



CRANLEIGH
EX CULTU ROBUR

CRANLEIGH SIXTH FORM ACADEMIC GUIDE 2015-16

At A Level some examination boards have not yet published their reform specifications and certain subjects may undergo slight change from 2016. To ensure that students base their decisions on the most up to date information, please also see the departmental pages on the School's website.

ART

THE STUDY OF ART AND DESIGN...

will develop your ability to appreciate the visual world and to respond to it in a personal and creative way. The main teaching takes place through practical studio work but your investigation of artists and designers will help you gain an understanding of the ideas and issues that confront artists today and is an essential part of your studies.

From September 2016 Cranleigh will be offering the reformed A Level course offered by the Welsh Examination board under the brand name of Eduqas. This two-year course builds on the knowledge gained at GCSE but allows for a period to develop skills and experiment in new areas before committing to developing work for assessment.

A good grade at GCSE Art is going to be the best foundation for success at A Level, although occasionally we have had students who did not take Art at GCSE. If you are creative or 'good at drawing', you may have the basic skills to succeed. However, it is worth visiting a collection of modern and contemporary art and considering whether you are able to appreciate and enjoy the aims of the artists whose works are displayed before committing to the course.

Art can be a good 4th A Level to provide breadth and contrast to a humanities - or science-based set of subjects, even if only pursued for a year. The extended project (EPQ) – assessed through the development and production of an artefact - is an exciting qualification for those who would like to develop a personal project but not wish to do the subject at A level.

The course provides the opportunity to explore ideas through a wide range of media and approaches. There will be potential for drawing, painting, print-making, sculpture, ceramics, and digital technologies and you will have a great deal of choice over the area in which you choose to specialise.

A Level work is assessed under two components. Component 1, **Personal Investigation** (worth 60%) has three major elements: supporting studies, practical work, with written critical and contextual analysis. These need to be completed by the end of January of the second year. Component 2, **Externally Set Assignment** (40%) incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. The work develops from a choice of one of 12 starting points given to candidates on 1 February of the second year of the course.

The structure of the syllabus allows for a wide range of responses, from the traditional to the conceptual. In addition, the course is ideal for preparing a strong and varied portfolio for progressing to a foundation course at art school, or direct to a degree course in art, architecture or design-based courses. The Art Department makes provision for students' independent study with studio spaces where students can leave work in progress. In addition to independent studio

time, students are also required to attend life-drawing classes one evening a week.

During the course, sketchbooks and journals are kept as a resource for exploring and documenting the ideas and processes investigated, as well as gathering information about the artists, designers and craftspeople you will have discovered through department books, trips to London galleries and seminars. In October 2015 Sixth Formers travel to Madrid to study in one of the great cities for art; we expect to organise a similar study trip in 2015 (perhaps to New York or a European city such as Berlin.)

Art A Level forms part of a good general education and is accepted as any other A Level by universities as part of the UCAS application process. Art and design at degree level is normally accessed via a one-year foundation course. Sixth form artists at Cranleigh have gone on to courses in graphic design, three-dimensional design and fashion, as well fine art. For those thinking of studying architecture, art is almost essential as a portfolio of visual work is normally required. The experience of art and design can be useful for those thinking of careers in advertising, marketing, publishing, museums or galleries and work in the media, and can add breadth to science subjects. Success in art requires organisation, determination, creativity, dedication and imagination; transferable skills you can't take into any career.

BIOLOGY

THE BIOLOGY DEPARTMENT...

will follow the new AQA specification, and whilst there are very few changes to the current content of the AS and A2 courses, there are significant alterations to the examinations; the practical examination has also been abolished.

The Biology course is divided into four units (two for the AS and two for the A2) with 12 compulsory experiments. The rest of the course is theoretical and the AS course is divided into a number of topics. These are:

- Biological Molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms.

Beginning with the basics of biochemistry (carbohydrates, proteins and lipids), then enzymes and the roles of DNA and RNA. Chemical energy (ATP) is next and the topic concludes with water. The second topic considers the detailed structure and function of cells and how they are studied. The third topic, 'exchange with the environment', tackles the principle of the surface area to volume ratio in relation to gaseous exchange and then the digestive system. The circulatory system ties the unit together. The final topic involves a more detailed examination of DNA in terms of its role in the synthesis of proteins. Classification and biodiversity conclude this fascinating unit.

There are two written examination papers, each lasting 90 minutes.

The A2 course, which will start in September 2016, continues on from the AS with the following topics:

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

A2 starts with a look at the biochemical process of photosynthesis and its commercial exploitation; pupils then take a detailed look at respiration. Ecological energetics are linked back to farming practices and to the role played by micro-organisms in nutrient cycles. The next topic looks at the way external stimuli affect the responses of both plants and animals in the control of heart rate and the functioning of reflexes; a consideration of homeostasis uses four hormones as examples to illustrate feedback.

The four simple terms 'genetics, populations, evolution and ecosystems' form the basis for the next topic which builds nicely upon GCSE material with a detailed look at Mendelism; there is some use of simple statistics. 'Populations' and 'Evolution' are huge topics and a neo-Darwinian approach gives a suitable over-view. The topic concludes with ecological survey techniques, investigating sampling and succession. The final topic returns to earlier work with DNA by considering the effects of mutations. Stem cells are considered, as are the processes whereby genes are actually 'read', and how these processes are controlled. This leads into DNA sequencing and then to recombinant DNA technology. Screening and genetic

fingerprinting conclude this final, very up-to-date topic.

There are 12 compulsory experiments, the completion of which will allow an endorsement of 'passed' or 'failed' on the final certificate, although these do not contribute to the overall grade achieved. For the full A2 qualification three written papers are taken. The first covers the topic areas taught as the AS but uses more complex questions than might be the case were the candidate merely sitting for the AS. The second paper tests the candidate's grasp of A2 topics and the third paper will test the entire, two-year specification. A variety of question styles will be employed and the examiners have increased the mathematical content of the course so candidates can expect to carry out some basic arithmetic.

AQA runs a very sound website and additional information (including a more detailed version of the specification and suggestions for resources) is easily obtained from there. The AS course code is 7401 and the A2 is 7402.

BUSINESS STUDIES

BRANSON, DYSON, GATES, RODDICK - VIRGIN, DYSON VACUUM CLEANERS, MICROSOFT, BODY SHOP:

Dynamic and rich people with successful firms. All these entrepreneurs have in their time followed some of the many principles laid down by a typical Business Studies course. You will study these principles and learn from the examples of these entrepreneurs as well as, importantly, from the failed ventures which have littered the business world too.

Business Studies covers the life-cycle of a business, from start-up to multi-national company. Case-studies of a wide variety of businesses are used, ranging from the smallest business start-up (as may be seen on BBC2's Dragon's Den) to the largest plc's, such as Tesco and Microsoft. It involves studying in some detail how today's businesses carry out their various functions, including marketing, finance, operations management (production) and people (human resources).

