

THE FIRST 3 YEARS



PREFACE



CRANLEIGH
EX CULTU ROBUR

This booklet is entitled *The First Three Years* and for all pupils, these are critical years. They mark the next rung on the ladder which typically leads to university and a career.

Over this period pupils have to acquire effective study habits which will serve them for the rest of their lives. It is our intention that they should receive a broad subject-based education which also places a heavy emphasis on the techniques of study. In this way, our pupils should be well placed to cope with future challenges and be in a position to respond to them.

One of the foundations for achieving this is the tutorial system. Within the week a specific time is reserved for tutors to see their Lower School tutees as a group. Some of these sessions will allow the tutor to discuss matters relating to Personal, Social, Health and Economic Education. Other sessions will concentrate on time management and study skills. These times will also enable the tutor to deal with any work problems that may arise and to discuss reports. In effect, the tutorial becomes a vital and integral part of the academic and pastoral structure. It will aid pupils' academic development.

The booklet details the courses available and our reporting procedures. I hope it demonstrates how we intend to enable pupils to develop their potential to the fullest.

Mr Jamie Bartlett
Head of Lower School Studies

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THE FIRST THREE YEARS

THE LOWER SCHOOL AND GCSE

Our aim at Cranleigh is to work within the spirit of the National Curriculum, but to offer more, taking full advantage of our independence and the extra time available to a boarding school.

We retain a very broad curriculum in the first three years so that few options are ruled out before A Level choices are made in the Upper Fifth year. To encourage our pupils, we offer an options system in the Fourth Form as well as a GCSE options system for the Lower Fifth and Upper Fifth years. Fuller details are provided within this booklet but suffice to say this is a manageable, though demanding, workload over a range of subjects wide enough to satisfy universities and future employers.

It should be noted that Cranleigh School regularly reviews its curriculum offering, based on staffing and uptake, so the information provided in this booklet is subject to change.

Brief descriptions of the subject courses are given later in this booklet. All courses are sufficiently rigorous to provide adequate preparation for Sixth Form work. For Sixth Form entry, we expect our pupils to

achieve a grade 4 in Maths and English Language and a total of six "points" from their GCSEs as a whole. For this purpose, grades 9, 8 and 7 count as two "points" and a grade 6 as one "point".

THE FOURTH FORM

Core subjects for all are Biology, Chemistry, English, Geography, History, Mathematics, Physics, and Religious Studies.

In addition, a pupil will study **at least one modern foreign language**¹ (French or Spanish) and either Classical Civilisation or Latin.

Pupils will also have the **choice of three subjects from the following six options**: Art, Design Engineering, Drama, French (as an optional second language), Greek and Music.

FIFTH FORMS

English Language, English Literature and Mathematics are core subjects.

In addition, pupils must choose a compulsory Modern Foreign Language from French² or Spanish³.

¹ Pupils joining the Fourth Form choose to study French or Spanish, or might wish to study both languages. Both French and Spanish are offered 'ab initio', i.e. for those who have no previous experience of the language, as well as both being available for pupils with prior learning, such as having taken Common Entrance. Any queries regarding a student who is a native speaker of either language, or with a very high degree of fluency, should be directed to the Head of Modern Languages.

² Fourth Form pupils selecting French as their primary modern foreign language will have three 50-minute lessons per week while those pupils selecting French as their second language will have two 50-minute lessons per week.

MONITORING PROGRESS

Pupils must then choose either:

- Triple Award Science (TAS) with three optional subjects or
- Double Award Science on Six (DAS on 6) with four optional subjects or
- Double Award Science on Nine (DAS on 9) with three optional subjects

TRIPLE AWARD SCIENCE (TAS)

Pupils opting for TAS will study each of the three sciences as separate IGCSEs. This will be covered through nine lessons per week. TAS is likely to be chosen by those pupils who are particularly passionate about their science subjects and are considering taking one or more sciences at A Level.

DOUBLE AWARD SCIENCE (DAS)

Alternatively, pupils opting for DAS will pursue a reduced specification (still covering material from each science subject) with their assessment combined under the umbrella of Double Award Science. Pupils studying DAS will still have the option of taking one or more sciences at A Level. This option can be delivered through six or nine lessons per week.

- DAS on 6: This option will be delivered through six lessons of contact time per week and

pupils will obtain two Double Award Science GCSEs. Pupils will choose FOUR additional 'Options' subjects. The DAS on SIX option is likely to be chosen by pupils who wish to retain a wider breadth of subjects, thus retaining a wider availability of A Level choices. Pupils studying DAS will still have the option of taking one or more sciences at A Level. It should be noted that covering three Sciences in just six lessons per week is a demanding prospect. Therefore you should only choose this option if you are strong in the Sciences.

- DAS on 9: This option will be delivered through nine lessons of contact time per week and pupils will obtain two Double Award Science GCSEs. Pupils will choose THREE additional 'Options' subjects. The DAS on NINE option is likely to be chosen by pupils who find Sciences particularly challenging and would benefit from additional contact time. If you take this, you can still take one or more sciences at A Level.

