

# THE SIXTH FORM

AT CRANLEIGH ABU DHABI 2018–19





CRANLEIGH SENIOR



# MESSAGE FROM THE HEAD OF SIXTH FORM

Dear Cranleigh Community,

It is with pride that we unveil our expanded Sixth Form. As we work to add further A Level subjects, appoint new specialist teachers, plan our first Year 12 trips overseas and start to prepare our inaugural cohort's university applications, I can't help but feel invigorated. What we are doing with the Sixth Form at Cranleigh is very exciting. In fact, I would so far as to say it is ground breaking.

We believe that our approach to teaching and learning in the Sixth Form is one that supports broad skills development and ultimately, ensures that our students leave us with much more than the best exam grades they are capable of.

Naturally having a strong academic ethos is a prerequisite for success, but beyond this we seek to build a confident approach to life. The purpose of Sixth Form is for pupils to be excited to meet the new challenges that face them. They are eager to make their mark on the world. This brochure explains how we have structured our Sixth Form programme to support a range of academic career paths. It also aims to demonstrate that its bespoke approach is one of the things that makes it so special and ultimately, so effective.

The support for pupils is intense and exceptional. One-to-one guidance from Tutors is paramount in providing clear focus for study. Our current Year 12 students are responding to the individualised attention they receive, showing themselves to be independent, ambitious and determined. This will be a continued tradition at Cranleigh and very much part of how we hope to develop scholars and leaders, each one with a lifelong love of learning.

In 2018, we have the move of Sixth Form into a brand new, state of the art building. This includes a Design and Technology centre that has been outfitted with the latest equipment. It also incorporates a large Fine Art studio that faces the light and has its own photography darkroom. Independent study areas with modular furniture surround a courtyard for pupils to relax. We have two conference rooms beside our breakout space and upstairs our twelve Harkness classrooms – with their oval tables – await new debate and discussion.

Cranleigh is again striving to not only provide a solid foundation for our students, but to become the best that Abu Dhabi has to offer.

We are excited to have you be a part of this endeavour.

Sincerely,

Morgan Whitfield Carney  
Head of Sixth Form

1 The Russell Group comprises 24 leading UK universities including Oxford & Cambridge. Facilitating subjects are: Maths, Further Maths, Physics, Chemistry, Biology, History, Geography, Languages (Classical or Modern), English Literature



# SUBJECT EXPANSION

We are expanding our Sixth Form every year and are committed to giving students a diversity of subject options. Alongside the Russell Group facilitating subjects, our 2018–19 range allows students to further specialise and explore their passions.

Subjects We Currently Offer
Arabic Second Language
Fine Art
Biology
Business Studies
Chemistry
Computer Science
Economics
English Literature
Geography
History
Mathematics
Further Mathematics
Physics
Spanish

Subject Expansion for 2018–19 Entry
Design and Technology
Drama
French
Psychology
Government and Politics / Law

\* Government and Politics / Law will be offered subject to staff appointment.

Subject Expansion 2019 Onwards
Dance
Music
Physical Education



*What I have in mind is [a classroom] where [students] could sit around a table with a teacher who would talk with them and instruct them by a sort of tutorial or conference method, where [each student] would feel encouraged to speak up.*

*This would be a real revolution in methods.*

Edward S. Harkness

# EMBRACING A HARKNESS LEARNING CULTURE

At Cranleigh, we are committed developing a capacity for independent learning. This commitment is based on a belief that education in which young minds are allowed the space for reflective enquiry is both more effective and more enjoyable, as well as being integral to personal development.

The capacity to learn in this way is not innate. It is acquired through a process of careful facilitation and deliberately planned processes of instruction.

In place of being taught what to think, students are taught *how* to think, in the expectation that they will increasingly take charge of their own learning processes – essential in this, the fastest moving era of technological change the world has ever seen.

## Harkness will Further Evolve Independent Learning

At its heart, our approach involves stimulating students to learn through enquiry. To be alert, engaged and responsive to the questions and challenges that life in a complex, plural, ever-changing world constantly generates, and to learn to respond to these with the courage to formulate their own ideas and put these to the test.

With this style of pedagogy already an intrinsic part of our DNA, the decision to embrace Harkness style teaching for Sixth Form in Abu Dhabi was a very natural next step. Harkness is an approach that allows students to further develop their independent thinking. Indeed, that is one of its most fundamental aims.

The methodology was developed by philanthropist Edward Harkness in the 1930s at Phillips Exeter Academy in Boston, USA. Disillusioned with his own school experience, Harkness sought to evolve and improve the process of education by reversing traditional classroom habits. Instead of the teacher delivering the lecture, Harkness style teaching sees the students lead their lessons in small groups around an oval table. Teachers become facilitators in this scenario, guiding discourse rather than delivering it.

## Preparing Students for University

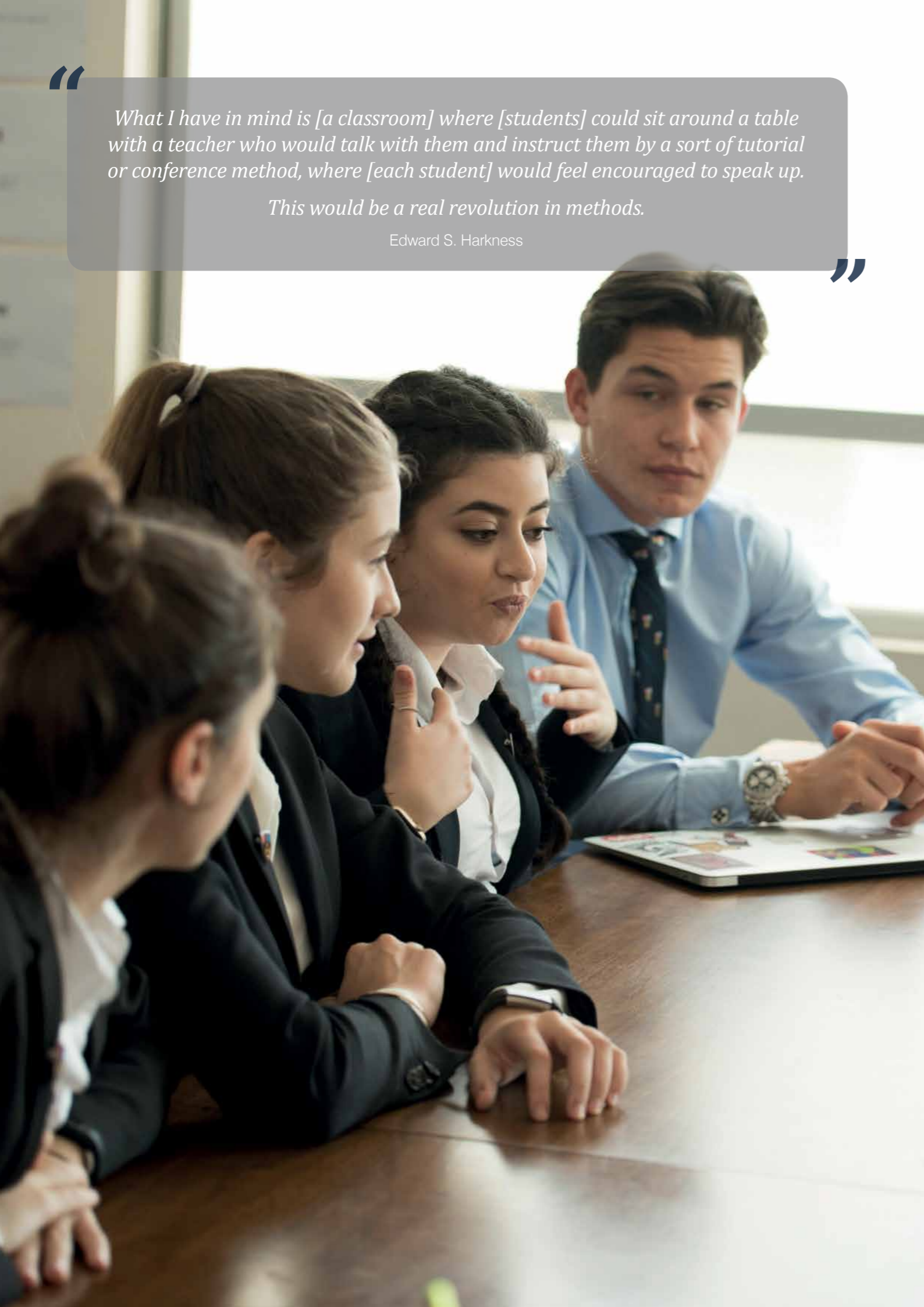
These discussion led classes depend on students having prepared for the lesson in advance. Not only does this help to improve their abilities in research and analysis, but it also ensures they explore, extend and reinforce understanding as a group through considerate and intelligent dialogue. Confidence, critical thinking, listening and collaboration are some of the key life skills that are developed and honed as a result of this approach.

By the time students reach the Sixth Form, most are able and want to enjoy learning in the kind of tutorial environment Harkness presents. Given this style is much more akin to university than school, it provides our Sixth Formers with an excellent foundation for the next stage of their academic careers.

Not every lesson is suited to the Harkness style of teaching. More traditional classroom methods are also used as appropriate, but Harkness is a core tenet of the Sixth Form experience at Cranleigh Abu Dhabi.

