



**CRANLEIGH**  
EX CULTU ROBUR

# CRANLEIGH SIXTH FORM SUBJECT GUIDE 2018-19

# ADVICE TO CURRENT YEAR 11 ON SIXTH FORM OPTIONS

In 2018-19, A Levels have been substantially revised with new Specifications, most of which are already being taught. The major change of approach is that A Levels are now undertaken on a linear basis. This means that all external assessment takes place at the end of the two-year course.

The revision of A Level assessment has provided us with the opportunity to reassess what academic courses are offered to Sixth Formers and to adapt our curriculum so as more precisely to offer you the best preparation we can for university, and for the world of work. Our provision therefore includes A-Level courses, but also a few two-year AS courses and the Extended Project Qualification (EPQ).

Each student will select **one** of the following combinations:

	OPTIONS	CONTACT TIME	PREP
(1)	Three A-Level subjects & the EPQ	24 periods	3 subjects' worth + EPQ research
(2)	Four A-Level subjects (all of which continue to the end of the Upper Sixth)	28 periods for four different subjects 25 periods if Further Maths is a choice	4 subjects' worth each week
(3)	Three A-Level subjects + one two-year AS	25 periods	4 subjects' worth in both years

Please read the following pages to find out more about the subjects we offer and, as always, do not hesitate to speak to myself, one of your teachers, your Tutor and/or your Housemaster/mistress for further information. ***You are making very important choices that will affect your future, so ensure you have consulted widely and thought carefully.***

Mr David Boggitt,  
Deputy Head (Academic)

# 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.

We will be working towards the 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.

In the first year of the A-Level course you will have the chance to explore and develop skills through a series of structured projects working in our four specialist areas: painting, printmaking, three-dimensional studies and photography. You will explore drawing, painting, printmaking, sculpture, ceramics, digital and lens-based media before beginning the production of your final A-Level work starting in March of the Lower Sixth year.

The Extended Project Qualification (EPQ) offers assessment through the development and production of an artefact and would be a great option for someone who wishes to continue the subject in the Sixth Form but not at A-Level. Art can be a good fourth A Level to provide breadth and contrast to a humanities or science-based set of subjects.

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 assessed through the production of an illustrated essay. 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 is developed from one of 12 starting points given out in an exam paper on the 1st 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. We run a trip for Sixth Formers to a European city in the October half term; recent trips have been to Paris, Madrid and Berlin. In October 2017 we are going to Amsterdam. We expect to organise a similar study trip in 2018.

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. Success in art requires organisation, determination, creativity, dedication and imagination; transferable skills you can take into any career.

# BIOLOGY

The Biology Department follows the new AQA (2015) specification, with the course divided into four units. Two of these will be taught in the Lower Sixth and two more in the Upper Sixth, with all four units examinable at the end of the two-year course

In the Lower Sixth Form the two units are subdivided into four topics. These are:

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

We begin with the basics of biochemistry (carbohydrates, proteins and lipids), before moving on to look at enzymes and the roles of DNA and RNA. Chemical energy (ATP) is next and the topic concludes with a detailed study of the biological significance of water. The second topic considers the detailed structure and function of cells, including how they are studied. The third topic tackles the principle of the surface area to volume ratio in relation to gaseous exchange, before delving into 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.

In the Upper Sixth we will build on Lower Sixth material. Once again the two units are subdivided into four 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.

At the start of your Upper Sixth year a compulsory three day (two night) residential field trip (costing approx. £200) will provide an opportunity for you to develop both your practical skills and your understanding of ecology on the Dorset coast. You will also complete a required practical (more below).

We begin with a look at the biochemical processes of photosynthesis and 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 follows.

The four simple terms 'genetics, populations, evolution and ecosystems' form the basis for the next topic, which builds nicely upon IGCSE 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 overview. 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.

For the A-Level qualification three two-hour written papers are taken. The first covers topics taught in the Lower Sixth, the second tests knowledge of Upper Sixth Form material and the third paper will test the entire specification. A variety of question styles will be employed and the examiners have increased the mathematical content of the course so you can expect 10% of the available marks to be numeracy-based.

There is no formal coursework, but there are 12 required practicals; 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). To pass, you will need to show mastery of a number of practical skills, which will be assessed by your teachers both during practical work and afterwards in your write-ups. Fifteen per cent of available marks in the written papers will require you to use your knowledge and understanding of these 12 practicals.

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 A-Level course code 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.

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:

- Marketing and people;
- Managing business activities;
- Business decisions and strategy;
- 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 7405 A-Level 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 that 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 and 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 practicals that will equip you with the skills to perform a variety of practical techniques. There will be exam questions based upon these practicals.

The full specification can be found on the AQA website, Chemistry 7404-7405 (A Level).

# CLASSICAL CIVILISATION

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 and culture. This course does not require you to have any previous knowledge of GCSE Classical Civilisation. 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.

