



Langley
SCHOOL



Sixth Form Course Outlines

2024-2025





Welcome

Thank you for looking at what Langley Sixth Form has to offer. It is an exciting time of life as you can focus your options onto the study areas that really interest you and, dare I say, cast aside those that you have not enjoyed so much. Although some of you will have a future in mind, many of you won't - if the latter is the case, choose subjects that you enjoy and find out about new opportunities too: Economics and Psychology to name just two.

Although your grades will give choice in the future, Sixth Form is not all about study. At Langley, you get the benefits of staying in a school environment (Leadership, Houses and a sense of community for example), whilst also enjoying a different rhythm, clothing and the wider opportunities that haven't been available

before. There are weekly lunches with Icenians and futures support from Mr Claydon so you are informed about possibilities after Langley, and the Icenian network is there for you in many ways post 18. The Alston Centre is a wonderful base and with Mr Sitch leading the team, who could want for more! At this time of life, change is both daunting and exciting; life in the Langley Sixth Form can blend the difference that you crave with the comfort of familiarity. I look forward to seeing you flourish and lead in the future as both a Sixth Former and Icenian.

Jon Perriss
Headmaster



Langley Sixth Form offers the perfect environment for you to thrive, as you prepare to transition from School to university or the world of work.

Our purpose-built Sixth Form building, the Alston Centre, and dedicated academic and pastoral team of staff, provide the best environment for you to explore career options, study, socialise, develop as a community and take a leadership role in the School. Be it on the sports pitch, the stage, debating chamber, classroom or out in the community, we want our Sixth Form students to feel pride to be from Langley, to make the most of opportunities and to be positive role models for younger students.

We offer bespoke educational packages including A Levels, BTEC Level 3 courses and the Extended Project Qualification (EPQ).

The Langley Sixth Form is a distinct part of the School with an excellent study space, its own café and spaces to relax and reflect too. It is an environment where every student feels valued, supported, and encouraged to be their best selves as they prepare to transition to the next chapter of their life.

Leigh Sitch
Head of Sixth Form



As Deputy Head, Academic, it is my responsibility to ensure that we support you in making informed choices about what you choose to study with us in the Sixth Form here at Langley. We will be with you every step of your journey, to help you make the best decisions for your future, so that you enjoy your studies and achieve the results that you need in order to follow the path you decide upon after Sixth Form.

We have put together an exciting offer of A Level and BTEC subjects for September 2024, covering a broad range of interests. This also includes some courses which we are offering for the first time, such as BTEC Performing Arts, and BTEC Criminology. We have a team of brilliant specialist teachers who will help you to meet your full potential.

With regards to entry onto each of our courses, this is considered on an individual basis, and we will support you with finalising and confirming your choices when you receive your GCSE results in the summer. Naturally, for some subjects, this will rely on you achieving a particular grade at GCSE, whereas others are more flexible. Rest assured, we will always help you to find the right courses for you here at Langley, and we are excited for your journey ahead.

Charlotte Pincher
Deputy Head, Academic



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Combines well with

Physics, Chemistry and Mathematics all complement Biology. Biology combines well with P.E., Psychology and Geography. It can also be successfully, although less traditionally, studied alongside many Art subjects.

Assessment

The A level is a linear qualification with three examination papers in the second year. You will also be continually assessed for the practical endorsement element of the course.

Course content

The specification is divided into topics, each covering different key concepts of biology. Teaching of practical skills are integrated with the theoretical topics and are assessed through the Practical Skills Endorsement and in the written examination papers.

The development of practical skills is a fundamental and integral aspect of the study of any scientific subject. These skills not only enhance learners' understanding of the subject but also serve as a suitable preparation for the demands of studying biology at a higher level.

Special features

International field trips to Costa Rica (2019), Cuba (2014) and Zanzibar (2017); visits to Biology Science live events and Millennium Seed bank; Biology Olympiad successes; successful placement of students on competitive courses including Inside Science, Nuffield Scholarship and the Summer School in Food Sciences held at The University of Nottingham.

Careers

The course is suitable preparation for students wishing to read Veterinary Science, Medicine, and Dentistry and to train in other paramedical fields including Physiotherapy, Pharmacology and Nursing (and we currently have ex-students studying all of these except Dentistry at University today). Many students will further their biological knowledge at University applying for degrees in areas as diverse as biomedical science, marine biology, microbiology, biochemistry, zoology, botany, environmental science, dietetics, physiology, genetics and ecology. Biology-based degrees lead to careers in academic, clinical and cutting-edge research, sales, publishing, agriculture, medical related fields, environmental and ecological fields, conservation, ecotourism, biotechnology, and even teaching!

**A level Topics**

Module 1: Development of practical skills in Biology

Module 2: Foundations in Biology

(cells & biochemistry)

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease **Module 5:**

Communication, homeostasis and energy **Module 6:**

Genetics, evolution and ecosystems

Advanced Level 3 GCE in Biology A (H420) Biological Processes (01)

100 Marks / 2 hour 15 minutes / written paper Assesses content from modules 1, 2, 3 and 5 37% of total A level Biological Diversity (02)

100 Marks / 2 hour 15 minutes / written paper Assesses content from modules 1, 2, 4 and 6 37% of total A level Unified Biology (03)

70 Marks / 1 hour 30 minutes / written paper Assesses content from all modules (1 to 6) 26% of total A level

“An understanding of Biology is essential to fully understand ourselves, our role in society and the impact we as humans have on our planet. From food security, the antibiotics crisis, genetics and the threat of global extinctions, Biology is a progressive subject never far from media headlines and continues to be a popular choice at A level.”

Dr C Munday, BSc (Hons), M. Med. Sci., PhD

Combines well with

Business combines effectively with many subjects, especially any mix of Science or Arts subjects.

Assessment

The course is assessed via three examination papers, each of 2 hours in length. The examination papers use real-life businesses to provide stimulus material for a data response comprising a number of parts, including short answer questions and an extended open-response question. Paper 3 includes a section based on a pre-released context.

Course content

Business is a dynamic subject. You will learn about the diverse nature of business enterprise and the interdependence of the various parts of the business world. You will explore business success and business failure, investigate local, national and global business markets, and understand how businesses need to adapt and respond strategically to the changing environment in which they operate to survive and grow. This constant evolutionary process makes business a fascinating subject.

Special features

You will have the opportunity to enter competitions such as the BASE competition run by ICAEW, where our students were National finalists in 2021. In this competition they took on the role of a Chartered Accountant, analysed a business situation and presented their ideas to a panel of top business professionals.

You will also have an opportunity to take part in a Stock Market activity such as in the IFS Student Investor Challenge, which will give you the opportunity to invest virtual money on the stock exchange and to experience the fast-moving world of share dealing and investment.

In the past students have tried out the ultimate business challenge by setting up and running a business as part of the Tycoon Competition.

Careers

Through studying business, you will develop transferable skills that will prepare you for studying at university or moving into the world of work. You will become skilled in making decisions, solving problems, applying numerical skills (including understanding finance and working with data) and understanding the business environment. You will also develop commercial awareness. Business is useful to a wide range of possible careers including all areas of general business management, entrepreneurship, business law, e-commerce, banking, insurance, retailing, economics and accountancy.



“Building a business is all about doing something to be proud of, bringing talented people together and creating something that's going to make a real difference to other people's lives”

Richard Branson

Topics include:

In Lower Sixth you will learn about how businesses work. You will be introduced to the marketing and people functions before investigating entrepreneurs and business start-ups. You will also explore how business finance and operations work and understand the impact of external influences.

In Upper Sixth we move from functions to strategy. You will explore influences on business strategy and decision-making and understand how businesses mitigate risk and uncertainty. You will also explore global business and the opportunities and issues facing businesses in today's global world.

“The department is committed to challenging student perceptions of the business world and provides many real-world experiences such as Tycoon and links with local businesses. We offer a challenging supportive environment in which students achieve their full potential”.

Mrs H Yates, BA (Hons), PGCE

Combines well with

Biology, Physics and Mathematics are good combinations at A level.

Assessment

At A Level: Paper 1 assesses the content from Modules 1, 2, 3

and 5; Paper 2 assesses the content from Modules 1, 2, 4 and 6; Paper 3 assesses the content from Modules 1 to 6 combined with the Practical Endorsement. Papers 1-3 constitute the full A Level.

The course is designed to:

- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Special features

- Dedicated weekly practical skills activities
- Annual trip to UEA to observe spectroscopic techniques
- Participation in UK chemistry Olympiads Course Content

Careers

The A Level Chemistry course will prepare learners for progression to undergraduate courses in Chemistry, Biochemistry, Medicine, Dentistry, Engineering, Pharmacy, one of the other sciences or related subjects. For learners wishing to follow an apprenticeship route or those seeking direct entry into chemical science careers, this A level provides a strong background and progression pathway.

"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand".

V Lombardi

"This is a challenging subject which is well respected by many organisations and universities".

