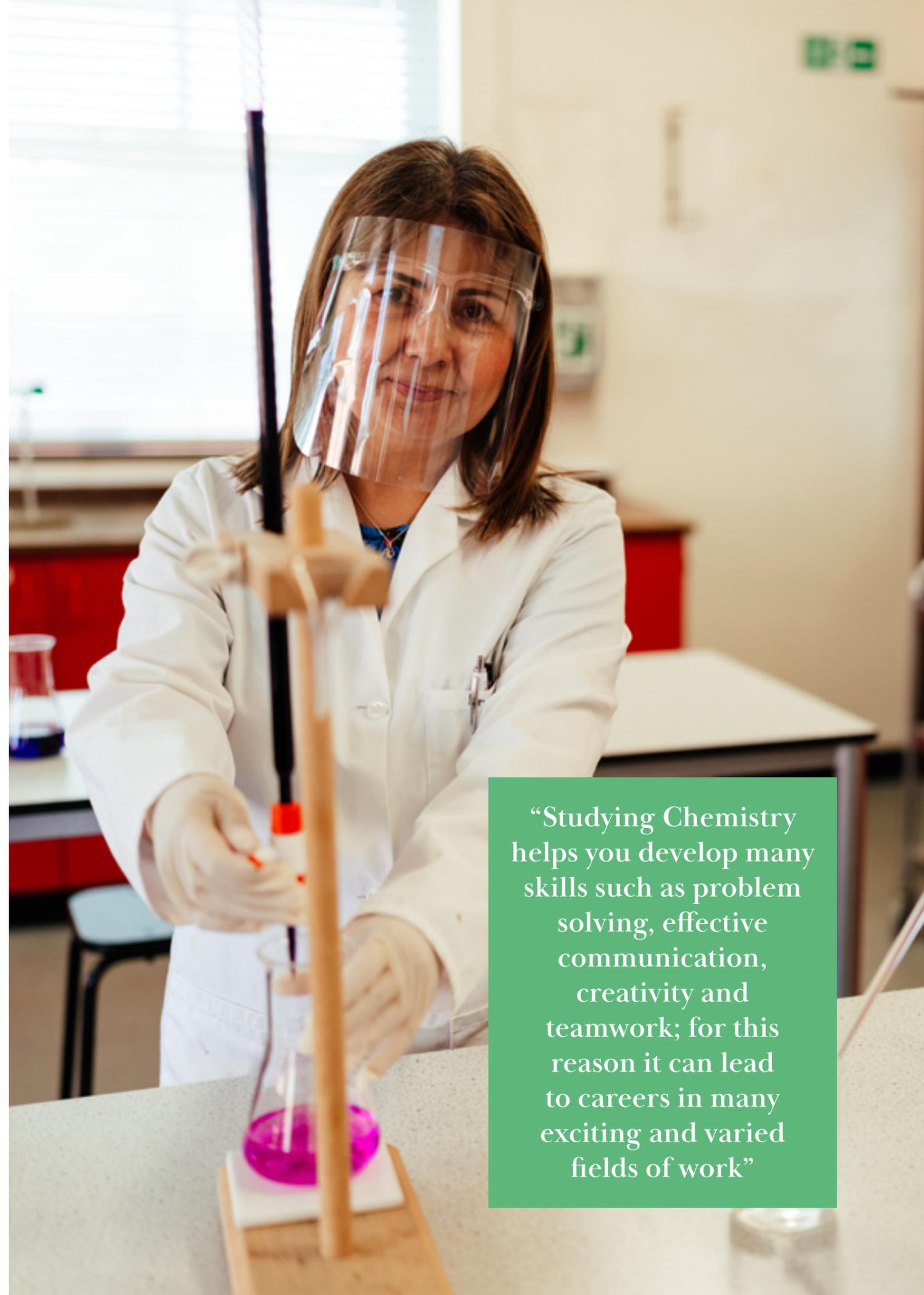
How it's assessed

- Written exam 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response

For further information please contact:  
**Dr Aysin Mason**, Head of Chemistry  
amason@langleyschool.co.uk



“Studying Chemistry helps you develop many skills such as problem solving, effective communication, creativity and teamwork; for this reason it can lead to careers in many exciting and varied fields of work”



# Computer Science

Examination Board: OCR  
Specification number: J277

Computer Science is engaging and practical, encouraging creativity and problem solving. Students develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## Computer Science will encourage learners to:

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

Think creatively, innovatively, analytically, logically and critically.

Understand the components that make up digital systems, and how they communicate with one another and with other systems.

Understand the impacts of digital technology to the individual and to wider society.

Apply mathematical skills relevant to Computer Science.

## ASSESSMENT

Paper 1 – Computer systems, written paper, lasting 1½ hrs and worth 50% of final award.

Paper 2 – Computational thinking - algorithms and programming, written paper, lasting 1½ hrs and worth 50% of final award.

Practical Programming – All students must be given the opportunity to undertake a programming task, to solve a problem, during their course of study.



For further information please contact:  
**David Innes**, Head of Computer Science  
dinnes@langleschool.co.uk

# Design & Technology

Examination Board: Cambridge IGCSE  
Specification number:  
Design and Technology (9-1) (0979)

Cambridge IGCSE (9-1) Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process. Individual learning is personalised through the implementation of the design process as pupils progress through the course.