Once pupils have chosen their compulsory Modern Foreign Language and Triple/Double Award Science, they then choose three or four of the Options Subjects, listed as follows: Art, Classical Civilisation, Design Engineering, Drama, French, Geography, Gratin⁴, History, Latin, Music, Physical Education, Religious Studies, Learning Support⁵.

REPORTING AND THE TUTORIAL SYSTEM

On a regular basis, subject teachers write formal reports on a pupil's progress, together with separate grades for: achievement; effort in class; and effort in prep. In addition, there are a number of 'grade only' reports, which provide a useful snap-shot of progress. The reports are made available to pupils and parents via the portal. They are checked and discussed by the pupil with the tutor at a tutorial, where advice, guidance and plenty of encouragement is offered. These reports act as a permanent record of the pupil's progress through the Lower School.

A six-point scale is used for reporting on progress. A letter is given for achievement (A*-E) and a number is given for effort (1-5) with 1 representing "Outstanding", 2 "Good", 3 "Satisfactory", 4 "Inconsistent or Coasting", 5 "Poor". Letters and numbers can appear in any combination according to the level of effort and achievement. They refer only to work done in the reporting period: they are not cumulative and hence a pupil could find that the grades awarded may vary significantly from one report to the next. The achievement grade is related to the standard of the pupil's work in relation to their year group.

In the Lower and Upper Fifth years, as pupils embark on their GCSE course, their achievement grades will change to the GCSE grading system of 9-1. Specifically, this grade will be an indication of the final examination grade that a pupil would be most likely to achieve if they continue to work at the level shown in that reporting period.

In addition, there are monitoring systems available to subject teachers and tutors for more regular and detailed supervision of any pupil whose work or attitude gives cause for concern. Copies of grades for achievement and effort are also sent to the Headmaster, the Deputy Head Academic and the Head of Lower School Studies.

Internal testing is an important part of monitoring progress, as well as offering pupils crucial experience of operating under exam requirements. In light of this, the Fourth Form sit progress tests at the end of the Michaelmas term, followed by end of year exams at the end of the Summer term as part of an overall graduated assessment programme. Progress tests and end of year exams occur throughout the Lower Fifth year, before pupils sit their GCSE Rehearsal exams early in the Lent term of their Upper Fifth year, ahead of the formal GCSE exams in the Summer term.

PARENTAL CONTACT

Cranleigh is naturally keen to promote regular dialogue with parents so that concerns from either side can be quickly and effectively addressed. Parents will already have met their son's or daughter's Housemaster or Housemistress before a pupil starts in the School. The Housemaster or Housemistress remains a vital point of contact but shares that responsibility with the son's or daughter's tutor once a pupil has started here. The tutor is always ready to be of help if any anxieties or questions arise, both over academic matters and over pastoral issues. In addition to this, individual members of Common Room are always happy to discuss a particular pupil's progress with parents,

³ If only one language is studied in the Fourth Form, the pupil will then automatically pursue this one to GCSE; if two languages are studied initially, they can choose either or both for GCSE.

⁴ The Greek & Latin ('Gratin') option allows pupils to study for two full GCSEs within a single option block. In order to achieve this, pupils will receive an additional two lessons per week outside of the formal academic timetable. For more information regarding the course please contact Dr Dan Hogg dawh@cranleigh.org

⁵ There is also the option to choose a 'Learning Support lesson', but this is only for those pupils who, in advance of choosing their options, have had this agreed with their Housemaster/Housemistress that they are taking one fewer subject and will receive some learning support.

and of course, consultations of a rather more formalised nature take place every year.

THE FOURTH AND LOWER FIFTH FORM PARENTS' MEETINGS

As an important part of our reporting procedure, parents of pupils are invited to a meeting with members of the teaching staff, where the details of their son's or daughter's work and, for the Fourth Form, GCSE option choices, can be more fully discussed. Pupils attend these meetings with their parents or guardian. Dates for parents' meetings are published in the calendar.

THE UPPER FIFTH FORM PARENTS' MEETINGS AND SIXTH FORM SUBJECT CHOICES

In September of the Michaelmas term, an Options Evening is held for parents of Upper Fifth Form pupils. Here, parents will hear about our Sixth Form

curriculum offering, as well as having the opportunity to attend talks given by Heads of Departments about what to expect if they were to choose that subject at A Level. No choices are made at this stage; it is purely an evening for fact-finding.

In the Lent term, a Parents' Meeting is held for parents of Upper Fifth Form pupils, shortly after the results of the Rehearsal GCSE examinations are known. The pupils also attend this occasion with their parents. The meeting is particularly concerned with A-Level choices and pupils will already have been briefed about the range of A Level courses on offer. Full information about Sixth Form courses is available in the separate booklet, *Cranleigh Sixth Form Subject Guide*, which can be obtained from the School.

COURSE DETAILS

ART

Art involves not only developing visual and dexterous skills but will inspire pupils to think about ideas. It encourages creativity, experimentation and risk-taking as well as being hugely rewarding.

Studying Art in Cranleigh's Fourth Form gives pupils a chance to rethink their response to this area of the curriculum. Pupils rotate through each of the four specialist areas of painting, printmaking, 3D studies and photography, experiencing a wide range of making and problem-solving activities, including digital work on iPads. The year will help pupils build skills should they wish to take the subject at GCSE as well as allow the chance for personal expression and developing their ideas in response to different themes.