Dr A Mason, BSc, PhD, PGCE

**AS Topics**

Module 1: Development of practical skills: This module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course.

Module 2: Foundations in chemistry includes: Atoms, compounds, molecules and equations. Amount of substance. Acid-base and redox reactions. Electrons, bonding and structure.

Module 3: Periodic table and energy includes: The Periodic table and periodicity. Group 2 and the halogens. Qualitative analysis. Enthalpy changes. Reaction rates and equilibrium (qualitative).

Module 3: Core organic chemistry includes: Basic concepts. Hydrocarbons. Alcohols and halogenoalkanes. Organic synthesis. Analytical techniques (IR, MS).

A2 Topics

All of the above and Modules 5: Physical chemistry and transition elements includes: All of the above and Modules 5: Physical chemistry and transition elements: Reaction rates and equilibrium (quantitative). pH and buffers. Enthalpy, entropy and free energy. Redox and electrode potentials. Transition elements.

Modules 6: includes: Aromatic compounds. Carbonyl compounds. Carboxylic acids and esters. Nitrogen compounds Polymers. Organic synthesis. Chromatography and spectroscopy (NMR). esters. Nitrogen compounds Polymers. Organic synthesis. Chromatography and spectroscopy (NMR).

Combines well with

Chinese can be profitably combined with almost any other subject at A level, but such qualifications as English, History, Economics, Geography or Business Studies are often considered very appropriate.

Assessment

Component	Weighting
Paper 1 Listening, reading and translation	40%
Paper 2 Written response to works and translation	30%
Paper 3 Speaking	30%
TOTAL FOR GCE A LEVEL	100%

Course content

Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Chinese-speaking world.

This course will enable students to develop an advanced level knowledge and understanding of the Chinese language, the culture of China and other Chinese-speaking countries, as well as practical and valuable language and transferable study skills. This course will also help to prepare students for higher education and enhance their employability profile.

The A-Level caters for a wider range of learners, covering Cantonese and traditional characters in addition to Simplified Mandarin Chinese.

Topics revolve around social issues such as values and societal norms, the changing nature of the family, equality of opportunity, the developing culture of China and current events. There is also an emphasis on real-life situational vocabulary as a key element. The study of one film and one literary text (chosen by the student from a pre-approved list) is also included.

**Special features**

Small classes, individual attention, trip opportunities to China, contact with native speakers.

Combines well with

Computer Science uses mathematics to express its computational laws and processes.

Assessment

This A Level in Computer Science is a linear qualification with 100% terminal external assessment. This qualification consists of two examined components (01 and 02), externally assessed by OCR, and one internally assessed and moderated non examination assessment component (03 or 04). Both examinations are of 2 hours and 30 minutes duration, each with a 40% weighting. The non-examination assessment component is weighted at 20%.

Course content

The OCR A Level in Computer Science encourages learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It will provide insight into, and experience of, how computer science works, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives and to make informed choices about further study or career choices. The aims of this qualification are to enable learners to develop: an understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation. In addition, learners develop: the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so. Learners develop; the capacity for thinking creatively, innovatively, analytically, logically and critically and the capacity to see relationships between different aspects of computer science. Learners will need strong mathematical skills and the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Special features

With OCR you have the reassurance that you are working with one of the UK's leading awarding bodies. The A Level Computer Science qualification has been developed in consultation with teachers, employers and higher education to provide students with a qualification that is relevant to them and meets their needs.

Computer Science is divided into three components.

Computer systems component (01) contains the majority of the content of the qualification and is assessed in a written paper recalling knowledge and understanding. This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchanging of data and also looks at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03 or 04).

Learners will be expected to apply the criteria in current and future uses of the technologies.

Algorithms and programming component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding gained in Component 01. In addition, learners should: understand what is meant by computational thinking understand the benefits of applying computational thinking to solving a wide variety of problems understand the principles of solving problems by computational methods be able to use algorithms to describe problems and be able to analyse a problem by identifying its component parts.

Programming project component (03 or 04) is a practical portfolio-based assessment with a task, produced in the programming language Python 3. Learners will be expected to analyse, design, develop, test, evaluate and document a program. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

"At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems. Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems".

Mr D Innes, BA (Hons)

Combines well with

Mathematics, Physics & Technology (for Engineering courses); Technology, Art and other (for Architecture & Design courses) Technology, Business and ICT (for Management & Communication courses).

Assessment

Component 1: Principles of Design and Technology ;\Tritten examination: 2 hours 30 minutes 50% of the qualification 120 marks

Component 2: Independent Design and Make Project Non examined assessment 50% of the qualification 120 marks

Course content

To give candidates the opportunity to identify and analyse problems and to use their experience together with knowledge of materials processes and related technologies to attempt to solve these problems.

Special features

Students are able to spend extra time in the DT Department during Enrichment and after school. We aim to visit local industry to gain an understanding of how products are manufactured.

Careers

The course is considered an essential option for students considering all technology, engineering and design degrees from courses such as Mechanical, Automotive or Electronic Engineering to Architecture, Material Science or Building Design, and is considered highly desirable for many other areas of related studies such as Industrial and Business Studies, Multimedia Communication or Information Technology.

A level Topics

Component 1: Principles of Design and Technology Written examination

Component 2: Independent Design and Make Project

"The D&T department is a Nationally Recognised Centre of Excellence and has exceptional /CSE, A level and value-added results. Students celebrate success by winning local and national competitions. Many students will have the opportunity to work with industry to support the design/manufacture of their product. Some products may even go into full production".

Mr J Norton, BA (Hons), MA



Combines well with

English Literature, Art, Music, Media Studies and Technology (for design students), Philosophy & Ethics, Psychology, History, Creative writing, Government & Politics, Law.

Assessment

60% practical assessment with portfolio and 40% written examination.

Course content

Students develop the skills necessary to interpret and communicate live theatre through performance and design. In addition, they learn how to analyse and evaluate both their own work and the work of others as well as developing their collaborative skills, creative thinking and independent study skills. The course is delivered through practical workshops, rehearsals, classroom presentations, discussions and textual analysis. Theatre studies at A level is primarily a practical performance subject comprising of 60% practical and 40% written work. Students will have ten 60-minute sessions per fortnight and in addition to this they are expected to attend additional rehearsals.

Special features

The Drama department is extremely well resourced with two fully equipped public performance spaces. You will study theatre from many viewpoints and can choose a specialist skill to explore practically. The course allows students to learn how to create theatre using traditional and contemporary techniques and offers opportunities to participate in live theatre trips to venues across the region and in London.

Careers

The course equips students with transferable skills suitable for any career choice and provides a suitable foundation for countless university courses. Over recent years successful theatre studies students have gone on to study at top drama schools in the UK and USA. Specialist audition coaching and support is offered to all students who choose to pursue performing arts options.

“The course requires a high level of commitment and organisation outside of the classroom. Personal research, attending rehearsals and development of personal skills is encouraged at all stages.”

Mrs J Hart, BA



A Level Course Content (two years)

Component 1: Theatre Workshop NEA: internally assessed, externally moderated 20% of qualification. Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by Eduqas. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce a realisation of the performance or design and a creative log

Component 2: Text in Action NEA: externally assessed by a visiting examiner 40% of qualification. Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by Eduqas: 1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company 2. an extract from a text in a different style. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work

Component 3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification. Two questions, based on two different texts, one written pre 1956 and one written post 1956. Plus one question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens.

Combines well with

Economics may be effectively combined with any mix of Science or Arts subjects. In particular, it combines well with Mathematics, History, Politics, Geography or any of the Sciences.

Assessment

The course is assessed via three examination papers, each of two hours in length; paper one covers markets and market failure, paper two covers the national and international economy and paper three is a synoptic paper. The examination papers feature a range of question styles including:

- multiple choice questions
- short answer questions
- essay questions
- data response questions
- case studies

Special features

You are encouraged to take part in the annual Royal Economics Society's "Young Economist of the Year" competition where you independently research an economic issue and use economic theory and evidence to reach original conclusions.

You will have the opportunity to enter other competitions such as the BASE competition run by ICAEW, where a group of our Economists were National finalists in 2021. In this competition they took on the role of a Chartered Accountant, analysed a business situation and presented their ideas to a panel of top business professionals. You will also have an opportunity to take part in a Stock Market activity such as in the IFS Student Investor Challenge, which will give you the opportunity to invest virtual money on the stock exchange and to experience the fast-moving world of share dealing and investment.

Course content

Economics is a social science that attempts to explain how the actions and decisions of firms, consumers and workers and governments affect the operation of the economy. It plays a huge role in our daily lives; it has links to international affairs and politics and is a subject that is often debated and discussed. You will learn the assumptions behind economic terms such as 'free markets', which increasingly dominate political debate. You will realise the bluntness of economic policy tools and the extent to which economic concepts and methods help us understand and tackle issues such as climate change and inequality as well as considering the trade-offs that governments face as they try to resolve problems such as the financial crisis of 2008.