The department does offer the opportunities for pupils to attend 'open workshop activity time', to further develop skills and to support their practical work, which they are expected to attend during the manufacture of their coursework.

Design, Technology, Engineering and Manufacturing is one of the industries which has skill shortages within a broad range of fields. Pupils who engage in and develop an interest in the subject are certainly in a well-resourced and highly successful environment. The department was one of the first nationally recognised Centres of Excellence. It has some of the most advanced manufacturing resources seen in a school environment; computer numerical coding machines, laser cutters, 3D printers, hot metal casting and the use of computerised modelling, using Solidworks, are all available for pupil use. The department also boasts links with local industry and pupils who continued to study the subject at A Level have gained entry to prestigious degree courses at leading universities.

## ASSESSMENT

### Component 1

Examined content 50% of the qualification

#### Design Paper 1

1 hour 15 minutes  
Product Design 25% 50 marks  
Questions based on the common content:  
Product Design written/drawing paper  
Externally assessed

#### Design Paper 3

1 hour  
Resistant Materials 25% 50 marks  
Questions on the specialist option:  
Resistant Materials content and the common content  
Externally assessed

### Component 2

Project 50% 100 marks  
Substantial design and make task  
School-based assessment  
Internally assessed and externally moderated

#### Seven parts to the assessment:

1. Identification of a need (5 marks)
2. Research/Specification (10 marks)
3. Design ideas (20 marks)
4. Development (15 marks)
5. Planning for production (10 marks)
6. Product realisation (30 marks)
7. Test and evaluate (10 marks)

For further information please contact:

**John Norton**

Head of Design and Technology  
jnorton@langleyschool.co.uk



“The department probably has some of the most advanced manufacturing resources seen in a school environment”



# Drama

Examination Board: Edexcel  
Specification number: 1DR0

Drama at GCSE level is an opportunity for pupils to join like-minded people who are passionate about Drama. During the course, pupils will develop their theoretical and practical knowledge of theatre by working as a team to create thought-provoking and engaging theatre.

The course offers opportunities to learn about creative techniques from the perspective of a performer, director, designer and technician. Through practical workshops, classroom theory and group rehearsals pupils explore traditional and contemporary techniques to create and present live theatre in a range of styles.

“A demanding subject that inspires creativity and collaboration”

GCSE drama is an inspiring, creative and challenging course, which nurtures a range of highly desirable transferable skills. Committed and hard-working drama pupils emerge as confident communicators and collaborators with a good understanding of the value of creativity and the impact of polished presentations.

Studying Drama can lead to a wide variety of careers.

The ability to effectively and confidently communicate with others, work proactively, as well as part of a team, are qualities that every pupil from Langley School should aspire to achieve.

## ASSESSMENT

**Component 1:** Devising 1DR0.01  
*Non-examination assessment 40% of the qualification 60 marks*

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance – 15 marks.
- Analyse and evaluate the devising process and performance, through the creation of the Portfolio Evidence – 45 marks.
- Performer or designer routes available.

**Component 2:** Performance from Text 1DR0.02  
*Non-examination assessment 20% of the qualification – 48 marks*

- Pupils will either perform in and/or design for two key extracts from a performance text.
- Free choice of performance text.
- Performer or designer routes available.
- Performed to and assessed by a visiting examiner.

**Component 3:** Theatre Makers in Practise 1DR0.03

*Written examination: 1 hour 45 minutes*  
40% of the qualification – 60 marks

- Practical exploration and study of one complete performance text.
- Live theatre evaluation – from a production viewed during the course.

For further information please contact:  
**Jennifer Hart**, Head of Drama  
jhart@langleschool.co.uk

# Fine Art

Examination Board: AQA  
Specification number: 8208

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, fine art is a great choice. The skills you gain make it a great complement to other subjects. Art is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work. Fine art explores ideas, conveys experiences and responds to themes or issues of personal significance.

“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.”

– Scott Adams

## COURSE CONTENT

The Fine Art GCSE course consists of Component One: coursework portfolio and Component Two: externally set assignment. There will be a least two coursework portfolio projects, which are completed throughout Year 10 and in the first term of Year 11. Pupils will be introduced to a variety of experiences, exploring a range of two and/or three-dimensional media, techniques and processes including both traditional and new technologies. They will explore relevant images, artefacts and resources relating to a range of fine art, from the past and from recent times, including

European and non-European examples which will be integral to the investigating and making process. Pupils are expected to develop their ability to talk and write about art, using appropriate vocabulary. Projects for inclusion in the portfolio will be provided by the teacher, throughout Year 10 and Year 11. As the course progresses, pupils are expected to make more personal decisions about the direction of their work. All work produced during art lessons and for homework is eligible for inclusion in the portfolio. The second and third terms in Year 11 are dedicated to the externally set assignment. This is generated by the exam board and pupils will select one project from a choice of seven, which they explore to create a personal response for assessment

## COMPONENTS AND ASSESSMENT

Component 1  
Coursework Portfolio: 60% of final grade

Component 2  
Externally Set Assignment: 40% of final grade

For further information please contact:  
**Kim Bradbeer**, Head of Art  
kbradbeer@langleschool.co.uk





# Food Preparation and Nutrition

Examination Board: OCR  
Specification number: J309

Our GCSE specification in Food Preparation and Nutrition will equip you with the knowledge, understanding, skills and encouragement you need to confidently prepare and cook a range of dishes.