Ultimately, Business Studies is about decision-making. What price for a can of new fizzy drink, where to sell it, where to make it, how to raise the money to fund its manufacture, how to motivate the staff, how to deal with customer complaints? The course you might embark on in Business Studies offers the opportunity to ask these and similar questions, sometimes by looking through the eyes of a corporate giant like Coca Cola and sometimes from the point of view of a relative minnow like a local brewery. The course also looks at how outside activities affect businesses and in turn how businesses react to these; for example, the effect of changes in Government policy (e.g. taxes or interest rates), levels of competition, demand, pressure groups and business ethics. In addition, the A Level studies the objectives and strategies that businesses adopt e.g. recent merger activities and the outsourcing of production to Asia.

The specification offered is the Edexcel course, which is based around the following four key themes:

1. Marketing and people
2. Managing business activities
3. Business decisions and strategy
4. Global business

At A2 level these themes will be tested across three papers, which will be a combination of multiple choice, short answers and essays. There is no coursework element in either year. Business Studies is a practical and dynamic subject and the approach is less theoretical than that of Economics. The ability to analyse, evaluate and write English to a good standard is important. It suits students with a more creative mind who are interested in the hands-on practicalities of how businesses operate. Students should be excited by contemporary business affairs.

Do please note that we do not allow you to take Economics if you are also planning to take Business Studies.

CHEMISTRY

CHEMISTRY IS THE CENTRAL SCIENCE...

of the A Level sciences. An understanding of Chemistry is fundamental in order to explore disciplines as diverse as Astronomy, Medicine, Veterinary Science and Zoology. Studying A Level Chemistry teaches and encourages you to think logically. You will learn both to use the specialist language adopted by chemists and to link experimental work with theoretical concepts – essential skills in the scientific world.

Usually you will study Chemistry in combination with the obviously congruent subjects such as Mathematics, Physics, Biology, Geography and Economics, but it is also useful as a stand-alone subject through the emphasis it places on development of logical thought; a much sought-after skill in careers such as management and accountancy. If you choose it as an A Level option you will find it a challenging but ultimately fulfilling subject.

The specification you will study is the AQA Chemistry course. The specification covers each of the traditional three branches of Chemistry: physical, inorganic and organic.

THE FIRST YEAR OF A LEVEL

The first year of the A Level aims to provide you with an understanding of the main concepts, which can be applied to the rest of A Level Chemistry and, in essence, to chemistry far beyond this level. It covers atomic structure, bonding (in some detail) and all the main mathematical applications of this subject. You will look at the energetics associated with many reactions and look at how enthalpy changes in a chemical reaction can be measured accurately.

The inorganic chemistry covers periodicity, the Group 2 and Group 7 elements. Particular attention is paid to the trends which exist within these Groups in terms of atomic radius, first ionisation energy and melting point. You will also look at redox reactions in detail. There is a large amount of organic chemistry which includes looking in detail at the following homologous series: alkanes, halogenoalkanes, alkenes, and alcohols. You will study reaction mechanisms and the industrial importance of these organic compounds. In addition there is an introduction to organic analysis and structure determination.

THE SECOND YEAR OF THE A LEVEL

The energetics and kinetics studied in the first year are extended to include Born-Haber cycles and the energetics of solution-based Chemistry. We also look at the entropy changes associated with a wide range of chemical reactions. The other part of the module deals with advanced redox reactions and electrochemical cells. We will look at acids and bases in detail and cover different types of titration and buffer solutions. The inorganic chemistry covers the transition metals and the reactions of ions in aqueous solution. The second year also includes a large amount of advanced organic chemistry to study; in particular nitrogen-based chemistry and aromatic chemistry are studied in great detail. This module also involves advanced calculations based on many of the industrial processes studied throughout the course.

Two papers are used to examine the material detailed above; with a third paper examining all practical skills. This third paper is synoptic across the whole of the two-year course.

Practical work is extensive and closely integrated with the course material and although laboratory work is not formally examined you are expected to complete 12 compulsory practical's that will equip you with the skills to perform a variety of practical techniques. There will be exam questions based upon these practical's.

The full specifications can be found on the AQA website, course numbers 7404 (AS) and 7405 (A- Level). AQA A-level Chemistry specification 7404-7405

CLASSICAL CIVILISATION

'...THE GLORY THAT WAS GREECE
AND THE GRANDEUR THAT WAS ROME.'

AN INQUIRING MIND...

and a willingness to immerse oneself in the civilisations of the past are the qualities necessary for success in Classical Civilisation: in return this course should be a rewarding one for you as it links well with a variety of academic interests.

The specification is split between the study of Greek and Roman literature (all read in English), the study of the art and architecture of ancient Greece, and the study of Ancient Roman history, focusing particularly on the emperor Augustus.

This course does not require you to have any previous knowledge of either GCSE Classical Civilisation or Latin. Classical Civilisation can be combined particularly well with English, History, Religious Studies, Art, and Politics, as it considers all these disciplines and places them within the context of the ancient world.

Currently we follow the AQA specification. Exam questions test a balanced combination of factual knowledge and evaluative skills, both historical and literary. All exams come in the summer terms. There is no coursework. The topics we currently study are::

AS

Unit Civ1A - Greek Architecture and Sculpture. In this module you will relive the glory of Archaic and Classical Greece, studying a variety of sculptures and temples, including the magnificent Athenian Parthenon and the great Temple of Zeus at Olympia. This visual topic combines elements of history of art with Greek social history and artistic appreciation to form a refreshingly different and interesting unit of study.

Unit Civ2A - Homer, The Iliad (selections): a literary study on the famous story of the great warrior Achilles and his role in the battle for Troy, as enshrined in the glorious epic poetry of Homer. How accurate was Brad Pitt's portrayal of Achilles? This classic tale lives on!

A2 LEVEL

Unit Civ3D – Augustus and the Foundation of the Principate – the first and greatest of the Roman emperors. The man who brought peace to the Romans after decades of civil war and established a system of government which then lasted for hundreds of years. He is sometimes called the 'father of the modern European state' or 'the godfather of Europe'. Read his own personal account of his achievements and learn from arguably one of the world's best politicians about how to spin a great story.

Unit Civ4C – Roman Epic: we read Virgil's Aeneid, a Roman combination of the Iliad and Odyssey that tells the tale of Rome's mythical founder Aeneas. Read how he escapes from burning Troy, is seduced by a beautiful eastern queen, is hounded by the goddess Juno and fights for the hand in marriage of the noble Lavinia.

A typical lesson will involve reading or studying a primary source (an extract of literature or an image of Greek sculpture, for example), followed by a teacher-led discussion. Often we will turn the spotlight

back from the ancient world and onto our own world to reassess the nature of our modern societies and values. We make good use of the excellent resources both locally and further afield and trips are regularly organised to visit museums and to attend lectures or theatrical productions. We also have an annual Classics trip for all year groups that visit sites of the ancient world. Recently we have been on a tour around Greece, Pompeii and Rome, and this year we will travel up the western coast of Turkey up to Istanbul.