*“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.”*

Confucius, 450BC





# RECOMMENDED COMBINATIONS FOR UNIVERSITY

Whilst requirements vary between institutions, and there is no universally correct list of precisely which A Levels are required for which degree course, the following list should serve as a starting point in considering A Level choices. Often, the more prestigious institutions have the more specific requirements for courses such as Science, Engineering and Medicine.

- Computer Science: Maths and Computer Science (Maths is generally seen as the more important). These might sit well alongside Physics and/or for the most prestigious institutions, Further Maths.
- Economics: Maths and Economics. Further Maths is required for the most prestigious institutions.
- Engineering: Maths and Physics. In addition, another science or DT is recommended. Chemistry is essential for Chemical Engineering. Further Maths is highly favoured by the most prestigious institutions.
- English: applicants must take English Literature at A Level.
- History: applicants must take History A Level.
- Geography: applicants must take Geography A Level.
- Law: facilitating subjects such as English Literature, History and Geography are recommended. Politics and/or Law are also recommended but none of these, including Law, is a requirement.
- Maths: Maths and, ideally, Further Maths. Sciences are often chosen with these, but are not essential.
- Medicine: for most institutions, applicants must take Chemistry. At least two further choices from Biology, Physics, Maths and Further Maths are usually taken. Biology is very often chosen, of course, and is a requirement for some institutions.
- Modern Languages: applicants must take at least one of their selected languages at A Level.
- Natural Sciences: any combination of Maths and Sciences. This is one to research carefully. Traditionally, Maths, Further Maths, Physics and Chemistry are seen as the standard, but combinations including Biology are of course accepted.
- Psychological & Behavioural Sciences: applicants must usually have Maths, and Biology may also be useful.

There are plenty of courses at many institutions that have no specific A Level choice requirements, and any combination of the core (facilitating) A Levels will keep a lot of doors open.

## A Levels Respected Worldwide

A Levels are not only recognised but respected by the world's leading universities. One of the UK's leading exam boards – Cambridge International Examinations (CIE) – confirms that more than 450 institutions across the United States formally recognise its qualifications and many more will accept them upon application. US universities with formal recognition policies include all of the Ivy League institutions, as well as other prestigious universities across the country.

The rigour and depth of study that A Levels offer are renowned. A Levels give pupils the opportunity to receive extra credit in some US universities due to the fact that A Level courses build a high level of knowledge and application. For instance, at many US universities, a student might earn credits for Economics, History, Chemistry and Physics for example.

A Levels are indicative of a pupil's ability to cope with a significant workload. Skills such as critical thinking are a strength that A Level courses embed. A survey of university admissions officers worldwide found that independence is seen as the most important characteristic required of applicants, and the strongest indicator of success in university. The EPQ is a tangible representation of this independence. In addition, A Level courses are excellent preparation for SAT II tests.

# A LEVEL PATHWAYS

- Cranleigh Pathways are designed to maximize results, ensure academic integrity and avoid resits.
- Pupils who take an AS course take one year of the subject and do their exam at the end of Year 12. A full A Level is two years of the subject with exams at the end of Year 13.
- Pupils must identify their AS exam at beginning of Year 12 if they are following Pathway 2 or 4. If a pupil has excellent results in AS they can then choose to carry on to Year 13 and do a full A Level in that subject.
- All pupils take an Extended Project Qualification.



## The Options Process for 2018–19 Entry

October 15th	Universities Uncovered Evening Seminar
November 8th	A Level Options Evening Seminar
November 29th	Submit Draft Options
January	One on One Consultations with Parents and Pupils
February	Sixth Form Harkness Day
February 22nd	Submit Initial Options
May 6th	Submit Final Options
August	IGCSE Results
September	Subject Adjustments – finalised in first week of Term 1

## Cranleigh Sixth Form Entry for 2018–19

### Summary of Subject Entry Criteria for A Level

For entry into Cranleigh Sixth Form, pupils require a minimum of five B grades at IGCSE including English Language and Maths. Alternatively, if a C Grade has been achieved at English Language and Maths, pupils must have achieved a B Grade in 5 other subjects.

Subject	IGCSE Grade Required
Arabic	B
Biology	A (A in Chemistry strongly recommended)
Business Studies	B (B in Maths and B in English Language if new to subject)
Chemistry	A (A in Maths strongly recommended)
Computer Science	B (B in Maths strongly recommended)
Design and Technology	B
Drama	B
Economics	B (A in Maths strongly recommended)
English Language	B
English Literature	B
Fine Art	B
French	B
Geography	B
Government and Politics	B in English Language (B in History or Geography strongly recommended)
History	B (B in English Language strongly recommended)
Law	A in English Language
Mathematics	A
Further Mathematics	A* in Maths
Physics	A (A in Maths strongly recommended)
Psychology	B in Maths and B in Science
Spanish	B
Combination of 3 Sciences or 2 Sciences and Mathematics	A* / A / A
Any pupil wishing to take four Subjects	8 A* / A grades at IGCSE

Notes: Psychology is a subject that needs to be taken with Maths or a Science option (preferably Biology) in order to lead to a university pathway. Law/ Government and Politics are options scheduled for expansion subject to appointment of staff.

## Effort and School Contribution

Effort grades and school contribution will also be taken into consideration in application.

## A Level Journey

All Cranleigh Sixth Formers take minimum of three subjects in Year 12. In addition, to ensure the best possible applications to higher education, pupils also complete an Extended Project Qualification.

## Option Blocks for 2018–19

Option Block 1	Option Block 2	Option Block 3	Option Block 4
Chemistry	Biology	Arabic	Economics
Computer Science	Business Studies	Geography	History
English	Maths	Maths	Physics
Art	Further Maths	Government and Politics / Law	Spanish
Psychology	French	Design Technology	English
		Drama	

\*Psychology, Government and Politics / Law subject to teaching staff appointment.

Pupils can choose one option from each block.



# BESPOKE SIXTH FORM

## Character Development

Sixth Form is a place where young adults develop character; this is their path to personal and academic growth. Cranleigh truly believe that every pupil will reach their full potential when given high expectations. Every Sixth Former has tailored programme to reach their individual goals. The programme is designed so that every personal statement is exceptional.

Young adults are unique, their aims and aspirations are specific to them alone. Time and energy is devoted to creating each pupil's platform.

Taking pride in one's work comes from autonomy and integrity. Sixth Formers are young adults, responsible and accountable for their learning. They have vision, opinions, perspective and are forging their own path. They are in charge of achieving their goals.

## Value Add – The opportunities to build your resume and experience

Learning does not exist simply within the confines of a classroom. Our pupils are encouraged and given every opportunity to build portfolios, participate in competitions, attend conferences and lectures, volunteer and mentor. This is how they will grow as people and demonstrate their passion for courses they are applying to in university. Universities are looking for well-rounded pupils who demonstrate their interests and ambitions.

Here is a sampling of our Academic Co-Curricular Programme:

- If a Sixth Former is applying into a business program that could participate in Cranleigh's Stock Brokers Cup, attend the Samantha Meyers Lecture, lead in the Enterprise Festival and build an extra qualification in the Columbia Business School Pre-College program.
- Budding scientists can attend the NYU Aspirin Synthesis at NYUAD, go on the Year 13 CERN Trip to Switzerland for Physicists, work on the Saadiyat Marine Biology Collaboration or visit the Cleveland Clinic Simulation Lab.
- English scholars are encouraged to take part in the Creative Mind Series, enter the UK National Poetry Day Competition and volunteer in the Prep School Shakespeare Production.
- Mathematicians can volunteer as mentors in Cranleigh Maths Clinics, take part in Maths Circle at NYUAD and be leaders and organizers in our annual Maths Day.

Please request the full supplement with an up to date guide of all our Sixth Form leadership opportunities.

Creating experiences builds up a resume for personal experience and focus Sixth Formers on their passions and aspirations for higher education. The school is a stage for leadership development, citizenship and governance. Assemblies are leadership opportunities, organised and run by pupils. Mentorship and role modelling is key.

We are constantly surprised by the capabilities of our pupils and strive to give them every opportunity to excel. The Sixth Form vision is a continuation of our established programme. This includes the Purvis Society, Open Minds, Debating, MUNs and work experience. It also entails working with Tutors to cultivate unique volunteering initiatives, including Cranleigh UK's sponsored school in Zambia. Our pupils will embrace the vast sporting and artistic opportunities Cranleigh offers. The goal is not only to have Sixth Formers participate, but for them to be leaders.

## Sixth Form Portal

The Sixth Form Portal is a platform designed specifically for Cranleigh Sixth Form to give the most comprehensive and detailed academic feedback to pupils. While a regular report states attainment and effort, this goes far beyond to look at specific strengths and weaknesses within every topic and concept covered in each subject. More importantly the portal addresses the skills pupils must build at A Level to be ultimately successful and reach targets.

# THE EXTENDED PROJECT QUALIFICATION

The EPQ is fun, challenging and exciting and excellent as a preparation for university and working life. Like Harkness learning, it promotes the development of capacities for independent learning, research and critical thinking. It also gives students an enjoyable opportunity to work on topics that are related to their personal interests and career plans for the future. Students have a free choice of title for their project and are encouraged to pick topics which they find thought-provoking and helpful for their academic/professional future.

Dr John Taylor, Cranleigh UK’s Director of Learning, Teaching and Innovation, is one of the pioneers responsible for the national development of the EPQ and is guiding and supporting its delivery at Cranleigh Abu Dhabi.