You will learn why a balanced diet is important and how diet can influence health. You will gain practical skills in the kitchen to help you choose, prepare and cook healthy food for a wide range of people. In addition, you will acquire knowledge and understanding of a variety of current dietary issues.

“GCSE Food Preparation & Nutrition should be considered by everyone”

You will investigate a wide range of relevant global issues such as food security, seasonality and provenance, and develop vital life skills so that you can plan and feed yourselves and others affordably and nutritiously.

The course also covers food science and you will discover through practical experiments the background science involved in ingredients and their functions when cooking.

GCSE Food Preparation & Nutrition should be considered by everyone, particularly those wishing to pursue careers within health and dietetics, sports and sports nutrition, catering and

the food and hospitality industry, food science, and, of course, teaching.

## ASSESSMENT

### NEA 1

Food Investigation task  
*15% of the total GCSE marks (internally assessed) 45 marks*

Each learner will be required to research and investigate the chemical and functional properties of a food (e.g.. Flour, eggs) and carry out investigations into the foods identified by the examination board.

### NEA 2

Food Preparation task  
*35% of the total GCSE marks (internally assessed) 105 marks*

Each learner will choose a task in advance of a 3-hour practical session. They will research, plan, prepare, cook and present a range of suitable skilful dishes. Written work, technical skills, practical skills and photographs are required to evidence the task.

### Written examination

*50% of the total GCSE marks (externally assessed) 100 marks*

This is a 1hr 30 min written examination. The questions cover all aspects of the course and require short answers along with sentence, paragraph and informative responses.

For further information please contact:  
**Linden Southgate**, Head of Food Preparation and Nutrition  
lsouthgate@langleschool.co.uk

# French

Examination Board: AQA  
Specification number: 8208

The GCSE French course combines an emphasis on communication skills with reward for practical knowledge and understanding of language structures and grammar. Entry to the examination is in two tiers, and pupils are assessed in the tier most suited to their ability.

The GCSE course combines communication with development of language and literacy skills. Use is made of new technology to complement the learning experience of our own in-house produced course.

We have many supplementary resources which provide pupils with opportunities for further practice and consolidation, including our own YouTube channel and our website, LangLangs.com.

The French Department has previously run successful trips to France where pupils have had the opportunity to strengthen their listening and speaking skills and we look forward to organising trips again as soon as we are able to do so. Pupils who have studied two languages in Year 9 and have flourished in both have an exciting opportunity to pursue two languages to GCSE if they wish.

## CORE CONTENT

Pupils study all of the following themes on which the assessments are based.

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

The qualification is linear — pupils will sit all their exams at the end of the course.

## UNITS AND ASSESSMENT

**Paper 1:** Listening  
25% of GCSE Higher 45 mins

**Paper 2:** Reading  
25% of GCSE Higher 1hr

**Paper 3:** Speaking  
25% of GCSE Higher 10-12 mins

**Paper 4:** Writing  
25% of GCSE Higher 1hr 15 mins

“There are topics that will be familiar, as well as new ones that will inspire pupils who are interested in the culture of France and French-speaking communities and countries”

For further information please contact:  
**Helen Prifti**, Head of French  
hprifti@langleschool.co.uk  
[www.aqa.org.uk/subjects/languages/gcse/french-8658](http://www.aqa.org.uk/subjects/languages/gcse/french-8658)



# Geography

Examination Board: AQA  
Specification number: 8035

## WHY CHOOSE GEOGRAPHY?

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The syllabus is divided into three units:

### **Living With The Physical Environment:**

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

- A. The challenge of natural hazards (Tectonic hazards, Weather hazards, Climate change)
- B. The living world (Tropical rainforests and Hot deserts)
- C. Physical landscapes in the UK Coastal landscapes and River landscapes)

### **Challenges in the Human Environment:**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally.

- A. Urban issues and challenges (Urban change and Sustainability)
- B. The changing economic world (Patterns of economic development, The development gap)
- C. The challenge of resource management (Resource management and Food supply)

## **Geographical Applications:**

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study.

- A. Issue Evaluation
- B. Fieldwork

### **Paper 1:**

*Living with the Physical Environment*

1 hour 30 mins - Written exam including short answers, long answers  
88 marks 35%

### **Paper 2:**

*Challenges in the Human Environment*

1 hour 30 mins - Written exam including short answers, long answers and data response.

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me Geography is a great adventure with a purpose”

– *Michael Palin;*  
*The Guardian*

For further information please contact:  
**Karen Lambert**, Head of Geography  
klambert@langleschool.co.uk

# History

## WHY CHOOSE HISTORY?

The study of History at GCSE allows pupils to develop their skills from Years 7-9, while focusing on new and exciting areas of study. The GCSE History course will help to foster an interest in the past, as well as to help improve understanding and knowledge of the present.

A GCSE in History is a good stepping-stone into a variety of careers, including law and business.

## COURSE DESCRIPTION

Medicine in Britain – a thematic study, which examines changing aspects of medicine from the Middle Ages to the present day.