## COMPONENT 1: HOMER, ILIAD AND VIRGIL, AENEID (SELECTIONS)

The Iliad, which is set before the Odyssey, is the story of the great warrior Achilles and his role in the battle for Troy, as enshrined in the glorious epic poetry of Homer. Virgil's Aeneid was the Roman answer to the Iliad and Odyssey. It 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.

## COMPONENT 2: GREEK THEATRE

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture. We study the production of Greek drama coupled with an in-depth study of three plays, all of which have proven to be enduring favourites. The themes and concepts explored by these plays are of significant relevance and interest as much to the modern

audience as they were to that of the original performance. The plays we study include Oedipus the King, considered to be the ultimate tragedy and in many ways the basis of Shakespearean and other Elizabethan tragedy; the Bacchae, the story of a king's brutal punishment when he attempts to reject a god; and the Frogs, a madcap comedy involving Hercules, the underworld, a form of the world's first rap battle.

## COMPONENT 3: LOVE AND RELATIONSHIPS

This component offers the opportunity for learners to recognise and relate to the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over and this unit will generate interesting and important discussions about love, desire, sex, sexuality and the institution of marriage. Ancient ideas about men, women and marriage enable learners to discuss the reality of love and relationships in everyday life, whilst study of ancient thinkers such as Seneca and Plato provides a more conceptual approach. Throughout this material learners will be able to draw comparisons and make judgements about ideal and reality, and the nature of 'right' and 'wrong' ways to love or be loved. Sappho provides a link between the Homeric poems and the literature of 5th and 4th century Athens. She is one of very few female voices from the ancient world; the context of her life is fascinating, and her verse is powerful and evocative. Ovid offers a lighter presentation of relationships and concentrates on the fun and flirtation of budding romances.

A typical lesson will involve reading or studying a primary source followed by a 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 be returning to Greece.

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. Normally five or six Cranleighans go on to study Classics-related courses at university every 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).

# CLASSICAL GREEK

The study of Classical Greek opens up the literature, philosophy, history and politics that underpin the Western world: indeed, all of these disciplines find their Western origin here. For this reason, Classical Greek is one of the most enriching subjects to take at A Level. It 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.

Literature comprises 50% of the course, involving the study of two texts in Classical Greek, split between prose and verse literature. The verse texts vary from year to year, but will typically consist of a selection from one of the two texts that form the basis of the entirety of Western literature, Homer's Iliad and Odyssey, or from Greek tragedy. In prose, the texts will be selected from history or philosophy; being a small subject, we are able to respond nimbly to the interests of the pupils who take the course.

Language classes consist of prose and verse unseen translation, and the option to develop skills in prose composition, that is, writing in Greek. This is a rare and wonderful skill.

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.

# DESIGN ENGINEERING

Studying Product Design or Design Engineering at A Level offers you the opportunity to build and develop set of skills and way of thinking that transcends our subject. The problem-solving and lateral-thinking techniques developed through the subject empower you to make decisions and well-conceived solutions in your wider lives, within both education and your later careers. The design process involves channelling 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 Engineering department is a well-resourced facility featuring three design studios equipped with both PCs and iMacs running the latest industry standard 3D CAD modelling software. Alongside the design studios, four fully equipped workshops span the length of the department, boasting the latest CAM technology including numerous 3D Printers, a 3D Scanner, a large format CNC Router and a Laser Cutter.

From September the Design Engineering department will offer two distinctly different courses at A Level; both OCR Design Technology: Product Design and Design Engineering. Both are exciting and challenging courses developed in response to the recent subject reform.

## DESIGN ENGINEERING

The content of this title is focused towards engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/systems that have commercial viability.

## PRODUCT DESIGN

The subject content of this title is focused towards consumer products and applications; their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development.

Both Design Engineering and Product Design routes are extremely valuable for a career in any sphere of Product or Industrial Design, Engineering, Architecture, Graphics, Fashion, Media or Marketing. They are also strong supporting A Levels for degree courses in any of the Pure or Applied Sciences.

The OCR Design Technology: A Level structure (applies to both routes):

## ITERATIVE DESIGN PROJECT (50%)

A non-examined 'Iterative Design Project' is a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. It is worth 50% of the A-Level qualification. You will be required to identify a design opportunity or problem from a context of your own choice, and create a chronological portfolio supported by real-time evidence of your project development. Innovative approaches will be required resulting in a final prototype that can be tested against the user and the market.

## WRITTEN EXAM 1: DESIGN PRINCIPLES (26.7%)

This paper assesses your analysis of existing products, technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques and allows you to demonstrate your understanding of design thinking and wider social, moral and environmental issues that impact on the design and manufacturing industries.

## WRITTEN EXAM 2: "UNSEEN CHALLENGE" (23.3%)

This paper focuses on the application your knowledge, understanding and skills of designing and manufacturing prototypes and products through a set design task, then reflecting on your design solution in relation to wider factors and other theoretical knowledge.

