



LANGLEY  
SCHOOL

GCSE 2019-2021

## OUR OBJECTIVES

**We aim to provide each student, as far as possible, with a programme of study appropriate to his or her needs – a programme which builds on each student's strengths.**

**While expecting all students to study our core subjects (English Language and Mathematics) we set out to provide a broad spectrum of choice. Maintaining a diversity of subjects means that a child can embark on further study from a position of strength, with a wide field of knowledge and skills.**

### **Why do we use different examining bodies?**

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

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

### **Coursework/controlled assessment**

A key element in many GCSE syllabuses used to be controlled assessment (which had replaced coursework). This was the internal assessment part of the legacy range of specifications. This internally assessed piece of work (marked by the school) that was undertaken under controlled conditions within the school only remains in a few subjects such as Art and Design & Technology. In the majority of the new specifications there are no controlled assessments or coursework. Instead, the entire grade is based on terminal assessments (examinations). It is increasingly important, therefore, that pupils develop strong study skills and revise regularly throughout years 10 and 11 in order to build up a large body of knowledge and understanding; there will be too much to 'cram' just before the examinations.

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

**“WE SET OUT TO PROVIDE A BROAD SPECTRUM OF CHOICE”**



### **Study Pattern**

The range of subjects offered and the structure of the Option Blocks is intended to enable each student to study a broad, academically balanced curriculum, yet select subjects in which he or she is most interested and most capable. Pupils tend to have more motivation, and hence perform better, in subjects they most enjoy. All students study Mathematics with the GCSE taken in year 11. All pupils will also study for a GCSE in English Language to be taken in year 10. The majority of pupils having passed GCSE English Language a year early will then go on to study English Literature in year 11. Those who need more time will have a further year to gain a pass in the Language paper.

Students will be able to choose either two or all three sciences: Biology, Chemistry and Physics. Each subject will be taught and examined independently. It is expected that the majority of students will pick two out of the three sciences, dropping their weakest one. Any of the three sciences can be examined at higher and foundation level.

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

Students may select a total of six from the option subjects, one from each of the Option Blocks (see options sheet - separate). Please note, however, that:

1. Each subject offered within a block is only done so subject to numbers. The school reserves the right to withdraw a subject from a block if insufficient interest is shown.
2. Some subjects can prove to be very popular from time to time. The school reserves the right to cap numbers for a particular subject. Weak candidates or late applicants may need to choose an alternative from the same block. Pupils should seek advice from their subject teachers if they are concerned about their potential to gain a grade 4 or above in a particular course.

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



#### The Options' Process

1st March 2019	<b>Year 9 Parents and Options Evening</b> (16.00 – 18.00) Informed subject choices are made after consultation with staff.
8th March 2019	Deadline for submission of option choices.
Until September 2019	Changes to subject choices may be made, after discussion with Mr McComish (Head of yr10 & 11) Mr Sitch (Head of year 8 and 9) or the Senior Deputy Head Academic (Mr Butt), providing there is room within the new subject to accommodate such changes.

#### Further information:

Academic Head of Year 10 & 11 [pmccomish@langleschool.co.uk](mailto:pmccomish@langleschool.co.uk)  
 Pastoral Head of Year 10 & 11 [ecreed@langleschool.co.uk](mailto:ecreed@langleschool.co.uk)  
 Deputy Head (Academic) [fbutt@langleschool.co.uk](mailto:fbutt@langleschool.co.uk)

Examination Board: AQA

Specification Number: 8201 or 8202

**Art and Design or Fine Art at GCSE level are more relevant courses for students than they have ever been. It is known that nearly 10% of careers involve the creative industries and within the UK these areas are continually growing.**

**The opportunity to learn skills in a range of Art based areas and then to apply them creatively to achieve personal outcomes is a rewarding and exciting experience for pupils at Langley School.**

**This subject complements all areas of the curriculum, providing skills that allow pupils to work in ways that stimulate individual creativity, fostering the ability to respond expressively, imaginatively and sensitively to given stimuli.**

## Course Content

The AQA GCSE course encourage individual, adventurous and broad ranging approach to art and design. Pupils learn about the principles of Art and Design, understand and develop competence in a range of media—developing technical skills to promote personal and creative responses to the tasks set. Areas covered will be selected from the following: Painting and Drawing, Printmaking, Sculpture. In addition, those pupils following the Art and Design course will also have a proportion of the teaching time during year 10 devoted to Photography. This has its intrinsic value as well as providing skills that are relevant to the development of ideas and creativity in the Fine Art area.