Art at GCSE builds on the knowledge and confidence that pupils will have gained in the Fourth Form. The requirement for success is not innate technical talent but an enthusiastic and positive attitude. As in other subjects, basic skills, especially drawing, are taught and learned, and with practice improved upon. The course allows pupils to develop work across a range of two and three dimensions, informed by the example of other artists, crafts-people and designers. Skills of problem-solving and research, inventive playfulness and critical thinking are required and assessed. Ideas and studies, analysis and thoughtful reflection are all documented in workbooks and ambitious outcomes encouraged and produced. Regular study trips are made to galleries and exhibitions. Pupils are encouraged to spend extra time on their coursework projects, and to this end, two activity slots per week per year group are allocated, though they may use the studios whenever they wish.

The GCSE assessment consists of two components. The first is a personal portfolio developed over the two years through work in three of our specialist areas. The second, worth 40% of the marks, is an externally set project, the final piece of which, after almost a term of preparatory studies, has to be completed in 10 hours. All the work is then marked internally and moderated by an external examiner who views an exhibition of the work in the School.

A GCSE in Art can be the first step to a career in the UK's highly successful creative industries such as a design specialism or architecture. The GCSE is an enjoyable, informative, highly creative, personal course where pupils can achieve high standards and take great satisfaction from their achievements.

CLASSICAL CIVILISATION

The importance of the Classical World cannot be overestimated. The civilisations of Greece and Rome have a deep and powerful influence on the way we live today. Art and architecture, literature and theatre, politics and philosophy are some of the many areas that have been founded and shaped by the ancient world. The GCSE course provides an opportunity to learn about these civilisations in their historical setting and to explore the similarities and differences between then and now.

GCSE Classical Civilisation takes two broad themes – War and Myth – to explore the values and events of the ancient world. We move from the greatest mythological hero, Hercules, to the Battle of Actium, which was the founding moment of the modern Western world. We use written and visual sources to bring alive the societies that produced ours;



societies in which we can see ourselves, and are yet horrified at the differences. The formal title of the course is OCR GCSE Classical Civilisation J199. Every year we offer a variety of trips both locally and further afield to Italy, Greece or somewhere even more exotic; we also attend plays, lectures and workshops.

DESIGN ENGINEERING

Designers and Engineers make our everyday lives more efficient, safe and enjoyable. Design Engineering is a subject that constantly develops and adapts to the outside world. Studying this subject will allow pupils to experience the latest cutting-edge technology as they harness the skills that keep them ahead of the curve in today's fast-moving and ever-changing society.

The Fourth Form curriculum has been designed to give pupils a broad range of experience within the subject. Pupils will develop practical modelling skills both in the workshop and electronics lab as they learn and apply the fundamental principles of the subject. Through a series of hands-on challenges, pupils will develop an understanding of mechanisms and electronics by building a number of mechanical systems, modelling and programming circuits using electronic components and Arduino's. They will learn how to program and control robots to complete a number of different challenges and put their skills to the test against the clock. CAD modelling and 3D Printing also feature in the Fourth Form curriculum allowing pupils to print their own 3D prototypes. Each year pupils will apply their new-found skills in a Design Challenge by producing working prototypes that tackle the latest problems facing society.

At GCSE we follow the OCR Design & Technology course. This course is designed to allow pupils to choose from either a Product Design or Design Engineering oriented route; whichever interests and intrigues them the most. This specification aims to

assess a pupil's design and manufacturing capability whilst rewarding and recognising imagination, creativity, innovation and flair. This course develops thinking skills leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, preparing learners to become critical and creative designers, engineers and consumers of the future. Drawing on authentic design practice and contemporary technologies pupils will be able to engage in a variety of contexts to understand and appreciate the design and manufacture of existing products, making them more empathetic designers and more discriminating purchasers. Pupils will learn to deliver their thinking and design skills through iterative design processes that allow them to explore, create and evaluate, following practices and strategies used by the creative, engineering and manufacturing industries.

The course is assessed via two components; a theoretical based exam worth 50% and a practical coursework element also worth 50%. An Iterative Design Challenge forms the basis of the practical based coursework project. Each year the exam board will release a number of "design contexts" from which pupils create a solution. Typically, pupils will begin their Iterative Design Challenge in the Summer term of Lower Fifth.

DRAMA AND THEATRE

If pupils choose to study Drama in the Fourth Form at Cranleigh they will experience a wide range of theatrical texts and styles, as well as devising their own pieces. During the first term, pupils will explore a wide range of theatrical styles through the analysis of live theatre, students will analyse the work from the point of view of Director, Designer, and Actor. Following this we will experiment with physical theatre, looking at the work of modern theatre company Frantic Assembly and developing skills in creating expressive theatre using the body, which leads to an independent devising project that draws together the skills learned up to this point. In the Summer

term, alongside the practical work pupils will learn skills in analytical writing which will be vital if they choose the subject for GCSE and will also support their study of English Literature. This is taught through the practical exploration and analysis of a written play text.