Careers

Economics is a great starting point for those looking for a career in finance, business or politics. However, it is also useful for a range of careers including marketing, law, journalism or teaching.

Topics

For the markets and market failure examination paper you will investigate microeconomic topics such as how individual decisions impact economic outcomes, the importance of competition, how markets operate and why they fail and how the distribution of income and wealth is affected.

For the national and international economy examination paper you will learn about macroeconomics, looking at the 'big picture' of how our national economy fits into the global context, the global impact of financial markets and monetary policy and the operation of the international economy.

“Economics is fascinating to study because it is so applicable to everyday life. Why is the economy taking so long to recover from the financial crisis? Will the government ever be able to repay its mountain of debt? There are very few subjects that you can study during the day and see the relevance of what you've learned on the news at night.”

Karen Ward Senior Global, Economist HSBC

“Learning Economics at A Level provided me with a solid grounding of analysis which I have found hugely useful in my business career. Economics successfully blends the rigour and discipline of logical thinking, with the creativity of synthesising information from multiple sources to come up with new solutions. That is exactly the skill I need in my career where I am working with global teams who face diverse challenges.”

Kathryn Davies, Associate, Director, Procter and Gamble

Combines well with

English Literature combines well with Humanities subjects such as Geography, History and Modern Foreign Languages and also complements subjects in the Sciences, Social Sciences and Technology.

Assessment

There are three components, two of which are externally assessed by a written examination. Each examination is worth 40% of the marks for the A2 qualification. There is also a coursework component that is worth 20% of the marks for the A2 qualification.

Special features

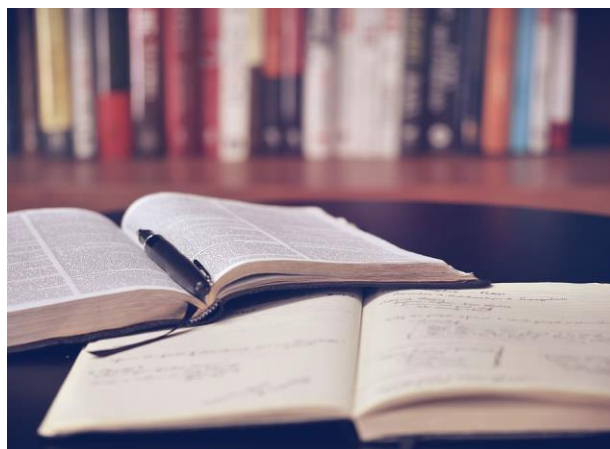
The English Literature course provides students with an academic qualification in one of the facilitating subjects listed by The Russell Group of universities. The English department has a history of delivering outstanding results and students often find their grades in other subjects are enhanced as a result of developing the ability to write with precision and fluency.

Course content

The course aims to foster students' appreciation and enjoyment of English Literature. It offers the opportunity to study literary texts from different periods, genres and cultures. Students will study works by well-known writers such as Chaucer, Shakespeare, and Orwell but also get to explore more contemporary writers such as Margaret Atwood and Graham Swift. Students are taught in small tutorial style classes, where the emphasis is on analysis and discussion of literary texts. Students are expected to spend about 5 hours per week on independent reading and research in preparation for written assessments.

Careers

English Literature qualifications are highly regarded by all universities and employers. Literature graduates are particularly suited to careers in journalism, teaching, advertising and the media. However, many companies value literature students' superb evaluative and communication skills which enable them to work successfully in marketing, sales, personnel and PR roles.

**A2 Topics**

Component 1: Shakespeare, Drama and Poetry pre-1900 (externally assessed: 40% of the A2 qualification) Students study three texts including one Shakespeare play (currently Hamlet) alongside choices that vary between Chaucer's 'The Merchant's Tale', Milton's 'Paradise Lost', Ibsen's 'A Doll's House' and Goldsmith's 'She Stoops to Conquer'.

Component 2: Comparative and Contextual Study (externally assessed: 40% of the A2 qualification) Students study two dystopian novels, Margaret Atwood's 'The Handmaid's Tale' and George Orwell's 'Nineteen Eighty-Four'. Students are also expected to read widely around this genre and develop their analysis of a range of unseen dystopian passages.

Component 3: Literature post-1900 (coursework: 20% of the A2 qualification)

For this component, students produce two coursework tasks totalling up to 3000 words. They have the opportunity to write a close analytical response on a literary text for one of the tasks. The second task must be an analytical essay producing a thematic comparison of two literary texts from different genres. All the texts must have been published analytical or recreative piece based on a literary text for one of the tasks. The second task must be an analytical essay producing a thematic post-1900 and one of the texts must have been published post-2000.

"In the study of A level English Literature, we encourage intellectual curiosity within and beyond the texts we teach. We aim to produce well-informed critical thinkers who are adept at precise analytical expression who love getting lost in a good book." Mrs A Clark, MA (Hons), PGCE

Combines well with

The structure of the timetable will allow students to study more than one Creative Arts A level. This puts students in a strong position when applying to Art College/University. Many students also combine Fine Art with Humanities or Design and Technology.

Assessment

Individual feedback and evaluation are ongoing throughout the course. This ensures that students maximise their attainment and that the requirements set out by the examination board are met fully. 60% of the marks are awarded for Unit 1: Personal Investigation, which starts at the beginning of students' Lower Sixth year and runs until February of their Upper Sixth year. The remaining 40% is awarded for Unit 2: Externally Set Assignment. Both these units are assessed according to the following four objectives:

1. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
2. Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
3. Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
4. Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

The specialist teachers hold regular group critiques and refer to these objectives when making suggestions for students' progression. The more personal a student's work, the higher they will be rewarded for it.

Course content

Component 1: During the first term in the Lower Sixth, students take part in fast paced workshops in drawing, printmaking, painting and sculpture. They are expected to make highly skilled responses to a theme in all four media, reviewing and refining their work with the aid of their teachers. Risk-taking is encouraged, trying new ideas is important and the ability to evaluate success and failure is essential. Alongside the practical outcomes, students are introduced to a range of artists, historic and contemporary, to help to inform their practical work. They are expected to develop their ability to talk and write about art, using appropriate vocabulary. During the third and second terms, students are expected to make more personal decisions about the direction of their work. By the first term of their second year, students are all working on a highly individual project theme, all the while referring back to the assessment objectives. Recent themes chosen by students have included 'Protest', 'Imaginary worlds' and 'Fragmentation'. They are expected to contextualise their own work in relation to those of others, and to evidence this they are required to write an essay of between 1000 and 3000 words.

Component 2: The Externally Set Task is completed during the final two terms of the A level course. AQA release an examination paper with several themes. With advice from their teachers, students choose one of the themes from the paper. They have approximately 12 weeks to gather research and observations, experiment with materials and ideas, and create links between their work and others. The final outcomes to this body of work are made during a 15-hour timed examination.

Special Features:

A Level students have their own studio space in the main art room, where they are welcome to work during their private study time and after school. The department has excellent facilities including a printmaking area and a dedicated pottery. Regular trips to galleries and museums help to inform students' work, this includes visiting London and more local galleries. An exhibition at the end of the course is a fantastic way to celebrate everyone's achievements.

Careers:

There are a host of career paths open to art students including illustration, web design, fine art, product design, publishing, graphic design, textile design, fashion, photography, animation, film and moving image, games design and architecture. As well as the subject area's intrinsic value, many universities look for students that have a balance of creative and more academic skills as this shows a well-rounded make-up of the individual. To this end, studying the subject can be profitable in combination with virtually any other subject offered.

“Art is creation it can be based on but is independent of knowledge. we can study art through nature, but art is more than nature. Art is spirit and has a life of its own. Art in its nature is anti-historical Because creative work is looking forward. It can be connected with tradition but grows, consciously or unconsciously, out of an artist's mentality. Art is neither imitation nor repetition, but art is revelation.”

Josef Albers, Abstract Painter, Bauhaus Movement Teacher

Combines well with

French can be profitably combined with almost any other subject at A level, but such qualifications as Spanish, German, English, Business Studies, Economics, History, Science, Politics, Media or Technology are often considered very appropriate.

Assessment

The A Level examinations will each be made up of 3 papers: Writing (study of a film and a literary text), Listening, Reading & Writing (essay writing and translation) and Speaking. The speaking tests will include discussion of a stimulus card, conversation around the topics studied for A level, and discussion of an individual research project.

Course content

Topics revolve around social issues such as values, the changing nature of the family, citizenship and human rights. There is also an emphasis on cultural and artistic topics as key elements. A particularly exciting part of the course is to study one film and one literary text. Recent students have studied the films 'La Haine' and 'Au Revoir Les Enfants' and the books 'Kiffe Kiffe Demain' and 'Un Sac de Billes'. All topics will be studied in the context of France and French speaking countries. In the second year of the course, the students will be required to undertake research in the target language on a French language-related topic of their choice - examples of current pupil choices, to give an idea, are 'A study of the life and music of the Belgian musician Stromae', and 'the impact of the French World Cup football win on France as a multicultural society'.