Henry VIII and the American West – a depth study about Henry VIII's changing relationship with his ministers, which will be compared to a period study American during the Nineteenth Century and the expansion westwards across the Great Plains.

America 1954-1975 – a study in depth that examines the conflicts America faced at home and abroad, including the growing Civil Rights movement and the War in Vietnam.

## ASSESSMENT

**PAPER 1:** 1H10/11— British Thematic study

*Exam - 1 hour 15 minutes exam (worth 30% of the final marks)*

The pupils will be required to answer questions based on the following topics: - Medicine in Britain from 1250 to the

Examination Board: EDEXCEL  
Specification number: GCSE – 1H10

present day  
The British sector of the Western Front, 1914-1918: surgery & treatment

**PAPER 2:** 1H10/21 B3— Period study & British Depth Study

*Exam - 1 hour 45 minutes (worth 40% of the final marks)*

The pupils will be required to answer questions based on these two topics: -

American West, 1840-1895  
Henry VIII and his ministers, 1509-1540

**PAPER 3:** 1H10/33 - Modern Depth study

*Exam - 1 hour 15 minutes exam (worth 30% of the final marks)*

The pupils will be required to answer questions based on their study of the conflicts at home and abroad that America faced during the years 1954-1975.

“A good stepping-stone into a variety of careers”

For further information please contact:  
**Iain Felton**, Head of History  
ifelton@langleschool.co.uk





# Information and Communication Technology

Examination Board:  
Cambridge International Exams  
Specification number: 0417

The International General Certificate of Secondary Education (IGCSE) is the world's most popular international qualification for 14-16 year olds. It develops successful pupils, giving them excellent preparation for their next steps in education, including progression to A and AS Level study, and equips them with skills for immediate employment. Cambridge IGCSE is recognised by universities and employers worldwide.

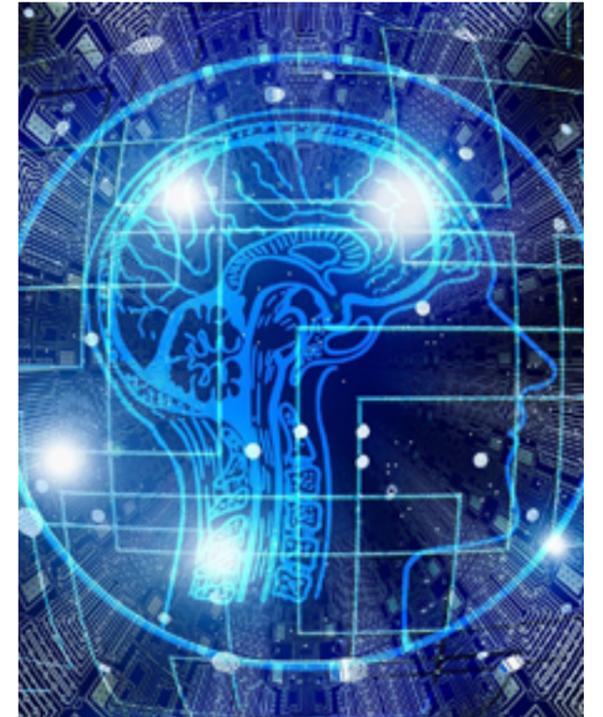
The Information Communication Technology syllabus combines theoretical and practical studies, focusing on the ability to use common software applications, including word processors, spread sheets, databases, interactive presentation software, e-mail, web browsers and website design. Learners will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful to them in their work across the curriculum, and will prepare them for future employment.

## Paper 1:

Written paper, mostly multiple choice or short answer questions, but also some requiring longer responses, lasting 2hrs and worth 40% of final award.

## Paper 2 and 3:

Practical tests assessing knowledge, skills and understanding, lasting 2½hrs and both 30% of final award (60% in total).



For further information please contact:  
**David Innes**, Head of Computer Science  
dinnes@langleschool.co.uk

# Mandarin

Examination Board: AQA  
Specification number: 8673

GCSE Mandarin helps pupils develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where Mandarin is spoken. It encourages enjoyment of language learning and the recognition that language skills enable pupils to take their place in a multilingual global society.

This four-unit specification requires pupils to develop their ability to write and speak in Mandarin, and to understand it when it is written down or spoken.

## AIMS AND LEARNING OUTCOMES

GCSE courses based on this specification should encourage candidates to develop their:

- Understanding of Mandarin in a variety of contexts Knowledge of Mandarin and language learning skills Ability to communicate effectively in Mandarin
- Awareness and understanding of countries and communities where Mandarin is spoken.