It is nearly impossible to think of any area where an artist or designer has not been involved in the way we live. Consequently an informed understanding of the role of artists and designers within our society will be of benefit to anyone in the modern age. It is worth bearing in mind that the Art and Design field contains nearly more possible career areas than any other.

## Units and Assessment

### Unit 1:

Portfolio 96 marks 60% of final grade

### Unit 2:

Externally Assignment 96 marks 40% of final grade



“THE CHANCE TO EXCEL  
IN AN AREA WHERE  
INDIVIDUAL TALENT  
AND CREATIVITY ARE  
VALUED AND  
NURTURED”

Further information:

[jogden@langleschool.co.uk](mailto:jogden@langleschool.co.uk)

Examination Board: AQA GCSE

Specification Numbers: GCSEs: Biology 8461

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

**This course provides a worthwhile background for all students, whether or not they intend to go on to study Biology beyond GCSE. The course enables students to acquire a body of scientific knowledge and develop an understanding of the ideas and applications of Biology. This is set in the context of knowing and understanding a body of scientific facts. Students acquire an understanding and experience of the methods used in science and of the application of experimental techniques in everyday life. Practical work plays a key part in Science at Langley and pupils should be aware of safety issues.**

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

## Course Content

Biology at Langley is taught as an optional separate subject from year 10 onwards. This course is linear and examined via final written examinations in the summer of year 11. Students are introduced to some topics and ideas in Biology during year 9, which are relevant to the GCSE course. These ideas are revisited and expanded on prior to the end of year 11. There is no practical examination, however practical work is an integral part of the course and examined in theory as part of the written papers. Students can sit higher or foundation level papers at the end of the course.

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

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

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

Further information:

[cmunday@langleschool.co.uk](mailto:cmunday@langleschool.co.uk)



“MORE SO THAN EVER BEFORE, SOCIETY WILL EXPECT YOUNG PEOPLE TO HAVE AN UNDERSTANDING OF SOME HIGHLY COMPLEX SCIENTIFIC ISSUES WITH ETHICAL, MORAL AND SOCIAL IMPLICATIONS”



Examination Board: Edexcel  
Specification Number: 1BS0

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

## Course Content

### Theme 1:

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

### Theme 2:

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

## Assessment

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

### Further information:

[hyates@langleschool.co.uk](mailto:hyates@langleschool.co.uk)



“AN EXCITING AND DYNAMIC SUBJECT”

### Course Highlights (subject to availability):

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

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

Interviewing Business owners.

Setting up a company under the Young Enterprise scheme.



Examination Board: AQA GCSE

Specification Numbers: Chemistry 8462

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

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

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

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

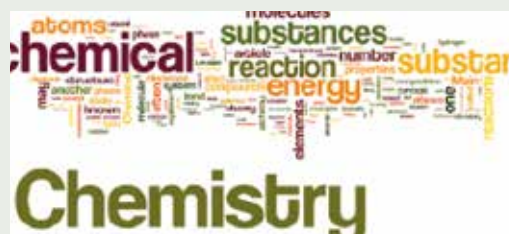
**Chemistry is essential for students interested in following careers or further studies in Chemistry, Biochemistry, Medicine, Dentistry, Engineering, Pharmacy Veterinary Science, Chemical Industry (research and development, Analytical Chemistry, Technical Sales and Marketing), Public Services (Forensic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

Science at Langley is taught as separate subjects with students being able to choose which subjects to follow at GCSE. The Chemistry course is linear and examined via final written examinations in the summer of Year 11.

There is no practical examination however practical work is an integral part of the course and examined in theory as part of the written papers. Students can sit Higher or Foundation level papers at the end of the course.