# DRAMA & THEATRE

At A Level we continue to use the WJEC Eduqas specification studied at GCSE which is designed to promote a balance between practical theatre making and the theoretical understanding of drama and theatre. This stimulating and engaging course encourages learners to make connections between dramatic theory and their own practice. The Drama and Theatre course is split into three components which equate to 60% practical with supporting evidence and 40% in the final written exam. Again, as with the GCSE course it is possible for students to choose to be assessed on a technical/design skill rather than acting.

## COMPONENT 1: THEATRE WORKSHOP

**20% of A Level internally assessed in YEAR 1, externally moderated**

Students are required to create a piece of theatre based on an extract from a text using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. They are given the freedom to devise and reinterpret the text. Alongside this they produce a creative process log, which details the research and development of the piece and can take the format of prose, sketchbook, PowerPoint, video log, blog, etc.

## COMPONENT 2: TEXT IN ACTION

**40% of A Level externally assessed in YEAR 2 by visiting examiner**

Students produce a scripted text performance and a devised performance for examination on the same day. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1) and an extract from a text in a different style chosen by the student. Students then produce a process and evaluation report within one week of completion of the practical work.

## COMPONENT 3: TEXT IN PERFORMANCE

**40% written exam at the end of YEAR 2**

During the two-year course students will have studied two set texts, one pre-1956 and one post-1956 in preparation for the written exam. As well as this they will also study an extract chosen by the exam board from *The Curious Incident of the Dog in the Night-time*. They have two hours 30 minutes in the exam to answer three 40-mark questions which will require them to think as a director, actor and designer.



# 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 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:

- Individuals, firms, markets and market failure
- 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 university 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. Cranleighans take a two-year A-Level course, following the OCR syllabus, with students taking their A-Level papers at the end of the Upper Sixth.

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 folder of coursework essays, in which they write two essays about three texts, written after 1900. The specific texts that students study will come from a wide and exciting range - possibilities include the following:-

**Prose:** *1984* by George Orwell, *The Reluctant Fundamentalist* by Mohsin Hamid, *The Bloody Chamber* by Angela Carter, *Terrorist* by John Updike, *Dracula* by Bram Stoker or *The Road* by Cormac McCarthy.

**Poetry:** *Paradise Lost* Books 9-10 by John Milton, *The Merchant's Prologue and Tale* by Chaucer or *Maud* by Alfred Lord Tennyson.

**Shakespeare:** *Coriolanus*, *Measure for Measure*, *Hamlet*, *Twelfth Night*, *The Tempest* or *Richard III*.

**Drama pre-1900:** *An Ideal Husband* by Oscar Wilde, *A Doll's House* by Henrik Ibsen, *She Stoops to Conquer* by Oliver Goldsmith or *The Duchess of Malfi* by John Webster.

Students 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 students' appreciation of context (social, historical, cultural and biographical influences) and how critical responses to texts have evolved over the years. Students are given recommended background reading and the School is particularly well stocked with relevant texts, videos and DVDs for this purpose.

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.

Anyone who is considering studying English at A Level is advised to speak to members of the Sixth Form who are currently taking the subject; the vast majority of Cranleigh A-Level students thoroughly enjoy their lessons, with large numbers opting to read English at university. Results have been consistently excellent over a long period of time – since 2010, 211 out of 256 grades have been A\*, A or B, with 120 of those 211 being A\* or A. For the most able and ambitious, prospective Oxbridge students are given careful, individual mentoring, which, since 2004, has culminated in over 50% of Cranleigh's Oxbridge English applicants (12 out of 22) receiving offers. This compares very favourably to the national average of 23%. Cranleighans also regularly attend other leading universities to read English; in recent years, these have included Bristol, Edinburgh, Exeter, Durham, Nottingham, Leeds and UCL.

# FRENCH

The Sixth Form French course aims to help pupils realise their full potential in French and in so doing allows them to achieve the grades they require for university entrance. The course sets out also 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. French is spoken on every continent and remains the second most widely learned foreign language in the world after English. A command of the French language opens up many opportunities with French companies (France is the fifth biggest economy in the world), not to mention opportunities in Canada, Switzerland, Belgium and all of francophone Africa.

We follow the AQA A-Level French course. The A-Level course assesses 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 francophone world. The content of the courses is based on a number of contemporary themes and the study of literature and film is included within these themes. The following contemporary themes are a sample of what is covered throughout the course: La Cyber-Société; Les aspects positifs d'une société diverse; Comment on traite les criminels; La politique et l'immigration. Throughout the course, pupils learn to use language effectively to express their ideas, develop an argument and to analyse and evaluate.

Pupils are encouraged to acquire a high level of grammatical competency. The principal aim is to develop confidence and competence in practical communication skills for study, work and leisure. Skills in reading, speaking, writing and listening will develop and you will acquire an increased knowledge and understanding of language structures.

The new A Level also affords students the opportunity to undertake a research-based project on an area of interest to the pupil. Pupils also benefit from weekly lessons in small groups of two with the French language assistante to develop 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;
- have a good memory and a logical mind.

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 of going on to be successful graduates and business leaders.

Geography at Cranleigh is a thriving subject with approximately 30 A-Level students per year group. 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 £250).