Special features

Small classes, much individual attention, local competitions in French, outstanding linguists' courses, work experience opportunities in France, cinema trips.

Core Content

- Social issues and trends
- Political and artistic culture
- Grammar

**Options**

- Works: Literary texts and films

Topics

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French speaking world
- Individual Research Project

“We encourage our students to become independent learners and to broaden their knowledge of French. We have excellent facilities, specialist staff and a range of resources which have contributed to a 100% pass rate at A level in recent years.”

Mrs H Prifti, MA (Hons), PGCE

FURTHER MATHEMATICS

Examination board: Pearson Edexcel

Combines well with

Physics, Chemistry, Biology, Geography, Economics, Business Studies, Computer Studies and Accountancy, Psychology.

Assessment

Advanced Further Mathematics is assessed by 4 terminal papers each worth 75 marks

- Paper 1 - Further Pure Mathematics 1 (1.5 hours)
- Paper 2 - Further Pure Mathematics 2 (1.5 hours)
- Paper 3 - Further Mathematics Option 1
Pure/Statistics/Mechanics Decision (1.5 hours)
- Paper 4 - Further Mathematics Option 2
Pure/Statistics/Mechanics Decision (1.5 hours)

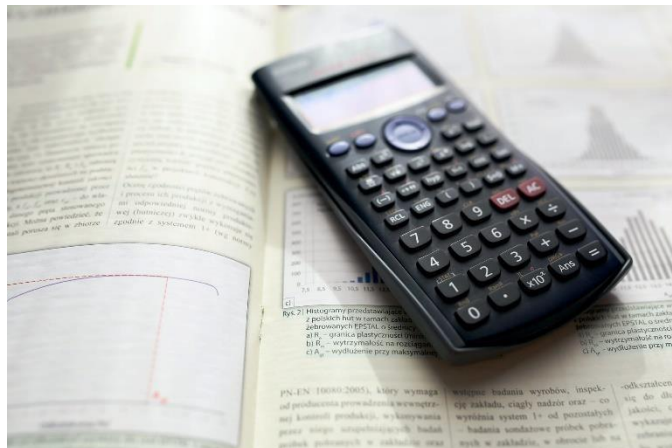
Option choice for modules leading to Paper 3 and 4 is subject to the wealth of teaching expertise available in the department.

Course content

The Further Mathematics course offers an opportunity to deepen students' understanding in a range of demanding topic areas. It is divided into 4 modules building knowledge to terminal examinations (as shown above.)

- Paper 1 Further Mathematics: Proof, Complex Numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors.
- Paper 2 Further Mathematics: Complex Numbers, Matrices, Further Algebra and Functions, Further Calculus, Polar Coordinates, Hyperbolic Functions, Differential Equations.
- Further Statistics 1: Linear Regression, Discrete and Continuous, Statistical Distributions, Correlation, Hypothesis Testing, Chi Squared Tests.
- Further Mechanics 1: Momentum and Impulse, Collisions, Centres of Mass, Work and Energy, Elastic Strings and Springs.

Students will be expected to use a calculator efficiently and confidently in appropriate topics areas.



Special features

Further Mathematics is a popular course given that is in an important prerequisite for many degree courses and careers. It is a demanding subject and is suitable for students with a passion and tenacity for the subject. To foster this passion the department runs an annual trip to lectures at Cambridge University, as well as participation in UKMT Senior Maths challenges.

Careers

A qualification in A level Further Mathematics is seen as desirable in many areas of employment. It is certainly a prerequisite course for any students wishing to study Mathematics courses at degree level. Students who study Further Mathematics find the transition onto any Maths based degree courses, such as Engineering or Physics, much easier.

"Further Mathematics is a challenging and exciting course that is enjoyed by students who are already strong at Mathematics. The breadth of study that this course provides makes it an excellent choice for students who wish to focus on Mathematics at degree level, as well as those who are looking to apply Mathematics within Engineering or the Sciences. The applications are endless."

Mr S Goodhew, MEng (Hons), PGCE

Combines well with

Geography combines well with other Humanities or Social Science subjects such as English, History, Government & Politics or Economics, as well as with Mathematics, Biology and Physics.

Assessment

Component 1: Physical Geography (40%) - 2 hours 30 minutes. Written paper - multiple choice, short answers and extended prose.

Component 2: Human Geography (40%) - 2 hours 30 minutes. Written paper – multiple choice, short answers and extended prose.

Component 3: Geographical Investigation (20%) - 2 hours 30 minutes. Students submit a 4,000-word investigation based upon any of the topics covered in the specification.

Course content

Through exciting topics learners will understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today. The course enables students to recognise and be able to analyse the complexity of people environment interactions at all geographical scales and appreciate how these underpin understanding of some of the key issues facing the world today. There is a strong emphasis on fieldwork as a tool to understand about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations. Geography is delivered through a combination of lectures and tutorials, but students are also encouraged to be independent learners and may be asked to do additional research as well as prepare presentations, podcasts and a range of case study materials.

Special features

Students will be given the opportunity to partake in a 5-day residential fieldtrip to the Cranedale centre in Yorkshire, where they will collect data for their investigation. We also run trips to Morocco, Iceland and Dubai. Whether it's through International travel opportunities, field trips or our Eco Schools projects, Geographers are encouraged to develop a sense of place, and an interest in other cultures and environments.

Careers

Geography is a highly respected subject by both Universities and Employers. In fact, the University of Cambridge voted Geography as one of their 'top 10' A Levels this academic year. Graduates are particularly suited to careers in Urban Planning, Environmental management, Consultancy and Conservation. Other career opportunities include Business management, Accountancy, Law and the Civil Services, Banking and Insurance. This list is not exhaustive! Due to the dynamic nature of the subject and the intrinsic focus on investigative skills, personal research, statistics and ICT skills, it is a subject which offers flexibility and can open doors into a whole host of careers.

Topics**Physical Geography Water and Carbon Cycles**

This section of the specification focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. Case studies include tropical rainforests and the study of a river catchment.

Hot Desert Environments and their Margins

This unit enables students to explore the beauty and diversity of deserts and the challenges they present as human habitats. Case studies cover the causes and impacts of desertification and the implications for sustainable development, as well as an evaluation of human responses of resilience, mitigation and adaptation.

Hazards

This unit explores the origin and nature of hazards, including volcanic eruptions, seismic hazards and storm hazards and fascinating, recent case studies demonstrate the various ways in which people respond to them.

Human Geography**Global Systems and Global Governance**

This unit enables students to explore the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.

Changing Places

This section of the specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them which are of fundamental importance in their lives. Students are required to compare the changing character of 2 contrasting places; one local and one distant, using a variety of sources including artistic representations, photos, data bases and GIS.

Contemporary Urban Environments

This unit focuses on urban growth and change, and how these processes present significant environmental and social challenges for human populations, in particular the potential for environmental sustainability and social cohesion.

Geography continues to be an extremely popular, relevant subject. In the words of Michael Palin, "Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer's skills and foresight to help us learn about the planet – how we use it and how we abuse it." The Geography Department prides itself on providing exciting, challenging lessons, as well as a supportive environment in which students thrive.

Ms K Lambert, BA (Hons)

Combines well with

Other Humanities or Social Sciences subjects such as English, Politics, Geography or Economics.

Assessment

Three examination modules and one piece of coursework (3000-4000 words) all assessed at the end of the course.

Course content

The study of History allows students to develop not only their knowledge of the subject in depth, but also their techniques of study. By the end of the course students will have acquired a range of useful skills which will enable them to proceed to further education or employment with confidence. These include evidence analysis and evaluation; debating and discussion skills; essay writing; research skills. Wider reading around the topics is expected of all students who are encouraged to make full use of the local archives and university resources.

Special features

There will be the opportunity to take part in individual research about an historical topic of interest. Trips to revision conferences are regularly organised.

Careers

History graduates are valued as key employees and have followed a variety of career paths into areas such as Business, Law, Marketing, local and national government as well as the Police Force.

If I go on to university to study this the prerequisites might be...

A strong A level grade along with a commitment and interest in the subject.

**Topics**

Module 1: British Period Study and enquiry (worth 25% of the full A level) England 1547- 1603: The Later Tudors. This will include an enquiry topic about the Mid Tudor crises 1547-1558.

Module 2: Non-British Period Study (worth 15% of the full A level) The Cold War in Europe 1941-1995

Module 3: Thematic study and historical interpretations (worth 40 % of the full A level) Civil Rights in the USA 1865- 1992

Module 4: Coursework (worth 20% of the full A level) One assignment of 3000-4000 words on any topic of the student s choice.

'History is an engaging subject that helps students not only learn about the past but also helps students understand the present day. It is a subject widely regarded by universities and will help students to develop a wide range of transferable skills.'

Miss A Skinner, BA (Hons), PGCE

Combines well with

Physics, Chemistry, Biology, Geography, Economics, Business Studies, Computer Studies, Accountancy, and Psychology.

Assessment
Advanced Mathematics is assessed by 3 terminal papers each worth 100 marks.