“STUDYING CHEMISTRY HELPS YOU DEVELOP MANY SKILLS SUCH AS PROBLEM SOLVING, EFFECTIVE COMMUNICATION, CREATIVITY AND TEAMWORK; FOR THIS REASON IT CAN LEAD TO CAREERS IN MANY EXCITING AND VARIED FIELDS OF WORK”



## Assessment

### Paper 1:

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

#### How it's assessed

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

#### Questions

Multiple choice, Structured, closed short answer and open response

### Paper 2:

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

#### How it's assessed

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

#### Questions

Multiple choice, Structured, closed short answer and open response

Further information:

[amazon@langleschool.co.uk](mailto:amazon@langleschool.co.uk)

# CHINESE (MANDARIN)

Examination Board: Edexcel  
Specification number: 1CN0

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

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

**This qualification counts towards the English Baccalaureate.**

## Aims and learning outcomes

GCSE courses based on this specification should encourage candidates to:

develop understanding of Chinese (Mandarin) in a variety of contexts  
develop knowledge of Chinese (Mandarin) and language learning skills  
develop the ability to communicate effectively in Chinese (Mandarin)  
develop awareness and understanding of countries and communities where Chinese (Mandarin) is spoken

## Assessment

### Paper 1: Listening

Understanding and responding to different types of spoken language

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

**25% of GCSE**

### Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes

Internally conducted and externally assessed:  
7–9 minutes (Foundation Tier), 10–12 minutes (Higher Tier)

**25% of GCSE**

### Paper 3: Reading

Understanding and responding to different types of written language

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

**25% of GCSE**

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes

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

**25% of GCSE**



Further information:

[aelham@langleschool.co.uk](mailto:aelham@langleschool.co.uk)



Examination Board: OCR  
Specification number: J276

**Computer Science encourages learners to be inspired, and challenged through completing a coherent, satisfying and worthwhile course of study. The course will help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.**

**Computer Science will encourage learners to:**

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

**Component 01** – Computer systems, written paper, lasting 1½ hrs and worth 40% of final award.

**Component 02** – Computational thinking - algorithms and programming, written paper, lasting 1½ hrs and worth 40% of final award.

**Component 03** - Programming project, totalling 20hrs of work and worth 20% of final award.



**Further information:**

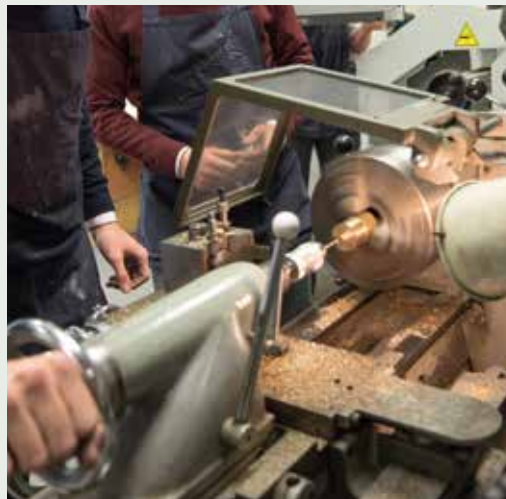
**[dhaysom@langleschool.co.uk](mailto:dhaysom@langleschool.co.uk)**

Examination Board: Edexcel

Specification number: 1DT0, Design Technology

The Edexcel Design and Technology specification has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of materials and techniques. Candidates will be enthused and challenged by the range of practical activities available. A working knowledge of woods, metals, plastics and composite materials will be required. Work from the department is of consistent high standard with a large percentage of students receiving top grades. Individual learning is personalised through the implementation of the design process as students' progress through the course. All candidates have a unique experience based on the examination boards contextual challenge. The department does offer the opportunities for students to attend 'open workshop activity time' to further develop skills and to support their practical work, which students are expected to attend during the manufacture of their coursework.

Design, Technology, Engineering and Manufacturing is one of the industries which has skill shortages within a broad range of fields. Students who engage in and develop an interest in the subject are certainly in a well resourced and highly successful environment. The department is a nationally recognised Centre of Excellence in the UK. It probably has some of the most advanced manufacturing resources seen in a School environment and boasts extensive links with local and national industry. It has won numerous awards for excellence. Students who have continued to study the subject at A Level gained entry to prestigious degree courses at leading universities.



“THE DEPARTMENT PROBABLY HAS SOME OF THE MOST ADVANCED MANUFACTURING RESOURCES SEEN IN A SCHOOL ENVIRONMENT”

## Assessment

### Assessment overview

#### Examined content 50% of the qualification

The paper consists of two sections.