The course studies will be following the OCR specification, which has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, learners can understand and interact with issues which affect people and places at a range of scales from local to global – and all that is in between. It is made up of the following four units;

# GEOGRAPHY

## PHYSICAL SYSTEMS:

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. We will be studying the Coastal Landscapes option in this unit, as well as focussing on the critical importance of the carbon and water cycles to life on Earth.

## HUMAN INTERACTIONS:

The study of Human Geography 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. We will be studying the Global Migration and Human Rights options in this unit, as well as, in the Changing Spaces, Making Places unit, exploring the relationships and connections between people and the places in which they live.

## GEOGRAPHICAL DEBATES:

There will also be an exploration of, and critical reflection upon, some of the most challenging, dynamic and fascinating issues of the 21st century. The chosen topics for this unit will be Disease Dilemmas and Tectonic Hazards. The breadth of these topics 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.



# GERMAN

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 a major trading partner of the UK, German 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 reunification as well as one short 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.

# HISTORY

History is regarded by all universities as one of the most useful and rigorous A Levels it is possible to take. Our course focuses on nothing less than how the actions of individuals created the world in which we live today. As a consequence, we think History is also one of the most interesting A Levels it is possible to take.

Our course follows the OCR specification and aims to build on the skills and knowledge students have gained at GCSE. We aim to broaden historical knowledge and introduce fresh material to widen historical perspectives. The three examined papers are Britain in the age of Revolutions, 1783-1853; The Cold War in Asia 1945-1993; and Russia, 1855-1964. Coursework (20% of the total A-level) is written on the Cold War in Asia.

For the Britain in the age of Revolutions topic, we study nothing less than the creation of modern Britain, looking at how this country emerged from a period of unprecedented global turmoil to become the dominant power not only in Europe, but in the whole world. The question at the heart of this paper is how Britain managed this

extraordinary achievement at the same time as fighting the most expensive war in its history – against the French revolutionaries and Napoleon Bonaparte – and while also resisting the seemingly unstoppable tide of revolution that swept Europe repeatedly in the late eighteenth and early nineteenth centuries. How did a government of stuffy aristocrats deal with a brewing British revolutionary movement? How did they cope with demands for better representation in Parliament? And how did they manage a British society industrialising and urbanising at breakneck speed? These are some of the questions students of this paper are able to address.

The Cold War paper 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.

For the Russia paper, students examine another remarkably tumultuous period in European history. We look at the entrenchment of a medieval-style autocratic government in a nineteenth-century country under Tsars Alexander II and III, the causes of the single most important event in modern global history (the Russian Revolution), its consequences, and the development of the singularly ugly Soviet dictatorship that followed it. The lengthy period covered by this paper (1855-1964) allows students to develop a uniquely subtle view of historical trends in the long term. We examine the factors that drove and shaped Russian society, its culture and economy across a more than a century; and this perspective allows students to study history in a way that is intriguing and entirely different from anything encountered at GCSE level.

# 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. The course is split between 50% language and 50% literature.

Language consists of prose and verse unseen translation. There is the opportunity to undertake 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.

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.

# 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 Pre-U 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:

## PRE-U MATHEMATICS

This is a linear course, broadly equivalent to the A2 level in Maths. Taught over two years, with three two-hour exams at the end of the Upper Sixth, pupils will study Pure Maths in addition to both Statistics and Mechanics. The course aims to give learners an excellent foundation for using mathematics in higher education courses or other career pathways, leading students to acquire skills they can apply in a wide range of contexts. The Pure side of the course focuses on algebra, graphs and calculus, building on firm foundations built through the GCSE or iGCSE course. Students not only learn new techniques and concepts, but they are taught mathematical processes and the art of succinct but thorough communication. This course involves plenty of challenging problem solving and suits those with resilience as they will need to persevere through multi-step mathematical problems, being willing to try a variety of approaches until they arrive at the best solution.

## PRE-U FURTHER MATHS

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 of Pre-U Maths. 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. Pupils will study Pure Maths (2/3 of the course) alongside both Statistics and Mechanics. The Pre-U Maths course, studied in the Lower Sixth, gives students a strong foundation in Pure Maths with detailed study of calculus, graphs and algebra; as well as an introduction to forces and motion in Mechanics, and probability in Statistics. In the Upper Sixth students will study a wide range of more complex topics from Matrices to Polar Coordinates; and Circular Motion to Probability Generating Functions. This is a subject choice greatly enjoyed by those with a real passion and interest in Mathematics, providing significant challenge and reward for those who undertake it.

# MUSIC

A-Level 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 A-Level course is 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 two further study areas from the following list: Pop music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music, Art and Music since 1910.

# PHYSICAL EDUCATION

The Physical Education Department offers two courses in the Sixth Form – the traditional A-Level Physical Education course and the BTEC Level 3 Extended Certificate in Sport.

Both courses are 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.