Classical Civilisation is a popular degree course in many Universities, either standing alone or in combination with Archaeology and Anthropology. Even a top university such as Oxford offers a degree course in Ancient and Modern History, or Classical Archaeology and Ancient History, for which neither Greek nor Latin is required. Many of the current Upper Sixth group of Classicists intend to read Classics at University next year.

Study of the Classics is an excellent grounding in the skills required for a wide variety of professions. Well known public figures who have found the study of classics a valuable training before going to high achievement in other fields include: J.K. Rowling (best-selling author of the Harry Potter series); Boris Johnson (Mayor of London); Sir Anthony Cleaver (ex-Chairman of IBM, Head of UK Atomic Energy Authority); and Chris Martin (lead singer of Coldplay).

DESIGN

'DESIGNERS DEAL IN IDEAS...

They give shape to ideas that shape our world, enrich everyday experiences, and improve our lives.'

Design at Cranleigh offers students the opportunity to build a set of skills and way of thinking that transcends our subject. The problem-solving and lateral-thinking techniques developed through Design empower students to make decisions and well-conceived solutions in their wider lives, within both education and their later careers. The design process involves channeling creativity, ingenuity and originality into a multi-staged system of development, which culminates in an elegant and sophisticated solution to a problem or need.

The Design Department is a well-resourced facility. The Department comprises three design studios equipped with Apple Mac and PC suites, three fully equipped workshops (including a CAD/CAM and prototyping suite comprising of an industrial standard Rapid Prototype machine, 3D printers, laser cutter, vinyl cutter and CNC router), the department foyer and main office area. The department is wirelessly connected and is linked through to the Art School.

The Design Department offers AQA Design Technology: Product Design at A Level. The fundamental aims of this specification are to assess a student's design and engineering capability and to reward imagination, creativity, innovation and flair. We welcome any student, whether they've previously experienced design and technology or simply show an interest and passion for the subject. It should be noted that the course is quite demanding of a student's time.

Design is valuable for a career in any sphere of Product or Industrial Design, Engineering, Architecture, Graphics, Fashion, Media or Marketing. It is also a good supporting A Level for degree courses in any of the Pure or Applied Sciences. In 2014, more than 70% of our Design A Level students went on to study design-related degree courses.

The AQA Product Design (3D) specification is structured as follows:

AS LEVEL

Unit 1: Materials, Components and Application. This unit is based primarily on Materials and Components. You will be expected to write detailed responses, and may be provided with photographs of products to use when answering questions. The aim is to test your ability to analyse, explain and evaluate issues relating to the use and manufacture of various products.

Unit 2: Learning Through Designing and Making. As a designer you must have a good working knowledge of the use of ICT and related systems in the design and manufacture of products. You must also be aware of the important contributions of designers from the past who may provide you with inspiration for your future designs. The coursework may take a number of forms: a single design-and-make project, several smaller projects and/or a creative portfolio of work. The projects will involve approximately 50 hours of work. You will develop your creative, technical and practical skills through a range of product investigations, and through designing and manufacturing activities.

A2 LEVEL

Unit 3: Design and Manufacture. This paper is based primarily on Design and Manufacture. The A2 course offers you the opportunity to further develop your knowledge and practical skills from the AS course. You will continue to study the design and manufacture of exciting products and apply an understanding of the processes and procedures of commercial manufacture.

Unit 4: Design and Making Practice. You will develop your knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. Then you must submit a single, holistic piece of work where the focus may include manufacture which features a selection of materials from resistant to compliant, with a modelled or fully working (commercially viable) prototype as your final outcome.

ECONOMICS

ECONOMICS CONTINUES TO BE A POPULAR SUBJECT...

amongst Cranleighans. Many enjoy the new challenges it offers them, while others seek to take a subject that has real relevance in today's competitive marketplace. Whatever the choice, someone who successfully completes the course will have a thorough grounding in analysing and evaluating the functions of the modern economy.

Since Economics is based around the choices made by individuals, firms, governments and ultimately society, it is an opportunity for debate. It provides the framework for argument, on such diverse subjects as poverty, health-care, footballers' wages and the environment. The goal is to use what resources we have to make ourselves better off, and it is no coincidence that people with Economics degrees are among the best-paid graduates.

Specifically, Economics is split into two areas: microeconomics and macroeconomics. Microeconomics looks at how we should best use our scarce resources, how markets work to determine prices and output, why markets sometimes fail to work efficiently and how government should intervene to solve this market failure. Some questions we consider are:

- Will house prices keep rising?
- Is Tesco's monopoly power a bad thing?
- Should the congestion charge be extended?
- Should the Government spend more on the NHS?

Macroeconomics involves studying the whole economy and trying to improve overall living standards. It considers how the Government should try to achieve overall objectives, such as raising economic growth and lowering inflation and unemployment, by altering interest rates, taxation and government spending. Macroeconomics also looks at international factors affecting the UK economy and the importance of imports and exports and the exchange rate. Some questions we consider here are:

- Should the UK join the Euro?
- How is the UK affected if the USA goes into a recession?
- Who benefits from globalisation?

The specification offered is the AQA course, which is split across two key themes:

1. Individuals, firms, markets and market failure
2. The national and international economy

At A2 Level these themes will be tested across three papers, which will be a combination of multiple choice, short answers and essays. There is no coursework element in either year.

Economics suits pupils who think logically and can use theories to understand how economies, markets and firms operate. It requires a clear mind and an ability to think and analyse logically. Students with a scientific/mathematical mind may benefit, as concepts and theories need to be grasped and applied. It is worth noting that whilst there is very little maths required at A Level, universities require students applying for Economics at degree level to have a Maths A Level (typically at A grade or above). Students should have a desire to debate issues and a good awareness of current affairs. As a social science, halfway between arts and the sciences, Economics combines well with many other subjects at A Level.

Do please note that we do not allow you to take Economics if you are also planning to take Business Studies.

ENGLISH LITERATURE

ENGLISH IS A POPULAR CHOICE...

for Sixth Formers at Cranleigh; currently about 80 pupils study English Literature at Advanced Level in the two years. Our aim is to ensure that, by the end of the course, our students are literate, analytically skilled and enthusiastic about literature. From September 2015, A Level English is being reformed and we intend to teach the OCR syllabus, with students taking an AS examination at the end of their Lower Sixth year and the full A Level at the end of the Upper Sixth.

For AS, students take will two papers – 'Shakespeare and Poetry pre-1900' and 'Drama and Prose post-1900'. The choice of texts is wide and exciting. The AS course will be assessed entirely through examination – there is no coursework element until students are in the Upper Sixth. For the full A Level, students will sit two exam papers ('Drama and Poetry pre-1900' and 'Comparative and Contextual Study', in which they are expected to develop a detailed understanding of a particular literary genre) and will also submit a 3000 word coursework essay in which they compare three texts written after 1900.