At GCSE we follow the EDUQAS (formally WJEC) specification which includes three main areas of study. Firstly, pupils will work on a devised performance based on a theme and linked with a practitioner or genre, a variety of which are studied during the course. During this project, they will create a supporting portfolio of evidence which assesses their ability to reflect on the process of rehearsal. This portfolio can be completed as a written document or audio visually. Secondly, the pupils will work on a performance from a text in which they will be assessed on their acting or technical skill. Finally, the third unit is a written exam for which pupils will study a set text and learn to analyse the piece from a performance perspective. They will also have to reflect on live theatre seen during the course, analysing its effectiveness.

It should be noted that pupils do not have to follow an acting path for their GCSE in Drama; it is possible to learn and work with technical skills such as lighting or sound either as well as or instead of acting. Importantly, the GCSE in Drama will develop valuable life skills in face to face communication and teamwork, in addition to skills in acting/technical and analytical writing.

ENGLISH AND ENGLISH LITERATURE

In the Fourth Form, pupils are encouraged through the use of stimulating topics and materials to enjoy reading and writing and to develop the requisite literacy skills required for their Fifth Form studies and beyond. As with other departments at Cranleigh, we employ a system of learning by graduation in the Fourth Form and the highlight of this is the

Independent Reading Project, conducted in the Lent term, in which students respond both creatively and analytically to a book of their own choosing.

Pupils at Cranleigh sit the IGCSE qualification for both English and English Literature. Our English course is designed to be enjoyable with a serious intent; we aim to develop pupils' ability to understand and respond appropriately to, and with confidence in, what they read, hear and experience. To enable them to do this with the utmost precision, we encourage pupils to use appropriate and ambitious vocabulary, correct grammar and accurate spelling and punctuation.

The English Literature course requires Cranleighans to read and study a number of literary texts in the three main genres (novels, poetry and drama). Pupils are encouraged to enjoy reading, while also developing a deeper analytical appreciation of how literary texts work and how authors seek to shape meaning. We aim, in the process, to foster a life-long enjoyment of major authors.

The English Language IGCSE comprises one exam paper (2 hours, 15 minutes) and two written coursework essays. One coursework essay is a piece of original writing; the other is designed to assess the candidate's reading skills and is a response to two poems or short stories from a published anthology.

The English Literature course is assessed through one exam paper (2 hours) along with two pieces of coursework, one of these must be on a "Literary Heritage" text, by either William Shakespeare, Jane Austen, Charles Dickens or Nathaniel Hawthorne; the other is on a play, written after 1900.

In all three years, pupils find plenty of scope to develop their writing talents. Poetry and short story writing competitions are promoted within each class and across year groups with the aim of encouraging creativity and adventurousness. We hope that, whether students choose to pursue

English to A Level or not, they conclude their English studies at Cranleigh with a genuine interest in the written word that will remain with them throughout their life.

FRENCH

French is one of the world's truly global languages. A lingua franca of culture, art, cuisine, and an official language of the United Nations, the International Olympic Committee, and the International Red Cross, among others, the study of French is as relevant and rewarding today as ever.

Pupils of all abilities and levels of experience are catered for in the French Department and classes are streamed from the Fourth Form according to ability and experience. As language and communication skills become increasingly significant in the world of work, so due emphasis is placed on the acquisition of these skills in the French course, but the importance of a sound grammatical base is also stressed. Pupils are encouraged to broaden their experience of the language as much as possible through the use of different resources and materials, including the use of ICT, iPads, and trips abroad. The department intends to offer a language study trip to the South of France once every two years to pupils in the Lower Fifth and Upper Fifth. This will provide an excellent opportunity to practise the language in an authentic context.

Pupils work towards either the Edexcel IGCSE examination at the end of the Upper Fifth year. There is no coursework element and all pupils sit the terminal exam, which gives equal weighting to the listening, speaking, reading and writing skills.

GEOGRAPHY

Geography is about understanding the world around us and how we interact with that world. Pupils of the subject benefit from learning about how physical and human environments interact, how their lives

are connected with other people and places, and why and how the world's landscapes and societies are changing in the early part of the 21st century. They also develop skills essential to modern life, such as independent and team working outside the classroom, using ICT, and analysing and interpreting a wide variety of different data sources, as well as developing a sense of social and environmental responsibility.

In the Fourth Form, pupils are introduced to geographical processes and skills through a new curriculum with a focus on geography through enquiry linked to relevant issues of our times. The course includes questions such as, 'Why are some countries rich and others poor?'; 'Should Antarctica be protected?'; and 'Is globalisation always for the best?' In addition, pupils will be introduced to a number of digital skills including GIS which will greatly aid their ability to study the geographical world independently, and help prepare them for GCSE studies. Finally, pupils will be able to express their developing skills through an independent project on a geographical issue of their choice.

In the Fifth Form, pupils will study the Edexcel IGCSE course. This course retains a core of traditional geographical content, and also offers opportunities for pupils to study contemporary themes and events which will enable them to relate their learning to the world they live in, and to the events they experience. Our aim is for pupils to gain a clear overall view of the world in the 21st century. We also seek to provide a foundation for those who intend to continue to study the subject to a higher level.

