

We have further developed our intranet site this year reinforcing the entire department's commitment to the balanced mix of traditional teaching methods with computer generated support material. Each of the five mathematics classrooms has a fixed projector facility. We have developed the use of Microsoft Powerpoint and make as much information as possible available to students via downloads from the internet, for use as worksheets and examination papers. Additionally we are now able to project images of our graphical calculator to help with class instruction. Our Sharepoint site has developed into a significant resource for staff and students, streamlining our administrative processes and acting as a catalyst for greater contribution and the sharing of resources.

During 2006, we ran a mathematical intranet INSET for preparatory school heads of department. The main focus of the day was on our approach to the use of ICT to enhance and complement the teaching and learning of Mathematics. We shared our ideas and highlighted software packages that worked for us as teachers. Additionally, we addressed topics such as: the department handbook as a web page, our grading of the new Common Entrance paired papers, an email address list and scholarship papers. The course was well attended with encouraging feedback.

The UKMT Maths Challenges are lively, intriguing papers designed to stimulate interest in maths in large numbers of pupils. They are tests of reasoning and mental agility and the three levels cover the secondary school range 11-18. These tests attract over half a million entries each year from over 4000 schools and colleges. The Junior and Intermediate Challenges are aimed at the top 35% of pupils in each year group. The Senior Challenge is suitable for all students aged 16-19 studying maths below university level. Enthusiastic

younger pupils are also encouraged to enter the Challenges.

Each year the mathematics department at the College enter our best mathematicians for the Senior competition in November and the Intermediate challenge in February and we were delighted with our results again this year. We gained 56 awards overall with 17 pupils attaining gold standard; six at senior and eleven at intermediate level.

In particular, Lawrence Fan achieved a very high percentage at senior level and was invited to participate in the Mathematical Olympiad competition. Helena Wang's gold

was a significant achievement for a girl in year 11 and augurs well for the future. Of the 11 gold intermediate winners there were also some notable achievements. John Bird in Year 9, Caroline Reid and Adrian Woo in Year 10 and Helena Wang and Nikko Cheung in Year 11 were all asked to participate in their respective, follow-up rounds. Caroline and

Nikko subsequently obtained merit certificates as recognition of the quality of their submissions in the three hour, second round examinations. Special mention must go to John for doing so well at Intermediate level, at such a young age, and also congratulations to Lawrence and Nikko who obtained the 'best in school' award in the senior and intermediate competitions respectively.

Two members of staff left this year. Mr Nick Dillon has been with us for just over two years having left merchant banking in the City. Nick's contribution has been significant in this short time and we will miss his very professional involvement. Mr Richard Curtis, our Second in the Department, moves to Shiplake College and will miss him in the classroom and on the sports field.

Mr Ken Hoyle, Head of Department

The Modern Languages Department has benefited from some significant developments during the year with the increasing availability of SharePoint allowing students unprecedented access to interactive material. This has greatly assisted students, at all levels of study, with their exam revision, and has also allowed them to develop a much broader appreciation of the culture which they are studying.

With the help, support and an awful lot of hard work from Mrs DeLuis and Mr Hobson, Spanish has been introduced to Year 9. This has proved to be very successful and we are looking forward to developing this into Year 10.

An impressive new digital language laboratory was installed in September 2006 which is a huge step forward for us. Major strides have also been made in re-equipping classrooms: all the teachers have new desks, all the rooms have had new carpets fitted and three of our five classrooms have been supplied with stunning hand made (by the team of house matrons) curtains. The corridor and stairs have been refurbished and Mrs DeLuis has taken charge of the display boards ensuring that these are now all painted and framed and are displaying some of the excellent work produced by our students.

The department has invested heavily in new text books for our GCSE French course and of course new books have been bought for the Spanish course. Mr Dyer has played a key role in developing ICT opportunities in the Department and, in addition to the 7.9 Gigabytes of French video, sound and interactive exercises produced by the Head of Department, we have subscribed to some leading digital resource providers to enhance the learning experience for our students.