## ASSESSMENT

### Paper 1: Listening

*Understanding and responding to different types of spoken language*

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

25% of GCSE

### Paper 2: Speaking

*Communicating and interacting effectively in speech for a variety of purposes*

Internally conducted and externally assessed:

7–9 minutes (Foundation Tier), 10–12 minutes (Higher Tier)

25% of GCSE

### Paper 3: Reading

*Understanding and responding to different types of written language*

Written exam: 50 minutes (Foundation Tier), 1 hour 5 minutes. (Higher Tier)

25% of GCSE

### Paper 4: Writing

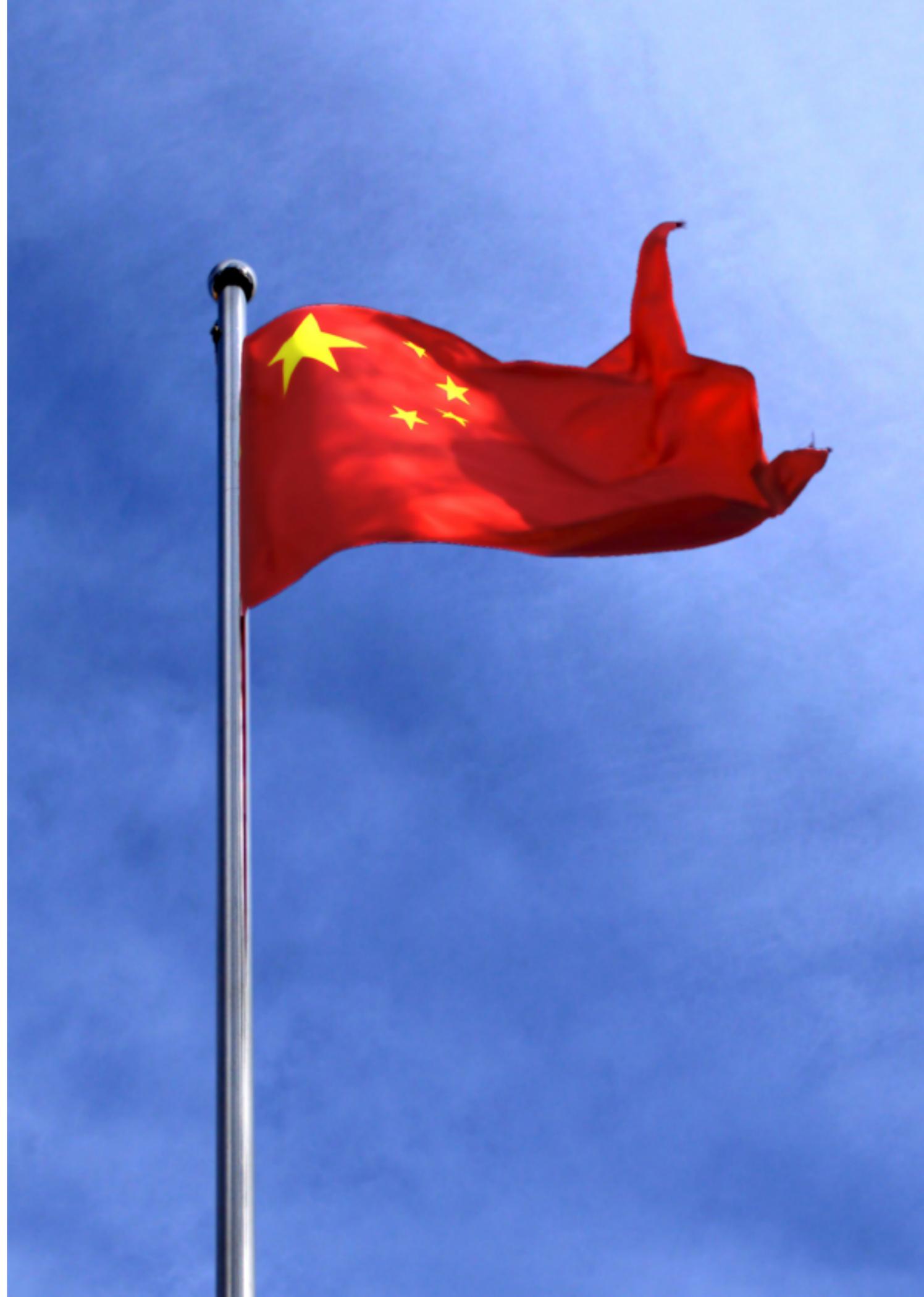
*Communicating effectively in writing for a variety of purposes*

Written exam: 1 hour 15 minutes (Foundation Tier), 1 hour 25 minutes (Higher Tier)

25% of GCSE



For further information please contact:  
**James Stubbs**, Head of Modern  
Foreign Languages  
jstubbs@langleschool.co.uk





# Music

Examination Board: EDEXCEL  
Specification number: 1MU0

The Edexcel GCSE Music qualification will inspire the next generation of pupils in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills.

Pupils wishing to study music at GCSE level should have an enthusiasm for all styles of music, be receiving tuition on at least one instrument (or voice) and ideally be at Grade 3 level or above. Pupils would be expected to have good knowledge of general music theory and conventional musical notation. Pupils will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.

Through the study of Set Works, pupils will be encouraged to engage critically and creatively with a wide selection of music and musical styles, developing an understanding of the place music has in different cultures and contexts.