## What is the EPQ?

The Extended Project Qualification (EPQ) is a qualification taken by an increasing number of students in the United Kingdom, which counts as the equivalent of an AS Level (half an A Level or up to 70 UCAS points). It is an independent extended research project and has no final examination.

Project outcomes may take the form of:

- A written dissertation (Any subject) – eg “Is it ethical to genetically engineer babies for aesthetic purposes?”
- A scientific investigation/ eld study (Science, Geography, PE and D&T) – eg “How can sports fitness be improved through playing football?”
- A performance (PE, Performing Arts) – eg “Playing safe”: Using drama to teach young children about safety issues
- An artefact (Art, D&T, Media Studies) – eg “At the museum”: a 3D artefact to accompany an exhibition on UAE culture

Examples of current Cranleigh Abu Dhabi Sixth Form research projects include: Exploring the Boundaries between Art and Function in Product Design; Portrayal of Muslims in American Media; Game Theory in Business and Education, and the Limits of Free Speech in Western Democracy.

## Why do the EPQ?

- The EPQ gives students a unique opportunity to explore a topic of their own choosing – based on their interests, experience and plans for the future.
- The EPQ aids the development of many key skills such as independent learning, research and critical thinking which are highly valued by both employers and universities. Indeed, the EPQ bridges a gap between secondary education and university, and means students with this experience will generally perform better in their future studies and in the workplace (see quote opposite).
- Universities encourage students to carry out Extended Projects because they enhance the student’s application and are excellent preparation for study in higher education, especially in terms of a student’s ability to work independently. The EPQ is often used as a ‘tie-breaker’ to distinguish between top students, potentially making the difference between getting into a top university or not.
- The EPQ process is supported by taught sessions which address skills students will need for the project, and which give them a chance to discuss topics and develop their own ideas. Students attend classes on philosophy and critical thinking, as well as research skills and project management, before starting independent work on their own projects.

## What do students need to do?

Students will be expected to:

- Plan their objectives and manage their own time and work
- Carry out research selecting and using different resources
- Develop their own ideas and skills as well as the project outcome itself
- Review the project process and present an overview to staff and peers

Students have 40 hours of taught sessions, and are also be expected to work independently on the project over four Terms submitting it in Term 1 of Year 13. Subject specialist staff mentor students and offer them advice and help where appropriate. Students are assessed not only on what they produce, but also on how they manage the project, how they perform throughout, and on how they reflect on both the process and the outcome.

## What do Universities think?

The 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.

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.”

Birmingham: “Applicants who offer the EPQ and meet our offer criteria will be made the standard offer for their programme of choice and 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”.

Oxford: “Where applicants have undertaken the Extended Project (EP), the University will not make this a condition for an offer (as the EP is not a compulsory element of post-16 study) but recognises that the EP will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon their experience of undertaking the project when writing their personal statement, particularly if the topic is allied to their chosen degree course.”

A number of our students are already well prepared to take on the challenge of the EPQ through our Enrichment Programme and in particular, the Scholars’ Showcase which involves extended project work that paves the way to this higher-level thinking.



*“Students with the EPQ were more likely than those without it to obtain a good degree (odds of achieving a first class degree increased by 1.25)”.*

Gill, T and Rodeiro, C. (2014) Predictive Validity of Level 3 Qualifications”, Cambridge Assessment Report.

Report available at: [www.cambridgeassessment.org.uk/Images/178062-predictive-validity-of-level-3-qualifications.pdf](http://www.cambridgeassessment.org.uk/Images/178062-predictive-validity-of-level-3-qualifications.pdf)

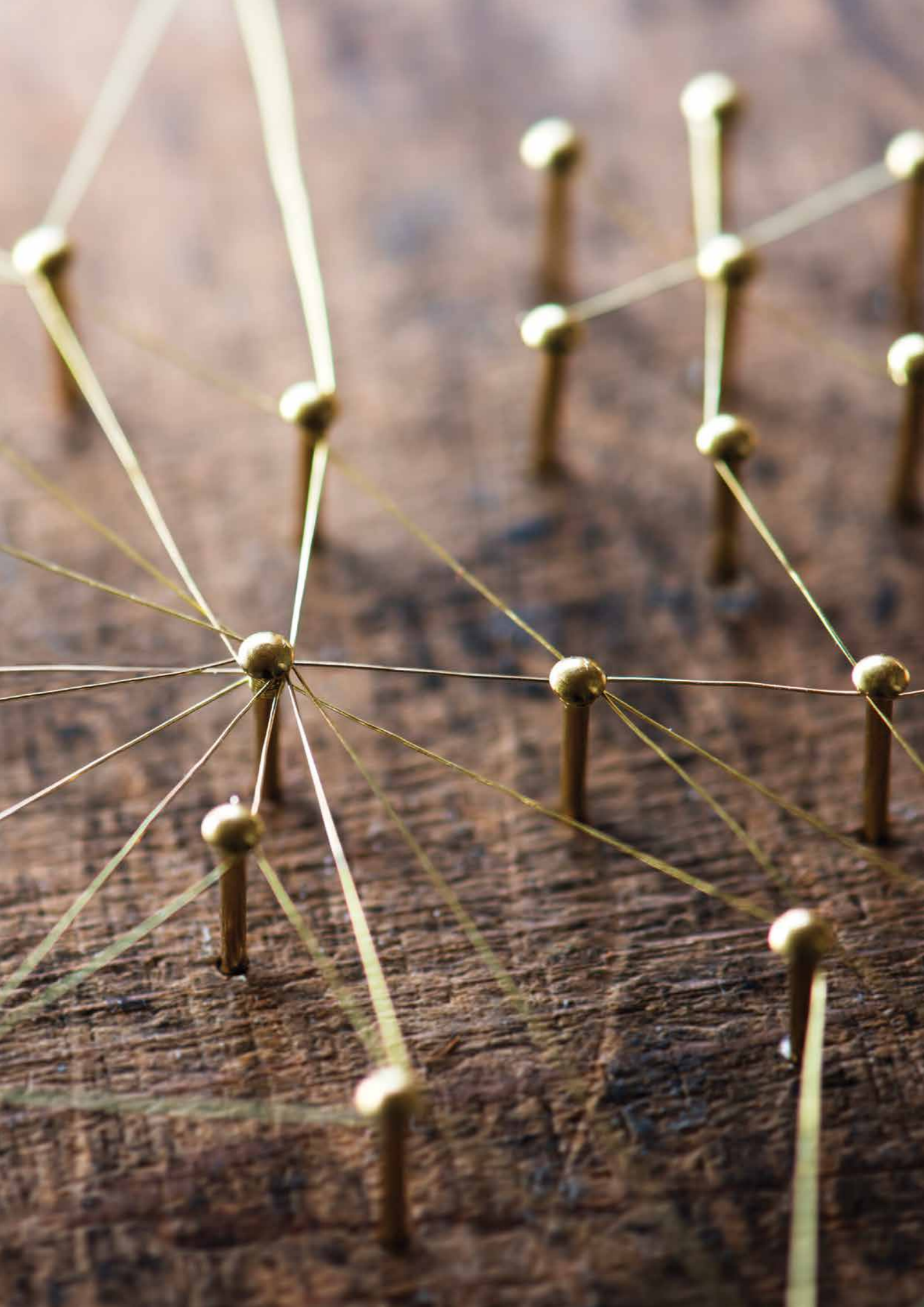
*“(EPQs) are phenomenally valuable in giving young people the opportunity to prepare themselves for university where they will spend much of their time studying and learning through their own research and reading.”*

Malcolm Trobe, deputy general secretary of the Association of School and College Leaders (ASCL)

*“I really enjoy EPQ lessons because we do group discussions which allow us to bounce ideas off each other; they also help us to look at an argument from different perspectives, developing our critical thinking. Our past few lessons have showed me that there is not only one answer to everything and it requires a lot of investigation before you can come to a final conclusion. These are the kinds of skills we will need at university”*

Maria Daher, EPQ Student at Cranleigh Abu Dhabi





# NAVIGATING THE CAREERS NETWORK

At Cranleigh Abu Dhabi, we pride ourselves on our bespoke approach to Sixth Form education – an approach that extends to the provision of careers guidance. All our pupils are placed on an individual pathway, where they are encouraged to become the cartographer of their own future.

Sixth Formers at Cranleigh have dedicated weekly careers sessions which are used to explore long term professional career goals and the further educational strategy required to bring them alive. Additionally, experts in the field provide workshops to both inspire and guide students.

Our academic team has experience in the UAE, British, North American, Australian, Canadian, South African and European university systems. In addition, our Head of Careers, Elizabeth Kelleher, offers pupils guidance on how to navigate and apply to the right universities, be it through the UK's Universities and Colleges Admissions Service (UCAS), the US's Common Application system and/ or other undergraduate entry platforms. Cranleigh offers advice on how to approach UAE and international applications, including navigating SAT and/ or ACT tests which are often required for admission to US universities.

Sixth Formers are empowered to take ownership of their career and higher educational plans, and support is on hand for all stages of the process. This includes long term career guidance as well as the requirements of university applications admissions such as completion of entry forms and school transcripts, development of personal statements, practice interviews and preparation for entrance tests. Pupils should be aware of their options, which is why Cranleigh promotes university fairs, contact with universities, and schedules expert guest lecturers such as Gabbitas Education and Hale Education.

One-on-one meetings with the Head of Careers and a team approach to goal orientated guidance in conjunction with support from Tutors is key to ensuring that each Sixth Former has the direction and support he or she needs.