**Section A: Core** This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

**Section B: Material category 1DT0/1F – Timbers**  
This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

### Non-examined assessment 50% of the qualification

There are four parts to the assessment:

- Substantial design and make task

#### 1 – Investigate (16 marks)

#### 2 – Design (42 marks)

This includes producing design ideas, then reviewing and developing ready for manufacture.

#### 3 – Make (36 marks)

This includes manufacture, quality and accuracy.

#### 4 – Evaluate (6 marks)

This includes testing and evaluation.

### Assessment overview

Students will undertake a project based on a contextual challenge released by the exam board on 1st June during year 10.

Further information:

[jnorton@langleschool.co.uk](mailto:jnorton@langleschool.co.uk)

Examination Board: AQA  
Specification number: 8621

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

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

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

Studying Drama can lead to a wide variety of careers.

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

## Assessment

### Component 1 40% of GCSE Understanding Drama

Written paper - 1 hr 45mins

The written paper comprises three sections:

- A** - Multiple choice questions on aspects of theatre
- B** - Questions on a given extract from a play studied during the course
- C** - A response to a live production seen during the course

### Component 2 & 3 PRACTICAL 60% of GCSE

#### Devising Drama (40%)

Performance of devised drama (students may contribute as performer or designer)

Controlled assessment options: Internally assessed and externally moderated.

#### Texts in practice (20%)

Performance of two extracts from one play

All practical work is supported by a personal portfolio, which documents the creative processes involved in each project.



“A DEMANDING SUBJECT  
THAT INSPIRES CREATIVITY  
AND COLLABORATION”



Further information:  
[kbarron@langleyschool.co.uk](mailto:kbarron@langleyschool.co.uk)

Examination Board: AQA  
Specification Number 8700

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

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



“A WHOLE RANGE  
OF OPPORTUNITIES  
FOR CREATIVE AND  
IMAGINATIVE  
EXPRESSION”

## Course Content

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

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

### Paper 2: Writers' Viewpoints and Perspectives

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

## Assessment

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

Further information:  
[rwood@langleschool.co.uk](mailto:rwood@langleschool.co.uk)



Examination Board: AQA  
Specification Number: 8702

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

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

## Course Content

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

Students study one complete Shakespeare play and a 19th century novel.

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

### Paper 2: Modern Texts and Poetry

Students study one from a choice of 12 set texts which include post-1914 prose fiction and drama.

Students will also study one cluster of poems taken from the AQA poetry anthology, *Poems Past and Present*. There is a choice of two clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day.

Students will also be prepared to analyse unseen poetry and compare these unseen elements.

## Assessment

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



“IT IS A SUBJECT THAT  
FOSTERS A PASSION FOR  
THE WRITTEN WORD”

Further information:  
[rwood@langleschool.co.uk](mailto:rwood@langleschool.co.uk)

# FOOD PREPARATION AND NUTRITION

Examination Board: OCR  
Specification number: J309

**Our GCSE specification in Food Preparation and Nutrition will equip you with the knowledge, understanding, skills and encouragement you need to confidently prepare and cook a range of dishes. You will learn why a balanced diet is important and how diet can influence health. You will gain practical skills in the kitchen to help you choose, prepare and cook healthy food for a wide range of people. In addition, you will acquire knowledge and understanding of a variety of current dietary issues.**

**You will be able to make informed decisions about a wide range of relevant global issues such as food security, seasonality and provenance, and develop vital life skills so that you can plan and feed yourselves and others affordably and nutritiously.**

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

**GCSE Food Preparation & Nutrition should be considered by everyone, particularly those wishing to pursue careers within the food and hospitality industry, food science, nutrition, health care, sport, sports nutrition and teaching.**



“GCSE FOOD & NUTRITION SHOULD BE CONSIDERED BY EVERYONE”

## GCSE Food Preparation and Nutrition

At Langley, students follow the OCR GCSE course. This GCSE in Food Preparation and Nutrition is supported with resources produced by one of the world's most renowned chefs, Heston Blumenthal®.

His natural curiosity and scientific approach to cooking is an ideal collaboration that enables learners to discover the essentials of food science, build strong practical cookery skills and a good understanding of nutrition.

Students have 3 x 50 min lessons per week.