## ASSESSMENT

### Area of Study 1

Instrumental Music 1700—1820

*Set Works*

1. J.S.Bach: 3rd Movement from Brandenburg Concerto No 5 in D Major
2. L van Beethoven: 1st Movement from Piano Sonata No 8 in C Minor 'Pathetique'

### Area of Study 2

Vocal Music

*Set Works*

1. H Purcell: Music for a While
2. Queen: Killer Queen (from the album 'Sheer Heart Attack')

### Area of Study 3

Music for Stage and Screen

*Set Works*

1. S Schwartz: Defying Gravity from 'Wicked'
2. J Williams: Star Wars Episode IV A New Hope - Main Theme and Rebel Blockade Runner

### Area of Study 4

Music for Stage and Screen

*Set Works*

1. Afro Celt Sound System: Release (from the album Volume 2: Release)
2. Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

### Performing = 30%

Students will have to perform at least two pieces, one a solo and one an ensemble performance, and the minimum time for both pieces must be at least 4 minutes.

### Composing = 30%

Students need to compose two pieces, one in response to a set brief and one as a free composition, the minimum time for both pieces must be at least 3 minutes.

### Appraising=40%

A written paper where pupils demonstrate and apply their musical knowledge, use appraising skills, make evaluative and critical judgments using the set works and related listening.

For further information please contact:  
**Rebecca George-Broom**, Head of Music  
rgeorge@langleschool.co.uk

# Photography

Examination Board: Eduqas  
Specification number: CQ56QS

Photography today is an important tool of communication, information and personal expression. The means to understand and communicate visually is seen as a vital skill.

GCSE Photography is a highly creative and hands on subject that encourages creativity, communication and personal development. It is a popular and well resourced course which pupils thoroughly enjoy.

“GCSE Photography pupils enjoy fantastic results with many achieving top grades. Hard work and commitment is needed, but pays off”

## COURSE CONTENT

In GCSE Photography you will complete a series of coursework projects, and, starting in January of Year 11, a final examination project. The exam is practical studio time completing final pieces. Pupils are encouraged to be creative and respond to themes, and the work of designers, photographers and artists. Workshops teach practical skills & camera techniques such as shutter speed, aperture and composition rules. The pupil is then encouraged to apply these skills to their own work. Pupils explore many aspects of photography, including traditional darkroom methods

as well as digital photography and studio work. Projects develop into pupils personal area of interest such as fashion, documentary, film making and fine art photography.

A fantastic range of resources such as the Photography studio, darkroom, and wide range of film and digital cameras including high end Canons and Go-Pro's enable pupils to achieve a broad range of skills and outcomes. The Photography GCSE is highly practical, well supported and coursework based, with a studio based practical exam towards the very end of the course.