## Work Experience Programme

The work experience model at Cranleigh is tailored to our pupils and completely unique in the Abu Dhabi secondary educational landscape. We believe that it is of more value for students to consistently engage in a workplace, gaining real experience of working routines on an ongoing basis, than to experience a one or two-week snap shot. It is for this reason that our Sixth Formers are given the privilege to attend work experience at an array of institutions in the city. We currently have students working at Digital Spring Ventures, twofour54, Saab Group, Manchester City FC, Ensol Group, Cleary Gottlieb, Brands and Beyond and the Al Masood Group.

## Entrepreneurship and Leadership Skills

Cranleigh is a pioneering school for the Columbia University Business School pre-college programme. Ten of our Sixth Form pupils have been selected to take a certified course in entrepreneurship and innovation. We are thrilled that our students are going to be among the first pupils in Abu Dhabi to engage in this high calibre programme with an Ivy League university.

To build leadership skills, eleven of our Sixth Formers are attending the PricewaterhouseCoopers Academy, again an opportunity afforded to only a handful of students in Abu Dhabi. These students attend skills workshops with executives from the professional services giant, gaining from their expertise in the global accounting and consultancy industry.

In Term 2 Sixth Formers are given the reins to lead and organise an Enterprise Day. This is an opportunity for leadership skills to be honed and a platform for students to give back to the Cranleigh community, building their philanthropic resumes.

# SIXTH FORM TRIPS

The second term at Cranleigh features an 'Enrichment Week' when students take part in a range of activities and trips designed to extend horizons and push personal boundaries. In addition to this, Sixth Formers have the opportunity to join one or both of the two trips below:

## International Volunteering – Zambia

The importance of volunteerism cannot be underestimated. Global citizenship is actively fostered in the Cranleigh Sixth Form and one of the most valuable opportunities we offer is the experience of working at Kawama Community School in Zambia.

In 2010, Cranleigh UK entered into a partnership with the London based organisation, Beyond Ourselves, in a commitment to support Kawama Community School (a primary school in Zambia's copperbelt region) in providing quality education for the pupils there. There have now been eight visits out to Kawama by UK students and Cranleigh Abu Dhabi Sixth Formers are joining the ninth.

A primary objective for this trip is to give students a better understanding of the highs and lows of life in a developing country. The first part of the experience is based in Nsobe Game Camp. Here pupils visit the local village communities to observe how rural Zambians live. They spend time at the local farming co-operative to discover how farmers manage crops and fish ponds, as well as how they protect their land from the wildlife that freely roams about. There is an amazing variety of wildlife in Nsobe, especially giraffe and zebra, so game drives and bush walks are also on the agenda.

For the second part of the trip, students are based in Kitwe where they meet the staff and children of Kawama Community School. Sixth Formers work with the entire range of ages from Reception up to Grade 7. The focus of each trip differs depending on the needs of the school at the time and can include classroom support and training as well as small improvement projects around the school site. In the past Cranleigh pupils have completed building and construction, helped prepare classroom materials for school projects, participated in the school feeding programme, made visits to students' homes, organised sport, rehearsed with the Choir and helped raise funds through clothes sales.

## Academic and Careers Trip – Cranleigh UK

This trip to our sister school in Surrey allows Abu Dhabi Sixth Formers to gain insights into, and benefit from, Cranleigh UK's long tradition and incredibly rich heritage.

Pupils are immersed in life as a UK Sixth Former, including boarding. They attend classes and get involved in extra-curricular activities ranging from sport and music to lectures and debates.

Students have careers sessions to give them further, new perspectives on university selection and application and are taken off site to visit nearby universities. There are also opportunities to take part in excursions, perhaps a Biology field trip or a Politics outing to London depending on the interests of the pupils who participate each year.

One of the most powerful aspects of this trip is the forging of connections and friendships between the Sixth Formers in both schools.





# Sixth Form Code

Cranleigh Sixth Formers do more than adhere to Punctuality, Stellar Attendance, Immaculate Uniform, Kind Language and Respect for their Environment - these are simple rules. Cranleigh Sixth Formers have a code.

An outstanding Sixth Form has an ethos determined by its pupils. Sixth Formers set the tone for the whole school, they are leaders and role models.

**“Expectations are designed to instil character”**

**“Character is built through practising these principles every day”**

## **Mindfulness**

Giving your peers and teachers attention, consideration and concentration both in and outside the classroom. Being present is how learning begins.

## **Engagement**

Round table discussion is meaningful and joyful when individuals are thoughtful and responsive. Coming prepared with questions, ideas and opinions is key. Completing prep to the highest standard is a part of this contribution and shows dedication to your learning.

## **Empathy**

Placing yourself in another person's shoes - a skill that seems easy but is difficult to put into practice. Sixth Formers step forward if they should say more, but more importantly, step back if they should listen.

## **Drive**

Building self-awareness, alongside the motivation to achieve. This means recognising how you can improve and taking active steps to do so. This will be evident in conversations with Tutors and Teachers; being sincere and humble is the first step to growth. Cranleigh Sixth Formers take initiative.

## **Independence**

Taking pride in one's work comes from autonomy and integrity. Sixth Formers are young adults, responsible and accountable for their learning. They have vision, opinions, perspective and are forging their own path. They are in charge of achieving their goals.

## **Finesse**

Hard to define and best demonstrated through action. Cranleigh Sixth Formers exude polish, making a memorable impression. They write thank you notes, are courteous to visitors and can speak insightfully about the world. They are articulate, respectful, positive, diplomatic, authentic and kind.

## **Resilience**

Resilience is about failing and then trying again. Failures and missteps are learning opportunities. Courage, resolve, diligence and determination create a work ethic that will aid our Sixth Formers through life.

## **Leadership**

Cranleigh offers a plethora of opportunities in the arts, athletics and academics. Cranleigh Sixth Formers gain a breadth of experience. Opportunities are cultivated and tailored to explore passions, with Sixth Formers going beyond participation to confidently lead in all walks of life.



# SIXTH FORM LEADERSHIP

*“Leadership is a quality that is essential for building work environments, coordination among colleagues, and initiating action; but it also has the ability to motivate, and enables a group to build confidence.*

*Cranleigh Senior School is about pupils leading. When it comes to Student Council, running assemblies and creating events, it is in our hands. We have the potential to bring about change and implement new plans. For example, something that I intend on building is Cranleigh’s charity outreach. Although we have done a lot, there are so many people that need our help. As a school, we can do a great deal of good. We have many ideas and it is our responsibility put them into action.”*

Kenza Glendenning, Head Girl

*“My job is to organise social, sporting or other types of events to improve the bonds within the school. This is my way of giving back to Cranleigh for accepting me and having me as a student since the school first opened in this country.*

*I’d like to thank the Senior School for voting for me and allowing me to be in the position of being the first Head Boy of Cranleigh. My goal is to do my best, with the help of the students and teachers of course, to support the evolution of the school to make sure it can be the best for everyone present in the community. We will utilise every chance we have to make each day better than the last”*

Omar Zaghloul, Head Boy

*“Cranleigh is special to me for a number of reasons. It has given me the platform to excel in my studies, sports and gain valuable memories with different school trips and expeditions. Cranleigh offers these experiences to every student, if he or she is willing to take those challenges on. At Cranleigh every pupil and teacher deserves these special “moments” where we expand and change. As part of the leadership team, I will continue to keep these moments going as that’s what makes Cranleigh different to other schools, and makes us all proud to be Cranleighans.”*

Bailey Head, Deputy Head Boy

*“I am grateful to be part of such an encouraging and supportive community. My new position allows me to contribute greatly towards the development of our school. Moreover, it also means that I involve my peers, who use me to augment and voice their opinions, in this way everyone is involved in the shaping of our school.*

*I have the joy of working alongside my friends Omar, Kenza and Bailey as Heads and Deputy Heads. Furthermore, I have the opportunity to work with the year representatives, Student Council, Housemasters, Head of Houses, their deputies and Prefects, as every member of the team is truly extraordinary – each unique with what they have to offer to the school. I am so glad to see a diverse body of authority. Cranleigh unites the variety of different people in our Senior School, giving everyone a shot at being heard and considered.”*

Kaluba Mulemba, Deputy Head Girl



# Arabic

Arabic is one of the world’s great languages. Spoken by more than 400 million people, it has been the vehicle of many significant contributions to the development of science and culture, from the earliest odes of the pre-Islamic poets through to the cutting-edge research of the philosophers and mathematicians of Islam’s golden age, to the novels of Nobel laureate Najeeb Mahfouz.

Arabic is also one of the official languages of the United Nations and was recently identified as one of the ten most important languages for the UK’s future.

Arabic is accepted by universities and employers as proof of linguistic ability and understanding.

Studying Arabic encourages learners to develop lifelong skills, including:

- The ability to use a foreign language as a means of practical communication.
- Insight into the culture and civilisation of countries where the language is spoken.
- A positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- Techniques which can be applied to other areas of learning, such as analysis and memory skills.
- A sound foundation for progression to employment or further study.

An Arabic A Level would stand out on a university application form, regardless of the chosen degree course.

The syllabus content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topic areas, candidates gain insight into target language countries and communities. The topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

*“Learn the Arabic language; it will sharpen your wisdom.”*  
Umar ibn Al-Khattab

# Biology

Biology is the science of life. Biologists study the morphology, physiology, anatomy, behaviour, origin, and distribution of living organisms from the largest mammals down to our very own microscopic DNA. They work to understand how life evolved and explore the factors that both improve and damage it, using this knowledge to control the spread of disease, manage natural resources, improve public health, animal care and conservation.