- Paper 1 - Pure Mathematics 1 (2 hours)
- Paper 2 - Pure Mathematics 2 (2 hours)
- Paper 3 - Statistics and Mechanics (2 hours)

There is no course work during two-year course. For the Advanced Level students are required to pass all three modules.

Course content

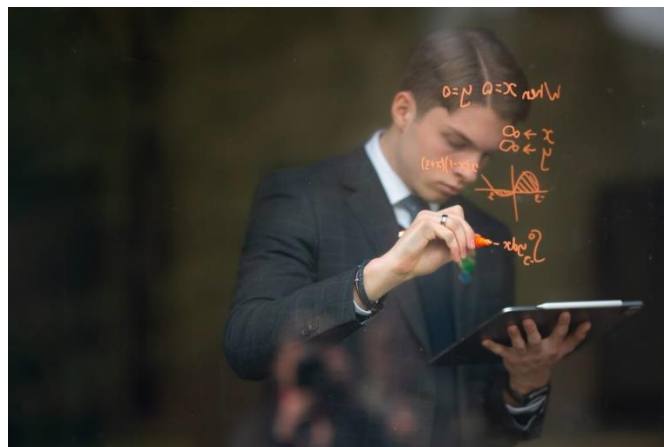
The Mathematics course is designed to promote understanding and awareness of the diversity of Mathematics at a higher level. It is divided into 3 modules leading to the 3 papers shown above.

- Pure Mathematics 1 and Pure Mathematics 2: Proof, Algebra and Functions, Co-ordinate Geometry in the (XY) plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors, Numerical Methods (P2 only).
- Statistics and Mechanics: Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing, Quantities and Units in Mechanics, Kinematics, Forces and Newton's Laws, Moments,

Students will be expected to use a calculator efficiently and confidently in appropriate topics areas.

Special features

Mathematics is a popular course given that is in an important pre-requisite for many degree courses and careers. It is a demanding subject and is suitable for students with a passion and tenacity for the subject. To foster this passion, the department runs an annual trip to lectures at Cambridge University, as well as participation in UKMT Senior Maths challenges.

**Careers**

A qualification in A level Mathematics is seen as desirable in many areas of employment. Careers requiring Mathematics include: Accountancy, Actuarial Sciences, Statistical Analysis, Economics, Natural Sciences, Engineering, and Finance. The teaching staff in the Mathematics department come from a variety of backgrounds and are always happy to discuss with students the relevance of Mathematics in different specialist fields.

If you go on to university to study this, the prerequisites might be...

There are wide variety of Universities offering Mathematics based degree courses, and entry requirements vary. It is advisable to check with your preferred Further Education provider to ensure you understand the detail of their entry requirements. Staff in the Mathematics department at Langley School are always happy to give advice on an individual basis.

“Advanced A Level Mathematics opens doors to a panoply of avenues within Further Education, and is a prerequisite for all Mathematics, Science and Engineering based degree courses. This is reflected in the content of the course, where students will study a wide variety of concepts, ranging from Correlation to Calculus”. **Mr S Goodhew, MEng (Hons) PGCE**

MUSIC

Combines well with

Any subject combinations should work with A Level Music, although it should be appreciated that the A Level course necessitates the added demands of participation in individual lessons, private practice and involvement in school and extra-curricular ensembles.

Assessment

Each student is assessed at the end of each year through performance (30%) composition (30%) and a written paper (40%).

Course content

The course extends the GCSE skills of listening, composing and performing. This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising.

Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Students will spend an equal amount of the course doing practical activities under controlled conditions and learning to analyse music through the study of set works. Students will need to spend at least 5 hours per week in private study outside of lessons reading text books and notes and consolidating their learning, as well as practice of their instrument/s.

Special features

The opportunity to perform at fantastic venues and varied events throughout the course. Regular trips to concerts and other musical experiences.

Careers All universities look very highly upon A Level Music, with the skills and commitments that are involved with being a musician, so career opportunities are boundless. Jobs in the communication/recording industries and obviously being involved in professional musical activities as a performer and/ or teacher are common careers to follow.



A Level Music Units

Performing: An 8 minute solo or ensemble recital and continuous assessment during the course.

Composing: 2 compositions, one free composition and brief assessing technique, both of which are stylish and imaginative showing differing compositional techniques.

Appraising: Detailed study of 15 set works and wider listening, as well as unprepared aural, dictation and harmony questions.

“The course requires a high level of commitment both in and outside of the classroom, with independent instrumental practice, wider listening, and involvement in a variety of ensembles. It has been taught most successfully at this school in recent years with students gaining places at top universities to study Music and related subjects. We offer a challenging yet extremely supportive environment in which all students achieve their full potential”.

Mrs R George-Broom BA (Hons) Music, GTP

Combines well with

Photography complements virtually any other subject. As a creative and progressive subject, it has strong links with other creative arts, humanities, the sciences, as well as business and psychology. Many students choose photography as a route into a range of design based, visual or creative areas.

Students entering more traditional or academic routes also select Photography as a creative option to develop areas like creativity and visual communication, highly valued by universities and employers.

Assessment

Students are strongly supported by highly skilled and specialist staff across many forms of lens-based media. The A Level course comprises 2 Units, 60% of the marks awarded for Unit 1: Personal Investigation, which starts at the beginning of students' Lower Sixth year and runs until February of their Upper Sixth year. The remaining 40% is awarded for Unit 2: Externally Set Assignment. Both these units are assessed according to the following four objectives, which are shared with, and tailored to, the students:

1. Developing ideas through focused investigations informed by demonstrating analytical and critical understanding.
2. Experimenting with and select appropriate resources, media, materials, techniques and processes.
3. Recording in visual and/or other forms ideas, observations and insights relevant to their intentions.
4. Presenting a personal, informed and meaningful response demonstrating critical understanding making connections between visual, written and oral elements.

Teaching is designed to maximize attainment with a positive student outcome, and experience, in mind.

Course content

Component 1 lays the foundations for students to learn, explore and create. They are supported, nurtured and provided with many opportunities to enjoy a fast-paced, exciting and challenging course that is not only highly practical, but that also deals with demanding semiotics and critical analysis of the visual world we live in. The course is both practical and theoretical.

Photography is taught in a way that reflects the diversity of the medium in life today.

"I want students to see the Photography course not just as route to be a Photographer, but as chance to master a visual language and gain a lifelong skill valued in so many careers. According to the latest official statistics from the Department for Digital, Culture, Media and Sport, 'Employment in the UK creative industries is growing at four times the rate of the UK workforce as whole."

Mrs R Robinson, BA (Hons), MA

Component 2: An externally set assignment where the emphasis is on developing ideas and exploring photographic possibilities. This will include the development of ideas and research leading to a fully realized piece of work, whether this is a print-based publication, book or moving image outcome.

Special features

Year upon year, Photography students enjoy fantastic results with an unbroken 100% pass rate. Summer 2023 saw 100% achieving an A* or an A. Students enjoy excellent facilities, the department consisting of an ICT classroom, photographic studio and darkroom for each lesson. There is an inclusive and open-door policy that supports students using the base at outside of lessons. Available equipment includes a wide range of cameras in both digital and analogue formats, including large and medium format up to 5x4. A fully equipped darkroom supports black and white silver-based processes from printing to film development, as well as alternative processes such as anthotypes and cyanotypes. Staff have specialist skillsets enabling them to support historical and experimental image making processes such as salt printing, chromatography and pinhole-based work. There is a permanent Camera Obscura, supporting understanding and experience-based learning. A well-equipped designated photography studio with costumes, props, lighting and backdrop options is another element. Students are able to explore the latest digital aspects of film making and moving image, animation and stop motion-based work with specialist cameras and Adobe software. These are all available outside and inside of taught sessions.

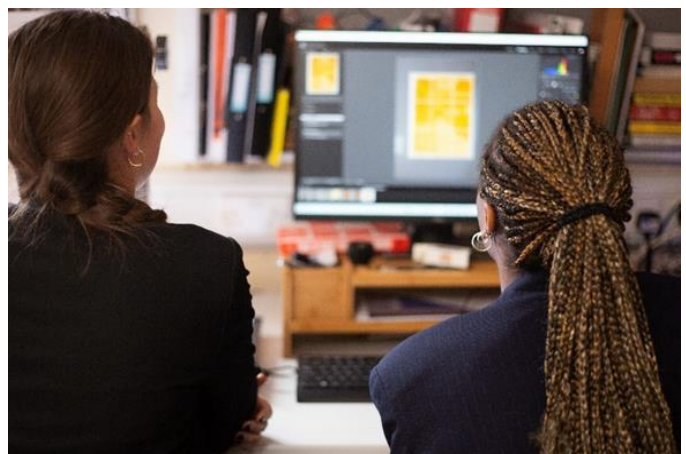
Careers

Many of our students go on to study at some of the best creative institutions in the UK.