The IGCSE course is examined through two exam papers. The Physical Geography paper uses natural hazards and coastal landscapes to examine natural processes, their consequences for people, the impact of people on such landscapes, and the need for this impact to be carefully managed. The Human Geography paper is concerned with themes central to many contemporary issues:

changing urban environments, economic change and its effect on resource use, climate change and its impacts on ecosystems and people. Fieldwork is central to geographical understanding and all pupils will visit a range of locations such as Swanage on the South Dorset coast. These visits will develop the ability of pupils to analytically reflect upon fieldwork conducted throughout the course, aiding them to develop evaluative skills through answering questions based on fieldwork experiences in both exam papers.

GREEK

We are delighted to offer Fourth Form Beginners' Greek on timetable as preparation for our well-established and successful GCSE Gratin (Greek + Latin) course. This rigorous and intensive course will appeal to pupils with a genuine interest in languages, and is an excellent way for other pupils to distinguish themselves in their university applications. The subject usually suits those who already enjoy Latin, but as a beginners' course, this challenging and rewarding subject is available to all who might consider pursuing it to GCSE. The structure of the OCR Classical Greek syllabus is exactly the same as for Latin. Pupils have the opportunity to learn a language that has long been considered the pinnacle of intellectual achievement, reading some of the authors that have come down to us from the Greeks, including Homer, who sang about the Trojan War, Herodotus, the first ever historian, and the great tragedians.

To choose Greek in the Fourth Form, pupils select it as one of their three optional subjects in the same block as Art, Design Engineering, Drama, French and Music.

To choose Greek in the Fifth Form, pupils select 'Gratin' in their option block. The Greek lessons are provided off-timetable and constitute an extra GCSE.

Please note that the provision of Greek in the Fourth and Fifth Forms will depend on the number of pupils choosing this option, alongside constraints on the timetable. We will do our best to arrange this, but if we can't, then those pupils who would have chosen Gratin in the Fifth Form will do Latin on its own instead.

HISTORY

In the History Department, we aim to foster a lively and life-long interest in the study of the past through a range of predominantly modern topics and enthusiastic teaching.

In the Fourth Form pupils study a course that examines the growth of the British Empire and its colonies in America. We consider the importance of slavery in the growth of this empire and the foundation of the United States. This work culminates in a project, based on extensive individual work, completed after Christmas. In the final part of the year, we begin the IGCSE course, studying the 'Causes and Course of the First World War'. To accompany the teaching of this vitally important period, we run a trip to the Somme battlefield over Easter.

At IGCSE level we follow the Edexcel (9-1) Specification, which offers a wide range of excellent topics, and which we begin to teach in the Fourth Form. This course provides the advantages of being both broad and challenging for the brighter pupils, and yet stimulating and accessible to all our pupils. We currently study the Causes and Course of the First World War; the Weimar Republic and Hitler's Germany, 1918-45; the Cold War, 1943-72; and China in the twentieth century. Every other year we run a trip to Berlin — a site of such vital importance in twentieth-century history — open to all our IGCSE pupils.

LATIN

Latin is available to those who have studied it before coming to Cranleigh.

The study of Latin remains a bedrock for many contemporary subjects, both linguistic and cultural. The department pursues both strands of the subject in Lower School teaching. In the Fourth Form pupils follow a course designed specifically for Cranleighans. The course philosophy is based on learning Latin by the reading of entertaining stories, which means that learning grammar can be straightforward and enjoyable. Interspersed with the stories are short, clear grammar exercises and also interesting sections on the history, society and culture of the Roman world. Besides that of developing a linguistic competence, one of our key aims is for pupils to appreciate the differences and similarities between the Romans and ourselves.

On the GCSE course, we study Roman literature in the original Latin, such as the poetry of Horace, Catullus, Ovid and Virgil, and selections of prose from Pliny, Sallust, Cicero, and Tacitus. We may read about subjects as diverse as the eruption of Mt Vesuvius, the rebellion of Boudicca, the last stand of the Druids, the murder of the Empress Messalina or the love affairs of the poet Catullus. These activities combine well to develop sophisticated literary, historical and linguistic skills in our pupils.

There is no coursework. The GCSE exam itself comprises papers testing unseen translation, unseen comprehension, as well as the candidate's knowledge and understanding of prose and verse set texts – there is also the opportunity to focus on key aspects of Roman Life, History and Culture. The course, in general, is intellectually very stimulating, often challenging but always rewarding, and helps develop extremely important 'thinking' skills in our pupils. Every year we offer a variety of trips both locally and further afield to Italy or Greece, as well as attending plays, lectures and workshops.

MATHEMATICS

The aim of Cranleigh Mathematics Department is a simple one: to realise the full mathematical potential of each pupil, whilst giving them the firm foundations and the confidence to use Maths across the school curriculum and beyond.

Mathematics has a vital place in the culture of the School. It is a core subject in the Lower School with all pupils taking the Edexcel IGCSE Higher Tier paper at the end of the Upper Fifth. Pupils are set according to ability in Maths, and the setting of each pupil is regularly reviewed over their first three years. In conjunction with the SEN department, we offer support to those who find Maths more challenging, aiming to build confidence and foster a 'can do' approach to the subject. Regular drop-in clinics are held allowing pupils the opportunity to come for additional help throughout the week. We aim to help pupils at every level pursue understanding and enjoyment of the subject.