Even before sophisticated scientific equipment was developed, humans were exploring the biology of the plants and animals around us. Our fascination for the natural world led to one the founding principles of science – observation. All science and indeed all scientific investigations are based around the principal of explaining observations.

Biology is an essential A Level for anyone who would like to pursue a career path in health and clinical professions such as medicine, dentistry, veterinary science, physiotherapy, optometry, pharmacy, nursing, zoology, biological sciences and marine sciences.

Some of the benefits of studying Biology include:

- Biology helps to build up research, problem solving, organisational and analytical skills. Students learn how to collect and evaluate data, investigate facts and use deduction, put over their point of view effectively and take responsibility for their own learning.
- Biology students are likely to work on group projects which helps to build teamwork and communication skills.
- Rachel Lambert-Forsyth, director of education and training at the Society of Biology, says: “Biology opens up exciting career possibilities. From conservation to cancer research, biologists are tackling important 21st century challenges, and we need skilled young people to be part of this”.
- The biological sciences are the most diverse of subjects – from molecular biology to the biosphere. A qualification in Biology equips people with skills in literacy, numeracy and social awareness, fostering an ability to make connections between the natural, social, economic, political and technological fields.

Biology is often combined with one or more of Chemistry, Physics and Maths.

*“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.”*  
Charles Darwin

*“A cell is regarded as the true biological atom.”*  
George Henry Lewes



# Business Studies

Branson (Virgin), Dyson (Vacuum Cleaners), Gates (Microsoft) and Roddick (Body Shop): examples of dynamic and rich people with successful firms. All these entrepreneurs have, in their time, followed some of the many principles laid down by a typical Business Studies course. You will study these principles and learn from the examples of these entrepreneurs as well as, importantly, from the failed ventures which have littered the business world too.

Business Studies A Level covers the lifecycle 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 to the largest PLCs, 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 cheese shop.

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 (eg 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 eg recent merger activities and the outsourcing of production to Asia.

Do please note that we strongly advise against studying Business Studies in addition to Economics. Some universities will not count them as separate A Levels, and others that might accept them together still prefer candidates with a greater breadth of study compared with this overlapping combination.

*"There is only one boss: the customer. He can fire everybody from the chairman down, simply by spending his money elsewhere."*

Sam Walton, Founder of Walmart

*"If I had asked people what they wanted, they would have said, 'a faster horse!'"*

Henry Ford, Founder of the Ford Motor Company

# Chemistry

Everything we interact with is composed of atoms. An understanding of how these particles behave and the properties of the substances they make, is Chemistry. In its simplest sense, Chemistry gives a deep understanding of the materials around us and should be of intrinsic interest to anyone curious about the physical world of which they are a part.

With its routes in Alchemy, many important discoveries were made by chance. Henning Brand, for example, boiled dry thousands of litres of urine, thinking he would find gold, on account of its colour. Instead, he discovered accidentally the incendiary element phosphorus, which flared up in his face. Chemistry has only existed as a proper science from around 1700. Since then, its impact on our quality of life has been astonishing, and much of what we take for granted would simply not exist were it not for mankind's mastery of this subject. It is the central science, bridging the laws of physics and life itself.

Students who choose Chemistry at A Level are usually those driven by an intellectual curiosity; the people who look at things and wonder how and why. For the academically minded, its reward as a lofty pursuit is often enough. However, there are also more practical reasons:

- A Level Chemistry is an essential requirement for degrees such as medicine and veterinary science, and is very highly recommended for most science and engineering related courses.
- Chemistry is one of the A Levels that universities recognise immediately as a "gold standard".
- It is increasingly mooted that many careers in the future do not yet exist, so facilitating skillsets are particularly important, and the study of Chemistry delivers a wide range those (for example logic, the analysis, interpretation and evaluation of data, problem solving, the use of models to explain phenomena or build theories, clarity of communication and even creativity).
- Whilst many who study Chemistry at university do not pursue a career in it, there is job security for those that do. The world will only ever need more chemists to help solve the global problems of disease, famine, environmental catastrophe and an ever increasing demand for a high quality of life with diminishing resources.
- Whilst not universally the case, many high flyers in well paid careers such as finance have a mathematical and/or physical science background.

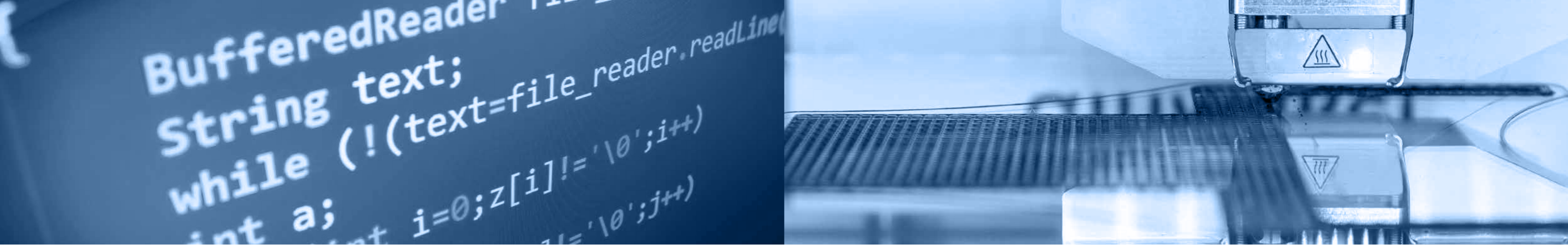
Chemistry is recommended for those likely to get an A or A\* at (I)GCSE. It of course sits very well alongside any combination of other sciences and Maths at A Level, but would also stand out on a university application for anyone seeking to study Arts and Humanities. Chemistry will not close any doors; quite the reverse.

*"I am among those who think that science has great beauty. A scientist in a laboratory is not only a technician; he is also a child placed before natural phenomena which impress him like a fairy tale."*

Marie Curie

*"The periodic table was incredibly beautiful, the most beautiful thing I had ever seen."*

Oliver Sacks



# Computer Science

A Computer Scientist specialises in the theory of computation and the design of computational systems. It can be divided into a variety of theoretical and practical disciplines.

Computer Science fosters innovation through the use of coding and programming skills to deliver new products. It encourages students to extend themselves through open ended projects and requires high-order, critical thinking to arrive at solutions. Coding and programming go hand in hand with 'bugs'. As students gain independence by persevering in finding workable solutions to 'bugs' and problems, they develop much needed 21st century skills such as tenacity and self confidence.

Computer Science students stand a good chance of being professionally employed within six months of leaving university. Their skills are highly applicable in Business, Finance and Mathematics all of which are highly desirable subjects for routes into Banking, Actuarial Science, Insurance and Research.

Computer Science students enjoy the rare and very real prospect of entrepreneurship. Developing apps, programs and many other computer related services can lead to young people owning their own business at an early age. There are many young entrepreneurs and the founders of iSAMS (the school MIS) Alastair Price and Greg Pakes, are very good examples. As Sixth Form pupils attending A Level computing classes at Rugby School, they often saw teachers and staff frustrated by inadequate admin software. An idea formed, and then developed as they both studied Computer Science at university. By 2007 iSAMS had been formed as a commercial company and began marketing the new system to other independent schools. Today iSAMS is used by over 300 schools in the UK and abroad, including Cranleigh.

Students who choose Computer Science at A Level want to find solutions to real problems. They use their knowledge to develop systems that others rely on for their businesses daily.

- Computer Science is considered by many of its practitioners to be a foundational science – one which makes other knowledge and achievements possible. It can be used to access a number of university courses.
- A Level Computer Science offers transferrable and desirable professional skills leading to jobs in coding, support, project management, systems analysis, web development, network management, software development, research and many more.
- Computer Science places students at the cutting edge of technology as new ways and approaches to solve problems evolve. This produces flexible learners who regularly adapt to new situations, a crucial skill and mind-set that will serve them well into their working lives.
- Contrary to public opinion, the subject lends itself to free choice and creativity. Students will find they can unlock their artistic potential and pursue several pathways including developing games, websites and apps. Creating high quality computing solutions is a creative activity supporting creative work in many other fields.

Computer Science is recommended for those likely to get an A or A\* at (I)GCSE. A good knowledge of mathematics is required to study Computer Science at A Level, therefore an A\* - B in Maths at (I)GCSE is highly desirable. It sits very well alongside any combination of other sciences and Maths at A Level.

*“Anyone who has lost track of time when using a computer knows the propensity to dream, the urge to make dreams come true and the tendency to miss lunch.”*

Tim Berners-Lee Inventor of the internet

*“Software is a great combination between artistry and engineering.”*

Bill Gates Co-Founder Microsoft Corporation

# Design Technology

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation

## Cambridge International AS and A Level Design and Technology

This syllabus encourages learners to be innovative and creative and to develop their ability to design high quality products. Through their studies, pupils develop an awareness of the significance of design and technology on society, while also learning more about production processes and industrial practices, they develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social and cultural contexts. As a result, learners also become discerning consumers of design and technology, able to make informed choices.

## Prior learning

We recommend that candidates who are beginning this course should have previously completed an IGCSE/GCSE course in Design and Technology or the equivalent, and have achieved or are predicted to achieve at least B grade.