## UNITS AND ASSESSMENT

### Unit 1

Portfolio of work 60% of final grade

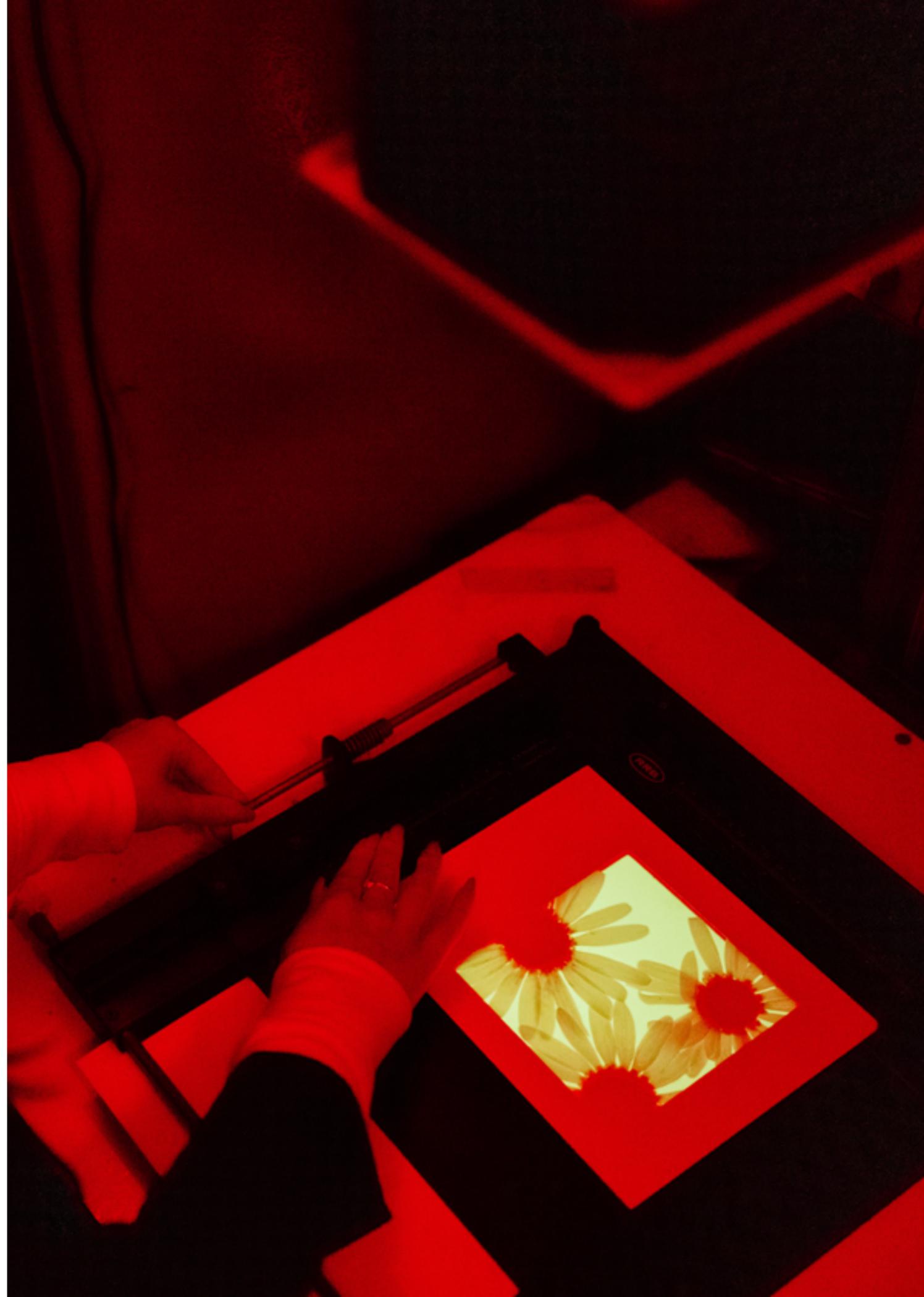
### Unit 2

Externally set task 40% of final grade

“The illiterate of the future will be the person ignorant of the use of the camera, as well as the pen.”

- *Laszlo Moholy-Nagy*

For further information please contact:  
**Rebecca Robinson**  
Head of Photography  
rrobinson@langleschool.co.uk





# Physical Education

Examination Board: OCR  
Specification number: J587

## COURSE CONTENT

### Physical factors affecting performance:

- Applied anatomy and physiology
- Physical training

Pupils will explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to training. This includes a study of the skeletal, muscular, cardiovascular and respiratory systems and how they respond to exercise.

Pupils will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

### Socio-cultural issues and sports psychology:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

Pupils will explore the engagement patterns of different social groups along with strategies to promote participation. Pupils will investigate the commercialisation of physical activities and sports, including the influences of sponsorship and the media.

Pupils will also develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance.

The benefits of participating in physical activities and sports to pupils' health, fitness and well-being will also be explored, alongside the consequences of a sedentary lifestyle. Pupils will gain an understanding of energy use along with diet, nutrition and hydration.

## ASSESSMENT

### Theory Component (60%):

Written paper 1: Physical factors affecting performance  
(30% of total GCSE, 1 hour written paper)

Written paper 2: Socio-cultural issues and sports psychology  
(30% of total GCSE, 1 hour written paper)

### Practical component (30%):

Practical activity assessment:  
Performance assessed in 3 sports (1 x team sport, 1 x individual sport and 1 from either group)

### Coursework component (10%):

Analysing and Evaluating Performance (AEP) coursework (Completed over 14 hours, in lesson time)

“A practical and engaging course, that allows pupils to combine their passion for sport with academic study”

For further information please contact:  
**Catriona MacIver**  
Joint Head of Academic PE  
cmaciver@langleschool.co.uk

# Physics

Examination Board: AQA GCSE  
Specification Number: Physics 8463

The course is designed to stimulate curiosity and enjoyment, coupled with an awareness of the need to care for the environment. Pupils learn that science can be both beneficial and detrimental to society and they are taught to evaluate scientific issues.

Physics allows us to understand and explain the world around us, from the smallest particles up to the Universe itself.

Study utilises practices and everyday concepts to underpin the key ideas, then develops the mathematical models that allow calculations to be made.

Physics at GCSE is an enabling subject. Physics is essential for pupils interested in following careers or further study in Physics, Astro physics, Particle physics, Mechanical engineering, Electrical engineering, Architecture, Civil engineering, Aerospace/Aeronautical engineering, Automotive engineering, Optics.

Physics is useful in many areas as it is numerate and encourages thinking and problem solving.

## COURSE CONTENT

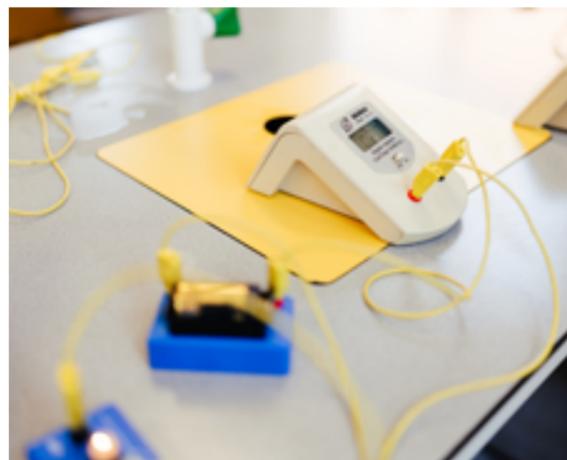
The Physics GCSE course is linear and examined via final written examinations in the summer of Year 11. There is no practical examination however practical work is an integral part of the course and examined in theory as part of the written papers. Pupils can sit higher or foundation level papers at the end of the course.

Each Written paper consists of structured and open questions, is 1 hour 45 minutes long, 100 marks and worth 50% of the final grade in each science subject.