## A LEVEL

At A Level 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 three 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. Students 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 students to understand how changes in physiological states can influence performance in physical activities and sport. They 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 two-hour written examination at the end of the Upper Sixth 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 students will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They 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 one-hour written examination at the end of the Upper Sixth year.

### COMPONENT 3: SOCIO-CULTURAL AND CONTEMPORARY ISSUES

This component focuses on the sociological 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 one-hour written examination at the end of the Upper Sixth 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 (two to three months) development plan to improve the area of performance identified.

# PHYSICAL EDUCATION

## **BTEC**

The BTEC qualification we offer (Level 3 Extended Certificate in Sport) is equivalent to one A Level and is studied alongside other A-Level courses. The content and assessment methods differ slightly from the A-Level course and there is more of an emphasis on the vocational side of the subject, this course leans more towards preparing students for a career in the sport, leisure and fitness industry. 30% of the course is internal, continuous assessment, including the practical assessment. The theory side of the course has a mixture of assessment methods as you can see below.

The four components of study as follows:

## **COMPONENT 1: ANATOMY AND PHYSIOLOGY**

The content of this component is very similar to the A Level; the students explore how the skeletal, muscular, cardiovascular and respiratory systems functions and the fundamentals of the energy systems. This component is assessed at the end of the Upper Sixth year with a one-and-a-half hour externally set examination.

## **COMPONENT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING**

Students explore fitness training methods, lifestyle assessment (including nutrition), how to conduct a client screening and how to produce a fitness programme based on individual needs. Much of the work is practically orientated and case studies are included in the study of this component. The final assessment will be an externally set case study task, which the students have protected time to prepare for, and then complete the task in exam conditions at the end of the Upper Sixth year.

## **COMPONENT 3: PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY**

In this component students will research the knowledge and skills that are required to access different pathways in the Sports industry. They will take part in and reflect on a personal skills audit, career action plan and practical interview activities. The assessment for this component is an ongoing assignment which includes a report following an investigation into two contrasting career pathways, a career development action plan and participation in recruitment and selection activities. This assignment is internally set and marked.

## **COMPONENT 4: PRACTICAL SPORTS PERFORMANCE**

This component allows students to demonstrate practical skills in team and individual sports alongside gaining a full understanding of the different techniques involve, tactics and rules. The assessment is ongoing and will involve video analysis, self-analysis and justification of methods to improve performance.

Grades awarded for the BTEC course are Distinction, Merit and Pass which equate to A Level grades A, C and E. The BTEC Extended Certificate qualification is accepted by all universities as equivalent to one A Level.

As you can see the content of the A2 and the BTEC courses is wide-ranging and interesting, and is certainly not an 'easy option' as we are often lead to believe in the press. 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, nano-technology 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 multi-billion pound microelectronics and satellite industries as well as improved our understanding of who we are and our place in the Universe.

Students choosing Physics will gain an understanding of how and why the world functions as it does. The course will suit students 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 the 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 students progress through the course they will construct more complex mathematical models to describe your observations of how the world appears to work. They will develop and improve their problem-solving skills. This will help them to think laterally and apply their knowledge to unfamiliar contexts. It is these analytical and problem-solving skills that are well respected by universities and employers.

Pupils choosing Physics will study the new Edexcel course, which covers mechanics, materials, waves, electricity and quantum theory in the Lower Sixth and further mechanics, electromagnetism, nuclear physics, thermal physics and astrophysics in your final 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 practicals as specified by the exam board). The entire two-year A-Level is assessed at the end of the Upper Sixth year by written examination. Practical skills are also assessed in the written papers at this stage – there is no coursework.

Physics has many applications beyond school and is considered to be a facilitating subject by all 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

“I HAVE COME TO THE CONCLUSION THAT POLITICS IS TOO SERIOUS A MATTER TO BE LEFT TO THE POLITICIANS.” **CHARLES DE GAULLE**

Politics is arguably more fascinating and exciting than it has ever been. It is, quite literally, a subject that affects everyone, and that everyone is talking about. The study of politics will appeal to those interested in current affairs and in how our daily lives are governed by those in authority. It will appeal even more to those who 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, the differences and similarities between different political ideologies, or the major global issues of the day, politics may well be the subject for you.

We follow the Edexcel A-Level course, which includes elements of British Government & Politics, Political ideologies, and Global Politics. In the Lower Sixth, pupils will learn about how the British system works and how it has developed over time. In the Upper Sixth, pupils will focus more on political ideas by studying the works of philosophers such as Marx and Mill, as well as studying Global Politics, including issues such as globalisation, global governance, human rights, and power.

## COMPONENT 1 – UK POLITICS AND CORE POLITICAL IDEOLOGIES

The first component of the course provides an introduction to UK politics, exploring the concepts of democracy and political participation. Pupils will learn about the major UK political parties, how different electoral systems work, and about voter behaviour and the role of the media. This component also includes study of the traditional political ideologies of liberalism, conservatism and socialism. Pupils will learn about the theory of these ideologies, as well as studying the works of key political philosophers.