Good English A Level candidates read widely, go to the theatre and enjoy discussing books and plays. They have the patience to read novels of several hundred pages in length and the powers of analysis to spend a whole lesson on one sonnet. Above all, they study conscientiously in their own time; proper preparation for essays can easily occupy a considerable part of the time spent each week on the subject outside the classroom. If this description applies to you, then this could be a subject for you.

You are encouraged to read widely and to develop a deeper, fuller understanding of literary texts drawn from various periods and different genres. As well as providing in-depth knowledge of texts and different types of writing the course aims to develop your appreciation of context (social, historical, cultural and biographical influences) and changing critical reactions. You are given recommended background reading and the School is particularly well stocked with relevant texts, videos and DVDs for this purpose.

FRENCH

THE SIXTH FORM FRENCH COURSE ...

aims to help pupils realise their full potential in French and in so doing allow them to achieve the grades they require for university entrance. The course also sets out to imbue students with a love of francophone culture and language as well as with practical skills that will serve pupils well in later life. A lingua franca of culture, art, cuisine, and an official language of the United Nations, the International Olympic Committee, and International Red Cross, among others, the study of French is as relevant and rewarding today as ever.

At Cranleigh, we follow the AQA A Level French course. The AS and A2 courses assess the four language skills (reading, writing, speaking and listening), but also assume a degree of awareness of the broader cultural aspects of life in the countries concerned. The content of the courses is based on a number of contemporary themes and the study of literature, history and film is included within these themes. When speaking and writing about such topics, at AS and A2 there are quite a number of marks available for content, ideas, organisation and development, so simply producing good quality language is not enough at this level. Throughout the course of AS and A2, you will learn to use language effectively to express your ideas, develop an argument and to analyse and evaluate.

It should be noted that the ability to study and master quite complex grammar is absolutely vital for success in the Sixth Form and pupils must have a firm grasp of IGCSE level grammar before they commence AS in any language, as the level of grammatical depth becomes quite a bit more complex. The principal aim is to develop confidence and competence in practical communication skills for study, work and leisure. Your skills in reading, speaking, writing and listening will develop and you will acquire an increased knowledge and understanding of language structures.

You will also have lessons in small groups of two or three with the French language assistante to develop your spoken fluency and gain confidence in producing accurate language on the spot.

This course is suitable for you if you:

- enjoy the nuts and bolts of language learning, namely grammatical structures and syntax
- enjoy learning about other cultures and issues in contemporary society
- want to use a language for further study (e.g. at university)
- have a good ability to develop ideas and argue a point in your own language
- want to work for companies with international links
- want to broaden an otherwise narrow choice of AS subjects
- have a good memory and a logical mind

GEOGRAPHY

GEOGRAPHY IS THE STUDY OF THE EARTH'S LANDSCAPE...

people, places and the environment. Simply put, it helps us to make sense of the issues affecting people and nature in the world around us. It is often seen as a unique bridging subject between the natural (physical geography) and the social sciences (human geography). The analytical skills it requires are transferable to many different contexts and geographers have a fine reputation for going on to be successful graduates and business leaders.

Geography at Cranleigh is a thriving subject with approximately 40 students at AS level and 30 at A2 level in recent years. You will study a diverse range of contemporary issues and the processes that cause them. We also take you out to the 'real world' with a three-day residential fieldtrip in the Lower Sixth as well as a number of day trips over the two years of study (please note that this residential fieldtrip will incur a cost of approximately £200).

September 2016 will be the start of teaching a new syllabus in Geography; a decision about which exam board we will be teaching has not yet been finalised. Whichever specification we choose the course is likely to contain the following:

- The study of *Physical Geography*, which allows the inter-relationships between the land, oceans and atmosphere to be explored, developing an understanding of the processes, characteristics and impacts on these landscapes and cycles, which shape them over time and create a number of issues when attempting to manage them.
 - The study of *Human Geography* which will investigate the actions, interactions and spatial patterns of people in places. It will examine how the world around us is shaped by humans, starting from the local and moving out to regional, national and international scales. Through examples and case studies learners will explore a variety of contrasting places. The concepts of inequality, interdependence, representation, identity and globalisation are particularly relevant to this component.
- There will also be an exploration of, and critical reflection upon, some of the most challenging, dynamic and fascinating issues of the 21st century. Wide-ranging topic areas such as climate change, disease, food security, oceans and tectonic hazards mean that the course should appeal to students with various interests. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold will underpin this component.
 - The remaining section of the course will definitely involve a Personal Investigative component. This will allow students to undertake an independent investigation linked to any aspect of the specification to satisfy their intellectual curiosity. This component is designed to encourage learners to deepen their knowledge and understanding of their chosen topic whilst developing a number of geographical and study skills. This paper is hugely valuable for preparing you to study in higher education, regardless of the subject.

GEOLOGY

(AS LEVEL – A TWO-YEAR COURSE)
(ALSO AVAILABLE BY ARRANGEMENT AS A FULL A2)

OVER THE LAST FEW YEARS...

all those who have studied this subject have greatly enjoyed the course and found that it has enriched their understanding of other subjects.

Geology is the scientific study of the Earth, its history, structure and origin. During the course candidates learn about the composition and formation of the many different rock types which make up the Earth; the explanation for and significance of their distribution and the consequent economic and political implications.

Geology is an excellent subject to choose to study in the Sixth Form. It supports and draws from all the core sciences and explains much of the scientific rationale behind physical geography. It also makes an excellent 'stand alone' science subject for any pupils wishing to keep their options - and minds - open. It offers a valuable extra qualification which often commends itself to university admissions tutors; but perhaps the most compelling argument for choosing Geology lies in its intrinsic fascination. If you take this course, you will find that Geology is fun: it is all around us and, once started, it is very difficult to cease analysing the planet upon which we live.

GERMAN

(AS LEVEL – A TWO-YEAR COURSE)
(ALSO AVAILABLE BY ARRANGEMENT AS A FULL A2)

GERMAN IS A VERY REWARDING SUBJECT...

to study at A Level as it immerses the student in the language as well as the culture and history of Germany, giving the student a more in-depth understanding of German society. German is a highly regarded subject both at university and in the business world. With Germany being an important member of the EU and the major trading partner of the UK, it is a very sought after language. At university it can be studied on its own, in combination with another language or alongside other subjects like Economics, Business Studies, Politics, Sciences, Geography and many more.

During the two-year A Level course the students will broaden their vocabulary and knowledge of grammar as well as practise the four skills of listening, reading, speaking and writing. Students will learn to use the language effectively to express ideas, develop an argument and to analyse and evaluate. Students will also learn about social, cultural and historic aspects of German society.

In the first year of the A Level course the topics studied include the Environment, Education and the World of work as well as Music, Media and Festivals. In addition we will study one German Film in greater depth.

In the second year students will study themes on immigration, the GDR and the re-unification as well as one German play.

During the course, students will have weekly conversation lessons, often one-to-one, with our German language assistant to engage them in spontaneous conversations and increase their oral competency.