## Topics studied:

- Energy and energy resources
- Particles at work
- Forces in Action
- Waves, electromagnetism and space
- Numeracy is an intrinsic part of studying Physics and is also a key skill which is developed

“The course is designed to stimulate curiosity and enjoyment, coupled with an awareness of the need to care for the environment”



For further information please contact:  
**James Clegg**, Head of Science  
[jclegg@langleschool.co.uk](mailto:jclegg@langleschool.co.uk)





# Spanish

Examination Board: AQA  
Specification number: 8698

If you enjoy Spanish in Year 9 and if you have the desire to travel, broaden your horizons and be competitive in the world of work then choose Spanish GCSE! Develop your knowledge of one of the most widely spoken languages in the world, whilst exploring the Hispanic culture. A language enhances any CV.

The GCSE course combines communication with development of language and literacy skills. Use is made of new technology to complement the learning experience of our own in-house produced course.

We have many supplementary resources which provide pupils with opportunities for further practice and consolidation, including our own YouTube channel and our website, LangLangs.com.

In the past we visited Salamanca on a very successful study trip. The Spanish Department intends to offer similar exciting opportunities to develop language skills and cultural knowledge in Spain for Year 10 pupils, as soon as we are able. Pupils who have studied two languages in Year 9 and have flourished in both have an exciting opportunity to pursue two languages to GCSE if they wish.

## COURSE CONTENT

There are three key Themes of study in the course and each will be studied both in terms of how they relate to the pupils' own experience, and also to Spain and the Spanish-speaking world:

**Theme 1** Identity and Culture

**Theme 2** Local, national, international and global areas of interest

**Theme 3** Current and future study and employment.

## ASSESSMENT

The 4 skills: Reading, Listening, Speaking and Writing have equal weighting and all exams are at the end of year 11. The GCSE can be accessed at Foundation or Higher tier. Pupils will be expected to demonstrate some cultural knowledge too!

## UNITS AND ASSESSMENT

**Paper 1:** Listening  
25% of GCSE Higher 45 mins

**Paper 2:** Reading  
25% of GCSE Higher 1hr

**Paper 3:** Speaking  
25% of GCSE Higher 10-12 mins

**Paper 4:** Writing  
25% of GCSE Higher 1hr 15 mins

“Spanish is a life skill which also broadens understanding and is shown to develop cognitive function”

For further information please contact:  
**James Stubbs**, Head of Modern Foreign Languages  
jstubbs@langleschool.co.uk

# Theology & Philosophy

Examination Board: Eduqas  
Specification number: C120

This is an exciting and dynamic course, which investigates the thought-provoking and stimulating fields of religion, philosophy and ethics. It is particularly useful when considering careers in law, education, social work, politics, administration, nursing or the media. Other subjects work well with Religious Studies: English; History and Geography. It is a useful complement to science subjects, particularly for those who wish to pursue a career in medicine.

In 2019, 77 % of pupils achieved level 7-9.

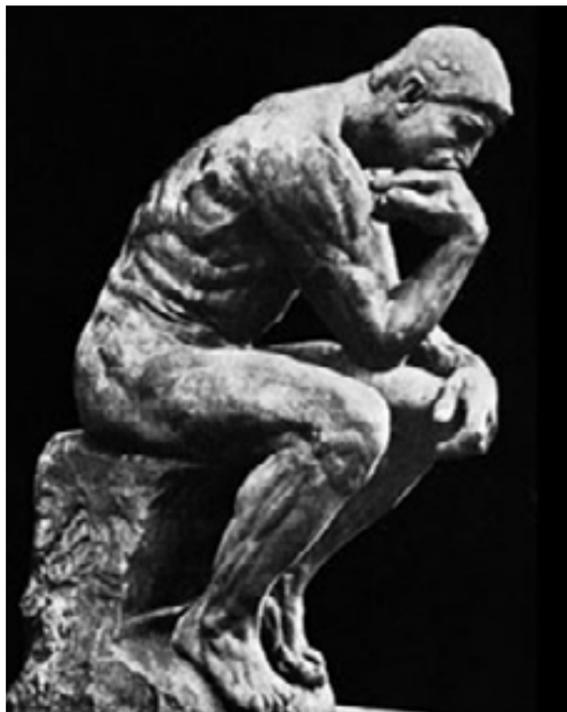
Pupils will have the opportunity to explore different views and approaches to some of the most fundamental questions about the nature and purpose of human existence: Is there life after death? What is the relationship between religion and science? Are there forces of good and evil in the universe? Pupils will examine the variety of ways people approach moral dilemmas that affect every person: Are all people equal? Can war be justified? Is abortion and euthanasia acceptable?

The course will stimulate debate and reflection, enabling pupils to develop empathy, skills of communication, analysis and evaluation, and the ability to think beyond the literal and superficial. As such, the course is taught in a variety of ways. It is an excellent foundation for moving to A Level Religious Studies, Philosophy and Ethics. During the course several skills will be learnt and developed: how to assess, interpret and evaluate teachings and interpretation; how to communicate and apply knowledge; how to describe and analyse the key features of Christianity and other religions. Critically analysing similarities and differences within these faiths.

## TOPICS

1. Beliefs, teachings and practices in Christianity and one other world religion
2. Religion, Philosophy and Ethics in the Modern World

- A Relationships
- B Life after Death
- C Good and Evil
- D Human Rights



For further information please contact:  
**Andrew Claydon**  
Head of Theology and Philosophy  
aclaydon@langleschool.co.uk





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