## COMPONENT 2 – UK GOVERNMENT AND OPTIONAL POLITICAL IDEAS

The second component of the course focuses on how the UK political system works, by looking at the UK constitution, the roles of Parliament and the Prime Minister, and how these different branches of government interact. Pupils will also build on their knowledge of political ideologies.

## COMPONENT 3 – COMPARATIVE POLITICS – GLOBAL POLITICS

The final component of the course involves the study of global politics. Historically, many Cranleighans have been drawn to the study of International Relations at university, and this module will provide an excellent introduction to this field. Pupils will first study theories of global politics, before applying them to issues such as globalisation and global governance, including economic globalisation and human rights and environmental issues. The course will also include an investigation into the power of nations, and the roles of international organisations, including the EU.

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. In order to support this, the department is a very active one, with weekly current affairs discussions, visits to Westminster, school elections, regular visiting speakers, and a trip to Washington DC every two years. A-Level Politics can be an excellent springboard to careers in law, diplomacy, journalism, business and government.

# RELIGION & PHILOSOPHY

The study of Religion and Philosophy 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 students the opportunity to examine some of the answers to life's fundamental questions and to examine them in a critical and academic manner.

The course provides the opportunity to explore religion, philosophical theories and ethical practices as students 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.

Students will ideally have a GCSE in Religious Studies, either full or short course. However, the course is still accessible to those not having studied the subject for GCSE.

From September 2017 we will be studying the OCR Religious Studies A-Level course. There are three areas of study:

## PHILOSOPHY OF RELIGION

- Key ancient philosophical ideas that have influenced our understanding of the world around us, including Plato and Aristotle.
- Arguments about the nature and existence of God.
- The nature of soul, body and mind.
- The problem of evil and suffering; if there is a God why is there so much evil and suffering?

## RELIGION AND ETHICS

- Key ethical theories that have influenced our understanding of right and wrong, including Natural Law, Situation Ethics, Kant and Utilitarianism.
- Highly relevant, contemporary ethical issues, including sex & sexuality, euthanasia and business.
- The nature of religious and ethical language: why do we use the language we do? Does it have any meaning?

## RELIGIOUS THOUGHT

- Key Christian beliefs, values and teachings and how these vary historically and in the contemporary world.
- Arguments about the nature and existence of life after death.
- Practices that shape and express religious identity and how these vary in different traditions.
- The relationship between religion and society, including issues such as feminism, liberation theology and extremism.

Each area will be assessed by a two-hour exam at the end of the two-year course.

Many people ask what Religion and Philosophy can lead to. Well, the reality is, just about anything. All the major universities consider the subject as a rigorous academic A Level that requires excellent analytical skills, ability to communicate ideas and an openness and willingness to discuss important issues.

A degree in Philosophy, Theology or Religious Studies will equip students for fast-track management training programmes with major companies as well as any number of employment opportunities including business, law, politics, accounting and finance, teaching and lecturing, social work, the armed forces, the police and medicine. The course suits anyone with an enquiring mind and openness about the world around them. There will be lots of opportunities to discuss and debate challenging issues.

# SPANISH

In this increasingly globalised society and economy, being able to speak two of the three most widely spoken languages on the planet (English and Spanish) is well-recognised as advantageous in the business world. Studying the two-year A-Level programme in Spanish at Cranleigh offers students the opportunity to build considerably on the linguistic foundation forged at IGCSE, developing them into ambitious and flexible linguists who can communicate freely in both oral and written Spanish. Students selecting this course must have studied IGCSE Spanish and should have achieved either an A or A\* grade.

The course comprises topic, language and culture sections to provide a broad and stimulating range of aspects of study for students to enjoy. Topics range from the social to the political, and comprise issues affecting Latin America as well as peninsular Spain. Linguistically, A-Level Hispanists should be ready to tackle some complex grammatical issues touched upon at IGCSE in order to really make progress in the language. The cultural section of the course involves the study of literature and film; both are carefully selected to ensure that they are manageable for students and are often linked to topic work to ease contextual understanding. It should be noted that this element of the course is analytical and creative, and many students really welcome this more stimulating aspect of the A-Level after the culturally sparse IGCSE course. Students also enjoy weekly sessions with our Spanish language assistant, who offers extra help to polish oral proficiency and confidence in producing language and ideas on the spot.

The A Level in Spanish suits any student keen to continue with their language studies into the Sixth Form to reach a high standard of Spanish. This subject is often combined with the study of another language or humanities subjects, and several of our Sixth Formers go on to read Spanish at university either as part of a language degree or indeed as part of a Joint Honours programme alongside another discipline, such as International Business and Spanish.

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 including their literary works and cinematic productions;
- enjoy exploring issues and trends in different contemporary societies;
- 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;
- have a good memory and a logical mind.

The final examinations test candidates in the skills of speaking, listening, writing, translating 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 also assessed in the final AQA examinations.