The final examination will comprise of a speaking exam, a listening, reading and translation paper and one exam on the film and play studied in class. Our A Level results in the past have been consistently high.

GREEK

(AS LEVEL – A TWO-YEAR COURSE)

IN WHAT IS A VERY EXCITING DEVELOPMENT...

for the Classics Department, Classical Greek recently returned to the Sixth Form curriculum for the first time in many years. Classical Greek is an ideal preparation for candidates with aspirations towards the top universities in any discipline as it provides a benchmark of academic achievement and aspiration.

As we are offering this course over two years, you will take two modules in the course of the Sixth Form, both taken at the end of the Upper Sixth. The first, 'Classical Greek Verse and Prose Literature' involves the study of two texts in Classical Greek. The prose text will be an extract of Lysias' defence speech of Simon. This, along with Latin, is the only opportunity provided in the school curriculum to study an actual law-case. Lysias was renowned for his characterisation and natural delivery, and his methods have been fundamental to the development of courtroom oratory as we know it today. The verse text will be a short section of Homer's great epic 'The Iliad' [Iliad 22.247-474], in which Achilles and Hector fight their duel. If you have seen the film 'Troy' – this is the real thing! In the Upper Sixth the emphasis will move more firmly towards language work and you will also take a second module, 'Classical Greek Language'.

In general, classes tend to be small and informal, providing a lively and mature forum for discussion and debate. We encourage you to aim for a high standard of written expression and argument, as well as a sensitive and perceptive interpretation of literature, history and culture, and a sophisticated understanding of language and idiom.

HISTORY

"THE JUSTIFICATION OF ALL HISTORICAL STUDY MUST ULTIMATELY BE THAT IT ENHANCES OUR SELF-CONSCIOUSNESS, ENABLES US TO SEE OURSELVES IN PERSPECTIVE, AND HELPS US TOWARDS THAT GREATER FREEDOM WHICH COMES FROM SELF-KNOWLEDGE." - **KEITH THOMAS**

A LEVEL HISTORY IS HIGHLY REGARDED...

by universities because of its intellectual rigor and the training it offers in analytical writing. However, as our students will attest, the main reason for studying History is that it is really interesting! In the Lower Sixth year for AS Level you will study one early modern and one modern module. Your understanding of both periods will then be broadened through the courses in your A2 year.

The course follows the OCR specification and aims to build on the skills and knowledge you have gained at GCSE, but rather than revisit material that you have studied already, we aim to broaden your historical knowledge and introduce fresh material to widen your historical perspectives.

The two AS courses are 'England 1547-1603: the later Tudors' and 'The Cold War in Asia 1945-1993'. For the Tudors paper, we study the unprecedented turmoil that followed Henry VIII's death in 1547. In this period, England was exceptionally lucky to avoid civil war – but it also, somehow, ended up giving us one of our most famous and remarkable monarchs, Elizabeth I (1558-1603). How did Elizabeth and her siblings, Edward VI (1547-1553) and Mary I (1553-1558), steer a peaceful path through their reigns, avoiding the collapse of their kingdom? How did English men with prehistoric attitudes to women cope with – and then come to celebrate – rule by women? And why in this period did it become fashionable to burn your religious enemies in public? Students of this paper are able to answer all these questions and more.

The Cold War paper is very popular: it draws on the IGCSE Cold War study, but shifts the focus away from Europe and towards Asia. The course examines the basis of US involvement in Asia after 1945, and the changing nature of US policy in seeking to contain Communism in China, Korea and Vietnam. With Vietnam, the focus is on the important reasons for growing US involvement from the 1940s to the 1960s, and on the problems of failure and disengagement. We will discover why Vietnam turned into perhaps the biggest American foreign-policy mistake of all time. More broadly, the course will give you an insight into the Cold War in Asia and how the fight between East and West occurred across other parts of the world.

In the second year, at A2 Level, the two papers that complete the A Level qualification are: 'Russian Dictatorships, 1855-1964' and 'Coursework on the Tudor period'. You will study a course on Russian dictatorships, a synoptic essay paper which looks at various themes across a hundred year period of Russian history. The final unit consists of an independently researched essay on the Tudor period. It will be drawn from, but go beyond, your AS studies.

ITALIAN

AT CRANLEIGH ITALIAN...

is offered in the Sixth Form as a two-year AS course for beginners. We currently follow the Edexcel specification, which is due to be reformed for teaching from September 2017 (as yet no details are available for the new A Level course). The current Italian Edexcel AS course is purely linguistic and covers four topic areas (Youth Culture, Lifestyle, Education and Employment and The World Around Us). Pupils have three lessons of Italian a week (rather than the usual six lessons for other A Level subjects) and so it is important to have a sound linguistic understanding from the outset in order to cope with the pace of the course (we would normally expect pupils to have gained an A* in a language at GCSE level).

Italian is often studied alongside another language or arts subjects at A Level, but other combinations are becoming popular (e.g. with Maths or Science) for those pupils who wish to add something different to their timetable and, later on, to their university application and CV. Cranleighans regularly go on to study languages at university and several have gone on to study Italian as part of a combined honours course.

This course is suitable for students who enjoy language learning and learning about other cultures; who want to communicate with speakers of a foreign language and/or use a language for further study; who want to work abroad or work for companies with international links; who want to broaden an otherwise potentially narrow choice of AS subjects.

LATIN

THIS CHALLENGING BUT REWARDING COURSE...

offers you the chance to transform the linguistic, historical and literary competences developed at GCSE Latin into something approaching a mastery at AS and A2. This is mainly carried out through the continuous reading of Latin literature and the close analysis of both the text and the society which produced it, from both ancient and modern perspectives.

We follow the OCR course. There is no coursework and all exams take place in the Summer Terms. The course is split between 50% language and 50% literature.

Language consists of prose and verse unseen translation. There is the opportunity to do prose composition for those who are interested. Literature consists of some of the most exciting work ever written: in prose, this might be the imperial intrigues of Tacitus, the courtroom dramas of Cicero; in verse, the adventures of Aeneas in Virgil or the witty and elegant poetry of Ovid.

In general, classes tend to be small, informal and provide a lively and mature forum for discussion and debate. A typical week's work will involve unseen translation and more advanced grammar work; reading, annotating and discussing the set text; composing an essay or other piece of criticism; appraising the ancient world and looking at modern parallels and differences. We encourage you to aim for a high standard of written expression and argument, as well as a sensitive and perceptive interpretation of literature, history and culture, and a sophisticated understanding of language and idiom.

All these are skills very highly sought-after, not only by university tutors, but also by employers in a wide range of fields, such as law, consultancy, industry, the Civil Service and Foreign Office, journalism, teaching, academia, and any profession which requires skilled readers, writers and communicators who can organise their thoughts clearly and express themselves well in writing. Well known public figures who have found the study of classics a valuable training before going to high achievement in other fields include: J.K. Rowling (best-selling author of the Harry Potter series); Professor Susan Greenfield (who presented the series *Brainstory* on BBC2); Sir Anthony Cleaver (ex-Chairman of IBM, Head of UK Atomic Energy Authority); and Sir Jeremy Morse (ex-Chairman, Lloyds Bank).