## Assessment at a glance

Cambridge International AS Level candidates take only Components 1 and 2. Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all four components together. Candidates who want to take the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass this, they then only need to take Components 3 and 4 in order to complete the Cambridge International A Level.

## Syllabus aims

To enable candidates to develop:

- The ability to be innovative and creative in design and technology and to recognise constraints and produce high quality products.
- An awareness of the significance of design and technology to society.
- The ability to apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices.
- The ability to use information and communications technology (ICT), as appropriate, to enhance their design and technological capability.
- Critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts.
- The ability to make informed choices as a discerning consumer.
- Positive attitudes of co-operation and citizenship and the ability to work collaboratively

*“Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it’s really how it works.”*

Steve Jobs

*“Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products.”*

James Dyson



# Drama

A Level Drama offers a wonderful opportunity to extend your creativity, analysis and teamwork. It builds upon the foundations of GCSE with components of devised theatre, script work, analysis of live performances and exploration of theatre practitioners.

No matter what degree or career you are considering, an A Level in Drama shows universities and future employers that you have essential transferable skills: the ability to present with confidence; to work in a team; to meet deadlines; to perform under pressure; to think and problem solve in creative and dynamic ways... the list goes on.

Embarking upon an A Level in Drama demands dedication and commitment. Unlike any other subject, the work you produce with your peers will be of paramount importance, requiring dedicated rehearsal time. Taking A Level Drama will involve exploring more complex texts, viewing performances from the perspectives of actor, director and designer and justifying your ideas in relation to theatre practitioners. It is an exciting and dynamic course that encompasses practical performance, group devising and academic coursework with written examination.

A Level Drama is recommended for pupils who got a B or above at IGCSE or GCSE. For pupils who have not studied Drama before, a portfolio (videos, pictures, details of performances etc.) of an equivalent standard is required. Contact the school for more details. Grade B or above in GCSE English Literature/Language is desirable.

*“Like theatre, drama in schools can unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change”*

Jude Kelly, Theatre Director

*“Curiosity is the engine of achievement”*

Sir Ken Robinson

# Economics

The study of Economics leads to 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, healthcare, 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.

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.

Macroeconomics involves studying the whole economy and trying to improve overall living standards. It considers how governments 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, the importance of imports and exports and the exchange rate.

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

Do please note that we strongly advise against studying Economics in addition to Business Studies. Some universities will not count them as separate A Levels, and others that might accept them together, still prefer candidates with a greater breadth of study compared with this overlapping combination.

*“The difficulty lies not so much in developing new ideas as in escaping from old ones.”*

John Maynard Keynes

*“Inflation is taxation without legislation.”*

Milton Friedman



# English Literature

Pursuing English Literature as a field of study at A Level allows you to delve further into the richest, most pervasive cultural medium the world has ever known. Springing from roots of past millennia on the rainy shores of a certain “sceptred isle”, the words of Old and Middle English have flourished into the myriad modern veins of world Literature that live through the English tongue. As a result, the experience of an A Level Literature student is wide-ranging, deep-reaching and character building.

An indicator of a well rounded university applicant, the study of English Literature provides you with:

- An enjoyment and appreciation of Literature, and the confidence to approach and tackle new forms of books and writing.
- A confidence and mastery of extended writing in a critical context, vital to all academic pursuits at university.
- A mastery of the language’s great diversity of specific aesthetic purposes which feed into all future writing.
- A fresh and creative angle with which to approach studies in particular and life in general.
- Developed skills of empathy and understanding which enhance your interpersonal skills at university level and beyond.

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

If this description applies to you, then this could be a subject for you. You are encouraged to read widely and to develop a deeper, fuller understanding of literary texts drawn from various periods and different genres. As well as providing in-depth knowledge of texts and different types of writing, the course aims to develop your appreciation of context (social, historical, cultural and biographical influences) and changing critical reactions. You are given recommended background reading and are encouraged to pursue the lifelong learning benefits that this course will offer you.

*“Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.”*

Boris Pasternak

*“The very essence of literature is the war between emotion and intellect, between life and death.”*

Isaac Bashevis Singer

# French

At Cranleigh Abu Dhabi we love languages and we want to transmit this passion to all our students. Speaking a foreign language will not only give our students more opportunities for work, travel and study, but will change their lives by allowing them to see things from another perspective through becoming part of another culture.

The A Level French course will inspire students to have an appreciation of, together with an advanced level knowledge and understanding of, the language, literature, film and culture of the French-speaking world. Texts and films studied include “Les Intouchables”, “Les 400 coups” and “No et moi”. The course will also give students valuable transferable study skills.

Studying French at A Level will enable students to: become increasingly confident, accurate and independent users of French; develop an appreciation of the language and its cultural and social context; foster their ability to learn other languages; develop autonomy, resourcefulness, creativity, critical thinking and research skills; and gain linguistic, cultural and cognitive flexibility.

The A Level in French encourages both spontaneity and the study of grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Students will learn to develop ideas and use language to persuade, analyse and give critical responses in their writing and speaking.

There are two externally-examined papers assessing listening, reading and writing and a speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner. All assessments are marked externally.

Studying French at A Level is an opportunity to become part of a worldwide community of over 220 million French speakers, and is one of the key business and diplomatic languages across Europe and Africa. It is not only the language of love, but also of sport – being the official language of the International Olympic Committee.

*“La liberté commence où l’ignorance finit.”*

*“Freedom begins where ignorance ends.”*

Victor Hugo

*“Imaginer c’est choisir.”*

*“To imagine is to choose.”*

Jean Giono



# Geography

Does your place of birth deTermine your destiny? Are borders disappearing or becoming more rigid? How can humans manage increasingly fragile physical environments? Geographers address the profound problems of a global society.

A Level Geography examines food and energy security, climate change, the degradation of land and soils from overuse and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities. These are just some of the challenges facing the next generation, which geographers must help solve.

The etymology of geography is Greek, meaning “writing about earth.” To write about a place is to acknowledge that land’s ecology, exploitation and exploration.

The subject is a fundamental concern for how humans impose political and economic boundaries, while also modifying their physical environment. Diplomats, journalists, government policy makers, climatologists, activists and critierial thinkers use geographic analysis every day.

Pupils who study Geography tend to be idealists. These students value human rights, saving species from extinction, preserving biodiversity and finding common ground in conflict. Being in a geography classroom is to be amongst revolutionary thinkers who confront social justice issues with equanimity.

- A Level Geography is a subject that contains other subjects. It has roots in biology, geology, sociology, economics, cultural studies and political science. It gives pupils the opportunity to explore a broad syllabus.
- Geography is about the current world. It is what makes an intelligent and active citizen. A Level Geography prepares pupils for engaging debate and dialogue.
- Geography is the most employable university degree according to The Guardian’s 2009 employment figures, which cite that the degree “helps develop a whole range of employability skills” and “cultivates a world view.”

Geography is recommended for those likely to get an A or A\* at (I)GCSE. It compliments Economics, History and Biology at A Level. Geography is not only for those who wish to understand the world, but for those who wish to change it.

*“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.”*  
Michael Palin, Past President of the Royal Geographical Society

*“All I ever wanted was a world without maps.”*  
Michael Ondaatje

# Government and Politics / Law

## Government and Politics

Politics, whether you regard the connotations of the word to be exciting, boring or intriguing, is inescapable. We are all citizens of the world and as such are involved in politics, whether on a local, national or international scale. The study of Government and Politics has never been more important and relevant. As the interaction of people becomes increasingly globalised in the 21st Century and our futures are being decided by leaders and groups in countries that we may never have been to or studied, it is vital that we have an understanding of how political ideas have evolved and which concepts are currently dominating the political landscape.

A study of Government and Politics at A Level examines the roots of Politics in the ancient city states of Greece, through the development of philosophical ideas across the centuries up to the more modern concepts of Conservatism, Liberalism, Nationalism, Socialism and Feminism. All courses also offer the opportunity for a choice of Governmental case studies. Prime examples include British and US Politics. Whichever example is chosen, the focus is on the nature and mechanisms of Government and discussion about the pros and cons of different systems, as well as likely developments in the future.

Politics combines particularly well with History, Geography, Economics, and Business Studies and anyone with an interest in current affairs should consider the subject as a gateway to a better understanding of the world around us.

## Law

Law is an exciting and dynamic subject, which impacts upon everything that we do.

This course will help you to hone your critical thinking and analysis skills as well as developing the ability to ‘think like a lawyer’. Whether you’re choosing a career in law, or are just interested in how the legal system works, this course will help you to develop an understanding of the mechanics of law.

Pupils develop insights into and critical awareness of the structure of the courts, personnel involved in the legal system (judges, lawyers, jurors) and functions of the legal system (sentencing, methods of resolving disputes).

Students of A Level Law will:

- Develop an understanding of law and how it works.
- Learn more about society from a legal perspective – both contemporary and historical.
- Learn about the interaction between law and morals, justice and society.
- Learn about different areas of law – e.g. criminal law, human rights, contract and tort.
- Make connections with business, economics, history, politics and technology.