The GCSE course is divided into 3 sections –

**Nutrition** – knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. The relationship between diet, nutrition and health, physiological and psychological effects of poor diet and health.

**Food Provenance and Food Choice** – economic, environmental, ethical and sociocultural influences on food availability, production processes; diet and health choices.

**Cooking and Food Preparation** – a range of cookery skills along with knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Skills requirements: food preparation and cooking skills

## Assessment

NEA 1	NEA 2	Written examination
Food Investigation task	Food Preparation task	<b>50%</b> of the total GCSE marks (internally assessed) <b>100 marks</b>
<b>15%</b> of the total GCSE marks (internally assessed) <b>45 marks</b>	<b>35%</b> of the total GCSE marks (internally assessed) <b>105 marks</b>	This is a 1hr 30 min written examination. The five questions will cover all aspects of the course and require short answers, sentence, paragraph and informative responses.
Each learner will be required to research and investigate the chemical and functional properties of a food (eg. Flour, eggs) and carry out investigations into the foods identified by the examination board.	Each learner will be given a specific task in advance of the 3 hour practical. They will research, plan, prepare, cook and present a range of suitable skilful dishes. Written work, technical skills, practical skills and photographs are required to evidence the task.	

**Further information:**  
[nprice@langleschool.co.uk](mailto:nprice@langleschool.co.uk)

Examination Board: AQA  
Specification number: 8658

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

**Students considering studying two languages at GCSE should note that the specification outline is identical; the department does, however, endeavour to deliver a course which is sufficiently different in style and design to enable students to study both languages with confidence.**

## Core Content

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

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

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

## Assessment



“THERE ARE TOPICS THAT WILL BE FAMILIAR, AS WELL AS NEW ONES THAT WILL INSPIRE STUDENTS WHO ARE INTERESTED IN THE CULTURE OF FRANCE AND FRENCH-SPEAKING COMMUNITIES AND COUNTRIES”

### Paper 1: Listening

Understanding and responding to different types of spoken language

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

(Higher Tier)

**25% of GCSE**

### Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes

Non-exam assessment

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

(Higher Tier)

**25% of GCSE**

### Paper 3: Reading

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

**25% of GCSE**

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes

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

**25% of GCSE**

Further information:

[hprifti@langleschool.co.uk](mailto:hprifti@langleschool.co.uk)

[www.aqa.org.uk/subjects/languages/gcse/french-8658](http://www.aqa.org.uk/subjects/languages/gcse/french-8658)

Examination Board: AQA  
Specification code: 8035

## WHY CHOOSE GEOGRAPHY?

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

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

The syllabus is divided into three units:

### Living With The Physical Environment:

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

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

### Challenges in the Human Environment:

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

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

### Geographical Applications:

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

- A. Issue Evaluation
- B. Fieldwork

## Assessment

### Paper 1:

Living with the Physical Environment  
1 hour 30 mins - Written exam  
including short answers, long answers  
**88 marks 35%**

### Paper 2:

Challenges in the Human Environment  
1 hour 30 mins - Written exam  
including short answers, long answers  
and data response.  
**88 marks 35%**

### Paper 3:

Paper 3: Issue Evaluation and  
Fieldwork  
1 hour 15 mins exam  
**76 marks 30%**



“GEOGRAPHY IS A LIVING, BREATHING SUBJECT, CONSTANTLY ADAPTING ITSELF TO CHANGE. IT IS DYNAMIC AND RELEVANT. FOR ME GEOGRAPHY IS A GREAT ADVENTURE WITH A PURPOSE”

Michael Palin; The Guardian



Further information:

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Examination Board: AQA  
TWO YEAR COURSE

The two year GCSE German course offers the chance to explore modern day topics with the emphasis on communication skills. The new examination allows for independent study and gives credit to pupils for the use of grammar and their competence using language structures, translation, literary texts and realia. The course would suit pupils with some prior knowledge of the language and the two tier examination allows for differing ability levels.

Students considering studying two languages at GCSE should note that the specification outline is identical, although different resources will be used during the teaching of the course.

CONTENT OF THE COURSE— AQA HAVE AS YET ONLY PUBLISHED A DRAFT SPECIFICATION. THE INFORMATION OUTLINED ON THIS PAGE MAY CHANGE IN THE COMING MONTHS.