A Level Latin is a natural choice for those with Oxbridge aspirations and during the A Level course there are many opportunities to attend lectures or other events in Oxford and Cambridge. There is an active Sixth Form Classics Society, which is pupil-led, and which organises a wide range of academic and social activities each term.

MATHEMATICS

MATHEMATICS IS WONDERFULLY LOGICAL...

yet full of surprises; functional yet beautiful; deeply complicated, yet also stunningly simple. It is extraordinarily powerful, with new kinds of unexpected connections and hidden depths constantly being found and applied in today's modern world. Studying Maths at Cranleigh provides the opportunity to explore both the pure and applied aspects of this field, with plenty of challenges and surprises along the way.

The potential breadth of the A Level course offers excellent support for all university science and social science courses. Of course, Mathematics is also a highly stimulating and thought-provoking subject in its own right. It encourages the development of logical and analytical thought and, for a whole host of other reasons, is highly regarded by universities.

There are two course options for budding Mathematicians in Cranleigh Sixth Form:

MATHEMATICS (SPECIFICATION TO BE DECIDED)

This is the traditional A Level in Mathematics. Students opting for this course will study both pure mathematics as well as applied mathematics (statistics and mechanics).

FURTHER MATHS AS (PRE U)

This is an excellent intermediate choice for the able mathematician. Not only does this offer a better challenge to strong mathematicians who do not want to do Further Maths in its entirety, it also gives an excellent head-start for future studies and is valued by universities. With this option, four modules are taken in the Lower Sixth and then five modules in the Upper Sixth. Overall, students are awarded an A2 in Mathematics and an AS in Further Mathematics.

FURTHER MATHS (PRE U)

Further Maths is the challenge for our most able mathematicians. It provides the opportunity for pupils who enjoy Mathematics, and/or want to pursue a Maths-related degree, to develop their knowledge and understanding significantly beyond that which the options provide. Universities and employers greatly value this qualification, particularly in highly mathematical disciplines such as Engineering, Science, Economics and Computing. The Further Maths option is a two-year commitment. Three exams at the end of the Lower Sixth comprise a Pre U in Maths. Two more exams in the Upper Sixth complete the Pre U in Further Maths. For our reasoning behind choosing the Further Maths Pre U, please read the statement on the departmental area on the school website.

MUSIC

AS/A MUSIC ATTRACTS...

those who have taken GCSE Music and who have a strong grounding in practical music as well as a comprehensive awareness of musical styles and forms. If you perform to a high level (Grades 6-8) and have a genuine interest in a wide variety of music and how it works, you are likely to gain a great deal of enjoyment from the course and to score well.

Music has long been recognised by universities as a valuable entrance qualification and is usefully combined with subjects from the arts, languages or science disciplines. The broad range of transferable skills and techniques offered by the course, such as the need to be able to research a topic, to display analytical skills, self-discipline and teamwork can help you in pursuing a wide range of courses at university.

The AQA AS/A Level courses are divided into three strands: performance, composition and a written examination. The performance element is externally assessed through coursework recordings of solo and/or ensemble pieces on an instrument or voice, or through music production (via technology). The composition component requires candidates to produce two pieces, which are also assessed externally; one to a brief set by the board and one free composition.

The written paper carries a slightly more substantial weighting than the two coursework elements (40%). It is designed to assess listening and analysis skills, as well as essay writing. Students study set works from one compulsory area of study (Western classical tradition 1650-1910) and a choice of one (AS) or two (A level) further study areas from the following list: Pop music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music, Art Music since 1910.

PHILOSOPHY OF RELIGION

THE STUDY OF THEOLOGY AND RELIGION...

entails the intellectual exploration of the beliefs and theories that have played a vital role in shaping our society and culture over the centuries. Human beings are engaged in a search for meaning and truth; studying this course will give you an opportunity to examine some of the answers to life's fundamental questions and to examine them in a critical and academic manner.

The AS/A2 course gives you the opportunity to explore both philosophical theories and ethical practices as you engage with the scholars of the past and the present in a rational and critical environment, whilst giving you the chance to develop your own answers to the questions that our modern multicultural society asks. This subject is not just for those with a personal faith but for anyone who is interested in gaining insight into the reasons why society is as it is and the fundamental questions that lie behind human existence.

The subject is being reformed in September 2016 and new specifications are in the process of being published, so we are currently unable to outline the specific details of the new course. Please do keep an eye on the website where we will publish updates when they become available.

PHYSICAL EDUCATION

THIS COURSE IS WELL SUITED...

to pupils who, not only play sport to school level or above, but also have an interest in the wider aspects of sport and physical activity. We follow the OCR Physical Education course which has a 70/30 split between theory and practical. The theory side of the course is split into 3 components:

COMPONENT 1: PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE

This group of topics focuses on key systems of the human body involved in movement and physical activity. You will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery. Application of this theoretical knowledge will enable you to understand how changes in physiological states can influence performance in physical activities and sport. You will be expected to be able to interpret data and graphs relating to changes in these body systems during exercise of differing intensities and during recovery. The assessment for this component is in the form of a 2 hour written examination at the end of the Upper 6th year.

COMPONENT 2: PSYCHOLOGICAL FACTORS AFFECTING PERFORMANCE

This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person, group dynamics and the effects of leadership and stress on performers. Through the study of this

component you will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. You will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports. The assessment for this component is in the form of a 1 hour written examination at the end of the Upper 6th year.

COMPONENT 3: SOCIO-CULTURAL AND CONTEMPORARY ISSUES

This component focuses on the socio-cultural and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. The impact of the modern Olympic Games will be studied as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be researched and practical examples will be used by candidates to show the effect of modern technology. The assessment for this component is in the form of a 1 hour written examination at the end of the Upper 6th year.

The practical side of the course (which makes up 30% of the final mark) involves performance or coaching of one sport or activity alongside Evaluation and Analysis of Performance for Improvement (EAPI) of that sport or activity. For the EAPI candidates give a verbal response to a performance of a peer which should identify and justify the major area of weakness within the performance to prioritise for improvement and propose a long term (2-3 months) development plan to improve the area of performance identified.

As you can see the content of the A2 course is wide ranging and interesting. The time spent in the classroom is the same as for all other subjects as we do all the practical assessment in school games sessions. A number of our students have gone on to follow courses in Sports Science, Sports Coaching or Leisure Management at university.

PHYSICS

PHYSICS IS AT THE FOREFRONT OF MODERN TECHNOLOGY...

from mobile phones, nanotechnology and hybrid cars to the latest medical scanning procedures. The subject is moving into a new era where it continues to look at the very small and near with quantum physics and the very large and far away with cosmology. Improved understanding of the physics of both has driven the multibillion pound microelectronics and satellite industries as well as improved our understanding of who we are and our place in the Universe.