Photography is a popular route into creative careers involving design, such as fashion, architecture, media, advertising, filmmaking, tv and film production, and of course photography itself. Others go on to study new and emerging technologies across business, marketing, geography and publishing to name a few. Students are given tailored support in preparation of portfolios and interviews.

"The illiterate of the future will be the person ignorant of the use of the camera, as well as the pen"

Laszlo Moholy-Nagy



Entry requirements

The A-Level specification has been written to provide progression from GCSE Science or from GCSE Physics; achievement at a minimum of grade 6 in these qualifications is the normal requisite for entry to A-Level Physics.

Combines well with

Mathematics, Further Mathematics, Chemistry and Biology at A level would be a useful addition to the portfolio of a science student. Geography would suit a would-be geologist.

Assessment

There is no formal Lower Sixth examination, although there will be an internal assessment at the end of Lower Sixth on modules 1,2,3 and 4. Modules 1-6 make up the A2 course. There is a requirement to complete at least 12 practicals throughout the course; these are centre assessed.

Course content

OCR A specification - a content-led approach. A flexible approach where the specification is divided into topics, each covering different key concepts of physics. As students' progress through the course, they'll build on their knowledge of the laws of physics, applying their understanding to areas from sub-atomic particles to the entire universe.

Special features

The Physics Department has a link with the IOP and regularly visits Cambridge for lectures on cutting edge topics. We have also visited CERN and are now waiting for the opportunity to repeat these trips when the facility reopens to visitors after COVID. This should be in 2024. There is also the opportunity to enter the Physics Olympiad, a prestigious national competition.

Additional Requirements

The course makes full use of ICT and each student will access material via their own device.

Careers

Physics A level is an excellent choice for any science or engineering course at university. In fact, Physics is held in high regard by all future employers and a Physics degree opens many doors in a range of different fields.

A level Topics

Module 1: Development of practical skills in physics Skills of planning, implementing, analysis and evaluation.



Module 2: Foundations of Physics
Physical quantities and units. Scalars and vectors.
Measurements.

Module 3: Forces and motion
Motion Forces in action.
Work, energy and power Materials. Newton's laws of motion and momentum.

Module 4: Electrons, waves and photons Charge and current.
Energy, power and resistance.
Electrical circuits.
Waves.
Quantum physics.

Module 5: Newtonian world and astrophysics Thermal physics.
Circular motion.
Oscillations. Gravitational fields. Astrophysics.

Module 6: Particles and medical physics Capacitors.
Electric fields.
Electromagnetism.
Nuclear and particle physics.
Medical imaging.

"Physics is an enabling subject, essential for entry onto Engineering courses and respected by traditional universities because of the challenge it entails. It really does suit students who love solving problems and enjoy finding out how things work! Physics graduates are in demand and well paid."

Mr I Webber, BSc (Hons), CPhys MInstP"

Combines well with

The study of this subject works best with other Arts or Social Science subjects such as English, History, Geography and Economics, although more diverse combinations, with Mathematics or Science subjects are becoming more common.

Assessment

There are three examinations to be taken at the end of the second year, each of them two hours long. The three components of the course (UK Politics; UK Government; Global Politics) are equally weighted with regards to the overall A level grade students receive. In the UK element, students are assessed on the ideas of political thinkers who shaped the various forms of liberalism, socialism, conservatism and feminism. The Global Politics examination includes comparative elements, so students need to be aware of the similarities and differences between UK and global government and politics.

Course content

The study of UK and US Politics at this level allows students to develop not only their knowledge of the subject in depth, but also their techniques and skills of study. By the end of the course students will have acquired the ability to comprehend, synthesise and interpret political information in a variety of forms; analyse and evaluate; identify parallels; select and organise relevant material to construct arguments and explanations leading to reasoned conclusions and communicate arguments and explanations with relevance, clarity and coherence using appropriate political vocabulary. Class time is spent working through a range of topics using many resources, including news media, up to date documentary evidence and audio-visual material. wider reading around topics being studied is expected of students taking A Level Politics. They are also encouraged to regularly read broadsheet newspapers to maintain awareness of current topical debates within the subject. In the second year, debating skills, independent research and in particular essay writing are developed further.

Special features

The opportunity to participate in regular visits to London to hear a range of contemporary UK Politicians debating current issues in their field.

Careers

Government and Politics is widely regarded as a valuable academic subject by employers and higher education alike.

Topics**Component 1: UK Politics**

(democracy and participation; political parties; electoral systems; voting behaviour and the media; liberalism; socialism; conservatism)

Component 2: UK Government

(the constitution; parliament; the prime minister and executive; relations between institutions; feminism)

Component 3: Global Politics

(sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union, comparative theories.)

These components and topics will be split over the two years.

'There is never an ideal time to study politics; politics should be studied at all times.'

Mr D J Sparkhall BA (Hons), MA, PGCE



Combines well with

Psychology complements Science, English, Humanities and Physical Education at A Level.

Assessment

All units are assessed by examination. Each examination at Lower Sixth is an internal assessment, whereas at Upper Sixth is assessed by public examinations. Each examination at Upper Sixth is 120 minutes long. Paper 1, Paper 2 and Paper 3 are each worth 33.3% of the A Level.

Course content

The course has been designed to provide a broad introduction to the scope and nature of Psychology as a science. The emphasis is on applying knowledge and understanding, developing students' transferable skills of analysis, evaluation and critical thinking. Lessons include a combination of theoretical lessons, class discussions, role play, psychological experiments and challenged based learning via technology. Students will need to spend a significant amount of time each week in independent study completing tasks and reading around the subject area to consolidate learning.

Special features

- All Lower Sixth students conduct their own research project
- All students benefit from guest speakers
- All students attend revision conferences held in London/ Cambridge

Careers

Psychology stands as a good grounding for the study of Psychology at degree level. Psychology is classified as a Science subject and the A Level is commonly accepted as a second Science subject for entry into many Universities. The study of Psychology at A Level enables a student to develop a skills and knowledge base that is useful in a wide variety of applications. Related careers include clinical psychology, educational psychology, forensic psychology and sports psychology. It is also beneficial for those wishing to progress to a career in business, marketing, social media, law, forensics, child-care and the social services.

Lower Sixth Topics

Unit 1 - Introductory Topics: Social Psychology, Memory, Attachment and Psychopathology

Unit 2 - Psychology in Context: Approaches, Biopsychology and Research Methods

Upper Sixth Topics

Unit 3 - Issues and Options: Issues and Debates in psychology, followed by a choice of topics; we choose Relationships, Schizophrenia and Forensic psychology.

"Psychology is a subject that offers students a variety of opportunities to study behaviour in different contexts. Students are challenged to critically think about the world around them. The subject provides a strong foundation for a wide range of career choices, as well as skills for achieving success in today's continually changing world."

Miss R Borland,
Head of Psychology BSc(Hons), QTS



SOCIOLOGY

Sociology is the study of society that examines how humans interact with each other and how human behaviour is shaped by social structures (groups, communities, organizations) social categories (age, sex, class, race, etc.) social institutions (politics, religion, education, etc.).

Core themes

Students must study the following two core themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

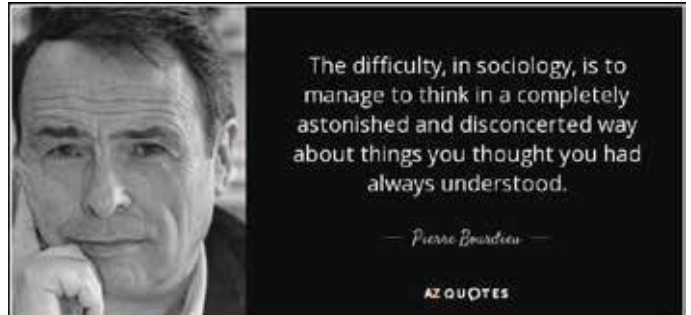
The second year topics are Crime and Deviance and Beliefs in Society.

In addition, there are two other main topics to study:

Education

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society • relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.



Families and Households

Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

The course runs over two years and is assessed by three examinations in the second year.

“What lies behind you and what lies in front of you pales in comparison to what lies inside you” **Ralph Waldo Emerson**

Combines well with

A foreign language at A level is considered a useful complement to most advanced studies. Language students are often Arts and Humanities students. Mathematics, Sociology, Business Studies and Politics also combine well with this course. Scientists often also enjoy a different kind of subject which will broaden their horizons in terms of work and life experience.

Assessment

The A level examinations will consist of 3 papers. The first paper is a Listening, Reading and Writing examination, with summarising and translating skills involved. The second is a Writing examination. Candidates write 2 essays, one on each set text. Thirdly, is the Speaking examination. This comprises the discussion of a stimulus card based on the topics studied and then the oral presentation and follow-up discussion of an Individual Research Project carried out in the Upper Sixth by the student.