Our emphasis is on mathematical enrichment as opposed to acceleration, especially for the most able pupils. To this end, no pupils take the IGCSE early, but we do explore a variety of topics which are not in the syllabus, we enter many of our pupils for the UKMT competitions, and aim to see our top pupils reach Sixth Form level understanding of the IGCSE topics.

Rather than rushing through the syllabus, we aim to see every pupil:

- **Deepen their conceptual understanding:** By contextualising topics, approaching them from a wide range of angles, learning through enquiry when appropriate, and questioning everything. We aim to teach for understanding, not for rote learning.
- **Become fluent in key skills:** From mental arithmetic to percentages, and basic algebra to graphing, there are a number of skills that

are vital for general life, supporting other school subjects, and to excel in Maths itself. Through regular targeted practice, we aim for every pupil to develop fluency in the key skills.

- **Develop the clarity of their communication:** Communication, both on paper and verbally, is a vital skill. By focusing on the process of solving mathematical problems, and by aiming to communicate this process as rigorously yet succinctly as possible, we aim to see every pupil become progressively clearer in their communication.
- **Learn to problem solve:** By teaching logic, simplification of problems, pattern spotting and visualisation techniques, we aim to equip every pupil with a 'toolbox' for problem-solving, with which they can confidently tackle unfamiliar problems.

Beyond IGCSE, Maths is consistently a hugely popular subject with around a third of the current Upper Fifth Form having opted to continue their Maths studies into the Sixth Form. In the Sixth Form pupils study the Edexcel A Level course, with the option of the Edexcel A Level Further Maths course for the strongest mathematicians who wish to go much deeper into the subject.

MUSIC

Music is a subject which develops a wide variety of skills, both academic and practical, that have a great impact on wider academic development in terms of the acquisition of analytical and problem-solving expertise. The subject also enhances talented pupils' team-working skills as well as their creative proficiency and abilities as confident and communicative performers. The broadly-based Fourth Form course caters for pupils of diverse musical and academic abilities whilst offering a rounded introduction to musical history, composition and performance across a wide range of styles.

The GCSE course (Edexcel specification) builds

on the techniques studied in the Fourth Form in a more detailed manner and the course is taught and examined in three distinct strands: Performing (a portfolio of solo and ensemble performances created during the course), Composition (the chance for pupils to create two original compositions) and Listening and Appraising (a written examination focusing on identification of musical techniques, dictation and composition of short essays based on set works and unfamiliar music). The Listening and Appraising course is based on four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions.

It is essential that pupils embarking on the GCSE course are able to play one or more instruments to at least the standard of ABRSM Grade 4 and it is of paramount importance that pupils following the course are keen to explore a wide variety of music, some of which will undoubtedly lie outside their personal tastes and experiences.

PHYSICAL EDUCATION

Pupils at Cranleigh have the opportunity to choose a GCSE in Physical Education (PE), which provides an exciting combination of physical performance and academic challenge. They will be following the OCR course which has a 60% - 40% split between theory and practical assessment. The course will equip pupils with the knowledge, understanding and skills to develop their own performance in sport, as well as developing their understanding of socio-cultural influences on participation in sport and the benefits of physical activity to health, fitness and well-being. GCSE PE includes the compulsory study of: Applied Anatomy and Physiology, Physical Training, Sports Psychology, Socio-cultural Influences, and Health, Fitness and Wellbeing. The pupils will perform, and then through academic study, learn how to improve their performance through the application of the theory. They will learn the reasons why athletes do certain things in sport and why some out-perform others, both mentally and physically. They will also

delve into the ethical considerations behind the use of drugs in sport and gain an understanding of the consequences of inactivity and poor diet.

Alongside the theory are the practical skills of PE, which are examined via the Non-Exam Assessment (NEA) component. Here pupils will perform in three different sports, as well as completing an analysis and evaluation task which culminates in the pupils preparing an action plan to improve their skills and fitness levels.

The GCSE PE course is ideal for pupils who want to go on to study A Level Physical Education or BTEC Extended Certificate in Sport (equivalent to one A Level), and/or move on into higher education, or any career for which an understanding of the human body or human behaviour is desirable.

RELIGION AND PHILOSOPHY

In today's world it is vital that pupils have an opportunity to consider spiritual and moral issues. They will be encouraged to explore the fundamental questions of faith and life, and to develop an understanding and appreciation of religious and cultural diversity.

In the Fourth Form, pupils will have an introduction to the GCSE course by studying Theme D (Religion, Peace and Conflict) which focuses primarily on pacifism and just war theory and touches on weapons of mass destruction, different forms of protest, the effects of war, forgiveness and reconciliation. They then consider the more philosophical Theme C which covers the traditional arguments for and against the existence of God. Finally, they will be exposed to the historical Jesus of Nazareth and attempt to understand the politics and history of first century Judea. Time permitting, we may look at Buddhism, which is an excellent gateway to discussing philosophical issues such as the nature of reality and life after death.