# THE EXTENDED PROJECT QUALIFICATION (EPQ)

## WHAT IS THE EPQ?

- The EPQ is equivalent to half an A Level.
- It is graded A\* to E and carries 70 UCAS points.
- There are four different types of project. Students can choose to write a dissertation, carry out an investigation, give a performance or create an artefact.
- The Extended Project has been widely welcomed by universities since it helps students develop skills in thinking and independent learning.
- It is fast growing in schools, with 37,300 entries in 2017.
- Dr John Taylor, Cranleigh's Director of Learning, Teaching and Innovation is one of the pioneers responsible for the national development of the EPQ.

## WHY DO AN EPQ?

The EPQ is fun, challenging and exciting and it is excellent as a preparation for university and working life. 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 plans for the future. Students have a free choice of title for their project and are encouraged to pick topics which they find interesting and helpful as a pathway to their future.

## WHAT DO UNIVERSITIES THINK?

EPQ gives students a taste of what university life is like whilst they are still in the Sixth Form. They learn to take charge of the direction of their studies and are taught how to carry out a large-scale project with support from a supervisor. It is highly valued by many universities as it provides an excellent preparation for life beyond the Sixth Form.

**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."

**Birmingham:** "At the University of Birmingham, applicants who take the EPQ and meet our offer criteria will be made the standard offer for their programme of choice, plus an alternative offer which will be one grade lower plus a grade A in the EPQ. For example, where our standard offer is AAA, the offer would be AAA; or AAB plus A in the EPQ (though please note that this excludes our Medicine (A100) and Dentistry (A200) programmes)."

**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."

## 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 now working for Nestle)*



# THE EXTENDED PROJECT QUALIFICATION (EPQ)

# TWO-YEAR AS SUBJECTS

## WHAT WILL IT INVOLVE?

- During the first term of the Sixth Form, all students will follow a Perspectives course, designed to teach skills in independent learning, thinking, research, discussion and debate.
- The Perspectives on Science course explores questions about knowledge, truth, the nature of the mind, freedom and personal identity, and debates about beliefs and values in a modern, scientific, technological society. It is a good starting point for project work in the fields of Science, Philosophy & Ethics, Business Studies, Economics, Maths, Geography or PE.
- The Cultural Perspectives course explores questions about meaning, truth, beauty, art, language and history, and is a good starting point for project work in subjects such as English or Modern Foreign Languages, Classics, Music, History, Politics, Art and Design and Drama.
- The taught element of the EPQ will take place in the Michaelmas term of the Lower Sixth. Most of the lessons will be in the form of seminars in which students will take part in discussion and debate. There will also be lessons designed to prepare for project work by developing research skills or specific technical skills.
- Project work will last from January of the Lower Sixth and will be complete before the end of the Lent term of the Upper Sixth.
- Students will work with a project supervisor who will oversee all aspects of the project process, meeting weekly to discuss progress.
- Having completed their projects, students give a short (10 minute) oral presentation in which they review their project and discuss its main points.

## SAMPLE TITLES

- Should religion and politics be separate?
- What is the best alternative to the use of fossil fuels?
- Does personality type make a difference to sporting performance?
- Do dogs dream?
- Is there such a thing as a real hero?
- What sort of training regime is best for improving my sprint times?
- Is the pen mightier than the sword? An exploration of 3 influential novelists.
- Should liberty be sacrificed to security?
- Creating a business case for a start-up technology company.
- How does perception of flood risk affect households in Cranleigh?
- Is idealism in international relations feasible in the modern world?
- Are serial killers born or made?
- Create an amplifier for an electric guitar.
- Repertoire for a concert at Cranleigh Arts Centre.
- Does tragedy still have a meaning in the modern world?
- Is it possible to synthesize aspirin in the laboratory?
- An exploration of the power of music to affect mood.
- A podcast to highlight sporting achievement at Cranleigh School.
- Who am I? A film to exploring personal identity.
- A performance of scenes from Hamlet for the Fourth Form.
- Creating an online advertising campaign for a drinks company.

## FRENCH

The two-year AS in French offers those students who do not wish to opt for a full A Level the opportunity to continue with French in the Sixth Form. In so doing, pupils will gain practical language skills over and above those acquired at IGCSE and a widely respected qualification held in high esteem by both universities and employers. French is spoken on every continent and remains the second most widely learned foreign language in the world after English. A command of the French language opens up many opportunities with French companies (France is the fifth biggest economy in the world), not to mention opportunities in Canada, Switzerland, Belgium and all of franco-phone Africa.

For the two-year AS course we follow the AQA AS Specification. The AS course includes the study of one set text in addition to a number of themes such as the changing nature of family, contemporary French music, and French cinema.

The course is particularly suitable for those students with a clear specialism in other subject areas but who would nevertheless like to add a language to support their university application and future job prospects. The course is both rigorous and rewarding and, in addition to the obvious linguistic benefits, it seeks to develop pupils' communication and independent research skills.

## GEOLOGY

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.

In some circumstances we will also consider, by arrangement, Geology as a full A2.