## Core Content

Students study all of the following topic areas and will be assessed on them. ( see the table below).

Topic area one; Personal Identity and culture

Topic area two: Local, national, international and global areas of interest

Topic area three: Current and future study and employment

## Assessment

### Paper 1: Listening

Understanding and responding to different types of spoken language

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

**25% of GCSE**

### Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes

Non-exam assessment  
7–9 minutes (Foundation Tier), 10–12 minutes (Higher Tier)

**25% of GCSE**

### Paper 3: Reading

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

**25% of GCSE**

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes

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

**25% of GCSE**



“PUPILS ARE GIVEN THE OPPORTUNITY FOR SPONTANEOUS CONVERSATIONS AND INTERACTIVE LEARNING”

Further information:

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Examination Board: EDEXCEL

Specification number: GCSE – 1HI0

## WHY CHOOSE HISTORY?

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

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

## Course description

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

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

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



“A GOOD STEPPING-STONE INTO A VARIETY OF CAREERS”



## Assessment

### PAPER 1: 1HI0/11 – British Thematic study

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

The pupils will be required to answer questions based on the following topics: -

- Medicine in Britain from 1250 to the present day
- The British sector of the Western Front, 1914-1918: surgery & treatment

### PAPER 2: 1HI0/21 B3 – Period study & British Depth Study

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

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

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

### PAPER 3: 1HI0/33 - Modern Depth study

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

The pupils will be required to answer questions based on their study of the conflicts at home

and abroad that America faced during the years 1954-1975.

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Examination Board: Cambridge International Exams  
Specification number: 0417

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

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

**Paper 1** – written paper, mostly multiple choice or short answer questions, but also some requiring longer responses, lasting 2hrs and worth 40% of final award.

**Papers 2 and 3** - practical tests assessing knowledge, skills and understanding, lasting 2½hrs and both 30% of final award (60% in total).



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Examination Board: Edexcel

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

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

**The course is a core subject and is compulsory for all students at GCSE level.**

## Course Content

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

The assessment objectives for this course are:

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

Exact details of the topics varies depending on whether the student is following the Foundation or Higher Tier. All students will find a clear and comprehensive list of topics within their study books issued by the department.

There are 3 terminal examinations for the Maths GCSE course:

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

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

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

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

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

There is no controlled assessment or coursework within Mathematics.



“THIS PROVIDES A  
SOLID FOUNDATION  
FOR FUTURE STUDY  
OF MATHEMATICS  
BEYOND GCSE”

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Examination Board: EDUQAS  
Specification number: C680QS

**Students will gain an insight into not only how texts are created, but how they can influence our thoughts, opinions, and how we see our culture and others around the world.**

## Course description

Media Studies has been a hotly debated subject over the last few years. However, with the increase in new technologies that alter the way we see, hear and generally learn about the world around us, it is important that we learn how to 'read' the media and understand how we interpret the world.

The GCSE Media Studies specification nurtures students' ability to formulate their own responses to the range of media that saturates modern life – both old and new. It also encourages students to develop their opinions on how the media represents the world.

GCSE Media Studies enables students to critically evaluate texts and prepares them well for AS and A-level study in any discipline.

## Assessment

### PAPER 1: Exploring The Media

#### What's assessed

Questions will focus on the four areas of the theoretical framework: language, industries, audiences and representation.

How it's assessed

**Written exam: 40% of GCSE**

### PAPER 2: Understanding Media Forms & Products

#### What's assessed

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

How it's assessed

**Written exam: 30% of GCSE**

### Non-exam assessment: creating a media product

#### What's assessed

Application of knowledge and understanding of the theoretical framework. Practical skills relating to the media format of their choice.

**How it's assessed**

**30% of GCSE - Assessed by teachers  
Moderated by AQA**



“IT IS IMPORTANT THAT WE LEARN HOW TO ‘READ’ THE MEDIA AND UNDERSTAND HOW WE INTERPRET THE WORLD”



Further information:

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Examination Board: EDEXCEL  
Specification number: 1MU0

**Students wishing to study music at GCSE level should have an enthusiasm for all styles of music, be receiving tuition on at least one instrument (or voice) and ideally be at Grade 3 level or above. Students would be expected to have good knowledge of general music theory and conventional musical notation.**

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

Students will be encouraged to engage critically and creatively with a wide range of music, 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.