Mr Hobson now has an interactive whiteboard to dazzle his students and with the growing use of SharePoint, Mr Thorpe and Mrs DeLuis have been very busy producing new resources for German and Spanish respectively.



- ✦ We also welcomed Mlle Lebarbé as a new member to the team as our French assistante. She has been absolutely invaluable and I simply don't know how we did without her in previous years. We tried to persuade her to stay but she needs to return to her native Brittany to further her studies.

All in all, 2006 was a tremendously exciting year and the Department with its strong team (Mr Dyer (Head of Department); Mr Clelland; Mrs DeLuis; Mr Hobson; Mr Thorpe and Mlle Lebarbé) continued to make great strides to improve the enjoyment of learning languages and raise the expectations and achievements of our students.

*Mr Bernard Dyer,
Head of Modern Languages*

BUSINESS STUDIES AND ECONOMICS

2006 was a good year for Business Studies and Economics. In Economics, Tom Sallis (Captain), Mujammil Hussain, Drivalda Delia and Lawrence Fan, competed in the Target 2.0 competition run by the Bank of England. This College team changed the whole dynamics of the competition. It would be fair to say that the other schools took a conservative approach but we set the competition alight by deciding to significantly reduce interest rates resulting in a lively presentation and even managing to raise a chuckle from the audience. They came top with their presentation but were not quite as strong in the question and answer session, and slipped to 2nd position in the regional final. Next year if we approach the competition in a similar manner and sharpen up our Economics just a little we will do really well!

For the Year 12 students we have run a number of experiments this year, being one of the few schools in the UK to adopt an accelerated approach to learning and the results have been pleasing so this must be the way forward.

Business Studies is changing all of the time. Early in the year we ran our own version of

Dragons' Den. This was an encounter with a number of people who all run their own businesses. Students were given three weeks to prepare a Business Plan, and present their findings to the experts. All of the contestants were given a rough ride, which was the objective. All of the students enjoyed the experience, Moyo Hoshino coming out on top.

We have now started to develop our own version of The Apprentice in class for the upper sixth. This allows students to assess and criticise the performance of their peers. Farai Mutonga was the favourite to win the whole competition, but sadly in the final regressed to spouting Business theory out of context. John Wybar who had faltered in previous rounds came out on top.

Teaching Business Studies throughout this year has been really good fun achieving great results as one of the top performing schools in the country in the January modules whilst adopting accelerated learning techniques for those students who volunteered for the experiment of doing all six units in January.

We will end with a few quotes, "Sometimes you have to be cruel to be kind" and finally there is a formula that I often refer to in the class-room...

"Hard work gives you confidence. Confidence enables you to succeed, and by gaining success you get enjoyment. And once you are enjoying yourself, you are more likely to put in the hard work. It goes in circles all of the time."

Adapted from a quote given prior to the Ashes Tour by none other than Duncan Fletcher!

Mr Antony Bennett, Head of Department

The D a Vinci Code has raised a lot of questions this year and I have found myself having to explain some of the more esoteric ideas and challenges which are raised in the book. Dan Brown asserts that the rituals and beliefs he portrays are accurate; The Catholic Church has orchestrated a campaign to smear what Brown wrote. Where then does the truth lie? I heard a radio interview with a leading churchman who said that the D a Vinci Code has opened a lot of people's eyes to the fact there might be something more to life than the endless pursuit of financial reward. This respected man claimed it didn't matter whether or not what was

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written by Brown was true; what was important was that people asked questions about faith and religion they had never considered before. Opus Dei the conservative Catholic group have said that the number of enquiries they have answered about membership has risen exponentially since the release of the book.

So, where does this publishing phenomenon leave the Religious Studies student? There has been a certain level of smugness amongst some of the older students as they had long started the quest for meaning and in some cases, wondered why others have taken so long! The stated aim of Religious Studies at Framlingham is to open the eyes and stimulate the brains of students. Whether it be reflecting on religious attitudes towards moral issues; considering the contributions of Martin Luther King to the development of North American theology; analysing the effect of the 2nd Vatican Council on the lives of the oppressed in Latin America or Plato's analogy of the Cave, it can never be said