If you choose to study Physics you will help yourself gain an understanding of how and why the world around you functions as it does. The course will suit those with an inquiring mind and a willingness to analyse and think. Physics is a mathematical discipline and is an important qualification for those wishing to study Engineering or Architecture at university. The analytical and mathematical skills that Physics students develop mean that a large proportion of Physics graduates go on to have highly successful careers in the city or business.

Physics deals with everything from behaviour of the tiniest particles to the largest stars and as such is the most fundamental of the three sciences. The aim of the subject is to be able to create a better description of the universe starting from the smallest imaginable building block. It is important that pupils undertaking this course are happy dealing with algebra and standard form. As you progress through the course you will construct more complex mathematical models to describe your observations of how the world appears to work.

Pupils choosing Physics will study the new AQA course which covers mechanics, materials, waves, electricity and quantum theory at AS and further mechanics, electromagnetism, nuclear physics, thermal physics and astrophysics in U6th year. To improve your understanding and to develop your laboratory technique you will carry out a considerable amount of practical work throughout the course (including mandatory practical's as specified by the exam board). The AS course is assessed by written papers in the summer of the L6 but the entire two year A Level is assessed at the end of the U6th year, also by written examination. Practical skills are also assessed in the written papers at this stage; there is no coursework in the AS or full A Level.

Physics has many applications beyond school and is considered to be a facilitating subject by many universities. Lots of our students go on to study a scientific degree at top universities but just as many use the skills they learn from the course in non-science degrees, the workplace and beyond.

POLITICS

"IDEAS ARE GREAT ARROWS, BUT THERE HAS TO BE A BOW. AND POLITICS IS THE BOW OF IDEALISM."

CARL SANDBERG

POLITICS WILL APPEAL TO YOU...

if you are interested in current affairs and in how our daily lives are governed by those in authority. It will appeal to you even more if you can see that politics has an impact on us all and that it is really about trying to challenge and change the world around us. Politics is an ever-changing subject, so if you are interested in topics such as the changing fortunes of political parties in the UK, Britain's relationship with the EU, or the major global issues of the day, politics may well be the subject for you.

The A Level Politics course includes both British Government & Politics, and Political ideologies.

The modules on British politics give you an understanding of British Government and an up-to-date grasp of current events. You will study how governments and people interact, and the major governmental processes within the UK. The course is examined through a series of stepped questions, including short essays.

You will explore questions such as:

- Is the UK really a democracy?
- Do elections change anything?
- Is the Prime Minister becoming increasingly 'presidential'?
- Do judges deliver justice and freedom?

The modules on political ideologies explore the principles that underpin politics throughout the world, giving you an understanding of ideologies of socialism, conservatism, anarchism, liberalism, nationalism, feminism, multiculturalism and ecologism.

You will explore questions such as:

- Should we tolerate the intolerable?
- Why do conservatives revere tradition?
- Why do anarchists think we can survive and prosper without a state?
- Is nationalism always likely to be expansionist and destructive?
- Do women remain an oppressed sex?

Pupils who enjoy politics tend to like discussing and debating anything and everything. The ability to get involved and offer an opinion is far more important than it being the right one. A Level Politics can be an excellent springboard to careers in law, diplomacy, journalism, business and government.

SPANISH

SPANISH IS A POPULAR SUBJECT CHOICE ...

at AS and A2 level and several students opt to study Spanish alongside another Modern Language in the Sixth Form. With employers across the world increasingly demanding language skills from potential employees, the value of studying a global language such as Spanish is clear. The growing economies in Latin America offer a whole continent of Spanish-speaking opportunities in business and travel, as well as peninsular Spain. Furthermore, Spanish is the second language of the United States, therefore many companies across the pond value Spanish speakers very highly indeed.

Cranleighans regularly go on to read languages at university, either as dual linguists with another post A-Level language or one that they take up from scratch, or indeed as Joint Honours students who continue with Spanish alongside another discipline, such as Politics, History, or International Relations. Indeed, graduates of Modern Languages find themselves in high demand in a range of fields, with management, publishing, finance and legal companies prizing their communication skills, critical thinking skills and cultural awareness.

At Cranleigh, the AS course builds on the foundation acquired at IGCSE and students develop across the four language skills (reading, writing, speaking and listening) whilst honing their grammatical awareness and understanding whilst developing a greater knowledge of cultural aspects of life in Spanish speaking countries. The content of the courses is based on a number of contemporary themes and issues and also comprises modern Spanish History and Culture, Literature

and Film. It is worth noting that at AS and A2 level, a considerable number of marks are available for the content, ideas and organisation of written pieces and so producing good quality language is not sufficient at this level. Indeed, students are expected to become confident in discussing a range of topic areas and cultural stimuli using their language skills as a vehicle for communication. Students will therefore learn to use the language effectively in order to express ideas, develop arguments and to analyse and evaluate. The study of film and literature is usually well-received by students who have found the IGCSE topics somewhat limiting, now wishing to express their creativity and own ideas much more.

It should be noted that the ability to study and master quite complex grammar is absolutely vital for success in the Sixth Form, and pupils must have a firm grasp of IGCSE level grammar before they commence AS, as the level of grammatical depth becomes quite a bit more complex. Your skills in reading, speaking, writing and listening will develop and you will acquire an increased knowledge and understanding of language structures.

You will also have lessons in small groups of two or three with our Language Assistant (a native speaker) to develop your spoken fluency and gain confidence in producing accurate language on the spot.

This course is suitable for you if you:

- enjoy the nuts and bolts of language learning, namely grammatical structures and syntax
- enjoy learning about other cultures and issues in contemporary society
- want to use Spanish for further study (e.g. at university)
- have a good ability to develop ideas and argue a point in your own language
- want to work for companies with international links
- want to broaden an otherwise narrow choice of AS subjects
- have a good memory and a logical mind

The final examinations test candidates in the four skills of speaking, listening, writing and reading. Candidates have to demonstrate a strong knowledge of the topics and literary/film works they have studied both orally and in written form. Both receptive skills of reading and listening and productive skills of grammatical problems, speaking and extending writing are assessed at both AS and A2 levels.

THEATRE STUDIES & DRAMA

DRAMA AND THEATRE STUDIES ...

is a stimulating, practical course that will take you beyond GCSE Drama into the study of demanding play-texts and the theories of revolutionary theatre practitioners. A Theatre Studies class is composed, ideally, of pupils who love the theatre and are keen to get up and participate. You must be a hard-working individual and a team-player, who is also keen to improve their essay-writing technique. This A Level has a real academic backbone, so whilst you will find yourself on your feet in the theatre 'doing', be prepared for a lot of reading and writing, and endless discussion. You will need to be ready to work to develop a concise, incisive style of writing.

The specification for this exam will be changing for teaching from September 2016 and details have only just been released so are still in draft form. Due to this we cannot currently confirm exact details of the course content. That said the most significant change to what previous students have studied is that the performance element of the qualification (including written reports and coursework portfolio) will constitute 60% of the final award and the written examined element will constitute 40% of the exam in each year. This is the same as at GCSE not the reverse as in previous years.