Course content

The A level topics revolve around social issues such as citizenship and human rights alongside cultural and artistic topics, with all topics now studied in the context of Hispanic societies and culture. For our set texts, we study a film and a play. Translation and summarising skills are important. Finally, a key element of the course is the Individual Research Project, where students have the opportunity to choose a topic to research related to a Spanish-speaking country or culture to present and discuss as part of the speaking examination. We conduct our speaking examinations in-house.

Special features

Recently, we have organised an intensive language day, incorporating a theatre trip and tapas night in London and an exciting 5-day language trip to Cádiz in the south of Spain which, for our Sixth Formers, included a short work experience placement.

**Lower Sixth**

1. Social Issues and Trends
 - Modern and traditional values (los valores tradicionales y modernos)
 - Cyberspace (el ciberespacio)
 - Equal rights (los derechos y la igualdad de los sexos)
2. Artistic Culture
 - Modern day idols (La influencia de los ídolos)
 - Spanish regional identity (La identidad regional en España)
3. Grammar
4. Works:
 - Literary texts (or films)

Upper Sixth

Further study of all of the topics above, plus:

- Social Issues and trends.
- Multiculturalism in Hispanic Society
- Political and artistic culture.
- Aspects of political life in the Hispanic world
- Individual research project

“You can never understand one language until you understand at least two”.

Geoffrey Villans

Mr J Stubbs, BA (Hons), PGCE, Head of Spanish & Head of Modern Foreign Languages

Combines well with

Science; English; History; Geography; Psychology; Mathematics; Music all combine well with Theology and Philosophy.

Assessment

Assessment at the end of Upper Sixth is by three, two hour written external examinations, each worth 120 marks. Students are tested regularly in lessons to identify strengths and areas for development.

Course content

The study of Theology and Philosophy at A Level requires students to develop an enquiring, critical and empathetic approach to a broad range of topics. Additionally, students acquire a range of transferable skills of benefit in other academic disciplines: essay writing; analysis and evaluation of a range of issues, ideas and theories. Class time is split between teacher and student led activities, encouraging all to become independent learners and thinkers. A broad range of resources are used, including books, audio-visual material, online and journal publications. Reading, note taking, independent research skills, essay writing and presentations are developed

in class and prep. Students develop the ability to compare, contrast, evaluate and reach judgments on different approaches to philosophical, ethical and religious issues.

Careers

The skills developed in Theology and Philosophy are transferable for successful careers in law; education; social work; politics; medicine and the media. Students gain an understanding of how and why different demographics reach decisions.

Philosophy of religion (H573/ 01)

- Ancient philosophical influences
- The nature of the soul
- Mind and body
- Arguments about the existence/non existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language
- Ideas about the nature of God
- Issues in religious language

Religion and ethics (H573/ 02)

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant ideas of conscience
- Sexual ethics and influence on ethical thought of developments in religious beliefs

Developments in religious thought (H573/ 03)

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society in the context of Christianity

“Theology and Philosophy is a stimulating and challenging subject. We offer high quality teaching in a focused, supportive learning environment which helps students reach their full potential. Many students achieve A and A* grades, gain places at top universities, some to study Philosophy, and go on to interesting and varied careers.”

Mr A Claydon, BA, PGCE

CRIMINOLOGY

Examination board: WJEC

Course content

This is an exciting course that explores an array of topics connected to criminal justice. You will study:

- Different types of crime, influences on perceptions of crime and why some crimes are unreported
- Why people commit crime
- The criminal justice system and what happens from the moment a crime has been identified to the final verdict. This includes the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
- Awareness of criminality, criminological theories and the processes of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

In the first year of study, you will study the following units

Unit 1: Changing awareness of crime

- Understanding different types of crime
- Understanding how crime reporting affects people's perception of criminology
- Understanding of how campaigns are used to elicit change
- Planning a campaign for change

Unit 2: Criminology theories

- Understanding the difference between crime and deviance
- Understanding the theories of criminology (Biological, sociological and psychological)
- Understanding the causes of different types of crime
- Understanding causes of policy change

Assessment

The course is comprised of 4 units each worth 25% of the overall grade.

Two of the units will be assessed through students writing an extended assignment (controlled assessment)

Unit 1 - Changing Awareness of Crime (Year 12)
Unit 3 - Crime Scene to Courtroom (Year 13)

The other two units are each assessed by a 90 minute external exams,

Unit 2 - Criminological Theories (Year 12)
Unit 4 - Crime and Punishment (Year 13)



Careers

This course provides an introduction to a range of degree courses and careers. Criminology is ideal for students interested in law, politics, social policy or sociology. It is also very relevant for roles within the criminal justice system.

This course may allow entry to a:

- BSc Criminology
- BA Criminology
- BA Criminology and Criminal
- BSc (Hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BA (Hons) Criminology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law

FOOD SCIENCE AND NUTRITION

Examination board: WJEC

Entry requirements

Students should have a strong interest in food and cooking and have completed a GCSE in Food Preparation and Nutrition or an equivalent food-related course. You will not be taught 'to cook' on this course, rather to enhance existing skills. Speed and finesse is key at level 3. Good organisation skills and the discipline to independently complete the assignment tasks to meet the assessment criteria are required. Students should read food and diet related articles and watch food related programmes to keep up to date with current issues.

Combines well with

Biology, Chemistry, Sociology, Mathematics, Psychology and Business Studies.

We offer two Level 3 courses: Level 3 Certificate in Food Science and Nutrition Unit 1 only (1 Year Course) equivalent to an AS. Level 3 Diploma in Food Science and Nutrition (2 Year Course) equivalent to one A level. The diploma consists of three units: two mandatory and one optional. At the end of the course, an overall grade is awarded (pass, merit, distinction or distinction*) based on students' performance in each individual unit.

Assessment

Unit 1 Mandatory: Meeting Nutritional Needs of Specific Groups
(25%) Internal controlled assessment task relating to planning and preparing a complex three-course meal for a learner assignment brief and evaluating nutritional contexts. Total time 9.5 hours, including 3.5 hours practical.
(25%) external written exam on food safety, identifying hazards, minimizing risks and nutrition. This consists of short, extended answers and a case study (1 hour 30 minutes plus 15 minutes reading time).

Unit 2 Mandatory: Ensuring Food is Safe to Eat
(25%) External 8-hour timed written assignment to meet the assessment criteria of a scenario. An example response may identify hazards, write a HACCP plan and produce a report on how the food safety risks can be minimized in the future.

Unit 3 Optional: Experimenting to Solve Food Production Problems
(25%) Internally assessed 12-hour food science assignment set by the examining board, requires an understanding of food science to plan and carry out experiments to support proposals to solve a food production problem brief.

Unit 4 Optional: Current Issues in Food Science and Nutrition (25%) Internally assessed 14-hour food-related assignment involving planning and managing a research project, including primary and secondary research, analysis and evaluation of data. Students choose their topic.

Course content

This is an exciting, challenging new course at Langley School which reflects current thinking around the food we eat today. Food Science and Nutrition is both practical and theoretical. You will:

- develop advanced practical food skills in cooking and presentation techniques
- understand the science of food safety, advanced nutrition and nutritional needs in a wide range of contexts.
- learn about the relationship between the human body and food
- understand the scientific properties of food relative to food production
- investigate the sensory and scientific properties of food
- consider how aspects of food relate to social, environmental, cultural and ethical contexts
- investigate current issues in consumer food choice
- experiment to create new and exciting products

Careers

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Possible careers include Development Chef, Nutritionist or Dietitian, Food Technologist, Food Scientist, Environmental Health Officer and Food Stylist. During this course you will gain an insight into the many career opportunities across the fields of food science and nutrition.

This course, when studied with A level Biology and A level Chemistry allows entry to a:

BSc in Nutritional Science
BSc in Human Nutrition
BSc (Hons) Public Health Nutrition
BSc (Hons) Food Science and Technology

PERFORMING ARTS (MUSICAL THEATRE)

Examination board: Pearson

Combines well with

Music, Drama, Art, Design Technology

Assessment

Assignments are completed on a regular basis, and are both practical and theoretical. Students are expected to work independently to keep their folders updated, to include detailed information about their personal development in all areas.

Performances will be assessed, but all work will also need to be accompanied by research, rehearsal and evaluative notes in a written portfolio folder.

The students can opt to submit their internally assessed work in a range of formats including; blogs, PowerPoint presentations, via voice, video diary and written work. Some elements of the course are externally assessed. Unit 1 is a prepared written assessment taken under exam conditions on a set date by the exam board.

Course content

This is a practical course which focuses on developing skills in the three specific performance areas of dancing, singing and acting.

As well as developing in these three areas individually you also have the opportunity to combine them in a variety of performances, culminating in a full Musical production in our purpose built theatre with live music, set scenery and costumes at the end of the second year.

Special features

The Performing Arts department is extremely well resourced with two fully equipped public performance spaces, two specialist classrooms and seven practice rooms. You will study all aspects of Musical theatre from both a practical and theory basis.

The course allows students to explore Musical Theatre using traditional and contemporary techniques and offers opportunities to participate in live theatre trips to venues across the region and in London.