## SPANISH

The two-year AS Spanish course provides Sixth Form Cranleighans with the welcome opportunity to continue with a language without taking it as one of their three A-Level options. The advantages of being able to converse in two of the three most widely spoken languages on the planet (Spanish and English) are well-documented, and this course may therefore be of particular interest to students who wish to go on to work in the increasingly globalised business world, where a good level of Spanish would be a real benefit. Of particular note are the growing economies of Latin America, but also the importance of Spanish for work in business within the USA, where Spanish is very widely spoken.

The two-year Spanish AS course is linguistically challenging, as students have to reach a high level of grammatical competence in a relatively short amount of time and they must have a good grasp of the indicative tenses which will be built upon.

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 including their literary works and cinematic productions;
- enjoy exploring issues and trends in different contemporary societies;
- have a good ability to develop ideas and argue a point in your own language;
- want to work for companies with international links;
- are willing to hit the ground running in a fast-paced, intensive course of study.

The final Spanish AS examinations test candidates in the skills of speaking, listening, writing, and translation. Candidates have to be able to speak in a reasonably natural and fluid manner, and answer spontaneous questions about aspects of Hispanic culture, politics and society.

# UNIVERSITY APPLICATIONS

The majority of Cranleighans do go onto university after leaving school and in many cases may have chosen A Levels specifically to suit the specifications of a higher education course. Equally many will have kept their options open until experiencing subjects at A Level. But by the second year at Sixth Form students will begin to consider their futures and are likely to need support with the potentially difficult process of choosing and applying for a place on a course.

## SUPPORT WITH APPLICATIONS

Cranleigh has a dedicated team of staff, which is here to help students work out which course and place might be right for them and provide help in making applications. Mr Gordon Neill is the Senior Tutor and is responsible for relations with UCAS (University and Colleges Admissions Service); Mr Nick Miller is the Deputy Senior Tutor; and Mrs Amanda Reader is Head of Careers and can provide advice on many different aspects of careers. Mr Adam Rothwell provides support with Oxbridge applications.

Mr Neill has meetings with each Lower Sixth former during Lent term of the Lower Sixth, to discuss their plans for higher education and, in the Summer Term, each member of the Lower Sixth will go on a university visit and have the opportunity to discuss university experiences with Old Cranleighans. Mr Neill delivers talks to the Upper Sixth in September and January and holds regular clinics in the Michaelmas term for the Upper Sixth to finalise and process applications. All the team are happy to support and advise all pupils throughout their time at Cranleigh and beyond. House staff will also be available, along with the Heads of Departments, as valuable source of information.

We are committed to offering all reasonable help with applications to Old Cranleighans, no matter when they left. We also advertise university taster courses and information resources on Twitter, Facebook, email and the School's website. However, students are also expected to research and understand their own choices and it is recommended that they spend time on this during the Summer term before the Upper Sixth. January of the Lower Sixth onwards is a good time to start thinking about university courses. Students are allowed to attend one university open day, provided that they have consulted their housemaster/housemistress to ensure that there is no clash with a major school event.

## DEADLINES FOR APPLICATIONS

The application process for UK universities will formally start in late June 2017 when UCAS activates Apply 2018. Lower Sixth students register via the UCAS website at that time and the earliest submissions can be made in September of 2017.

The deadline for both Oxbridge and medical school applications is October and the internal school deadline is 27th September, to allow time to process the application and check for errors. All other course applications (with the exception of a few Art and Design courses) have an external deadline of early January and should therefore be submitted by the end of the Michaelmas term.

# CAREERS & THE GAP YEAR

## 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 sit the Morrisby Aptitude Tests and this online tool enables them to access a plethora of information about careers and university applications.

Throughout the school, efforts are made to support students in narrowing down career searches and help them to gain more of a feel for their chosen careers and how to get there, whilst supporting them in developing employability skills for all areas of working life. 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 work experience and employability skills. Any work experience that students can gain during the holidays will enhance CV and UCAS applications and help to firm up career aspirations. Students are also encouraged to attend careers courses and university open days during the holidays and long exeat weekends.

The Careers Fair takes place during the Lent term, where students will have the opportunity to choose three short career talks, followed by an opportunity to network further with career experts and potential employers. Towards the end of the Lower Sixth, we hold a University Visit Day, a UCAS day and an Employability Day. During these days we will support students in initial UCAS research, help them to build a CV, provide advice on writing a personal statement and help to develop interview skills. Twitter and our Facebook page are updated regularly with relevant careers advice and support. Throughout the year, Professional Suppers enable Sixth Formers to chat in small groups with experts from a variety of industries.

The Cranleigh Network is a 'careers for life' programme that is a joint initiative between the School and the Old Cranleigh 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 students 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. Students should spend this year in some positive, worthwhile way. 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 a CV. The Careers room has a wide selection of publications with advice for the Gap Year. We host a Gap Fair during the Lent term where students will be able to hear first-hand from a variety of different Gap opportunities.

Besides paid employment or voluntary work at home or abroad, it is worth 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 a STEM-related industry. A number of pupils opt for a University Sandwich Course, which will automatically involve 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.