We can guarantee that the course will look at a variety of play texts and theatre practitioners from the modern to the more traditional so you can expect to be exposed to classic works alongside exploring what is popular in the current UK theatre scene. The written essays will look at play texts from a performative perspective, alongside analysing live theatre productions in which you must become the theatre critic. The performance element will use the work of a known theatre practitioner or style in order to realise final performances both scripted and devised for an audience and examiner. Alongside the performance work you will need to document your process and create a supporting portfolio.

Please note that it is also possible to offer set design, costume design, lighting or sound design at A Level instead of acting.

The skills taught on this course are much prized by university tutors and employers. The course will help you to develop confidence as a thinker, a speaker and as a performer. Negotiation skills, lateral-thinking skills, and the ability to marry the written word with the artistic image are all fundamental. If you are considering a career that involves creativity or communication, this course is for you.

If you are considering this A Level please take the time to look on the school website where more information on exact course content will be available as soon as possible.

THE EXTENDED PROJECT QUALIFICATION (EPQ)

WHAT IS THE EPQ?

- The EPQ is equivalent to half an A Level
- It features 100% internal assessment with external moderation
- It is graded A* to E and attracts up to 70 UCAS points
- There are four different types of project: dissertation, investigation, performance or artefact
- The Extended Project is fast growing in schools, with around 35000 entries in 2015

WHY DO AN EPQ?

The EPQ both complements and extends A level study. It promotes the development of capacities for independent learning, research and critical thinking. It also gives students an exciting and enjoyable opportunity to work on topics which are related to their personal interests and aspirations for future work or study.

WHAT DO UNIVERSITIES THINK?

One of the reasons the qualification is attractive is that it offers the opportunity for the development of university-style learning within a school context. It is therefore of great value as a preparation for the challenges of university study.

Bristol: "The University recognises that some A Level students may also choose to offer the Extended Project. In such cases some admissions tutors may make two alternative offers, one of which involves success in the Extended Project (e.g. either AAA at A Level or AAB at A Level plus Extended Project)."

Cambridge: "We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education."

Southampton: "The University of Southampton believes the EPQ offers an unparalleled introduction to the skills needed for students to thrive at leading UK universities like ours. We were the first university to introduce a dedicated admissions offer for students who excel in the EPQ."

WHAT DO STUDENTS SAY ABOUT EPQ?

"A refreshing break from the narrow confines of the A level syllabus!"

"I was just writing to let you know how useful the EPQ was in setting me up for any sort of systematic review and extended research. Although I still felt thrown in at the deep end with this job I am sure that.."

I would not have had as good chance of even getting an interview let alone getting the job without the background I had in extended research and.. I would have not been able to cope anywhere near as well had I not done my project..."

(EPQ student working for Nestle 2009)

WHAT DO I HAVE TO DO?

- Opt to participate in one of a range of Cranleigh's own specially designed EPQ courses, designed to equip you with the skills needed for success in your project, giving you a chance to explore ideas and learn how to think and research for yourself, before you choose your project area.
- Work with expert supervision and support from a project mentor to choose a title for your project.
- Carry out research, develop your ideas over a period of time, write up your project and review the project process.
- Give a short (10 minute) oral presentation of the main findings of your research.

The EPQ programme runs over both years of the sixth form.

SAMPLE TITLES

- Is it reasonable to believe in God and the big bang?
- Is it ethical to keep animals in zoos?
- Should religion and politics be separate?
- What is the best alternative to the use of fossil fuels?
- Is it possible to synthesize aspirin in the laboratory?
- Create a film to explore issues about personal identity.
- Give a performance of Hamlet that is suitable for the Fourth Form.
- Create posters for an advertising campaign for a drinks company

EXTRA CURRICULAR ACTIVITIES

CAREERS

In the Lower School at Cranleigh, Careers work has been fully integrated into the tutorial programme. There are presentations from a variety of outside speakers from commerce and industry. The Fifth Formers have had the opportunity to sit Morrisby Aptitude Tests.

Throughout the school, efforts are made to support you in narrowing down your career search to help you gain more of a feel for your chosen career and how to get there. Links with industry have developed strongly, and there is a work-experience week at the end of the Upper Fifth. During the first few weeks of the Lower Sixth, a tutorial time is spent reflecting on your work experience. Any work experience that you can gain during the holidays will enhance your CV and UCAS application, helping you to firm up your career aspirations. You are also encouraged to attend careers courses during the holidays and long exeat weekends.

Our Forces Liaison Officers visit regularly and chat individually to those considering a career in the Forces. Cranleigh School is also fortunate enough to be full of talented parents who work in a variety of different sectors. To this end we are supported by our parents, governors and Old Cranleighans through mentoring, work experience, lectures, careers dinners and careers fairs.

The Careers Fair takes place during the Lent term, where you will have the opportunity to choose four short career talks to listen to, followed by an opportunity to network further with career experts and potential employers. Towards the end of the Lower Sixth, we hold a UCAS day where time is spent supporting you further in UCAS research, building a CV and developing your interview skills. Our Twitter and Facebook page are updated regularly with relevant careers advice and support.

The Cranleigh Network is a 'careers for life' programme that is a joint initiative between the School and the Old Cranleighan Society. The Network is intended as a genuine support organisation for all school leavers, from help with work placements to CV design, postgraduate employment to potential career change initiatives later in life. All Cranleighans will have the opportunity to be part of the Cranleigh Network.

THE GAP YEAR

The advisability of taking a year off between school and university is a difficult question for pupils and parents alike. In many ways it is an admirable idea, except for a few: in the case of mathematicians we, along with the universities, believe it is preferable to push ahead as rapidly as possible; the prospect of a six-year training programme also makes it advisable for would-be medics also to start as early as possible. But in other fields the 'gap' means that you can bring an additional experience, maturity and a renewed vigour to a degree course - and this may make a significant difference to the prospects of success in the course. You should spend this year in some positive, worthwhile way, not simply in lazing about at home. There are many exciting and worthwhile short and long term projects available at a wide variety of destinations, from working in medical centres in Tanzania to teaching sport in South Africa. A Gap Year can provide a valuable experience that can enhance your CV. The Careers room has a wide selection of publications with advice for the Gap Year.

Besides paid employment or voluntary work at home or abroad, it is worth you being aware of a number of other opportunities. Cranleighans have participated in projects run by The Gap Organisation, Project Trust, Schools Partnership Worldwide and Raleigh International. The 'Year in Industry' scheme enables bright school leavers to gain valuable experience in industry or commerce. There is also the Short Service Limited Commission army scheme. Industrial sponsorships, involving a 1-3-1 University Sandwich Course, will automatically involve a 'gap' year. A couple of outside speakers visit the Sixth Form annually to share their experience and expertise about a Gap Year.

The Cranleigh Network Facebook page provides many useful links to gap year opportunities, advice and up to date information about Old Cranleighans Gap year experiences.

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