“THE OPPORTUNITY TO EXCEL IN A FRIENDLY, ENCOURAGING AND DEDICATED ENVIRONMENT, WHICH ALLOWS STUDENTS TO DEVELOP INTO CONFIDENT MUSICIANS”

## Assessment

### Area of Study 1

Instrumental Music  
1700–1820

#### Set Works

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

### Area of Study 2

Vocal Music

#### Set Works

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

### Area of Study 3

Music for Stage and Screen

#### Set Works

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

### Area of Study 4

Music for Stage and Screen

#### Set Works

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

### Performing = 30%

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

### Composing = 30%

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

### Appraising=40%

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

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Examination Board: AQA

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

**"The illiterate of the future will be the person ignorant of the use of the camera, as well as the pen." Laszlo Moholy-Nagy**

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

## Course Content

In GCSE Photography you will complete a series of coursework projects, and, starting in January of Year 11, a final examination project. The exam is practical studio time completing final pieces.

Students are encouraged to be creative and respond to themes, client driven briefs, and the work of others. Workshops teach practical skills & camera techniques such as shutter speed, aperture and composition rules. The student is then encouraged to apply these skills to their own work. Students explore many aspects of photography, including traditional darkroom methods as well as digital photography and studio work. Projects develop in their personal area of interest such as sport, fashion, documentary, film making and animation, and fine art photography.

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

## Units and Assessment

### Unit 1:

Portfolio of work 60% of final grade

### Unit 2:

Externally set task 40% of final grade



**“GCSE PHOTOGRAPHY PUPILS ENJOY FANTASTIC RESULTS MANY ACHIEVING TOP GRADES. IN FACT 40% ACHIEVED AN A\* OR A IN JULY 2016. THE LOWEST GRADE WAS A B WITH A 100% PASS RATE”**



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Online specification:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200/subject-content/photography-lens-based-and-light-based-media>

# PHYSICAL EDUCATION

Examination Board: OCR  
Specification number: J587

**Studying GCSE (9-1) Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge in to the how and why of Physical activity and sport.**

**The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through application of the theory.**

**Physical Education is learned through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people out perform others, mentally and physically. You will also delve in to the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.**

## What are the benefits

This is an interesting and challenging learning experience. In it we introduce the key sporting ideas and show hoe these interact with practical performance, you will gain insights in to the relationships they have with each other throughout the course.

The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

## Assessment

### Non-Exam Assessment (NEA). Three practical performances

#### NEA One Performance Analysis task

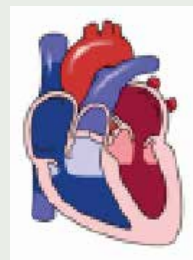
A total of two hours assessment split over two examination papers (2 X 1 hour) taken at the end of the two year course.

A wide range of Question types including: multiple choice, single mark, short answer and extended response questions.

The opportunity to demonstrate your knowledge of the theory and performance skills in both your NEA and through the examinations.



“A LIVELY AND ENQUIRING MIND, WITH A PASSION FOR ALL SPORTS ”



Further information:  
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Examination Board: AQA GCSE

Specification Number: Physics 8463

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

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

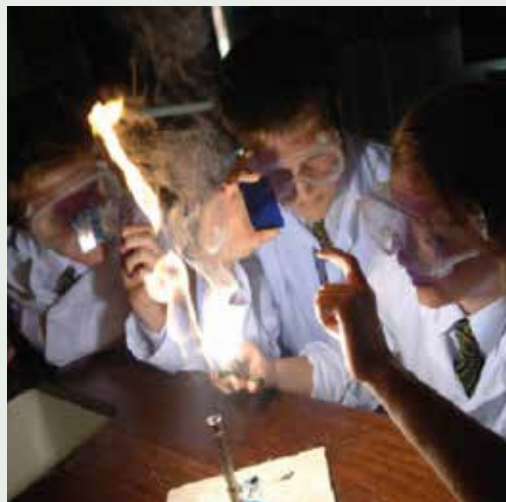
**Study utilizes practices and everyday concepts to underpin the key ideas, then develops the mathematical models which allow calculations to be made.**