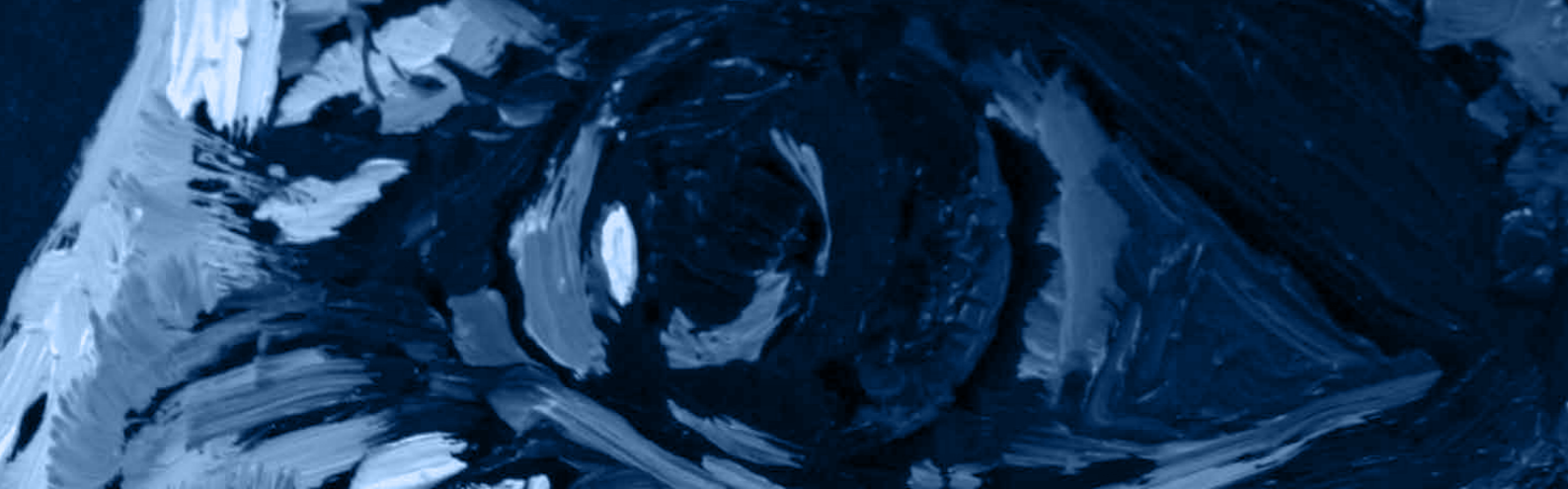
Both Government and Politics as well as Law are best taken with facilitating subjects.

*“At his best, man is the noblest of animals; separated from law and justice he is the worst.”*  
Aristotle

*“When a law is unjust it is only right to disobey.”*  
Ghandi

*“I believe that government is the servant of the people and not their master.”*  
David Rockefeller

*“Every country has the government it deserves.”*  
Joseph de Maistre



# Fine Art

Studying art is really a journey of self discovery. Fine Art is one of the only A Levels where creativity is a continuous element. The course has a strong emphasis on drawing skills and the ability to interpret and convey ideas through visual means. Students develop their imaginative/creative powers and their experimental, analytical, and documentary skills. Students are encouraged to reflect on their work and that of other artists using specialist vocabulary and a critical eye. The course follows a structured programme of visual study that encourages depth and breadth in the development of their own visual language skills. Students will be expected to build on and develop their recording skills and demonstrate the skilful use of the formal elements of art using a wide range of media and methods. Within the units of study students will be required to analyse their own work in juxtaposition with the work of other artists, gaining insight into the meaning of art and the context in which it was created.

There are two main areas – Component 1 and 2

Component 1: Personal Investigation includes an essay of 3000 words. This will be linked to the student's Personal Investigation work. Techniques for this component will include; drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image, (video, film, animation) and photography.

Component 2: Externally Set Assignment is a set of tasks given to the student from the AQA exam board on February 1st of the second year of study. Students will be required to answer one of the project start points. Practical work should arise from the student's current interests and experiences in Fine Art, together with knowledge, skills and understanding gained from earlier units.

During both years of the course, students receive information from which they must research and resource their ideas in response to the set theme which aim to build on previous experience to produce their own creative outcomes.

Why study A Level Fine Art? To follow a career, or further study in any aspect of art and design the student will need a portfolio of work. This is required when applying for the foundation courses necessary of most art based higher education qualifications. Students applying for dentistry, aviation and surgery can use their Fine Art portfolio as evidence of fine motor skills. Those applying directly for employment in any of the creative industries use their portfolio to enhance job applications.

Fine Art is recommended for those likely to get B or above at GCSE. For students who have not studied art before, a portfolio of an equivalent standard is required. Contact the school for more details. Grade B or above in GCSE English Literature/Language is desirable.

Fine Art is a late addition to our A Level offering, and at present it is in no particular subject column. We are gauging interest and will place it where it suits the majority.

*"The artist is a receptacle for emotions that come from all over the place: from the sky, from the earth, from a scrap of paper, from a passing shape, from a spider's web."*  
Pablo Picasso

*"They always say time changes things, but you actually have to change them yourself."*  
Andy Warhol

# History

"History is bunk" or at least according to Henry Ford, when asked for his opinion in the 1920s. If you subscribe to that view, then you probably aren't interested in pursuing an A Level in the subject. Perhaps a more convincing assessment of the importance of History has been provided by His Highness Sheikh Zayed bin Sultan Al Nahyan, who said "He who does not know his past cannot make the best of his present or future, for it is from the past that we learn". The world's political leaders certainly understand the relevance of trying to learn the lessons from history, even if they are not always able to apply them successfully.

In a world that is increasingly global in nature, it has never been more vital to develop an understanding of where we have come from in order to shape where we are going. By choosing History at A Level, students can expect to grapple with the interaction of political, economic and social causes and consequences of major turning points in history and hopefully gain a better understanding of the events that are prominent in the news today.

Those that enjoy stories will love the opportunity to pursue a study of the subject in greater depth and breadth than at (I)GCSE level, whilst having the confidence that the skills they have learnt thus far will stand them in good stead for the more challenging nature of their studies in the Sixth Form. History is recognised as a strong discipline to have studied no matter what university course is being applied for as it teaches vital skills that are indeed universal. Researching, presenting, writing, listening and debating are all key features of an A Level History student. Indeed, it is no coincidence that students who have thrived in arenas such as the World Scholars Cup and Model United Nations are often successful in History.

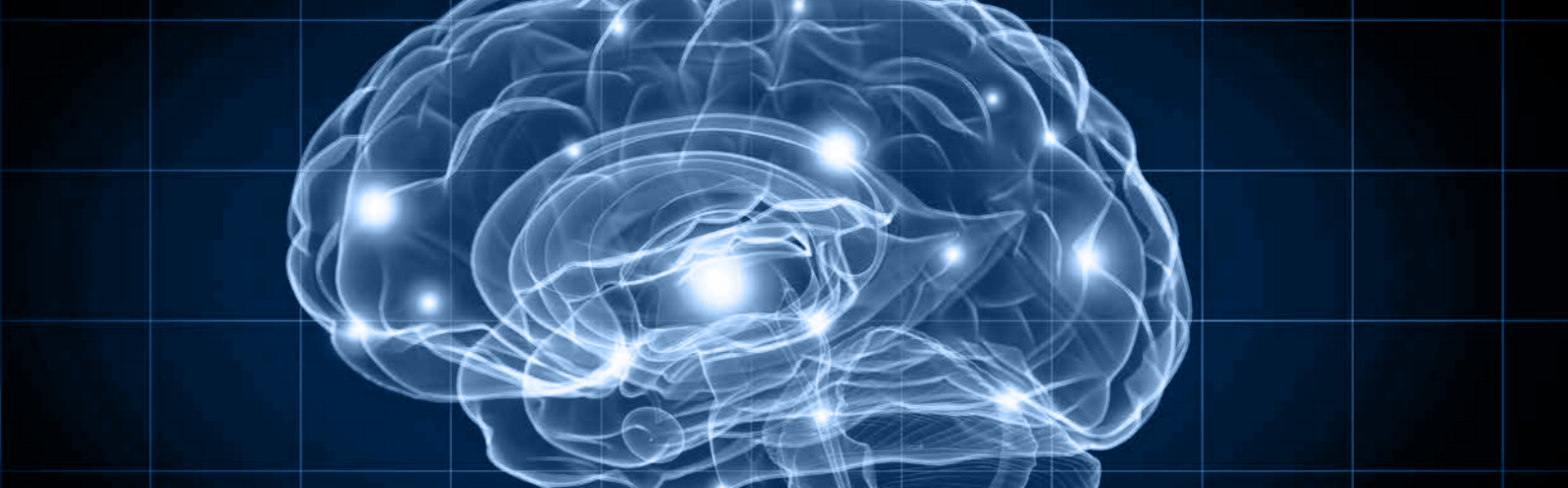
Studying History at an advanced level also lends itself to the 'Harkness model' of small class discussion as students develop their ability to reach conclusions for themselves and to improve their independent learning skills.

Whilst History may not seem to have a single obvious career path (other than teaching, which is highly recommended by the author of this overview) it undoubtedly opens far more doors than it closes as a route into the workplace. History does not just combine well with obviously related subjects such as English and Geography, but also the Sciences. As a precise subject that has a search for the truth at its heart, it can be the perfect vehicle for someone set on a mathematical or scientific pathway to help make them stand out from the crowd.

It is recommended that those wishing to study History at A Level gain a 'B' grade or above at (I)GCSE. However, it is one of the few traditional subjects where it is possible to study at A Level without having taken it at (I)GCSE.

If nothing else, History can also help you win big prizes. Just ask the first winner of the popular game show 'Who wants to be a millionaire?', who hit the jackpot by knowing which English King was married to Eleanor of Aquitaine (Henry II – in case you were wondering).