In the GCSE years, pupils study two religions in more depth: Christianity and Islam, and apply these to contemporary philosophical and ethical issues including medical ethics (abortion and euthanasia), crime and punishment, war and peace, and issues surrounding equality and religious freedom. Non-religious views are also considered. This is a great opportunity for pupils to engage in current debates and further their study of religion, philosophy and ethics. We follow the AQA Religious Studies A Specification.

THE SCIENCES (DAS/TAS)

The Edexcel International IGCSE is an interesting and inspiring modern specification, suitable both for those for whom it is a final qualification in the subject and those who require a sound foundation for further study. The linear courses (available as the three separate sciences or as a combined subject termed 'Double Award') are taught by subject specialists. They have a comprehensive and detailed content, which is both contemporary and relevant.

For GCSE pupils must choose either:

- Triple Award Science (TAS) with three optional subjects or
- Double Award Science on Six (DAS on 6) with four optional subjects or
- Double Award Science on Nine (DAS on 9) with three optional subjects

Please note that each of these courses allow entry to study any of the three sciences at A Level, although following the DAS course may necessitate some extra work to be carried out over the summer prior to starting the Sixth Form.

See page 6 for more guidance on selecting Science options in the Lower and Upper Fifth forms.

Biology is the science of life so, whatever your ambitions in Science, everyone will be able to relate to much of the material in the IGCSE course. We begin in Fourth Form with a re-introduction to cells and the variety of life on Earth, before considering the fundamental biochemistry of respiration and digestion, set against the backdrop of a detailed exploration of the respiratory and digestive systems. In the Lower Fifth, plant anatomy and physiology give plenty of opportunities for practical work before we switch focus back to humans, with an in-depth look at the excretory and circulatory systems. A concluding section on ecology and human impacts on the environment provides a thought-provoking insight into the state of our planet. The Upper Fifth course is largely based around reproduction and patterns of inheritance, concluding with a brief exploration of biotechnological advances, which includes genetic modification and food production in the 21st Century.

Chemistry touches everything we do; from smartphones to lifesaving vaccines and the processes that sustain life, they all involve chemical reactions. A pupil's journey begins in the Fourth Form where they discover the fundamental principles underlying Chemistry including atomic structure, bonding and the elements of the Periodic Table. In the Lower Fifth, we move onto investigating the rates of reactions, quantitative chemistry, energy transfer in reactions and the Reactivity Series. The Upper Fifth introduces Organic Chemistry providing an insight into the use of finite resources such as crude oil and the impact of plastics on the environment. Practical work brings to life the theoretical side of chemistry, which delivers an appreciation of scientific method through experimentation and allows the pupils to acquire key laboratory skills. The IGCSE Chemistry course provides a sound appreciation of this science and, through its study, enables pupils to explain and understand concepts from first principles. It also provides an excellent grounding for the transition to studying Chemistry at A Level.

Physics is the science that tries to explain the effects of the Universe around us and how the components within it interact with each other. In the Fourth Form we introduce the key topics that are needed for the IGCSE course. Starting with a review of the properties of waves we move into the electromagnetic spectrum and the uses of it. We follow this with an introduction to forces as well as looking at how magnetic fields interact. The year is then finished off with energy transfers and an extended project on different energy resources.

The Lower Fifth brings the formal start of the IGCSE course. The energy topic is completed after which we move onto electrical circuits, radioactivity and linear motion, finishing the year with a more in depth look into wave behaviour. In the Upper Fifth we study electromagnetism and the electromotive force, astrophysics and finish the course with the Gas laws. The IGCSE is a broad and interesting course that serves as a good grounding for future studies in Physics, a wide range of skills are developed throughout and there are many opportunities to develop ideas beyond the scope of the specification.

SPANISH

Spanish is a global language with nearly 500 million native speakers. It is the world's second-most spoken native language, and the world's fourth-most spoken language overall.

As Spanish is increasingly offered by prep schools, we cater for both those who have studied Spanish before, and those who have no experience of the language.

We work towards the AQA GCSE Spanish examination in the Lower and Upper Fifth. In the Lower Fifth, pupils move swiftly through the tenses of the indicative mood whilst acquiring a broad vocabulary knowledge on a range of topic areas. Due focus is given to preparation for GCSE style written work, and pupils undergo speaking activities and

assignments in class from the outset to prepare them for their oral examination. In the Upper Fifth, the final GCSE topic areas are completed shortly after the January Rehearsal examinations, and the focus shifts to grammatical range and accuracy, with top sets studying complex aspects of grammar, both to enable them to excel at GCSE and as preparation for the Sixth Form.

The department hopes to continue with the biennial Spanish trip to Madrid to enable students to practise speaking the language and expand their knowledge of Spanish culture.

SCHOOL CERTIFICATE IN PHILOSOPHY

To encourage Lower School pupils to develop their critical thinking skills and appreciation of ethical and philosophical issues, Cranleigh offers a programme of philosophical inquiry and project work. The purpose of the programme is to introduce central philosophical topics, such as knowledge, truth, right and wrong. Through lessons and debates, pupils learn how to think critically about these important topics and begin to develop their own ideas.

The programme runs during the Lower Fifth year leading into research work that requires pupils to plan, research, develop and review a project with a title of their own choosing. Pupils are expected to pick titles which reflect themes studied during the philosophy programme and develop these in greater depth. Pupils will be taught valuable techniques for independent learning, critical thinking and project management.