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

**Physics at GCSE is an enabling subject.**

**Physics is essential for students interested in following careers or further study in Physics, Astro physics, Particle physics, Mechanical engineering, Electrical engineering, Architecture, Civil engineering, Aerospace/Aeronautical engineering, Automotive engineering, Optics.**

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



“THE COURSE IS DESIGNED TO STIMULATE CURIOSITY AND ENJOYMENT, COUPLED WITH AN AWARENESS OF THE NEED TO CARE FOR THE ENVIRONMENT”

## Course Content

Science at Langley is taught as separate subjects with students being able to choose which subjects to follow to GCSE. The Physics GCSE course is linear and examined via final written examinations in the summer of year 11. There is no practical examination however practical work is an integral part of the course and examined in theory as part of the written papers. Students can sit higher or foundation level papers at the end of the course.

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

Topics studied:

Energy and energy resources

Particles at work

Forces in Action

Waves, electromagnetism and space

Numeracy is an intrinsic part of studying Physics and is also a key skill which is developed.

**The course is ideally combined with at least one other science GCSE.**

Further information:

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Examination Board: Eduqas

Specification number: Route A, Components: 1, 2 and 3

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

**In 2018, 20 out of 21 candidates gained a level 4-9.**

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

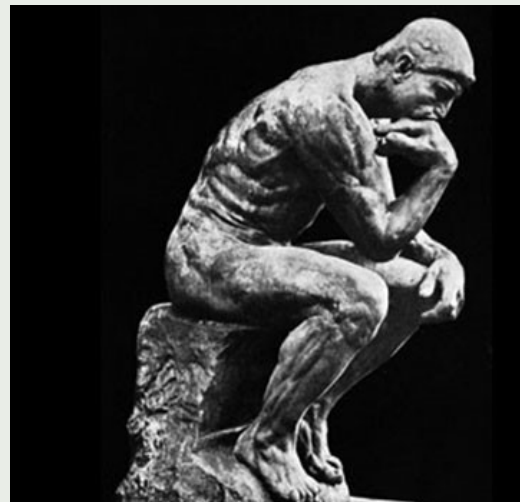
The course will stimulate debate and reflection, enabling pupils to develop empathy, skills of communication, analysis and evaluation, and the ability to think beyond the literal and superficial. As such, the course is taught in a variety of ways. It is an excellent foundation for moving to A Level Religious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

#### Topics studied

- 1 Beliefs, teachings and practices in Christianity and one other world religion**
- 2 Religion, Philosophy and Ethics in the Modern World**
  - A Relationships
  - B Life after Death
  - C Good and Evil
  - D Human Rights

Further information:

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Examination Board: AQA  
Specification number: 8698

**If you have an interest in languages and the Arts and if you have the desire to travel for business or pleasure and speak one of the most widely spoken languages in the world, whilst learning about new cultures and ways of life, then choose Spanish! A language at GCSE improves any cv.**

**The GCSE Spanish course combines an emphasis on communication with development of language skills. Extensive use is made of new technology to enhance the learning experience. The text book comes with online materials enabling students to have support for their study with individualised learning. We have many resources for the new GCSE which enable students to do further practice and consolidation.**

**It will be expected, if you sign up for GCSE, that you will join our Study trip to Salamanca for 5 days. Salamanca is a beautiful city, offering a great opportunity to develop language skills and cultural knowledge.**

## Course Content

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

- **Theme 1 identity and Culture**
- **Theme 2 Local, national, international and global areas of interest**
- **Theme 3 Current and future study and employment.**

## Assessment

A key feature of the new GCSE is that role plays have been re-introduced in the speaking test. Also, translation is now examined. The 4 skills: Reading, Listening, Speaking and Writing have equal weighting and all exams are at the end of year 11. Finally, students will be expected to have some cultural knowledge too!



“PUPILS ARE GIVEN  
THE OPPORTUNITY  
FOR SPONTANEOUS  
CONVERSATIONS AND  
INTERACTIVE LEARNING”

Paper 1: Listening	Paper 2: Reading	Paper 3: Speaking	Paper 4: Writing
<b>25% of GCSE</b>	<b>25% of GCSE</b>	<b>25% of GCSE</b>	<b>25% of GCSE</b>
Higher 45 mins	Higher 1hr	Higher 10-12 mins	Higher 1hr 15 mins

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