*"Study the past if you would divine the future."*  
Confucius



# Mathematics

This subject is both challenging and rewarding. During the course you will develop an awareness of the relevance of Mathematics to other fields of study, to the world of work and to society in general. You will extend your range of mathematical skills and techniques to enable you to reason logically and to recognise how a situation may be represented mathematically in order to solve ‘real world’ problems. Whilst you are obviously expected to possess a certain degree of mathematical ability, a willingness to work hard and a determination to succeed are just as important.

- Mathematics is an important subject and it is used in many different contexts such as commerce, computing, engineering, social sciences, science and technology. Studying Mathematics helps you to develop the problem solving and logical thinking skills that many university courses and employers require. It is known as a ‘facilitating’ subject by the top universities and studying Mathematics at A Level does improve your career prospects.
- A Level Mathematics is an essential requirement for degrees such as Accountancy and Economics, and is very highly recommended for most STEM (Science, Technology, Engineering and Mathematics) courses.
- Mathematics is one of the A Levels that universities recognise immediately as a “gold standard”.
- Mathematics is an innovative subject and technology is advancing all the time. Studying Mathematics at A Level may open doors to a myriad careers that do not yet exist.
- Whilst not universally the case, many high flyers in well-paid careers such as finance have a mathematical and/or physical science background.

Mathematics is recommended for those likely to get an A or A\* at (I)GCSE. You should do Mathematics A Level if you enjoy solving problems, having to think logically and you like working with others. It is useful alongside all other A Levels as it shows that you are numerate, but it will particularly help in the subjects where you need to use mathematical skills. The most obvious example is Physics, but actually you need mathematical skills in Geography, Biology, Chemistry, Economics and many other subjects.

**Further Maths** is for outstanding mathematicians who will easily get an A or A\* at A Level Maths. It is usually chosen as a fourth A Level, and only by the most able. It is looked upon very favourably for courses in Physical Sciences, Engineering, Economics and, of course, Maths at the top universities.

*“Mathematics makes you better at things. Understanding Mathematics is like wearing a pair of X-ray specs that reveal hidden structures underneath the messy and chaotic surface of the world. Mathematics is the science of not being wrong about things.”*  
Jordan Ellenberg

# Psychology

Psychology is the study of human behaviours using scientific methods to both analyse and explain them.

Psychology is fascinating because most people are interested in how we think, feel and behave. Are we the way we are because of our genes or our upbringing? This is a fierce debate in Psychology and one that is investigated in the subject’s fascinating topics. The course is full of case studies and theories which go into depth about certain behaviours. Units include responses to people in authority, memory, external influences on children’s behaviour, regions of the brain, brain plasticity, psychopathology, understanding disorders, measuring differences in individuals and the psychological effects of the built environment. Pupils analyse and evaluate data, developing critical thinking, essay writing skills and research investigation.

Psychology has recently been reclassified as a subject within science by the Qualification and Curriculum Authority (QCA). Hence A Level Psychology fulfils the common core criteria the QCA has set for sciences. This is why studying psychology requires a foundation in Maths and Biology and is taken at A Level in conjunction with these facilitating subjects.

Students will be expected to:

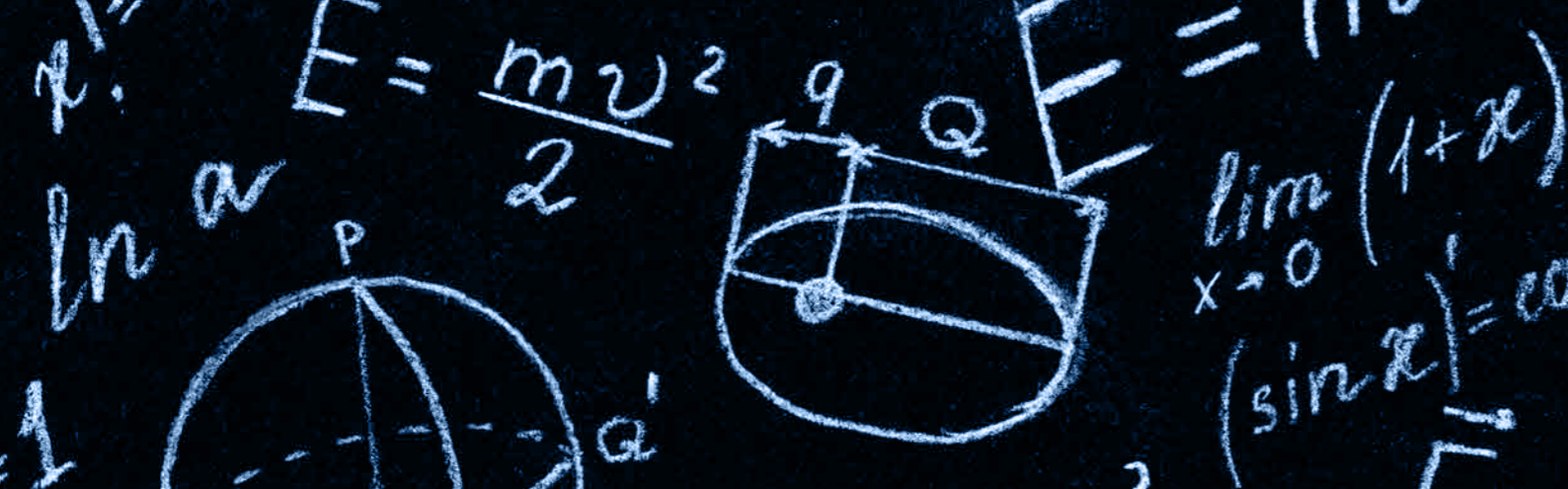
- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.
- Apply psychological knowledge and understanding in a range of contexts.
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.
- Evaluate therapies and treatments including in terms of their ethics and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills are key. These skills are developed through study of the specification content and through ethical practical research activities, involving data handling and analysis. This includes:

- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.

*“The shoe that fits one person pinches another; there is no recipe for living that suits all cases.”*  
Carl Jung

*“The brain is built to change in response to experience.”*  
Richard Davidson



# Physics

Newton, Hawking, Kepler, Bohr, Schrodinger, Galileo, Rutherford and Einstein all had one thing in common; they looked at the world around them and asked “why?” This type of curiosity is the cornerstone of Physics. Physics is having the courage to ask a question coupled with the tenacity and resilience to find an answer.

Physicists look for all the hidden laws that explain why all matter (that’s every physical thing) and energy in the known universe exists, where it comes from and how it behaves the way it does. Physicists use the laws they uncover to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft. Physicists ask some big questions, but they specialise in different areas and their work can be varied. For example, nuclear physicists study the tiniest particles of matter to discover what the universe is made of, whereas astrophysicists study some of the largest things – stars, planets and celestial bodies. Many physicists also combine their work with the other sciences (Chemistry and Biology) to study things like meteorology (the atmosphere) and geophysics (the structure of the earth).

Students who choose Physics at A Level usually enjoy the practical nature of the subject and the opportunity to test laws and theories first hand. There are many benefits to studying Physics other than the love of the subject;

- Physics will help you to build up your problem solving, research, and analytical skills. With these skills you’ll be able to test out new ideas plus question and investigate other people’s theories, which is useful for any kind of job that involves research or debate.
- Physics is one of the A Levels that universities recognise immediately as a “gold standard”.
- Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space, you name it...), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology (that’s engineering on a seriously tiny molecular scale).

Physics will support your study of other science and tech subjects, including Chemistry, Biology, Geography and Computer Science. Physics is especially closely linked to Maths, so studying the two together can improve your skills in both.

*“The significant problems we have cannot be solved at the same level of thinking with which we created them.”*

Albert Einstein

*“Even if it turns out that time travel is impossible, it is important that we understand why it is impossible.”*

Stephen Hawking

# Spanish

At Cranleigh Abu Dhabi we love languages and we want to transmit this passion to all our students. Speaking a foreign language will not only give our students more opportunities for work, travel and study, but will change their lives by allowing them to see things from another perspective through becoming part of another culture.

The A Level Spanish course will inspire students to have an appreciation of, together with an advanced level knowledge and understanding of, the language, literature, film and culture of the Spanish speaking world. It will also give them valuable language and transferable study skills.

Studying Spanish at A Level will enable students to: become increasingly confident, accurate and independent users of Spanish; develop an appreciation of the language and its cultural and social context; foster their ability to learn other languages; develop autonomy, resourcefulness, creativity, critical thinking and research skills; and gain linguistic, cultural and cognitive flexibility.

The A Level in Spanish encourages both spontaneity and the study of grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Students will learn to develop ideas and use language to persuade, analyse and give critical responses in their writing and speaking.

There are two externally examined papers assessing listening, reading and writing and a speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner. All assessments are marked externally.

Studying Spanish at A Level is an opportunity to become part of a worldwide community of over 400 million Spanish speakers, and it is one of the key business and diplomatic languages across Europe and the Americas. Spanish opens doors to your future.

*“No es verdad que la gente deja de perseguir sus sueños porque envejece, envejecen porque dejan de perseguir sus sueños.”*

*“It is not true that people give up on their dreams because they get old; it is because people give up on their dreams that they get old.”*

Gabriel García Márquez

*“Decir la palabra verdadera es transformar al mundo.”*

*“To say the right word is to transform the world.”*

Paolo Freire





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