On completion of the project, students can submit their work for the School Certificate in Philosophy, a qualification developed by Cranleigh in association with the New College of the Humanities in London.

Sample titles:

- Should lifestyles be changed in order to save the planet?
- What is art?
- Are the colours we perceive real?
- What is time?

CRANLEIGH FUTURES

Cranleigh Futures is an integral part of the PSHEE curriculum and tutor time. Pupils are inspired, excited, educated and prepared for the world of work during their time at Cranleigh.

During the Fourth Form, pupils focus on exploring attitudes and aptitudes to work, through careers support websites, helping them to generate careers ideas and subject choices for GCSEs. They are introduced to the idea of employability skills through a fun activity afternoon.

Towards the end of the year, the Lower Fifth pupils complete the Morrisby Online Aptitude test and have a one to one discussion about their future aspirations and ambitions with the Futures Department to help support their career research. This is an opportunity for them to reflect on who they are, skills that they want to develop and where their skills and interests could take them.

During the Upper Fifth, the pupils continue to make good use of the online careers websites, beginning to understand the route that they need to take and the A Level subjects required for their journey. They are supported by their tutor and the Futures Department. All pupils explore a wide variety of careers at the Careers Fair, where they select short talks to listen to, from parents, Old Cranleighans and outside speakers. All pupils are encouraged to take part in a week's work experience at the end of the Summer term. This gives them the opportunity to find out first hand what their chosen career is really like and enables them to develop their employability skills. Pupils are always supported with researching and finding placements along with advice about how to write a CV. Professionals Suppers take place during the year to which the Upper Fifth are invited to attend and meet with people from industry.

Parents, Old Cranleighans and outside speakers regularly visit the school to give talks about different careers, subjects and universities. Facebook, Twitter and emails are regularly used to inform pupils and parents about current events and employment trends. The Futures room is always open with computers available and literature to explore, with staff and tutors ready to support and guide the pupils with their future thinking.

PSHEE (PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION)

Our aim is to promote the happiness and well-being of all our pupils. PSHEE is delivered through lectures or small group discussions and delivered by some of our most experienced pastoral staff, as well as lectures delivered by specialists in the various areas of study. PSHEE helps to provide a proactive and preventative strand to Cranleigh's pastoral care. Our goal is to encourage pupils and provide a sufficient understanding to develop as rounded, fulfilled individuals and as responsible citizens. Our programme is varied and sensitive to changing social pressures and individual needs.

LOWER SCHOOL PSHEE

Each week the Fourth Form, Lower Fifth and Upper Fifth meet for 40 minutes with their tutor for regular teaching of the PSHEE topics. The teaching programme is arranged according to six strands; Mental Health, Physical Health, Social Health, Personal Development, Future Health and Citizenship. Through these strands a wide range of subjects and issues are covered including: relationships, alcohol awareness, diversity, healthy lifestyles, financial education, safe use of technology, bullying, body image, drugs and depression to name just a few. Many of these topics are introduced by subject specialists and then, in the following weeks, discussed and developed in the tutorials. Recent speakers have included; Aric Sigman on the differences in sexual psychology of boys and girls, Bob Tait on drugs education, Alex Holmes on Bullying, The company "It Happens" on Digital Relationships, James Shone and Dick Moore on mental and emotional health and Amy Forbes-Robertson on relationships.

PARENTAL INVOLVEMENT

As part of our PSHEE programme, we seek to build a positive working partnership with the parent body so that the pupils receive consistent messages in our ever-changing culture. Therefore, as part of the PSHEE programme, there are lectures designed to encourage this partnership. During the Fourth, Fifth and Upper Fifth years we invite parents to attend presentations about the dangers of technology, drugs and relationships, and mental and emotional health. These lectures aim to cover some of the key points that are being taught to the pupils and help the parent body to remain up-to-date with the issues in our current teenage culture whilst gaining an insight into some of the dangers facing young adults today.

ACADEMIC RESPONSIBILITIES AT CRANLEIGH

Deputy Head Academic

Head of Academic Administration

Head of Lower School Studies

Senior Examinations Officer

Futures

PSHEE (Lower School)

Head of University Applications

Mr D.R. Boggitt

Mr T.R. Fearn

Mr J. Bartlett

Mrs H. Pullen

Mrs A.E. Reader

Mr M.P.D. Emley & Mrs K.J. Flack

Mr G.J.N. Neill

HEADS OF DEPARTMENT

Art

Biology

Chemistry

Classics (Latin, Classical Civilisation, Greek)

Design Engineering

Drama

English

French

Geography

History

Mathematics

Music

Physics

Religion and Philosophy

Spanish and Modern Languages

Mr J.P. Nairne

Mr F.P.A. Laughton

Mr E.J.E. Peerless

Dr D.A.W. Hogg

Mr J.J. Taylor

Mr J. Scott

Mr G.J.N. Neill

Mr A.D. Robinson

Mr R.A.C. Williams

Mr A.S.J. Rothwell

Mr S. G. Quinn

Mr R.J.Saxel

Mr R.M.Hardy

Mr B. P. Hopcroft

Miss P.E. Henderson



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