BTEC Course Content (two years)

Unit 1: Investigating Practitioners' work: Externally Assessed Mandatory unit. Students investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

Unit 2: Developing skills for techniques and performers: Mandatory unit. Students explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

Unit 3: Group Performance workshop: Mandatory unit. Students explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

Unit 27: Musical Theatre Performance: Optional unit. Students explore key features of musical theatre, developing specialist skills and techniques as a musical theatre performer combining acting, singing and dance skills for a performance.

"This is an exciting opportunity for any student who wishes to further their skills as a musical theatre performer. A chance to develop key skills such as acting through song and ensemble movement in a supportive, nurturing yet industry aware environment."

Mrs J Hart, BA



SPORT

Extended Certificate

THE COURSE

Equivalent in size to **one A Level**

Guided Learning Hours - 360

4 units of which 3 are mandatory and 2 are external.

Mandatory content (83%)

External assessment (67%)

THE UNITS**Unit 1 - Anatomy and Physiology – 120GLH***

Externally Assessed 90 Minute Exam

Set and Marked by Exam Board

Unit 2 – Fitness Training and Programming for Health, Sport and Well-Being – 120GLH*

Externally Assessed – Part A – 4 Hours case study research – Part B – Written Exam

2.5 Hour Exam

Set and Marked by Exam Board

Unit 3 – Professional Development in the Sports Industry – 60GLH*

Internally assessed coursework via school teachers.

Unit 7 – Practical Sports Performance – 60GLH

Internally assessed coursework via school teachers.

*Units marked with a * are mandatory units which must be taken as part of the course.*

Diploma

This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two- year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector

THE COURSE

720 GLH

Equivalent in size to two A Levels.

9 units of which 6 are mandatory and 3 are external.

Mandatory content (75%)

External assessment (45%)

THE UNITS**Unit 1 - Anatomy and Physiology – 120GLH***

Externally Assessed 90 Minute Exam

Set and Marked by Exam Board

Unit 2 – Fitness Training and Programming for Health, Sport and Well-Being – 120GLH*

Externally Assessed – Part A – 4 Hours case study research. Part B – Written Exam

2.5 Hour Exam

Set and Marked by Exam Board

Unit 3 – Professional Development in the Sports Industry – 60GLH*

Internally assessed coursework via school teachers.

Unit 4 – Sports Leadership – 60GLH*

Internally assessed coursework via school teachers.

Unit 5 – Application Fitness Testing – 60GLH

Internally assessed coursework via school teachers.

Unit 7 – Practical Sports Performance – 60GLH

Internally assessed coursework via school teachers.

Unit 17 – Sports Injury Management – 60GLH

Internally assessed coursework via school teachers.

Unit 22 – Investigating Business in the Sports and Active Leisure Industry – 90GLH*

External Assessment – Part A 6 hour case study research.

Part B – 3-hour Exam

Unit 23 – Skill Acquisition – 90GLH*

Internally assessed coursework via school teachers.

*Units marked with a * are mandatory units which must be taken as part of the course.*

WHAT COULD THIS QUALIFICATION LEAD TO?

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher

POTENTIAL CAREERS

- Personal Trainer/Fitness Instructor
- Nutritionist
- Psychologist
- Sports Analyst
- Sports Media
- Leisure Manager
- Sports Coach
- Outdoor Activities Instructor
- Sports Development
- Lifestyle Advisor
- Sports Therapy
- Sports Event Management



Entry requirements

There are no set entry requirements to undertake the EPQ however, as the course runs alongside the students chosen sixth form subjects it is desirable for students to be competent at time management and the rigours of an extra workload. Students will need to be timetabled for the classes and attend these fully as there is a programme of taught skills. Combines well with all subjects as students have a personal choice of what they would like to study. Students can elect to do an academic style essay or an artefact and accompanying report, so they should consider their skillsets and areas of interest carefully to help them be successful.

Combines well with

All subjects as students have a personal choice of what they would like to study.

Assessment

The Extended Project is graded A* to E and has a minimum of 120 guided learning hours. In terms of UCAS points status, EPQ is worth half an A level (28 UCAS points). The main project will be assessed internally by the supervisor and students will also need to present their project findings to a staff panel.

Course content

The EPQ provides an opportunity for our students to pursue their own academic interests in a chosen topic, acquiring independent learning and research skills sought by Universities and employers. Although this is an independent study project, students are supported by a qualified staff supervisor with twice weekly taught sessions covering a range of study skills such as referencing, research methods, writing techniques and becoming effective self-managers. Students also plan, research and write their project and present their findings to a staff panel, reflecting the process involved in the completion of a postgraduate qualification. Students are able to be a part of collaborative sessions where research is discussed and shared among an exciting and emerging research community within the school. EPQ is undertaken as a two year option throughout Sixth form, with options for mentoring after completion.

Careers and future learning

The EPQ can be considered as an enrichment opportunity, enabling students with the chance to explore some of the research facilities available at university level. It is naturally study as well as future employment.



Some universities will even lower their entry requirements for students holding an EPQ qualification and students can use their Extended Project to show their interest in an area of study at or in their UCAS statement. An EPQ will provide many transferrable skills which are highly sought after by employers, so it is suitable for both academic and vocational paths. Presentation skills, time management and problem solving are all valuable, supporting lifelong learning.

Previous EPQ titles include:

What are the optimal skills and techniques involved in producing a short film?

Which factors have contributed the most to the merging of streetwear and luxury fashion?

To what extent does homelessness affect mental health?

What role do independent schools play in the selection of prime minister?

To what extent does solitary confinement effect the rehabilitation of criminals?

“Students find the EPQ a valuable opportunity to showcase their potential to universities and employers. This year we have students working across silversmithing, web design, publication and academic research to name a few of the options.

Mrs R Robinson Head of EPQ, BA (Hons), MA

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

Entry requirements

Students need to be at pre-intermediate level or above in English to access the IELTS course. Fast track courses are offered for higher level candidates.

Assessment

IELTS (International English Language Testing System) is a university entry requirement for all international students; they are tested in the four skills of Listening, Reading, Writing and Speaking. IELTS is graded from Band 1 (lowest) to Band 9 (highest). IELTS (Academic) is recognised internationally as an English language requirement for university entrance, with top UK universities asking for IELTS Band 7, Band 6 usually being the minimum requirement.

Course content

Students whose first language is not English take a one- or two-year course to develop their English language skills in preparation for the IELTS examination, which is jointly managed by the British Council and Cambridge Assessment. Lessons teach students to listen to and read academic topics in order to extract key information and to speak and write English effectively. We focus on improving their vocabulary and grammar and teaching them key reading and writing skills. Improving their English language skills has the additional benefit of helping them with all their academic A Level subjects.

In the Lower Sixth, EAL students also have English support with their curriculum subjects, and our teaching approach is based on the principles of CLIL (Content and Language Integrated Learning). We work closely with subject teachers to effectively support individual students. We have frequently helped students with Business, Psychology, Philosophy, Photography and Sports Science. We create subject-specific writing frames to show students how to write essays, give personalised feedback on how to improve their writing skills and look at model answers to exam questions. EAL teachers also give students reading comprehensions based on current texts from curriculum subjects and build students' knowledge of subject-based vocabulary

Throughout the course we closely monitor the progress of each student to highlight areas for further study. Extra lessons can be timetabled, in addition to examination practice sessions.



Careers

An English language qualification is desirable in many areas of work and is essential for overseas students planning to study in higher education in the medium of English. Working hard to achieve a good result in IELTS goes hand in hand with studying for A levels

Special Features

The EAL department is a caring and supportive environment for all our international students. It is a quiet place where they can come to study as well as relax at break and lunchtime. Many students are a long way from home and so we make a point of celebrating special occasions. For example, each student receives a card and homemade cake on their birthday and students of many different nationalities go out for a meal together to celebrate Chinese New Year. Sixth Form students are given individual help by EAL staff throughout the university application process (UCAS). Our staff have lived and worked in many different countries giving us an awareness of other cultures. Siv Sears speaks Mandarin, and we are also privileged to have a Chinese teacher in the school, who speaks both Mandarin and Cantonese.

"EAL is a caring, supportive and well-resourced department, and we work hard to ensure that our overseas students meet the challenge of studying at school in the UK. We are proud of the success of our students in recent years, all of them have achieved the language requirement they need to go to their chosen university. Students have access to the EAL classrooms throughout the school day and EAL staff are available to offer help and advice."

Ms Angela Smith, BA (Hons) PGCE (EAL) and Mr. Siv Sears, BA (Hons), MA TESOL, CELTA, DELTA

LFA

Langley Football Academy offers the very best of both worlds – footballing excellence, coupled with outstanding academic opportunity, delivering for our students both on and off the pitch.

Being part of the LFA means training with former professionals, receiving expert football and strength and conditioning coaching, nutritional advice and post-game analysis, all while following a rigorous academic programme.

The LFA forms one of your subject choices in the Sixth Form.

To find out more, see the LFA Brochure on our website.



Contact us

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